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**LIVED EXPERIENCES OF  
RESILIENT STUDENTS AMIDST PANDEMIC**

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In Partial Fulfillment  
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Master of Science in Teaching Social Science

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## ABSTRACT

Title : **LIVED EXPERIENCES OF RESILIENT STUDENTS AMIDST  
PANDEMIC**

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This study explored the lived experiences of seven students who instilled resiliency amidst covid-19 and to determine their issues and concerns during the pandemic, the coping mechanisms they adopted after the blended learning, and the possible intervention program that can be implemented in order to increase their resiliency. A multiple case study and phenomenological approach was used to delve into the experiences and real-life experiences of students who had varied issues and concerns in life in pandemic time. Respondents ranged in age from 18 to 20 years old and were from a selected college student in North Eastern Mindanao State University / Surigao del Sur State University- Cantilan Campus. Thematic analysis of recordings revealed several factors associated with students' resiliency including internet connectivity issues, new normal learning set up, lack of gadgets, inconvenient study environment, and financial problem. The most common themes relevant to coping were self-motivation/self-control, the will to learn, thinking positively/being optimistic, having open communication with the teachers, and learning to go with the flow.

Based on the findings, a lesson log was developed that can be used for teaching-learning in social science as well as some series of mental health webinars and appropriate interventions for students who had negative feelings experienced by the students during the pandemic.

Keywords: *resiliency, lived experiences, covid-19, blended learning, phenomenological method*

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## CHAPTER 1

### THE PROBLEM AND ITS SETTINGS

#### Introduction

The spreading and menacing effects of Coronavirus disease (COVID-19) pandemic has created a crisis with a severe effect on the masses, particularly to the young students across the world. It is critical for the students to take steps in building their resilient characters and coping with its damaging consequences that is brought forth by the COVID – 19 pandemic. With this, building resiliency, in a safest way possible, is a necessity among the college students to aspire for their dreams and that is the main reason for the conceptualization of this study.

From the global perspective, a whopping number of 1.54 billion students worldwide, including those in higher education, are reported by UNESCO to be jeopardized by the closing of the institutions (Giannini & Albrechtsen, 2020). Hence, the lockdown has profound repercussions for the students (Sahu, 2020). In this current situation conventional methods that are unsuited being set aside, the mass transition to the online medium of learning have exerted an unprecedented effect on the students (Baloran, 2020). The students are pushed with this ordeal and have to embrace the change for continual and unhampered academic growth (Corbera et al., 2020). There is, therefore, a need to integrate being resilient together with the pedagogical approach of the instructors. According to Guillasper et al. (2021), resilience is a vital psychological factor and personal resource that makes students less susceptible to the negative impact of the COVID-19 outbreak and helps lessen the adverse impact of the pandemic

on the quality of life (QoL) of students. Furthermore, understanding the factors and developing strategies that build the resilience of students in a focal point of action for them. Failure to recognize the negative effect of COVID-19 pandemic and other major life events on the QoL of students may result in detrimental consequences. Similarly, the study of Guillasper et al. (2021) highlighted the protective and cushioning role of resilient characters of Filipino students in the context of the COVID-19. With this, different alternative learning modes are offered by different learning institutions, including state universities.

Just like any other schools across the globe, the students from North Eastern Mindanao State University (NEMSU) formerly Surigao Del Sur State University – Cantilan Campus has experienced inconveniences significant disruptions in academic activities due to the menacing effects of COVID - 19. However, despite of displacement and economic drawbacks that brought by the pandemic, education must never stop. The students found it hard especially everything happened abruptly. They were used to study at school and the assistance or guidance was very accessible but now they have to face it by their own with many changes that includes new environment in learning and the pressure they have because this situation is something new to them.

The end of detrimental ordeal of COVID – 19 pandemic in the education sector is nowhere in sight at the moment. One of the ways to handle the current situation is to instill the positive virtue of resilience among the learners so that they will not give up with their dreams and at the same time be safe. The researcher is optimistic that the gaps on less interest of the learners in the new normal modality could be addressed by

building a culture of resiliency among the learners. Thus, the conceptualization of this study.

### **Theoretical – Conceptual Framework**

Conceptualizing a study that pertains to the academic resiliency of the college students in times of crises such as the COVID – 19 pandemic could be challenging since it involves with the complexity of human nature. Thus, this study needed to anchor on some established theories in human psychology that are somehow related to the resiliency of learners in times of emergency such as the COVID-19 pandemic. Moreover, this study also leans on with legal bases such as the administrative orders from CHED and NEMSU/SDSSU advisories as remedies to the current emergency situations due to COVID -19 pandemic.

The said theories are the **Resilience Theory** as popularized by Tellegen (2012); **Self-Determination Theory** by Deci and Ryan (2008); and Walberg's (1986) **Educational Productivity Theory** which is considered a pedagogical theory.

The first theory is the **Resilience Theory** in Psychology and popularized by Tellegen (2012). This theory depicts that a person can bounce back in life after experiencing an adverse situation in a strength-focused approach. This was a paradigm shift that explains what and how the promotive factors work in order to help the children overcome the negative impacts of risk exposure. Additionally, the said theory is not a set of determined hypotheses or principles, rather, it is a framework that keeps evolving over the years as researchers learn more through studies and analyses.



Early resilience researchers described children who portrayed resilient adaption as invulnerable as if only certain extraordinary people were able to overcome any extreme difficulties in life. However, later they found out that resilience was actually a bit common in human development when the operation of basic adaption system was protected and in good working order. As the risk for developmental problems become higher, then those systems were impaired during child development. Resilience expert Masten (2013), called this the Ordinary Magic because it is the ordinary resource, not extraordinary quality that will protect an individual during a hard time of life. These ordinary resources one can draw from the family and community of the children, such as parental support, adult mentors, close community and safe neighborhood.

Resilience theory may be a simple concept that bouncing back after adversity but defining it, as well as analyzing and understanding is a complex subject in psychology. There are many resilience models developed and therefore the ongoing neuroscience studies have contributed to the understanding. However, despite of the research complexity, one thing is obvious and simple for parents: to build resilience, they have to do their part to connect with their children and provide good parenting.

Resilience theory is applied in this study by using its notion in the process of gathering data and interpreting such results. This theory served as a basis whether the research participants of this study indeed show resilience in the pursuit of their academic journey despite the challenges and shortcomings that they have encountered. This theory also helped the researcher to have a better understanding about resilience

and made it efficient and effective in terms of formulating necessary conclusions and recommendations.

The second theory is the **Self-Determination Theory (SDT)** as formulated by Deci & Ryan (2008). SDT focuses on the forms of motivation: autonomous motivation and controlled motivation as predictors of academic achievement. This theory discussed the social factors that enhanced and reduced the motivation, proposing and finding that the degrees to which basic psychological requirements for autonomy, competence and relatedness are supported, compared to the negative impact, forms and strengthens the motivation of the students. As what Deci & Ryan (2008) stated, SDT also examines people's life goals or aspirations, displaying differential relationships between intrinsic and extrinsic life goals to performance and psychological wellbeing of the students. Autonomous motivation includes both the intrinsic and extrinsic types of motivation in which students have recognized the importance of action and hopefully incorporated it into their sense of self (Willem et al., 2017). If the students are self-motivated, there is a possibility that they can overcome the obstacles they have especially in school. In connection to this, they exhibit volition or self-indulgence in their actions. Controlled motivation, on the other hand, consists of both external regulations, in which one's conduct as a result of external contingencies either reward or punishment and initial regulation, in which the control of action had been partly internalized and is energized by factors that includes the desire for acceptance, the prevention of guilt, conditional self-esteem and self-involvement. When students are controlled, they are under pressure to think, feel, or act in a certain way that will trigger them to stop. Both autonomous and controlled motivations invigorate and direct behavior, and they stand in

contrast to a motivation, which pertains to a lack of intention and motivation (Ryan & Deci, 2008).

Just like the resilience theory, self-determination theory was applied in this study and it was very helpful for this theory provided some social factors that affect the motivation of the students which is one of the contributing factors on the level of resiliency of people. This theory helped further the knowledge and understanding about the resilience of the students and it became an instrument for the researcher to better appreciate the concept of motivation and its relationship to resilience. In the process of interpreting the data, this theory has been useful for the researcher to effectively and efficiently assess the responses of the participants and be able to interpret such results in an appropriate manner.

Moreover, this study is also associated with Walberg's (1986) **Educational Productivity Theory**. The Productivity Theory of Walberg defines nine variables that should be considered to maximize students' affective, physiological, and cognitive learning (Walberg, et al., 1986; Waldrip & Giddings, 1994; Bruinsma & Jansen, 2007). Ability variables containing students' motivation and abilities are the first group of variables (prior achievement). The second category of variables involves those teaching activities that influence students' learning, especially the quantity and quality of instructions. The last category contains psychological-environmental variables that include peer group, home environment, class/school environment, and proximity to students to mass media (Bruinsma & Jansen, 2007). The said theory is deemed related to the study since during the COVID – 19 pandemic, the learner's affective,

physiological, and cognitive learning are negatively affected. This study also aims to enhance the motivation of the learners and their sense of resiliency.

Another theory applied in this study is the educational productivity theory and it was helpful in a way that its notion became one of the reliable basis of the researcher in order to interpret and discuss the responses of the respondents appropriately. The variables in this theory has been useful and was utilized by comparing it to the responses of the research participants and it became an avenue for the researcher to have a better point of view of the respondents which helped in facilitating a more appropriate and effective interpretation, conclusion and recommendation that can accurately help the students when this study will be implemented.

In relation to the study, these theories are relevant to the researcher because it will help in the interpretation of the data gathered for these theories provided insights and notions that will help facilitate an effective and appropriate discussion, conclusion and recommendation.

Students have become resilient in the wake of COVID-19 pandemic. According to Richardson and Ingoglia (2021), students from around the world have manifestations of being resilient during COVID-19 pandemic by building trust and transparency with the school authorities; seeking for peer support; collaborating and mutuality by working with peers while practicing physical distancing; adapting to alternative educational system such as the online and modular modalities; and proactively participating in school activities that seeks for solutions to the most pressing problems related to teaching-learning system.

In the context of the COVID-19 crisis, students' nature of learning, learning methods, and learning habits automatically change, which affected students motivation to learn and find interesting in nothing. However, the health of the students and the academic workers should not be compromised from the threats of global pandemic due to COVID – 19. Thus, this study is also premised with the CHED COVID-19 Advisory No. 7 which is “Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease 2019 (COVID-19) in Higher Education Institutions (HEIs)”. The said order orders the continuance of the education despite the pandemic but it includes the recommended actions have been thoroughly discussed with both public and private HEIs, and have already been implemented by some HEIs, the following serves to document the agreed upon ECQ, Modified ECQ and GCQ activities.

This study also anchors with the Surigao del Sur State University (SDSSU) Advisory No. 3 issued on May 26, 2020 as one of the legal basis in the conceptualization of the study. The said advisory reiterates the guidelines that needs to be implemented within the university system to ensure that SDSSU is able to maximize administrative and academic operations despite the danger that is brought forth by the COVID - 19 pandemic. The said administrative order was also issued to deliver sound decisions and safeguard the well-being of the university community members. Since this study is conducted in one of the NEMSU / SDSSU campuses, it is just and appropriate to follow the standards and ideals in which the university stands for.

The schematic diagram as shown in Figure 1 showed the schematic flow and the relationship of the conceptual parts of the study. The first column which is depicted in the diamond shape represents that input in this study which pertains to the experiences of the students before and during online classes, and the observations/insights of parents and teachers of the students. The experience of the students prior and during the online classes was considered in this study because it was essential to know what the students had gone through during the pandemic period and have a basis of comparison on how the students were impacted as a result of transition from face to face learning set-up to online learning set-up. Such comparison will be relevant in order to have a thorough understanding and be able to identify the appropriate, effective and necessary action that should be taken to address their potential and existing problems. Also, the observation/insights of the parents and teachers were also considered because they will be helpful to properly assess the situation of the students since the parents mostly interact with their children and likewise teachers can help monitor the academic performance and resiliency of the students. The second column which is depicted in a circle represents the process of the study. In the process, the inputs gathered were processed and analysed using the Thematic Analysis wherein there are 5 phases/stages conducted by the researcher in order to effectively determine the issues and concerns of the students and their corresponding responses in terms of their coping strategies/actions to address such issues. The Thematic Analysis was considered and utilized in this study because of its appropriateness and reliability for using it will help facilitate an extensive approach of analysing data. The issues/concerns of the students were also considered in this study because these could be a factor that

could possibly affect the resilience of the students. By learning the issues and concerns that were encountered by the students about the menacing effects from the COVID – 19 pandemic, the school could make necessary adjustments on its current policies or use the information gathered from this study as basis in creating new policies that considers the issues and concerns encountered by the learners and the mentors/teachers. The coping strategies or action taken by the students were also taken into account because this qualitative data would determine the positive actions that the students have practiced during the pandemic period. This information could be very useful in order to identify the course of actions that are worth-emulating and could be replicated among other students who also have the same experiences. The last column represents the output of this study wherein the primary issues/concerns and the coping mechanisms of the respondents were identified and enumerated which will contribute in the implication to Teaching Pedagogy. This was considered as the output in this study and its development was based on the results that were generated from the study. This was designed in such a way that the social science teachers in State Universities would be assisted during the COVID – 19 pandemic that could help them to understand in a deeper sense and thus handle appropriately the adverse impacts of the pandemic in the resilience of the students in achieving their academic and career goals.

At the end of this study, considering the lived experiences of the students on academic resiliency; issues and concerns related to new normal delivery mode; and actions taken that showed academic resilience during pandemic era; the account from the parents and instructors on the lived experiences of the student-informants as to their academic resiliency amidst COVID 19 pandemic, were necessary in formulating a

sensible strategy or program that is research – based that delves on the real human experiences. The results will be utilized to understand the students and for actions/programs to be implemented by the school to facilitate the students towards development of resiliency in school for them to be academically successful despite the adversities brought by COVID 19 pandemic.

### **Statement of the Problem**

This study delved into the lived experiences of the students of NEMSU / SDSSU Cantilan Campus on their academic resilience during the new normal delivery mode due to COVID – 19 pandemic.

Specifically, it aimed to answer the following questions:

1. What were the lived experiences encountered by the college students that pertains to academic resilience during the new normal delivery mode due to COVID – 19 pandemic?
2. What were the difficulties that were experienced by the college students during the new normal delivery mode due to COVID – 19 pandemic?
3. What were the issues and concerns encountered by the college students that has adverse effect to their studies during the new normal delivery mode due to COVID – 19 pandemic?
4. What were the action taken by the students that showed their resilience during the new normal delivery mode due to COVID – 19 pandemic?



5. What was the account from the parents and instructors on the lived experiences of the student-informants as to their academic resiliency amidst COVID 19 pandemic?
6. What pedagogical implication has drawn from the result that could be used for teaching-learning in social science?
7. Based on the results, what lesson log in social science was developed?

### **Scope and Limitation of the Study**

This study attempted to look into the lived experiences of the students of NEMSU / SDSSU Cantilan Campus on their academic resilience during the new normal delivery mode due to COVID – 19 pandemic. The thrust of this research was identifying the lived experiences encountered by the college students that pertains to academic resilience; the issues and concerns that they have encountered during the new normal delivery mode that has adverse effect to their studies; their action taken that showed their resilience; pedagogical implication has drawn from the result that could be used for teaching-learning in social science; and developing a lesson log in social science based on the results.

With regards to the limitations, the study collected qualitative data from seven college students using the one-on-one virtual interview method with the parents and instructors of the student-informants. The convenience sampling was used in selecting the students' informants. Moreover, the response of the students were translated into English by the researcher and the researcher used fictitious names for the key

informants to protect the identity, interest, and privacy of the informants. This was due to the ethical standards in social science research to protect the source of data from undue harm arising as consequence on their participation in the research.

### **Significance of the Study**

This study would be very significant and beneficial to the following entities that are in one way or another are concerned in improving the welfare of the student by building resiliency among them during the COVID – 19 pandemic era.

**Students.** They are the main target clientele of this study. Since this study gears towards building the sense of resiliency among the college students, this study could be instrumental in honing positive outlook in life to not give up their dreams despite the adversities and menacing threat due the global pandemic of COVID – 19. Moreover, the output from this study which is a could also serve a guide among the college on how to be resilient in reaching for their dreams without compromising their health due to COVID -19.

**Teachers.** The result of the study could help the teachers/mentors provide encouragement to think of ideas that will boost students' academic performance and their personal life. The results from this study could provide them with the necessary information on how to be more effective in doing their task on building positive attitude among their students such as being resilient in reaching for their dreams.

**Parents.** The result of the study will help the parent's foster growth to their children and help them overcome with the adversities of college life. The results from this study could also provide information among the parents in doing their role as the first mentor of their children in teaching positive attitude and perceptions in life.

**CHED Administrators-** The results generated from this study could potentially benefit the Commission on Higher Education (CHED) Administrators since it could provide them with the necessary data which could be made as basis in making decisions and policies during the COVID – 19 pandemic era. Results from this study could help them in identifying the existing information as to the resiliency issues that are encountered by the students that should be considered in making policies. Thus, the CHED administrators would be given the opportunity to evaluate the current policies that could potentially create a balanced higher education program that is essential for the wholesome development of the students.

**Guidance Counselors.** This will help guidance counselors to effectively assess how to handle the students and for them to have a reliable basis to ensure that the students will be provided the appropriate activities during COVID – 19 pandemic in order to boost up their resiliency which in turn will help them to do well in school and life in general.

**Other Researchers.** The findings of the study will serve as a reference material and a guide for future researchers who wish to conduct the same qualitative study that is based on the actual experiences of the students using the phenomenological approach. The results generated from this study could also potentially pave a way for other

researchers in looking for further interventions that would build a culture of resiliency among college students during emergency periods such as COVID – 19 pandemic.

### **Definition of Terms**

To facilitate a better understanding for readers, here are the relevant terms that can be found in this study which are defined according to how they are utilized in conducting the study:

**Academic Performance.** Operationally, this term refers to the scholastic performance of the student-informants during the academic years in which there is a pandemic due to COVID - 19. It can be assessed using the general weighted average of the students for each semester.

**College Students.** It refers to the students who are studying for their tertiary education. For the purpose of the study, this term refers to the officially enrolled students during the times of pandemic due to COVID-19.

**COVID-19.** This refers to the disease which is caused by a variant of Corona Virus that causes serious respiratory disease in humans. The outbreak of the said disease started in 2019 and its widespread and rapid transmission escalated it to a global pandemic and it caused drastic changes in economy, education, and other sectors of the society (Singh et. al, 2020). For the purpose of the study, this term pertains to the effect of the COVID -19 pandemic to the resilience of the students.

**Resilience.** It is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship

problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences. In connection with this study, the term operationally refers to the ability of the college students to withstand the adversities that are brought by the COVID – 19 pandemic.

**Academic Resiliency.** It is the ability to bounce back of a person after failure, natural calamities and other negative circumstances in life. For the purpose of the study, this term will operationally pertain to the positive attitude of the students to persevere with their academics despite the negative impact that was brought by the COVID – 19 pandemic.

## CHAPTER 2

### REVIEW OF RELATED LITERATURES AND STUDIES

This chapter presents the review of related literature and studies associated with the present study that strengthens its theoretical and conceptual framework. The review provides rich backgrounds that substantiate the conceptualization of the findings of the study.

#### **Related Literature**

##### ***Foreign***

The world is currently facing COVID-19 pandemic and is widely-spreading across various countries, one of which is Indonesia. A number of initiatives are introduced by the government to limit the spread since the beginning of the pandemic. The citizens are encouraged to implement social and physical distancing to ensure the safety

between individuals and to reduce unnecessary activities outside the home (Widyaningrum et al., 2020). The education sector was affected by the pandemic, pursuant to the Circular Letter of the Directorate of Higher Education of the Ministry of Education and Culture Number 1 of 2020 on COVID-19 Prevention in Higher Institutions. It mandated the higher institution to alter the learning activities into online learning system or distance learning and suggests the student to study from their home. To the reason that, this policy was promulgated, all levels of education in Indonesia, especially universities, started to implement distance or online learning in order learning activities can be conducted as per usual. In connection to this matter, Purwanto et al. (2020) that this paradigm is considered new which means that not all students are accustomed to online learning activities. In this case, the students face a number of challenges and difficulties, especially in regards adaptation to the new learning method that is less effective than face-to-face learning.

Besides, educational institution are having closures due to the outbreak of COVID-19 lead to an unprecedented impact on education. During the lockdown, the teachers are instructed to teach via online learning platforms (Abidah et al. 2020). Raju (2020) indulged that it is necessary to adopt innovative teaching for the continuation of education and to win against mental stress and anxieties during the lockdown, specifically, for the students. The threat of COVID-19 results in the digital revolution in the higher education via online lectures, teleconferencing, digital open books, online examination, and interaction at virtual environments (Strielkowski, 2020; Kumar, 2020). A significant positive impact of the current pandemic also reported learning efficiency

and performances by adopting online learning strategies (Gonzalez et al. 2020). The online mode of the teaching-learning process is often discriminatory to poor and marginalized students, and identified that hearing impaired students face challenges in online learning (Manzoor, 2020).

Then, Vansteenkiste (2006, 2007) claimed that SDT proved the usefulness for understanding diversity in student learning approaches, success and persistence. In addition to the concepts of autonomous versus controlled motivation for learning-related behaviors, SDT researchers (Kasser & Ryan, 1996) had increasingly put more attention to the individual targets that students concentrate on. Students are said to have a natural propensity to give focus on the intrinsic and growth-oriented goals rather than extrinsic and out-of-the-box goals for them to find interesting on the new mode of learning amidst COVID-19 pandemic.. The intrinsic goals are theorized to be more specifically related to the fulfillment of the essential psychological need of the students for competence, partnership and autonomy. The distinction between intrinsic and extrinsic purposes was originally used to assess psychological health and wellbeing of the students. More recently, it has been related to learning, success and engagement in learning activities despite the hurdles that students are facing.

On the other hand, in the initial study of Rahiem (2020), students were found out to be able to complete one semester of study and obtained good grades so it means that even the pandemic can't be the hindrance for them to fulfill all the school works they had. By understanding students motivation, teachers or the instructors can learn what helps the students learn despite the varying limitations amidst this pandemic

COVID-19. Also, by learning more about student motivation, it can help and prepare students to be more resilient in challenging times in the future. Additionally, information involved will contribute to the teachers to understand the learning process better from a student's perspective, which may positively influence their strategies on teaching amidst COVID-19 pandemic.

Certainly, having a good academic performance by the students is very important in order for them to finish their studies and eventually achieve their dreams and goals in life. In school, not all the time the students will get a good grade, there will be a lot of challenges and failures to be faced by them. Some are discouraged and easily give up on trying and ended up failing but there are few who became resilient and bounced back in the future and ended up achieving what they dreamed of. Hence being resilient has a direct effect in relation to the academic success of the students so the necessity to develop it essential. The more resilient the students become the more likely they pass and graduate and vice versa.

In relation to this study, it is really important to determine the level of resiliency of the students in order for us to know what to improve and avoid in order to help in the development of resiliency in students. It was also emphasized in the study about the role of self-efficacy in building up the resilient characters among the students. Self-efficacy means the students believe in their ability and capability to succeed in specific situations or accomplish a task. Thus, with the result gathered in this study which will serve as the basis of actions to be implemented in the future for the benefit of the



students, schools can accurately determine what program, activities or what they must add to their school system to develop self-efficacy and resiliency in their students.

Accordingly, being resilient will not just be beneficial to students by being able to survive and improve their academic performance but can also benefit them in their health. Having resilience is “associated with longevity, lower rates of depression, and greater satisfaction with life”. Thus, it is really important for us to develop the resilience among the students because being resilient is good for their mental health hence they will be able to cope up with stress more and perform well in their schools. It is also believed that the school must not just educate the students but must also cultivate in their students resiliency for “it’s what enable children to emerge from challenging experiences with a positive sense of themselves and their futures. Children who develop resilience are better able to face disappointment, learn from failure and cope with loss and adapt to change” ([www.edutopia.org](http://www.edutopia.org)). Thus the school teachers must integrate in their teachings the goal of developing resiliency among the students like bringing discussions about human resilience into classroom, building supportive relationships with the students and among others.

Consequently, the Universities educate vast majority of decision-makers in the workforce, whether employed in academia, government, health, education, arts, business or other field. Increasingly, the university leaders, governments, industries and donors are using ranking in universities to assess the success or failure of higher education institutions (Esposito and Stark 2019; Hazelkorn 2017; Yudkevich et al. 2016). However, these rankings tells nothing in regards how the universities are

challenging or amplifying structures, policies and practices that are pivotal to global responses to the COVID-19 pandemic.

The COVID-19 pandemic is reconfiguring the entire field of higher education in which many face-to-face classes are now online, and while some institutions have adjusted easily but others without the same resources have struggled or failed completely. Additionally, many students are lacking personal resources (such as internet capacity) to participate in their online classes. Hence, the people need to understand the impact of the pandemic on the higher education as a field of power. Above all, rankings do not measure the ability of universities to respond to crises in ways that serve their particular communities. Many countries are advance in terms of technology already had e-learning and online education programs in place when the pandemic first began. In the developing countries, where internet service and technological equipment availability is often limited resulted learning adaptation more complicated (Farooq et al., 2020).

A student's subjective well-being is one's perception of past events and their experiences, consisting of cognitive and affection evaluations towards life and the representation of well-being according by Karni (2018). Likewise, Putri & Suprpti (2014) define subjective well-being as the point of views or feelings of the students who feels satisfaction in their lives, with positive affect and no negative affect. To simplify, an individual has a high level of subjective well-being if they have more positive affect and satisfaction in their lives in contrary to their negative affect. Fitriana (2018) explained that subjective well-being is a measurement of how well a person's condition is at a

particular time and it can also be viewed as a theory that comprises one's morale, satisfaction in life, satisfaction in a specific aspect, and the contrasts between positive and negative affect.

According to Amelasasih et al. (2019), resilience is the ability of a person to adapt and overcome difficult times at hand, particularly during today's pandemic. More so, the ability to adapt from risks, difficulties, and some monumental adverse events constructively and positively (Compton & Hoffman, 2013). On the other hand, Hendriani (2018), stated that is an individual's ability to cope with stress and learn from negative emotional experiences. In the context of higher education, students are expected to be resilient in facing academic challenges, also known as academic resilience (Gizir as cited in Sari & Indrawati, 2017).

Furthermore, one of the quintessential factors in achieving subjective well-being is through having resilient characters (Erniati & Sari, 2018). Resilience per se is a student's process in surviving in the face of adversity or other conditions that cause to feel depressed, miserable, or traumatized. (Reivich and Shatte 2015, as cited in Saputra, 2020) supported the idea that resilience is the capacity of giving healthy and productive responses in facing challenging events to control the pressure. It can be defined as a concept that describes a student's capabilities in overcoming and adapting to difficult times which means that resilience might determine one's success and failure in life (Mufidah, 2017). For students, academic resilience is of paramount importance and according to Wang and Gordon (2016) as cited by Utami (2020), learners with academic resilience can change a challenging environment into a source of motivation

by maintaining hopes, orienting themselves with goals, and having problem-solving skills. Ergo, based on various reviews explained above that students who have the capacity to become resilient might also have high subjective well-being in facing online learning challenges during the outbreak of COVID-19 pandemic.

According to Sari & Indrawati, (2017), academic resilience is the ability of a student to get on its feet, survive, or adapt to the pressure and challenging conditions in the academic field. Students who carry out academic resilience are students who can face four conditions, namely setbacks, challenges, adversity, and pressure in the academic context. Based on this explanation, academic resilience is very useful in facing the challenges of learning during the COVID-19 pandemic.

Subsequently, student has the ability to rise, survive, or adapt in the face of pressure and challenging conditions in the academic field through possessing academic resilience (Sari & Indrawati, 2017). This allows students to overcome adversity or negative emotions to adapt to online learning during the pandemic of COVID-19, which also leads to improved mental health. Academic resilience has the ability to change stressful events into opportunities for growth and allows students to obtain personal benefits (Oyoo, Mwaura, & Kinai, 2018).

In education, the government has encouraged studying to be done from home to prevent transmission of the virus (Mendikbud," 2020). Study from Home (SFH) is meant to be learning that is done online and at home. According to Putranti (2013), online learning is a form of distance learning using internet facilities to communicate online. According to Setiawan (2020), the online learnings advantages include: being able to

expand access to education for the general public and business because a flexible scheduling structure can lessen the affect of many time and place constraints, handing over some activities outside the location reduces institutional capacity constraints arising from the need for infrastructure buildings, and it has a potential to increase access to more flare-ups from diverse geographic, social, cultural, economic and experiential backgrounds. On the other hand, distance learning also has its own disadvantages, including barriers to effective learning such as new environment distractions and unreliable technology, inadequate interaction between students and teachers, and the need for more experience. On account of these shortcomings, students can experience stress (Novitasari, Kurniawan, & Kanita, 2020).

Akhyar et al. (2019) mentioned that a student with a high level of subjective well-being would feel satisfaction in life and has positive emotions such as happiness, attentiveness, interest, passion, enthusiasm, activeness and rarely feel negative emotions such as sadness or anger, and stress. Therefore, subjective well-being is an indicator of students' mental health, and if the students have a high level of subjective well-being, they will be active, enthusiastic, and have other positive emotions in performing online learning. Besides, they can also minimize negative emotions, including stress.

According to Erniati & Sari (2018) that one of the elements needed for the students in achieving subjective well-being is resilience. It is the ability to constructively and positively adapt to risks, difficulties, and several monumental adverse events said by Compton & Hoffman (2013). Meanwhile, Hendriani (2018) argued that resilience is

the ability of an individual to do stress coping and bounce back from negative emotional experiences they are facing. Furthermore, (Yıldırım & Tanrıverdi, 2020) believed that resilience is an essential determinant of the satisfactory of person's life. An individual who demonstrates resilience will be stronger and have a way to improve his/her mindset and knowledge that he/she has in facing the problems. Bonanno (2004) also stated that strong individuals have positive characteristics in an optimistic attitude, self-improvement, resilience, have the right coping strategies, and has a lesser chance to experience psychological problems. Thus, students need to demonstrate resilience during online learning in this pandemic, which is called academic resilience.

Notably, according to Dhawan (2020), the students need to overcome all of the unexpected learning changes as quickly as possible in order for them to achieve their goals. Lack of certainty, insecurity, volatility, and reduced autonomy and self-directedness are typical feelings encountered by students during the pandemic crisis (Germani et al., 2020). In addition the students staying at home, worrying about the safety, changing their usual school routine, and not being able to interact face-to-face with friends affect their mental well-being (Husky et al., 2020). The pandemic brought the infection risk of death and led to intolerable psychological strain of students if there is no resilient characteristics to help them cope up (Horesh & Brown, 2020). Stress has an undeniable impact on the motivation of students (Martin et al., 2006). Some students with psychological hardiness will suffer a loss in motivation to perform and, worse, a few will experience a severe state of depressed mood (Cole et al., 2004). All of these factors mean that students are often at risk of significant learning loss (Dorn et al., 2020).

Moreover, according to the United Nation's Educational, Scientific, and Cultural Organization (UNESCO) that the pandemic has interrupted the learning of more than one billion students in 129 countries around the world and many universities have moved to emergency remote teaching (ERT) via online platforms, further inducing anxiety among the students. The Australian Psychological Society (2020) attested that prolonged lockdown may cause fatigue or exhaustion in a student as a result of the overwhelming disruptions on their routines and activities, social isolation, lack of security, imminent threat to health and what future waiting for them, and may manifest as a mix of physical, mental and/or emotional signs.

As the matter of fact, young people such as college students are particularly vulnerable to the adverse mental and psychological health consequences of the stay-at-home orders or lockdown measures. As the students pose a potential threat to their physical, mental and emotional health, and to educational and developmental progress (Singh et al., 2020). Husky et al. (2020) and Al Omari et al. (2020) provide evidence that has shown significant increases in the prevalence of mental issues experienced by the students such as anxiety, depression, and psychological distress and some of them have symptoms of physical exhaustion, such as tiredness, headaches, insomnia, fatigue and muscle pain during the mandatory lockdown period (Branquinho et al., 2020). Hence, measures should be implemented to better support the students during the pandemic in order to lessen the ill effects of the lockdown on their mental, psychological and physiological wellbeing. In the context of a pandemic, better personal resilience and coping skills of the students are vital to cope with the negative effects of the pandemic and support their mental health (Labrague & De los Santos, 2020).

Ultimately, increasing students' resilience has been shown to be an important strategy to help them bounce back from adversity when faced with various stressors and stress-inducing events and traumatic situations (Cooper et al., 2020). Adequate skills of coping have been identified in the literature as a strong defense for a student, offering long-term stress reduction effects while under stressful or traumatic situations (Labrague & McEnroe-Petitte, 2018)

### ***Local***

The article of Yazon et al. (2018) cited the study of Aun et.al (2011) stated that with the coping skills the students, it improves class attendance, participation, persistence even when faced with setbacks or failure in general, and arm them with stronger resilient self who can lead to a much more positive learning experience. Furthermore, Sullivan (2010), academic coping strategies helped students to perform in their studies through academic coping strategies factors i.e. approach, avoidance, and social support.

Resilience has a protective influence on the impact on Quality of Life (QoL) concerning main areas of mental health in the context of the COVID-19 pandemic. Understanding the factors and developing interventions that build the resilience characteristics of a student is a focal point of action for schools (Guillasper et al., 2021). In the journal of Dagdag et al. (2019) they cited the study of Wood and Hilton (2012) wherein it elaborated that spirituality is a positive factor affecting academic success of a student for it serves as a confidant and inspiration for excellence, provides life purpose and ability to overcome barriers, and reduces relational distractions. To sum up, they



also cited the study of Kessa and Dhufera (2015), confirmed that parents' educational level and economic status are highly correlated to the students' academic achievement.

According to Dagdag et al. (2019), the students have their own unique emotional needs and it should not be ignored if students are expected to maximize their potential in learning specially amidst this pandemic. Therefore, stakeholders of the school should be oriented in coping up with learning adversaries and know the strategies that will help the students to be interested in the new mode of learning as well as practical ways to support the learning system and school environment. As stated by Yazon et al. (2018), the number of changes of traumatic events we go through which means that life itself is stress related which is very rampant in today's current situation, depending on the individual's lifestyle and their level of cultural development. College students are not exempted to this scenario as they also experienced what others experience due to the barriers existed. Oftentimes, most students struggle in their academic preparation because of the problem they are currently facing. College is a stressful time for many students as they go through the process of adapting to new educational and social environments and as a matter of fact that this current situation happened abruptly and no one even know that this new mode of learning can be used in today's times specially the students have an easy accessed on education in the times without pandemic but now the students are struggling to have an access due to lack of guidance, materials, internet connection etc. However, it is believed that certain factors may allow some students to succeed academically as a matter of fact that they have different strategies to cope up with the problems and happening in life, such as stress coping skills. When college students are facing stressful life events, they typically use many kinds of coping

strategies to deal with them because teenager nowadays have different strategies to cope up with their emotional problems. They use different coping strategies to overcome the problems they have simultaneously, and strategies are also likely to change over time, depending on the effectiveness of the applied strategy. Yazon et al. (2018) cited Earnest and Dwyer (2010 that) define stress coping skills as the ability to apply strategies that minimize and manage the stress response.

In the article of Joaquin et al. (2020), in order to curb the spread of COVID-19, most governments have opted to employ quarantine protocols and temporarily shut down their educational institutions. As a consequence, more than a billion learners have been affected worldwide and among this number are over 28 million Filipino learners across academic levels who have to stay at home and comply with the quarantine measures of Philippine government (UNESCO, 2020).

First, the synchronous on-line categories of Ateneo de Manila University (ADMU) has suspended however continuing asynchronous on-line learning in order that all students will learn at their own pace (Villarin, 2020). Philippine's Department of Education (DepEd) Secretary Leonor Briones explicit that education should continue even in times of crisis notwithstanding what the planet facing whether or not it's going to be a cataclysm, disaster, emergency, quarantine, or perhaps war (Department of Education, 2020). On the opposite hand, the Commission on Higher Education (CHED), suggested educational activity institutions (HEIs) that the readying of obtainable versatile learning should continue and different various modes of delivery in position of on-campus learning (Commission on Higher Education, 2020). Increasing a lot of

employment for the scholars produce variety of burden and contradicts the aim of imprisonment that is to assist their families to regulate and prepare to matters at hand. As matter of reality, there's a difficulty pertaining the dearth of environments causative to learning reception of scholars and therefore the effectiveness of the web lectures according by Bagayas (2020). Social media users denote hashtags like, #NoSchoolLeftBehind, #EndOnlineClasses, #EndTheSem, and #NoToOnlineClasses that strengthen these sentiments.

Second, in consideration of such petitions, the state-run University of the Philippines-Diliman (UPD) suspended all modes of online learning. In the message to the academic community on March 17, 2020, UPD Chancellor Fidel Nemenzo announced the cancellation of online classes due to the emergency concerns for caring for the families and for the self comes first, there is unequal access to personal computers and the internet exists among the student's community, and the abrupt shift to online classes has also not been smooth for the faculty, who have had to learn new teaching skills and revise their syllabi overnight (Nemenzo, 2020). Focuses on the design and delivery of programs, courses, and learning interventions that address the learners' certain needs in regards pace, place, process, and products of learning (Parrocha, 2020). DepEd sets a distance learning approach that utilizes three methods namely, delivery of printed modules to the respective students, access to DepEd Commons which is online education platform that it developed to support alternative modes of learning of students, and lastly, distribution of lessons or self-learning modules through radio and television. The specific guidelines on the distance learning implementation, however, are still under review (Magsambol, 2020).

Next, De La Salle University (DLSU) adopted an alternate mode of education that is technology-enabled dubbed Lasallians Remote and Engaged Approach for Connectivity in Higher Education (R.E.A.C.H). R.E.A.C.H reported the value of engagement between faculty and students and offers three different delivery modes, (1) the fully online such as synchronous and asynchronous, and whenever possible (2) hybrid which is blending of online and face-to-face, and (3) face-to-face learning. All online academic tools and materials are organized and made accessible through learning management system (LMS) of the university, Animo Space (De La Salle University, 2020b).

Then, University of Santo Tomas (UST) through its learning management platform, UST Cloud Campus implemented an Enriched Virtual Mode (EVR) that combines both online (synchronous and asynchronous) and offline strategies to ensure accessibility and flexibility in learning. Other than team-teaching, the approaches in EVR include a combination of the following: (1) complementing of professional competencies with industry partners and alumni interactions, (2) collaborative online learning with foreign partner institutions, and (3) remote encounters with community partners (Alejandrino, 2020).

Lastly, De Vera (2020) claimed that the challenges encountered in education brought about by the COVID-19 pandemic may only be surpassed “if we altogether educate and learn as one” to surpass the battle that everybody are facing. These learning innovations, however, should be grounded on a deeper understanding of distance education because this new educational system is not that easy as it needs the

fully participation of everybody. The Philippines does not have a national policy dealing directly with online platforms such as Massive Open Online Courses (MOOCs), Open Distance e-learning (ODEl), and Open Educational Resources (OERs) while there are laws, like the Open Distance Learning Act (Sixteenth Philippine Congress, 2014), which provide legal bases for funding such platforms.

## **Related Studies**

### ***Foreign***

Schiff et al. (2020) investigated the new challenges and concerns that students encountered during the COVID-19 pandemic in two countries: Israel and Ukraine, with two large samples of students from both countries. The results showed that the students' key practical challenges in both countries included fears about their family health and their learning assignments because of the fact that this new mode of learning is something new to the students and happened abruptly. The study reported that the degree of exposure and difficulties in both countries varied, but their reference to the varying students' concerns appears robust. More precisely, the constant exposure to the threat posed to the community by the media contributed to their increased anxiety and it affected the students' learning during this pandemic.

In addition, Huang et al. (2020) studied the Chinese government's policy on pandemic education that focused on how the government ensured uninterrupted learning while classes were disrupted by transforming the entire education system and implementing online learning methods. They emphasized that there were many

hindrances to this rapid reform: 1) lack of prepared time, teachers had not been fully prepared their learning material to enable them to adjust to online learning or modular, and the preparation of such material was time-consuming; 2) teachers/students' isolation, left them frustrated and helpless; and 3) the need for an appropriate instructional materials to keep students motivated and engaged during the long period of online learning and have an interaction during the class if it is online learning, especially because distance learning drop-out rates are typically higher than on-campus-based learning (Huang et al. 2020).

Similarly, Chung et al. (2020) looked at online learning preparedness among students in Malaysia. The data from 399 students in two different courses revealed that respondents were generally prepared for online learning through online classes. However, more than half of the respondents implied that they want to stop studying online in the future, if they were given another choice because of the difficulties that they experience in this new educational system. While internet access appears to be the biggest challenge for undergraduates because there are some of the students find hard on having internet access, understanding the subject content was also a major issue for diploma students because they are lack of guidance and this new learning style happened abruptly. Emon et al. (2020) investigated the problems in Bangladesh due to online learning in higher education amidst COVID-19 enforced school closure. In Bangladesh, all the universities were directed by the Minister of Education to conduct the new mode of learning which is the online classes. While some perspectives this as an education-friendly policy, a recent survey of 2038 students in 45 higher education

institutions run by BioTED, a novel training and research initiative institutions, found out that one-third of Bangladeshi students did not want to engage in online academic activities because of the same reasons as what others have. The same study also found that 55 percent of students did not have adequate internet connectivity to avoid any technical problems during the class and 44.7 percent did not have access to a computer such as laptop, PC, tablet, etc. to be able to effectively participate in online teaching. Ramij and Sultana's (2020) researched the preparedness and practicality of online education in Bangladesh during the COVID-19. A logistic regression model have been applied to explain the assumptions, in line with the collected data's descriptive interpretation gathered. The results of the study of (Ramij and Sultanas, 2020) suggested that the lack of technical materials, high internet prices, low internet speed, the financial problems, and mental strain on students were the key barriers to online education conducted in Bangladesh for the majority of students.

More specifically, another research in Bangladesh, Mamun et al. (2020) took a looked at the case of a private university student and his mother from Bogra, Bangladesh, who committed suicide together due to family problems that arose due to studying at home. He concluded that governments in Bangladesh and other low- and middle-income countries (LMICs) should think very carefully about online schooling before making it mandatory so that they must think many time the possible consequences may happen if they continue the mandatory they have. LMIC students are much less likely to have the appropriate access to the internet and technology needed to enable to access online education. Farooq et al. (2020) explored the

problems faced by medical faculty members and students in Pakistan when they participate in online medical education amidst COVID-19 pandemic. Their data identified the following challenges: lack of faculty preparation and institutional support, internet accessibility problems and access on computers, students participation, online evaluation, and difficulties in recognizing the unique complexities of online education. Kapasia et al. (2020) investigated the possible effect of the COVID-19 lockdown on the undergraduate and postgraduate students from various colleges and universities in West Bengal, India, using an online survey involving 232 students that conducted from 1 May to 8 May 2020. The study revealed that students, particularly those from remote areas and disadvantaged parts, were confronted with various problems related to depression, poor network connectivity, and an unfavorable home study environment.

In fact, a study by Mubin, & Basthomi (2020) showed that 55.8% of college students were stressed during the COVID-19 pandemic due to the online learning process related to the competitive academic pressures overwhelmed them with more lessons content and less leisure time. Albeit those obstacles and difficulties in the new mode of learning, the students are still obliged to follow the government's policy or any protocols mandated amidst this pandemic. In other words, students must adapt and survive in this current condition, which might trigger an increase in negative emotions, such as stress that further causes a low level of subjective well-being on students. Moreover, research from Roellyana and Listiyandini 2017 (as cited in Sari, Aryansah, & Sari, 2020) explains that students with high resilience feel more optimistic, and they have beliefs that things will be better.



In any case according to Hasmika et al. (2021), education is a long-term investment for the future, and it brings good impact and benefits to an individual and also can shape and influence the character and mindset of the students. In this case, education must not quit halfway especially in the condition of Indonesia facing the Covid-19 pandemic which had many negative impacts in all aspects of life that includes building the character of the students. The study of Hasmika et al. (2021), emphasized the challenges in character building in the Covid-19 pandemic era, such as educators are required to be able to optimize learning with short meeting hours, indifferent conditions of students in doing simple tasks; addiction to playing games while learning rather than following group discussions. Additionally, another obstacle found was the condition of students being lazy to do online learning. The hindrances to character building of some college students during Covid-19 pandemic is the lack of parental encouragement, parental participation in supervision as long as their children participate in online learning.

For the same reason, according to Labraque et al. (2020), the lockdown measures imposed by many countries since the onset of the COVID-19 pandemic have been useful in slowing the transmission of the virus. However, there is growing concerns about the adverse consequences on overall health and well-being of an individual, particularly to the young people. In this case, most of the studies gave more attention on the mental health consequences of the lockdown measures, while on the studies assessing how this disease control measure influences the presence of fatigue are largely absent. Thus, they attested that the high personal resilience and coping skills were results in lower levels of lockdown fatigue. Those who are resilient students

and who perceived higher social support mostly experienced lower levels of fatigue during the lockdown amidst the pandemic period compared to those students with low resilience and social support (Labraque et al. 2020). Lockdown amidst COVID-19 fatigue addressed by formulating and implementing new interventions that will help to enhance personal resilience and social support among students. Although the lockdown policies effectively mitigated or slowed the transmission of the coronavirus disease, it has adversely affected people's way of life, with serious consequences for psychological and mental health, particularly among young people because they are much more likely affected (Volkan & Volkan, 2020; Marroquín et al., 2020).

Indeed, the positive coping mechanisms and the resilience of the students are the key factors that may protect an individual from the mandated lockdown-induced fatigue and other mental and psychological health consequences of the pandemic COVID-19 and the measures implemented to control the disease that continuously spreading worldwide. Personal resilience plays a vital role for the students especially the college to have a successful recovery from difficulties during this pandemic, while coping skills are helpful to resolve the problem (Piergiovanni, & Depaula, 2018). In connection to this matter, the higher levels of coping skills were found to contribute to a significant reduction in psychological issues that includes stress, anxiety and depression that are connected to the pandemic among college students in China (Cao et al., 2020), the USA (Tull et al., 2020) and Switzerland (Elmer et al., 2020).

### ***Local***

The University of the Philippines System shifted to blended learning due to this COVID-19 pandemic using the existing platforms to continue on educating the students with the help of new mode of learning like University Virtual Learning Environment (UVLE), and UP Open University (UPOU). UPOU maximizes the online learning and distance education and also offers free special courses in online learning amidst COVID-19. UP College of Education presented an Education Resilience and Learning Continuity Plan (ERLCP) to help schools' transition to an alternative learning environment to help the students continue and explore new through Education. ERLCP recommended enacting the flexible learning options that are still learner-centered that are made available and accessible in different modes of delivery such as face-to-face instruction, remote learning, and blended learning (University of the Philippines - College of Education, 2020).

Furthermore, according to Toquero & Talidong (2020), this pandemic COVID-19 has brought people to focus on the advantages of the virtual world within the confines of their homes as a matter of fact that this pandemic affects not only to the livelihood and educational activities of the majority but also affects the mental and emotional health of an individual worldwide. For example, students are not able to attend school through face-to-face education, so that they opted to the different social media platforms to search for news and trends. They mentioned the article of Yan (2020) that stated, help human beings directly fight against the current pandemic, and examines the relationships of the people in the community during this time through the lens of the virtual world and encapsulates how people of all walks of life have emerged online for social and educational purposes.

Next, in the Philippines, Toquero & Talidong (2020) reported that the potential of emerging technologies to maximize learning through alternative delivery mode is still on a trial stage as this new mode of learning happen abruptly. The curriculum in the Philippines relied on face-to-face education prior to COVID-19, so the educational system has been caught off guard during the time of crisis. Classes were terminated earlier and mass promotions occurred in the higher education institutions as some colleges and universities are not prepared nor have the available resources to implement distance education as this online learning cannot be accessed without computer and stable internet connection.

Then, De La Salle University (2020) has resorted to the new remote online learning, which combines both synchronous and asynchronous lessons activities. For students who cannot participate in online learning, there are flexible options for completing course requirements throughout the academic year. University of Santo Tomas, like DLSU, has opted to continue with synchronous and asynchronous online classes, and a flexible grading of student outputs and assessments (University of Santo Tomas, 2020).

Lastly, according to Jones (2019), for a better picture, 45% of Filipino citizens (46 million) and 74% (34,500) of public schools do not have access to the internet. ADMU piloted the Adaptive Design for Learning (ADL). ADL combines three different modes of delivery on continuing to educate the learners: (1) online, and, whenever possible, (2) blended, and (3) face-to-face; and offers uniquely designed courses that suit faculty style and respond to learner's needs and contexts with the help of great participation

and collaboration of the school administration and the learners. The curricula materials are hosted in Ateneo Blue Cloud, an online platform branded as the university's virtual campus (Ateneo de Manila University, 2020).

## SYNTHESIS

From the global perspective, the COVID – 19 pandemic has indeed affective the general welfare of the students in which students are required to stay out of schools; students are accustomed to online learning activities. This major shift in teaching-learning system has drastically affective the students in which students experienced mental stress; anxieties during the lockdown; difficulty in adopting to online learning strategies; and having a feeling of the new system is being discriminatory to poor and marginalized students. The aforementioned negative effects of the new normal delivery mode, particularly the modular and online teaching – learning system caused the students to lose their interest with their students. Several researchers from around the world made innovative endeavors in response to COVID-19 pandemic such as identifying the perception of past events and the experiences of the learners; define subjective well-being as the point of views or feelings of the students; identifying one's morale and satisfaction in life; adapting from risks, difficulties, and some monumental adverse events constructively and positively; and coping with stress and learn from negative emotional experiences; and building a resilient culture among learners who are facing academic challenges.

Having a resilient character among the students have been given an emphasis by several researchers. Researchers were made in achieving subjective well-being

through having resilient characters; surviving in the face of adversity or other conditions that cause to feel depressed, miserable, or traumatized; giving healthy and productive responses in facing challenging events to control the pressure; changing a challenging environment into a source of motivation by maintaining hopes, orienting themselves with goals, and having problem-solving skills. Academic resilience has been described as the ability of a student to get on its feet, survive, or adapt to the pressure and challenging conditions in the academic field; has the conditions of setbacks, challenges, adversity, and pressure in the academic context; and academic resilience is best needed by the students during the heights of COVID – 19 pandemic. Although there are great advantages of the online classes, some authors negated it that barriers to effective learning such as new environment distractions and unreliable technology; inadequate interaction between students and teachers; and shortcomings in access to technology could lead to stress and anxiety among the students. College students are particularly vulnerable to the adverse mental and psychological health consequences of the stay-at-home orders during COVID-19 pandemic. As the students pose a potential threat to their physical, mental and emotional health; educational and developmental progress; increase in the prevalence of mental issues; anxiety, depression, and psychological distress; mental, psychological and physiological wellbeing. Academic resilience could also help the students in improving class attendance, participation, persistence even when faced with setbacks or failure; perform in their studies through academic coping strategies factors i.e. approach, avoidance, and social support; maximizing their potential in learning specially amidst this pandem

### CHAPTER 3

## RESEARCH METHODOLOGY

This chapter presents the research methodology which included the research design, research locale, research informants, research instruments, data gathering procedures and treatment of the collected data.

### Research Design

This study employed the qualitative design of research using the phenomenological method. Qualitative data of the variables were collected through semi-structured interview from the informants which were the students from North Eastern Mindanao State University (NEMSU) formerly Surigao del State University (SDSSU) –Cantilan Campus. To establish validity of the responses from the students, their parents and instructors were subjected as key informants through a One-on-One Virtual Interview. This study delved into the personal experiences during the COVID – 19 pandemic in relation to their academic resilience; the issues and concerns encountered during new normal delivery mode; students' action taken that showed their resilience; and pedagogical implication had drawn for teaching-learning in social science.

The said research design would be appropriate for this kind of study since according to Groenewald (2004), using phenomenological method of qualitative research would be practical in understanding the observable characteristics of a phenomenon or exploring the lived experiences of the subjects. In relation to the current study, the phenomenological method would be used in giving meaning to the experiences of the students during the pandemic that are relevant to academic

resiliency. The treatment of the qualitative data will follow the thematic analysis of qualitative data analysis that was popularized by Hycner (1999) as cited by Groenewald (2004).

### **Research Locale**

This study was conducted in North Eastern Mindanao State University (NEMSU) formerly Surigao del State University (SDSSU) –Cantilan Campus, an external campus which is part of the NEMSU / SDSSU system located in National Highway, Pagantayan, Cantilan, Surigao Del Sur. Cantilan is a 2<sup>nd</sup> income class municipality and it is second northernmost town of the province.

SDSSU – Cantilan has become the fifth satellite campus of the University in 2000 when the school was still named Surigao del Sur Institute of Technology (SSIT). In February 22, 2010, Republic Act. No. 9998, converted Surigao del Sur Polytechnic State College (SSPSC) to Surigao del Sur State University (SDSSU). The campus offers college programs that includes technological education. On July 30, 2021, President Rodrigo Duterte has signed renaming of the Surigao del Sur State University (SDSSU) to North Eastern Mindanao State University (NEMSU).

The school offers eight (8) undergraduate programs with different majors that have Level III Accreditation from the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP). This includes programs in Secondary Education, Technical Teacher Education, Computer Engineering, Computer Science, Industrial Technology, Information Technology, Business Administration, and Hotel and



Restaurant Administration. The campus also has a masters program in Teaching Technology Education.

NEMSU / SDSSU – Cantilan campus has made its innovative strides in research and extension projects to fulfill its mission to provide competency-based higher education training driven by relevant and responsive instruction, research, extension and sustainable resource management and as an instrument in attaining food security, supporting poverty alleviation, developing renewable energy and conserving natural environment.

*Figure 2. Map of the Research Locale*



## Research Key Informants

The informants of this study were the college students from North Eastern Mindanao State University (NEMSU) formerly Surigao del Sur State University (SDSSU) –Cantilan Campus from different academic programs who are voluntarily and willing to participate in the study. Convenience sampling method was employed in identifying the research respondent/informant. As cited by Groenewald (2004), Creswell (1998) reported that long -interviews with up to 7-10 people for a phenomenological study would be sufficient to reach saturation.

Thus, this study had purposively selected seven (7) college students in which it represented the five (5) departments of SDSSU – Cantilan Campus. The purpose of collecting data from different departments was to form a triangulation method to compare and contrast the data and to validate the data if it is congruent or contrasting. In the selection the informants that provided the necessary qualitative data through virtual interview, the following are the inclusion criteria :*(a) students who are enrolled in the first semester SY 2021-2022 with social science subjects under the General Education Core courses and b ) classes are in blended modality.* These six (6) informants were first-year students and one (1) was a second year college student. These key informants represented the five (5) departments of NEMSU/SDSSU-Cantilan Campus. *(b) Was able to experience the regular face-to-face classes, and the distant learning under the new normal.* These students were able to experience face-to-face classes and distant learning in their senior high school level and they could instinctively compare both kind of learning through their lived experiences. *(c) Parents of the*

*students*. Parents or guardians of the key informants were interviewed on their observation on their children before and during the pandemic and (d) *Teachers handling such students*. These teachers were handling the GEC subjects in the first semester SY 2021-2022. They were also interviewed on their observation on their children before and during the pandemic.

Table 1 Profile of the Informants

Key Informant's Name	Course and Yr.	Age	Sex
Vera	Bachelor of Science major in Hospitality and Management	18	Female
Bette	Bachelor of Science major in Computer Engineering	19	Female
Jeremy	Bachelor of Science major in Computer Engineering	19	Male
Edward	BSIT major in Electronics	20	Male
Olivia	Bachelor of Science	18	Female

	in Criminology		
Tyler	BSED major in English	19	Male
Warren	BSED major in English	19	Male

Table 1 shows the profile of the informants. Seven students were purposively selected to participate in the in-depth interview about their lived experiences amidst the pandemic. The Key Informants were four males and three females with an age range from 18 to 20 years old (Table 1). Fictitious names were given to the informants in this study to protect their identity. Most of them were freshmen college level with different courses. Two of the key informants were working students as of time being interviewed.

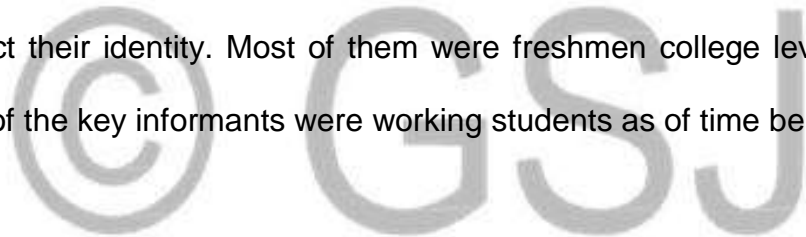


Table 2 Profile of the Parents and Instructors

Parents / Guardian	Instructor/ Teacher	Department	GEC Subject Taught
Vera's Mother	Ms. Emma	General Teacher's Training	Understanding the Self (UTS)
Bette's Mother	Ms. Mia	Computer Science	Readings in the Philippine History (RPH)
Jeremy's	Mr. Nathan	Industrial	Ethics

Guardian		Technology	
Edward's Guardian	Mr. Kyle	General Teacher's Training	Understanding the Self (UTS)
Olivia's Mother	Mr. Derek	General Teacher's Training	Art Appreciation
Tyler's Guardian			
Warren's Guardian (aunt)			

Table 2 shows the profile of the parents and college instructors in General Education Core courses. The number of parents one-on-one virtual interview participants were seven (7) and the number of the instructor - participants were five (5).

**Research Instrument**

This study used a semi-structured interview guide in gathering the data from the interview informants which are the students of NEMSU / SDSSU –Cantilán Campus. Thru laptop and cellular phone with Google Meet and Zoom platforms were used as primary tools in recording the interviews as permitted by the interviewees. The researcher used the Observational Notes and listed down the important observation during the interview.

## Data Gathering Procedure

Before the actual collection of the necessary data through virtual interview with the informants, a letter request was secured asking approval from the campus director of NEMSU / SDSSU –Cantilan Campus to conduct the study. Upon the approval of the campus director, a separate letter was sent to the informants of the study. An explanation was provided in the letters about the purpose and the importance of this study. The informants were asked about their most convenient method for interview and they preferred a virtual interview that used internet platforms such as Google Meet and Zoom. The interview was done at the informant's most convenient time such as during weekend and off-school hours to avoid conflict with their schedule. The duration of the individual interview was approximately 10 to 15 minutes. However, the informants were able to end or extend the interview according to their judgment and convenience. Ethical standards in collecting data for qualitative research was employed. The One-On-One Interview with the parents and college instructors/professors were conducted using an online conference - calling platform such as Google meet or Zoom and they were informed that the interview were recorded and the information that they have disclosed was treated with confidentiality and the results generated from this study were exclusively used for educational purposes only. To create a spontaneous and confident communicative situation, the one-on-one interview was done in "Cantilangnon/Surigaonon" language which was the dialect spoken in the research locale. During the coding process, the researcher translated the transcription of the interview into English language. During the transcription of the key informants' dialogues, the verbatim accounts of the disclosed qualitative data was included.

## Data Analysis

This study employed the Thematic Analysis popularized by Hycner (1999). According to him “Explication and Thematic Analysis”, there are five steps of phases in treating the collected data through qualitative procedure.

The first phase included bracketing and phenomenological reduction. During this phase, the researcher repeatedly listened to the audio recording of each interview to get familiar with the words and the information provided by the informants in order to develop a gestalt or holistic sense.

The second phase involved with delineating units of meaning which is a critical phase of explicating the data. The statements that illuminated the researched phenomenon such as statements not related academic resilience of college students during COVID-19 pandemic. The researcher created a substantial amount of judgment calls while consciously bracketing her own presuppositions in order to avoid inappropriate subjective judgments. The list of relevant meaning extracted from each interview transcription was carefully scrutinized and the repetitive units were eliminated. The researcher had considered the literal content, the number of times a meaning was mentioned and also how it was stated based on the observed non-verbal and para-linguistic cues.

The third phase involved with clustering of units of meaning to form themes. The researcher had bracketed the non-redundant statements of the informants in order to remain true to the phenomenon. By exhaustively examining the list of units of meaning,

the researcher elicited the significance of meaning of informants' statement within the holistic context. This method called for even more judgment and skill on the part of the researcher.

The fourth phase involved with summarizing each interview, validating it and where necessary modifying it. This method involved with creating a summary that incorporated all the themes generated during the coding process that gives a holistic context. At this phase, the researcher conducted a validity check by returning to the informant to determine if the interpretation on the statement of the interviewee were correctly interpreted by the researcher.

The fifth and last phase of Hycner's (1999) "Explication Thematic Analysis" involved with Extracting general and unique themes from all the interviews and making a composite summary. Once the first four phases were done, the researcher looked for themes common to most or all of the interviews as well as the individual variations. The researcher was careful not to cluster common themes if significant differences were observed. The ideas from the minority were important counterpoints to bring out regarding the phenomenon researched.

### **Ethical Considerations**

Since this study employed real persons as sources of necessary data using the interview method, a set of ethical consideration in conducting a social science research needs to be followed. Aside from the ethical consideration that are related to the established safety protocols that are imposed by the government in response to COVID-



19 pandemic, this study also anchored on the following ethical principles on justice, beneficence, respect, and transparency. The study observed the protection of human rights on the course of collecting and treatment of data by following appropriate procedures to safeguard the rights of the informants. The informants were informed that the information that they had disclosed during the interview was kept as a confidential information and that their identity would never be compromised.

*Justice.* This study anchored on the principle that considers the informant's right to fair treatment and their right to privacy. In ensuring justice, this study pursues that the collection and treatment of data would be guided by what is known as common good.

The researcher used an inclusive criteria for choosing the key informants and each informant was treated fairly and rightfully.

*Beneficence.* Beneficence imposed a duty on researchers to minimize harm and maximize benefits. Human research should be intended to produce benefits for informants or—a situation that is more common—for others. With this, the researcher ensured that under no circumstances that the research informants would be harmed.

Informants' information was treated with confidentiality and the results generated from this study were exclusively used for educational purposes only. The researcher used some fictitious names to keep the informants' privacy.

*Respect.* This study considered the principle of respect which includes the right to self-determination and the right to full disclosure. The virtue on respect is also

promoted all throughout the conduct of research by giving out highest regard to the rights of the sources of data or the informants.

The informants were interviewed at their most convenient time to avoid conflict with their schedule and their most convenient method for the virtual interview. However, the informants were able to end or extend the interview according to their judgment and convenience.

*Transparency.* Transparency in research is a principle that is anchored on being honest with the sources of data on aspects that would directly and indirectly affect them. With this, the researcher would ensure that the informants would be informed about their rights as source of data such as the right to withhold information or quit at any stage during the course of the data collection procedure.

The researcher secured an informed consent letter to the informants and an explanation was provided in the letter about the purpose and the importance of this study. Also, the informants' participation was voluntary.

## CHAPTER 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, interprets, and analyzes data gathered for this particular study. It discusses the results of the constructed themes from the key informants, parents and college instructors.

During the study, the participants had been asked the following guide questions:

1. How would you describe your experiences as a student during this pandemic time?
2. How would you differentiate your life as a student before and during the pandemic?
3. What are the issues and concerns that you encountered during the pandemic?
4. How did you cope up with the issues and concerns that you have encountered?

Each case is presented here following this outline: a) students' lived experiences, b) students' life before, during, and after the pandemic, and c) their issues and concerns they encountered, and their coping mechanisms.

Vera, 18

When Vera was asked how she was as a student during this pandemic,

She replied:

*“As I have observed with my academic performances maam I guess being me as a student during this pandemic is really a big. It’s really hard to cope up because you know naa rami sa balay unya walay tarung na room to study and to do paper works academic works rather so, it’s hard for me to adapt this kind of educational ways pero sa nag kadugay na maam medyo naka kuan raman gihapon ako then nakuan ra gihapon naku ang mga mga academic works”.* (Based on my observations, Ma’am, I guess being a student during this time of pandemic has a big impact on my academic performance. It’s really hard to cope because we are always staying in our house with no proper room conducive for accomplishing our academic-related work. It’s hard for me to adapt to this kind of educational setup. But as time goes by, I was able to adjust and find ways to finish and submit my academic work on time.)

When asked about her experiences as a student,

She recalled:

*“It is very challenging for me maam and oo since naa raku sa balay I needed to multi task kay syempre as a daughter naa pud koy mga trabahuon sa balay like household chores and how to manage my time na maapas pa nak paghimu akong mga school works during day broad light tapos pero lisud mag focus maam sa usahay kay ang signal sad kailangan kanang unsa panang itunong na kusog ang signal mag himu and sometimes mawala pa jud sometimes walay load and also I don’t have stable gadgets to use whenever conducting classes so it is very challenging”.* (It’s very challenging for me, Ma’am. And, yes, since I am always staying in our house I need to multitask. Of course, as a daughter, I have responsibilities in our house like household chores and I need to maximize my time to be able to accomplish my school work during the day. But then it’s difficult to focus because of the unstable signal most of the time, so, I need to make sure that the signal is strong and reliable. Sometimes the internet connectivity becomes weaker or else I don’t have a mobile load and also I don’t have highly functional gadgets to utilize whenever we have classes. I must say, it is very challenging.)

When asked about to differentiate her life as a student before and during the pandemic,

Vera responded:

*“My life before was I must say is personally active. I get to interact in a real world with people and then my life during this pandemic has been dull and sedentary I guess because naa raku perme sa balay then ang pagmata naku ang una dayun naku makita kay ang gadget ang laptop and lack of exercise nasab maam kay kapag naa ka sa room kaw gajud actual na room ma exercise man gajud kaw sanan and then ang imuhang mind kay pag muadtu kaw school you interact with a lot of people of course with your friends”. (I must say, my life before was active. I got to interact with other people in a real-world setting and then my life during this pandemic has been dull and sedentary. I guess it’s because I am always in our house and the moment I wake up, the first thing that I could see is my gadgets, my laptop, plus with minimal body movements or lack of exercise, Ma’am. Unlike if you are in a real classroom, your body and mind will be exercised, and once you enter the school premises, you could interact with a lot of people, wherein few of them are your friends.)*

She continued:

*“I sometimes joined with I am a youth leader in our chapel so ang akuang kalingawan is if kanang nay ilaha updates sa amuang youth and then kung nay mga youth conferences mao lang akuang gi apilan usahay ang akuang mga friends makig uban”. (I am a youth leader in our chapel, during my leisure time, I entertained concerns and updates that require my attention as a youth leader. I also attended youth conferences, and that’s the only event that I have attended because my friends are joining as well.)*

When asked about the issues and concerns that she encountered,

She responded:

*“Sometimes maka dugang sa ka stress sa akuang mind bitaw pag mu ari ko diri unya pag mata kuhaon dayun akuang laptop unya muadtu dayun sa akuang tita maki connect kay mag apas sa mga school works or kanang pag nay klase na schedule and then may mom would never understand that part kay abi niya ug basig unsa nay gihimu kay pirmente nalang daw mag atubang sa cellphone pirme nalang mag online wala nay nahimu na trabaho mao na maam usahay maka dugang sa stress pero so far mao raman sad ang problema ug ang signal pud ug karun ang akuang gi problemahan kay ug kanang magpadayun gihapon ning modular lang siya or online class unyang basig kuhaon na ni mama iyahang laptop wala nakoy gamiton kay ang akuang cellphone kay guba”.* (This could add some stress sometimes, Ma’am. When I came here, I get the laptop and then head directly to my aunt’s house to have a better internet connection to accomplish and submit my pending activities. The same as when we have scheduled online classes; but then my mother would never understand that part. She thought that I am doing useless stuff because I am always using my cellphone, always online, and could not lend a hand to help in doing some household chores -- and those are some of the factors that could add more stress to my current situation. Those are the only problems that I have encountered so far. But, if modular learning or online class would continue, and if my mother would use her laptop, then I don’t have any technological tool to be utilized effectively for educational purposes because my cellphone could function properly anymore.)

When asked about how she was coping with the issues and concerns she encountered, Vera disclosed:

*“I just believe in myself na I am doing this for my future and then also ako nalang pud ang nag adjust maam kay kabalo ko maam na wala man sila mama nag agi na part sa student kay karun paman sad ni nahitabo ug unta puhon masabot lang pud ko nila and then it is normal as a parent man sab na kanang mag advice sila sa akua kay basin sab unsa ni akuang gihimu so amu adtu maam ako ra tag bale tag embrace ang ilahang mga kuan sa akua para himoun naku na strength and then kabalo man sab ko kung unsay gibuhad kung unsay akung gipang buhat”.* (Ma’am, I just believe in myself that I’m doing this for my future, and also I adjusted to my situations -- because I’m aware that my mother did not have this kind of experience when they were students. This is the first time that we have experienced this kind of setup. Hopefully, they could understand me. It’s normal as a parent to share some pieces of advice based on what I am currently doing. So, that’s why, Ma’am, I embrace

their advice and at the same time will serve as my strength, because I know what I am doing.)

Bette, 19

When asked about her experiences as a student,

Bette narrated:

*“During this pandemic maam is I can say na grabe gajud sija kalisud especially sa mga students na way internet or hinay ang mga internet para sa ako is jaoy amo wifi pero sometimes muhinay sija amo jaon ang lisud sa ako na part pero if kusog ang internet is maka cope up ako sa mga lessons sajon raman hinoun sija”. (I can say that it is very challenging during this time of the pandemic, Ma’am --especially for the students who don’t have internet connectivity or those who have a weak signal, and that’s the difficult part for me as a student. I could cope with the lessons with ease if the signal is strong and reliable.)*

When asked about to differentiate her life as a student before and during the pandemic,

She responded:

*“Before nan pandemic is grabe gajud ka ok ang life as a student kay syempre jaoy presence nan teacher, your classmates, basta kay like easy sija na maka learn gud tapos during this pandemic is nabag ohan ako kay especially mag learn rakaw through sa cellphone ra amura nabag ohan gajud ako kay ang environment sab naku is grabe ka hilom sa ijo ra bayay kaw and amo jaon makalaong ako na amura mas okay ang life before the pandemic happened”. (My life as a student before the pandemic was different because of course there is a physical presence of a teacher and classmates. You are eager to learn. Meanwhile, during this pandemic, there are many changes, especially that you only learn through the use of the cellphone. I was shocked and I needed to adjust at the same time to the quiet environment. I’m just staying in our house. That’s why I could say that life before a pandemic and even this time of the pandemic, sounds good as well.)*

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When asked about the issues and concerns that she encountered,

She responded:

*“So far maam waya gajud internet ra gajud ako problem sa diri sa amu bayay”.* (None so far, Ma’am. My only problem is our internet connectivity in our house.)

When asked about how she was coping with the issues and concerns she encountered,

She disclosed:

*“Jaon sa mga exam namu jaon mawaya ang internet sa TETCO mukadtu ako sa Cantilan para mag exam kay kinahanglan man gajud kay sa diri sa amua bayay dili man maka data pag mawaya ang wifi so need gajud mukadtu sa laing lugar”.* (Just like when I got disconnected abruptly from TETCO while taking our examinations, I will go to Cantilan for me to complete the examinations, since there is no mobile data signal here in our house -- that’s why I need to transfer to another location to have a strong signal and submit my answers on time during our examination.

When asked how she coped particularly with the signal problem,

Bette responded:

*“Jaon maam mag message ako sa amo instructor na amo jaon na maglisud ako sa internet mag provide sija nan hard copy sa lessons na nahatag ra nan module sa school para kuhaon namu then kami ra dajun bahala sa module na ija ihatag”.* (I usually encountered some problems



with my internet connectivity whenever I send a message to my instructor. When my instructor sends a hard copy of the lessons through a module and will be claimed at the school, then it's up to us on how are we going to accomplish the tasks assigned to us.)

Jeremy, 19

When Jeremy was asked how he was as a student during this pandemic,

He replied:

*"Itun as a student maam murag kalisud anhi pandemic na atu na experience kuman kay normally dili man ta gajud pirmente maka face to face maglisud ta usahay maka kuha nang mga aral sa eskwelahan and usahay rata itun maka mas gana man gajud jaun mag face to face mag klase kaysa sa module or google meet amu jaon na experience maam na. Lahi ra gayud an sauna maam kaysa kuman".* (Well, actually, as a student, Ma'am, the pandemic that we are experiencing right now is very challenging, because normally, we did not experience face-to-face and it would be too difficult for us in capturing and comprehending the lessons taught to us. That's why I could really say that face-to-face classes are way better than modular or online learning, and that was based on my experiences, Ma'am, that's the reason why I could say that.)

When asked about his experiences as a student,

He narrated:

*"Kuan maam itun as a student kay maglisud na ako kung maglisud na kami mag kuha nang mga module or something na makapa face to face or makasuyod sa eskwelahan kay hanapan na dajun kami nan vaccination card kung nagpa vaccine naba kami tapos pag lisud na kami maka send*

*dajun nan kuan itun kung unoy kadtuan namu sa eskwelahan kay dabu pamay kinahanglanun kay para maka proceed kami sa amu kadtuan".* (Based on my experience as a student, Ma'am, it's quite challenging because whenever we need to go to the university to claim our modules, upon entering the campus, the school guards would ask us about our vaccination card or they would ask us if we are fully vaccinated already. There are many procedures and requirements to undergo before you could even proceed with your agenda inside the campus.)

When asked if there was a time that he was late on submitting his requirements,

He answered:

*"Sometimes maam maka pasa ako nan itun amu activity sa google classroom is late pero okay raman noun akong grado isab saktuhay raman hinoun pero usahay maam ang akuang isip jaon ra pirmente sa internet magkuha kay lisud baja maghanap nang answer kung waya saiju isinudlo mismo sa face to face kay kung diretso ra hatag ng module kay haud jaun kuman maam estudyante kami usahay sa tinoud lam hawuyan kami mag basa.. Hawujan kami unhon namu pag sabot nan mga itun tag hagtag sa amu na mga module then amu jaon usahay di kami gangingan jaon sa internet jaun raman sa internet tanan hanapon ang answer internet ra kami maka kuha nan answer. Dilli kami usahay maka kuha nan knowledge na amu kaugalingon na mismo kay nagsalig ra kami sa internet".* (There are instances that my outputs' submissions via Google Classroom were late, but most of the time I submitted my requirements on or before the designated due dates. But then most of my answers were from the internet, because it's too hard for me to formulate answers which in fact the topics were not even discussed thoroughly through face-to-face modality, especially now that modules were distributed directly to us. Actually, as students, reading is such an exhausting task for us to do, just like these days.)

He added:

*"Pag face to face masabtan mo gajud kay mismo ang mga teacher magpasabot sa estudyante kung unhon jaun makuha or something na*

*unhon pagkuha uno ang situation nan jaon mga butang so dali ra sab sa amua pagsabot kay tag pa experience man sa amua". (You would really put so much effort when it is in the face to face modality because even the teachers really try their best to discuss the topics thoroughly to the students as to how things should be done -- the teaching and learning experience is authentic and real because they will let us experience those things by our own.)*

When asked about to differentiate his life as a student before and during the pandemic,

Jeremy narrated:

*"Maam grabe gajud na may pandemic kuman kaysa sa una. Sa una an sa una na panahon maam kay dili kaw lang on na kung mahilantan kaw dilli kaw kuanon na virus.... kay kuman na mga tao maam kay nagka sugod naman gud na pagka arte". (It's challenging in this time of pandemic compared to the previous setting, Ma'am. Unlike before, you are not prohibited to attend any activities if you are sick or not feeling well.)*

He cited some situations:

*"Haud jaon na may mga silingan tag ubo or something na tag hilantan tapos mu report ra usahay dajun sa DOH or sa Center na amo jaon ang kahimtang nan ila silingan then amo jaon maka kuan gajud ako na mga arte ang maga tao. Kay sa una gajud arangkada pakaw jaon makihabubilo sa ubang tao or makipagjoin sa ila makipag kuan jaon maki party2". (Just like for instance if your neighbors have colds or fever, and will eventually report to the DOH or their local health center about the situation of their neighbors -- and I guess that's one of the ways that people nowadays are overreacting or becoming so sensitive. Unlike in the previous times when we would mingle and even attend parties with other people.)*

When asked about the issues and concerns that he encountered,

He responded:

*“Then ang ako na experience gajud kay mas gana ra jud itun face to face kaysa jadtung haud na kuman na mag module ra kay ang face to face pareha sa una maka gala2 pa kami maka haud jaon pero kuman kay ma ajag na kaw kay usahay dakpon pa nan pulis hanapon pa nan vaccination card tapos dabo pay requirements nim amo jaon dako ray kalahian maam sa kuman and sa una”. (Based on what I have experienced, face-to-face modality is way better than modular learning these days. Because just like in the previous setting, we have spare time to stroll around, unlike nowadays, we should take extra precautions, because sometimes we would be reprimanded by the police officers or even ask for our vaccination cards, there are lots of requirements. That’s why I could say that there is a great difference before and during the pandemic.)*

When asked about how he was coping with the issues and concerns he encountered,

He disclosed:

*“Amu jadtu tag laong nila maam na sabay dakan sa agos nang panahon sa agos nang itun ilog kay kung uno natu ka bag o nan henerasyon kuman mu sabay rakan ta para sa atu panahon dili kita mauluhi. Na ang panahon kuman kay ang panahon kay nagka anam2 nagka tiguyang2 ang kalibutan nag ka anam pagka hightech2 nasab ang mga tao tapos ang mga kuan gamit sa tao then nakaya ko ini maam through sa akua experience tagkaya ko sija sa pamagitan nang ako pag haud jaon mag sabay sa agos nang ilog”. (Just like the famous adage which states that “just go with the flow”, despite how upgraded we are in this generation, we must still be able to adjust and conform to the happenings in our surroundings so that we will not be left behind. Since people these days are slowly getting older, our society as well is getting more technologically dependent, then we need to get through this. Based on my experience, somehow, the burden is lessened because I learned to conform to the situations around me.)*

When asked if he was more resilient before of now,

He promptly answered:

*“The same ra gihapon... lig un ako sauna ug mas nag lig on sab ako kuman”.* (It remains the same, Ma’am. I am more resilient these days.)

Edward, 20

When Edward was asked how he was as a student during this pandemic,

He replied:

*“Hamok kabagohan gihapon maam kay adtun since na dugay2 na kita ya pa maka face to face so amura nan nag adjust2x naman sab ako as a student para sab maka cope up dajun sa akua studies especially kay dako gajud na difference ang face to face kaysa sa mga modular online class so since na waya paman kita sa stable na condition sa atu lugar so nag kuan ra laman nag adjust pa lamang kita sa atua modular and online classes”.* (There are a lot of changes, Ma’am, and it’s been a long time since the last time that I have experienced the face-to-face modality. Maybe I have already adjusted as a student so that I can cope up on my studies especially that there is a big difference between face-to-face modality and modular or online class. Since we are not yet on a stable condition, we are still in the adjustment period with our modular learning and online classes.)

When asked about his experiences as a student,

He narrated:

*“Ang aku mga experience during pandemic time is adtun first year nan first year ako na murag medjo lisud mu approach sa mga instructor hilabi na kay dipa naku manga kilaya then hanapon mo pa sa ilaha mga social*

*media accounts kay amu lage jaon na mas dali raman gajud ma approach kung kuan personal but since na naglikay man kita nan mga close contact so amu jadtu na tag gamit natu ang social media para ma approach natu ang mga instructor which medjo naglisud pa kadtu na time tapos pag abot nan pagka 2<sup>nd</sup> year amo jadtu na mas napadali2 kay naka experience nan adtu nan 1<sup>st</sup> year kung unoy dapat himoun amo ini so medjo lisud pero at least naka adapt ra dajun as a student sa pag approach sa ako mga instructor". (It was during my freshman year when I experience the onslaught of pandemic. It was difficult to approach the instructors because I haven't encountered them yet personally, so I have to search on their social media accounts. Unlike before, it is easier to approach them in personally, but since we need to limit physical contact, we use social media platforms as a way to approach our instructors -- which is quite challenging in our part. When I entered sophomore year, it was easier because I have the idea and experience as to what needs to be done. Even though it is still difficult, but at least as a student I have already adapted to the varied approaches of my instructors.)*

When asked about to differentiate his life as a student before and during the pandemic,

He responded:

*"Dako gajud na difference bitaw maam kay before pandemic naanad gajud kita nan face to face classes the bonding of the students as well as the teachers mas aside sa being serious on gaining learnings at least may atu mga bonding sa atu sa mga teachers and sa classmates before atung pandemic like kung jaoy mga events jaoy atu mga celebrations sa atua eskwelahan which is kinda a bit sad kay na missed natu ang jadtu na manga time kay kuman jare naman kita sa pandemic since na jaon na kita sa pandemic mau jaon na amura ana mejo boring nataraw wayay karajaw atu mga physical exercises kay jaon kita kuman sa kuan amura kita nag isolate sab kita nan atu kaugalingon because of the GCQ so during pandemic sab sa ako experiences jaoy gihapon ako nakilaya pero dili sija kung as in close nuh kay sa face to face na grabe nimu ang communication in terms of communicating jaon lahi gajud ang personal kaysa jaon ra sa online so in terms isab sa pag klase pag gain nan mga learnings amura nan medjo na limit ang mga explanation sanan instructor then sa face to face makita gajud natu na mas dali ra natu makuha nag point nila kaysa sa kuman sa online class because kun adtun face to face jaoy atu tag tawag na mas dili natu sija mapangutanaan kontra sa online amura na mag lisud kita mag approach sa atu instrtuctor kay dili man*

*tanang man sab instructor and students maka cope up dajun and the problem man gud is ang internet nuh sa face to face wayay atu problema kuman na online na jaoy atu boundary which is ang internet so medjo lisud2 ang atu pag communicate medjo lisud2 sab ang pagpasabot nan atu instructor sa atu students but kung jaoy gajud dedication gajud na estudyante and instructor para maka cope sa atu education so at least ma adapt gihapon natu then jaoy gihapon atu ma learn gamay". (There is a big difference, Ma'am, because, prior pandemic times, we used to bond with our teachers during face-to-face classes. Aside from being serious during the class as we gain new learnings, at least there is a bond between the teachers and my classmates. As well as before pandemic, various events or celebrations are held in our campus. I am a bit sad because we missed those times since we are now in a pandemic period. Now, it is boring because we do not have physical exercise and it seems that we are isolated because of the quarantine protocols. However during the pandemic also, I have experienced meeting new people, but with minimal physical contact. Unlike if face-to-face, there is a difference in terms of communication. It is different from face-to-face compared to online. When it comes to learning, it is difficult because there are lectures that are easier to understand during face-to-face modality compared to online classes. If it is during face-to-face classes, we can ask our instructors immediately, but if it is thru online classes, it seems difficult to approach them because of some problems such as the internet connectivity. There is a boundary which is the internet connectivity issues so it is harder to communicate and to comprehend the discussion. However, if the students and instructors are dedicated to cope with the new normal of teaching and learning process, at least we can still adapt and have something to learn.)*

When asked about the issues and concerns that he encountered,

Edward responded:

*"Atung first year ako pinaka una ko gajud na encounter sa eskwelahan is ang pag approach sa ko major instructor nuh sa BSIT namu sa electronics. Napansin naku na ang ako instructor baja is walay social media pero jaoy ija phone number so amu tu na 1<sup>st</sup> approach naku sa ija mga several months bagan adtu sija nag klase tag approach ko na dajun sija pero amura nan waya karajaw mapansin nan instructor kay siguro busy amu adtu na amura na medjo nagka praning na ako kay basin dili ako maapil sa list nan ija class sa ija section then isa sab na na encounter naku is amura ana nan na feel ko na mura lahi ra bitaw ang face to face gajud lahi ra gajud ang face to face kay amura nan maghanap nan*

*sources or references galing sa libro pero sa kuman sa modular nuh sa modular amura nan mas nag dependent na kita sa internet kan Mr. Google amura na mas napadali ang atu research mga research mga references pag kuha nan mga sources kay amu lage jaon nag modular naman kita or face to face amura nan mas babad kita sa computer so maura na mas dali natu makuha ang references tapos mga sources to the point na some of the students right now kay amu rasab ila tag gamit ang internet para makakuha nan answer which is amura nang gamay ray ila ma learn or waya gajud ila ma learn kay nakuha gajud nila ang answer kay tungod sa internet. So amura jaon ang nakita ko na mga concerns or issues na amura nan may gani iban niabot sa point na nagka nag plagiarize kay tungod kay some of their answers are galing sa internet or sa mga websites na copyrighted nuh so amura tu akung concerns tapos mga issues pag encountered during pandemic kay dili man gud mabantajan nan mga instructor kung unoy tag himu nan estudyante kay what is jaon raman kita sa social media nag contact ya man kita nag face to face so amu ranan mas dako ang opportunity nan estudyante na mag cheat or jaon mag depende sa pag search nan mga sources and references". (When I was a freshman, I have experienced to approach my Instructor from BSIT major in Electronics inside the campus because I realized that he had no social media accounts but he has his phone number. So after several months, I was able to approach him but I was afraid that he might not able to notice me immediately because of his busy schedule. I panicked because I might not be included in his class list. Then another encounter is I could feel the difference of the face-to-face classes because we can search for references from the books but now in our modules, we are dependent on the internet to Mr. Google. It is easier to research and look for references and we spend more time on the computer. Because this is easier, the students rely much on browsing the internet, but it seems that they only learn a few or maybe nothing at all because the answers can be searched directly on the internet. So those are some of the concerns and issues that I have seen so far. Unfortunately, there are also others who commit plagiarism because some of the answers are from the internet or from the websites that are copyrighted. So those are the issues and concerns that I have encountered during the pandemic -- because the instructor cannot see what the students did because we only meet through social media, there is no face-to-face meeting. So there is a big opportunity for the students to cheat or be dependent on searching references through online only.)*

When asked about how he was coping with the issues and concerns he encountered,



He disclosed:

*“So sa ako maam para sa ako rasab it is all about controlling yourself or giving motivation to myself na dumudumon nak pirme na kung mag cheat ako unoy ako ma gain diba unoy ako ma uno kaha akua ma learn kung mag cheat ra ako kung magkuha ra ako nan answer sa internet diba amura nang you are cheating your own self bitaw sa tag tawag pa na amu jaon na dako imuha score oo dako imuha score pero answer gikan ra baja sa internet kung maka hibayo kibale ang imuha instructor tapos may imu classmate na jaon amura nan mas sakit amura mag mas damdamon mo ang ila tag pang laong sa imo mismo tag himu kay amura nan ikaw ra mismo ang naghatag nang sakit sa imuhang kaugalingon tapos ikaw pa gajud mismo ang naka benefit sa imo tag himu so, amura na ang point naku is kung gusto nimu ma learn bisan uno pa na opportunity an jaon na kaya nimu kuman sa modular ug online class pero isipon gajud nimu na dapat jaoy imuha ma learn. Kung uno may lamang mga opportunity na para maka cheat kaw then likajan rakan gajud nimu and the amura nang maningkamut kaw nang imu kaugalingon para maka learn kaw sab ug para isab may imu ma gain kay in the future at least dili naman kaw nga nga diba hamuk imu ma learn and then tungod sa imu hamok na learn hamuk imuha ma share sa lain na mga bata na maka inspired sa ila para mutungha gajud pag tarung so, amura adtu sab”.* (So for me Ma’am, it’s all about controlling yourself or motivate and remind myself always that if I cheat what will I gain? Will it benefit me if I get the answers on the internet? It’s just like I cheated on myself as well. So what’s the point if I receive a high rating but then the answers are originally from the internet? If the instructor finds out and my classmates are doing that, it would be a painful event. My point is if you want to learn, whatever opportunities may arise, at least you did your best through online/modular classes but make sure that you have gained some knowledge and skills. If there is an opportunity to cheat then avoid it. Instead, you do your best to accomplish them so that you will gain something that you may share with others that may inspire them to go to school and do their best in the future.)

Olivia, 18

When Olivia was asked how she was as a student during this pandemic,

She replied:

*“Maam very challenging sa akua maam kay as a working student dili jud naku hawak ang akuang oras so kibale karun naa koy klase karun na oras so kung naay signal maputol nasab siya so kanang lisud gyud kaayu maam so naa pay internet connection na dili stable so mangita napud ko ug kwarta pang load tapos mamroblema napud ko aha maka kita ug 50 kay 50 baya ang load sa karun so very lisud gyud kaayu maam lahi ra jud sa una”. (It’s very challenging on my part, Ma’am, because I don’t have control over my time as a working student. For an instance I have a class right now, and if there is a chore that I need to accomplish then my class will be interrupted, and it’s hard, Ma’am, plus the internet connection is not stable, so I need to look for money to buy for load, and I need to think critically on where I could find fifty pesos because load costs fifty pesos, it’s very challenging nowadays, Ma’am, unlike in the previous setting.)*

When asked what was her part-time job and what shift she was assigned?

She answered:

*“Kan anan imnanan maam ana... gabiig buntag maam, grabe na gani akuang eyebags pero taman rako diri January kay kung kaluy an sa ginoo kung madayun ang face to face mouli ko”. (Restaurant and bar, Ma’am.... Night and day, Ma’am. My eye bags are getting bigger right now, but I am until January only, by God’s grace if the face-to-face modality will be pushed through then I will go home immediately.)*

When asked about her experiences as a student,

She narrated:

*“Maam kanang naa juy mga lisud jud kaayu maam kay kanang naay apasunon na activities usahay late najud mi pirme maka pasa naay iban mga teacher dili mu consider bitaw maam grabe gyud ka lisud bisag unsaon jud pagpasabot according sa ilaha wala daw mi nangita ug time pero lisud man gyud kaayu amuang situation karun pareha sa akua na working student dili jud lalim na dapat kana mag start na mi dapat kana mag buhat mi ug mga activity kay naay usahay tawagon mi sa amu mga amo na kuan pag dung ag sa diri ana lisud jud kaayu maam perti kalisud”.* (For instance, Ma’am, it’s really hard especially if I have pending activities, of which I’m late most of the time in submitting the activities, and some of the teachers will not consider our late submissions, no matter how much we tried to explain our side, they would instead insist that we did not do our job as a student, that we did not find time to accomplish the tasks on time. But the situation is really hard for me as a working student, it’s not that easy to follow the scheduled online classes and to accomplish the activities, because there would be instances that our bosses will request our full attention to do certain tasks, and it’s very hard, Ma’am.)

When asked about to differentiate her life as a student before and during the pandemic,

Olivia responded:

*“Very lahi kaayu maam ui kay sa una so very ka enjoy lang kaayu maam maka gawas2 mi maka gawas maka laag2 pa pag stress pwede raka mu tan aw sa gawas. Pero dili najud diba dili pwede maka gawas2 kung walay face shield kung walay face mask lahi rajud kaayu ako experience karun kay ma kuan pa imuhang mental”.* (It’s very different, Ma’am. Because before the pandemic, we are happily engaged with each other, Ma’am. We are free to stroll outside the campus, and whenever we feel stressed we could just simply watch and enjoy the sceneries outside the school premises. Unlike these days, you cannot just simply go outside without wearing a face shield and face mask, my experiences this time are quite different and they really affect my mental state.)

When asked about the issues and concerns that she encountered,

She responded:

*“Kadtung maam kanang bawal mugawas kung wala naka face mask bawal mugawas na wala naka face shield bawal muadtu sa mga nag tapok2 ang uban sab akong na encounter is kanang mga pamilya na kanang nawalaan ug trabaho nawalaan namatyan ug sa pamilya kanang louy jud kaayu maam grabe ka challenging na grabe ka tragic ang situation karun”.* (You are not allowed to go outside without wearing your face mask and face shield, gatherings are not allowed. Also, some families lost their source of income and loved ones; our situation in this time of pandemic is tragic and challenging.)

When asked about how she was coping with the issues and concerns she encountered,

She disclosed:

*“Para sa akua maam is musunod lang siguro ta sa gobyerno ug mga doctors kay sila man ang mas naka balo jud kung unsay maayo sa atu kay dili man sab sila naga tambag ug ika daot natu so musunod lang ta para sa atung good ug para sab sa atuang fellow countrymen”.* (In my opinion, Ma'am, we should follow the protocols mandated by the government officers and healthcare workers because they are more knowledgeable about what works best for our own sake and for our fellow countrymen, so let us not opposed their mandated rules and guidelines in this time of the pandemic.)

She added:

*“Think positive lang gayud huna huna na para sa pamilya”.* (Just be optimistic all the time, and always think about the welfare of your family as your inspiration.)

Tyler, 19

When Tyler was asked how he was as a student during this pandemic,

He replied:

*“As a student nuh during this pandemic is very really hard talaga kay yung ano pag join ng manga virtual class not all the students is nakaka join talaga kasi meron silang stable connection so mahirap talaga yung mga naeencounter sa ganitong situation right now pero hindi naman lahat eh may stable connections hindi din naman lahat may mga magagandang gadgets so sa akin based on my experience, since meron naman akong PC I have my phone naman may stable connection then so hindi lahat tayo.. So yun po mahirap talaga especially ngayong pandemya”.* (Being a student during this pandemic is really hard because of online learning. Not all the students were able to join because they don't have a stable connection. These situations are very challenging right now since not all of the students have stable internet connectivity, and functional and high technological gadgets. So, for me, based on my experience, since I have a personal computer, I have my phone, and I have a stable internet connectivity, of which not all of the students are lucky enough to have all of those tools -- that's the hardest part, especially in this time of the pandemic.)

When asked about his experiences as a student,

He stated:

*“Gaya nang sinabi ko sa unang tanong po, same2x lang din the education system in this pandemic time is really hard and draining. We are bombarded with a lot of educational challenges and would not be able to cope the lessons that we need to learn. Education should be accessible to all however in this new normal, education seems we need to strive a lot further and work harder to learn and to be in school whether po mahina ang connection nyo, malakas yung wifi nyo, kailangan po talagang pumasok”.* (So, just like what I have said a while ago for the first question, they are almost the same. The education system in this pandemic time is hard and draining. We are bombarded with a lot of educational challenges

and would not be able to cope with the lessons that we need to learn. Education should be accessible to all however, in this new normal, education seems like we need to strive a lot further and work harder to learn and to be in school -- whether the connection is weak, or strong, you need to attend the class.)

When asked about to differentiate his life as a student before and during the pandemic,

He responded:

*“Students before the pandemic was good though we need to encounter a lot of challenges and problems but still we tend to send ourselves to school and tend to study and learn a lot of things. On the other hand on this time of pandemic it is a little bit hard because we need to somehow learn with our own and just receive a little guidance from our teachers. The problems we encountered and experienced today is a lot harder and struggling than the education before kasi nga yung before is okay lang kasi face to face naman diba”.* (Students before the pandemic were good, though we need to encounter a lot of challenges and problems; still, we need to go to school and study and learn a lot of things. On the other hand, in this time of pandemic, it is a little bit hard because we need to somehow learn on our own and get a little guidance from our teachers. The problems we encountered today are a lot harder than the education before, because we have the face to face modality.)

He added:

*“Kailangan talaga nating magpa load araw-araw so kailangan nating gumastos medjo mahirap talaga ngayon lalong lalo na yung parents natin saan tayo nang pang load natin so mahirap talaga ngayon”.* (We need to buy mobile load every day, so we need to spend money, and it's kind of difficult nowadays, especially that our parents need to find means like to buy load, so, it's really hard these days.)

When asked about the issues and concerns that he encountered,

Tyler responded:

*“Okay for me lang maam, having a good gadget and stable internet really are the real issues in this new normal of education. It is really hard for us to learn without these powerful tools, kasi yun naman talaga ang kailangan natin ngayon diba”.* (In my own opinion, having a highly functional gadget and stable internet connection are the real issues in this new normal of education. It is really hard for us to learn without these powerful tools — because those are the things we need these days, right?)

He continued:

*“Like yung sinabi ko nga stable connection at saka itong mga gadgets na kinakailangan natin para sa ating pag-aaral dito sa virtual class natin kasi dito naman tayo dito naman nag sesend nang mga modules ng ibang teacher diba kasi hindi pa pwedeng pumunta kasi bawal pa”.* (Just like what I have said earlier, stable internet connection and technological devices are necessary for our educational purposes such as attending virtual classes and submitting to other teachers because we are not allowed to enter.)

He shared the difficulty, especially he is enrolled in Education.

He stated:

*“Opo talagang mahirap po talaga kung wala kang gadget kasi kapag sinasabi nang teacher kapag may report tayo ngayon so kailangan talaga*

*meron tayong these powerful tools na gagamitin natin". (Yes, it is very challenging if you don't have gadgets, because once the teacher would say that "we will have a reportorial activity today", so it is crucial to have these powerful tools that we could use for our online classes.)*

When asked about how he was coping with the issues and concerns he encountered,

He disclosed:

*"I tend to be more resourceful and always ask help and ask guidance to my teachers and classmates and tend to communicate more with them and be a patience because we are not just the ones who have struggled of this time but also our teachers our parents and all of the people who surrounded us kasi hindi po lamang estudyante yung humaharap sa ganitong problema eh tayong lahat naman diba then kung papaano mag send kasi yung ibang teacher di alam kung paano mag send the Google Class yung ganyan hindi nila alam kung paano magsimula nang virtual class kasi hindi kasi sila sanay yung parang ganyan at saka yung - nahihirapan na kasi hindi naman kagaya dati na ano din na normal so yun lang po". (Okay, I tend to be more resourceful and always ask for help and guidance from my teachers and classmates more with them and be patient because we are not just the ones who have struggled during this time but also our teachers our parents, and all of the people that surrounded us, because not only the students who are facing with this dilemma, but all of us then on how to because some of the teachers on how to submit through Google Classroom that kind of stuff - knowledge on how to start the virtual class because they are not used to conducting classes in that manner and then it is somewhat challenging because unlike in the previous modality that everything seems normal.)*

Warren, 19

When Warren was asked how he was as a student during this pandemic,



He replied:

*“It’s kinda stressful maam because of the sequential module especially when I have a hard time to cope up with the topic during my studies”. (It’s kind of stressful Ma'am because of the sequential module... especially when I have a hard time coping with the topic during my studies.)*

When asked about his experiences as a student,

He narrated:

*“It’s very challenging because during this pandemic cause studying online is so stressful because I have a lot of work to do like doing house chores working on a lot of school works with unstable internet network and having hard time understanding the given topic maam in the module especially when it is not yet being discussed”. (It’s very challenging because during this pandemic cause studying online is so stressful because I have a lot of work to do like doing house chores working on a lot of schools working with unstable internet networks and having a hard time understanding the given topic Ma'am in the module especially when it is not yet being discussed.)*

When asked about to differentiate his life as a student before and during the pandemic,

He responded:

*“My life before as a student was not so hard at all I have been able to cope up with the discussion I learn a lot but during this pandemic as a student I did not able to cope up with the topic from the given module ahh because I had a hard time connecting to Google Classroom because of*

*the low network that disables me to open it to read.”* (My life before as a student was not so hard at all I have been able to cope with the discussion I learn a lot but during this pandemic as a student, I’m not able to cope with the topic from the given module because I had a hard time connecting to Google Classroom because of the low network that disables me to open it to read.)

When asked about the issues and concerns that he encountered,

Warren responded:

*”I have encountered unstable network stress cause by the successive modules and having improper sleep.”* (I have encountered unstable network stress caused by the successive modules and having improper sleep.)

When asked about how he was coping with the issues and concerns he encountered,

He disclosed:

*”I use it as a motivation to myself because I need to endure all of these challenges and obstacles during the pandemic that I may take on to the next step of my journey as a student”.* (I use it as a motivation for myself because I need to endure all of these challenges and obstacles during the pandemic that I may take on to the next step of my journey as a student.)

## Themes

Results of this study revealed the students’ lived experiences before and during the pandemic and the following issues and concerns that they encountered in pandemic

time: internet connectivity issues, new normal learning set up, lack of gadgets, inconvenient study environment, and financial problem. On the other hand, their coping skills were, positive thinking, strong motivation, reaching out and being strategic. The sub-themes were unstable network, absence of internet connection, blended learning approach, uncomfortable environment, and lack of financial resources.

## Theme 1: Internet Connectivity Issues

### *Subtheme 1: Unstable network*

The unstable network connection remains the problem of teachers, students and the parents during the new normal learning. Unstable network is often caused by wireless congestion, this problem exists because the more people use the internet, the greater the instability. According to Farooq et al. (2020), the internet service and technological equipment availability in the developing countries are often limited thus learning adaptation becomes more complicated. The use of technology especially the internet is quite acquired by many. It became an essential part of daily life. Nowadays, a lot of students rely mainly on the internet for doing their school work. When the pandemic started, the use of the internet is highly in demand and eventually got weakened. This subtheme is evident in the case of Warren who had internet connectivity issues. He recalled his experienced while studying online.

In his words,

*"I had a hard time connecting to Google Classroom because of the low network that disables me to open it to read". (I had a hard time connecting to Google Classroom because of the low network that disabled me from opening it to read.)*

### **Subtheme 2: Absence of Internet Connection**

Aside from an unstable network, the absence of internet connection due to location can be frustrating too. This usually happens in areas where there is no cellular signal, either because the signal is being blocked or the cell phone tower is too far. Students without internet cannot connect with their teachers, classmates, and also hinders them in doing their research and online homework. This is evident in the case of Bette. Though they have wifi connection but sometimes it won't function well.

She recalled,

*“Jaon sa mga exam namu jaon mawaya an signal sa TETCO, nikadto ako Cantilan para mag exam kailangan man gayud and since sa bayay di man maka data pag mawaya an signal sa wifi so need gajud mukadtu sa laing lugar.”* (Just like when I got disconnected abruptly from TETCO while taking our examinations, I will go to Cantilan for me to complete the examinations, since there is no mobile data signal here in our house -- that's why I need to transfer to another location to have a strong signal and submit my answers on time during our examination.)

Recall as well, Vera expressed the difficulty focusing on his studies as she had to wait for a good time to use the internet.

## **Theme 2: New Normal Learning Setup**

### **Subtheme 1: Blended Learning Approach**

Blended learning approach is about the design of a course that enhances teaching and learning experiences of the students and teachers by combining face to face learning activities with online learning components. The switch to online delivery of lessons became very challenging to the students and teachers. Thousands of people have had to adapt the new types of learning. Though some were able to adjust quickly, others found it so stressful and draining. It is evident in the case of Tyler.

In his words,

*“This time of pandemic it is a little bit hard because we need to somehow learn with our own and just receive a little guidance from our teachers. The problems we encountered and experienced today is a lot harder and struggling than the education before kasi nga yung before is okay lang kasi face to face naman diba.”* (In this time of pandemic, it is a little bit hard because we need to somehow learn on our own and get a little guidance from our teachers. The problems we encountered today are a lot harder than the education before, because we have the face to face modality.)

Jeremy felt the same. According to him, most of his answers were from the internet and it was too hard for him to formulate answers which in fact the topics were not even discussed thoroughly through face-to-face modality.

It is also true in the case of Edward. Though he has already adapted to the new normal learning setup, he once struggled to look for his instructors/professors online,

especially at that time, he did not know his teachers. He mentioned the difficulty of learning because there are discussions that are easier to understand if explained by the instructors.

While internet access appears to be the biggest challenge for undergraduates because there are some of the students find hard on having internet access, understanding the subject content was also a major issue for diploma students because they are lack of guidance and this new learning style happened abruptly Chung et al. (2020).

### Theme 3: Lack of Gadgets

The lack of gadgets means the unavailability on hand of the cellular phones, and laptops amidst the eLearning. No enough devices for classroom usage can make the students and teachers feel discouraged. Based on the study of Ramij and Sultanas (2020), lack of technical materials was one of the key barriers to online education conducted in Bangladesh for the majority of students. The usage of gadgets in the new normal learning is highly important. It makes learning more flexible. However, many struggle with online learning especially for the students who don't have any. In the case of Vera, she had to borrow the laptop of her mother so that she could comply with her school work and could submit it on time.

She said,

*“Ug karun ang akuang gi problemahan kay ug kuan kanang magpadayun gihapon ning kanang modular lang siya or online class unyag basig kuhaon na ni mama iyahang laptop wala nakoy gamiton kay ang akuang*

*cellphone kay guba*". (But, if modular learning or online class would continue, and if my mother would use her laptop, then I don't have any technological tool to be utilized effectively for educational purposes because my cellphone could function properly anymore.)

#### Theme 4: Inconvenient Study Environment

##### *Subtheme 1: Uncomfortable Environment*

An uncomfortable environment means being distracted at home while engaging in online classes. Oftentimes, having this setup of learning leads students to unbalance between studying and doing some house chores, and having unnecessary noise which is not common way back in the face-to-face classes. Also, a lot of temptations at home such as sleeping the whole day and getting lazy at all. Thus, the difficulty of getting focused. According to Novitasari, Kurniawan, & Kanita (2020), one of the disadvantages of distance learning, including the barriers to effective learning, is the new environment distractions. Because of this shortcoming, the students can experience stress. Probably, home is the safest place in times like this but in terms in Education, it connotes differently. It is evident in Vera's case.

She said,

*"It's really hard to cope up because you know naa rami sa balay unya walay tarung na room to study and to do paper works academic works rather so, it's hard for me to adapt this kind of educational ways".* (It's really hard to cope because we are always staying in our house with no proper room conducive for accomplishing our academic-related work. It's hard for me to adapt to this kind of educational setup.)

In addition the students staying at home, worrying about the safety, changing their usual school routine, and not being able to interact face-to-face with friends affect their mental well-being (Husky et al., 2020).

## Theme 5: Financial Problems

### *Subtheme 1: Lack of financial resources*

Lack of financial resources refers to situation where a person does not have sufficient source of income to satisfy their basic needs. Students' online learning makes the students worried about money. A study conducted by Ramij and Sultanas (2020) suggested that financial problems were one of the key barriers to online education. Lack of financial resources is experienced by many families during pandemic. Since day one, the pandemic has badly affected the household finances. One thing that Olivia and Tyler have in common, they are both working students who have some financial problems. They expressed the struggle of finding balance between school and work. Olivia recalled the times she had to worry on money so that she could attend her online class. Tyler felt the same.

He said,

*“Kailangan talaga nating magpa load araw-araw so kailangan nating gumastos medjo mahirap talaga ngayon lalong lalo na yung parents natin saan tayo nang pang load natin so mahirap talaga ngayon”. (We need to buy mobile load every day, so we need to spend money, and it's kind of difficult nowadays, especially that our parents need to find means like to buy load, so, it's really hard these days.)*



## Coping Strategies

From the narratives of the key informants, it was revealed that they have different ways of dealing with their circumstances, including positive thinking, strong motivation, reaching out and being strategic. These were the adaptive ways in which the informants were able to cope with their experiences during the pandemic.

### Theme 1: Positive Thinking

Positive thinking means that a person facing challenges in life will see the good sides of the situation regardless of how bad it is. Also, this means that a person is willing to take action and never give up. In this pandemic time, it is evident that the transition from the face-to-face to online learning set up put the students in a difficult situation, especially during their adjusting period. A lot of changes and challenges were encountered that really tested their interest and will to keep going and finish their studies. Thus, it is important for students to have positive thinking in the midst of digital learning.

Despite the challenges Vera has experienced, she kept the positive vibes.

She said,

*"I just believe in myself na I am doing this for my future and then also ako nalang pud ang nag adjust maam kay kabalo ko maam na wala man sila mama nag agi na part sa student kay karun paman sad ni nahitabo ug unta puhon masabot lang pud ko nila and then it is normal as a parent man sab na kanang mag advice sila sa akua kay basin sab unsa ni akuang gihimu so amu adtu maam ako ra tag bale tag embrace ang*

*ilahang mga kuan sa akua para himoun naku na strength and then kabalo man sab ko kung unsay gibuhat kung unsay akung gipang buhat".* (Ma'am, I just believe in myself that I'm doing this for my future, and also I adjusted to my situations because I'm aware that my mother did not have this kind of experience when they were students. This is the first time that we have experienced this kind of setup. Hopefully, they could understand me. It's normal as a parent to share some pieces of advice based on what I am currently doing. So, that's why, Ma'am, I embrace their advice and at the same time will serve as my strength, because I know what I am doing.)

Also it is evident in the case of Olivia.

In her words,

*"Think positive lang gayud huna huna na para sa pamilya".* (Just be optimistic all the time, and always think about the welfare of your family as your inspiration.)

In the case of Jeremy, he believed on the famous line: "Just go with flow". In his words,

*"Sabay dakan sa agos nang panahon sa agos nang itun ilog kay kung uno naku ka bag o nan henerasyon kuman mu sabay rakan ta para sa atu panahon dili kita mauluhi".* (Just go with the flow, despite how upgraded we are in this generation, we must still be able to adjust and conform to the happenings in our surroundings so that we will not be left behind.)

## Theme 2: Strong Motivation

Strong motivation refers to having a strong reason to act or accomplish something. Thus, it means being consistent and being optimistic at the same time. It also means that despite the sudden shift of face-to-face learning to distance learning, they will remain motivated and focused to reach finish their studies and reach their goals. Also, motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge (Cherry, 2022). Nobody's life is normal right now. In these unexpected times, many people were discouraged, confused, and taking some time to adapt to this new situation. Maintaining a strong motivation can be helpful to everyone, especially to the students. For Edward, since the mode of teaching has changed so has the mode of learning. He disclosed that during this pandemic time, many of his classmates/friends relied too much on the internet in answering their modules which he believed was not good for learning.

In his words,

*"It's all about controlling yourself or giving motivation to myself na amu ini na dumudumon nak pirme na kung mag cheat ako unoy ako ma gain". (It's all about controlling yourself or motivate and remind myself always that if I cheat what will I gain?)*

It is also true in the case of Warren who took challenges as a way of self-motivation.

Theme 3: Reaching out

Reaching out means initiating a conversation or any social interaction in order to ask for help from people you trust like your family and friends. This help might be in the form of emotional, spiritual, social, and financial support. Thus, having good communication between the students and teachers is important in order to establish a stable relationship between them and for the students to be more comfortable reaching out to their teachers who are considered to be their second parents.

One of the ways or strategies that Bette did to cope with her experiences during the pandemic was by reaching out to her teachers. In the case of Bette, she would directly inform her teachers whenever she had a hard time on the internet. This is very important because staying engaged amidst a pandemic is difficult, during this crisis, strengthening online communication channels should be used to reach out to students.



#### Theme 4: Being Strategic

Being strategic means being perceptive, future-oriented, open-minded, proactive, working off the front-foot, and making and taking decisions based on evidence and calculated hunches (Barrett, 2012). In addition, being strategic in learning is a student's way of organizing and using a particular set of skills in order to learn things or finish tasks more effectively and efficiently in school. Strategies help students understand their lessons better. It helps them overcome their weakness and improve their performance. Tyler felt the need to be more resourceful during the pandemic. He never

missed to seek help and ask guidance to his teachers and classmates. Having a good communication and being patient were part of his strategies these days.

The One-on-One Virtual Interview with the parents and college instructors/professors was also conducted and still real names were not revealed were to protect their identity. Seven parents and five teachers were in the in-depth interview to account students' resiliency amidst COVID-19 pandemic.

The following questions had been asked:

1. What are your observations of your child/student during this pandemic?
2. What can you say about their resiliency as a student?
3. How resilient do you think were they during this pandemic time?
4. As per observation, how do you think did they cope up with his/her issues and concerns during the pandemic?

### **Interview with the Parents**

Vera's Mother

Vera's Mother had just recovered from sickness when she was interviewed. When asked about her observations on her daughter during this pandemic.

She replied:

*“Ako gajud na obserbahan maam mag lisud gajud sija sa ija mga modules pag answer kumigan sa signal sanan sab jaon pag load lisud kami sahay pag load kay ini lage ako sweldo gamay raman sab lage. Ako ra kibale ba kwanun balansi balansihon an ako income para lamang sa ija maka support nan para sa ija online na itun module ang ako sab problema sa ija jaun inin sa gadgets, kay problema man lage sanan signal. Lisud gajud maam kung ing ani man sa bahin sa manga modular, lisud. Marajaw raman gajud ang face to face kaysa ini module”. (Based on my observations, she struggles in answering her modules due to weak signals in our area. As well as in buying load, because of my below-average salary. I would just budget my income proportionally to support her needs for their online classes and modules. We also have some problems when it comes to technological devices to be used as well as the signal of course. It’s hard, Ma’am. In the case of modular, it’s difficult. A face-to-face modality is way better than a modular set up.)*

When asked about her opinion on her daughter's resiliency as a student,

She responded:

*“Nag usab hinoun maam purya bujag lang intahay maam, bagtikay man sab iyaha utok. Ipang hinambog isab naku ang ijaha pagkahibayo kintahay”. (She manifests some changes, Ma’am. She’s a very intelligent person and I even boast about her skills most of the time.)*

Vera’s Mother was confident of her daughter and when asked about her thoughts on how resilient her daughter was during this pandemic time,

She answered:

*“Basehan naku maam nan sa ija module sanan nan ija sab mga kintahay tag pasa base sab sa ija mga grades, okay man sab maam. Makita man sab naku gajud ang iya performance sa ija mga worksheets nija sa makita man sab naku”. (Based on her modules and her grades, I could say that*

she's doing great as a student. These are evident in her performance and her worksheets.)

When asked about her observations on how her daughter coped with the issues and concerns during the pandemic,

She responded:

*“Mao na gajud nay problema lage maam lisud bug at siguro sa ija na kabahin. Na obserbahan sab naku na na bug atan sab gajud sija pag dajaw maam jaon na mga trabaho sa module. Bug at gani sa ako na itun pre schooler da samot da itun sa ija bug atan gajud guro sija sa ija trabaho sab na pansin gajud naku sa ija na bagan bug at gajud karajaw na halos dili na makaya pero piliton dakan unsaon man trabaho man maningkamot man sab para sa kaugmaon”.* (That seems to be the problem, Ma'am, it's difficult for her. I also observed that she had a hard time accomplishing all the assigned tasks or activities in the modules. It's hard for me even as a preschool teacher, how much more as a college student this pandemic. Even if she feels like giving up, she would still strive and do more for the sake of her future.)

She continued:

*“Grabe bitaw maam, ningkamut gazod gihapon sija. Lisod sab kami kuman maam di sab gjd kami laung na itun jayuy amo permente. Yaon man sab akua igsoun na musupport sa amu kay wala namn sab lage akua partner, amo jaon antos lam antuson lam wala kahibay e ang panahon puhon kung maka human kaw maharuhay raman sab kaw para raman sab sa imuha kaugmaon an imu pag sakripisyo”.* (Indeed, Ma'am, she's striving. We're struggling financially right now, Ma'am. One of my siblings is supporting us financially these days since I no longer have a spouse. We have no choice but to grind for our future. We don't know what the future holds, but if you finish your studies, all your hard work and sacrifices will soon be paid off in the future.)

Bette's Mother

When asked about her observations on her daughter during this pandemic,

She replied:

*“Ang ako obserbasyon, sa ako anak kuman sa pandemic, okay raman isab gihapon sija. Amura relax gihapon, amura gihapon nan jaon sa eskwelahan kay time man lage module kuman so okay ra answer sab gihapon sija basta okay ra lam ang internet, internet ray problema”.* (Based on my observations, my daughter is doing well during this time of the pandemic. She’s kind of relaxed, it seems like she’s attending classes inside the school since they have modules of she’s able to accomplish on time. As long as there is stable internet since it is the only problem these days.)

She added:

*“Ang before kay high school paman lage sija relax2 kuman medyo dili gajud kun relax mulaong ta lam na relax kay ini man sa bayay pero grabe gajud ang study isana na kay jaon sa module tapos isahay dili ma relax kay inin isa lage ang internet lisud man gajud kuanon ang signal usahay mawaya tungod ra isab sa panahon so amo siguro ini pero okay ra mas lisud2 kuman kaysa sa una”.* (Unlike before, since he was still a high school student, she was kind of relaxed, but not during this time of the pandemic. She might feel relaxed in the sense that she’s staying in our house, but actually, she’s studying the lessons present in the module, she can’t be relaxed because we also have problems with our internet connection which is already out of our control especially if the weather is not fine. I could say that the educational setting in this pandemic is way harder than the previous one.)

When asked about her opinion on her daughter's resiliency as a student,

She responded:



*“Sa pagka kuman dili paman gayud kun mature kay ampa man sija mag start pagka first year college, aja pa sija mag sugod2 anay..Nagpasugod paman gud sija pagka mature kay 19 paman sija kuman so mura ana sija nangapa pa inday kun uno gajud ang college. Medjo okay2 ra isab, inday kaya ra”. (I could not describe it fully yet because she’s just getting started with her college life. She’s 19 years old, still maturing and discovering what college life is all about. It seems like she’s doing fine, looks like she can handle it.)*

When asked about her thoughts on how resilient her daughter was during this pandemic time,

She answered:

*“Ma lig on. Makaya raman gud nija kay gani sija raman ang mag answer2x without na magpa tabang sa ako mag ask sa ako sa ako uno ini, kay yay man gajud ako tagtabang. Ija ra gajud kaugalingon. So, lig on gajud sija kuman sa mga studies kuan sa pag sa mga project sija ra gajud amoy naghawid nan ija kaugalingon so kaya na nija”. (She just stays strong. She can handle it because she can even manage to accomplish the assigned tasks without asking for assistance, even though I have nothing to contribute. She’s on her own. So, I could say that she’s resilient when it comes to her studies, as well as in doing her projects, she could make it because she can handle herself very well.)*

When asked about her observations on how her daughter coped with the issues and concerns during the pandemic,

She responded:

*“Medjo malisud lisud matud jaon na pangutana maam kay kuman na panahon pandemic man lage so isahay makasugat man ta nan jaon*

*ilabina kun may balatian bation nimu sa imuhang lawas so amo jaon isahay ang makahatag nan struggle sa ija pag eskwela kay di maka concentrate pero kalooy sa diyos, nakaya ra gihapon ni Bette ang ija mga klase. Gani kuman okay raman sab ang ija grado okay ra isab ang ija mga teacher maskin online ra or module pero na survive ra gihapon". (It's quite difficult to answer that question, Ma'am. But, we cannot describe it in words especially since we're still in the middle of the pandemic, sometimes you feel sick and it is considered one of her struggles because she could not concentrate on her studies. But by God's grace, she was able to attend all her classes and accomplish all the tasks on time. She was still able to receive good grades and her teachers were all considerate, despite the new educational modality.)*

Jeremy's Guardian (sister)

When asked about her observations on her younger brother during this pandemic,

She replied:

*"Okay ra maam kay ya man nagpasagad ang akua manghud nan ija exam pirmo sa iyaha module kay bisan kon busy sija sa iyaha trabaho sa akuang iyaan kay working student raman sija maam kay ya naman lage amo kay broken family man lage. So an ako manghud bisan kun uno sija ka busy pirmente nija taghatag sa ija kaugalingon ang pagtagad sa ija module kay para sab dili mapakyas ang ija mga grado. Kay syempre naningkamut sija maam na makahuman gajud sija maam. Kay sa amo pamilya is sija pa gajud ang nakahuman amo mag igsuon. Kay ya man gajud masampit na ginikanan kundi ang amua ra ante. Bisin kun uno kalisud basta ang ija grado nag pa maintain gihapon sija sa kataas sa ija grado. Basta maningkamut sija bisan kun uno kalisud bisan uno ka busy. Basta kay yaoy time sa iyahang pag eskwela. Matagaan nija ang ija pangarap sa iyahang kinabuhi na makahuman sija". (He's doing fine with his studies, Ma'am. Even though there are times that he is so busy because he's a working student in our aunt's house, he did take all his exams and other assigned tasks seriously. He is industrious in accomplishing the assigned tasks in each module so that he would receive high grades. He's doing his best to finish his studies. Only one had been able to graduate among our siblings. Because we can no longer ask for guidance and provision from our parents, only from our aunt. He was*

able to maintain his grades no matter how hard our situation gets. He pushes himself to his limits no matter how busy his life is--as long as he has time for his studies. He would put all his time and effort to achieve his dream which is to graduate from college.)

When asked about her opinion on her younger brother's resiliency as a student,

She narrated:

*“Kuman na pandemic, bisan kun anhi panahon itun pirme ra lamang itung ga cancel ang klase sija man gusto isab gajud mag face to face na kay para gajud maam. Lahi ra man gajud maam sa tinoud na face to face kaysa sa module na pina agi ra sa computer kay an face to face man gud maam, jaon gajud jaon tanan. Makita gajud tanan nan malihok mabuhat tanan na gusto nimu sa kurso nimu, malihok nimu kung unoy angay malihok. Kay jaon rasab lage sa kaugalingon...Di kaw gajud maka laong maam na okay na ang imuha performance kay ya man kaw gajud nila makita ang maestra kung na mabuhat ba ang tanan na gipabuhat sa imuha. Mas lahi gajud jaon maam lig on kaw gajud na “ay tana magbalik na” klase syempre lahi ra gajud ang face to face kay gana man gajud maam jaon excited, syempre makita kamu imuha classmate magkuan rasab kamu nan iju buhaton, unoy iju buhaton kuman na adlaw sa iju subject. Syempre, huna hunaon mo gajud ay2. Kay sa kuman na Covid na kalisud lamang ini jaon rata pirme naghuyat rata pirme paabot kung unoy atu answeran kung unoy atu buhaton na dili man gajud natu ma perfect kung sakto ba gana man jaon gikan sa iju maam na ma isturya kamu nan masgda kaw gajud kung jaoy. Na mag face to face maam, kay kung modular lamang. Kay kung kaya pa kayanon dakan. Gusto sab gayud nija mag face to face”.* (His resiliency is prevalent that regardless of his course, it would stick in his mind his hesitation if he would survive his chosen course, but I could see, Ma’am that he would finish the course with all of his might no matter how challenging the situation might be. Because that’s his choice. We need to support him in whatever he wants to pursue. We could see his perseverance that he will not take his chosen course for granted and that he loves it. The feeling that you have for your chosen course is incomparable, you would do everything that you could because that’s what you want to pursue. Unlike if you would be offered a course that you don’t want to pursue in the first place, then you are not motivated to do the best that you could to finish that certain course. And I could say, Ma’am, that he is doing great in his chosen course, because I could attest that there are some instances that he kept on practicing on how to perform some tasks aligned to his chosen field, and if he could suffice the costs for

that course. He is such a thrifty kind of person. No matter what happens, he always has something to spend from his savings. He's really shy in asking for money from our aunt, especially from his siblings who are also struggling financially. That's why he saves as much as possible. It's not an easy thing to do, but he has no choice but to persevere for his own sake.)

When asked about her thoughts on how resilient her brother was during this pandemic time,

She answered:

*“Ang ija pagka lig on maam as in ija gajud tagpa kita na okay sa ija bahala kun ang ija kurso. Mu kuan man gajud sa iyaha huna huna maam nakaya ba naku ini na kurso or maka pasar ba ako ini na kurso, Pero makita naku sa ija maam na humanon gajud nija jaon maam. Magka uno2 magka tuwad baliskad basta mahuman lamang nija yaon na kurso. Kay gusto man nija mam. Suportahan dakan namu sija maam kung unoy ija gusto. Makita gajud namu maam na ija paningkamutan. Na dili jaon nija tagaan, dili gajud nija balewalaon ang kurso, kanang gusto gajud nija ang kurso. Dagko ang tagbati na gusto sa imuhang kurso kay muhatag man kaw gajud nan dako na grado maningkamut pakaw gajud pag eskwela kay imu man gusto, na kung hatagan ra kaw sab nan kurso na dilli nimu gusto ehdi dili mo gayud tagaan nan grado kay dili man hajud kung gusto nimu na kurso. Ang makita naku sa ija maam, okay sija maam, kay bisan gani maam itun na kurso nija mag practice2 na sija kun unhon kung uno ija buhaton yaon na kurso, kun makaya ba naku ini na gasto. Kay ini si Jeremy maam, matipid man hinoun nan kwarta. Magka uno2 jaon sija magamit man gajud ang kwarta kung magka uno2. Masipugon man sab ini sa amua iyaan mangayo nan kwarta, masipog sab sija sa iyaha mga igsoun mangayo nan kwarta kay waya man sab mga mahimo. Magtipon kay. Malisod pero iyaha kayahon kay total ang iya man sab kahago, ija man sab gusto”.* (Even though classes are always suspended because we're still in the middle of the pandemic, he wanted to experience the face-to-face learning modality again. For it is indeed different from the actual face-to-face modality because the experience is authentic and wholesome compared to the online classes...You will experience everything that needs to be done under your preferred course. Well, of course, it depends on yourself. You cannot say that you accomplished the

tasks correctly following the rubrics and instructions because there is no physical supervision from your instructor. It has a different effect if you firmly believe that the normal way of conducting classes will be implemented again. You're excited that you would see your classmates again and you would do the tasks altogether for each subject or course. Of course, you would think about that stuff. In this time of the pandemic, it's quite challenging that you would just wait for the learning materials and accomplish the assigned tasks, of which it is too impossible to achieve a perfect score performing those tasks, it has a different impact if you have a physical interaction and be disciplined by your instructors. To have the face-to-face modality, because it's not evident in the modular learning. If it is possible, then why not? He wanted to experience again the face to face learning modality.)

When asked about her observations on how her brother coped with the issues and concerns during the pandemic,

She disclosed:

*“Kuan maam jaoy time nija maam kung haod jaon maam usahay maam mamakak rakan siya maam na nbusy sija sa iyaha trabaho pero focus sija pero ang ija baya tagka budsyhan kay ang ija baja obligation sa eskwelahan. Kay usahay mulaong man na matuyog kaw kuman na adlaw, aky para lamang mahuman nija ang ija gipa trabaho amo jaon dili gajud ma trabaho ang ija trabahuon sa ija eskwelahan kung dili nija paiguan. Para masulbad na ang ija problema, lisud man lage man mag tibo na mag kuman dajun raba ipasa syempre. Answeran mo gajud dajun. May gani kay jaon ija diri assistant na gamay na bata namu pag tagsa amoy intawun ija sugoun paglaong kadtu didtu basin tawagon ako ni ante jaon kaw mu laong kaw adtu busy si Jeremy na busy study. Sam an mualong ako sa ija na maka sulbad sa ija problema kay ya man sab nag laong na ija grado na ni grado kay kun ni ubos ang grado nija makita gajod namu na wala siya time sa pag eskwela sa ija grado sa ija subject kuman, kung sa ija module kung nigamay ija grado. Pero nakita namo na dagko ija grado. Ni laong ako sa ija na kaya baja nija”.* (He would sometimes tell white lies, for example, if he got busy, he would just tell our aunt that he was busy with some household chores, even if the truth is, that he is busy accomplishing the tasks in their modules and other obligations in his

chosen course. Because sometimes she would say, that he should sleep today just to finish the tasks given to him, that's why he could not accomplish his school-related activities if he would not make time for it. Solve his problems, and it becomes more challenging because most of the subjects or courses have the same due dates for the assigned activities. So, you need to answer and accomplish them right away. Good thing is that he has a little boy assistant here, that he would be the one to tell our aunt that he is busy studying whenever our aunt is looking for him. That's one thing that I could truly say that somehow it provides a solution to his problems. Somehow, his grades are not getting any lower, but if so, we could say that he has no longer enough time to accomplish the assigned tasks for each module. But he has high grades. I told him, that indeed he could manage everything.)

Edward's Guardian (aunt)

When asked about her observations on her nephew during this pandemic,

She replied:

*"Observations, less sa lakaw<sup>2</sup>. naa ra sa balay... Usahay kung naa na silay kuan kanang mag video<sup>2</sup> mana siya kung naay mukuha mu sideline ba mao lang na".* (My observations, less on strolling outside. He's always staying here in our house...Sometimes, he has a sideline which is as a videographer.)

When asked about her opinion on her nephew's resiliency as a student,

She responded:

*"Wala man noun siyay problema maam as of now. Ay basta kay ang importante ang iyahang pag eskwela mao lang gyud na ang importante sa amua nga walay bagsak".* (It seems that he has no problems as of the

moment, Ma'am. As long as he has no failed grades, that's all that matters to us.)

She continued:

*“Kadtung highschool pa siya maam, kay pagsugod gayud nila ug first sem pandemic naman gud dayun tu sa pagka first year pa niya. So far sa high school maam wala koy problema kay naa mana siya sa top”.* (When he was still a high school student, but when he started the first semester in college, it was already the onslaught of the pandemic. So far, I haven't encountered any problem with him during his high school days, because he was one of the top students way back then.)

When asked about her thoughts on how resilient her nephew was during this pandemic time,

She answered:

*“Okay man siya. Muingon ko ug dili okay kung may bagsak”.* (He is doing very well. I would say that he's not doing well if he has a failed grade.)

When asked about her observations on how her nephew coped with the issues and concerns during the pandemic,

She responded:

*“Oo mao lang gyud na ang problema hinay ang internet ug mawaya an electricity”.* (Those are the only problems that we have encountered so far: slow internet and power interruptions)

She recalled:

*“Naay iyahang classmate maam nga dili siya TETCO so mangutana na siya didtu kung okay ang signal then muadtu siya. Mangitag paagi... mangita siya ug paagi asa gyud na siya mukuan sa iyahang classmate. Bahala nana ug muadtu na ug Bucawe kay globe man tu siya”.* (He has a classmate whose internet connectivity is not from TETCO. He would ask first if they have strong and reliable signal at a certain time of the day, if yes, then he would go his friend’s house. He would really find a way.)

Olivia’s Mother

When asked about her observations on her daughter during this pandemic,

She honestly responded:

*“Kuan maam okay ra man murag mas lami man gyud ra bitaw kay kanang gasto man gud kung kanang face to face... Gasto pakaw maam ug mga boarding house.”* (She’s doing good, Ma’am. It seems that this setting is better because it is quite expensive if they are in a face-to-face learning modality.)

She added:

*“Maam wa man gud kaayu ko nakasinati sa iyaha kay tua man gud siya ug San France pero okay raman kuno nangutana man ko sa iyaha kung*



*okay ba iyaha grado niingun man pud sya na okay ra man daw. Wala pud ko kahibayo sa iyahang grado". (Ma'am, I haven't observed her performance as a student because her daughter was in San Francisco, Agusan del Sur. But she said that she's doing good as a student, I ask her about her grades and she told me that her grades are at satisfactory level. I don't have any idea about her grades.)*

When asked about her opinion on her daughter's resiliency as a student,

She responded:

*"Sa pagka karun naa man hinoun siya hinuan na di man sab kaayu ka laag2 kay isla man mi na naa lang gyud siya mag toun2 pud. Naa man siyay libro na basaha basahon. Maka lakaw2.... Di man mi maka laag2 kay naa man mi ug layo na ang pamasaha layo". (Somehow, she can't easily stroll outside because we're residing in an island, she's just stay here and study rigorously. She has books and she would read them anytime. She would stroll. We're always staying in our home. We just can't easily go outside because we're residing quite far from the city, and the fare is costly.)*

When asked about her thoughts on how resilient her daughter was during this pandemic time,

She answered:

*"Murag gusto man sab siya kuan man gud siya kursunada man sab siya pud na mag kuan eskwela bisag naa pay pandemic kuno gusto man kuno*

*siya*". (She's somewhat studious and striving hard in her studies even during this time of the pandemic because that's what she wants.)

When asked about her observations on how her daughter coped with the issues and concerns during the pandemic,

She disclosed:

*"Min ingun man siya na mo connect lage siya wifi ana siya kay para maka signal karun mo connect siya run kay para maka kuan pero mao lage gihapon kung dili kaayu bitaw"*. (She kept on saying that we need to put up internet connectivity of WiFi in our household for her convenience, but then again if the signal cannot suffice then.)

She continued,

*"Okay raman sab baja sa ako maam ang face to face kay nag ingun siya na bahala na nalang siya ug mag boarding house rakan kuno tapos ang iyang sud an bahalag buwad2 ra lage ana siya dili man pud ko maka dali2 ug adtu sa Cantilan kay layo man pero ug face to face pud. Kung naa palay signal or kanang online kung naa palang mi signal pirmente okay ra untana pud kay naa raman diri pirmente sa balay. Signal raman gajud ang naka deperensya gyud ani isla man lage dili ma dali2 ug sulod ug signal"*. (Face-to-face learning modality would somehow work for me, Ma'am, because she told me that it is okay for her to stay in a boarding house, and it would be totally fine with her if her viand all the time would be dried fish only. Because she can't easily go to Cantilan right away because of the distance unless it is face to face. But if the signal is fine, online modality would be okay with me considering that she will just stay in our house most of the time. There is indeed a great difference in signal

when you reside on an island, it's not that easy to receive a strong and reliable signal in this area.)

Also she noted,

*“Naga kuan gani hinoun pud ko kay mao ra gihapon jaon na siya sa ya pay pandemic mao raman gihapon hantud karun ya man sab kaayuy na usab”. (I could really attest to that because she’s a really a good person and a responsible student even before the pandemic happens, and it manifests even until these days, nothing changes.)*

Tyler’s Guardian (cousin)

When asked about his observations on his cousin during this pandemic,

He replied:

*“Okay actually during the pandemic itself there are a lot of things that changes for an instance dili na kaayu gyud sila naga gawas2 kay diba ang education man lage karun they are having this new normal education so probably ang kadtung time nga naga gawas2 siya naka lakaw2 siya just to send himself to school dili na niya naga himu because he is just inside the house doing probably there are a lot of household chores na iyahang mahimu inside the house and of course sige napud siya ug atubang ug laptop kay lage there arre a lot of things to be done online like having this different platform different activities need to be done online tapos naa pud mga instances na mag himu siya ug iyahang mga performance task and probably they’re gonna do the performances like naga video siya diria pud sa sala so probably those are the observations that are actually present during the face to face classes like before the pandemic happened kana lang pud ang mga major observations jud aside from holding this form like always kana lang sa ang uban na very present na kaayu na very evident”. (Okay, actually during the pandemic itself there are a lot of things that changed, for instance, they have limited access to going outside due to*

this new educational setting. They are having this new normal education so probably, he no longer does the things just like those times that he spent outside the comfort of our home just to send himself to school because he is just inside the house doing probably there are a lot of household chores that he could accomplish inside the house and of course, he's always using the laptop because there are a lot of things to be done online like having this different platforms and different activities need to be done online. There are also instances that he is doing the performance task and probably they're going to do the performances like she's taking a video of himself doing the assigned activity in our living room. So, probably those are the observations that are present during the face-to-face classes like before the pandemic happened, those are my major observations aside from holding this form like always, those are the very evident things.)

He added,

*“Probably there are instances na dili na siya motivated like pag naay mga school activities it should be done online dili na kaayu siya naga apil kay lage murag ang the eagerness man gud the level or the intensity of joining such online contests kay murag nawala napud sa iyahang vocabulary maam kay lahi raman gyud tung sa una na makita niya ang contest itself”.* (Probably there are instances where he's not motivated if there are school activities that should be done online. He's not participative anymore. The eagerness and the level of intensity of joining such online contests are somewhat no longer part of his vocabulary, Ma'am. There's a huge difference if you see and take part in the activities or contests physically.)

When asked about his opinion on his cousin's resiliency as a student,

He responded:

*“Siguro like sa una just I have told you maam consistent ano man gud siya consistent honor student gajud like there are really a lot of times na gina strive niya ang iyahang self kay lage I don't know if he feels pressured kay I am also at the same school kung aha siya nag skwela. So when it comes to resiliency there is really resiliency in that time kasi nga he is really doing*

*a great a job in doing in his school somehow the performance also is really present. Maklaro man sab sa iyang mga grades that time so ing ana". (Maybe like before, just I have told you, Ma'am that he's a consistent honor student like there are a lot of times that he pushes himself to strive, well, I don't know if he feels pressured because I am also teaching at the same school, So when it comes to resiliency that time is resilient because he is doing a great job in his school. Somehow, the performance also is present, and it manifests in his grades at that time. So, it's like that.)*

When asked about his thoughts on how resilient his cousin was during this pandemic time,

He disclosed:

*"Murag ing ana gud na kanang murag himoun nalang jud nag tanan tanan para maka klase ta sa atuang mga estudyante at the same time have this patience na unta ma deliver jud natu tanan2 ang dapat natu na ideliver siguro pud sa iyaha ing ana ma klaro naku na kanang specially na kanang pag mag ulan jud tapos wala juy internet na kanang mag dagan2 nalang na siya magpa load na siya sa iyahang own data kay ang TETCO dili mugana something like that siguro kanang resilient siya in other aspect like especially jud karun new normal education maklaro naku bitaw na kanang lamesa niya nga naay mga schedules kay para lang gyud ma arrange jud ang tanan2 para dili ma disorganize ang mga bagay2. Yes! probably he is somehow really resilient because ma klaro man jud especially gani kanang maam na Saturdays and Sundays while I am also having a masters ma klaro sab naku siya sa iyahang kilid na naa usahay mag klase nga mga teachers kay lage dili maka klase inside Mondays to Fridays so mukawat pud siya ug klase sa Saturday ug siya pud muapil pud siya despite that he is also having this kind of work outside kay gusto man pud lage niya mangita ug other way pud to earn money somehow so gipasagdaan lang sab namu to kay para at least kibale ma expose sab sija sa gawas". (Maybe in his case I could really say that especially during rainy season and he experience problems with the internet connection, he would really move from one place to another or else buy load and use his own mobile data because sometimes TETCO could have some technical discrepancies or something like that. He's resilient in other aspect like especially nowadays in the new normal education, I observed that there is a schedule posted on his table for him to have a well organized schedule*

for each day. Probably, he is somehow really resilient because it is really apparent most especially during Saturdays and Sundays while I am also having a masters, it manifests in my side that he is attending classes also because some teachers could not conduct classes inside Mondays to Fridays. So, he also attend classes even during Saturday despite that fact that he is also having this kind of work outside due to his eagerness to find other ways to earn money somehow so we just let him in order for him to be exposed outside his comfort zone.)

When asked about his observations on how his cousin coped with the issues and concerns during the pandemic,

He narrated:

*"I guess the very first thing that he did is that he do really ask a lot of questions especially with us na iyahang mga guardian ug kay mommy pud na also is a teacher in the elementary level kanang sige na siya ug pangutana like kuya unsaon mani siya what about this one unsaon mani ya pag ing ani what if ang estudyante ing ana ing ana kuan pud siya like he's really observant when it comes to things na ya wako kapasa ug ingun ani unsa kayay maayo himoun na kanang kailangan na gyud naku ni siya ipasa unsa may akua kailangan himoun so probably murag as a teacher pud you are not that really idealistic you are not also somehow realistic tagaan pud nimu siya ug kuan na sige lang I chat lang ang teacher I email ang imung proof na wala jud ka kapasa and wala tay mahimu ana kung muingon siya na dawaton niya but naay mga deductions then let it be at least you pass something, something like that aside from the somehow kanang pag fast track pud niya maam sa mga lessons kana jud ang lisud kay diba sa amung set up especially sa amuang set up sa SHS kaisa lang jud namu ma meet ang mga bata then probably ang uban nan dayun ang ginahimu nila is mag scan nalang sila sa ilahang notes so siya pud if there are also let us say content or context na dili kaayu niya ma gets tapos pag mag search pud siya kay kanang pud niya kanang pud siya satisfy with the answers that comes from the inetrnet kay lage daghan man lage resources dira napud siya na time na mag isturya like mag chat siya naku ya wa ko kasabot ani unsaon mani unsay kung sa layman's terms unsa man jud ang pinaka layman's term ani para dali ra gyud na siya masabtan ani na concept so kana pud siguro the thing is that he has someone to talk to and to ask question murag mao rajud ang iyahang kuan at least man pud dili kaayu like our communication with each other is really open so*

*siguro murag advantage gyud kaayu especially kay dili pud kaayu layo ang amuang edad something like that. We're on the same generation somehow so murag dili kaayu mi niya ma feel ang kuan so naa siyay gamay na mga questions kuya unsaon mani unsaon mani so dali ra niya ma open dali ra niya mahatag sa akua dali rapud kaayu ma address biskan busy ginagmay".* (I guess the very first thing that he did is that he does ask a lot of questions, especially with us as his guardian and our mommy who is also a teacher at the elementary level. He always asks questions like "What is this all about?" "How about this one" "How to do this one". He's observant when it comes to things for instance he would say "I wasn't able to submit a certain activity and I need to pass it as soon as possible, what should I do?" Probably as a teacher also, you are not that idealistic, you are not also somehow realistic. So I told him to just simply chat with his teacher or email his professor that he did not submit the project on time and we have nothing to do with that, and if the teacher would say that he would still accept your submission but your points will be deducted, then let it be at least you pass something that. Aside from the somehow when he fast tracks the lessons, the thing is, just for example in our set up in SHS we meet the students only once, then probably others would just simply scan their notes, so Bob also if there are also uhm let us say content or context that he could not decipher right away, and when he searched on the internet he would maximize the time until he's satisfied with the answers that come from the internet because there are a lot of resources that could be found on the internet. There was even a time that he would chat with me telling me that he doesn't understand a certain topic, he would keep on asking about the layman's term so that he could easily understand the concept. Yes, that might be. The thing is that he has someone to talk to and to ask the question, it seems like it is his only choice, at least our communication with each other is open so, it is an advantage especially since our age gap is not that far from each other, something like that. We're in the same generation somehow so, he will not be taken aback if he has some queries such as on how to do a certain thing, and it will be easy to open up to each other, and concerns will be addressed and dealt with accordingly.)

He highlighted the need of having a support system.

He mentioned,

*“Kaayu jud maam especially like today murag mao jud ang kailangan nila like aside from using the social media platform na kanang ginagmay kay I post dajun at least man nga silay maisturyahan inside the house”.* (That’s right, Ma’am. Especially today, it is what our students needed the most, at least they have someone inside their house that they could talk to, aside from using the social media platform, wherein they would post immediately whenever a small problem occurs.)

Warren’s Guardian (aunt)

When asked about her observations on her nephew during this pandemic,

She replied:

*“Naay sija ra gajud busy gajud pag may module maam. Dili gajud magpahuway kung dili mahuman ang iyah module. Grabe sija ka effort”.* (He’s busy accomplishing the assigned tasks in his module, Ma’am. He will not take a rest until he’s done with his module. He put so much effort.)

She continued,

*“Kaypag kuan kay dili gajud mugawas sa kwarto maam. Once na naay module maam dili gajud na mugawas sa kwarto usahay mag group study sila uban classmates”.* (Because most of the time he would not come out of his room. Once he receives the module, he would not come out of his room, sometimes they will have group study together with his classmates.)

When asked about her opinion on her younger nephew's resiliency as a student,

She responded:



*“Nay dili makuan maam, Ako ramn gajud man ang nag pa skwela sa ija kay ang ija papa wara kaayu, naningkamut tawon sija na maka eskwela mag uno lamang. Mag eskwela gajud. Maningkamut gajud sija maam”.* (It’s unfathomable, ma’am. Since I’m the only one who could guide him because his father is not always around. He would do the best that he could just to send himself to school no matter what happens. Educate himself. He would do his best.)

When asked about her thoughts on how resilient her nephew was during this pandemic time,

She answered:

*“Actually maam lig on gajud sija maam, kay pag kung naay ija mga modules, maningkamut gajud sija na makapa kuan sa requirements. Maningkamot sija ug lig on si Warren tas mas nag lig on karung pandemic”.* (He’s such a strong person, Ma’am. Whenever a module is given, he would strive hard to accomplish and submit the requirements on time. He’s already a strong person, but he became stronger in this time of the pandemic.)

When asked about her observations on how her nephew coped with the issues and concerns during the pandemic,

She responded:

*“Siguro sa pag paningkamut maam, usahay makig isturya pud sa amu kung unsay kuan so kami willing mutabang isab kami isip ginikanan kibale kay kami naman gajud ang nagpa eskwela sa ija amu tabangan kung*

*unoy ija, pareha anang sa eskwelahan*". (Maybe through his courage and perseverance, Ma'am, sometimes he would share with us and as his guardians, we are willing to help him in any way that we can, just like in his studies.

## Themes

Results of this study revealed the parents' observations of their son/daughter such as financial problem, less motivation in studying, internet connection issues / signal problem, and one positive trait during the pandemic. Also their opinion about their resiliency as students, their thoughts about their resiliency, and their observation on how their son/daughter coped with their issues and concerns during the pandemic. The sub-themes were lack of gadgets and dedication to study.

### Theme 1: Financial Problem

The financial problem means being hindered to provide the basic needs or wants in life, especially to your children. Since the start of the new normal learning, the financial problem became worsened. The demand for each students' needs has increased despite the uncertainty of income. Gadgets and fare grow rapidly. Olivia shared that she was okay with the current style of learning as she was concerned about the fare and boarding houses fees.

Vera's Mother expressed the hardship of being a solo parent and how she could attend to her daughter's needs at school.

She said,

*“Lisod sab kami kuman maam di sab gjd kami laung na itun jauy amo permente. Yaon man sab akua igsoun na musupport sa amu kay wala namn sab lage akua partner”. (We’re struggling financially right now, Ma’am. One of my siblings is supporting us financially these days since I no longer have a spouse.)*

### **Subtheme 1: Lack of Gadgets**

A lack of gadgets means a complex situation wherein a student continuously worries because of lack of necessary materials (laptop, cellphone, Ipad, tablet etc) in the new normal education. One of the social disadvantages that can increase anxiety is lack of access to digital resources such as computing gadgets and Internet connectivity (Poudel & Subedi, 2020). Vera’s mother also expressed the difficulty with the gadgets since the new normal learning setup and that is why she preferred face-to-face class for her daughter. In fact, her daughter has to borrow her laptop in doing her tasks at school and sacrifices her sleep just to finish one’s task.

### **Theme 2: Less motivation in studying**

Less motivation in studying pertains to a situation where a student’s level of motivation to pursue his studies is declining due to varied factors like the learning environment, personal problems and among others. Due to the abrupt changes when the pandemic happened, the struggle to stay motivated was being challenged. This is evident in the case of Tyler’s guardian, he observed that his cousin was no longer like his old self. He was not motivated or participative anymore.

According to Dagdag et al. (2019), the students have their own unique emotional needs and it should not be ignored if students are expected to maximize their potential in learning especially amidst this pandemic.

### Theme 3: Internet Connectivity Issues / Signal problem

Internet connectivity issues means experiencing some problems on getting connected throughout the class. There are many factors that contribute these issues such as signal problem and unstable internet connection and among others. Before the pandemic, the use of the internet makes the work efficient and quite effective. Many people relied too much on the internet to make their work/study at ease. It also became convenient when the locked down have started since they can do their work at home as long as the internet is fine. However, there are some places or areas that have a signal problem due to their location. Some students live in islets and remote areas.

Vera's mother witnessed her daughter's hardship in answering her modules because of no signal. She said that her daughter sacrifices her sleep just to finish the work activities in her module.

Bette's mother also shared that having internet issues was one of the struggles of her daughter because she could not concentrate on her studies. She cannot be relaxed considering the fact that they have problems with the internet connection, which is already out of control especially if the weather is not fine.

Edward's guardian thought that the only problem they encountered was slow internet and power interruptions.

## Theme 4: One Positive Trait during the Pandemic

### *Subtheme 1: Dedication to study*

Dedication to study means a combination of efforts and passion to proceed on studies despite the inevitable situations. This also equates on making great sacrifices to achieve your goals. Jeremy's guardian disclosed that her brother was really industrious in accomplishing the assigned tasks in each module. She could attest that Jeremy was doing his best to achieve his dream to graduate from college since he will be the only one to graduate among his siblings.

Warren's guardian also expressed how her nephew put so much effort until he was done with his modules.

In the context of higher education, students are expected to be resilient in facing academic challenges, also known as academic resilience (Gizir as cited in Sari & Indrawati, 2017).

### **Coping Strategies**

From the narratives of the parents or guardians, it was revealed that they have different observations on how their daughter/son were able to cope with their experiences during the pandemic including strong support system, being strategic, and resilience. The sub-theme were open communication, and empathetic teachers.

### Theme 1: Strong Support system

Strong support system means having an endless support from your family and friends that no matter what happens, they will stand up for you and continue to cheer without getting tired. There are a lot of online learning challenges during the pandemic that the students experience. The shift to distance teaching and learning during the COVID-19 pandemic has brought a real challenge to the students, but they don't have to face this alone. A strong support system can help them cope and combat the obstacles of the ongoing pandemic. Similarly, a support system is that you have a network of people that can provide you with practical or emotional support. These support systems will help you improve your overall health and have been shown to reduce stress and anxiety. Having a support system means that you have people to rely on when you need them the most. It means that there are people you can lean on whenever you are in a tough situation.

That is evident in the case of Warren's guardian, in her words,

*"Siguro sa pag paningkamut maam, usahay makig isturya pud sa amu kung unsay kuan so kami willing mutabang isab kami isip ginikanan kibale kay kami naman gajud ang nagpa eskwela sa ija amu tabangan kung unoy ija, pareha anang sa eskwelahan".* (Maybe through his courage and perseverance, Ma'am, sometimes he would share with us and as his guardians, we are willing to help him in any way that we can, just like in his studies.)

### **Subtheme 1: Open Communication**

Open communication is readily sharing information between people in a transparent, honest, consistent, and dependable way (Miller, 2022). It also means that having open communication is also giving your full trust and confidence to share your

insights and experiences. The challenges of communicating responsibly during a pandemic are evolving hence everyone is encouraged to talk, ask questions, and maintain open communication. For students to address their queries and avoid confusion, it is better to consult their parents or teachers. It is true in the case of Tyler's guardian, According to him, Tyler would asked questions on how to answer or solve the problems. This is an example of how open communication can help the students during these trying times.

### *Subtheme 2: Emphathetic Teachers*

Cherry (2020) defined empathy as the ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place. Essentially, it is putting yourself in someone else's position and feeling what they must be feeling. Being an empathetic teacher means that the teacher is considerate enough to understand the struggles and challenges of their students in this trying times thus, they want to lessen the academic stress and make it bearable for their students since they empathize to their situations. Teachers play a significant role in a student's journey. With their support, patience, and understanding, a student can surpass whatever trials come his way. Like what Bette's mother said, it was hard to focus because of a lot of factors during this pandemic time, but she was thankful because the teachers were all considerate, despite the new educational modality. She also added that her child was able to attend classes and accomplished all the tasks on time.

### *Theme 2: Being Strategic*

Being strategic means having good critical thinking skills to make effective and efficient solutions to address a certain problem. It also means having a technique or a concrete feasible and practical plan on how to handle things appropriately to ensure good results. Students before had the privilege of face-to-face classes. They had an easy access to school materials and everything that they need for their study. However, when pandemic came, it is never easy for them to adjust and shift to online platforms. As a result, many students find a lot of means to pursue education. According to Vera's mother, she had observed her child be having difficulties in answering the modules. Despite the hardship, she had also witnessed how her child strived harder and did her best in preparation for her future. That all her sacrifices now will turn into a success someday.

Just like what Edward's guardian said, her nephew would really find a way that he would go to his friend's house regardless of the distance of the place from their house. He would really travel from "*Lanuza to Baucawe*" just to obtain a better internet connection.

Jeremy's guardian felt the same, she revealed that even though her brother had a lot of tasks to be done as a working student in their aunt's home, he could still manage to study his lessons effectively with the help of the little boy's assistance that he would be the one to tell their aunt that he was busy studying whenever their aunt was looking for him.

For students, academic resilience is of paramount importance and according to Wang and Gordon (2016) as cited by Utami (2020), learners with academic resilience



can change a challenging environment into a source of motivation by maintaining hopes, orienting themselves with goals, and having problem-solving skills.

### Theme 3: Resilience

Resilience means the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences. According to Amelasasih et al. (2019), resilience is the ability of a person to adapt and overcome difficult times at hand, particularly during today's pandemic. More so, the ability to adapt from risks, difficulties, and some monumental adverse events constructively and positively (Compton & Hoffman, 2013). Though Olivia's mother preferred online learning, still the signal cannot be sufficed. But her daughter would say that it is okay for her to stay in a boarding house and it would be totally fine with her if her viand all the time would be dried fish only.

### Interview with the Teachers

Ms. Emma

When asked about her observations on her student during this pandemic,

She replied in general:

*“This pandemic amo okay so balikon ang answer kaina amo. Uno pa adtu ako laong? Amo adtu so amu na gajud jaon yaoy negative and positive observations. Ang negative observations naku kay based more on sa behavior nan mga students while attending mga virtual class. Haud jaon not wearing proper na mga na mga clothes or they don’t have proper etiquette, or behavior were not properly observed during attending virtual class. And then ahm they also do have poor engagements in class discussions so those were some sab the negative observations. On the positive side ahm ang mga estudyante lamang they are very resourceful kay, even if, diba, layo sila sa signal ang iban kay ipan pungko nila ang ila mga cellphone or mangadtu sila sa mga dayan para lam maka signal and just to attend the online classes there are also others na maningkamot na magka signal para maka download sila nan mga modules nila para pag uli taraw ahm ma answeran. So, mura they are very resourceful lamang jaon”.* (In this pandemic, I will repeat my answers earlier. What did I say? Indeed, there are positive and negative observations. My observation which is considered negative is based more on their behavior while attending virtual classes. Just like not wearing proper clothes or they don’t have proper etiquette or behavior were not properly observed during attending virtual classes. And then they also do have proper engagements in class discussions, so those are some of my negative observations. On the positive side, the students are very resourceful, because even if, they don’t have a strong and reliable internet connection, some would position their mobile phones, or go to the edge of the highway just to have a better signal and attend online classes. Some do the best of their capabilities and have a better and more stable internet connection to download the modules and accomplish the tasks in the comfort of their homes. That’s why I could say that they are very resourceful.)

When asked about her opinion on her student’s resiliency as a student,

She responded:

*“So laong ta gajud na diba ang in this time of pandemic of course our students are resilient kay they are all suffering this crisis they are sharing from the effects of this crisis okay ang na feel nila na impact is not just in terms of economy maka laong sad gajud ako nan atu mga estudyante nag lisud sab sila kay in terms sab sa economy sa situation samot na mag gasto pa sila kay mag load to connect or to join mga jaun mga virtual class*

*so na feel sad nila ang impact sab nang this pandemic in terms of educational set up so they are resilient na ahm na aside sa anxious sab sila kuman kay diba because of this uncertainty brought by COVID nag struggle sila and at the same time is making an effort to learn and to answer all the activities at their own kay diba bagan sila2 dakan gajud yes mag tudlo man matud ta pero kay matud pa lang on ta lam most of the them sila raman gajud ang mag pa igo na maka learn and maka answer nan jadtu nan mga taghatag na mga activities so maka laong gayud ako na they are very resilient and they are making a lot of effort para lamang maka pasar". (So, we could say that in this time of the pandemic, of course, our students are resilient because they are suffering in this crisis. They are sharing the effects of this crisis because they feel the impact, not just in terms of the economy. That's why I could say that our students are really having a hard time because in the economy, due to the situation, it gets worsen; they still have to buy load to connect or to join virtual classes. So, they feel the impact of this pandemic in terms of educational setup. So, they are resilient. Aside from the fact that they are anxious nowadays, because of this uncertainty brought by COVID, they struggle and at the same time are making an effort to learn and to answer all the activities on their own. It is indeed apparent that they are on their own, yes, we do teach them, but most of the time, the rest of the lessons and activities will be taken all by themselves. That's why I could say that they are very resilient and they are making a lot of effort just to pass the courses.)*

When asked about her thoughts on how resilient her student was during this pandemic time,

She answered:

*"Naka submit nasab ako nan ila grade tapos nakita isab naku na complete ang ilaha mga activities so kibale they were able to adapt and cope with this mga inin sa mga struggles na na experience nila though there are others lamang gihapon sab na nag lisud jaoy sab iban na ni hangjo but at least amo naningkamut gihapon sila kaso lamang gihapon yaoy gajud mga 20 % na population na dili laong pa lang no work to be found inday kung naa na sila dili na sila mahagilap a lot of our students lang on ta lamang jaon sila sa 8 to 10 ang ila effort of course there are few mga 20% siguro amo gamay2 ang ila effort or oh jaon because basin mag lisud gayud sila pag join nan mga mga virtual class maglisud sija nan*

*synchronous2 basin ampa external factors dili gajud kun internal na ingnun ta lam gusto sila willing sila kaso amang maglisud sila nan ila resources basin jaon sab gajud ang ilaha problems". (I submitted my grades already, and I noticed that they have accomplished and submitted all the required activities, in other words, they can adapt and cope with the struggles that they have experienced although others have problems and some would ask for extensions and reconsiderations. But at least they truly exerted efforts, nevertheless, around 20% of the population are nowhere to be found. I don't know if they are still around because they are unreachable. Let's say, a lot of students, let's take for example from 8 to 10, their effort, of course, few around 20% exerted minimal effort or maybe because they face a lot of challenges in joining virtual classes. Maybe there are other external factors not just internal factors to be considered, just take for example if they are willing but they have problems with their resources, maybe that's one of the main problems that need to look into.)*

When asked about her observations on how her student coped with the issues and concerns during the pandemic,

She responded:

*"Samot na kay ang aku mga students are 1st year siguro jadtung mga nag 2nd year syempre naka adjust na sila kahibayo na sila nan pattern na amo ini klase kadali answer dayun pina banat kini mga 1st year natu bagan ing kuratan sila na amo baya ini". (Especially since most of my students are freshmen, maybe those second-year students had fully conformed to the situation because they are well familiar with the pattern of which online classes will be conducted for a short period and then students will answer or accomplish the tasks right after with all of their might. Maybe our first-year students are quite shocked as to how things are being conducted in this new normal of education.)*

She continued,

*"Oo busa man kadaghan gayud nan ila adjust busa maka ingun gayud ako na taas taas gayud ang reliency nila anxious pa sila mahadlok pa sila sa*

*COVID college life lahi na culture lahi na diba haud jaon hampan kuman covid pa gajud damo anay na struggle so ang iban sab mas grabe ang ila ang ila fighting spirit bale. Bagan nag libog na ako kung unsay tama".* (Yes, that's why most of them are still coping, in that way, I could truly say that they are very resilient, because they are anxious and at the same time they are afraid of COVID-19. Cultures in college life are quite different now plus with the threat of the Corona Virus, there are a lot of obstacles present, yet others remain courageous with their fighting spirit. I am somewhat confused with what is right.

Ms. Mia

When asked about her observations on her students during this pandemic,

She replied:

*"My observations includes ano some of the students especially this set up they are kinda demotivated in doing their tasks and then ahm its ano I think its because of the factor na they are having this many factors around them disturbance becasue they are they may not be in a place that is well conducive for learning most of the homes siguro sa mga studets are fortunate enapud siguro ang uban pero most of them based on the virtual class na akuang na conduct ano wala silay place where in ma isolate sila ug tarung free from the noises or disturbances from their homes so also in their submission in their outputs for my subjects okay naman submissions nila but ayun nga lang in the quality of their output makita naku ang difference sa outputs na makuha naku during face to face setting compare to this learning method".* (In my observations include with this setup, some of the students, are demotivated in doing their tasks. I think it's because of the many factors around them or disturbances, because they may not be in a place that is well conducive for learning in most of the students' respective homes. Maybe some are fortunate enough, but based on the virtual classes that I have conducted, some of them don't have a place or an area where they could be isolated and free from the noises or disturbances from their homes. So, also in the submission of their outputs for my subjects, they're up to date. But there are differences in the quality of their outputs during face-to-face settings compare to this learning method.)

When asked about her opinion on her students' resiliency as a student,

She responded:

*“Yes those students actually are good students of mine and then they are prompt in submitting their task their exercises and outputs with the quality of their work ano naman they satisfy my expectations from these students. They are well in the class”.* (Yes, those students are good students of mine and then they are prompt in submitting their task, their exercises, and outputs with the quality of their work. They satisfy my expectations from these students. They are well in the class.)

When asked about her thoughts on how resilient her students were during this pandemic time,

She answered:

*“How resilient? In resilient in submissions kahit na napakadaming factors that affects their concentrations and yeah their motivations na kailangan nila para ma pursue ang ilahang mga tasks given na kana na mga challenges na makita natu makita naku na kanang they are really overcome and done something to cope up with these situations”.* (How resilient? Resilient in submissions even though there are a lot of factors affecting their concentrations and their motivations that they need to pursue the given tasks; I could perceive that they are overcome and done something to cope with these situations.)

When asked about her observations on how her students coped with the issues and concerns during the pandemic,

She responded:

*“Though mao tu ang challenges nuh I appreciate them especially during our virtual classes na mga time bisag they get ahh they often get disconnected they try to be back sa platform and then whenever that happens they ask in the chatbox, what was they ask also for the materials though it’s already been given they ano they really showed this eagernes to see what they thought they might have missed during the time that they got disconnected. Also actually they really lanient during this time sa ilang mga submission whenever may mga tasks na ihatag sa ila kahit na late ang submissions nang iban as long as I see the efforts they excel in that nakita naku na they did their works originally then really times a lot so amu tung ilahang coping mechanism they alwasy ask they message me and then they also ask their classmates kung unsay na miss nila na sa klase pud they ask thru the chat box or they ask permission to speak”.* (Though there are many challenges. I appreciate them especially during our virtual classes even though they often get disconnected, they try to be back in the online platform, and then whenever that happens they ask in the chat box for the materials. They showed this eagerness to see what they thought they might have missed during the time that they got disconnected. Also, they are lenient during this time in their submissions, even if they are late as long as I see the efforts they excel in that. It is very noticeable that they did their works are original. Their coping mechanism is that they always ask, they message me, and then also ask their classmates about the things they have missed in our class, and they ask thru the chat box or they ask permission to speak.)

She added,

*“Yes actually its a huge factor because kasagaran they did not or they cannot submit the particular task because of the gadgets because of the limited resources and availability in their homes and also the comfort in their homes and there are also has these problems in their family in their homes may estudyante nga ako na ang message sa akin kasi kakamatay lang nang brother and he was moving from one place to another naglakaw sa ilahang balay and he was transferring I searched him I look for him and unfortunately hindi niya na comply lahat and which make think na it is really one of the factors the availability of conducive to learn and the situation in there”.* (Yes, it’s a huge factor because most of them -- they

did not or they cannot submit the particular task because of the limited resources or available gadgets in their homes and also the comfort in their homes and there are also has these problems in their family in their homes. I have one student who messaged me because his brother had just passed away and he was moving from one place to another, and he was transferring I searched for him I look for him and unfortunately, he did not comply with all the requirements and which made me think that it is one of the factors--the availability of conducive to learn and the situation in there.)

Mr. Nathan

When asked about his observations on his students during this pandemic,

He replied:

*“Okay. How should I start? Most of my students are first years since for example for last week for last semester I handled US meaning understanding the self so that is for the freshmen and then so we did not have a experience yet about the campus the university it is their first time it is their first semester so as to establishing rapport it is quite well and the first few meetings. Yes like let’s say the first three meetings and then as I observe during classes it’s like for them to stay you need to be relatable, very relatable, and then you need although it is sometimes out of the topic in terms of examples you need to inserted that for them to cooperate para mag mention nalang ka ug mga hugot lines for them to laugh and then for them to be comfortable in the class. So that’s why I do it in the first three weeks or 1 month during classes and then eventually they start to become open especially that it is about understanding the self but it is very noticeable that after a couple of meetings the struggle to maintain the number of students during online classes is very real. Like from averaging it to 20 it will go down to 15 up to 10 (laugh)”.* (Okay. How should I start? Most of my students are first years since for example for the last week of the previous semester, I handled US meaning understanding the self. So, that is for the freshmen, and then so we did not have an experience yet about the campus the university it is their first time it is their first semester to establishing rapport it is quite well and the first few meetings. Yes like let’s say the first three meetings and then as I observe during classes it’s like for them to stay you need to be relatable, very relatable, and then you



need although it is sometimes out of the topic in terms of examples you need to insert that for them to cooperate you mention some “Hugot Lines” for them to laugh and then for them to be comfortable in the class. So that’s why in the first three weeks or 1 month during classes and then eventually they start to become open especially since it is about understanding the self but it is very noticeable that after a couple of meetings they struggle to maintain the number of students during online classes is very real. Like from averaging it to 20 it will go down to 15 up to 10.)

When asked about his opinion on his students’ resiliency as a student,

He responded in general:

*“It’s hard to talk about resiliency when you haven’t known them yet before diba kay resiliency is bouncing back so in terms of coping with the pandemic like I said wala I mean it has not sunk in I guess sa ila na this is the reality now and it’s been like two years already that we’ve been doing this diba the one time printed etc. and this is the modality of new modality of instruction now. The resiliency here in terms of their personal struggle of journey sa ilaha personal lives I think they are doing good because they support system man pud they the support system in their community they have their friends, classmates before, they have their family, they have their relatives but putting it at the academe in which I think this is the ano wala pa I mean wala wala siguro but only a few only a very few who were able to adapt with the situation siguro sad with their resources like for the example they have the laptop they have the internet they are situated in kanang areas connectivity is not a problem etc. so they can easily cope with the situation but for others who don’t and who are still struggling as to connectivity it’s very hard they’re not adapting it at all. In times siguro for example in my class a lot like 50% or 60 70% are dropped or INC. Why? because they were not able to complied with all the requirements although it has been extended from activity 1 to last activity on this deadline for the submission of grades yeah and for others although we are not so strict at all ---- sa attendance in online classes. What we what matters now is their submission on the outputs so I don’t see the resilience in terms because diba we say resilience if we are able to adapt with the current situation”.* (It’s hard to talk about resiliency when you haven’t known them yet before. Resiliency is about bouncing back so in terms of coping with the pandemic as I said, nothing, I mean it has not sunk in. I guess for them this is the reality now and it’s been like two years already that we’ve been doing this,

the one-time printed, etc. And this is the modality of new instruction now. The resiliency here in terms of their struggle of the journey in their personal lives, I think they are doing good because they have a support system in their community, friends, classmates before, they have their family, they have their relatives. But, putting it at the academe, this is few only a very few who were able to adapt with the situation with their resources, like for the example they have the laptop, they have the internet, they are situated in areas wherein connectivity is not a problem, etc. So, they can easily cope with the situation but for others who don't and who are still struggling with connectivity, it's very hard they're not adopting it at all. At times, for example in my class, a lot like 50% or 60 70% are dropped or INC why? Because they were not able to comply with all the requirements. Although it has been extended from activity 1 to last activity on this deadline for the submission of grades yeah and for others, although we are not so strict at all with the attendance in online classes. What matters now is their submission of the outputs so I don't see the resilience in terms because we say resilience if we can adapt with the current situation.)

When asked about his thoughts on how resilient his student were during this pandemic time,

He answered:

*“Resilient kaw kung naka adapt nakaw sa situation you don't live in the past anymore or you have to adjust kung baga kay live at present and cope with the present problems and struggles, as I see students in the among my students they are not resilient at all”.* (You're resilient if you're able to adapt or adjust to the situation. You don't live in the past anymore or you have to adjust in other words, live at the present and cope with the present problems and struggles as I see, among my students, they are not resilient at all.)

He added,

*“Okay talking his resiliency the very reason why I suggested him for as ano as a respondent on your study because I can see him coping with the current situation so, that for me that indicator he is resilient”.* (Okay, talking about his resiliency the very reason why I suggested him as a respondent in your study is that I can see him coping with the current situation so, for me that indicator he is resilient.)

When asked about his observations on how his students coped with the issues and concerns during the pandemic,

He responded:

*“Kay waya sija nagpadaya ba na I just because we have internet problem or just because we have online or just because we cannot failed them or whatsoever then go but he constantly gives or delivers the ano what is expected of activities or lesson assessments or projects and attending online classes so, I can see or I can say that, this student is very resilient because if you are resilient if you bounce back you get along with the current situation you play your game and he is doing it well as I see it and oo sija ang aku makuan nga he would I can see I mean I have known his personal struggles while doing the lesson assessments or doing the exams or during online classes but at least at the end of the day he is still able to deliver all of those tasks”.* (Because he is not easily swayed by his situation, just because we have internet problem or just because we have online or just because we cannot fail them or whatsoever then go but he constantly gives or delivers what is expected of activities or lesson assessments or projects and attending online classes so, I can see or I can say that this student is very resilient because if you are resilient if you bounce back you get along with the current situation. You play your game and he is doing it well as I see it and that he’s a kind of a student I mean I have known his struggles while doing the lesson assessments or doing the exams or during online classes but at least at the end of the day, he is still able to deliver all of those tasks.)

Mr. Kyle

When asked about his observations on his student during this pandemic,

He replied:

*“Okay so during this pandemic ma’am I do observe that a lot of my students have difficulties on like coping up with the new normal the new norms on education system like on how they will adopt with the blended, modular, and online so they have these difficulties especially when it comes to the connectivity for the internet connections since as we all know in our country we have this difficulty in internet connection and also in module there are some students who also like they can’t truly comprehend with what’s in the module so those are the problem with what I have observed during this pandemic and aside in the education they also have problems in submitting their works on time in doing some research or in providing their needs especially when it comes in financial problems we have in pandemic and their parents also cannot go out to provide or to look for a work or a job that would fit their family so most of my students like in the middle of the first semester especially in the midterm a lot of my students they do drop out like they do and for me they will drop out in a certain subject because either personal problem or majority of them they have this financial problem po”.* (Okay, so during this pandemic, Ma’am I do observe that a lot of my students have difficulties coping with the new normal. The new norms in the education system like how they will adapt to the blended, modular, and online. So, they have these difficulties especially when it comes to the connectivity for the internet connections, since as we all know in our country we have this difficulty in internet connection, and in the module, some students also like they can’t truly comprehend with what’s in the module. So, those are the problems with what I have observed during this pandemic, and aside from the education they also have problems in submitting their work on time in doing some research or in providing for their needs especially when it comes to financial problems we have in the pandemic, and their parents also cannot go out to provide or to look for a work or a job that would fit their family. So, most of my students like in the middle of the first semester, especially in the midterm, a lot of my students they do drop out as they do and for me, they will drop out in a certain subject because of either personal problems or majority of them they have this financial problem.)

He continued,

*“Olivia is a good student of mine like she’s a very diligent and very smart student”. (Olivia is a good student of mine she’s a very diligent and very smart student.)*

When asked about his opinion on his student’s resiliency as a student,

He responded:

*“Okay maam for me in a way like for example there are some students kasi or there are some youth na they don’t go to school because of pandemic like they will always say na ay mu stop sako ug school kay pandemic so dili ko maka learn anang mag online2 but this student like Olivia, she does pursue education despite of pandemic like whatever challenges like they have this internet connection like the modular they still pursue education like they don’t have this negative mindset na I will stop I will not continue since we have this pandemic like dili sako mu eskwela kay we have this pandemic I think they do mind how important education is like despite of the pandemic they still pursue like they still have the online classes as well as the modular classes so I think in that way it shows their resiliency like they don’t let affect of what’s the other or youth do when it comes to like not going to school like continuing their education despite of pandemic so in my own opinion that’s how they show their resiliency in this time of pandemic”. (Okay, Ma’am, for me in a way like for example there are some students or there are some youth that they don’t go to school because of the pandemic, like they will always say I will stop my schooling because of the pandemic, I could not gain anything from online classes. But, this student like Olivia, they do pursue their education despite of the pandemic like whatever challenges they have such as, the internet connection and the modular, they still pursue education like they don’t have this negative mindset that “I will stop. I will not continue since we have this pandemic”. I think they do mind how important education is like despite of the pandemic, they still pursue like they still have the online classes as well as the modular classes. So, I think in that way it shows their resiliency like they don’t let their these affect what others or youth do when it comes to like not going to school, like continuing their education despite of the pandemic. So, in my own opinion that’s how they show their resiliency in this time of pandemic.)*

Mr. Derek

When asked about his observations on his students during this pandemic,

He replied:

*“I observed that there are some students that were find difficulties in terms of mode of learning this time. Because some of my students are from far flung area the connection is not enough, it’s slow. That’s why I think that some of my students they are sometimes they are late in their submissions but, I think even though they are late but they are doing their best”.*

(I observed that some students were finding difficulties in terms of mode of learning this time. Because some of my students are from the far-flung area the connection is not enough, it’s slow. That’s why I think that some of my students are sometimes they are late in their submissions but, I think even though they are late but they are doing their best.)

He added,

*“Tyler and Warren, I observed them that they are always doing their job because they are.... pass their requirements before the deadline. I think their connection is also is good”.* (Tyler and Warren, I observed them that they are always doing their job because they are... pass their requirements before the deadline. I think their connection is also good.)

When asked about his opinion on his students’ resiliency as a student,

He responded:

*“I think they are... they are still coping and learning the mode of learning in this time of pandemic”. (I think ma’am... they are still coping and learning the mode of learning in this time of the pandemic.)*

When asked about his thoughts on how resilient his students were during this pandemic time,

He answered:

*“I think maam if we are going to generalize our students I think it is not perfect, because some of my students in the other courses, some of them are still coping up. Sometimes they are late in my in the requirements because I know that I understand them because of their connections also”. (If we are going to generalize our students, Ma’am, I think it is not perfect because some of my students from other programs are still adjusting to the new normal of the educational system. Sometimes, they are late in submitting the requirements due to internet connectivity problems — a fact of which I really understood.)*

He continued,

*“Ang mode of learning maam kay some of my students maam yung signal nila kasi is mahina. For example maam from yaon from sa bukid, isla, sometimes ano nagchachat sila sa akin na yung connection daw nila is ano is mahina especially pag especially pag ano pag in time of a rainy season yun talaga na mahina ang connection”. (Yes, the mode of learning Ma’am because some of my students Ma’am have a weak signal in their area. For example Ma’am those who are from far-flung areas or islands would inform me that their internet connection is weak, especially during the rainy season, that’s the time that the connection is weak.)*

When asked about his observations on how his students coped with the issues and concerns during the pandemic,

He disclosed:

*“Sometimes maam ang mga students mulaong sila na “sir” for example the submission is this day and then muchat sila maam sa ako na sir, “pwede sir ma late anay kami kay kuan daw ang signal uno pa ini itun hinay” but I always reminded them na dapat pag kuan usahay diba kay dili ta mag expect na ang signal kay usahay mawaya so ako dalang lang on na kung maka tapos na kamu sa iju, dili na kamu maghuyat nan kuan nan deadline para kuan para makapasa kamu gajud on time”. (Sometimes Ma’am the students would tell me, for example, if the submission is within that day, and they would chat me Ma’am “Sir, is it okay if we will be late in submitting the requirement because we have a weak signal” But I always reminded them that of course, we could not expect the signal to be strong and reliable most of the time, that’s why I would just tell them that once you are done already with your output, you may submit it already, and do not wait for the due date so that you could pass on time.)*

He added,

*“Yes maam kay sa time man gud maam kuman the time sa mode of learning man gud wala pa ma kuan kabalo kung unsay mga reason kay diba daghan sab atu i consider sa students kay dili ra kun kita as a teacher pero atu sab I consider kung unoy jaoy ila ability sa atuang students”. (Yes, Ma’am, because with this mode of learning these days, there are a lot of things that need to be considered because it is not only us, teachers, who suffer, but we also have to consider the abilities of our students.)*



## Themes

Results of this study also revealed the teachers' observations on their students such as their behavior during the class, their motivation in doing their tasks at home, and problems/difficulties encountered in the new normal learning. Also their opinion about their resiliency as students, their thoughts about their resiliency, and their observation on how their students coped with their issues and concerns during the pandemic. The sub-theme were internet connection and lack of gadgets.

### Theme 1: Behavior during the class

Behavior during the class means how they act, talk, think, interact and present themselves in the class among their classmates and teachers. In the pandemic, these students act differently during the new normal education since they still haven't adjusted in digital learning thus their behavior also sometimes not appropriate in the class. According to Ms. Emma, she has two prior observations about their behavior, one is that they did not have proper etiquette or behavior during virtual classes like students were not wearing proper clothes or they don't have proper etiquette or behavior were not properly observed during attending virtual classes. And then they don't have proper engagements in class discussions. On the positive side, she thought students were resourceful. Even if, they don't have strong and reliable internet connection, they would make ways just to have a better signal and attend online classes. Students do the best of their capabilities have better and stable internet connection to download the modules and accomplish the tasks at the comfort of their homes.

Academic resilience has the ability to change stressful events into opportunities for growth and allows students to obtain personal benefits (Oyoo, Mwaura, & Kinai, 2018).

## Theme 2: Their motivation in doing their tasks at home

Their motivation in doing their tasks at home refers to the level of motivation in doing something at home. Whether a person's motivation increases or decreases, in times of pandemic, many students' life's perspectives changed. Stress has an undeniable impact on the motivation of students (Martin et al., 2006). Some students with psychological hardiness will suffer a loss in motivation to perform and, worse, a few will experience a severe state of depressed mood (Cole et al., 2004). All of these factors mean that students are often at risk of significant learning loss (Dorn et al., 2020). Ms. Mia said students are demotivated during their tasks since homes were not conducive to learning, also the quality of their output. She thought that poor signal affected their motivation in complying with the tasks.

Also true to the case of Mr. Nathan, he noticed after a couple of meetings, that the struggle to maintain the number of students during online classes was quite real. They submitted their requirements very late and couldn't keep up their motivation. They haven't established a relationship with one another yet.

## Theme 3: Problems/difficulties encountered in the new normal learning

### *Subtheme 1: Internet connection*

Internet connection nowadays means a must have thing while living the 21<sup>st</sup> century. Everything evolves in technology that it is inevitable for people not to be connected in doing their works, studies or even leisure. The lack of technical materials, high internet prices, low internet speed, the financial problems, and mental strain on students were the key barriers to online education conducted in Bangladesh for the majority of students (Ramij and Sultanas, 2020). Based on the observations of Mr. Kyle, a lot of his students have difficulties coping with the new normal and internet connection, students cannot truly comprehend what is in the module. They also have problems in submitting their work on time and they did drop out in certain subjects because of personal problems or a majority of them, they have this financial problem.

For Mr. Derek, he mentioned the difficulties of the students namely: the mode of learning, their internet connection, and sometimes late submission of their output. He stated that students who live in mountainous and islets have weak signal especially on rainy season. A study revealed that students, particularly those from remote areas and disadvantaged parts, were confronted with various problems related to depression, poor network connectivity, and an unfavorable home study environment. Kapasia et al. (2020)

### *Subtheme 2: Lack of Gadgets*

Lack of gadget means not being able to provide a personal cellphone and laptop that is needed in your studies. One of the problems encountered by the students is the lack of gadget. Most students don't have their own gadgets such as computer, laptop, printer and wireless router. As a result, they tend to borrow such on their relatives or

friends. According to Mr. Derek, he observed that some of his students did not have any gadgets to adapt the new normal learning. They tend to borrow on their relatives and friends just to comply their requirements at school.

## **Coping Strategies**

From the narratives of the teachers, it was revealed that they have different observations on how their students were able to cope with their experiences during the pandemic including passionate learner, being courageous, reaching out, and being strategic and having an open communication. The sub-theme was not easily swayed by the situation.

### **Theme 1: Passionate Learner**

A passionate learner means having an emotional connection with the subject you're learning (Sean Alexander & Mueller Jennifer, 2021). When facing hard problems, people get so easily distracted. They become negative all of a sudden, feel hopeless, weak and do not have the spirit to continue. Some wants to give up but others still want to continue. This is how Mr. Kyle described his students, for him they are passionate learners because they do not stop. Even though different kinds of problems come their way like internet connectivity issues, online classes, module exercises, but for them education is very important. They still want to pursue their studies during this pandemic even when it is hard that shows the students' resilient character because they do not let these trying times affect them.

### ***Subtheme 1: Not easily swayed by the situation***

Not easily swayed by the situation means being firm and consistent in a situation either something good or bad happens, this person remains fixed and won't be affected badly. During the new normal, it is hard to adjust because the situation is never the same as before. The students are very much affected in their way of learning such as internet problems, module activities, lack of gadgets and even financial difficulties. But Mr. Nathan said, this is how the students show their resilience because they are not easily swayed by the situation. They can constantly deliver what is expected from them like submitting lessons assessments or projects on time and attending online classes based on schedule.

Academic resilience is the ability of a student to get on its feet, survive, or adapt to the pressure and challenging conditions in the academic field. Students who carry out academic resilience are students who can face four conditions, namely setbacks, challenges, adversity, and pressure in the academic context. Based on this explanation, academic resilience is very useful in facing the challenges of learning during the COVID-19 pandemic (Sari & Indrawati, 2017).

## Theme 2: Being Courageous

To be courageous means that an individual is able to act in spite of being afraid. The more a person overcomes fear, he/she becomes more courageous. According to Yıldırım & Tanrıverdi (2020), an individual who acts with courage has a way to improve his/her mindset and knowledge that he/she has in facing the problems. It is a normal feeling to be overwhelmed of what is currently happening due to covid. Since this is unexpected, everyone felt anxious and even confused on what will happen in the

future. The feeling of hopelessness may exist, but the resilient character of an individual will help him survive. For the students, according to Ms. Emma, especially the first year students find this pandemic to be very challenging, but they were courageous because they still continue despite of being afraid. The enemy cannot be seen that makes every student more anxious, but they remained courageous and possessed a fighting spirit.

### Theme 3: Reaching out

Reaching out means making an effort to do something for other people. The quick shift to home-based teaching during pandemic is a major challenge to both teachers and students. During this crisis, strengthening communication and transparency are equally important. Hence students who reach out to their teachers is very helpful to continue their education, and teachers went the extra mile to communicate with the students as often as they can through various media. In these trying times, coping mechanisms are what the people use to face challenges. Just like the students, they experience a lot of challenges in attending online classes and answering their modules. However, they overcome this by reaching out to their teachers. According to Ms. Mia, during her classes, the students might get disconnected but still tried to go back to the online platform and that showed their eagerness to learn. Whenever they find it hard to understand the topics/subject they ask her, that is why they can still catch up with the lessons in spite of the obstacles in the new learning modality.

### Theme 4: Being strategic and having an open communication

Being strategic takes place when an individual acts with courage and a strong sense of confidence to do something even when there is no guarantee of success. Earnest and Dwyer (2010) said that applying strategies to a certain task can minimize and manage stress. Another thing is open communication, it occurs when the persons share all the necessary information they need to complete an assignment. Having an open communication is usually effective that yields to positive results. This pandemic has many challenges and difficulties not just in the way of living but also in the new normal teaching and learning. The teachers and students have experienced a lot of things that were not easy to overcome because of the sudden change. However, Mr. Derek has explained how being strategic and having an open communication between the student and teacher can overcome any obstacles that come along the way. He said that whenever the students submit late, he would give consideration because of valid reasons and remind them to do their best to be able to deliver their requirements on time. The teachers must be considerate as well and understanding to the students' situation.

## DISCUSSION

From the narratives of seven students who had experienced during the pandemic, five themes emerged, namely internet connectivity issues, new normal learning setup, lack of gadgets, inconvenient study environment, and financial problems. The following were the sub-themes: unstable network, no signal due to location, blended learning approach, and home as a study environment.

The transition from the face to face learning set-up to online led to several challenges on the part of the students and one of the primary and concrete problems faced was related to internet connectivity issues which was inevitable especially in areas with slow or no signal. The key informants expressed how difficult it was to maintain the connection and be stressed at the same time since they have a lot of academic requirements to comply with. In fact, there were students who had to travel just to attend classes, submit their assignments on time or take their respective quizzes/exams. These challenges in their academics indeed made some impact in terms of their academic performance and retention of information. According to Purwanto et al. (2020), not all students are accustomed to online learning activities which explains why the key informants or students in general really encountered several problems and took a lot of time before adjusting to this online learning set-up. Due to problems faced in the online learning set-up, some students even stopped temporarily since they don't find it effective compared to the face to face learning set-up where they don't have to worry about internet connection issues or electric disruptions while attending their classes. Moreover, one informant struggled with online learning because of a lack of gadgets which is quite not a surprise because not everyone is privileged enough to afford the necessary tools for students to attend their online classes such as gadgets like laptop, cellphone, ipad, tablet and among others. In addition to gadgets, they also need to incur expenses for the load of their mobile data if only using the phone, acquisition of pocket wifi and its succeeding loads and subscription to a monthly wifi plan if any. Indeed, the transition to online classes has not been easy for some students because it is very costly and some students do not have sufficient financial



resources to afford these costs. In the study of Emon et. al. (2020) where he investigated the problems in Bangladesh as a result of online classes through a survey of 2038 students in 45 higher education institutions, he found out that 44.7% did not have access to computers such as laptop, PC, tablet, etc. to be able to effectively participate in online classes. Considering this, it can be concluded that the transition to online classes in third world countries like Bangladesh and Philippines was very challenging and adversely impacted student's access to education.

Another problem faced in online classes is the inconvenient study environment. One key informant shared his experiences during online classes and concluded that it was very different compared to the face to face learning set-up. Before, his focus and attention span were fair enough for him to finish his academic responsibilities but in online classes he admitted the fact that he is suffering from poor focus and attention span thus affecting his academic performance as well. It can be concluded that the study environment of students will play a vital role in the ability of the students to stay focused and have a productive day. If the learning environment of the students will not help induce learning then indeed it will lead to some challenges and as a result a poor academic performance which is why students in general prefer to have the face to face learning set-up since it will help to stimulate their focus and attention span thus a better academic performance and learning retention. In the study of Amy A. Turano (2005) entitled " The Impact of Classroom Environment on Student Learning", she emphasized the importance of having a good learning environment to facilitate a better learning experience for students. The conclusion of the study states that indeed of the

contributing factors on the willingness to learn and perform excellently in school is the learning environment the students are exposed with. Thus, since classes are only conducted online, most students had to study at their respective homes which is not a good study environment in some cases, which explains why the participants of this study likewise shared that they experienced this as one of the major problems that affected their academic performance. Another problem is related to financial problems because of course not everyone can afford the expenses that need to be incurred to attend online classes and also some students were not privileged enough and had to apply for part time jobs to sustain their family needs everyday. In the study of Ramij and Sultana (2020), where they investigated the preparedness and practicality of online education in Bangladesh during COVID-19, they suggested that the lack of technical materials, high internet prices, the financial problems and mental strain on students were the key barriers to online education conducted in Bangladesh for the majority of the students. Likewise in Bangladesh, these key barriers were also present in the Philippines.

Some key informants thought that the new normal learning setup is quite difficult and challenging. According to (Novitasari, Kurniawan, & Kanita, 2020), distance learning also has its own disadvantages, including barriers to effective learning such as new environment distractions and unreliable technology, inadequate interaction between students and teachers, and the need for more experience. On account of these shortcomings, students can experience stress. In consonance with Mubin, & Basthomi (2020), some college students were stressed during the COVID-19 pandemic due to the

online learning process related to the competitive academic pressures that overwhelmed them with more lessons content and less leisure time.

Indeed, there were a lot of challenges and barriers faced by the students which made it harder for them to adjust with the new mode of learning which unfortunately adversely affected them in terms of their academic performance. However, De Vera (2020) claimed that the challenges encountered in education brought by the pandemic may only be surpassed if we altogether educate and learn as one in order to surpass the battle that everybody is facing. Thus no matter how difficult it gets, students must find ways to be resilient enough to overcome these challenges and must help each other cope up during these trying times. According to Guillasper et al. (2021), resilience is a vital psychological factor and personal resource that makes students less susceptible to the negative impact of the COVID-19 outbreak and helps lessen the adverse impact of the pandemic on the quality of life (QoL) of students

Thus, the participants of this study were also asked about their coping mechanisms that helped them to be resilient despite all the challenges they had to overcome as they continue their academic journey during the pandemic. Accordingly, their ways of coping included positive thinking, strong motivation and being strategic. Three of the Key Informants instilled the habit of positive thinking for the sake of their family and for the future. Two of the Key Informants used these circumstances as a strong motivation to stay on track despite the drastic changes that Covid19 brought to their lives. One informant thought of reaching out as a way of coping and the other informant conveyed the idea of being strategic. They thought that being strategic could

help them achieve their goals. Considering this, it can be concluded that the participants of this student had different coping mechanisms and it really worked for them to keep going. Indeed, having coping mechanisms during these trying times is important in order to avoid overwhelming the students and for them to be able to manage their increasing anxiety and depression. According to Bonanno (2004), strong individuals have positive characteristics in an optimistic attitude, self-improvement, and resilience, have the right coping strategies, and have a lesser chance to experience psychological problems. Thus, students need to demonstrate resilience during online learning in this pandemic, which is called academic resilience.

Throughout the lived experiences of the students in this pandemic, they have consciously found ways to cope and address the issues they have encountered. According to Dhawan (2020), the students need to overcome all of the unexpected learning changes as quickly as possible in order for them to achieve their goals. Lack of certainty, insecurity, volatility and reduced autonomy and self-directedness are typical feelings encountered by students during the pandemic crisis (Germani et al., 2020). In addition, the students staying at home, worrying about their safety, changing their usual school routine, and not being able to interact face-to-face with friends affect their mental well-being (Husky et al., 2020).

It is also worth noting that for students to be resilient, educational institutions can also take part in this movement by integrating resiliency programs and platforms in their respective campuses and also implementing some mental health programs to help students cope up with their problems no matter what it may be. Likewise, resiliency of

students will also depend on the amount of support that they receive from the people and their families thus it is important for family members of the students to ensure to communicate their support and love. Labrague & De los Santos (2020) emphasized that better personal resilience and coping skills of the students are vital to cope with the negative effects of the pandemic and support their mental health. In addition, Cooper et. al. (2020) suggested that increasing students' resilience has been shown to be an important strategy to help them bounce back from adversity when faced with various stressors and stress-inducing events and traumatic situations. Thus developing a student's resilience will not just be beneficial in the academic context but also in the long term basis because being resilient alone is a life skill that everyone must possess.

### **Pedagogical Implication for Teaching-Learning in Social Science**

This study is very important that can be used in teaching-learning in social science. Since the start of the pandemic, many students struggled to maintain their motivations and academic aspirations. These students faced a lot of difficulties that somehow hinder themselves from achieving their dreams and life's goals. Moreover, one of the topics in General Education Curriculum subject is Understanding The Self. Based on CHED Curriculum, this course is intended to facilitate of one's self. It strives to meet this goal by stressing the integration of the personal with the academic-contextualizing matters discussed in the classroom and in everyday experiences of students – making for better learning, generating a new appreciation for the learning

process, and developing a more critical and reflective attitude while enabling them to manage and improve their selves to attain a better quality of life.

In addition, one of the topics that relates in the subject of UTS is about resiliency. Resiliency means the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences. In connection with this study, the term operationally refers to the ability of the college students to withstand the adversities that are brought by the COVID – 19 pandemic. In relation to understanding one's self, it is also necessary to determine how resilient the student is since they are constantly face with different issues and concerns in life as they grow up. Similarly, in this pandemic time parents and teachers can assess, guide and help the students who struggled personally and academically. Knowing their ways of coping and lifting their spirits help them to overcome the challenges they have bottled up in life.

To address the problem, the researcher created a lesson log to assess the resiliency of the students. It focuses on identifying the importance of resilience, its characteristics and develop skills that will increase their resiliency.

## CHAPTER 5

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

Academic resilience means students taking steps in building their resilient characters and coping strategies to deal with the stress and novel problems created by the pandemic. The threat of COVID-19 results in the digital revolution in higher education via online lectures, teleconferencing, digital open books, online examination, and interaction at virtual environments (Strielkowski, 2020; Kumar, 2020). Building resiliency is essential to the students to achieve their dreams in life despite adversity.

This study used a qualitative design. Seven college students were selected through a convenience sampling method that represents the five departments of SDSSU-Cantilan Campus. Semi-structured review guide was used to gather data from the informants to understand the lived experiences of the students on their academic resilience during the new normal delivery mode due to the COVID-19 pandemic.

The result of this study revealed that the lived experiences of the students during the new normal delivery mode due to COVID-19 pandemic included internet connectivity issues, new normal learning modalities, lack of gadgets for online learning, inconvenient study environment, and financial difficulties. According to Dhawan (2020), the students need to overcome all of the unexpected learning changes as quickly as possible in order for them to achieve their goals. One of the elements needed for the students in achieving subjective well-being is resilience by Erniati & Sari (2018). It is the

ability to constructively and positively adapt to risks, difficulties, and several monumental adverse events (Compton & Hoffman, 2013).

According to Cooper et al. (2020), increasing students' resilience has been shown to be an important strategy to help them bounce back from adversity when faced with various stressors and stress-inducing events and traumatic situations (Cooper et al., 2020). With the coping skills of the students, it improves class attendance, participation, persistence even when faced with setbacks or failure in general, and arm them with stronger resilient self who can lead to a much more positive learning experience. Most students are struggling in their academic performance because of the problems brought by pandemic. College is the most challenging stage in a student's journey towards success because this will prepare them as they step out of school and enter the real world. However, because of these unexpected times, the students are experiencing a stressful time in the going through the process of shifting from face-to-face learning approach to new educational and social environment.

However, it is believed that certain factors may allow some students to succeed academically as a matter of fact that they have different strategies to cope up with the problems and happening in life, such as stress coping skills. When college students are facing stressful life events, they typically use many kinds of coping strategies to deal with them because teenager nowadays have different strategies to cope up with their emotional problems. They use different coping strategies to overcome the problems they have simultaneously, and strategies are also likely to change over time, depending on the effectiveness of the applied strategy. Yazon et al. (2018) cited Earnest and



Dwyer (2010 that) define stress coping skills as the ability to apply strategies that minimize and manage the stress response.

Based on the findings of this study, it is concluded first of all that much of the lived experiences of the students in the new normal has to do with internet connectivity issues due to unstable networks or no signal because of their location. This primarily led to reliability and performance issues that can result to students getting distracted, falling behind, or having limited access to the classroom resources they need. According to Dagdag et al. (2019), the students have their own unique emotional needs and it should not be ignored if students are expected to maximize their potential in learning especially amidst this pandemic. Hence, the school should be oriented in coping up with learning adversaries and know the strategies that will help the students to be interested in the new mode of learning as well as practical ways to support the learning system and school environment.

Increasing students' resilience has been shown to be an important strategy to help them bounce back from adversity when faced with various stressors and stress-inducing events and traumatic situations (Cooper et al., 2020).

The family and parents have an important role on the students' resilient character development. Their support is vital to the students' success such as creating a regular routine and encourage good study habits. Also help them to set up an environment and space conducive for online learning.

### **Limitations of the Study**

One of the limitations of this study might have been its phenomenological research design. The accuracy of the results depended on the credibility of the informants, parents, teachers and researcher's mitigating factors. In addition, because the target population only inclusive for the college students of NEMSU-Cantilan, the same size was very small, the results cannot be considered as conclusive to the general population of students. To have a meaningful interpretation of data, there could have been other informants from other schools.

### **Recommendations**

The researcher recommends the following to address the issues and concerns of the students during pandemic time:

1. That preventive measures are necessary against the increase of stress, anxiety, and negative feelings experienced by the students during the pandemic. Some students have different ways of coping and some don't have any support system or family to lean on. It can also help them to maintain or boost students' resiliency.

2. That a particular educational policy should address the learning gap, lack of resources particularly the internet connection, and lack of emotional support for the students;

3. That there should be a collaboration between the parents and the teachers to monitor students' holistic health.

4. That there should be a series of mental health webinars to be conducted or initiated by the school to address the students' needs.

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## APPENDIX A

### Transmittal Letter



Republic of the Philippines  
**SURIGAO DEL SUR STATE UNIVERSITY**  
Main Campus  
Tandag City, Surigao Del Sur  
GRADUATE SCHOOL



LETTER REQUEST ASKING PERMISSION FROM THE CAMPUS DIRECTOR OF SDSSU -  
CANTILAN CAMPUS

**JUANCHO A. INTANO, Ph.D.**  
Campus Director  
Surigao del Sur State University (SDSSU) – Cantilan Campus  
Pag-antayan, Cantilan, Surigao Del Sur


Sir:

Greetings of peace and love!

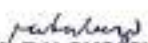
I would like to humbly ask permission from your good office to please allow me to collect the necessary data using the virtual interview method with  $n=25$  (5%) randomly selected students from the five (5) departments of SDSSU – Cantilan Campus. This is in connection with my research entitled, **"LIVED EXPERIENCES OF RESILIENT STUDENTS AMIDST PANDEMIC"** to carry out the academic requirements for the degree of Master of Science in Teaching Social Science.

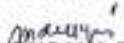
I further guarantee that the data gathered from the personal interviews will be exclusively used for the purpose of the study only and the ethical standards in social science research will be observed by treating the data with utmost confidentiality and secrecy. I further anticipate for your approval to this humble request. Thank you so much!

Very truly yours,

  
**JORIZA LOU J. TRILLANES**  
Researcher

Noted:

  
**ROWENA A. BALOYO, Ph.D.**  
Thesis Adviser

  
**MARDIE E. BUCJAN, Ph.D. Ed.D.**  
Dean, Graduate School

Approved:

  
**JUANCHO A. INTANO, Ph.D.**  
Campus Director  
Surigao del Sur State University (SDSSU)  
– Cantilan Campus

## APPENDIX B

### Sample of Informed Consent Letter



### APPENDIX C.1

### Research Instrument

### Semi-Structured Interview Guide

**Part 1. Profile of the Informant:**

Name (fictitious):

Course and Year:

Age:

Sex:

**Part 2. Quality of life and academic resilience during the new normal delivery mode due to COVID – 19 pandemic.**

*How are you as a student during this pandemic?*

1. How would you describe your experiences as a student during this pandemic time?
2. How would you differentiate your life as a student before and during the pandemic?
3. What are the issues and concerns that you encountered during the pandemic?
4. How did you cope up with the issues and concerns that you have encountered?

**APPENDIX C.2**

**Research Instrument**

**Semi-Structured Interview Guide**



Name (fictitious) of the Parent:

**Quality of life and academic resilience during the new normal delivery mode due to COVID – 19 pandemic.**

1. What are your observations to your son/daughter during this pandemic?
2. What can you say about their resiliency as a student?
3. How resilient do you think was your son/daughter during this pandemic time?
4. As per observation, how do you think did your son/daughter cope up with his/her issues and concerns during the pandemic?

**APPENDIX C.3**

**Research Instrument**

Semi-Structured Interview Guide

**Part 1. Profile of the Teacher:**

Name (fictitious):

Department:

**Part 2. Quality of life and academic resilience during the new normal delivery mode due to COVID – 19 pandemic.**

1. What are your observations that you have on students during this pandemic?

2. What can you say about their resiliency as a student?
  
3. How resilient do you think were the students during this pandemic time?
  
4. As per observation, how did they cope up with their issues and concerns during the pandemic?

### APPENDIX D

#### Sample of Observational Notes

Descriptive Field Notes	Reflective Notes
<p>Jeremy's Virtual Interview on January 21, 2022 (FRIDAY)</p> <ul style="list-style-type: none"> <li>• Started at 11:22 AM to 11:36AM</li>   <li>• He used his own cell phone in the entire interview. No headset or headphone were seen.</li>   <li>• Upon being interviewed, he was taking a short break from his part-time job. Basically he works at his Aunt's stores.</li>   <li>• 18yrs old. He is taking BS. Computer Engineering. He lives in Parang, Cantilan Surigao del Sur.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parts in Brgy. Parang has weak signal.</li>   <li>• In TETCO, many people experienced intermittent internet connection from time to time due to many subscribers.</li>   <li>• The student was relaxed throughout the interview. He answered each question politely and comfortably. Despite being serious in answering, he would smile to emphasize his answers.</li> </ul>

<ul style="list-style-type: none"><li>• A TETCO user (TETCO as source of internet or Wi-Fi connection)</li><li>• He requested and used “<i>Cantilangnon</i>” dialect and sometimes mixed with English in the virtual interview.</li><li>• Sometimes, eyes were staring above while talking and sometimes facing the camera right away.</li><li>• Some sounds were being heard such as chicken noise, constructing something, unnecessary conversation etc.</li><li>• After the proper virtual interview, had some picture taking for documentation.</li><li>• So far, the interview was smooth despite having an intermittent internet connection in the first part of the interview.</li></ul>	<ul style="list-style-type: none"><li>• He was thinking before answering and was confident to speak after requesting to use “<i>Cantilangnon</i>” dialect.</li><li>• According to Jeremy, pandemic was really challenging</li><li>• Main issue or concern encountered: The New Normal Learning Setup (Blended Learning Approach)</li><li>• The topics were not discussed thoroughly. He honestly stated that, most of his answers were from the internet.</li><li>• According to him, face to face modality is way better</li><li>• Due to ethical considerations, fictitious name was used and documented photo was not shown for confidentiality.</li><li>• Data were interpreted after the interview. The researcher had to watch the recorded video many times to have an accurate, organized and good insights.</li></ul>
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**APPENDIX E**  
**CONSTRUCTED THEMES IN STUDENTS**

<b>Codes</b>	<b>Sub-themes</b>	<b>Themes (Issues and Concerns)</b>
Hard time connecting to Google Classroom (Warren)  There was no signal for mobile data in their house (Bette)  The signal is weak at their home (Vera)	<ul style="list-style-type: none"> <li>• Unstable network</li> <li>• Absence of Internet Connection</li> </ul>	Internet Connectivity Issues
Receive a little guidance from our teachers (Tyler)  The topics were not even discussed thoroughly (Jeremy)  Discussions would be easier to understand if explained by the instructors (Edward)	<ul style="list-style-type: none"> <li>• Blended Learning Approach</li> </ul>	New Normal Learning Setup
No laptop and cellphone could not function properly anymore (Vera)		Lack of Gadgets
No proper study room (Vera)	<ul style="list-style-type: none"> <li>• Uncomfortable Environment</li> </ul>	Inconvenient Study Environment
Both working students (Olivia & Tyler)	<ul style="list-style-type: none"> <li>• Lack of Financial Resources</li> </ul>	Financial Problems

Continuation:

<b>Codes</b>	<b>Themes (Coping Strategies / Action Taken)</b>
Just believe in herself (Vera)  Think positive always and family as her inspiration (Olivia)  Just go with the flow despite how upgraded in this generation (Jeremy)	Positive Thinking
Self-control or self-motivation (Edward)  Use it as a motivation on the next step of his journey as a student (Warren)	Strong Motivation
Direct communication with her teachers (Bette)	Reaching Out
Be resourceful, seek help & advice and be patient (Tyler)	Being Strategic

## APPENDIX F

### CONSTRUCTED THEMES IN PARENTS

<b>Codes</b>	<b>Sub-themes</b>	<b>Themes (Issues and Concerns)</b>
Olivia's mother concerned about the fare and boarding houses fees.  Vera's mother as a solo parent and unstable income  Also, Vera's mother also expressed the difficulty with the gadgets	<ul style="list-style-type: none"> <li>Lack of Gadgets</li> </ul>	Financial Problem
Not participative anymore (Tyler's guardian)		Less motivation in studying

<p>Sacrificing sleep (Vera's mother)</p> <p>Could not concentrate (Bette's mother)</p> <p>Slow internet (Edward's guardian)</p>		<p>Internet Connectivity Issues / Signal Problem</p>
<p>Really industrious (Jeremy's guardian)</p> <p>Putting so much effort (Warren's guardian)</p>	<ul style="list-style-type: none"> <li>• Dedication to study</li> </ul>	<p>One Positive Trait during the Pandemic</p>

Continuation:

<b>Codes</b>	<b>Subthemes</b>	<b>Themes (Coping Strategies / Action Taken)</b>
<p>Willingness to help (Warren's guardian)</p> <p>Always asks questions and was very observant (Tyler's guardian)</p> <p>Teachers were all considerate (Bette's guardian)</p>	<ul style="list-style-type: none"> <li>• Open Communication</li> <li>• Emphathetic teachers</li> </ul>	<p>Strong Support System</p>
<p>To strive and do more for the sake of her future (Vera's mother)</p> <p>Regardless of the distance of the place from their house, he would find ways (Edward's guardian)</p>		<p>Being Strategic</p>

Has a little boy assistant (Jeremy's guardian)		
It is okay for daughter to stay in a boarding house, and it would be totally fine if her viand all the time would be dried fish only. (Olivia's mother)		Resilience

### APPENDIX G

#### CONSTRUCTED THEMES IN COLLEGE INSTRUCTORS

Codes	Sub-themes	Themes (Issues and Concerns)
No proper etiquette or behavior during virtual classes but they were resourceful (Ms. Emma)		Behavior during the class
Homes were not conducive to learning; poor signal affected their motivation (Ms. Mia)		Their motivation in doing their tasks at home
The struggle to maintain the number of students during online classes (Mr. Nathan)		
Mountainous and islets have a weak signal, especially during the rainy season (Mr. Derek)	<ul style="list-style-type: none"> <li>• Internet connection</li> </ul>	Problems / Difficulties encountered in the new normal learning
The majority of them they have financial problems (Mr. Kyle)		
Borrow on their relatives and friends just to comply with their requirements at		

school.		
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Continuation:

Codes	Sub-themes	Themes (Coping Strategies / Action Taken)
Pursue their studies during this pandemic even when it is hard (Mr. Kyle)  Constantly deliver what is expected from them (Mr. Nathan)	<ul style="list-style-type: none"> <li>Not easily swayed by the situation</li> </ul>	Passionate Learner
Despite being afraid, they still continue (Ms. Emma)		Being Courageous
Still can catch up because they would asked her. (Ms. Mia)		Reaching Out
Give consideration on valid reasons and remind them to do their best (Mr. Derek)		Be strategic and having an open communication

## APPENDIX H

### LESSON LOG in Understanding the Self

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Class / Section \_\_\_\_\_ Score: \_\_\_\_\_

**Topic: Students Resiliency Amidst Pandemic**

 **Intended Learning Outcome:** Discuss Fostering Resilient Learners

 **Specific Learning Objectives:**

At the end of the session, the learners can:



1. Identify the importance of resilience;
2. Discuss the 7 Characteristics of Student Resilience; and
3. Develop some skills that will increase their resiliency.

✚ **Preliminaries:**

- *Opening Prayer* - *Attendance Checking* - *Review/recall of previous lesson* - *Motivation / priming*

✚ **Learning Procedure:**

**A. Activity:** *Think-Pair-Share. Ask the students of their own definition of resilience and write any challenging situations that come to mind.(10mins)*

**B. Analysis:** Students' answers from the activity will be checked and they will be asked with the following questions:

1. Identify their strengths and weaknesses in students' situation.
2. Classify students' coping skills.
3. What are the effects of students' resiliency?

**C. Abstraction:** *(Discussion Fostering Resilient Learners)*

**D. Application:** Students will be asked with the following questions:

1. How can we maintain resiliency when faced with life's adversity?
2. How can you influence resiliency in your home? School? Community?  
Cite some examples.

✚ **Evaluation:** *Learning Pyramid (Reflection)*

**Refer on this cite:** <https://positivepsychology.com/teaching-resilience/>

**Assignment:** Watch the movie: *"My Octopus Teacher (2020)"*

✚ **Reference/s:** <https://schools.au.reachout.com/articles/what-is-resilience>  
<https://schools.au.reachout.com/articles/what-is-resilience>

## CURRICULUM VITAE

### PERSONAL DATA

Name : JORIZA LOU I. TRILLANES  
Date of Birth : March 19, 1991  
Place of Birth : Tandag City  
Civil Status : Married  
Address : P1 Calagdaan Cantilan, Surigao del Sur  
Contact Number : 0909-844-5967 / 0956-038-3458  
Email Address : riztrillanes@gmail.com



### EDUCATIONAL BACKGROUND

Tertiary: Cebu Normal University  
B.A Political Science 2007-2011  
Secondary: Surigao del Sur State University - Cantilan Campus 2003-2007  
Elementary: Cantilan Pilot School 1999-2003

### WORK EXPERIENCE

College Instructor - North Eastern Mindanao State University (NEMSU) - Cantilan Campus 2017- *present*

English Online Teacher - UPHSD-LAS PINAS CAMPUS Nov 2015 - April 2016

English as Second Language (ESL) /TOEFL Teacher May 2011- September 2015  
(VOIM English Corporation, SME Phil. Training Center Inc., EV English Academy)

## **AFFILIATIONS / MEMBERSHIP IN ORGANIZATION**

SDSSU Faculty Club –member

## **SKILLS**

Computer literate, communication skills, interpersonal skills, time management skills and critical analysis skills

## **TRAININGS / SEMINARS / WORKSHOP**

Preparing Online Learning Modules

Redefining Teachers: Roles in the New Normal

In-Service Training Workshop and Instructional Materials Preparation

General Education Courses Training

Seminar Workshop on Proposal Crafting & Reorientation on Extension Programs

## **PROFESSIONAL QUALIFICATION**

Licensure Examination for Teachers September 27, 2015.