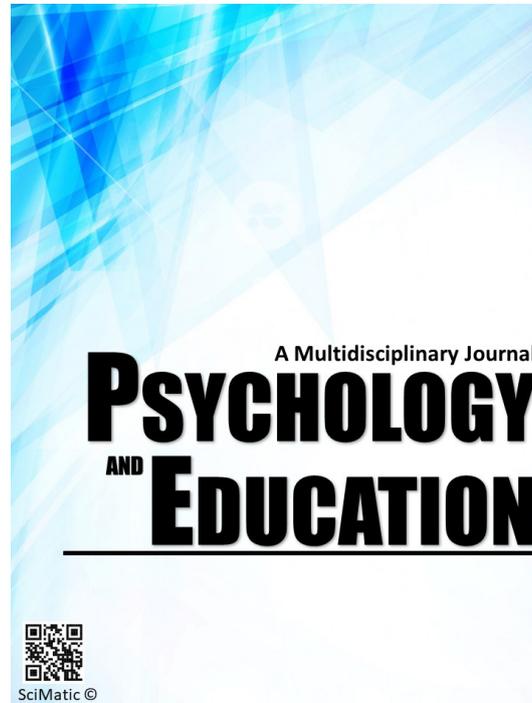


# **THE INSTRUCTIONAL EXPERIENCES ON SKSU- KALAMANSIG CAMPUS: THE CASE OF NON- TEACHER EDUCATION GRADUATES**



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## The Instructional Experiences on SKSU-Kalamansig Campus: the Case of Non-Teacher Education Graduates

Arnel Vicente\*, Rysa Lee Ann Salendab  
[For affiliations and correspondence, see the last page.](#)

### Abstract

The study aimed to explore the instructional experiences of non-education teachers during the new normal education setup at Sultan Kudarat State University-Kalamansig Campus. The study utilized a qualitative type of research. Participants were selected using the purposive sampling technique. A total of five (5) non-education teacher-participants were used in this study. A semi-structured interview guide questionnaire was utilized to gather and collect the data. The data were analyzed using Colizzi's Thematic Analysis. Further, the documented interviews were transcribed using intelligent verbatim. The instructional experiences of non-education teachers revealed that preparation of lessons, conducting classes, internet issues, and managing virtual classroom behavior were all identified as the challenges of non-education teachers. Moreover, the following opportunities were also identified as more personal and family time, collaboration with other teachers, more time to read online instructional resources and materials, and more time to develop technical skills. In conclusion, the non-education teachers have challenges in the preparation of lessons, conduct of classes, poor internet connections, and managing virtual behavior of students in the new normal setup. Teachers have employed various instruments to address these challenges to bridge the gap. These are collaborating with other instructors on what to do and not to do during the class discussion, lengthening their understanding and patience towards students' academic requirements and attitudes, and shouldering their expenses-loads to cater to online learning and destressing methods to ensure sound and positive mental health in conducting classes. It is recommended that the Commission on Higher Education (CHED) should provide planning programs as a baseline for new normal teaching and conduct a series of researches that focuses on teachers' experiences in the new normal educational scheme that may help substantiate the areas that need to develop. The Sultan Kudarat State University should provide a series of seminars and training to the faculty in the new normal setting. The administrator should examine the current prospectus to adapt its assessment procedures to a flexible learning situation and propose appropriate management and provision to the faculty. Lastly, the faculty should assess the practicality of their teaching practices to accommodate the needs and interests of the students from various geographical locations. In addition, teachers should see to it that no students should be left behind and that the instructional materials are suited to the needs of the learners during this pandemic.

**Keywords:** Challenges, Opportunities, Coping Mechanisms, Non-Teacher Education Graduates,, Instructional Experiences

### Introduction

Teachers are important figures in schools. They also have their narratives during this COVID – 19 pandemic. Nowadays, education is the new normal that requires adjustments since teachers were not well prepared when the pandemic scourge around the world.

Education systems here and abroad have been smashed hard by the COVID-19 pandemic. We hear the difficulties of parents and students regarding online learning, and teachers often have a fair share of challenges. Teachers must ensure that the quality of education remains like before, even without face-to-face, from planning lesson plans to conducting classes and distributing assignments. Preparing lessons during this pandemic is way more challenging than before since the concern is not just limited to ensuring that the learning will be transferred to the learners but also to ensuring that this is delivered to them. One of the hindrances of the teachers in education is how to teach

since the geographical locations most of the students are in far-flung areas. There are restrictions on physical contact hours for the students. As of now, teachers must learn new skills with the help of technology. They know to use Google Classroom and other educational platforms.

Meanwhile, teachers have challenges in teaching, such as Lessons Preparation, Conducting Classes, Internet Issues, and Managing Virtual Classroom Behavior. Assessing students learning or learners is the most difficult since teachers are balancing the level of students' knowledge, skills, performance, and behavior since teachers need to identify what is the most important but as a teacher, assessing learning is the most potent weapon to evaluate the knowledge of a student. Teachers may not be sure it has a tremendous impact on students. It is difficult to assess students during this pandemic because teachers are unsure if they are making or formulating it. Most teachers prepare an assessment suited to their students. Teachers may not be able to give the best judgment. Modular learning or online learning, and others., does



not require both teachers and students inside the classroom to guarantee the quality of education. Students will quickly get bored with reading or listening if the teacher cannot trigger their interests. Education amid pandemics is way different from formal education. Whether we admit it or not, we all know that we are after compliance. We cannot force quality education as of now.

It is indeed challenging. Teachers will think of activities or learning that suit students' capacity per parents' and materials availability. Teachers facilitate their students in doing activities when they are inside the classroom. Now, parents will be the ones to encourage. However, how can they promote if they are also busy? The parent's main focus of attention during a pandemic is their survival. Preparing the lessons is stimulating during the pandemic because one must follow the learning plan. The curriculum guide or mapping and balancing the time or days in every module or task requires prepaying it ahead of time to avoid other business disturbances. There are many hindrances, but one thing can sum it up. This pandemic hinders the goal of having 21st-century graduates.

Teachers and students need to cope with the materials available concerning learning. The internet connection is fluctuating. The paper and ink for printing are limited. The in and out of people are being controlled. Teachers need to have more time for school matters. They need to check students' development, that often forgotten.

As cited by Salendab (2021), Filipinos are expected to live under the "new normal" for extended periods. Businesses, transportation, public services, health, and education are the most affected by this new situation. These critical sectors serve as the backbone to improved quality of life among Filipinos and are considered one of the most affected by the state of education in the country. Through the Commission on Higher Education, Technical Education and Skills Development Authority, and the Department of Education, the education sector has to find ways to continuously deliver quality and equitable education for all students across all levels of learning. On the other hand, the new normal in education offers strengths and opportunities. Nowadays, the Educational Platforms of the country are pretty challenging since teachers in the new normal are reaching out to students. Teachers have difficulties in assessing learning to the students. The current situation needs new ways, tools, methods, and teaching and learning experiences.

This study aimed to explore the instructional experiences of non-teacher education graduates at Sultan Kudarat State University-Kalamansig Campus. This study is essential since the results will be the baseline for teachers' prevalent challenges and opportunities in new normal teaching.

### Research Questions

The study aimed to explore the instructional experiences of non-education teachers in SKSU-Kalamansig Campus during the new normal. Specifically, this study sought to answer the following questions:

1. What are the challenges of non-teacher education graduates in terms of:
  - 1.1. Preparation of Lessons;
  - 1.2. Conducting Classes;
  - 1.3. Internet Issues; and
  - 1.4. Managing Virtual Classroom Behavior?
2. What are the opportunities encountered by non-teacher education graduates?
3. What coping mechanisms could be made?

### Literature Review

#### Call for Teaching in the New Normal

The epidemic of Covid-19 is reorienting educational systems toward a "new normal." The issue is on the verge of becoming a watershed moment, catapulting educational institutions into new modes of instruction delivery. This mission will necessitate substantial planning to ensure pupils continue learning in this new era of human history. In the domain of educational technology, blended learning is referred to as the "new normal" (Norberg et al., 2011) or the "new traditional model" (Ross & Gage, 2006). While the phrase "blended learning" is imprecise, it can be defined as an instructional technique that incorporates both traditional and digital instructional approaches (Graham, 2013).

It necessitates both the teacher's and the student's physical presence and specific students' control over time, setting, track, or pace (Huang et al., 2009). The characteristics of blended learning enable its use in education while following COVID-19 requirements. Blended learning necessitates some of the management skills associated with regular classrooms. Due to the limits imposed by the COvid-19 pandemic, these modalities may be modified or deleted from instructional strategies for teaching possibilities.

Within the new normal, the condition poses a particular challenge to the decision-making process of every educational leader. Thus, to maintain a high standard of education in all schools, this article examines potential answers to the concerns, problems, and trends that have developed and will continue to emerge due to the COVID-19 epidemic.

The implications for the day after, i.e., what adjustments should be made, the scope of the situation, and defining the fundamental dimensions of education and learning in formal education systems and organizations in the face of educational disruptions, are worth studying, according to Karalis (2020).

Numerous countries have undertaken techniques to sustain education during the outbreak, including distance learning. Examples include Google, television broadcasts, rules, resources, video courses, and online channels (UNESCO, 2020).

With schools reopening the following year, it is critical to determine how schools will continue delivering high-quality education to all students. Since school is a public location with inevitable congestion and children are vulnerable, there is a need to expand instruction delivery - to enable online learning platforms. Numerous unique endeavors have been made in the various educational sectors of the Philippines.

The Department of Education stressed that this does not mean that teachers and students would continue to visit schools and learn in traditional classrooms, and it developed various procedures to ensure that online learning is a viable option in this new learning environment (DepEd, 2020).

Virtual classes, meanwhile, will become the new norm at colleges and universities. The Commission on Higher Education recommended that online and blended learning platforms such as Google Classroom, Messenger, Zoom, Edmodo, Facebook, and YouTube be strengthened (CHED, 2020). Additionally, both will utilize many educational modalities, such as face-to-face, hybrid, and remote learning, as well as homeschooling and other forms of training (CHED, 2020; DepEd, 2020). However, implementation would provide difficulties for children who do not have access to the internet, do not have access to gadgets, and are economically disadvantaged.

The Philippines, according to a 2017 Akamai report, has the slowest internet connectivity in Asia. Additionally, discrepancies in equity, student security and safety, low-quality learning, and low assessment scores may be considered (Winthrop, 2020). Teachers

must train in online education, blended learning, and remote learning to adjust to a new instructional approach in the classroom (Toquero, 2020).

Teachers' educational and technological competencies must be developed. With this shift to the new normal, from the four walls of the classroom to the boundaries of virtual reality, every educational institution must evaluate its effectiveness in providing students with a high-quality, outcomes-based education via online learning (Basilalaia & Kvavadze, 2020). Additionally, Laguna (2020) states that The education sector has been particularly hard hit by the crisis, owing to the resulting lockdowns. As a result, online education has grown in popularity as a means of earning a degree. Educators, parents, and government institutions such as the Department of Education and the Commission on Higher Education have been embroiled in a contentious discussion. The media have underlined the country's struggle to adapt to the new normal.

### **Impact of New Normal in Higher Education Institutions**

Given its current position in the paradigm shift in education brought about by pandemic crises, Higher Education Institutions (HEIs) initiative has consequences for educators and educational institutions regarding instructional implications, possibilities, and issues. Currently, methods within each educational system vary according to the current environment. Adopting a good curriculum for students and the community requires tremendous effort from administrators and academic staff. Despite this, Carag (2020) asserts that higher education institutions provide comprehensive, high-quality education that leads to beneficial outcomes for students who successfully fulfill their educational objectives.

The COVID-19 pandemic has significantly impacted the educational system, particularly on policies, regulations, laws, allocations, funds, procedures, staffing, and teaching styles, which have shifted from traditional to online instruction to avoid virus contamination and comply with government protocols. Adapting to the current system while maintaining the quality and consistency of education offered to kids is unavoidable. Numerous developments created complications and impacted both private and governmental institutions of higher education (HEIs)

Mallillin et al. (2020) underlined in their study on the learning process online framework as a guide for COVID - 19 pandemic educational teaching among students that education is a continuous learning

process independent of the community's circumstances. It assessed the feasibility of incorporating an online framework into institutes of higher learning's educational system (HEIs). Additionally, the study highlighted the diversity of frameworks used in online education due to the COVID-19 pandemic's impact on instructional implementation, dissemination style, educational system processes, and support. Additionally, they incorporated Virtual Reality Design (VRD) into their instruction because it demonstrates a viable application approach for learning in the educational system, particularly with today's modern technology. The study's findings established and designed a strategy and policy for constantly teaching during the COVID 19 outbreak. It promotes and focuses on students' learning processes despite teachers' limited resources. Additionally, they investigated alternative ways of education delivery based on student needs, methods, and help. Finally, it examined the student tool of learning's requirements to guarantee that kids received a high-quality education during the pandemic.

Higher Education Institutions (HEIs) are also charged with assisting the educational system in making judgments about implementing and strengthening the educational process in response to the pandemic's problems. HEIs are vital safeguards that maintain the continuity of education. A sound system is created as a strategy and technique for protecting children's right to education in a pandemic.

Higher Education Institutions plan and coordinate education's continuance through various types of instruction. They identified issues and the impact on different educational systems of alternate ways of teaching and learning based on their assessment of educational needs (Reimers & Schleicher 2020). On the other hand, integration knowledge affects how lecturers teach technology, focusing their emphasis on the students' learning process during online sessions. As a result, there are challenges with integrating and advancing knowledge regarding the learning process. As Mallillin et al. (2020) describe, students must have a high-quality internet connection and gadgets to avoid disturbing the flow of teaching and learning, even if students struggle with adopting online education compared to traditional face-to-face learning.

Also, the educational system at Higher Education Institutions (HEIs) has experienced a temporary shift in response to the COVID 19 epidemic's issues and concerns. Traditional education has been temporarily supplanted with online or remote education on a different platform. It is another form of instruction.

Through the use of technology, it is possible to reach children and facilitate their learning process. Microsoft team, zoom, Google meet, and any other online platform that aids in teaching-learning are examples of learning technology. It indicates that successful and feasible learning transitions are possible. Thus, the COVID-19 epidemic pushed Higher Education Institutions to adopt new policies, legislation, solutions, and platforms to address future educational system challenges in the country (Basilaia & Kvavadze, 2020.)

As Toquero (2020) states, the COVID-19 pandemic has created various challenges for educational systems at Higher Education Institutions (HEIs) that must be overcome to maintain a high standard of education despite the pandemic, and guidelines must be efficiently implemented. It is a secondary approach to eliminating disturbances to the pupils' learning flow. It covers the difficulty Higher Education Institutions (HEIs) face in implementing and strengthening a curriculum relevant to students' needs outside traditional classroom teaching and learning.

Aleixo et al. (2018) complimented (HEIs) for their initiative to continue students' education via online learning while reviewing procedures and maintaining interventions to fulfill the needs of the learning process (Viner et al., 2020).

HEIs provide distance learning education instruction to various colleges and universities and encourage students to study from home as an alternative mode of instruction. They enrolled in online education due to technology's accessibility, flexibility, connectivity, network capabilities, and capacity to provide various types of interaction-based education (Pragholapati, 2020). The study's primary purpose is to shed light on the barriers and implications of COVID 19 in Higher Education Institutions (HEIs).

### **Blended Learning: Challenges and Opportunities**

Blended learning (BL), or the combination of face-to-face and online instruction (Graham 2013), is widely employed in higher education, with some scholars referring to it as the "new traditional model" (Ross and Gage 2006, p. 167) or the "new normal" in course delivery (Ross and Gage 2006, p. 167, Norberg et al., p. 207). However, quantifying its expansion has proven challenging due to definitional vagueness (Oliver and Trigwell 2005) and institutions' difficulty following an organic creative approach. Nonetheless, early countrywide research sponsored by the Sloan Consortium (now the Online Learning Consortium)

found that 65.2 percent of participating institutions of higher education (IHEs) offered blended (sometimes called hybrid) courses (Allen and Seaman 2016).

The US Department of Education commissioned research into distance education in the United States in 2008. According to the report, BL is a "mix of online and in-class training with reduced student seat time in class" (Lewis and Parsad 2008, p. 1, emphasis added). 35% of higher education institutions offer Blended courses, and 11% of the 12.2 million verified distance education enrollments are in blended courses.

According to the 2017 New Media Consortium Horizon Report, blended learning designs will drive higher education technology adoption in the next 1–2 years (Adams Becker et al., 2017). Additionally, blended learning was listed as a significant issue in teaching and learning in the EDUCAUSE Learning Initiative's 2017 annual survey of higher education (EDUCAUSE 2017). As colleges consider BL education, study into the implications for teachers and students grows. This way of operation entails establishing a community of practice centered on a single, pervasive research theme.

The subject is gaining momentum as scholars examine the complexities of how BL interacts with cognitive, emotional, and behavioral aspects of student behavior, as well as the academy's capacity for reform. These are such compelling issues that several volumes have been devoted to compiling research on how better to understand blended learning (Dziuban et al. 2016), and at least one organization, the Online Learning Consortium, has sponsored an annual conference exclusively dedicated to blended learning at all levels of education and training (2004–2015).

These initiatives are geared toward tackling blended learning in a variety of scenarios. For instance, primary and secondary education, industrial and military training, conceptual frameworks, transformative potential, authentic evaluation, and new research models are examples of settings. Additionally, many of these tools address students' access to, success with, and withdrawal from blended learning and their perceptions of effective blended learning.

Blended learning motivates us to investigate the qualities of digital technology in general and information communication technologies in particular (ICTs). Floridi (2014) offers a similar response to Alan Turing's: digital ICTs can process information autonomously like humans and other organic species. Additionally, ICTs can communicate with one another

without human intervention yet through human-designed linked processes. We have progressed to the point where humans are no longer required to be "in the loop" with technology but rather should be "on the loop" (Floridi 2014, p.30), designing and adjusting the process. We increasingly perceive our reality in terms of information rather than physical entities (Floridi 2008). The educational world is becoming controlled by data, and our economy is increasingly dependent on it. Thus, our environment is also blended, and it is blended to the point that the individual components of the mixture are no longer visible. Floridi (2014) argues that the world has evolved into an "infosphere" (akin to a biosphere), where people now reside as "inforgs." Our transition from the physical and unchangeable to the malleable is critical.

Additionally, Floridi supports us in determining the future educational blend that will combine ICTs or specialized artificial intelligence (Norberg 2017). For example, learning analytics, adaptive learning with calibrated peer review, and automated essay scoring are all advanced systems that, when appropriately implemented, can collaborate effectively with the teacher, freeing them to focus on human characteristics such as compassion, creativity, and problem-solving. Naturally, as with other technological advancements, this can conserve resources and increase the teacher's role. For instance, if artificial intelligence can be used in conjunction with teachers to free up teachers' time for personal feedback and mentoring with students, a paradigm shift will have occurred.

The manifesto for online education at Edinburg University openly proclaims, "Automation does not have to erode education - we embrace our robot coworkers" (Bayne et al., 2016). When used effectively, they can teach us more about ourselves and what it is to be utterly human in education. This developing synthesis will also affect educational and policy concerns, such as what? And for what purpose? The new normal in education will be in constant flux. Floridi's (2014) philosophy teaches us to perceive and control our lives rather than simply watching what happens. In several ways, he has addressed the new normal for integrated learning.

### Challenges to Access in Education

Access to educational technologies and advancements (often referred to as the digital gap) continues to be an issue, even as new educational tools become available (Jones et al., 2009). One of the promises of online technologies is that they will increase access for nontraditional and underserved students by delivering

many educational resources and experiences to individuals who may not attend on-campus-only higher education. According to a 2010 US report, students from low socioeconomic backgrounds are less likely to pursue post-secondary education (Aud et al., 2010). However, the increasing availability of distance education has increased the educational opportunities available to millions of more people (Allen et al., 2016). Additionally, recent years have emphasized open educational resources (OER), resulting in significant cost savings without compromising student performance outcomes (Hilton et al., 2016).

Regrettably, not all demographic groups will benefit equally from access advances. For instance, a 2015 study revealed that Hispanic and Black STEM majors were much less likely to enroll in online courses, even after accounting for academic preparation, socioeconomic status (SES), citizenship, and English as a second language (ESL) status (Wladis et al. 2015). Additionally, some have questioned whether web technologies' increasing access has improved underserved populations' outcomes.

According to California Community Colleges Chancellor's Office report on distance education, all ethnic minorities (excluding Asian/Pacific Islanders) completed distance education courses lower than the ethnic majority. Shea and Bidjerano (2016) discovered that African American community college students enrolled in distance education courses completed degrees significantly lower than those enrolled in on-campus classes. On the other hand, a study of success factors in K-12 online learning revealed that just one out of every fifteen courses had significant disparities in ethnic minority students' test scores (Liu and Cavanaugh 2011). Additional research must examine various groups' access and success rates when learning in multiple formats, including online and blended contexts.

### Components of Blended Learning Model

A model describes a system or phenomenon that accounts for its observed or inferred features and can be used to do additional studies on the system's or phenomenon's characteristics. A blended learning model can guide the evaluation and integration of disparate components to create a highly effective educational environment. These models include features for the learning environment, education, and media.

According to Holden (2006), a learning environment component might be synchronous or asynchronous.

Each learning environment has a unique blend of advantages and disadvantages. Blended learning aims to maximize resource utilization to meet the instructional goal and learning objectives by capitalizing on each location's distinct positive features. The phrase "media component" refers to vehicles designed only to deliver content. While some instructional media are more suited to enabling synchronous or asynchronous learning environments than others, no single medium is inherently superior or worse. While the delivery medium may not affect the desired content, it may affect how the content is created to take advantage of the medium's inherent qualities. Nonetheless, when the most appropriate media are selected, learning outcomes are unaffected—the instructional strategies make the difference (Holden & Westfall, 2006). The instructional component identifies the most appropriate method to support the learning objectives.

These approaches are consequences of learning objectives and assure learning objectives while enabling learning transfer. As a result, it is vital to maintain instructional quality when using blended learning. As a result, learning objectives do not have to be sacrificed while developing a blended learning solution. (Holden & Westfall, 2006)

### Challenges

#### *Technical Challenges*

The technical difficulties do not revolve around making technology operate on networks. Rather than that, they focus on guaranteeing the program's success through using and supporting relevant technologies. Among the technical obstacles include ensuring that people can successfully use the technology and resisting the temptation to use it simply because it is accessible. (Hofmann, 2011)

#### *Organizational challenges*

While management frequently believes blended learning is the best path forward for training programs, they fail to recognize that this is a complex process that requires consideration beyond an individual program. Organizational difficulties include the following: Overcoming the myth that blended learning is ineffective in comparison to traditional classroom instruction: Redefining the facilitator's role, Managing and monitoring the progress of participants (Hofmann, 2011)

#### *Instructional design challenges*

When new learning technologies are introduced, the focus is frequently on technology deployment, leaving the design of relevant content with insufficient time and resources to build a successful program. Among the difficulties inherent in instructional design are the following: Examining how to educate, rather than just what to teach, Choosing the optimal mode of delivery following the performance objectives, Maintaining engaging online offers rather than simply "speaking to" participants, Assuring participant commitment and compliance with "non-live" components Assembling all of the blend's ingredients (Hofmann, 2011).

## Methodology

This study utilized a qualitative research design employing the case study. Denzin and Lincoln (2011) as cited by Fukofuka (2014), define qualitative research as the study of things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. The researchers employed the case study method because it aimed to generate an in-depth, multifaceted understanding of a complex issue in its real-life context.

Colizzi's method was used as the basis of inquiry in this study. The method of data is a rigorous and robust qualitative method that the researchers used to find, understand and describe responses. This method is appropriate because the study aimed to explore the instructional experiences of non-education teachers on the SKSU-Kalamansig Campus. This design also sought to explain the situation's nature and examine the causes of a particular event.

The participants were five (5) non-teacher education graduates of SKSU-Kalamansig Campus in the said university. Five (5) participants would be acceptable, depending on the nature of the study (Dworkin, 2012). The type of sampling technique used by the researchers is purposive sampling, wherein respondents were selected by their field of expertise, length of service, and academic rank.

This study engages a descriptive qualitative research design. Thus, the instrument of this study was a semi-structured interview guide questionnaire that contains the questions that would elicit the challenges and opportunities that teachers may experience in a new normal educational scheme. Semi-structured interview guide questions were formulated upon reviewing the related studies and other secondary data such as journals, news, and news articles. The adviser and

other subject experts validated the guide questions.

In analyzing the qualitative data, the researchers utilized Colizzi's Thematic Analysis to find out the instructional experiences of non-education teachers in terms of challenges and opportunities at Sultan Kudarat State University-Kalamansig Campus. Colaizzi's method of data analysis is an approach to interpreting qualitative research data. Its sole purpose is to identify meaningful information and organize it into themes or categories for an in-depth meaning extraction from the transcribed data.

## Result

### Challenges of the Teachers encountered in the new normal educational scheme: Preparation of Lessons

Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
"The challenges I encountered on lesson planning is the schedule, how do I divide the lessons in a week without having issues on the topic because it is not the same on the face-to-face classes that a simple topic can be broadened and well explained."	TR1	Teachers had difficulty dividing the topics and subtopics to cover the lessons that needed to be discussed.	Time constraint	Due to the sudden paradigm shift, if not all, some teachers were reluctant about the effectiveness of online learning. In line with this, teachers do not know what learning platform will suit the learners. Further, there are instances when textbooks were unavailable to address the needs of specialized and major courses.
"I find difficulty with what platform I will use to suit the need of the student and their capabilities, as internet connectivity is deemed necessary in the new normal educational scheme."	TR2	Some of the teachers were in doubt as to what e-learning platform to be used.	Use of appropriate and suitable learning platform	
"There is a need to gather voluminous resources, read them, and create a lesson that will suit the need on how to be delivered."	TR3	Some teachers need to read more references to address the need to teach major subjects.	Is ample time to read more resources.	
"The major challenge I have encountered in planning my lesson is the lack of references like textbooks related to my subjects, especially fisheries subjects."	TR4	Few of the teachers encountered a lack of learning materials such as books.	Lack of resource materials for fisheries courses	
"if the lesson is given will be effective."	TR5	Teachers doubted the effectiveness of online class as it is so sudden.	In doubt about the effectiveness of the lesson	

Figure 1. .

The participants mentioned assessment as a significant challenge in preparing lessons for distance learning. It is emphasized that there is a difference in lesson planning between face-to-face and online learning. As one of the teacher-respondents said, "The challenges I encountered on lesson planning is the schedule, how do I divide the lessons in a week without having issues on the topic because it is not the same on the face-to-face classes that a simple topic can be broadened and well explain." (TR1). At first, instructors had a hard time adjusting to online learning, especially with the preparation of lessons wherein they had to change the time frame for each class and subtopics to ensure that they had covered what needed to be covered for profound learning to be achieved. Eventually, instructors pushed around the adjustment of lessons ensuring that the learners are taking the tests under the

same conditions and circumstances, and understudies can yield proportionate composed works and other markers of accomplishment of targets (Kearns, 2012) despite having online learning.

Also, internet connectivity hinders lesson preparation, resulting in asynchronous sessions instead of synchronous online learning. A stable and fast internet connection supports instructional delivery in online distance learning. However, the Philippines' fixed average speed as of early this year is only 26.18 Mbps which makes the country ranked 114th in the world for mobile speeds and 108th for fixed broadband speeds (Ookla, LLC, 2020). "I find difficulty with what platform I will use to suit the need of the student and their capabilities, as internet connectivity is deemed necessary in the new normal educational scheme." (TR2). As this respondent said, poor internet connection may also affect the platform's compatibility to be used, confusing the most suitable platform. As a result, instructors are deeming for the university to provide if their platform is not used.

On the other hand, Teacher-respondents 3 and 4 stated that a lack of references in a specific field could affect their lesson preparation. Since today's learning is virtual, it is essential to gather considerable resources for preparing lessons considering students work remotely; teachers must design classes that fit their students' needs. "The major challenge that I have encountered in planning my lesson is the lack of references like textbooks related to my subjects, especially fisheries subjects." (TR4) and "There is a need to gather voluminous resources, read them, and create a lesson that will suit the need on how to be delivered." (TR3). Alongside the challenge of poor internet connectivity is the challenge of having limited resources at its peak, most notably for those teaching specialized courses with limited resources. Though Google is one click away and has countless information, it cannot replace the verified, checked, and standardized resources-textbooks.

In light of these challenges in preparing lessons, teachers doubt the effectiveness of lessons "if the lesson given will be effective" (TR5). As a result, if not all, some teachers do not find online learning effective compared to face-to-face.

**Conducting of Classes**

Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
"one of the hardest parts is when only at least there are 50% present during the synchronous session." "There are at least four students around out of 30 or 40."	TR5	There are only a few students who can attend online classes.	This resulted in blended learning.	In the conduct of online classes, it is hard to achieve an attendance of 100%; some have no gadgets, but the most frequent reason is that students do not have data/load, resulting in the use of blended learning.
"There are still students who cannot afford to have their gadgets nowadays."	TR3	Few of the students do not have their gadgets.	No gadgets (cellphones/laptop)	
"students that they do not have a load."	TR1	Some of them can not afford to buy load in a consecutive manner resulting in absence in classes.	Availability of finances	
"they do not attend early on the scheduled time."	TR1	Most of the time, students come late.	Late log-in/joining of students	

Figure 2 .

ICT is a critical factor in online distance learning. In a modern digital world, ICT is not just an option but a rule (Cosmas & Mbwette, 2009). One participant mentioned that internet connection constraints hamper conducting the lesson to the class. Their students do not have mobile phones, laptops, desktops, and other gadgets and even load balances to be used in class. Their statements are, "there are still students who cannot afford to have their gadget nowadays." (TR3) and "students that they do not have a load" (TR1). These are just one of the prime reasons students cannot attend classes, hindering class discussion. Due to this, "they do not attend early on the scheduled time." (TR1) and "there are times, that at least four students around out of 30 or 40" (TR5); these are only statements coming from the teacher-respondents.

As the teachers adjust to capacitate themselves in teaching the lessons entirely, it is now hindered by the students' incapability to provide gadgets that may help them catch up with the lesson. Thus, the upgrade entails finances. Both parties need lots of money to finance the needs in learning in the new normal educational scheme.

**Internet Issues**

Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
"There are still students who cannot afford to have their gadgets nowadays."	TR3	Few of the students do not have their gadgets.	No gadgets	Internet connectivity is the prime factor that hinders the delivery of lessons during synchronous sessions. In addition, students' insufficient finances to buy load or data contributes to poor student participation.
"students that they do not have a load."	TR1	Some of them cannot afford to buy load in a consecutive manner resulting in absence in classes.	Availability of finances	
"Technical issues I encountered in our workplace are the maintenance of Internet Service Provider (ISP). As well as, the school's Wi-Fi cannot cater to the connected clients; therefore, we experience the signal strength fluctuation."	TR1	The prime issue of the teachers is the school's internet connectivity.	Slow internet connectivity	

Figure 3 .

Teachers rely on the internet for communication and utilization, but stability and speed hinder them from doing so. The participants mentioned that unstable and slow internet connection impedes their duties and work. Signal interruption in different geographic sites adds up also to a situation that is out of teachers' control. Teachers are not excepted by the slow internet connection, which would miss out on important discussions when the internet freezes during synchronous classes (Alvarez, 2020). The victory of any online remove learning methodology depends on web association since a disappointment can diminish the complete online learning involvement. As TR1 said, "Technical issues I encountered in our workplace are the maintenance of Internet Service Provider (ISP). As well as, the school's Wi-Fi cannot cater to the connected clients; therefore, we experience the signal strength fluctuation.

In addition, the participants found it difficult to navigate digital tools and online platforms. The teachers experience an unstable internet connection. They are still in the early stages of familiarizing themselves with technology. ICT is found to have crucial potential in expanding students' accomplishments and enhancing teachers' aptitudes; be that as it may, the need for preparation, hardware, and skill restrain its victory. Certainty, competence, and openness have been fundamental fixings to successfully mix ICT into instruction and learning (Habibu, Al Mamun, & Clement, 2012). Obtaining the most recent gadgets and joining ICT in the lesson is insufficient. It must be supported over the long-term time productively. Taking advantage of instruments and innovation to perform works like accommodation of yields, computation of scores, checking of composed works, and conveyance of instruction gives consolation and comfort (Raines, 2011).

### Managing Virtual Classroom Behavior

Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
"Sometimes, there are students who attend classes while doing their sideline jobs- construction, so when they are told to open their camera, I can see the site as their background with all the noise during recitation; as a result, I had to make them turn off their camera."	TR5	It may sound disrespectful to the teacher; however, it is a good sign that some students genuinely wish to finish their studies no matter what.	Students strive hard to finish their studies.	Since the emergence of online classes, students attend classes not minding their position or whether they are preventable or not. Teachers tend to calmly reprimand students for maintaining formality, especially when their camera is on.
"There are times that students are lying own while attending class."	TR3	Students feel so at home that they do not worry what their attire or position during classes.	Students feel so at home.	
"case to case basis, students sometimes forget to turn off their audio, so I just calmly remind everyone to turn off their mic."	TR2	Students just forgot to turn off the microphone after using it.	An honest mistake	

Figure 4 .

Discipline is boundless, be it face to face or online. Online learning has not only challenged the preparation and conduct of classes, but it includes the domain and etiquette of attending class discussions. Further, during the first meeting, the instructor conducts the online orientation in which rules and policies are discussed with the class.

It pointed out that during the class, most of the students attending the class while laying on the bed, which is not appropriate to do while in-class discussion, "there are times, that students are lying own while attending class." (TR3); another one is "sometimes, there are students who attend classes while doing their sideline jobs-construction, so when they are told to open their camera, I can see the site as their background with all the noise during recitation; as a result, I had to make them turn off their camera." (TR5) to avoid being destructed with the student's work, the teachers opted to turn off the camera. As instructors grasp for practical discussion, they are constantly challenged with these repeated reasons that the only way to address it is to either turn off the camera or audio to avoid destruction.

### The Opportunities Experienced By Non-Education Teachers

Significant statement	Participants	Formulated meaning	Concepts	Categories/themes
"I have more time in my family during work from home."	TR1	Family time helps lower the stress levels of teachers	More family time and bonding	Indeed, the more time we spend with our family, the more we feel relaxed and alleviated from work.
"The Administration had developed E-Leads."	TR2	There is the development of the university's online learning platform	Development of ELEADS but not widely utilized	In work-related cases, teachers commended the development of ELEADS as they now have a distinct platform to use. Further, teachers have ample time to browse and read for more resources compared before; some were able to enhance their computer literacy. However, some teachers have deemed necessary the implementation of limited face-to-face to address the needs of students who cannot access the internet.
"Yes. Opportunity to have more me time."	TR3	One way of destressing is treating one's self	More time for oneself	
"enough time to search for references, links, and collaborations with other educators."	TR3	Online learning also provided teachers ample time to browse for relevant data to be included in the discussion. Also, teachers were able to collaborate.	Ample time to browse for more references.	
"There are some who were able to develop their computer skills."	TR5	Computer literacy has become vital that teachers were able to enhance.	Improvement of teachers' computer literacy	

Figure 5 .

Working from home is a pro of the new normal teaching since the teacher has enough time to bond with family members. Respondents said it helped them significantly reduce their stress and anxiety. As TR1 said, "I have more time in my family during work from home.", It is emphasized that a home is truly a place where teachers can elevate their fatigue from work. Justly, friends and families help decrease the stress levels of teachers.

In addition, aside from having friends and families, ample time for one's self is an excellent way to indulge one's self in destressing. Many individuals have been treating themselves to lessen teachers' pressure, be it foods or things that make them happy. "Yes. Opportunity to have more me time" (TR3)

In the educational aspect, it is notable that the university's developers had developed an E-learning platform-ELEADS wherein teachers can upload the quizzes, tasks, exams, and modules; on the other hand, students can submit their outputs. "the Administration had developed E-Leads" (TR2). However, since it is its first time being utilized, there were challenges encountered where teachers dreamed of upgrading ELEADS. Even so, its existence has suggestively bridged the teaching and learning process in the new normal education scheme.

In addition, one respondent said, "enough time to search for references, links, and collaborations with other educators." (TR3). Collaboration is one of the foremost critical abilities within the 21st century, and collaborating with other instructors, partners, understudies, and school directors has become more straightforward in today's setup (Morel, 2014). Collaboration is undeniably helpful in preparing, conducting, and assessing lessons. Teachers tend to talk about what are the things they had prepared and avoided to assure success in-class discussion, especially comments and suggestions that came from the senior teachers are vital. Through the years, it is safe they had ample experience to make their tips reliable to the young ones.

Further, and most importantly, "There are some who were able to develop their computer skills." (TR5). Due to the sudden utilization of online learning, teachers were initially challenged to use computers and learning platforms to ensure quality learning. However, over time, teachers indulged themselves in utilizing this platform meaningfully. They improved their computer literacy not only in gadgets but also in the learning platform used.

### Coping Mechanisms of Non-Education Teachers

Significant statement	Participants	Formulated meaning	Concepts
"The program I can recommend is to avail a new eLearning platform which can accommodate thousands of clients uploading and downloading, signing in and signing out simultaneously to ease the burden of students and teachers. The eLearning system that is tested and fully functional."	TR1	Teachers are anticipating a fully functional e-learning platform to be developed.	Fully functional eLearning system to ease the learners' and teachers' burden.
"Continue the development of E-Leads, as a unified and acceptable platform to be used in the new normal educational scheme."	TR2	Teachers are now reluctant to use ELEADS as it is new and still under observation; some have used it.	Continuation and development and acceptability of ELEADS to learners and teachers
"Create lesson-based activities that allow peer engagement in the online setup."	TR3	Some teachers are hesitant about the suitability of]	Creation of lesson-based activities that is suitable for an online class
"I would recommend Flipped learning approach; it is a pedagogical learning approach."	TR4		Recommends the flipped learning approach
"I would recommend at least having a limited face-to-face."	TR5		Limited face-to-face
"I suggest, students should be informed of what to have like cellphones, laptop, and load or data because they will no longer be spared if they cannot comply, knowing that not all courses have a module to offer modular learning."	TR5		Students will no longer be considered, especially those who are in far-flung areas and cannot access the internet

Figure 6 .

Participants had mentioned one of the programs to be used in new normal teaching, which is an E-Learning platform that can accommodate clients like teachers and students. Sultan Kudarat State University created an innovative Learning Management System (LMS) entitled Electronic Learning Delivery System (E-Leads) to be used in the university; however, teachers suggested that E-leads' development must go on to be used well. TR1 said, "The program I recommend is to avail a new E-Learning platform which can accommodate thousands of clients uploading and downloading, signing in and signing out simultaneously to ease the burden of students and teachers. The eLearning system is tested and fully functional." and TR2 said, "Continue the development of E-Leads, as a unified and acceptable platform to be used in the new normal educational scheme." Teachers are still anticipating a well-developed and user-friendly E-learning platform in the next academic years. This will promote blended learning to improve and enhance the teaching-learning process.

Additionally, the teachers recommended the internet connection's stability; students staying in far-flung areas oblige to remain in the regions where the internet connection is stable, and during enrollment, one of the requirements to be announced; enrollees will have the gadget to use in online learning. "I suggest, students should be informed of what to have like cellphones, laptop, and load or data because they will no longer be spared if they cannot comply, knowing that not all courses have a module to offer modular learning." (TR5). As much as teachers tend to lengthen their patience with the student's academic requirements, one cannot deny the adverse effects it causes on their grades. So, as much as teachers tend to consider the students, it is also vital for them to attend classes and pass requirements on time, not simply relying on the

considerations given by the teachers.

In addition, "I would recommend to at least have a limited face-to-face." (TR%) Some teachers hope that the Commission on Higher Education will implement all institutions to have a by-batch face-to-face class following the Health Protocols issued by the Department of Health. In the meantime, some of the teachers recommended flipped learning, "I would recommend Flipped learning approach it a pedagogical learning approach." (TR4); to make the class more accessible and ease the burden on the teachers' side, recommend activities which student can engage to each other and perform peer tutorials thru online and presenting reports and let the students explore and discover information relevant to their assigned topics. In line with this, TR3 has suggested, "Create lesson-based activities that will allow peer engagement in an online set –up."; students' work and output can be validated and checked in real-time.

Therefore, it is safe to say that the university has provided everything it had to ensure the quality of education regardless of the educational setup. From the instructors to the E-learning platform to be used. Most teachers hope to implement limited face-to-face learning for a more extensive teaching-learning process.

## Discussion

Based on the findings, it is concluded that teachers have challenges in preparing lessons, conducting classes, poor internet connections, and managing the virtual behavior of students in the new normal setup. Teachers have employed various instruments to bridge the gap to address these challenges. These are collaborating with other instructors on what to do and not to do during the class discussion, lengthening their understanding and patience with students' academic requirements and attitudes, and shouldering their expenses-loads to cater to online learning and destressing methods to ensure sound and positive mental health in conducting classes.

It is recommended that the Commission on Higher Education (CHED) should provide planning programs as a baseline for new normal teaching and conduct a series of research that focuses on teachers' experiences in the new normal educational scheme that may help substantiate the needed areas to be developed. Further, Sultan Kudarat State University should provide a series of seminars and training to the faculty in the new normal setting. The administrator should examine

the current prospectus to adapt its assessment procedures to a flexible learning situation and propose appropriate management and provision to the faculty. Moreover, the faculty should assess the practicality of their teaching practices to accommodate the needs and interests of the students from various geographical locations. In addition, teachers should see to it that no students should be left behind and that the instructional materials are suited to the needs of the learners during this pandemic. Lastly, the student should embrace, modify and find tactics in the new normal setup. Also, students need to adopt the use of ICT and be literate enough to align themselves with the learning objectives withheld by the teachers.

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## Affiliations and Corresponding Informations

Corresponding: Arnel Vicente  
Email: arnelbasiloniavicente01@gmail.com  
Phone:

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**Arnel Vicente:**  
Sultan Kudarat State University (SKSU)-  
Kalamansig Campus, Philippines

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**Rysa Lee Ann Salendab:**  
Sultan Kudarat State University (SKSU)-  
Kalamansig Campus, Philippines

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