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AND
SOUL

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FOREWORD



The COVID-19 pandemic has severely affected every aspect of our lives, including education. As we navigate the challenges and disruptions caused by this global crisis, we must reflect on the experiences, lessons, and changes that have shaped the educational landscape.

This 2nd volume of EDUCARE is essential in our shared understanding of the post-pandemic era in education. It brings together insights, analysis, and innovative ideas generated by students who have initiated adaptation to the new normal setting. This research explores a wide range of topics, from how the part-time students dealt with the adversity of working and studying simultaneously and how the novice teachers' experiences were highlighted from the pandemic to post-pandemic. Indeed, research skills enlighten students' strengths, identify areas for improvement, and suggest innovative strategies to

shape the future of education.

As we embark on a journey of recovery and change, the research in this journal will be helpful. It provides evidence-based knowledge and practical recommendations for decision-making, policy-making, and the design of effective educational interventions.

I commend the commitment and hard work of students published in this journal. Their contributions enrich our understanding of the challenges and opportunities of the pandemic and inspire us to design a better education system in a post-pandemic world that is flexible and adaptable. Let us embrace the lessons of the past years and work together to build a brighter future for students worldwide.

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**Research, Survey, and Publication of the
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PANDEMIC STRESS, COPING MECHANISM AND SELF-CARE ABILITY: MENTAL HEALTH STATUS OF OLIVAREZ COLLEGE STUDENTS

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I. ABSTRACT

The COVID-19 pandemic has changed the operation of education worldwide and turned average education into a new average education. At the beginning of their studies, handling such significant factors that they encountered in learning became stressful. When a student enters a new average education, he/she is expected to face unnecessary challenges that may lead to an impact on their mental health and no conception of how to cope with it. Therefore, this study aims to evaluate college students' mental health status, including the level of their pandemic stress, coping mechanisms, and self-care ability. A descriptive correlational design was utilized to describe the variables and know the relationship that occurs naturally between and among them. Convenience sampling was used to select the sample size. For the statistical treatment of data, the Mean was utilized to determine the level of pandemic stress and self-care ability and to determine coping with pandemic stress in cognitive, behavioral, and affective coping of Olivarez College students. Pearson correlation was used to test the significant relationship among the variables. The verbal interpretation of the study indicates that the level of pandemic stress and self-care ability is high, along with the coping mechanisms in the cognitive, behavioral, and affective coping aspects. In terms of the significance of relationships, the result shows a significant relationship between the level of pandemic stress and coping mechanisms and between the level of pandemic stress and self-care ability. Based on the data gathered, some programs can be proposed to address the mental health status of the respondents during this pandemic, such as the Social Hunt, Talk & Share, and My Time is Precious. Also, the need for research to further determine the relationship between the demographic profiles of respondents among variables is highly recommended.

Keywords: *Pandemic Stress, Coping Mechanisms, Self-Care Ability, Mental Health*

II. INTRODUCTION

Stay-at-home orders or lockdown measures can have negative mental and psychological health repercussions for young people, especially college students, because they can jeopardize their physical, mental, and emotional health as well as their educational and developmental progress (Singh et al., 2020). Literature shows that multiple stressors, such as prolonged quarantine periods, fear of infection, discomfort, loneliness, boredom, confinement, insufficient knowledge, and financial loss, have been shown to exacerbate poor mental health. (Serafini et al., 2020)

Research indicates that many students struggle to cope with these stressors and that the prevalence of stress among students is rising. (Mackenzie et. al.2021). Illness perceptions and coping behaviors related to the COVID-19 pandemic may be significant because they may be associated with an increased psychological burden of depression and anxiety, which has been reported primarily by health professionals (Wang et al., 2021).

The degree to which a person fears contracting COVID-19 is another factor that may be important in understanding the coping process (Pakpour & Griffiths, 2020). As a result, empirical research should be conducted to determine how fear of infection affects coping strategies and whether coping strategies can influence well-being.

Many schools have attempted to instill self-care in students by implementing programs that assist students in managing daily stressors. However, while research shows that many of these programs improve medical students' quality of life, self-care remains challenging to operationalize within an educational competency (Ayala et al., 2018).

The Centers for Disease Control and Prevention (CDC) suggested healthy ways to cope with stress, such as taking breaks from news stories, including those on social media, taking care of your body, making time to unwind, connecting with others, and connecting with your community- or faith-based organizations.

Through this study, the researchers determined the level of pandemic stress and self-care ability, along with the relationship of pandemic stress, coping mechanisms, and self-care ability of college students.

III. METHODS

The study's main concern was determining the level of pandemic stress and self-care ability, how students cope with pandemic stress in cognitive coping, behavioral coping, and affective coping, and the significant relationship between pandemic stress, coping mechanisms, and self-care. A descriptive correlational design was utilized. The study's target population was the college students currently enrolled in the school year 2021- 2022 at Olivarez College Tagaytay. Convenience sampling was used to select the sample.

The following statistical treatments were utilized to answer the statement of the problem and to test the hypotheses of the study: Mean was utilized to determine the level of pandemic stress and self-care ability as well as to determine coping with pandemic stress in aspects of cognitive coping, behavioral coping, and affective coping of Olivarez College students. Pearson correlation was used to test the significant relationship among the variables.

The following hypothetical mean and score were assigned for the scale indicating the level of pandemic stress, coping mechanisms, and self-care ability:

3.26 – 4.00 = Very High Level

2.51 – 3.25 = High Level

1.76 – 2.50 = Low Level

1.0 – 1.75 = Very Low Level

IV. RESULTS

Demographic Profile

Table 1
Programs in Olivarez College Tagaytay

	Frequency	Percent
BS Accountancy	81	12.5
Bachelor Of Elementary Education	63	9.8
BS Business Administration	56	8.7
BS Accounting Information System	13	2.0
BS Hospitality Management	42	6.5
BS Information Technology	54	8.4
BS Nursing	139	21.5
BS Criminology	151	23.4
BS Tourism Management	47	7.
Total	646	100.0

The table above shows the different programs offered at Olivarez College Tagaytay. The number of respondents who participated was also presented with their corresponding percentage. A total of 646 college students from different programs of Olivarez College Tagaytay participated and dedicated a portion of their time to answering our survey. This implies that Olivarez College students were participative whenever a survey would benefit their school and was handed to them to fill out and extract information.

Table 2
Respondents' Year Level

	Frequency	Percent
1st year college	253	39.2
2nd year college	137	21.2
3rd year college	150	23.2
4th year college	106	16.4
Total	646	100.0

This table shows the number of students per year level who participated in the survey. This implies that as the year level of students progresses, their desire to participate in any survey diminishes.

Table 3
Respondents' Age Range

	Frequency	Percent
17-19	207	32.0
20-22	375	58.0
23 and above	64	9.9
Total	646	100.0

This table shows the age range of respondents who participated in the survey. This implies that the desire to participate also diminishes as the age progresses. According to Alson 2019, although stress cuts through gender and age barriers, everyone devises cognitive (thinking-centered) strategies to cope with stress.

Table 4
Respondents' Gender

	Frequency	Percent
Female	403	62.4
Male	243	37.6
Total	646	100.0

This table shows the gender of respondents who participated in the survey. This implies that females were more participative than the male population of Olivarez College students.

Table 5
Respondents' Family Monthly Income

	Frequency	Percent
Upper Middle Income (Between Php 66, 640 to 114,240 monthly)	32	5.0
Middle Class Income (Between Php 38, 080 to Php 66, 640 monthly)	117	18.1
Lower Middle Income (Between Php 19, 040 to Php 38, 080 monthly)	213	33.0
Low Income (Between Php 9, 520 to Php 19, 040 monthly)	201	31.1
Poor (Less than Php 9,520 monthly)	83	12.8
Total	646	100.0

This table shows the family's monthly income of respondents who participated in the survey. This implies that the respondents with lower monthly incomes are more participative than those with other monthly incomes.

Albert et al. (2018) of the Philippine Institute for Development Studies stated that the above income ranges are the latest income classes in the Philippines. The complete data can be found in Discussion Paper Series 2018-20: Profile and Determinants of Middle-Income Class in the Philippines, authored by Jose Ramon G. Albert, Angelo Gabrielle F. Santos, and Jana Flor Vizmanos.

Table 6
Respondents' Marital Status

	Frequency	Percent
Single	539	83.4
Married	15	2.3
In a relationship	92	14.2
Total	646	100.0

This table shows the marital status of respondents who participated in the survey. This implies that single individuals are more participative than those already married or in a relationship.

Level of Pandemic Stress of Olivarez College Students

Table 7
Level of Pandemic Stress of Olivarez College Students

Despite the pandemic	Mean Score	Verbal Interpretation
1. I never felt lonely.	2.40	Low Level
2. I felt like I didn't need emotional or social support from family, friends, partners, a counselor, or someone else.	2.12	Low Level
3. I felt calm about not being diagnosed with COVID-19.	2.86	High Level
4. I never felt confused about what COVID-19 is, how to prevent it, or why social distancing/isolation/quarantines are needed.	2.57	High Level
5. I was optimistic that things were going well.	2.80	High Level
6. I felt I could manage what I needed to monitor for possible infections.	2.79	High Level
7. I have never been frustrated or felt bored.	2.38	Low Level
8. I have never felt prejudice or discrimination despite the		

symptoms of COVID-19.	2.25	Low Level
9. I felt responsible for protecting someone in our home from the virus.	3.16	High Level
10. I have never been afraid to get infected with COVID 19.	2.39	Low Level
Mean Level of Pandemic Stress	2.57	High Level

The table above shows the level of pandemic stress of Olivarez College students. Predetermined responses were carefully thought out and included for the students. Each choice was tabulated and ranked based on the number of people who chose these specific responses. The highest response observed was that respondents felt that they should be responsible for protecting someone in their home from the virus. The lowest response was that respondents felt they did not need emotional or social support from family, friends, partners, a counselor, or someone else. This implies that not all the respondents who participated in the survey were equipped emotionally to handle the stress of a pandemic. Based on the table above, we have to be responsible for protecting our families from the virus. According to Bawingan et al., 2020, Filipinos are very concerned about pandemics and have expressed fear for their own and others' health. He added that Filipinos frequently comply with protocols such as face masks, face shields, and social distancing to protect them against COVID-19. The table also implied the mindset of the respondents who participated in the survey during the pandemic.

Table 8.

Coping with Pandemic Stress in Aspects of Cognitive Coping, Behavioral Coping, and Affective Coping

	Mean Score	Verbal Interpretation
Cognitive Aspect		
I think...		
1.Using social media helps me to cope with pandemic stress.	3.01	High Level
2.Changing my outlook on the problem and putting it in a a better perspective helps me to cope with pandemic stress.	3.00	High Level
3.Reflecting on what’s important to me in life helps me to cope with pandemic stress.	3.07	High Level
4.Taking a little time to relax, breathe, and unwind helps me to cope with pandemic stress.	3.30	Very High Level
5. Eating healthy foods and exercising helps me to cope with pandemic stress.	3.13	High Level
Behavioral aspect,		
I have been...		
6. Joking with my friends and using my humor to cope with pandemic stress.	2.99	High Level
7.Seeking out friends for conversation and support to cope with pandemic stress.	2.88	High Level
8.Talking to my family about my problem in coping with pandemic stress.	2.54	High Level
9.Playing my favorite sports to cope with pandemic stress.	2.63	High Level
10. seeking spiritual support in our church community to cope with pandemic stress.	2.83	High Level
Affective Aspect,		
I have been...		
11. Telling myself that I can cope up with pandemic stress.	3.04	High Level
12. planning how to solve the difficulties involved.	3.15	High Level

13. telling myself to be personally responsible for the situation.	3.15	High Level
14. going out shopping and buying something to make myself feel good.	2.73	High Level
15. getting comfort and understanding from someone.	2.89	High Level
Mean Coping strategies	2.94	High Level

The table above shows how Olivarez College students cope with pandemic stress in cognitive, behavioral, and affective coping aspects. It also shows how respondents who participated in the survey apply the following aspects of coping mechanisms. The Likert scale measured the statements respondents chose to rate their responses to evaluative questions.

Based on the responses gathered, the cognitive aspect received a very high response about unwinding, breathing, and taking a little time to relax to cope with the pandemic stress. While under behavioral coping, the “joking with my friends and using my humor to cope with pandemic stress” also got a high response. Another result of effective coping was planning how to solve the difficulties involved and telling them to be personally responsible for the situation, which got both high levels of response. The Centers for Disease Control and Prevention (CDC) mentioned that making time to unwind is one of the healthy ways to cope with stress. Although the “talking to my family about my problem in coping with pandemic stress” garnered the slightest response from this survey, this implies that not all the respondents want to communicate with their loved ones and share their feelings during the pandemic, so they will not add more to the stress of their family members about the current pandemic situation that they are in. Sabio et al., 2018, suggested that teachers should introduce students to some coping mechanisms, such as discussing with friends, especially parents, to provide solace when students are at potential risk and when students blame themselves for failure.

The table also indicates that all three categorized aspects presented in the survey produced responses that were all high-level, implying that respondents use these coping mechanisms. Coping strategies in each aspect were applied during the pandemic to cope with the pandemic stress. This implies that Filipinos become resilient whenever a pandemic or calamity hits them, and they have their ways of dealing with it.

The table also indicates that all three categorized aspects presented in the survey produced responses that were all high-level, implying that respondents use these coping mechanisms. Coping strategies in each aspect were applied during the pandemic to cope with the pandemic stress. This implies that Filipinos become resilient whenever a pandemic or calamity hits them, and they have their ways of dealing with it. According to Oducado, R. M. (2021), The stress and fear associated with COVID-19 were significantly negatively correlated with resilience. Resilience has a protective effect on fear of COVID-19 and is essential for dealing with the stress of COVID-19. Exploring the role of survival in resilience and well-being is necessary to provide some feedback that can be provided to school administrators to design programs that will help students maintain their psychological health in times of crisis (Valladolid et al., 2021).

Level of Self-Care Ability of Olivarez College Students

Table 9

The Level of Self-Care Ability of Olivarez College Students

	Mean Score	Verbal Interpretation
1. I'm eating healthy foods.	2.97	High Level
2. I exercise regularly.	2.46	Low Level
3. I get enough sleep.	2.39	Low Level
4. I take time to breathe deeply throughout the day.	2.85	High Level
5. I drink enough water.	3.09	High Level
6. I dance, swim, walk, run, play sports, sing, or do some another physical activity that is fun.	2.74	High Level
7. I pray.	3.33	Very High Level
8. I make time for reflection or meditation.	2.72	High Level
9. I talk to someone I trust about personal issues.	2.85	High Level
10. I read literature that is unrelated to school.	2.60	High Level
11. I stay in contact with important people in my life.	3.14	High Level
12. I take short breaks during my study time.	3.07	High Level
13. I make time to complete my tasks.	3.20	High Level
14. I take time to chat with friends.	3.00	High Level
15. I get regular support from peers and teachers.	2.73	High Level
Mean Level of Self –care ability	2.87	High Level

The table above shows the level of self-care ability of Olivarez College students. The Likert scale determined how often the respondents practiced the following self-care statements.

The data above showed that praying was the most sought-after self-care ability of the respondents. According to Estrada et al. (2019), religious education can help improve youth's mental health. Specifically, it helps to develop healthier responses to stimuli by (1) internalizing religious morality. (2) Reinforce religious coping mechanisms that reduce stress, improve coping skills, and encourage less risky lifestyles. (3) To raise awareness of religious beliefs and practices and their impact on individuals, families, and communities; And finally (4) it promotes communication that can improve self-esteem and well-being.

The data also revealed that not having adequate sleep was the law of self-care ability, as demonstrated by respondents. MFMER (2021) stated that we have different ways to make our minds get enough sleep, participate in regular physical activity, eat healthily, and relax and recharge to connect with others to benefit our mental health. These imply that most respondents are prayerful but must also address the lack of sleep. In a Swiss study (Shanahan et al., 2021), the coping strategies associated with reduced emotional distress in young adults included keeping a daily routine, physical activity, and positive reappraisal/reframing.

The Significant Relationship Between the Level of Pandemic Stress and the following:

a. Coping mechanism b. Self-Care ability

Table 10

Significant relationship between the level of pandemic stress and coping mechanisms, and significant relationship between the level of pandemic stress and self-care ability

		Level of Pandemic Stress	Decision
Coping Mechanism	Pearson Correlation	.455**	Moderate Positive
	Sig. (2-tailed)	.000	Reject Null
	N	646	
Self-Care Ability	Pearson Correlation	.300**	Weak Positive
	Sig. (2-tailed)	.000	Reject Null
	N	646	

Legend: P-Value < 0.05 Reject Null Hypothesis

Table #10 is the relationship between the level of pandemic stress and coping mechanism and self-care ability of the respondents. The data showed a moderate positive correlation between the level of pandemic stress and coping mechanisms, ($r = .455$, $P\text{-value} = .000$) which was less than the $p\text{-value}$ of 0.05, therefore, the null hypothesis was rejected. This means that as the level

of pandemic stress goes up the level of coping mechanisms of the respondents also goes up and vice versa. While the level of pandemic stress and self-care ability showed a weak positive correlation ($r = 3.00$, $P\text{-value} = .000$) which was less than 0.05 , the null hypothesis was rejected. This means that as the level of pandemic stress goes up the self-care ability of the respondents also goes up, and vice versa.

These data may imply that there was a direct connection between self-care ability such as praying and having a permanent solution to combat stress during the pandemics. However, the data gathered was not sufficient enough to stake this claim. It may also imply that having an adequate amount of rest contributes to the positive mindset of the respondents. More data can be gathered and analyzed to determine this relationship.

V. DISCUSSION

The study was conducted primarily to determine the level of pandemic stress and self-care ability. Also, to determine how college students cope with the pandemic stress in cognitive, behavioral, and affective coping. Lastly, to determine if there was a significant relationship between the pandemic stress and coping mechanism, pandemic stress, and self-care ability. The overall verbal interpretation of the study indicates that the level of pandemic stress and self-care ability was high, as well as how college students cope with pandemic stress in cognitive, behavioral, and affective coping. However, the result showed that the indicators with the lowest level of pandemic stress are the indicators "I felt like I do not need emotional or social support from family, friends, partners, a counselor, or someone else."

On the other hand, in self-care ability, "I get enough sleep." got the lowest mean score. The lowest mean score in coping with pandemic stress in the aspects of cognitive coping, behavioral coping, and affective coping was the indicator "I have been talking to my family about my problem in coping with pandemic stress." In terms of the significant relationships, the result shows a significant relationship between the level of pandemic stress and coping mechanisms and between the level of pandemic stress and self-care ability.

These findings suggest establishing the programs with the cooperation of the Supreme Student Government and the entire Olivarez College community. First is the social hunt. This program is a recommendation based on the data with the lowest response indicator, where the respondents do not feel they need their colleagues' emotional or social support. However, we concluded that they still need emotional support from their families, friends, or others. Thus, we suggest a recreational activity where the students can have the opportunity to deepen their bond with their colleagues through various activities. Second, Talk and share. This program recommends a coping mechanism where the data shows the lowest response when talking to family about their problem, which helps them cope with pandemic stress. Therefore, conducting a webinar about opening up and sharing problems is one way to establish good communication with loved ones. A time management webinar will be held where the respondents can learn how to prioritize such activity schedules and their daily routines. The data supports the idea that the respondents do not get enough sleep.

Through the results of this study, information dissemination on how college students can be responsible for protecting someone in their home from the virus should be emphasized, as well

as the emotional and social support programs for family, friends, partners, a counselor, or someone else. Olivarez College Tagaytay administration may adapt and consider a reasonably lenient policy that will enable teachers and students not to be pressured and relax, breathe, and unwind to cope with pandemic stress. It can be a stepping stone for future researchers to research the topic more broadly. Also, it can help them discover new concepts or ideas related to the topic.

At this point, some of the critical limitations of this study need to be clarified. First, this study focuses only on the mental health status of college students, such as pandemic stress, coping mechanisms, and self-care skills. Second, the sample size is small because not all respondents can respond to surveys distributed via online platforms, as it is still impossible to distribute the survey personally due to the pandemic.

Proponents suggest working on similar topics, but this time, future researchers will discuss the significant relationship between respondents' demographic profiles and pandemic stress, demographic profiles, coping mechanisms, and finally, demographic profiles and self-care ability. Each relationship needs to be further investigated, focusing on their essential relationships.

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**SELF-REGULATED ABILITIES OF OLIVAREZ COLLEGE STUDENTS AND EXTENT OF
UTILIZATION OF LEARNING MANAGEMENT SYSTEM: BASIS FOR A PROPOSED
CURRICULUM ENHANCEMENT PROGRAM**

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I. ABSTRACT

Online education has changed over time as a result of technology improvements. Using Learning Management Systems (LMS) has transformed the delivery aspect of education. Self-Regulated Learning Abilities engagement is explained in part by their task completion practices. The general objective of this study was to identify the self-regulated abilities that are common among Olivarez College Students and to evaluate the Self-regulated abilities of Students and the Extent of Utilization of the Learning Management System that they use. A descriptive quantitative correlational research design stratified random sampling was conducted on a sample size of 318 students in Olivarez College Tagaytay. Stratified sampling was employed to select the sample. A survey was distributed using Google Forms; subsequently, the data was collected. The data was analyzed using SPSS for descriptive statistics and Pearson correlation to test the significant relationship among the variables. Three hundred eighteen students were involved in this study. For gender, 58.5% were female and 41.5% were male. The overall extent of the student's learning management system was 3.22, verbally interpreted to a great extent. The overall Level of self-regulated learning abilities of Olivarez College Students was 3.02, verbally interpreted as a High Level. Based on the findings, the extent of utilization of LMS goes higher, the Level of self-regulated learning abilities also goes higher, and vice versa. These findings suggest a Project Proposal Plan that considers the Extent of Utilization of the Learning Management System and Self-Regulated Abilities as the learning process for students in online learning, even if the classes are in regular settings. Several factors need to be considered as the Philippines ventures into a new learning mode. This includes Self-monitoring, Goal setting, and learners' efficiency in the utilization of the learning management system. These are, of course, in addition to the more obvious concerns about internet speed and regulating itself without intervention. Taking a step back and designing a strategy that involves teachers, students, parents, school administrators, and internet companies is the best approach to move forward. This type of collaborative response based on a shared objective is precisely what our educational system needs.

Keywords: Utilization, Learning Management Systems, Self-regulated abilities

II. INTRODUCTION

Many higher education institutions use the Learning Management System (LMS), allowing academics to evaluate student involvement through their online learning methods. The origins of self-regulated learning may be traced back to social cognitive theorists who studied how children could gain self-control. In this light, self-regulated learning can be considered a multi-dimensional activity for the learner that includes cognitive, metacognitive, affective, and behavioral activities, confirming the notion of students' learning freedom. Self-regulation is a collection of tactics that can be used in various situations.

This paper aimed to explain why and how certain LMS features or tools would make good pedagogical sense (Hodges et al., 2015). A learning management system (LMS) is considered an essential means of knowledge acquisition and learning management in the digital era. Users could be seen as the key stakeholders who impact the system's survival, so their attitudes toward the system are considered highly. (Nhu-Ty Nguyen, 2021). Compared to physical classroom teaching, where learners are confined together at specific periods, online learners are not restricted in managing their schedules and learning processes, such as when to study and how long to engage in learning. The success of e-learning depends on the learner's ability to control their learning process. (Araka, et. al 2020)

A curriculum enhancement program is likely to be built around the existing general curriculum and involve teachers' curriculum alterations. Frequently, teachers will enhance the curriculum with additions of instructional strategies. Learning management systems are excellent tools for advancing the education system during this period. The teachers are still essential when implementing any innovation in the classroom. In the article by Anna Hansch et al. (2015), gamification is used to boost engagement in online courses when it comes to innovations in online learning. Online learning platforms are looking for new ways to boost the level of engagement of their students and to help them better achieve their personal learning goals.

Many instructors and students who prefer in-person instruction have found the abrupt transition to online learning extremely unpleasant. Schools, instructors, and students have started to adopt e-learning tools that allow teachers to engage in interactive activities. The most prevalent and vital issue was related to their learning environment at home, while technical knowledge and ability were their least significant challenge. The field of E-

E-learning continues to increase in popularity for various reasons. In the last few years,

intuitive learning software has advanced significantly in providing a comprehensive learning experience that is enjoyable, dynamic, and engaging.

III. METHODS

The study's main focus was to determine the level of self-regulated learning abilities of college students, the extent of utilization of the learning management system used by college students, and the significant relationship between self-regulated learning and learning management systems. The study's target population was the college students currently enrolled in the school year 2021-2022 at Olivarez College Tagaytay. Stratified random sampling was used to select the sample.

The following statistical treatments were utilized to answer the problem statement and test the study's hypothesis: mean was utilized to determine the self-regulated learning abilities and extent of utilization of learning management systems. Finally, the Pearson correlation was used to test the significant relationship among the variables.

The following hypothetical mean and score were assigned for the scale indicating the level of:

Self-regulated learning abilities in the new normal:

3.26 - 4.00 = Very High Level

2.76 - 3.25 = High Level

1.76 - 2.75 = Low Level

1.00 - 1,75 = Very Low Level

Extent of utilization of learning management systems:

3.26 - 4.00 = Very High Extent

2.76 - 3.25 = High Extent

1.76 - 2.75 = Low Extent

1.00 - 1,75 = Very Low Extent

IV. RESULTS

Demographic Profile

Table 1

Programs in Olivarez College Tagaytay

	Frequency	Percent
Bachelor of Science in Tourism Management	29	9.1
Bachelor of Science in Hospitality Management	26	8.2
Bachelor of Science in Business Administration	27	8.5
Bachelor of Science in Accountancy	28	8.8
Bachelor of Science in Criminology	3	.9
Bachelor of Science in Information Technology	112	35.2
Bachelor of Science in Nursing	54	17.0
Bachelor of Elementary Education	17	5.3
Bachelor of Science in Accounting Information System	22	6.9
Total	318	100.0

The table above shows the different programs being offered in Olivarez College Tagaytay. The number of respondents who participated was also presented together with their corresponding percentage. A total of 318 college students from different departments of Olivarez College Tagaytay participated and dedicated a part of their time to answer our survey. The researchers used them as their respondents for their research to determine the extent of how they utilize the use of Learning Management System and how they continue they self-regulates their studies

Table 2
Respondents Year Level

	Frequency	Percent
Freshman (1st year)	135	42.5
Sophomore (2nd year)	62	19.5
Junior (3rd year)	97	30.5
Senior (4 th Year)	24	7.5
Total	318	100.0

This table shows the number of students per year level who participated in the survey. It reveals that a high number of first-year students (42.5%) of the 318 Olivarez College Tagaytay students took the survey, meaning they were much more likely to engage in surveys. Meanwhile, 3rd-year students (30.5%) of the 318 Olivarez College Tagaytay students took the survey, which means they are much more reliable respondents to engage in surveys.

Table 3
Respondents Age Range

	Frequency	Percent
18 – 20 Years old	151	47.5
20 – 25 years old	152	47.8
26 – 30 years old	6	1.9
30 years old and above	9	2.8
Total	318	100.0

This table shows the age range of respondents who participated in the survey. It shows that students between the ages of 18-20 years old (47.5%) and age of 20-25 years old (47.8) were willing to engage in surveys and more likely to show their thoughts on certain questions the researchers provided about their usage of Learning Management Systems and their abilities to self-regulate on their studies.

Table 4
Respondents' Gender

	Frequency	Percent
Male	132	41.5
Female	186	58.5
Total	318	100.0

This table shows the gender of respondents who participated in the survey. It reveals that most female college students of Olivarez College Tagaytay were much more willing to engage in answering surveys.

The study of Smith et al. (2008), their study probed for the existence of gender bias in online survey response behavior, and indeed, a difference in the online survey response rates of female and male members of a selected sampling frame is reported. The difference is significant at the 99.9% level of confidence. Gender-related differences in response rates within the categories of academic rank and tenure status, where they exist, are also consistent.

Table 5
Respondents Family Monthly Income

	Frequency	Percent
Php 5,000 - Php 10,000	118	37.1
Php 11,000 - Php 20,000	88	27.7
Php 21, 000 - Php 30, 000	62	19.5
Php 31, 000 - Php 50, 000	26	8.2
Php 51, 000 and above	24	7.5
Total	318	100.0

This table shows the family's monthly income of respondents who participated in the survey. It revealed in the data that more respondents answered Php 5,000 - Php 10,000 (37.1%) on their family monthly income, which means that it may be the cause of the COVID-19 pandemic that their families have struggled to earn income. According to Ross Brenneman (2020), low-

income families are strained by distance learning. When the COVID-19 pandemic closed schools nationwide in March, districts turned to emergency online instruction, distributing tens of thousands of internet hot spots and learning devices like laptops and tablets.

Low-income families lack resources like adequate nutritional care, cognitively stimulating materials (such as books and technologies), and reduced expectations about their children's life chances. For instance, Chevalier et al. (2005) find that permanent income matters also in children's educational attainment.

Table 6
Respondents Gadgets used during E-learning

	Frequency	Percentage
Smartphone	290	91.2
Laptop	155	51.3
Desktop	52	16.4
Tablet	15	4.7

This table shows the gadgets used by respondents who participated in the survey. In terms of gadgets, the majority of the respondents owned a smartphone (91.2%). This means that using smartphones gradually became a compelling learning tool to enhance learning in distance education. Its usage ensured flexible course delivery and allowed learners to access online learning platforms and course resources and interact digitally.

According to Bervel et al. (2020), distance education has evolved partly through technologies that defined it in the various generations of distance education delivery. However, in the twenty-first century, the Learning Management System (LMS) has changed the face of distance education delivery. Even the traditional face-to-face-based distance education mode is now adopting the LMS as a mediating technology between instructors and students. However, in using LMS-enabled blended learning, several factors have been cited in the literature as enablers towards actual usage of LMS technology. Factors such as facilitating conditions, voluntariness of use, and actual use behavior have been influential in contemporary literature. Despite their importance, the chasm in the literature is the nuances of relationships between these three factors.

Table 7
Respondents Internet Connection

Internet Connection	Frequency	Percentage
Cable Internet	159	50
DSL Enable phone line	6	1.9
Fiber Optic	42	13.2
Mobile Data	148	46.5
Postpaid Broadband	26	8.2
Not Applicable	3	0.9

This table shows the Internet connectivity of the respondents who participated in the survey. Regarding Internet connectivity, most participants have access to cable internet (50%) and have a subscription to cellular or mobile data (46.5%). The data shows a split number of respondents who have cable internet at home and those who only have mobile data to access their Learning Management System. This also reveals that cable internet is more used as multiple devices can access the internet, while mobile data allows users to access the internet on the move.

According to Asio et al. (2021), internet connectivity will pose a big challenge for students in their online learning. This idea also applies to the institution, the school administration, the faculty, and the staff. However, this result will justify the recommendation for proper actions to remedy such a problem. Secondly, the study also found that most students have smartphones. This provides an opportunity for students to learn online. Mobile devices such as smartphones are a great help because of their multiple functions, especially in learning nowadays. Students who do not have such a device because of financial status can quickly get it through sponsorship and other modes of donation from individuals with a willing heart.

Level of self-regulated learning abilities of Olivarez College students during the new normal

Table 8

Level of self-regulated learning abilities of Olivarez College students during the new normal

	Mean Score	Verbal Interpretation
1. I set standards for my assignments in online courses.	3.22	High Level
2. I consult my teacher whenever I have difficulties in understanding the class discussions.	2.83	High Level
3. I keep a high standard for my learning in my online courses.	3.02	High Level
4. I set goals to help me manage studying time for my online courses.	3.14	High Level
5. I don't compromise the quality of my work because it is online.	2.62	High Level
6. I evaluate my own output using the provided rubrics/ criteria.	3.02	High Level
7. I use study group chat/s to share and get ideas from each other.	2.87	High Level
8. I actively appreciate the feedback/comments/suggestions I received from my classmates, peers and teachers.	3.24	High Level
9. LMS corporate e-learning blogs and social media groups that allow students to interact with their peers directly.	3.03	High Level
10. Students can browse offline and view the contents posted in the course by the use of LMS.	2.88	High Level
11. The LMS utilized a messaging and notification feature that sends students/users reminder and notification, including upcoming training, events, and assessments.	3.10	High Level
12. LMS collaborative plug-ins and add-ons are useful tools for students to have efficient experience.	3.08	High Level
13. LMS provides teachers and students sources of information such as videos, documents, presentations, and more.	3.27	Very High Level
Mean Level of Self- regulated learning abilities in the new normal.	3.02	High Level

The table above shows the self-regulated learning abilities of Olivarez College students during the new normal. The overall level of self-regulated learning abilities of Olivarez College Students is 3.02, verbally interpreted as a High level. Indicator number 13, "LMS provides teachers and students sources of information such as videos, documents, presentations, and more," got the highest rating of 3.27, verbally interpreted as a very high level.

This may imply that Olivarez College students learn best from references provided via videos, documents, presentations, and more. On the other hand, indicator number 5, "I do not compromise the quality of my work because it is online." got the lowest rating of 2.62, which was verbally interpreted as a high level.

In the study of Lim et al. (2021), self-regulated learning is becoming increasingly important in education. Reflective reflective thinking and meta-cognition have been emphasized in the education system as central to developing 21st-century competencies and lifelong learning capacities.

Extent of utilization of LMS used by Olivarez College students

Table 9

Extent of utilization of LMS used by Olivarez College during the new normal

	Mean Score	Verbal Interpretation
1. In a day, I spend more than one hour using schoology to complete my assessment.	4.00	Very High Extent
2. I regularly check the update of every subject in LMS.	3.18	High Extent
3. I set a goal to help me manage studying time for LMS.	3.16	High Extent
4. I regularly evaluate my assessment from the schoology.	3.20	High Extent
5. I allocate extra studying time for my online course because I know it is time demanding.	3.03	High Extent
6. I set a schedule for every activity to lessen the time of using LMS.	3.12	High Extent
7. I make sure to accomplish my assessment in the schoology every day.	3.22	High Extent
8. I keep track of my score in every activity in LMS.	3.17	High Extent
9. During asynchronous, I spend 30 minutes checking the upcoming assessment.	2.88	High Extent
10. I submit my activities in LMS on time.	3.32	Very High Extent
Mean Extent of utilization of Learning Management System	3.22	High Extent

The table above shows the extent of utilization of LMS by Olivarez College Students during the new normal. The overall extent of the student's learning management system was 3.22, verbally interpreted to a great extent. Among the indicators, indicator number 1: "*In a day, I spend more than one hour using Schoology to complete my assessment.*" It got the highest rating of 4.00, which is verbally interpreted to a very high extent. This may imply that the students are allocated more time using the learning management system, particularly the Schoology.

According to Salah Al-Sharhan et al. 2020, today, a large number of universities around the world are equipped with Learning Management Systems (LMS) to help provide space for a rich online learning environment and to utilize its tools and functionalities to improve pedagogy and increase the quality of learning. Accessibility is a significant factor in determining how simple it is for learners to access, utilize, and explore an LMS. This is an essential aspect of LMS design because it affects user engagement with the system. Students will utilize the LMS more frequently if it is easy to use and explore.

Significant relationship between Learning Management Systems and self-regulated learning

Table 10

Significant relationship between Learning Management Systems and self-regulated learning

		Level of Self-Regulated Learning Abilities	Decision
Extent of utilization of LMS	Pearson Correlation	.811**	Strong Positive
	Sig. (2-tailed)	.000	Reject Null
	N	318	

The table above shows the Pearson correlation between the extent of utilization of LMS by Olivarez College students during the new normal in terms of the features of LMS and the level of self-regulated learning abilities of Olivarez College students during the new normal. The data shows ($r = .811$, $P\text{-Value} = 0.000$), which is less than the $p\text{-value}$ of 0.05. Therefore, the null

hypothesis is rejected. There was a strong positive relationship between the extent of utilization of LMS and the Level of self-regulated learning abilities. This means that as the extent of utilization of LMS increases, the Level of self-regulated learning abilities also increases and vice versa.

LMS benefits have already been confirmed. However, some of these benefits are either limited or require significant effort to achieve them. The presence of specific barriers can create difficulties that prevent students from reaping the benefits of the systems. Poor Internet connectivity is a significant barrier to students. Given that LMSs only work online, the Internet is a necessity. Poor connectivity slows down learning processes and tampers with features that only work with solid networks.

The study of Agustin (2022) says that although LMSs have massive benefits, others claim that their efficacy in education is debatable. Due to the technological requirements, LMS requires high dedication from instructors and technical expertise. Specific barriers to LMS implementation have been identified, including instructor commitment, technical support, technological resources, network capabilities, instructional strategies, teaching proficiency, internet connection speed, equipment use, and students' adaptability to the online class.

V. DISCUSSION

The study was conducted primarily to determine the significant relationship between the self-regulated learning of students and the extent of utilization of learning management systems during new standard settings. Specifically, it aimed to determine the student's self-regulated learning abilities and the extent of their utilization of LMS.

Also, the results showed that the overall extent of the student's learning management system was great, while the overall Level of self-regulated learning abilities of students was high. However, the result showed that the indicators with the lowest Level of the extent of utilization of LMS were the indicators "During asynchronous, I spend 30 minutes checking the upcoming assessment.". On the other hand, in self-regulating the indicator, I don't compromise the quality of my work because it is online." I got the lowest rating. Lastly, the study revealed a strong positive relationship between the extent of utilization of LMS and the Level of self-regulated learning abilities. This means that as the extent of utilization of LMS increases, the Level of self-regulated learning abilities also increases and vice versa.

These findings suggest a Project Proposal Plan that considers Self-Regulated Abilities and

the Extent of Utilization of the Learning Management System as the learning process for students in online learning, even if the classes are in regular settings. Several factors need to be considered as the Philippines ventures into a new learning mode. This includes self-monitoring, goal setting, and learners' efficiency in the utilization of the learning management system. These are, of course, in addition to the more obvious concerns about internet speed and regulating itself without intervention. Taking a step back and designing a strategy that involves teachers, students, parents, school administrators, and internet companies is the best approach to move forward. This type of collaborative response based on a shared objective is precisely what our educational system needs.

These results add to the rapidly expanding field of education during this new standard setting. Through the results of this study, the students would be aware of how much time they extent of utilization of the Learning Management System (LMS) in connection with their self-regulating abilities, which provide a wide range of capabilities of better-organized instructional materials and course assessments, all of which can be tailored to meet unique instructional requirements during new standard settings. It follows that learning management systems (LMS) are excellent tools for closing the gap in the education system during this period of the pandemic. When implementing any innovation in the classroom, teachers are essential. Consequently, it is critical to identify the elements that encourage teachers to provide their students with a technology-supported learning environment. According to Fearnley (2020), a teacher or a professor can use a learning management system (LMS) to generate online course content and oversee that subject to improve critical thinking skills and foster collaboration among college students. Supported by Anshari et al. (2017), non-traditional modes of learning that are held by online approaches to instruction have a good impact on both instructors and students in the classroom. Through this study, they might gain insights into the plans that can adequately and meaningfully train teachers to integrate technological tools into teaching. This can be a springboard for future researchers' broader study of the research topic. Also, it can help them study new concepts or ideas related to the topic.

At this point, some of the significant limitations of this study need to be clarified. First, the study focused on learning management systems and self-regulated abilities among students' alternative learning delivery modalities during this new standard setting. Second, the researchers' sample size was tiny because not all the respondents could answer the survey that the researchers distributed through online platforms. After all, face-to-face survey distribution was impossible due

to the pandemic.

Finally, parallel and similar studies using other locales and more significant populations may be conducted to validate the study results further. Also, the researchers suggest conducting a study about the topic using a qualitative approach. To fully understand the self-regulated abilities of the students and the extent of utilization of the learning management system during new standard settings, the other learning delivery modality can be used as a variable for the research study.

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Nurturing Novice: A Transcendental Phenomenological Study of Student Teachers' Experience from Pandemic to Post-pandemic

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I. ABSTRACT

Student teaching is an invaluable experience that strengthens pedagogical competence, practical skills, and ethical values among students in education programs. However, as the education system abruptly shifted to distance and hybrid learning due to the COVID-19 pandemic, student teachers had to adapt promptly to keep abreast with the changes. Thus, this transcendental phenomenological study aimed to describe the lived experience of eight (8) student teachers who navigated the teaching and learning process from pandemic to post-pandemic. The data were obtained through interviews, observations, and documentary analyses and were later analyzed through Moustakas' steps of phenomenological reduction: epoche, horizontalization, clustering into themes, textural, structural descriptions, and overall essence. The findings revealed 31 significant statements that emerged from the analysis, forming seven themes: 1.) Adaptability is the Key: Strategies to Survive 2.) Stumbling Blocks in Online Communication 3.) The Need to Upgrade School Facilities and Resources: 4.) Defying Obstacles with Perseverance 5.) The Power of Social Support 6.) Gearing Up for the Future Profession, and 7.) From Novice to Noble: The Essence of Introspection. These themes were further elaborated through textural and structural descriptions. A statement of the essence of the lived experience of student teachers as a result of intuitive integration is offered together with recommendations for future insights.

Keywords: *Transcendental phenomenology, Student teaching, Student teacher, Lived experience, Pandemic, Post-pandemic*

II. INTRODUCTION

The COVID-19 pandemic has drastically reshaped the education systems worldwide, resulting in the paradigm shift of teaching and learning from conventional classroom settings to distance and hybrid modalities. One aspect that is highly affected by the sudden change is student teaching, a culminating learning experience that education majors typically complete in their final year of college. A student teaching program develops one's personal and professional competence, leadership, management skills, and ethical values to be an effective teacher (Quinco-Cadosales, 2018), which requires active construction and reconstruction of knowledge.

According to Singh and Thurman (2019), online learning is a synchronous learning experience using various internet-connected devices. On the other hand, blended learning is an educational technique in which students study through electronic and online media and traditional face-to-face instruction. The transition from online learning to blended learning for student teachers has been quite challenging; student teachers must adjust easily to keep up with teaching since they use diverse teaching strategies (Carrillo & Flores, 2020).

In the Philippines, the Department of Education (DepEd), along with the Teacher Education Council Secretariat (TECS) and the Commission on Higher Education (CHED), unified a policy that strengthened student teachers' improved experiential, developmental, and competency-aligned learning. This is to ensure and maintain the efficiency and effectiveness of the teachers and to prepare a new set of teachers to teach in the post-COVID-19 learning environment, as stated by former DepEd Secretary Leonor Magtolis Briones.

Similarly, the Experiential Theory originated from Kolbs (1984) posits that training needs to include both knowledge and skills to provide a more comprehensive approach, emphasizing how experiences, such as cognition, environmental factors, and emotions, influence the learning process. This experiential learning theory has four stages: concrete learning, practical observation, abstract conceptualization, and active experimentation. People construct their representations of the world as they interact with it and reflect on previous interactions.

Consequently, the Bachelor in Elementary Education program of Olivarez College Tagaytay offers a student teaching training program for their students pursuing their teaching certification. In the academic Year 2022-2023, student teachers have undertaken online and in-person student teaching as part of their Field Study and Practice Teaching courses. Interestingly,

their lived experience navigating student teaching from the pandemic to post-pandemic is the phenomenon the researchers intended to investigate. This transcendental phenomenological study aimed to describe how student teachers gave meaning to their lived experiences to provide understanding and insights about student teaching.

Specifically, the study answered the following research questions:

1. What are the participants' experiences in student teaching from pandemic to post-pandemic?
2. How do the participants face the challenges in student teaching from pandemic to post-pandemic?

This study intended to address the need to develop a thorough understanding of the lived experience of selected student teachers during and after a learning transition. Considering the reviewed literature and studies, the researchers came across a myriad of studies that cater to the lived experience of student teachers who have gone through student teaching undertaking. Most of these studies described the common challenges, pedagogical tools, and practical strategies of student teachers during their teaching practicum (Sasaki et al., 2020; Sepúlveda-Escobar et al., 2020; Flores & Gago, 2020 & Nurfaradilla et al., 2020). However, no study has been conducted on the lived experience of student teachers while transitioning from the classroom setting to distance learning, and vice versa, amidst a global health pandemic. Now, more than ever, the need to understand the lived experience of student teachers in the "new normal" education system is significant to get a bigger picture of student teaching. Thus, this may be a reference for higher education institutions, college administrators, student teachers, and future researchers.

This study focused on the lived experience and the challenges student teachers face while transitioning from pandemic to post-pandemic. The study's outcome offered several implications and recommendations for improving student teaching programs and provided ample insights to help future student teachers get along with the challenges and become holistically prepared for what is in store for student teaching.

III. METHODS

The researchers employed Transcendental Phenomenological Qualitative Design to describe and understand the essence of the lived experience of student-teachers going through an academic transition. According to Moustakas', the Transcendental Phenomenological Approach focuses on the lived experiences and challenges of the individuals while setting aside the researchers' personal experiences to achieve the study's overall essence. The researchers believed that this approach to qualitative research is best suited to the study to describe the student teachers' lived experience and determine how they faced challenges in student teaching from pandemic to post-pandemic.

The study was conducted at Olivarez College Tagaytay in the Academic Year 2022-2023. Thus, the data were obtained through interviews, observations, and documentary analysis from the eight participants who have experienced student teaching from both pandemic and post-pandemic settings. These student teachers were deployed to selected private and public schools in Cavite, Philippines, where they accumulated their insights and experiences.

A purposive sampling technique was utilized to determine the participants of the study. Inclusion criteria for participant selection: 1) student teachers who have experienced student teaching from pandemic to post-pandemic; 2) participants who are currently enrolled at Olivarez College Tagaytay taking up the Practice Teaching program in the S.Y. 2022-2023 3) Student teachers who can provide testimonies of their lived experience and 4) those who signed the consent letter of participation.

Data were analyzed through Moustakas' steps of phenomenological reduction: epoche, horizontalization, clustering into themes, textural, structural description, and overall essence. Ethical principles were highly considered, including confidentiality and privacy, voluntary participation, informed consent, the potential for harm, and communication results. The researchers actively used reflexivity, peer review, triangulation, and rich, thick descriptions to increase the study's quality, rigor, and validity.

IV. RESULTS

Following Moustakas' (1994) Transcendental Phenomenology approach for data analysis, which includes Epoche, Horizontalization, Clustering into Themes, Textural Description, Individual Structural Description, and Textural-Structural Synthesis, the researchers. Furthermore, the composite description was also included to help the participants vividly understand the essence of the experience.

Youngblood enthusiasts sit on the edge of uncertainties, aimlessly voyaging into ambiguous time and space. They were filled with obstacles to hurdle. They find a ray of light in a dungeon of despair, waiting for the elusive glimpse of resolve. There is no room for fainted hearts. Succumbing to strains is inevitable—raging wars against an invisible foe. Fighting battles that others know nothing about. The feeling of being left behind, torn apart, and asking a redundant question to ensure that the moment is real. Hands clasped in prayer, pressed to the lips, eyes closed. They are keeping a little faith and tapping one's shoulder. It is going to be alright.

The researchers stated their personal biases, beliefs, and assumptions about learning in pandemic and post-pandemic settings. This step sets them aside from the participant's lived experience and explains the phenomenon according to its inherent system of meaning.

After a thorough reading, re-reading, and analysis, the findings revealed 30 significant statements that emerged from the analysis, forming seven themes: 1.) Adaptability is the Key: Strategies to Survive 2.) Stumbling Blocks in Online Communication 3.) The Need to Upgrade School Facilities and Resources: 4.) Defying Obstacles with Perseverance 5.) The Power of Social Support 6.) Gearing Up for the Future Profession, and 7.) From Novice to Noble: The Essence of Introspection.

Theme 1: Adaptability is the Key: Strategies to Survive

This theme uncovers the lived experience of participants and how they managed to rise to the challenges of teaching and learning using the online modality during the pandemic and face-to-face instruction during the post-pandemic. Most of the participants' testimonies stressed the importance of being resilient, flexible, and adaptive in student teaching in both circumstances. Marba's response illustrates this theme:

"It appeared to be minimal when it was online because you would only

alternate the lesson plan and PowerPoint presentation. However, when it was face-to-face, you needed to prepare I.M.s to improve the teaching outcomes. I developed my strategies, especially in conducting face-to-face classes, like making my lesson plans and I.M.s ahead of time. I researched effective teaching strategies online, too. I also solicit advice from my cooperating teacher."

Theme 2: Stumbling Blocks in Online Communication

Communication barriers in the classroom made it difficult for the participants to get the most out of their student-teaching tasks. Student teachers pointed out the drawbacks of communication online due to technical difficulties, especially during the pandemic. In online classes, students may not interact in real-time with the student teacher because of unstable internet connection, technical troubles, and frozen or slow apps. Despite that, student teachers continued showing their passion and dedication to teaching by making the most of everything available. Charlotte spoke about her student teaching experience from the pandemic to post-pandemic:

"Online, there is this kid that I will call, and then the kid is not answering; that is one of the disadvantages of online; I think they are present, but their presence is not there. They can easily open their gadgets, but when you are going to ask them, they are not responding. While face-to-face, I really cannot forget how I met my students because we were strangers back then, and then when I left, I knew there was a relationship that we built because I knew we were not just there to teach nor impart knowledge but also to transform them into something new, to something better that will help our nation."

Theme 3: The Need to Upgrade School Facilities and Resources

According to the participants, one of the factors influencing students' academic performance is their learning environment. It may be attributed to the adequacy of facilities and learning resources. Most participants agreed that limited classroom spaces hinder students' interest and progress. This theme is highlighted in Charles's interview transcript:

"In a face-to-face setting, it is the students who struggle. For instance, they do not have any space or a designated room for use. Sometimes, others are outside the nipa hut, the canteen, and the library."

Theme 4: Defying Obstacles with Perseverance

Participants shared that the secret to success in student teaching is perseverance. Student teaching involves several tasks, such as lesson planning, preparation of instructional materials, checking and recording outputs, and classroom management. It pays to persevere even when things get tough to progress as a teacher and a person. Nevertheless, student teachers could meet the high task demands by being punctual and organized.

“The way I teach and the lessons? It needs to be more organized; it needs to be ready ahead of time. No matter how hard it may seem, it will be okay. I always remind myself that I can do it if I persevere.” -An excerpt from Evelyn's Narrative Report (2023)

Theme 5: The Power of Support.

One of the things that helped the student teachers face the challenges in student teaching was the amount of support and guidance they received from their family, friends, classmates, and faculty teachers. According to them, they draw inspiration from their loved ones, which is why they could easily adjust from the pandemic to post-pandemic settings. Maria shared in her interview:

"When I see my nieces, I feel okay because they are the one who inspires me to keep going; I have siblings who are already professionals; among us, I feel like I am the black sheep of the family, especially my younger brother is already serving in the government, the pressure is there from my relatives. However, my family has always supported me. Moreover, she also added this statement about how school faculty provide guidance and knowledge in teaching and help them to achieve their goals. The faculty plays a huge role in helping us make it through our experiences."

Theme 6: Gearing Up for the Future Profession

This theme showed how the participants viewed their experience as a training ground for their future profession. Dealing with challenges of time management, poor internet connection, and the lack of financial resources, the participants may have developed effective coping strategies

to overcome the obstacles. They considered the struggles as stepping stones to becoming the best teachers they could be. Margaret shared how she managed to balance her personal and student teaching time:

"It was difficult online because I had a lot to do with it as a student; I am also a working student and a school president, so it was difficult to manage my time initially. However, as I immersed myself in my job, I later learned to set priorities and manage my time effectively. I always have my planner with me. My experience has opened my eyes to the reality of teaching."

Theme 7: From Novice to Noble: The Essence of Introspection

The participants perceive self-reflection as the most crucial strategy for a novice teacher. Taking an honest look at one's actions has allowed continual personal and professional growth and development. They believed that practicing introspection makes them learn from past mistakes and recognize areas for improvement.

"Think positive! I can do this. I can overcome this! Time went by too fast. It could be like that; that was my thinking. Of course, we cannot avoid thinking negatively but be more positive. Every Day, I ask myself if I've been effective to my students. This always inspires me to do better, to do my best."

- Taken from Christine's Narrative Report (2023)

Textural- Structural Descriptions

Student teaching from pandemic to post-pandemic comprises many challenges within or beyond student teachers' measure. As the paradigm shifted from classroom settings to online learning, student teachers hurdled the obstacles of adapting abruptly to changes, communicating adversely with their students, and the need to upgrade school facilities and resources. Seemingly tricky to deal with in anticipation. All while coping with the tedious tasks placed on their bare shoulders. Strenuous work that seeps away life. As the unprecedented time and space inhabited the conventional settings, student teachers mustered the courage to thrive by developing urgent and emerging coping strategies. They find strength within themselves by remaining firm, flexible, and optimistic in pursuing their goals. The power of social support comes from their families, friends, and loved ones, making them resilient in stressful situations.

The Essence of the Lived Experience

Pandemic and post-pandemic experiences significantly impact student teachers, which alter their daily lives forever; with this, they learn how to be flexible and employ a range of approaches to manage the best they can, which shows the attributes of being a good educator shortly.

V. DISCUSSION

Overall, this study described that the transition was challenging, stressful, and difficult due to many experiences of student teachers, such as Adaptability is the key: strategies to survive. According to Fawaz et al. (2021), students voiced their concerns about the learning and evaluation processes, the excessive task load, technical issues, and confinement.

Stumbling Blocks in Online Communication. Adarkwah (2021) investigated students' online learning experiences throughout the pandemic using a narrative inquiry methodology. The results showed that Ghanaian students believed online education was unsuccessful because of several difficulties. These included a lack of student social skills.

The Need to Upgrade School Facilities and Resources. The student teachers gave importance to the external environment to have conducive learning for the learners. "Even for highly skilled teachers with a myriad of personal resources, decision making and teaching practices may be hindered by stress and burnout arising from high demands and low organizational resources." (Bottiani, 2019).

They are defying Obstacles with Perseverance. According to a large body of empirical research, lesson planning is referred to as "the hidden world of teaching" or a "quality improvement activity," and every teacher should use it to ensure effective teaching, student learning, and classroom management to achieve the learning outcome (Saad, 2011; Shen et al., 2007).

The Power of Support. According to the student-teachers from the study conducted by Pepito (2020), "Keep a Positive Mindset" and "Have a Strong Support System" helped them to endeavor through their challenges and come up with meaningful experiences.

Lastly, the financial problem is the lineage of participants during the pandemic and post-pandemic teaching. Financial difficulties have been identified as one of the factors contributing to

student stress in higher education systems around the world (Aherne, 2001; Joo et al., 2008; Roberts et al., 1999).

From Novice to Noble: The Essence of Introspection. According to Day (2004), there is a direct correlation between teacher passion and commitment. According to Tyree (1996), Yong (1999), and Huber (1999), teacher commitment encompasses dedication to the classroom, students, the teaching profession, and professional development.

On the other hand, Firestone and Pennell (1993) argued that a passion for teaching is a successful path for improving teaching methods. At the same time, it also described the support that helped them stick with their studies to fulfill their goal of becoming a teacher. Based on the comprehensive data analysis, the researchers recommend several actions to enhance the effectiveness of the student teaching program. These actions include providing tailored orientation programs that cater to the individual needs of upcoming student teachers, covering areas such as planning, preparation, time management, and financial budgeting.

Furthermore, the researchers also suggest the integration of the K to 12 Basic Education Curriculum into courses and lessons to introduce student-teachers to various curricula. It is also essential to create relevant and informative student teaching materials to guide student teachers to perform their roles and responsibilities effectively.

It is also recommended that assessments be conducted to identify the strengths and weaknesses of incoming student teachers to make planning more effective and proactively target their needs for further program improvement. By implementing these actions, the student teaching program will positively impact our students' learning outcomes.

However, the study did not include the student teachers in the secondary level program as this was done by the teachers who underwent practice teaching from pandemic to post-pandemic. Also, I was enrolled in the Bachelor in Elementary Education program of Olivarez College Tagaytay Academic Year 2022-2023. The study was conducted during the first semester of the academic year 2022 – 2023. To validate the results of this study, further research on student teachers' experiences and how they faced challenges from pandemic to post-pandemic should be conducted.

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On The Borderline: The Daily Encounter of Working Students amidst Hybrid Learning

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I. ABSTRACT

The transition to hybrid learning has been fraught with difficulties, particularly for working college students (Bashir et al., 2021). This Hermeneutic Phenomenological study attempted to describe and interpret the lived experience and the emerging lifeworld of working college students amidst hybrid learning. Data were investigated from seven college students through interviews, observations, and documentary analysis. They were purposely selected provided they were currently enrolled and employed part-time in any food industry in Cavite, Philippines. The study revealed 47 significant statements constituting eight emergent themes, which include: 1) Maintaining the School-Work Balance, 2) Keeping Abreast with Technology Trends, 3) Social Engagement: A Pathway to Progress, 4) Learning Has No Limits, 5) Tired but Still Inspired, 6) Self-Motivation is Essential to Success, 7) Faith to Walk with God, and 8) A Determined Soul is Unstoppable. These themes were then organized according to essential elements of a lifeworld, such as relationality, corporeality, spatiality, temporality, and materiality. In turn, these themes were used to develop a list of best practices articulated by the participants. The implications were discussed, further recommendations were made for working college students, and suggestions for future research.

Keywords: *Hermeneutic Phenomenology, Working Students, Hybrid Learning, Qualitative Method, Lifeworld*

II. INTRODUCTION

The COVID-19 pandemic has wreaked havoc on numerous industries worldwide, including education. Hybrid learning, which mixes online and face-to-face learning activities, was among the most popular modes during the pandemic (Singh et al., 2021). The transition to hybrid learning has been fraught with difficulties, particularly for working college students (Bashir et al., 2021). These students must balance academic work with professional duties, which can put tremendous pressure on their daily schedules (John Hopkins University, 2019). During this pandemic, college-working students experience a double-time borderline impact, which refers to the everyday struggle of balancing work, academic work, and other commitments.

According to the Philippine Statistics Authority, the number of employed people aged 15 and up was predicted to reach 43.5 million in January 2020. Around 6.2 million of these people were also working students, accounting for 14.2% of the total employed population in the country (Philippine Statistics Authority, 2020). However, according to Giray et al. 2022, while many Filipino college students consider online education to be beneficial during the pandemic because it provides various amenities and eliminates the need to travel to school, a sizable number of students hold the opposite opinion; admitting that they face difficulties in transitioning to the new learning arrangements due to issues with technology and internet access, mental health, expenses, and time management.

Similarly, the theory of Vygotsky's (1968) Social Constructivism (Akpan et al., 2020) asserted that individuals pursue comprehension of the society in which they live and work by mounting personal connotations of their experiences and meanings on the route to specific things or events. The importance of culture and environment in accepting what occurs in society is emphasized by social constructivism, which bases facts on this knowledge. It emphasizes that language and culture are crucial for both people's intellectual growth and how they view the world.

Understanding and valuing the lived experience of working college students while facing the challenges of hybrid learning brought about by the COVID-19 pandemic can help people meet others with similar experiences, make sense of their experience, and develop views while coping with the sudden changes in terms of information communication technology, population, socio-economic and educational system.

With the preceding situations, this Hermeneutic phenomenological study aimed to describe

and interpret the lived experience and the essential elements of the lifeworld of selected seven working college students of Olivarez College Tagaytay. Through the lens of Lev Vygotsky's Social Constructivism, the study attempted to develop a list of best practices articulated by the participants. The implications were discussed, further recommendations were made for working college students, and suggestions for future research.

III. METHODS

This study employed the Hermeneutic Phenomenological Approach to qualitative research to describe and interpret the lived experience of working students amidst hybrid learning. This research design is the most suited to focus on the concrete details of the participant's experience with the phenomenon. The research questions discussed in this study were exploratory, as they aimed to describe an experience rather than solve a problem (Cohen et al., 2018).

The participants of this study were purposely selected from Bachelor of Science in Criminology, Bachelor of Elementary Education, Bachelor of Science in Nursing, and Bachelor of Science in Accountancy at Olivarez College Tagaytay in Academic Year 2022-2023. The participants were all working college students in the food industry, including fast-food chains, restaurants, café and. The researchers sought approval from the Dean of Olivarez College Tagaytay and the Department Heads of the selected participants. Communication was done via text messages or phone calls, asking about the participant's willingness to participate in the study by securing the informed consent form. The researchers tried to keep the interview process in a secure, dependable, and flexible atmosphere to make the conversation engaging and successful. For quality and validity, the researchers reconvened with the participants to read the verbatim accounts they had provided during the initial interviews.

Data from interviews, observations, and documentary analyses were analyzed following the steps of the Max van Manen reduction technique: holistic reading, selective or highlighting approach, detailed or line-by-line approach, or coding, analyzing data by themes and essence. To increase research rigor, the researchers used various validation strategies such as triangulation, pattern matching, peer review, and referential adequacy.

The researchers adhered to the ethical principles of confidentiality and data protection, voluntary participation, objectivity, assessment of risks and benefits, anonymity, and transparency.

IV. RESULTS

The study revealed 47 significant statements extracted qualitatively from the interview transcripts, observations, and journal analyses. These significant statements were then detailed and coded through thematic analysis. Eight themes emerged through in-depth analysis, which includes 1) Keeping Abreast with Technology Trends, 2) Learning Has No Limits, 3) Self-Motivation is Essential to Success, 4) Tired But Still Inspired, 5) Maintaining the School-Work Balance, 6) Social Engagement: A Pathway to Progress, 7) Faith to Walk with God, and 8) A Determined Soul is Unstoppable.

1. As to the participants' daily encounters as working college students amidst hybrid learning.

Theme 1: Keeping Abreast with Technology Trends

This theme discussed how crucial it is to keep up with technology trends, including the internet, in a hybrid learning environment. Attending classes synchronously was prone to technical issues, meaning more screen time. Most participants encountered technological issues such as poor internet connection, limited interaction, and inaccessible apps during their online classes while juggling work demands. This theme was highly evident in the following interview transcripts:

"When the internet connection is weak, sometimes it is like low moments because it is annoying, and instead of understanding it face-to-face." – Ruth.

"The internet is difficult, the surroundings are noisy, so for me, hybrid is not favorable, so I prefer face-to-face." – Esther.

Like the study of Affum (2022), the internet was one of the variables influencing students' use of it. The internet has dramatically impacted students' academic performance since it allows them to read publications and articles that would not otherwise be available in libraries. The use of the Internet significantly improved learning outcomes.

Theme 2: Learning Has No Limits

This theme illustrated the participants' view on hybrid learning. They perceived hybrid learning as more favorable to them as working students because they can multitask and have adjustable time. They believe learning can occur anywhere and anytime if they manage their time.

The following responses demonstrate the sheer joy of participants as working students during hybrid learning:

"So when there was hybrid learning, for me, of course, it seems that my time availability at work is increasing; I guess when it is face-to-face, I am only at school when hybrid learning, after the online class I can go to work." – Ruth.

"During the online class, while on duty, I wore earphones while serving as a waiter. I was talking while serving since I was in the online class, and the customer thought he was the one I was talking to. It seems funny and embarrassing at that moment." – Matthew.

However, learning in a hybrid environment also comes with challenges. Micah spoke about her struggle with learning:

"Sometimes when I was on duty while also in an online class, I could not understand the lessons because I was taking orders." -An excerpt from Mica's Journal Entry

Likewise, the study by Hurlbut (2018) claimed that individuals who took regular classes often scored better and obtained higher grades than those who participated in the online section.

Theme 3: Self-Motivation is Essential to Success

This theme implied that participants had to work while in school because they were responsible and conscious of their life priorities. They have also experienced the happiness of meeting one's commitments and accomplishing one's dreams. The participants also expressed their satisfaction, motivation, and optimism for continuing to work hard as working students on the issue of motivation. According to the participants' statements, they foster a sense of responsibility for the people around them. The following responses reflect that:

"It is because of the responsibility; aside from that, your ultimate goal is different. It seems that you only thought about studying before, but now your priority is different." – Mark.

"It is like you're giving yourself self-motivation; it is like being a positive thinker that even if I am late in submitting, I just think positive." – Peter.

"When I graduate, I cannot be dependent on my parents, so I think I should just train myself now that while I am studying, I will work to sustain my needs." –

Ruth.

That was also evident from the journal entry of Jude:

"Despite the difficulties, I feel satisfied helping my parents, even in a small way."

Similar to what was revealed in the research article of Zhang et al. (2020), the concept of responsibility relates to a person's moral character to some extent as they develop self-awareness and a sense of status and identity. The emotional changes aimed to enhance moral consciousness while participating in social activities.

Theme 4: Tired But Still Inspired

The participant's responses acknowledged feelings of stress, anxiety, and exhaustion as a result of their hectic job and school schedules. Weary exertion, both physically and mentally. Furthermore, the participants' sense of obligation, unanticipated responsibilities, insufficient aid, the urge to help their families, and other reasons all contribute. Weary exertion causes an unpleasant feeling of stress and exhaustion.

*"Sometimes it is so stressful because there is no rest because there is a day with school and then the next day there is a duty, so I do not have time for myself."
– Micah.*

"Every day, it is normal for people to stay up late and be tired, so what? You will feel the stress, especially when you are working, and then you are studying." – Matthew.

Also perceptible in the following journal entry:

"I juggled work and study. I felt tired. Tired as if there is no end because part of my body and mind are tired." – Jude

*"You'll feel the stress, especially when you're working and studying. –
Matthew*

This theme is supported by the study of Segal et al. (2019), who suggested that long hours, rigorous deadlines, and increased demands might lead to anxiety, tiredness, and overwhelm. College students experienced stress and weariness due to increased duties, poor time management, changes to their eating and sleeping routines, and a lack of self-care breaks. Furthermore, when stress exceeds your ability to handle it, it ceases to be beneficial and affects your mind, body, and

job happiness.

1. How the participants cope with the challenges of being working students amidst hybrid learning.

Theme 5: Maintaining School-Work Balance

This theme highlighted the importance of time management in achieving the school-work balance. Given their hectic work and school commitments, they must be able to manage their time well. Despite their demanding schedules, they have learned to be responsible and punctual at their job and school. Working while studying has taught them how to manage their time and talents at various levels. It showed that when one understands how to balance his time, he can be adaptable to varied ability levels. Work-school balance influenced every employee's attitude and enhanced retention. The replies that follow reveal this:

"I was able to do academics because my schedule has time available, and there is a schedule that is only for work because I am also the one who set my rest day because I am a working student." – Peter.

"I have honed myself to have time management skills, so even then it seemed like I had time management skills, but now it seems that my goal is to develop a skill at a different level, as a working student this time." – Ruth.

The following journal entries noted that:

"Everything I experienced at work I applied at school, and everything I learned at school I applied at work." – Matthew

"I want to study but do not have much time. It was the hardest part of being a working student". - Esther

Like what was stated in the news narrative, Achieving Work-Life Balance: The Importance of Time Management, balances your time between work and studies with a firm awareness that time management is the key. Time management was an excellent practice and was recognized to become effective daily in time management approaches.

Theme 6: Social Engagement: A Pathway to Progress

This theme showed how the participants valued social interaction and communication with different people. The experience taught them how to make adjustments and boost their confidence. This is evident in the following statements:

"At work, I learned to socialize; you meet a lot of people, of course, get along with them, then you have to adjust; the same is true in school if necessary; you just need to be very humble and open, open-minded." – Esther.

"The working student's impact on me is how to interact properly with people, especially with customers who, even if we're not treated right, need to return goods to them because that is what our manager taught us. We will still smile so they will return the same to us." – Micah.

This was also revealed in following the journal entry:

"Those experiences I have encountered have pushed me and motivated me to become a better person and do well in work." – Ruth

Similarly, the study of Houston (2019) asserted that positive interactions increase the body's capacity to develop, sustain, and repair itself both at work and outside of it. Working while studying encourages one's finest qualities. Similar to the study of Steinmayr et al. (2019), The Importance of Students' Motivation for Their Academic Achievement - Replicating and Extending Previous Findings Motivation predicts that academic achievement is a more powerful tool for becoming goal-oriented and self-motivated.

Theme 7: Faith to Walk with God

In this theme, the participants stated that through prayer, they developed a deep relationship with God and were convinced that He would support them as working students. A relationship with the Lord is the most potent and effective way to seek His assistance in establishing and accomplishing one's ambitions. The participants experienced low moments but were still believers and strongly believed in our Lord. They do not lose hope. As a working student, one must be resilient in adversity. The following responses imply that:

"So you need to have strong faith in the Lord, if you just pray for what you want because what is for you is for you." – Esther.

"Hopefully, and I am still praying that the Lord will help me so that I can still support the tuition that goes up and up, and I hope that I can continue studying because if I cannot afford the tuition fee anymore, I have to stop, but I know I will still go back to this course if maybe there is a time when I will stop, maybe I just need to save, then I will go back until I become registered." – Esther.

In addition to the participants' statements, everyone has faced problems. To attain fulfillment in life, one must have trust and hold on to God's will, demonstrating that Optimism and self-esteem are indicators of well-being. Life is not as sweet as honey; it is full of unexpected twists and turns. However, if a person trusts Him, every problem as a working college student would be at rest and go smoothly.

Theme 8: A Determined Soul is Unstoppable

This theme reveals the perseverance of working students. Even though the participants have encountered adversity, they still set high standards to accomplish their aspirations. Furthermore, participants in the hybrid learning program described their experiences and unexpected events encountered while working and studying. They were motivated to work hard and use the phrase "*kayod kalabaw*," which may assist them in attaining their goals. This is evident in the following responses:

"Although it is hard, there are good things on the other side because you will experience hardships before you become successful. You will go through a lot before you get to where you want to go." – Jude.

"Maybe it is the old saying that "kayod kalabaw" of course you will not benefit from everything you do if you do not work hard for it." – Matthew

"I can see my dream. A dream that needs to work hard to achieve." – Jude

Just like what is evident in the following journal entry:

"With so much experience I had about work, I became more confident that I can achieve my goal in life. I experienced being a multi-tasker that every minute and every hour is crucial." – Matthew.

The time spent between education and work-related duties can be challenging, but it can also be rewarding, just like what Auld (2019) postulated: it can give a sense of accomplishment when goals are attained.

These themes were then organized according to essential elements of a lifeworld, such as rationality, corporeality, spatiality, temporality, and materiality. In turn, these themes were used to develop a list of best practices articulated by the participants. The implications were discussed, further recommendations were made for working college students, and suggestions for future research.

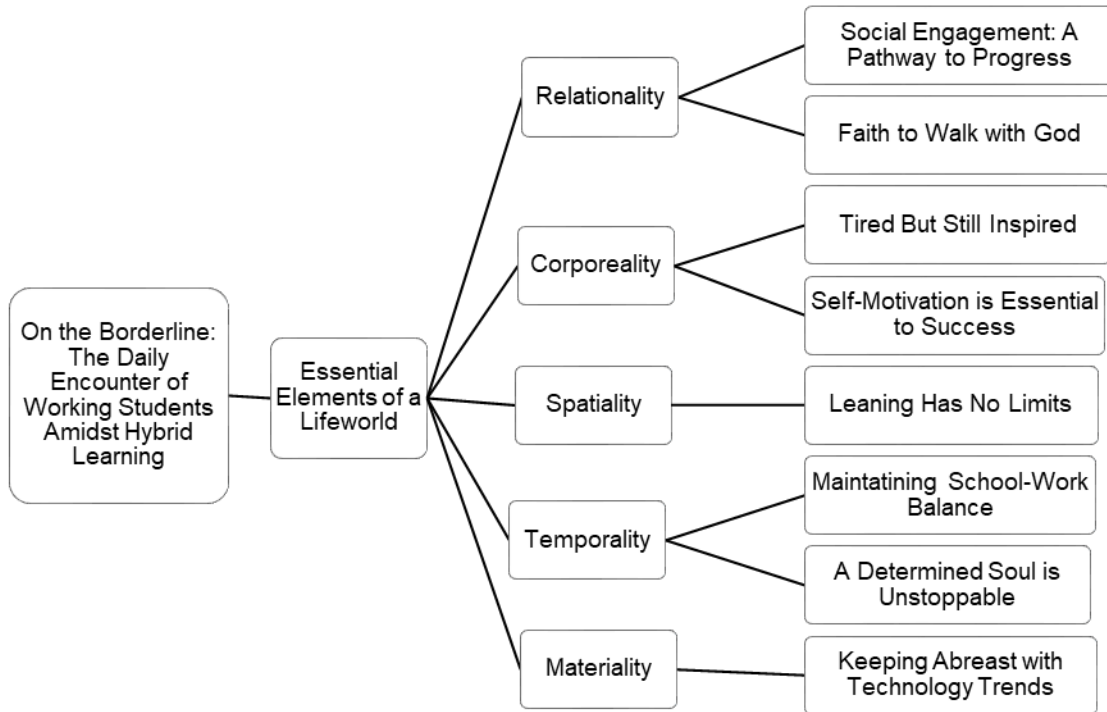


Figure 1. Essential Elements of a Lifeworld

Relationality is the relationship between how one experiences oneself, others, and God regarding a phenomenon (Cresswell & Poth et al., 2018). The researchers chose two themes based on the participants' statements. Theme 6, "Social Engagement: A Pathway to Progress," demonstrates how participants learned the capacity to engage and communicate with others with diverse personalities and perspectives on their professions. Theme 7 was Faith to Walk with God, demonstrating that the participant strongly connected with God through prayer. Faith in the Lord is the most powerful and effective approach for seeking His assistance in developing and attaining their goals.

Corporeality reflects how the body feels about the experience. The researchers chose two (2) themes (Cresswell & Poth et al.2018). These two topics were theme 4, "Tired But Still Inspired," in which participants' replies reflected tension, anxiety, and weariness due to their intense job and school responsibilities. The third theme, "Self-Motivation is Essential to Success," emphasized that participants had to work while in school because they were responsible and aware

of their life priorities. Regarding motivation, the participants stated their happiness, motivation, and optimism for continuing to work hard as working students.

Spatiality describes how a phenomenon understands space (Cresswell & Poth et al.2018). According to the participants' comments, the researchers decided to include spatiality theme number two, "Learning Has No Limits," because working college students require a skilled arrangement between online and face-to-face learning. They felt that learning could happen anywhere and anytime if they managed their time well.

Temporality was defined as how a phenomenon impacts time perception (Cresswell & Poth et al.2018). The researchers chose theme 5 - "Maintaining School-Work Balance," and theme 8 - "A Determined Soul is Unstoppable," from the participants' noteworthy statements. The participants claim to have unique strategies for maintaining a school-work balance. Despite their demanding schedules, they have learned to be responsible and punctual at work and school. Theme 8, on the other hand, demonstrates the perseverance of working students; despite the difficulty, the participants continue to set high standards for themselves to achieve their goals.

Materiality concerns how things are perceived about a phenomenon (Cresswell & Poth, 2018; Van Manen, 2016). The researchers chose theme number one, "Keeping Abreast with Technology Trends," from the participants' notable statements. This article explains why having internet access is essential while implementing hybrid learning. Most participants encountered technology challenges such as inadequate internet connection, limited contact, and inaccessible apps while juggling work demands during their online sessions.

V. DISCUSSION

Overall, working college students in a hybrid learning environment realize the impact on their everyday lives and deal in the best way possible by remaining flexible and employing numerous solutions. The study revealed eight themes underlying the essence of the hybrid learning experience; the themes identified include 1) Keeping Abreast with Technology Trends, 2) Learning Has No Limits, 3) Self-Motivation is Essential to Success, 4) Tired But Still Inspired, 5) Maintaining the School-Work Balance, 6) Social Engagement: A Pathway to Progress, 7) Faith to Walk with God, and 8) A Determined Soul is Unstoppable.

Other research has demonstrated that flexibility and convenience provided through this medium help individuals find a balance between employment and study, Ebarido, Ryan & Wibowo,

Santoso, (2021). As a result, techniques for ensuring relevant learning experiences should be implemented. Considering these elements ensures that, despite juggling various jobs as a student and a worker, this particular group of university students will remain motivated to continue learning to achieve their goals (Ebardo & Santoso, (2021).

The researchers highly suggest that working students' experiences have been described as complex, unpleasant, and demanding due to various challenges, such as excessive and limitless workloads, communication, stress and tension, and time allocation. A night shift or night school program for working students can be implemented to allow them to choose based on their work schedule. School administrators and teachers should ensure that working students are provided enough information about what would happen if they always push themselves to be tired due to a lack of time in their numerous tasks. A seminar on time management is an excellent avenue to inform working students on how effectively they can manage their time.

Considering everything, the study provided valuable information on the experiences of working students during hybrid learning and the challenges they face in balancing work and studies. It emphasizes the importance of recognizing the obstacles and pressures they encounter and the need for educational institutions to provide guidance and support to these students in order for them to attain their academic goals without sacrificing their well-being.

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