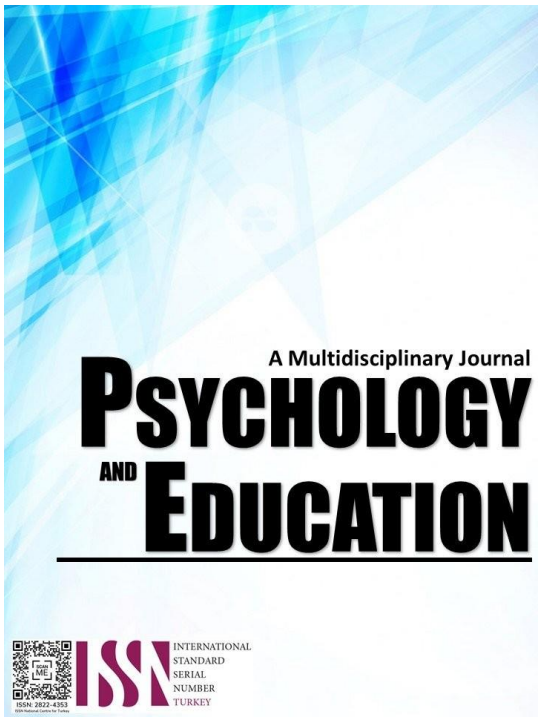
CHALLENGES AND COPING MECHANISMS IN ONLINE CLASSES OF FRESHMEN MASTER OF ARTS IN EDUCATION



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Research Article

Challenges and Coping Mechanisms in Online Classes of Freshmen Master of Arts in Education

Najera S. Macud*, Carlito A. Abarquez
For affiliations and correspondence, see the last page.

Abstract

The goal of the study was to identify the difficulties and coping mechanisms faced by first-year students enrolled in online Master of Arts in Education courses at St. Peter's College in Iligan City during the first semester of the academic year 2022–2023. The survey provided information on the respondent profiles in terms of their age, sex, civil status, career, technology usage, and monthly family income. Also, the difficulties of taking lessons online, including isolation, instructor ability, motivation, and features. The respondents' coping strategies for the difficulties of taking online classes as well as for course, individual, technological, and environmental difficulties. Significant differences in the challenges and coping mechanisms for the challenges in the online classes of the respondents when grouped according to their socio-demographic profile and significant relationship between the respondents' challenges in online classes and their coping mechanisms. Family monthly income and age mediated the relationship between respondents' challenges and coping mechanisms were determined. The data gathered led to develop an action plan and made recommendations for this study. The study used the descriptive- correlational research method. It involved 149 students as respondents. The data used an adapted questionnaire that was validated through pilot testing. The result showed that most of the respondent's challenges in online classes were motivation, features of online classes, and isolation. The respondents' coping mechanisms for the challenges were in terms of environmental challenges; nevertheless, the other coping mechanisms—course challenges, technological challenges, and individual challenges—were also affirmed to have a better coping mechanism in their online class. The challenges faced by the respondents did significantly differed with the gadgets they used and their family's monthly income and coping mechanisms for online class challenges did significantly differed by their family's monthly income. The challenges in online classes were significantly correlated with their coping mechanisms. The challenges and coping mechanisms are not mediated by family monthly income and by age.

Keywords: *challenges, coping mechanisms, online class, motivation, isolation, instructors' capacity, features of online classes*

Introduction

Taking an online class might be difficult for many students all over the world, particularly during current pandemic. They face a number of challenges, including technical difficulties during online classes, the fact that some students are not fully computer literate, the need to manage their time, and the ability to motivate themselves. Despite the fact that students in online classes can collaborate with others from around the world to share diverse perspectives and solve problems, the transition from offline to online learning will reveal issues with online teaching and learning. Online courses require more time and effort and contact with classmates could be more restricted.

A serious scenario developed in the Philippines in particular as a result of the escalating health crisis. Avoiding and reducing the risk of infection among the academic community has become a top priority for higher education institutions. Hence, with the implementation of community quarantine, conduct of classes needed to be immediately suspended. Thus, the Commission on Higher Education issued a memorandum order no. 4 series of 2020 entitled "Guidelines on the implementation of Flexible Learning" urging the need to explore other innovative learning modalities that will facilitate migration from traditional to flexible teaching and learning options.

Online learning refers to an instructional strategy in which the learners are geographically separated from the instructor. The instruction is delivered totally through the computer (Western Cooperative for Educational Telecommunications. 2010). To pique students' interest, this delivery method mixes voice, video, color, graphics, and animation. During the epidemic, many institutions are offering online courses. The majority of students utilize technology every day. They can access the Internet through a variety of devices, including their cell phones. Online education caters to the needs of its students' lifestyles by allowing them to manage time conflicts and personal responsibilities while still having access to course materials from a variety of locations. There are both advantages and disadvantages to taking online courses.

The transition from offline to online learning would

uncover issues with online teaching and learning. Online learning may be dull and uninspiring for students at times. Online learning required too much time and flexibility from students (Dhawan, 2020). Another significant issue with online learning was a lack of personalized concentration. Students desired two-way contact, which might be tough to execute at times. The learning process was not be fully realized unless pupils applied what they had learned. At times, online information was theoretical, making it difficult for students to practice and learn successfully. Inadequate course content was also a major issue.

Students believe that the main obstacles to online learning are a lack of community, technological challenges, and difficulty comprehending instructional objectives (Song et al., 2014). Students were discovered to be unprepared to manage their employment, family, and social life with their studies in an online learning environment. In addition, students were found to be underprepared for a number of e-learning and academic-type abilities. Furthermore, when it comes to adopting Learning Management Systems, students are unprepared (Parkes, 2014).

The main objective of this study was to determine the challenges, and coping mechanisms in online classes of freshmen Master of Arts in Education. This study was conducted during the first semester of the School Year 2022-2023. The researcher is a graduate of the course Bachelor of Elementary Education major in General Education. She is also a Licensed Professional Teacher. The researcher is a second-year MAED student at St. Peter's College (SPC). The researcher wants to help students with difficulties in learning online by first determining and understanding the challenges, and the coping mechanisms they were facing in online classes. The researcher also wants to contribute to the educational system through this study.

Research Questions

The purpose of the study was to identify the difficulties and coping mechanisms faced by first-year Master of Arts in Education students taking online courses during the first semester of the academic year 2022–2023. The study specifically aimed to respond to the following questions.

1. What are the socio-demographic profiles of the respondents in terms of;
   1.1 Age,
   1.2 Sex,
   1.3 Civil Status,
   1.4 Profession,
   1.5 Gadgets used, and
   1.6 Family monthly income?
2. What are the respondents' challenges in online classes and terms of;
   2.1 Isolation,
   2.2 Instructor's Capacity,
   2.3 Motivation, and
   2.4 Features of online classes?
3. What are the coping mechanisms of the respondents to the challenges and as to;
   3.1 Individual Challenges,
   3.2 Course Challenges,
   3.3 Technological Challenges, and
   3.4 Environmental Challenges?
4. Is there a significant difference on the challenges in online classes of the respondents when grouped to their socio-demographic profile?
5. Is there a significant difference on the coping mechanisms to the challenges in online classes of the respondents when grouped to their socio-demographic profile?
6. Is there a significant relationship between the respondents' challenges in online classes and their coping mechanisms?
7. Do the family monthly income mediate the relationship of respondents' challenges and coping mechanisms?
8. Do the age mediate the relationship of respondents' challenges and coping mechanisms?

Methodology

Research Design

The study used a descriptive-correlational research design. In this study, the descriptive research design is used to describe the sociodemographic profiles of the respondents in terms of age, sex, civil status, profession, gadget use, and family monthly income as well as the difficulties and strategies for overcoming those difficulties in online classes for first-year Master of Arts in Education students at St. Peter's College. Furthermore, the correlation research design was also used in this study since the respondents' socio-demographic profile was correlated to the challenges of the respondents in online classes in terms of isolation, instructors' capacity, motivation, and the features of online classes, and the socio-demographic profile was correlated to the coping mechanisms for the challenges of the respondents in online classes as to individual challenges, course challenges,

technological challenges, and environmental challenges.

Research Environment

The study was conducted at St. Peter's College, it is a private higher educational institution in Iligan City, located at Sabayle Street in the barangay of Poblacion, Iligan City, Lanao del Norte. In addition, the school currently provides programs in basic education, Junior High School, Senior High School, Undergraduate, and Graduate Studies programs. Its programs are duly recognized by the Department of Education (DepEd) and the Commission on Higher Education (CHED). Amidst the pandemic, the school modified its approach to continuing bringing its students 'Quality Education' while minimizing the risks of COVID-19 transmission. The school utilized a Learning Management System (LMS) called Moodle to offer online learning to its students.

This academe is situated at Barangay Poblacion in the heart of the city's location. Barangay Poblacion is one of the 44 barangays of Iligan City, in the Lanao del Norte province within Region X in the Republic of the Philippines. Poblacion is at approximately 8.2285, 124.2344, on the island of Mindanao. Elevation at these coordinates is estimated at 3.9 meters, or 12.8 feet, above the main sea level. Poblacion shares a common border with the following barangays: San Miguel, Saray-Tibanga, Tambacan, and Villa Verde. As of 2020, Barangay Poblacion has a population of 3,613, according to the National Statistics Office, Iligan City, (2020). The main source of livelihood for the people in this area is business.

Respondents and Sampling Procedures

The respondents of the study were the freshmen Master of Arts in Education students at St. Peter's College, Iligan City, who were currently enrolled during the first semester of the school year 2022–2023. With a total of 149 respondents, there were 25 males and 124 females out of 298 first year MAED students. The respondents were informed beforehand that they would be answering a survey questionnaire regarding the challenges and coping mechanisms in their online classes, so they can prepare and share their challenges, coping mechanisms, and responses accordingly. The survey questionnaires were given to them thru Google forms.

This study employed convenience sampling, a non-probability selection strategy in which participants are chosen based on their easy accessibility and closeness to the researcher (Baguio, 2007). The researcher gave the survey questionnaire to the freshmen MAED who were currently enrolled in an online course during the first semester of the school year 2022–2023. The questionnaire was given to them via Google Forms because of limited access to time for conducting an actual survey for safety reasons during the pandemic.

Data Gathering Procedures

The researcher was the one who conducted the study and facilitated the gathering of the data. The gathering of the data was done in this manner: A letter to the school President and the Dean of Graduate Studies was forwarded to their offices, containing the researcher's request for permission to conduct the study at St. Peters College in Iligan City using Google Forms. After their approval, the researcher also forwarded a letter to the school's registrar to ask for the list of the enrolled 1st year MAEd students for the school year 2022-2023 as they will be the target respondents for this study. After obtaining the list, the researcher made use of the social media platforms to contact the respondents. The researcher has trouble getting in touch with some of the respondents and so she approached her adviser for assistance. The researcher also forwarded the letter to the respondents, which the letter contains information that the respondents would ask to be part of the study. After complying with the protocols in asking permission to conduct the study, the researcher proceeded to administer the survey questionnaires to the respondents via Google Forms. The researcher collected the data using a survey questionnaire from the respondents' responses through Google Forms. After the respondents have answered the survey questionnaire, the collected data were checked, tallied, and analyzed based on the problems of the study. Furthermore, the researcher ensured the confidentiality of the responses of the respondents.

Research Instrument and Its Validity

The study used a questionnaire adapted from Wang (2013) on barriers to online learning of distance learners. The data was gathered using an adapted questionnaire that was validated through pilot testing. The first part dealt with the socio-demographic profiles of respondents in terms of age, gender, civil status, profession, gadget used and family income. The second part dealt with the challenges in online classes for freshmen MAED in terms of isolation, instructors' capacity, motivation, and features of online classes. The statements of the questionnaire were measured using a 4-point scale ranging from 1-not challenging, 2-less challenging, 3-challenging, and 4- very

challenging. The third part dealt with coping mechanisms for the challenges and learning experiences in online classes of freshmen MAED as to individual challenges, course challenges, technological challenges, and environmental challenges. The statements of the questionnaire were measured using a 4-point scale ranging from 1- not at all satisfied, 2- slightly satisfied, 3- very satisfied, and 4- extremely satisfied. The table below shows the reliability results of the instrument.

Table 1. *Reliability Statistics Result of Pilot Testing*

Study Variables	*Cronbach's Alpha*	*Description*
Challenges	0.930	Excellent
Coping Mechanisms	0.922	Excellent

This meant that the pilot data revealed that the study variables have Cronbach's alpha higher than 0.90 which was described as excellent. Based on the findings, the instrument had excellent internal consistency. This result indicated that the instrument was reliable and was recommended for final survey dissemination.

Statistical Tools

The following statistical techniques were used to help answer the different problems presented.

For problem 1, Frequency and Percentage were used to analyze the socio-demographic profiles of MAED students in terms of age, sex, civil status, profession, gadget used, and family monthly income.

For problems 2 and 3, Mean and Standard Deviation was used in determining the challenges, and coping mechanisms in online classes of freshmen master of arts in education in terms of isolation, instructor's capacity, motivation, and features of online.

For problem 4, a one-way ANOVA was utilized to analyze the differences in the respondents' perceived difficulties in online learning according to their age, family's monthly income, and career. When respondents were classified according to their gender, the devices they used, and their civil status, an Independent T-test was used to assess the differences in the obstacles they had while taking online classes. The percentage of variance in a dependent variable that may be accounted for by the independent variable was calculated using partial eta squared (2).

For problem 5, One-way ANOVA was used to analyze the differences in the respondents' perceived difficulties in online learning according to their age, family income, and career.

When respondents were classified by their sex, the devices they used, and their civil status, an independent T-test was conducted to evaluate whether there were any differences in the obstacles they had while taking online classes. Partial eta squared (η2) was used to determine the proportion of variance in a dependent variable as explained by the independent variable.

For problem 6, Pearson Correlation was used to determine the relationship between the respondents' challenges in online classes and their coping mechanisms. Stepwise regression analysis was used to determine the effect of features of online classes' challenges to the coping mechanisms of the respondents. Adjusted r2 was used to examine the proportion of total variance of the dependent variable as explained by the independent variable.

The relationship between the problems and coping techniques experienced by the respondents was examined for Problem 7 using mediation analysis (regression-based analysis).

In order to ascertain the mediating role of age on the link between the obstacles and coping techniques experienced by the respondents, mediation analysis (regression-based analysis) was employed for Problem 8.

Results and Discussion

Problem 1: What are the socio-demographic profiles of the graduate studies in terms of age, gender, civil status, profession, gadgets used, and family monthly income?

Profile of the Respondents

Demographic information, specifically the respondent profile, provided data about research participants and was critical for determining whether the people in a specific study represented the target population for generalization purposes. It was also important for establishing some findings. Glaser (2012) averred that the information regarding the respondents gave the backbone of the scientific explanation. This was to adhere to the preceding tenets and explore the respondents' age, gender, gadgets used, civil status, and profession.

Age

Age is frequently studied because it was thought to provide a systematic foundation for understanding human phenomena and the interplay of social structure and human life. Furthermore, it was believed that age altered a man's view of his environment. It was also supposed to explain the physical information that identified humans.

The age, as mentioned above, was investigated in this study to discover a link between how respondents cope with challenges in an online class.

Table 2. *Age of the Respondents*

Age (in years)	*Frequency*	*Percentage (%)*
20-24	18	12
25-29	67	45
30-34	20	13
35-39	32	22
40-44	9	6
45-49	3	2
Total	149	100

Table 2 describes the age profile of the respondents. The result showed that 85 or 57.1% of the respondents belonged to 20-29 years of age, 52 or 34.9% of them were at least 30-39 years of age, and 12 or 8% of them were aged to 40-49 years old. According to this finding, the respondents who were first-year MAED students were most likely to be between the ages of 20 and 29 and least likely to be between the ages of 40 and 49.

The previous finding suggested that many of the respondents were in their early adult years, between the ages of 20 and 29. According to Piaget (1980), early adults had more flexibility in their cognitive processes, realizing that there were different perspectives on situations and there were multiple approaches to a problem. They can comprehend and integrate complicated and conflicting events and arguments.

Perry (1970) looked into how a student's cognition changed as they progressed through college: from dualism (thinking in absolutes, black and white, right and wrong), to multiplicity (recognizing that some problems can be solved but some solutions are unknown), to relativism (appreciating the significance of the particular context of knowledge—everything is relative to other factors). Earle (2020) demonstrated that cognitive growth in a normal human was vertical, indicating that as a person ages, he matured and became more responsible.

Sex

The fundamental definition of sex related to being male or female, particularly when referring to social and cultural variances rather than biological disparities. The term was also used more generally to signify the variety and extent of identities that do not agree with established ideas of male and female.

The importance of gender in research had been described in many different ways. One very vital view on sex was that of Vallerand and Fortier (2007), who stated that in the field of research, gender can be or cannot be a cause of the dissimilarities in the acuities and discernments of the respondents. It was, however, presumed that there were situations wherein males and females can have diverse opinions because they did not have the same age of maturity (Carrothers et al., 2008).

Table 3. *Sex of the Respondents*

Sex	*Frequency*	*Percentage (%)*
Male	25	17
Female	124	83
Total	149	100

Table 3 presents the distribution of the sex profile of the respondents. It was evident in the data that the female respondents ruled over the male by (n=124 or 83.2%). The male respondents, the weight 25 or 16.8%, did not reach one-fourth (1/4) of the total population. This result meant that almost all the respondents were female. This could imply that in the locale of the study there were more female respondents than males. Sahu (2020) averred that at tropical latitudes, more females are produced than males. This notion connected to the idea that in any part of the tropical zone, there were more females than males. The Philippines is in the tropical zone, it can be deduced at this point that females may dominate the population of many organizations, including school systems.

The preceding result implied that the female population was dominant in this study. It showed that most of the students were females who were working towards their professional growth through further

studies in which most of the first-year MAED students' professions were teachers. Steinel (2004) stated that number dominance of female teachers was not surprising. In the real situation, there were more female teachers coming to teach than male teachers. In the context of the findings of this study, the data collected inclined more towards female judgment and discernment as there was a homogeneity of gender favoring the female.

Civil Status

Civil status is understood to be one of the most influential aspects of a person's profile because it lent diverse and specific options that defined a person's connection with a "significant other." According to research, the situation of being associated or not associated with a significant other had the most impact on a person's discernment and mindset. Ungar (2011) explained that a person's civil status can be responsible for his or her view of a certain situation. Thus, a single man's or woman's conception of a circumstance may be light while a married man's or women may see it in a heavier domain. A single man or woman may lack seriousness in doing a task, but a married man or woman does his or her work with a certain degree of seriousness.

With the foregoing notions, civil status was explored to substantiate this study with varied responses on the practices of teachers in their efforts to bridge learning gaps. The study anticipated that civil status would be related to its findings. The study anticipated that civil status would be related to its findings.

Table 4. *Civil Status of the Respondents*

Civil Status	*Frequency*	*Percentage (%)*
Single	81	54
Married	67	45
Separated	1	1
Total	149	100

Table 4 presents the civil status profile of the respondents. The results showed that nearly half (n=81 or 54.4%) of the respondents were single, 67 or 45% of them were married, and only 1 or 0.7% of them had separated status. This result meant that the greatest number of the respondents who were first-year MAED students were single, while the least number of the respondents were married.

The foregoing information implied that most of the respondents among the first year MAED students were single. It also implied that single students were involved in their professional development. Despite the fact that some of the respondents were married, they still have time to constantly improve their knowledge and abilities. Whether single or married enrolled in a master's degree program had benefits for them. It was not only providing useful skills in the industry but also teaching them a valuable skill that could be applied elsewhere in life. It would improve writing talents, presentation skills, organization and prioritizing skills, and research abilities.

Regardless of the advantages, they may have their own reasons for pursuing a master's degree. Factor et al. (2012) stated that the reasons given by the teachers for wanting to study for a master's degree were personal growth or self-improvement in the field of education as well as pursuing an academic career. Moreover, it was seen that the reasons for teachers to receive a master's degree were to develop themselves and to use new methods and techniques in the field (Bertram et al. 2013). Aside from that, it can be regarded as affective gains of the master's degree by providing teachers with self-confidence (Toprak & Erdoan, 2013), motivating them to pursue doctorates (Arrival, 1972), and allowing them to develop social relationships (Skilbeck, 2001).

Profession

A profession is a paid occupation, especially one that involved extensive training and a formal qualification. The profession of a person was associated with his job title in an organization. It had been perceived that the profession of the respondents gave them different roles and functions, and thus, their experiences were varied and distinct from each other. This notion of profession was used in this research to be able to arrive at stronger experiences on the problem it tried to answer in an online class

Table 5. *Profession of the Respondents*

Profession	*Frequency*	*Percentage (%)*
Working	113	76
Non-working	36	24
Total	149	100

Table 5 presents the professional profile of the respondents. Result displayed that nearly ¾ (n=113 or 76%) of the respondents were working and 36 or 24% of them were non-working.

This information revealed that there were many teachers in the locale of the study. This situation implied that many respondents were teachers who were working for their master's degree or towards their professional growth through further studies. Also, the situation indicated that the respondents were well aware of the importance of continually upgrading their knowledge and skills.

Harris (1996), highlighted in his study that people who earned master's degrees would grow intellectually, whereas Drennan and Clarke (2009) emphasized that people who earned master's degrees would enhance their analytical thinking abilities owing to an improvement in planning and writing skills. Furthermore, McEwen et al. (2008) claimed that a master's degree benefits people's personal growth through holistic thinking and group learning. Although the respondents had not completed the degree, it was an indication of their efforts to grow more professionally.

Gadgets

Digital gadgets provide opportunities for students to learn, create, share, and collaborate beyond the classroom. It expanded opportunities for group and project-based learning in practical settings. Laptops and smartphones come with their own pros and cons when it comes to eLearning. It can be used by students to help save on textbook costs and make learning easier and more interactive. Instead of personal tutors, students may obtain one-on-one assistance through instructional videos that can be accessed at any time and from any location.

Table 6. *Gadgets Used of the Respondents*

Gadgets Used	*Frequency*	*Percentage (%)*
Laptop	57	38
Cellphone	92	62
Total	149	100

Table 6 presents the gadgets used by the respondents. Results showed that majority of the respondents (n=92 or 61.7%) used cellphones and 57 or 38.3% of them used laptops. The data showed that the majority of the respondents (n=92 or 61.7%) used cellphones and 57 or 38.3% of them used laptops for their online classes.

The preceding result implied that many of the respondents were using cellphone on their online class. Tao and Yeh (2013), stated that as cellphone technology advanced, the device looked capable of contributing to students' learning and enhancing academic achievement. Students may now access instructional resources at any time and from any location. The credits were given to smartphones. Because this possibility was just a byproduct of smartphones, it was extremely cost-effective. For example, modern "smartphones" provided students with instant, portable access to many of the same education-enhancing features as an Internet-connected PC, such as online information retrieval, file sharing, and communication with instructors and fellow students. Furthermore, Kumar (2011), smartphone users might also download recorded online lectures and electronic books to help them study more effectively.

Family Monthly Income

Family income can be defined as the sum of the money or purchasing power earned by family members over a given time period plus any goods or services the family receives or provides during that time. Examples of such goods and services included vegetables from kitchen gardens, child care, household chores, etc. (Varghese et al., 2012). According to Nickel and Dorsey (2012), family income was that stream of money, goods, services, and satisfaction that came under the control of the family to be used by them. This would satisfy the family's needs and desires and to discharge obligations or family duties.

Table 7 presents the profile of the respondents in terms of their family monthly income. The result showed that nearly half (n=69 or 46.3%) of the respondents belonged to an income of 20,000-29,999, 42 or 32.2% of them were having an income of at most 19,999 and 32 or 21.5% of them were having an income of at 30,000-50,000.

Table 7. *Family Monthly Income of the Respondents*

Family Monthly Income	*Frequency*	*Percentage (%)*
Below-9,999	9	6
10,000-19,999	39	26
20,000-29,999	69	46
30,000-39,999	19	13
40,000-50,000	13	9
Total	149	100

Yao Nani et al. (2016) explored the association

between student academic achievement and family wealth in Ghana. The study's findings suggested that students' family wealth may have an impact on their learning process, motivation, and academic achievement in the long term. As a result, pupils' motivation, learning process, and academic achievement benefit from their families' excellent financial standing. Some respondents, however, firmly asserted that family financial status is not a reliable predictor of improved academic success. The study indicates that, while increasing family wealth may enhance students' performance, low family income should not be used as an excuse for poor performance by responsible and committed students.

What are the respondents' challenges in online classes and terms of isolation, instructor's capacity, motivation, and features of online classes?

Challenges in Online Classes

Challenges were always part of the student's tasks. Many studies had reported that challenges cannot be avoided and these challenges may cause problems for people. In the case of having an online class, it can cause problems for students. Challenges, however, were not always a deterrent. They can also be supportive of the learning tasks. With such a notion, this research investigated the challenges in online classes encountered by first-year MAED students to have information on what challenges were heavy for them and had the tendency to give a solution to a problem.

Table 8. *Respondents' Challenges in Online Classes in terms of Isolation*

Isolation	*Mean ± SD*	*Description*
1. Lack of social interaction.	2.46±.79	Less Challenging
2. Afraid to commit mistakes in an online discussion.	2.63±.77	Challenging
3. Social isolation or feeling less connected to others.	2.65±.80	Challenging
4. Procrastinate, cannot get started.	2.54±.81	Challenging
5. Feeling loneliness.	2.38±.82	Less Challenging
Total Measure	2.53±.63	Challenging

Table 8 presents the respondents' challenges in online classes in terms of isolation. The results revealed that the respondents believed that social isolation, afraid to commit mistakes in online discussions and procrastination were *challenging* in online classes. But they considered the lack of social interaction and feeling of loneliness as *less challenging*. Generally speaking, the respondents believed that isolation is really challenging in online classes.

The preceding results indicated *social isolation or feeling less connected to others* was affirmed by the respondents as their challenge in online classes in terms of Isolation. This meant that the challenge was observable to the respondents. On the other hand, *feeling loneliness* was sufficiently affirmed which divulged that the challenge was less observed by the respondents.

The results had implication on the respondent's challenges, they believed that isolation was challenging in online classes. The participants were challenged in isolation in online class caused by *social isolation or feeling less connected to others.* Even when learners experience a sense of community in the workplace, they could still feel isolated when they were alone facing their computer screen. The issue of isolation was a significant contributor to students' happiness with the web-based online course, according to Daugherty and Funke (1998). This feeling was frequently brought on by the instructor and student's physical separation. It was a problem that educators might be able to lessen but probably won't be able to completely solve. The social development of a child has suffered in the current day due to technical innovation. Through WhatsApp, Instagram, and Facebook, students stay in touch with their virtual pals who are located in distant locations, but they never say hello to the person who is seated right next to them. This propensity made me feel lonely. Studies showed that feeling of isolation was a huge stress factor that prompted students to drop out based from Roberts and Mclnnerney (2004).

Table 9 presents the respondents' challenges in online classes in terms of instructors' capacity. The respondents perceived that the instructors' capacity relative to lack of comprehensive discussion of the lesson, limited knowledge, and lack of timely feedback from the instructor were challenging in online classes. However, the lack of giving clear instructions on assignments, exams, or quizzes and limited knowledge on technologies used were less challenging to them. On the total measure, the respondents were less challenged in online classes in terms of instructor's capacity.

Table 9. *Respondents' Challenges in Online Classes in terms of Instructors' Capacity*

Instructors' Capacity	*Mean ± SD*	*Description*
1. Instructor's limited knowledge on the lesson.	2.52±.86	Challenging
2. Lack of timely feedback from the instructor.	2.50±.84	Challenging
3. Lack of giving clear instruction on assignments, exams, and/or quizzes.	2.47±.95	Less Challenging
4. Instructor's limited knowledge on technologies used in online class.	2.46±.91	Less Challenging
5. Lack of comprehensive discussion of the lesson	2.53±.80	Challenging
Total Measure	2.49±.74	Less Challenging

The preceding results indicated that the *Lack of comprehensive discussion of the lesson* was highly affirmed by the respondents as their challenge in online classes in terms of instructor's capacity. This meant that it was a challenge by the respondents. Since teaching online courses needed to give comprehensive discussion of the lesson. On the other hand, *Instructor's limited knowledge on technologies used in online class* was less challenged by the respondents.

The results had implications for the instructor's capacity to assess the achievement of the students in their online learning. In behaviorism, the roots of knowledge were based on scientific positivism and the process of passing objective facts from the instructors to the learners (Baxter et al., 2018).

The case of the instructor's limited knowledge of technologies used in online classes denoted that it was considered less challenging by the respondents. It did not bother them. However, before joining the virtual classroom, educators must acquire online teaching training in order to discover the most effective ways to improve the online learning experience.

In the overall synthesis of the perceptions of the respondents regarding the challenges in online classes in terms of instructor's capacity displayed in Table 8, the descriptive rating *Less challenging* surfaced. This information showed that the challenges were less observable or noticeable. The challenges existed but their consequences were tolerable; therefore, they did not give tangible harm to the respondents (Kadreza, 2006). However, the challenges should be managed as change was always possible and the circumstances of time was unpredictable.

Communication must be efficient and effective. Students must be assessed and given feedback on a regular basis by instructors. The instructors must also choose when and how students would interact and communicate with them. According to Karkar-Esperat (2018), instructors must establish clear communication with their online learners. They must provide thorough instructions on how to participate in online course activities such as online threaded discussion. They should also specify the rules for online class participation. It was essential that instructors created online course activities that fostered student involvement. Instructors must function as discussion board facilitators, which required them to participate actively in the discussion board, evaluate student progress, and provide constant feedback to students. They must promote student engagement and cooperation. They must employ course design features that properly communicated the course objectives and content.

Table 10. *Respondents' Challenges in Online Classes in terms of Motivation*

Motivation	*Mean ± SD*	*Description*
1. Lack of personal motivation to attend an online class.	2.50±.87	Challenging
2 . Lack of support from family, friends, and instructors.	2.50±.90	Challenging
3 . Lack of management time.	2.60±.95	Challenging
4. Lack of access to appropriate study spaces.	2.58±.87	Challenging
5. Lack of adequate internet access	2.79±.86	Challenging
Total Measure	2.59±.68	Challenging

The data displayed in Table 10 presents the mean values of the respondents' challenges in online classes in terms of motivation. As can be seen from these data, the respondents sufficiently affirmed the challenges in online classes in terms of motivation the respondents considered the lack of adequate internet access were the greatest motivational challenge in their online classes. The lack of support from family, friends, and instructors was the least motivational challenge.

In a detailed examination of the results, the rest of the indicators of the challenges in terms of motivation had an almost homologous mean value in a nondiverse distribution (SD of 0.65). Having almost homologous value showed that the respondents' views of the indicators bore similarities. They were, therefore,

comparable. In the overall mean, the challenges fell in the same descriptive rating. Even if it was not in a high degree, they were still noticeable and could challenge the students in their online class.

The preceding results illustrated that respondents witnessed the challenges in online classes in terms of motivation in an almost similar perspective, with *lack of adequate internet access* as the most common challenge among *them lack of support from family, friends, and instructors* as the least common challenge for them. There were many ways that a lack of internet access could affect a student's academic performance. The biggest problems faced by students without adequate internet access at home are the inability to communicate with teachers or classmates, as well as inability to complete their homework. Students might fall behind in their online coursework (Lynch, 2017). Many external elements, such as the external environment, school support, and family support, might impact learner engagement (Garciareid et al., 2015). Family support had a greater impact on student e-learning participation. Environmental support, emotional support, and capacity support were all examples of family support. Students' interactions with their proximal social environment (e.g., home environment) were critical in the development of their learning capacity (Mudrak et al. 2020). Students' family support might influence their learning abilities and motivation (Elliot et al., 2017).

Students complained about a lack of motivation in online classrooms owing to a lack of interpersonal touch between students and teachers. It may be tempting to procrastinate when students were not physically surrounded by classmates and professors. Physical connection between students was also required to maintain engagement, something the online learning style did not address (Sullivan, 2022). Students required engaging lessons from institutions. Findings implied that motivation was required for online learning in order to finish activities, stay interested, and progress. Some online learners may begin totally engaged and then experience a loss of motivation. They may lag behind if this occurs. The students had to adjust to the online learning environment.

Moreover, Das et al. (2022), mentioned that when online learners experience challenges, they typically lose hope. Motivation was required to keep learners engaged in their study on a constant basis. Because of a lack of motivation, all students challenged to understand financial accounts and sheets. The answer to this problem was for students to make a constant effort to attend all learning activities and assignments throughout their online sessions. It should be a requirement for students to log in every day and attend all sessions and discussions.

Table 11 presents the respondents' challenges in online classes in terms of features of online classes. From the data presented, the respondents believed that they experienced different challenges in their online classes relative to limited access to needed resources, lack of skills for using the delivery system, lack of access to devices and temptation to other sited which deviates from online classes. But they were less challenge on the unfamiliarity with online learning technology tools.

Table 11. *Respondents' Challenges in Online Classes in terms of Features of Online Classes*

Features of Online Classes	*Mean ± SD*	*Description*
1. Lack of skills for using the delivery system (BigBlueButton, Zoom, Google Meet, Moodle, etc.).	2.62±.90	Challenging
2. Unfamiliar with online learning technology tools.	2.49±.84	Less Challenging
3. Lack of access to devices or other equipment for course.	2.57±.91	Challenging
4. Temptation to other sites which deviates from online classes.	2.56±.81	Challenging
5. Limited or no access to needed resources.	2.65±.79	Challenging
Total Measure	2.58±.71	Challenging

The preceding results indicated that the *limited or no access to needed resources* was highly affirmed by the respondents as their challenge in online classes in terms of features of online classes. This meant that it was a challenge for the respondents. Access to needed resources was crucial for students; the learning resources kept them updated with relevant information about their lessons in online class. On the other hand, *unfamiliar with online learning technology tools in online class* was less challenged by the respondents.

The results had implications for the features of online classes that students should give their effort to be familiar with online learning technology tools especially, technological resources played a vital role in online learning. Students faced difficulties with live

classes, the usage of appropriate icons in MS Office communication-related applications and websites, exploring study materials, and so on. They may lack of skills for using the delivery system in areas such as login, live classrooms, producing and submitting work, and connecting with professors and peers.

Teachers were a great help to their students by developing or adopting appropriate materials, assessments, class exercises, and any other helpful resources that would assist in developing a supportive learning community. Baluyos and Clarin (2021) mentioned that instructors' experience in preparing instructional materials and the proper constructive alignment of outcomes, as well as the challenges that they encountered in synchronous sessions. This helped them realize that all were worth realizing the learning outcomes for each lesson. Online learning relied heavily on technological resources. As evidenced by their experience with the difficulty of completing evaluation activities in online teaching, instructors continued to require institutional assistance as they continued to provide quality online education to learners.

Table 12. *Consolidated Findings of the Respondents' Challenges in Online Classes*

Challenges in Online Classes	*Mean ± SD*	*Description*
Isolation	2.53±.63	Challenging
Instructors' Capacity	2.49±.74	Less Challenging
Motivation	2.59±.68	Challenging
Features of Online Classes	2.58±.71	Challenging
Total Measure	2.55±.56	Challenging

Table 12 presents the consolidated findings of the respondents' challenges in online classes. The data showed that motivation was perceived the most in the description domain "challenging," showing that the respondents were most challenged by the challenges in online classes in terms of motivation, features of

online classes came next, showing only a one-point difference from motivation and indicating that many of the respondents experienced the challenges in online classes in terms of features of online classes. Isolation came almost at par in the same description domain as "challenging," which meant the respondents also experienced the challenges of online classes in terms of isolation. The instructors' capacity was the lowest in the description domain Less challenging, which meant the respondents were less experienced with the challenges of online classes in terms of the instructors' capacity. The general mean values showed that the challenges for all categories were all considered challenging by the respondents. Their agreement was not diverse or far from each other, as their deviation was low. The information revealed that the respondents sufficiently affirmed the challenges in isolation, instructors' capacity, motivation, and features of online classes as their challenges in online classes. The degree of their affirmation resembled each other which showed that they see or experience similar challenges. This finding implied that the students experienced the challenges. But the challenges of online classes in terms of instructors' capacity the respondents were less affirmed or experienced with the challenges. It implied that they were not harmfully disturbed by them. The situation of not being harmed can be a product of good coping.

The foregoing findings aligned with Barrot (2021) who explained that the degree of difficulty differed from student to student. On his studies, students indicated that their online learning issues were mediated by the resources available to them, their relationships with their professors and peers, and the school's existing online learning regulations and procedures. Cho and Rathbun (2013) discovered that the instructor's involvement in an online course involved tasks such as setting up the collaboration space, producing and distributing clear assignment completion instructions, and promoting learning activities throughout the course.

To mitigate the impact of these challenges, students, parents, and teachers should collaborate. Students and parents should communicate with their teachers and keep them updated on their current problems and conditions. Talking with classmates or the teacher over the phone about missed lectures and notes would also be beneficial. Students might also be motivated by maintaining contact with their peers and professors. Students should also strive to find a quiet time and location in their home to conduct their homework, and if feasible, create a timetable and share it with members of their family so that they knew when it was time for an online class. If help was not accessible, students should explore online for solutions to their queries and view training videos for topics that required more in-depth comprehension. Regardless of the problems that online and distant learning may present, focusing on the student's ultimate aim in education should be a priority (Belgica et al., 2020).

What are the coping mechanisms of the respondents to the challenges and as to individual

challenges, course challenges, technological challenges, and environmental challenges?

Coping Mechanisms

Coping. It is defined in psychology as disbursing conscious effort to resolve interpersonal and personal disturbances, and seeking to master, minimize or tolerate stress or conflict (Weiten, W. & Lloyd, M.A. 2008).

Any adjustment or adaptation, whether conscious or unconscious would lessen tension and anxiety in a stressful encounter or scenario. The main goal of psychological therapies was frequently to modify dysfunctional coping mechanisms. It was also described as any effort directed to stress management, including task-oriented and ego-defense mechanisms, the factors that enabled an individual to regain emotional equilibrium after a stressful experience (Somaiya, 2015).

With such a notion, this research investigated the coping mechanisms for the challenges in online classes encountered by first-year MAED students in their online classes as to individual challenges, course challenges, technological challenges, and environmental challenges.

In the case study of Asian international students by Kwon (2010), students experiencing online learning are feeling isolated and the diverse technique of the individual management in online learning resulted to the differences of their wayof coping mechanisms.

Table 13. *Coping Mechanisms on the Challenges of the Respondents in terms of Individual Challenges*

Individual Challenges	*Mean ± SD*	*Description*
1. I manage time effectively by creating a timeline or activities.	2.71±.76	Very Satisfied
2. I balance life and school (childcare, family responsibilities, helping children with schoolwork, self-care).	2.83±.68	Very Satisfied
3. I keep myself away from any type of destructions such as social media, TV, and gadgets irrelevant to my online class.	2.62±.73	Very Satisfied
4. I keep myself motivated and engaged in online classes.	2.86±.67	Very Satisfied
5. I set aside my personal problem to focus on online classes.	2.81±.64	Very Satisfied
Total Measure	2.77±.53	Very Satisfied

Table 13 presents the coping mechanisms on the challenges of the respondents in terms of individual challenges. Result depicted that they were very satisfied in keeping themselves motivated and engaged (M=2.86, SD=0.67), balanced life and school (childcare, family responsibilities, helping children with schoolwork, self-care) (M=2.83, SD=0.68), and they set aside their personal problem to focus on online classes (M=2.81, SD=0.64). They were also very satisfied in managing time effectively by creating a timeline (M=2.71, SD=0.76) and keeping themselves away from any type of destructions like social media or gadgets irrelevant to their online classes (M=2.62, SD=0.73). Thus, the respondents had better coping strategies in terms of individual challenges in online classes. With an average Mean ± SD of 2.77±.53 with a description of *Very Satisfied.*

The preceding results indicated that students highly affirmed that they had better coping strategies in their individual challenges in online classes. Botros (2020), mentioned that students were advised to keep all the unnecessary gadgets out of sight while working and to create a strong time management strategy to arrange their online learning, socializing, and spare time. Moreover, Belgica et al. (2020) stated that if students got distracted by social media or browsing the internet, use tools to block out these, and other time-wasters when they needed to focus on school. Hill's (2002), mentioned that learners may improve their entire online learning experience by implementing simple time management practices. It implied that to avoid any distractions during online classes, the respondents needed to think about what were their goals in having online classes. Learners should stay motivated to overcome all individual challenges.

Table 14 presents the coping mechanisms on the challenges of the respondents in terms of course challenges. Result showed that respondents were very satisfied in checking the Moodle to get updated lesson in their class (M=3.14, SD=0.68), familiarity of the features of Moodle (M=3.08, SD=0.74), appropriately used of the internet to get advanced knowledge on how online learning works (M=3.02, SD=0.71). They were also very satisfied in asking their instructors to provide them with detailed instructions for assignments, exams and quizzes posted in the Moodle (M=3.01, SD=0.74), and they requested their instructor to post the course materials on Moodle prior to the start of the class (M=2.94, SD=0.63). With the given data, this only meant that the respondents had better coping mechanisms in their course challenges in online classes.

Table 14. *Coping Mechanisms on the Challenges of the Respondents in terms of Course Challenges*

Course Challenges	*Mean ± SD*	*Description*
1. I make use of the internet to get advanced knowledge on how online learning works.	3.02±.71	Very Satisfied
2. I'll request my instructor to post the course materials on Moodle prior to the start of the class so I can study in advance.	2.94±.63	Very Satisfied
3. I always check the Moodle to get the latest updates on our class.	3.14±.68	Very Satisfied
4. I'll ask my instructors to provide me with detailed instructions for assignments, exams, and quizzes posted on the Moodle.	3.01±.74	Very Satisfied
5. I make myself familiar of the features of Moodle so I won't get troubled when the class starts.	3.08±.74	Very Satisfied
Total Measure	3.04±.55	Very Satisfied

The result showed that the respondents had better coping strategies for their course challenges in online classes. Purdue University Global, (2022) stated that any credible online school would encourage students to contact instructors and provide many channels, including email, discussion boards, chat rooms, and even text messaging (for some teachers). It implied that the communication between teachers and students was important to have better coping mechanisms for their course challenges in online classes.

Song et al. (2004) stated that a factor that emerged for both faculty and learners was organization. Organization on the part of the instructor should include establishing goals from the beginning of the course, providing explicit directions, providing examples of the end products, and establishing deadlines for deliverables. By creating a timetable and incorporating the course Web site into their daily routines, students should also make an effort to preserve organization.

Table 15. *Coping Mechanisms on the Challenges of the Respondents in terms of Technological Challenges*

Technological Challenges	*Mean ± SD*	*Description*
1. Ask for help from family members or friends who know online learning.	2.95±.80	Very Satisfied
2. I make certain that my technology/gadget is up to date.	2.90±.75	Very Satisfied
3. I'll maximize the use of internet to research on the content of our lesson that I find difficult to understand.	3.14±.69	Very Satisfied
4. I make it certain to have fast internet connection.	2.93±.81	Very Satisfied
5. I make certain that I am not distracted by complex technology.	2.89±.78	Very Satisfied
Total Measure	2.96±.62	Very Satisfied

Table 15 presents the coping mechanisms on the challenges of the respondents in terms of technological challenges. Result disclosed that respondents were very satisfied in maximizing the use of internet to research on the content of their lesson (M=3.14, SD=0.69), asking help from family members or friends who knew online learning (M=2.95, SD=0.80). In addition, they responded to make it certain to have fast internet connection (M=2.93, SD=0.81) and their technology/gadget was up to date (M=2.90, SD=0.75) to cope up against technological challenges in online classes. They were also very satisfied in making certain that they were not distracted by complex technology (M=2.89, SD=0.78). With the given result, this only meant that the students had better coping strategies in terms of technological challenges in online classes.

The preceding results meant that the student really had better coping mechanisms in terms of technological challenges in online classes. Belgica et al. (2020), revealed that if helped was not accessible, students should explore online for solutions to their queries and view training videos for topics that required more in-depth comprehension. Technical issues had always posed difficulties in the use of technology for learning. Indeed, it was critical to reduce difficulties from the very beginning of the learning process. This can be accomplished in a variety of ways, including by providing overviews of the tools used for the course and/or hands-on workshops with the technology that will be used in the online learning experience.

It was also equally important to help learners understand that problems were going to occur—and most likely at the most inconvenient time (Hill, 2002). Facilitators can help ease the stress by letting learners

know at the beginning of the course that they understood problems would occur. Learners can help ease their own stress by recognizing that problems can occur and making backup plans and copies to help facilitate their work.

Table 16. *Coping Mechanisms on the Challenges of the Respondents in terms of Environmental Challenges*

Environmental Challenges	*Mean ± SD*	*Description*
1. I find a quiet place to stay at during my online class to avoid getting distracted from noises.	3.11±.73	Very Satisfied
2. I make sure I feel comfortable on my seat to avoid suffering from pain in different parts of my body.	3.22±.68	Very Satisfied
3. I make sure the place is well-ventilated to improve my concentration and productivity during my online class.	3.22±.72	Very Satisfied
4. I let my family know when I'm having an online class to avoid getting interrupted by them.	3.29±.63	Very Satisfied
5. I make use of headphones so I can clearly hear the discussion.	3.24±.70	Very Satisfied
Total Measure	3.22±.62	Very Satisfied

Table 16 presents the coping mechanisms on the challenges of the respondents in terms of environmental challenges. Result revealed that respondents were very satisfied informing their family when they had online class to avoid getting disrupted (M=3.29, SD=0.63), made use of headphones so they can clearly hear the discussion (M=3.24, SD=0.70) and the place would be well-ventilated to improve their concentration and productivity in their online class (M=3.22, SD=0.72). Moreover, they were very satisfied in making sure to feel comfortable on their seat to avoid suffering from pain in different parts of my body (M=3.22, SD=0.68) and to find a quiet place to stay at during their online class toavoid getting distracted from noises (M=3.11, SD=0.73). These were the coping mechanisms manifested by the respondents against environmental challenges. Thus, the respondents had better coping strategies in their environmental challenges in online classes with an average Mean ± SD of 3.22±0.62 with a description of **Very Satisfied.**

The preceding information meant that the student had better coping mechanisms in terms of environmental challenges in online classes. Belgica et al. (2020) claimed that students should also strive to find a quiet time and location in their home to conduct their homework, and if feasible, create a timetable and share it with members of their family so that they knew when it was time for an online class. It implied that the family and parents should support the learners because it influenced the academic, social, and emotional development of children. This could enrich and improve their educational experiences and outcomes.

Table 17. *Consolidated Findings of the Coping Mechanisms on the Challenges of the Respondents*

Coping Mechanisms on the Challenges	*Mean ± SD*	*Description*
Individual Challenges	2.77±.53	Very Satisfied
Course Challenges	3.04±.55	Very Satisfied
Technological Challenges	2.96±.62	Very Satisfied
Environmental Challenges	3.22±.62	Very Satisfied
Total Measure	3.00±.45	Very Satisfied

Table 17 presents the consolidated findings of the coping mechanisms on the challenges of the respondents. The data showed that environmental challenges was perceived the most in the description domain "very satisfied," showing that the respondents had a better coping mechanism on the challenges in terms of environmental challenges; course challenges came next showing only a slight difference from environmental challenges. This indicated that many of the respondents had a better coping mechanism on the challenges in terms of course challenges. Technological challenges came almost at par in the same description domain as " very satisfied," which meant the respondents also experienced the challenges of online classes in terms of technological challenges; individual challenges came least perceived in the description domain as " very satisfied", which meant that the students had least better coping mechanisms on the challenges in terms of individual challenges

The information revealed that the respondents sufficiently affirmed that the challenges in terms of environmental, course, technological and individual challenges had a better coping mechanism in their online class. The degree of their affirmation resembled each other which showed that they strongly agreed or very satisfied with the coping mechanisms mentioned above. This finding implied that the

students were very satisfied with the coping mechanism on the challenges.

Francisco (2021) noted that students' coping strategies included moving to locations with better internet access, ignoring outside distractions, studying on their own, scheduling a recharge, and seeking out peer assistance. Furthermore, one method for handling a lot of educational activities was to approach teachers. This could be attributable to a successful online support system as part of an institution's e-learning program, which was aimed at allowing students to connect with their lecturers about subject concerns (Talbot, 2007). As a result, the teacher's willingness to consider students' concerns was important, as it appeared to benefit learners who struggled academically.

Is there a significant difference on the challenges in online classes of the respondents when grouped to their socio-demographic profile?

Table 18. *Difference on the Challenges in Online Classes of the Respondents When Grouped to their Age*

Challenges	*Age (in years) Group*[1]					*F-value*[2] *(p-value*[3]*)*	*Remarks*
	20-24 (n=18)	*25-29 (n=67)*	*30-34 (n=20)*	*35-39 (n=32)*	*40-49 (n=12)*		
Isolation	2.62±.50	2.51±.62	2.30±.70	2.64±.69	2.60±.61	1.068 (.375)	Not significant
Instructors' Capacity	2.66±.63	2.45±.73	2.21±.58	2.69±.79	2.42±.98	1.627 (.171)	Not significant
Motivation	2.81±.55	2.52±.70	2.67±.48	2.55±.79	2.70±.74	.835 (.505)	Not significant
Features in Online Class	2.51±.82	2.51±.72	2.80±.39	2.49±.71	2.92±.76	1.527 (.197)	Not significant
Total measure	2.65±.50	2.50±.56	2.50±.36	2.60±.66	2.66±.68	.500 (.736)	Not significant

Table 18 presents the difference on the challenges in online classes of the respondents when grouped to their age using the One-way ANOVA analysis. Result depicted that the challenges of the respondents in online classes were not significantly differed by their age (*F=.500, p=.736*). Respondents with 40-49 years of age (*M=2.66, SD=.68*) had same level of challenges in online classes with those respondents aged 20-24 years of age (*M=2.65, SD=.50*). The respondents' challenges in online classes relative to isolation, instructors' capacity, motivation, and features in online classes were comparable across ages.

The overall result revealed that age had no significant effect on the challenges in online classes of the respondents (F=0.500, p=0.736). Thus, age had no significant effect on the respondents' challenges in online classes.

The above finding, as indicated by the over-all result, denoted that the respondents' challenges in online classes were comparable for age. This implied that the ages of the respondents cannot influence their challenges in online classes in terms of isolation, instructors' capacity, motivation, and features of online classes; therefore, the students' ages had no significant difference of the aforementioned challenges.

There were studies which asserted that age of a person did not affect his challenges. Some younger adults had better coping strategies on the challenges resembling those of advanced adults or middle-aged adults. Some middle-aged adults and old adults had comparable challenges. Simonds et al. (2014) stated that younger students, often known as the "net generation" (Tapscott, 1998) or digital natives (Prensky, 2001), were born into a technological environment. This internet generation was characterized as appreciating the interaction and immediacy of online communication. Older learners, on the other hand, were labeled as "digital immigrants," who saw technology as inventive, transformative, and sometimes intimidating.

Table 19. *Difference on the Challenges in Online Classes of the Respondents When Grouped to their Gender*

Challenges	*Gender Group*[1]		*t-value*[2] *(p-value*[3]*)*	*Remarks*
	Male (n=25)	*Female (n=124)*		
Isolation	2.54±.56	2.53±.65	.038 (.969)	Not significant
Instructors' Capacity	2.62±.62	2.47±.77	.899 (.370)	Not significant
Motivation	2.81±.50	2.55±.71	1.725 (.087)	Not significant
Features in Online Class	2.66±.67	2.56±.71	.673 (.502)	Not significant
Total measure	2.66±.47	2.53±.58	1.045 (.298)	Not significant

Table 19 presents the difference on the challenges in online classes of the respondents when grouped to their gender using the Independent T-test analysis. Result showed that the challenges of the respondents in online classes were not significantly differed by their gender (*t=1.045, p=.298*). Male respondents (*M=2.66, SD=.47)* had same level of challenges in online classes with female respondents (*M=2.53, SD=.58)*. The respondents' challenges in online classes like isolation, instructors' capacity, motivation and features in online class were comparable across gender.

The overall result revealed that gender had no significant effect on the challenges in online classes of the respondents (F=1.045, p=0.298). This result confirmed that male students were really challenged in

online classes than female students. Thus, gender had no significant effect on the respondents' challenges in online classes.

Richardson and Woodley (2003) indicated that female online learners were more perseverant and engaged than males, although males had more consistent favorable views regarding online learning (Nistor, 2013). Females had better self-regulation in online learning environments than males (Alghamdi et al. 2020), but males may employ more learning methods and had better technical skills.

Furthermore, females could outperform males in terms of learning outcomes because they were more persistent and devoted (Richardson & Woodley, 2003). Females demonstrated better self-regulation than males, which resulted in considerably better online learning results for females (Alghamdi et al., 2020). Females appeared to face unique challenges and problems when interacting with computers and information and communication technology (ICT) in general, raising concerns about fairness in digital learning (Yates, 2001; Price, 2006). It had been proposed that boys may have an edge over girls in the online classroom due to their higher perceived aptitude, comfort, and familiarity with computers (Ashong & Commander, 2012).

Table 20. *Difference on the Challenges in Online Classes of the Respondents When Grouped to their Civil Status*

Challenges	*Civil Status Group*[1]		*t-value*[2] *(p-value)*	*Remarks*
	Single (n=81)	*Married (n=67)*		
Isolation	2.54±.67	2.52±.60	.151 (.880)	Not Significant
Instructors' Capacity	2.49±.73	2.48±.76	.132 (.895)	Not Significant
Motivation	2.51±.73	2.68±.59	-1.573 (.118)	Not Significant
Features in Online Class	2.45±.76	2.71±.60	-2.215* (.028)	Significant
Total measure	2.50±.58	2.60±.52	-1.077 (.283)	Not Significant

Table 20 presents the difference on the challenges in online classes of the respondents when grouped to their civil status using the Independent T-test analysis. Result showed that the challenges of the respondents in online classes were not significantly differed by their civil status (*t=-1.077, p=.283*). Married respondents (*M=2.60, SD=.52)* had comparable level of challenges in online classes with single respondents (*M=2.50, SD=.58)*. The respondents' challenges in online classes like features in online class (*t=-2.215, p=.028*) were different across their civil status, meaning, married respondents had higher level of features in online class challenges as compared single respondents. But the respondents' challenges in online classes relative to isolation, instructors' capacity, and motivation were similar across their civil status. The civil status had low significant effect *(ς^2=.033)* to the features in online classes challenges of the respondents.

The preceding result suggested that single or married students had comparable level of challenges in online classes, and that civil status and students challenges in online classes did not predict or influence each other. This finding implied that the challenges experienced by the learners regarding their online classes can be homologous. It meant that they can better deals with their challenges in their online classes.

Ungar (2011) explained that a person's civil status can be responsible for his or her view of a certain situation; thus, a single man's or woman's conception of a circumstance may be light while a married man's or woman's may see it in a heavier domain. A single man or woman may lack seriousness in doing a task, but a married man or woman does his or her work with a certain degree of seriousness.

Table 21. *Difference on the Challenges in Online Classes of the Respondents When Grouped to their Profession*

Challenges	*Profession Group*		*t-value (p-value)*	*Remarks*
	Working (n=113)	*Non-Working (n=36)*		
Isolation	2.57±.60	2.42±.73	1.191 (.236)	Not Significant
Instructors' Capacity	2.41±.72	2.76±.76	-2.464* (.015))	Significant
Motivation	2.62±.68	2.50±.70	.955 (.341)	Not Significant
Features in Online Class	2.61±.70	2.48±.71	.970 (.334)	Not Significant
Total measure	2.55±.54	2.54±.62	.128 (.898)	Not Significant

Table 21 presents the difference on the challenges in online classes of the respondents when grouped to their profession using the Independent T-test. Result depicted that the challenges of the respondents in online classes were not significantly differed by their profession (*t=.128, p=.898*). Working respondents (*M=2.55, SD=.54)* had comparable level of challenges in online classes with non-working respondents (*M=2.54, SD=.62)*. The respondents' challenges in online classes like instructors' capacity (*t=-2.464, p=.015*) were different across their profession, which meant that non-working respondents had higher level of instructors' capacity challenges as compared working respondents. But the respondents' challenges in online classes relative to isolation, motivation and features in online class were similar across their

profession.

Many of the respondents' professions were working, which implied that they were working and also students at the same time who were continually upgrading their knowledge and skills. Teachers required graduate education to advance intellectually and expand their professional expertise. According to Calisoglu (2018), being a teacher and a student at the same time was useful since they may utilize the knowledge and experience gained during graduate study in the classroom. Teachers continually updated their expertise and grew in this context. The disadvantage of being a teacher and a student at the same time was that it was a demanding and laborious procedure with time constraints.

Table 22. *Difference on the Challenges in Online Classes of the Respondents When Grouped to their Gadgets Used*

Challenges	*Gadgets used Group*[1]		t-value[2] (p-value)	Remarks	η^2
	Laptop (n=57)	*Cellphone (n=92)*			
Isolation	2.40±.61	2.61±.64	-2.017* (.046)	Significant	.027
Instructors' Capacity	2.25±.76	2.65±.69	-3.314** (.001)	Significant	.070
Motivation	2.38±.75	2.73±.60	-3.179** (.002)	Significant	.064
Features in Online Class	2.44±.77	2.67±.65	-1.952 (.053)	Not significant	--
Total measure	2.36±.60	2.66±.51	-3.284** (.001)	Significant	.068

Table 22 presents the difference on the challenges in online classes of the respondents when grouped to their gadgets used using the Independent T-test analysis. Result revealed that the challenges of the respondents in online classes were significantly differed by their gadgets used (*t=-3.284, p=.001*). Respondents who used cellphone (*M=2.66, SD=.51)* had significantly higher level of challenges in online classes with respondents who used laptop (*M=2.36, SD=.60)*. The respondents' challenges in online classes like isolation (*t=-2.017, p=.045*), instructors' capacity (*t=-3.314, p=.001*), and motivation (*t=-3.179, p=.002*) were different across their gadgets used. But the respondents' challenges in online classes relative to features in online classes were similar across gadgets used. The gadgets used had low significant effect (ς^2*=.068*) to the overall challenges in online classes of the respondents. As a result, the null hypothesis that there were substantial differences in the respondents' issues in online classes when grouped based on their sociodemographic profile was rejected for the factor of device utilized.

The aggregate result implied that respondents' difficulties in online classes were dependent on the gadget they use. Laptop or cellphone were important to connect with instructors and classmates, and also became a learning tool in online classes. Smartphones were progressively becoming a compelling learning tool for improving teaching and learning in online education. Its use allowed for flexible course delivery and allowed learners to access online learning platforms and course resources, as well as engage digitally.

Moreover, Cahyadi (2014) stated that a gadget was a collection of technical devices that had vital uses that they required because they made human communication easier. However, Tuncay (2016) stated that there were some barriers to cellphone usage, such as not all students having a smartphone, slow internet access, insufficient smartphone usage knowledge, and administrators', teachers', and students' negative attitudes toward usage in education, which may prevent an obstacle in the usage of this new technology. Visnji (2020) indicated that digital devices minimized the amount of time required for learning and comprehending operations. Students sit through a lot of lectures and then had a lot of homework to accomplish. Using technology in online classrooms might help you save a lot of time.

Table 23. *Difference on the Challenges in Online Classes of the Respondents When Grouped to their Family Monthly Income*

Challenges	*Family Monthly Income Group*[1]				*F-value*[2] *(p-value)*	*Remarks*
	≤ 19,999 (n=48)	*20,000-29,999 (n=69)*	*30,000-39,999 (n=19)*	*40,000-50,000 (n=13)*		
Isolation	2.58±.71	2.44±.58	2.76±.57	2.52±.65	1.370 (.254)	Not significant
Instructors' Capacity	2.63±.70	2.36±.80	2.77±.57	2.31±.69	2.559 (.057)	Not significant
Motivation	2.56^{ab}±.56	2.59^{ab}±.74	2.97^{c}±.40	2.22^{a}±.88	3.438* (.019)	Significant
Features in Online Class	2.45±.69	2.59±.71	2.95±.59	2.42±.79	2.580 (.056)	Not significant
Total measure	2.56^{ab}±.53	2.49^{ab}±.58	2.86^{c}±.44	2.37^{a}±.63	2.744* (.045)	Significant

Table 23 presents the difference on the challenges in online classes of the respondents when grouped to their family monthly income using the One-way ANOVA analysis. Result disclosed that the challenges of the respondents in online classes were significantly different by their family monthly income (*F=2.744, p=.045*). Respondents belonging to highest income group, that is 40,000-50,000 pesos (*M=2.37, SD=.63)* had significantly lower level of challenges in online classes with respondents who belonged to 30,000-39,999 pesos monthly income group (*M=2.86, SD=.44)*. The respondents' challenges in online

classes like motivation were incomparable across family monthly income (*F=3.438, .019*). However, the respondents' challenges in online classes relative to isolation, instructors' capacity and features in online classes were similar across family monthly income. The family monthly income had low significant effect (*ç²=.054*) to motivation and to the overall challenges in online classes of the respondents.

The accumulated data regarding the difference on the challenges in online classes relative to isolation, instructors' capacity and features in online classes of the respondents when grouped to their family monthly income had all resulted in 'not significant'. This implied that the challenges of the respondents in online classes was not affected by their socio-demographic profile. However, their challenges in online classes in terms of motivation resulted in "significant" which implied that the challenges of the respondents in online classes was affected by their socio-demographic profile.

Overall result found out that family monthly income had a significant effect on the challenges in online classes (*F=2.744, p=.045*). Thus, the null hypothesis of significant difference of the respondents' practices when grouped to their family monthly income was rejected.

Tao and Lv (2017) indicated that family income had a considerable impact on children's education level, and raising family income can enhance their education level; intergenerational transfer of education is not clear, and intergenerational mobility was good. Furthermore, as a result of the obstacles of distance learning, poor kids were falling even farther behind academically; instructors, whose personal involvement in their students was already great, was now off the charts; and schools were suffering even deeper financial cuts than before (Fowler, 2020).

Is there a significant difference on the coping mechanisms in online classes of the respondents when grouped to their socio-demographic profile?

Table 24. *Difference on the Coping Mechanisms in Online Classes When Grouped to their Age*

Coping Mechanisms	*Age (in years) Group*[1]					*F-value*[2] *(p-value*[3]*)*	*Remarks*
	20-24 (n=18)	*25-29 (n=67)*	*30-34 (n=20)*	*35-39 (n=32)*	*40-49 (n=12)*		
Individual	2.63±.51	2.77±.49	2.70±.47	2.81±.61	2.93±.63	.710 (.587)	Not Significant
Course	3.16±.52	3.10±.57	3.04±.51	2.80±.53	3.13±.52	2.075 (.087)	Not Significant
Technological	2.87±.55	2.98±.66	3.04±.63	2.81±.58	3.28±.50	1.531 (.196)	Not Significant
Environmental	3.26±.64	3.25±.65	3.41±.50	2.95±.57	3.37±.59	2.273 (.064)	Not Significant
Total measure	2.98±.45	3.02±.47	3.05±.42	2.84±.46	3.18±.35	1.583 (.182)	Not Significant

Table 24 presents the difference on the coping mechanisms in online classes of the respondents when grouped to their age using the One-way ANOVA analysis. Result depicted that the coping mechanisms of the respondents in online classes were not significantly differed by their age (*F=1.583, p=.182*). Respondents with 40-49 years of age (*M=3.18, SD=.35*) had same level of challenges in online classes with those respondents aged 20-24 years of age (*M=2.98, SD=.45*). The respondents' coping mechanisms in online classes relative to individual, course, technological and environmental challenges were comparable across age. Thus, age had no significant effect on the respondents' challenges in online classes.

The above findings, as indicated by the over all-result, denoted that the respondents' coping mechanisms in online classes when grouped to their age were comparable for age. This implied that the ages of the student's respondents cannot influence their coping mechanisms in online classes as to individual, course, technological and environmental. Therefore, the students' ages had no significant difference of the aforementioned coping mechanisms.

In their DiBiase and Kidwai (2010) studies, they conducted mixed-methods research with adult professionals (ages 22–65) and undergraduate students (years 19–30) enrolled in an online geography course. Adult professionals spent more time online interacting and logging into the learning management system than younger undergraduate students, according to the researchers. Adult professionals performed far better on quizzes than undergraduate students. According to another study, older students dedicated more time to learning (Vermunt & Vermetten, 2004). According to these experts, older students were more inclined to go above and beyond what was necessary for a grade in order to investigate new materials and ideas that had occurred to them as a result of their university course experiences. It implied that older learners were taking online classes seriously, which meant that they had better coping mechanisms in online classes than the younger ones.

Table 25 presents the difference on the coping mechanisms in online classes of the respondents when grouped to their gender using the Independent T-test analysis. Result showed that the coping mechanisms of the respondents in online classes were not significantly differed by their gender (*t=1.661, p=.099*). Male

respondents (*M=3.13, SD=.36)* had same level of coping mechanisms in online classes with female respondents (*M=2.97, SD=.47)*. The respondents' coping mechanisms in online classes like course, technological and environmental were comparable across gender. However, the male respondents (*M=3.13, SD=.36*) had better coping mechanisms to individual challenges compared to female respondents (*M=2.97, SD=.47*). Thus, gender had low significant effect ($ç^2$ *= .030)* on the respondents' coping mechanisms to individual challenges.

Table 25. *Difference on the Coping Mechanisms in Online Classes When Grouped to their Gender*

Coping Mechanisms	*Gender Group*[1] *Male (n=25)*	*Female (n=124)*	*t-value*[2] *(p-value)*	*Remarks*
Individual	2.97±.44	2.72±.53	2.138*(.034)	Significant
Course	3.18±.46	3.01±.57	1.363 (.175)	Not Significant
Technological	3.13±.53	2.93±.63	1.496 (.137)	Not Significant
Environmental	3.26±.45	3.21±.65	.351 (.726)	Not Significant
Total measure	3.13±.36	2.97±.47	1.661 (.099)	Not Significant

Overall result found out that coping mechanisms had a no significant effect on by their gender (*t=1.661, p=.099*). This finding supported the notion that male students had more effective coping mechanisms in online classes than female students. As a result, the null hypothesis that there would be no discernible gender-based differences in the respondents' coping strategies was rejected.

With his discovery, Kobani (2014) suggested that gender differences in how people perceive things may exist. Male and female differences were agreed upon by Barbuto et al. (2001). The apparent differences between men and women are observed in their better coping mechanisms. Female online learners were more persistent and engaged than males (Richardson & Woodley, 2003), although males had more consistent favorable views regarding online learning (Nistor, 2013). In online learning environments, females demonstrated higher self-regulation than males (Alghamdi et al., 2020).

Table 26. *Difference on the Coping Mechanisms in Online Classes When Grouped to their Civil Status*

Coping Mechanisms	*Civil Status Group*[1] *Single (n=81)*	*Married (n=67)*	*t-value*[2] *(p-value)*	*Remarks*
Individual	2.70±.51	2.82±.52	-1.373 (.172)	Not Significant
Course	3.10±.54	2.96±.56	1.524 (.130)	Not Significant
Technological	2.96±.62	2.95±.62	.086 (.932)	Not Significant
Environmental	3.23±.62	3.19±.62	.481 (.631)	Not Significant
Total measure	3.00±.48	2.98±.42	.265 (.791)	Not Significant

Table 26 presents the difference on the coping mechanisms to the challenges in online classes of the respondents when grouped to their civil status using the Independent T-test analysis. Result depicted that the coping mechanisms of the respondents in online classes were not significantly differed by their civil status (*t=.265, p=.791*). Single respondents (*M=3.00, SD=.48)* had same level of coping mechanisms to the challenges in online classes as with the married respondents (*M=2.98, SD=.42)*. The respondents' coping mechanisms to the challenges in online classes like individual (*t=-1.373, p=.172*), course (*t=1.524, p=.130*), technological (*t=.086, p=.932*) and environmental (*t=.481, p=.631)* were comparable across their civil status. Thus, the civil status had no significant effect to the overall coping mechanisms to the challenges in online classes of the respondents.

The preceding finding revealed that single and married students had comparable coping mechanisms in online classes and that respondents' civil status and coping mechanisms did not impact one another. Ungar (2011) explained that a person's civil status can be responsible for his or her view of a certain situation; thus, a single man's or woman's conception of a circumstance may be light while a married man's or woman's may see it in a heavier domain. A single man or woman may lack seriousness in doing a task, but a married man or woman did his or her work with a certain degree of seriousness.

Table 27. *Difference on the Coping Mechanisms in Online Classes When Grouped to their Profession*

Coping Mechanisms	*Profession Group Working (n=113)*	*Non-Working (n=36)*	*t-value (p-value)*	*Remarks*
Individual	2.81±.55	2.64±.45	1.662 (.099)	Not Significant
Course	3.02±.57	3.10±.51	-.760 (.449)	Not Significant
Technological	2.97±.63	2.94±.60	.231 (.817)	Not Significant
Environmental	3.21±.61	3.23±.66	-.191 (.849)	Not Significant
Total measure	3.00±.47	2.98±.43	.260 (.796)	Not Significant

Table 27 presents the difference on the coping mechanisms to the challenges in online classes of the

respondents when grouped to their profession using the Independent T-test. Result showed that the coping mechanisms to the challenges of the respondents in online classes were not significantly differed by their profession (*t=.260, p=.796*). Working respondents (*M=3.00, SD=.47)* had comparable level of coping mechanisms to the challenges in online classes as with non-working respondents (*M=2.98, SD=.43)*. The respondents' coping mechanisms to the challenges in online classes relative to course, technological and environmental were similar across their profession.

The overall or composite outcome revealed that there was no positive link between respondents' profession and coping strategies in online classes. The coping techniques used by students in their online classes were neither dictated nor impacted by their profession. Many of the respondents' profession were working, which implied that they were constantly updating their knowledge and skills or had a master's degree. According to Llego (2022), earning a master's degree in education provided students with vital experience that they may put into practice. For one thing, students developed practical skills in a classroom setting under the supervision of their supervisor. It also experimented with different classroom settings and acquired experience teaching children, adults, and special needs students.

Table 28. *Difference on the Coping Mechanisms in Online Classes When Grouped to their Gadgets Used*

Coping Mechanisms	*Gadgets used Group*[1]		*t-value*[2] *(p-value*[3]*)*	*Remarks*
	Laptop (n=57)	*Cellphone (n=92)*		
Individual	2.79±.47	2.75±.56	.508 (.613)	Not Significant
Course	3.05±.61	3.03±.52	.177 (.860)	Not Significant
Technological	2.95±.72	2.96±.55	-.083 (.934)	Not Significant
Environmental	3.32±.67	3.15±.58	1.606 (.110)	Not Significant
Total measure	3.03±.51	2.97±.42	.717 (.475)	Not Significant

Table 28 presents the difference on the coping mechanisms to the challenges in online classes of the respondents when grouped to their gadgets used using the Independent T-test analysis. Result revealed that the coping mechanisms of the respondents in online classes were not significantly differed by their gadgets used (*t=.717, p=.475*). Respondents who used cellphone (*M=2.97, SD=.42)* had same level of coping mechanisms to the challenges in online classes with respondents who used laptop (*M=3.03, SD=.51)*. The respondents' coping mechanisms to the challenges in online classes like individual (*t=.508, p=.613*), course (*t=.177, p=.860*), technological (*t=-.083, p=.934*) and environmental (*t=1.606, p=.110)* were comparable across their gadgets used. The gadgets used had no significant effect to the overall coping mechanisms to the challenges in online classes of the respondents.

The overall or composite finding disclosed that the gadget used by the respondents and coping mechanisms in online classes did not have a positive correlation. The student's coping mechanisms in their online classes were not determined or influenced by their gadget use. This information implied that regardless of the respondents' gadgets used, they can adopt and adapt better coping mechanisms in their online classes.

Cui and Roto (2008) discovered that the predominant usage of gadgets was task-oriented, with the purposes of gathering information, interacting, engaging in indirect transactions, and managing personal information. Furthermore, Bohmer et al. (2011) revealed that consumers spent about one hour each day on gadgets, with the average session lasting less than one minute. However, Oulasvirta et al. (2012) indicated that using mobile devices may result in the development of a checking habit, including quick and frequent content intake (e.g., checking emails and Facebook updates). It can be deduced that using gadgets is very important for people in this day and age.

Table 29. *Difference on the Coping Mechanisms in Online Classes When Grouped to their Family Monthly Income*

Coping Mechanisms	*Family Monthly Income Group*[1]			
	≤ 19,999 (n=48)	*20,000-29,999 (n=69)*	*30,000-39,999 (n=19)*	*40,000-50,000 (n=13)*
Individual	2.54[a]±.53	2.85[b]±.52	2.94[b]±.50	2.89[b]±.29
Course	2.94±.49	3.04±.60	3.23±.45	3.11±.61
Technological	2.73[a]±.59	3.02[ab]±.61	3.19[b]±.65	3.12[b]±.55
Environmental	3.06±.67	3.27±.62	3.34±.57	3.31±.42
Total measure	2.82[a]±.45	3.05[ab]±.44	3.17[b]±.49	3.11[b]±.33

Table 29 presents the difference on the coping mechanisms in online classes of the respondents when grouped to their family monthly income using the One-way ANOVA test. Result disclosed that the coping mechanisms of the respondents in online classes were significantly differed by their family monthly income (*F=4.163, p=.007*). Respondents belonging to highest income group, that

was 40,000-50,000 pesos (*M=3.11, SD=.33)* had significantly better coping mechanisms to the challenges in online classes with respondents who belonged to low monthly income, that was, at most 19,999 pesos (*M=2.82, SD=.45)*. The respondents' coping mechanisms to the individual (*F=4.729, p=.004*), and technological (*F=3.754, p=.012*) challenges in online classes were incomparable across family monthly income. However, the respondents' coping mechanisms to the challenges in online classes relative to course and environmental were similar across family monthly income. The family monthly income had low significant effect *(ç²=.079*) on the overall coping mechanisms of the challenges in online classes of the respondents.

The aggregate result implied that respondents' coping techniques in online classes are not reliant on their family's monthly income. According to Nani et al. (2016), students' family wealth can influence their learning process, motivation, and academic achievement in the long term. As a result, pupils' motivation, learning process, and academic achievement benefit from their families' excellent financial standing. Some of his responses, however, firmly asserted that family financial status is not a reliable predictor of improved academic achievement. Furthermore, while increasing family money may enhance students' performance, low family income should not be used as an excuse for poor performance by responsible and committed students.

Is there a significant relationship between the respondents' challenges in online classes and their coping mechanisms?

Table 30. *Relationship between the Respondents' Challenges in Online Classes and their Coping Mechanisms*

Challenges	*Coping Mechanisms*		*Remarks*
	r-value[1]	*p-value*	
Isolation	.114	.167	Not significant
Instructors' Capacity	.116	.159	Not significant
Motivation	.275**	.001	Significant
Features of Online Class	.354**	.000	Significant
Total Measure	.266**	.001	Significant

Table 30 presents the relationship between the respondents' challenges in online classes and their coping mechanisms using the Pearson Correlation analysis. The result showed that the challenges in online classes the and coping mechanisms of the respondents were having positive significant correlation (*r=.266, p=.001*). The correlation was moderately high and positive, indicating that the students had challenges in online classes, which could be positively associated with their better coping mechanisms. Further, the respondents' level of challenges in online classes relative to motivation (*r=.275, p=.001*) and featured classes online class (*r=.354, p.000*) were positively correlated to their coping mechanisms. Thus, the null hypothesis of no significant association between challenges in online classes and coping mechanisms was rejected.

The finding in this part aligned with Clipa's (2017) statement that the degree of challenges experienced by the students can shape their practices, especially in addressing the challenges. According to Clipa (2017), challenges were salient predictors of individuals' actions. Action existed because there were challenges. This demonstrated that the students' challenges and coping mechanisms in online classes existed because they encountered challenges that must be addressed.

Also, Mattes (2017) verified that in the presence of a challenge, especially when the challenge had the potential to become a problem, it was typical for people to react or cope, and the result of this reaction or coping developed into practice. The positive correlation between the student's challenges and their coping mechanisms suggested that having online classes can be triggered by a challenge. This challenge must have the potential to level down the challenge to cope with the challenges or suppress it from growing into a problem. Regression analysis with the Stepwise method was used to test the effects of challenges of online classes to the coping mechanisms of the respondents.

Table 31. *Regression Analysis with Stepwise Method*

Model	*Beta*	*SE*	*β*	*t-value*	*P-value*	*Remarks*
Features of Online Classes	.228	.050	.354	4.582**	<.001	Significant

Table 31 reveals that the features of online classes challenge significantly predicted the coping mechanisms of the respondents *(â=.354, t=4.582, p<.001*). This result entailed that the more challenges of the respondents on the features of online classes could level up their coping mechanisms as well. The

adjusted r^2 of 0.119 indicated that 11.9% of the total variation of coping mechanisms was explained by the features of online classes challenges. Thus, the higher level of respondents' challenges in online classes, specifically the features in online classes was significantly associated to their higher-level coping mechanisms.

Kumar (2020), the most promising feature of online learning was that it offered convenience and flexibility. He claimed that most professionals were unable to further their education or upskill because they couldn't fit studies around their work schedules. Those shifting to online learning platforms would find that online learning offered convenience and flexibility in timing and pace, allowing them to learn in their own time. Many online courses had strict submission and deadline deadlines; those looking to brush up on their skills can use tutorials and videos in between jobs to get the best of both worlds.

Furthermore, he also included the most promising feature of online learning, which was that it had a better learning experience. He mentioned that, given that students were allowed to learn at their own pace and were encouraged to gain hands-on experience over memorizing textbooks, online learning can offer a better learning experience. It also helped that students can attend classes in places they felt comfortable, which made them more likely to approach learning with a positive attitude. Students had more energy to attend online classes because they were not under pressure from commuting, class times, or personal schedules.

Do family monthly income mediate the relationship of respondents' challenges and coping mechanisms?

Mediation analysis was performed to assess the mediating role of family monthly income on the linkage between challenges and coping mechanisms.

Table 32. Mediation Analysis of Family Monthly Income on the Relationship between Challenges and Coping Mechanisms

				95% Confidence Interval				
Effect	*Label*	*Estimate*	*SE*	*Lower*	*Upper*	*Z*	*P*	*% Mediation*
Indirect	a × b		.014	-.021	.037	.470	.639	3.03
Direct	c	.210	.068	.080	.340	3.092**	.002	96.97
Total	c + a x b	.216	.070	.079	.350	3.093	.002	100.0
Path Estimates Challenges Income	A	687.211	1378.097			.499	.618	
Income Coping Mechanism	B	9.53e-6	3.55e-6			2.687**	.007	
Challenges Coping Mechanisms	C	.210	.068			3.092**	.002	

Table 32 displayed that the total effect of challenges on coping mechanisms was significant (*â=0.216, Z=3.093, p=.002*). With the inclusion of the mediating variable, family monthly income, the impact of challenges on coping mechanisms was still found significant (*â=.210, Z=3.092, p=.002*). The indirect effect (3.03% mediation) of challenges on coping mechanisms through family monthly income was found not significant (*â=.007, Z=.470, p=.639*). This showed that the relationship between challenges and coping mechanisms was not mediated by family monthly income.

Family income had become a major determining factor in education. According to Kadushin (1967), low income limits both the educational attainment and academic performance of students. Good financial support for education was an important incentive for inspiring pupils to achieve better. Low family income predicted students' academic achievement, estrangement, and dropout (Beegle & Rice, 1965). Furthermore, poor families lack material resources such as sufficient nutritional care, intellectually engaging things (such as books and technology), and low expectations for their children's future. Chevalier et al. (2005), for example, discovered that persistent income impacted children's scholastic success.

Do age mediate the relationship of respondents' challenges and coping mechanisms?

Mediation analysis was performed to assess the mediating role of age on the linkage between challenges and coping mechanisms.

Table 33 depicts that the total effect of challenges on coping mechanisms was significant (*â=0.216, Z=3.369, p<.001*). With the inclusion of the mediating variable, age, the impact of challenges on coping mechanisms was still found significant (*â=.217, Z=3.373, p<.001*). The indirect effect (.21% mediation) of challenges on coping mechanisms through age was found not significant (*â=-4.60e-4, Z=-.159, p=.873*). This showed that the relationship between challenges and coping mechanisms was not mediated by age.

According to Erikson's Psychosocial Theory (Erikson, 1982), individuals of different ages encountered different life events and proceeded through a series of life stages of psychosocial development by successfully solving major socio-emotional conflicts at each life stage. Folkman and Lazarus (1980) held a contextual theory of aging and proposed that different

types of stressors were encountered as individuals age. These differences in stressors exerted an impact on coping strategies and health outcomes.

Table 33. Mediation Analysis of Age on the Relationship between Challenges and Coping Mechanisms

				95% Confidence Interval				
Effect	*Label*	*Estimate*	*SE*	*Lower*	*Upper*	*Z*	*P*	*% Mediation*
Indirect	a × b		.003	-.006	.005	-.159	.873	.212
Direct	c	.217	.064	.091	.342	3.373**	<.001	99.788
Total	c + a x b	.216	.064	.090	.341	3.369**	<.001	100.000
Path Estimates								
Challenges Income	A	.455	.868			.524	.601	
Income Coping Mechanism	B	-.001	.006			-.167	.867	
Challenges Coping Mechanisms	C	.217	.064			3.373**	<.001	

Coping referred to the thoughts and activities that people employed to deal with the demands of stressful or challenging transactions. The transactional model of stress and coping proposed by Lazarus and Folkman (1984) implied that age variations in coping techniques may be the result of changes in what people must cope with as they aged. Additionally, Lazarus (1993) asserted that the underlying principle of coping was that they were always in a two-way relationship with their environment. Coping was an assessment process designed to respond to external and internal challenges. Coping mechanisms were characterized as efforts to manage emotions, actions, cognitions, and environmental elements in response to everyday stressors. Each scenario necessitated the application of a distinct coping approach.

Managing the problem often exceeded the individual's resources. When confronted with a tough circumstance, they assessed how dangerous or difficult it was in relation to their own goals and resources. Then, they mobilized their resources to deal with it and employ coping mechanisms. Several coping mechanisms were distinguished. When they viewed a situation as changeable and manageable, they engaged in problem-focused coping and sought to focus on the problem's solution.

Conclusion

Based on the analysis and findings derived from the study, the following conclusions were stipulated:

From the findings, the study concluded that, in general, the students had challenges and coping mechanisms in their online classes. These challenges were more generated from motivation, features of online classes, and isolation and were more felt or experienced by females in early adulthood. Most of the respondents were teachers who were single and who used their cell phones for online classes and earned between 20,000-29,999 pesos.

The study also concluded that the coping mechanisms for the challenges were more inclined toward environmental challenges than course challenges, technological challenges, and individual challenges. Female students in the teaching profession who were in their early adulthood, were single, use their cell phones for online classes, and earn between 20,000 and 29,999 pesos had a better coping mechanism in their online classes.

Finally, the challenges of taking online classes for the respondents were significantly correlated with their coping mechanisms. This finding concluded that the correlation was moderately high and positive, which indicated that the students were having challenges in online classes, which could be positively associated with their better coping mechanisms. Further, the respondents' level of challenges in online classes relative to motivation and features of online classes were positively correlated to their coping mechanisms. Thus, the null hypothesis of no significant association between challenges in online classes and coping mechanisms was rejected.

Based on the findings and conclusions stated in the study, the following recommendations and future directions were given below: (1) Students must establish regular habits for participating in learning opportunities, as well as choose a pleasant, tranquil environment in their home to work effectively and successfully. (2) Teachers must create engaging, student-centered learning opportunities, have good communication and technological abilities in order to efficiently conduct distance education. (3) School Administrators should encourage the entire academic community to improve the learning process. They must support teachers in figuring out how to translate classroom curricula into engaging virtual lessons and ensure that all learners can access a reliable internet connection and continue to connect with their teachers and peers. (4) Parents should expect to actively participate in the educational process, ensuring that their kids receive a top-notch education while staying safe. (5) The researcher's action plan might be of significant assistance to teachers and educators in improving efficiency and effectiveness as well as the quality of learning and instruction. (6) Future researchers may explore on studies related to

challenges and coping mechanisms in online classes.

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Affiliations and Corresponding Information

Najera S. Macud

Carlito A. Abarquez, PhD
Department of Education – Philippines