



FSH-PH Publication



online learning

digital education

The Hi**story** of Philippine Education in the COVID-19 Era

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ISBN (PDF)

978-621-96852-8-3

Preface

In the Year 2020 to 2022, a terrifying event shakes the world which brought an unforgettable history to mankind where Covid-19 virus spread out around the globe. This event drastically affected the Philippine Education sector most especially the Filipino educators and students who are struggling on how to continue the delivery of lessons and learning while battling with the threats of Covid-19 virus. The Philippines which is considered under the third world countries have faced difficulty on how to respond immediately on the needs of the education sector, and this situation added on the challenges of educators in the midst of pandemic.

This book titled “**The History of Philippine Education in the COVID-19 Era**” will give an idea on the experiences of teachers in the Philippines during Covid-19 pandemic. The author wanted to open the eyes of the people that the educators also played a huge role during Covid-19 pandemic just for the continuity of education and for the sake of students which is so-called the next generation, the hope of the Fatherland. The claims of the majority that educators are having an easy life during pandemic is being debunked in this book by sharing the experiences of educators doing things beyond their duties as well the stories from the students. This book will be an eye-opener for everyone that teaching is indeed a selfless job and profession. It is also an account of students who experienced challenges during pandemic.

This book discusses three important things in the lives of Filipino Public Educators and Private School Teachers and College Students during the Global Covid-19 Crisis. Their challenges in performing their duties as educators and students, teaching beyond teaching, learning during crisis which mandates these stakeholders to give more sacrifices than required. Secondly, it discusses the coping strategies and

motivations employed by the educators just to survive in the abrupt transition of teaching modality, as well how they handled their personal problems in life during the pandemic. Thirdly, it discusses the suggestions and recommendations of educators to the Education Sector and to the Philippine National Government for the sustainability of the quality of education during pandemic.

The Author

Acknowledgement

I am deeply grateful to my family for their unwavering love, support, and belief in me throughout this journey. Your patience and encouragement gave me the strength to push through moments of doubt and exhaustion. Without your sacrifices, understanding, and constant reminders of what truly matters, this book would not have been possible. Thank you for always being my rock.

To my co-teachers, your dedication, collaboration, and shared passion for teaching have been a constant source of inspiration. The lessons we exchanged, the challenges we faced together, and the camaraderie we shared in our classrooms have shaped both my work and this book. Your tireless efforts to create meaningful experiences for our students motivated me to write and reflect on the power of education.

To my students, my friends, and all who have supported me—thank you for being part of this journey. This book is a reflection of all your love, encouragement, and the blessings from above.

Most importantly, I thank God above for His guidance, strength, and wisdom throughout this entire process. His grace helped me overcome every obstacle, and it was His inspiration that gave me the courage to continue when I felt like giving up.

The Author

Dedication

To the Filipino educators who persevered through unimaginable challenges during the pandemic, your resilience and dedication have shaped the future in ways words cannot capture. This book is a tribute to your strength, your sacrifice, and the unwavering love you showed your students despite the obstacles you faced.

The Author

Table of Contents

PART 1: THE BATTLES OF PUBLIC EDUCATORS DURING PANDEMIC		
Chapter 1	A World Apart: How Internet Failures Deepened the Education Crisis Amid COVID-19	1
Chapter 2	A World Apart: How Internet Failures Deepened the Education Crisis Amid COVID-19	5
Chapter 3	Staring at Screens, Yearning for Connection: The Tragedy of Teacher-Student Separation During COVID-19	11
Chapter 4	Teaching Beyond Capacity as the Pandemic Overwhelms Educators	16
Chapter 5	A Mountain of Paper: The Heavy Burden of Educators During the Pandemic	21
Chapter 6	Balancing Books and Bills: Financial Woes for Educators During the Pandemic	29
Chapter 7	The Silent Struggle: Educators' Mental Health Crisis in the Pandemic	34
PART 2 : THE SITUATION OF PRIVATE SCHOOL EDUCATORS DURING COVID 19 PANDEMIC		
Chapter 8	Driving Forces Behind Private School Teachers' Commitment to Teaching	38
Chapter 9	Private Teachers' Struggles in the Midst of the Pandemic	43

PART 3: STUDENTS DROWNING IN THE SEA OF VIRTUAL LEARNING AMID THE GLOBAL CRISIS		
Chapter 10	The Strain on Students as They Adjusted to Online Learning in the Pandemic	52
Chapter 11	A Deep Dive into the Unspoken Mental Health Challenges of College Students	63
PART 4: COPING STRATEGIES ADOPTED BY EDUCATORS AMIDST GLOBAL CRISIS		
Chapter 12	Resilience Theory and How It Helped Educators During the Pandemic	74
Chapter 13	Building Resilience Through Social Engagement in the Pandemic	77
Chapter 14	Teachers Turning to Entrepreneurship for Financial Stability During the Pandemic	81
Chapter 15	Teachers Turning to Faith for Guidance Amidst the Pandemic	84
Chapter 16	The Art of Time Management for Teachers in the during of COVID-19	89
PART 5: TEACHERS' RECOMMENDATIONS FOR ENHANCING LEARNING AMID THE COVID-19 PANDEMIC		
Chapter 17	Creation of a Digital Teaching Platform	93
Chapter 18	National Curriculum-Based Instructional Resources	99
Chapter 19	A Well-Managed Teaching Load for Educators	103

Chapter 20	Amendment of the Grading System	108
Chapter 21	Revision in Virtual Discussion Policy	114
PART 6: HISTORY AND ACCOUNTS OF EDUCATORS AMID PANDEMIC		
Chapter 22	Insights into the Experiences of Educators and Students in Public and Private Schools Amid the Pandemic	119
Chapter 23	The Accounts of Educators during Pandemic	131

The Hi**Story** of Philippine Education in the COVID-19 Era

Author

PART 1: CHALLENGES OF EDUCATORS DURING PANDEMIC

Chapter 1

A Global Perspective on the Devastating Effects of COVID-19 on Education

Education plays a dynamic part in shaping the lives of the young generation. It provides them the chance to become productive members of an educated society by obtaining all the essential skills. Through education, students also learn how to face challenges and overcome difficulties while pursuing their studies. Indeed, learning in school is beyond what is written in the book. Furthermore, a high-quality education allows them to live meaningful life by enhancing intelligence, abilities, and understanding, as well as bringing about significant changes in lives. Education sets the foundation stone for the future; it leads the students to the right path and gives them a chance to have a wonderful life. Education magnifies students' vision and generates awareness. It helps them develop a disciplined life and provides them with better earning opportunities. That's why educators have an excellent role in being molders of future leaders; they are responsible for helping students in achieving their dreams in life. The study by Beauchamp & Thomas (2009) discussed that teaching is different from other professions; teaching can be defined as a noble profession that needs self-sacrifice and dedication or commitment as contrasted to being simply a source of income.

As the education sector pursued its vision and mission, unexpected things happened where Covid-19 Virus tremendously affected the global economy, causing economic recession in some countries. The educational sector as part of the economy has been drastically affected by this pandemic. Educators worldwide are fronting the agonizing decision of

The History of Philippine Education in the COVID-19 Era

whether to continue face-to-face learning while there are increasing number of infected by the new coronavirus. Last March 2020, as the Covid-19 virus spread out, primary and secondary schools even universities closed in some countries, 1.5 billion students were affected (UNESCO, 2020). In some countries educators hurriedly shifted to online teaching with the hope of recouping the academic year. In fact, Universities in China where covid-19 virus started have changed the mode of instruction from traditional way of teaching to online education or learning with a goal of “nonstop teaching and learning,” (Bao, 2020).

Educators worldwide are now under pressure and stress just to give quality education to students with little professional development support (Beteille, 2020). COVID-19 pandemic presented unexpected challenges and has affected the teaching process in educational sectors. Moreover, nobody knows the end of this battle of humanity against Covid-19 virus. Countries around the world are currently executing programs and procedures on how to end the virus, and the infections are still continually increasing. In the implementation of plans to pursue the continuity of learning, both educators and students are suffering from the challenges of the new mode of teaching during Covid-19 pandemic. The survey conducted by Canadian Association of University Teachers (CAUT, 2020) and an institutional survey by the Dalhousie Faculty Association (2020) found that many educators extended their working hours to support students and transition courses to remote teaching; experienced higher levels of stress and anxiety and reported significant negative impacts on their research activities. In higher education institutions across Canada, showed that throughout the initial months of the virus outbreak, educators reported their experiences as stressful and demanding, and the participants described that they are being trapped in a spiral of never-ending repetitiveness, misery, and grief, juggling life, teaching, as well as other professional duties with minimal direction in life.

The History of Philippine Education in the COVID-19 Era

Indeed, teaching itself is so multi-faceted, with the several roles of organizer, manager, material developer, friend, learning facilitator, mentor, role model, all rolled into one – the more significant perception of what teachers are has been a limited one (Luthra., & Lahiri M., n.d). In higher Education, most of the instructors are not just pure teachers but have other designations also such as being a Research Coordinators, Socio-Cultural Coordinators, Sports Coordinators, program chairs, etc. These designations are additional task given to the instructors that make their profession multitasked. Teachers in the new normal are playing three significant roles such as being a teacher, parent and front-liner. In spite of the multiple roles of teachers they are still judged by the society as work less during this pandemic. They are, however, still looked down upon, to some extent, because they work at home in some days. Which leads to the next reason—people do not truly understand how hard for teachers their roles during this pandemic.

Everyone has been to school, and therefore everyone assumes they understand what goes on there, and it doesn't seem that hard. He also added that people never consider being able to get through to kids, never consider developing lesson plans and marking papers, never mind the difficulties of understanding how students' minds work, never mind the theory and (difficult) practice of pedagogy, and particularly never mind the rising administrative and safety hassles. It is indeed, that teachers played multiple roles in the lives of students. Teachers during this pandemic are voiceless, degraded and they receive less attention from the government. In the study of (Demirkasimoglu, 2020) teachers lose the passion and enthusiasm due to some reasons like they are not valued by society, not appreciated by the parents of their students, not protected by policymakers and their administrators. Additionally, in spite of the multi roles of teachers their desires and cry for more satisfactory salary is not being granted by the government. Teachers are arguably the most important members of our society. They give children

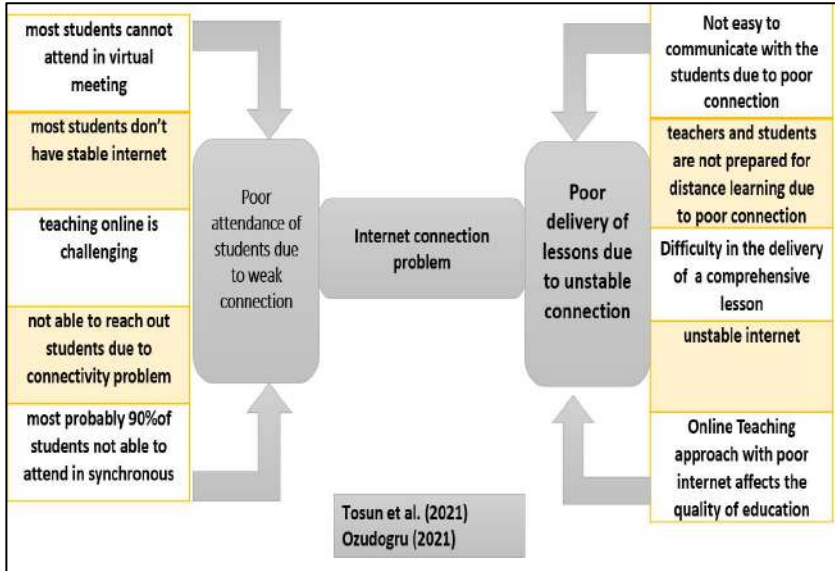
The History of Philippine Education in the COVID-19 Era

purpose, set them up for success as citizens of our world, and inspire in them a drive to do well and succeed in life. The children of today are the leaders of tomorrow, and teachers are that critical point that makes a child ready for their future.

It is indeed that educators play a very important role yet they are facing difficulties as they perform their duties. Despite the sacrifices of educators they continually receive judgements from the society that they have less work since they only focus in teaching. This case made some educators disappointed since they don't feel the appreciation by the society. During pandemic, they were judged as if they don't do anything but just receiving their salary. Yet, face to face teaching approach was implemented again today, and educators continually receive negative perceptions from the community.

CHAPTER 2

A World Apart: How Internet Failures Deepened the Education Crisis Amid COVID-19



Educators in higher education adopted online mode of teaching wherein they deliver their lessons using different online platforms such as edmodo, google classroom and zoom application. These are just few applications used by the educators in pursuing teaching amidst pandemic. In using those applications there is a need for internet or at least mobile data to meet their students virtually. Unfortunately, there is a problem encountered by the educators in internet connection as described by most of the participants. There are several ways in which an educator's ability to instruct might be harmed by a lack of internet connection. Educators who do not have access to a reliable internet connection are unable to communicate with their students. This is one of the most serious issues that educators face in online teaching amidst pandemic. Additionally, a poor connection can negatively impact how educators' deliver their lessons. Indeed, as

The History of Philippine Education in the COVID-19 Era

described by some participants they have Poor Delivery of Lessons because of unstable connection. Difficulty in the delivery of a comprehensive lesson, unstable internet, teachers and students are not prepared for distance learning, and there's no quality in education amidst pandemic were shared and described by some of the participants.

Miguel an educator from cabagan shared that both teachers and students are not prepared for distance learning because of weak internet connection and he cannot guarantee that there is quality in education due to poor connection and unexpected shifting of teaching amidst pandemic.

“...hindi kasi madali magturo ngayong pandemic lalo na both teachers and students are not prepared for this distance learning kasi mahirap ang internet connection at namimeet ko lang student ko through google meet...” (teaching during this pandemic is not easy especially that both teachers and students are not prepared for distance learning. Internet connection is poor and I only meet my students through Google meet).

He added:

“buti sana kung blended learning where you can meet them sometimes in face to face approach sir kaya dahil sa mahina yung connection ng mga estudyante ko ganun din sakin ay hindi ko masasabi that there is quality in our education now because of the abrupt transition ng pagtuturo natin from face to face to online teaching...” (Unless if it's blended learning where you can meet them sometimes in face-to-face approach. That's why I could not tell if there is quality education now because of the abrupt transition of teaching from face-to-face to online teaching)

Glenda from Santo Tomas shared that she is encountering a problem on how to reach out or teach the

students efficiently with a very poor internet connection since she is living in an area with ver poor connection.

“...first problem I encountered in teaching is how to teach with very poor internet connection, laging nawawala yung internet ganun din sa mga estudyante ko, so paano ako makakapagturo ng maayos?...” (first problem I encountered in teaching is how to teach with very poor internet connection. I lose my internet connection sometimes as well as my students. How can I teach well with this problem?).

Homer an educator living in Cabagan also explained that he has a problem on how to deliver a lesson effectively with unstable internet.

“... isa sa mga challenges na naencounter ko ay internet problem... How can I deliver a comprehensive and a quality discussion or lecture kung pabago bago naman yung internet...” (One problem I encountered is my internet connection... How can I deliver a comprehensive and a quality discussion or lecture If I lose my internet connection sometimes).

Bryan from Cagayan also explained that this pandemic made things more difficult most especially in teaching virtually since there is a need for strong connection.

“the pandemic has just intensified the difficulty of these challenges. In my experience, teaching in the New Normal is virtual and that would always require a stable fast internet connection. This also applies to students as well...”

He also added:

“...The bad side rests on the problem of having an unstable internet connection. I have to admit that working

from home can be overly problematic without the internet.” he explained.

Angela from Cabagan also shared that she is encountering problems on internet connection during this online distance teaching. She said:

“Sometimes I felt difficulties in terms of internet connection and power outage.” she said.

Increased absenteeism has been a side effect of remote learning in many schools amidst pandemic, and some educators have internalized feelings of guilt as a result. These self-evaluations are inaccurate since the causes of increased absenteeism in this crisis of time are multifaceted. Some students are absent since they do not even have a gadget or device to connect to the internet, but majority of students chose not to attend the virtual meeting due to the weak connection. This is a problem faced by the educators on how to reach out their students as a result of poor internet connection as described by some educators. Most students cannot attend in virtual meeting, most students don't have stable internet, teaching online is challenging, not able to reach out students due to connectivity problem were shared by the participants.

Froilan from Cagayan described that not all students have strong connection on internet a reason why most of students are not able to attend in synchronous or virtual meeting.

“...not all of students have stable internet connection so most probably 90% is the most number of your students who can't actually attend in the synchronous discussion not hundred percent...”

Carmen from Tumauni also explained that this new mode of teaching amidst pandemic is indeed a very

challenging and patience is needed most especially in connecting with the students because of poor connection.

“teaching via online mode is very challenging because I need to be patient in adjusting my time, just to reach out my student due to weak internet connection...”

Eddie from Santo Tomas is facing difficulty on how to encourage students to attend in virtual meeting.

“...hindi madali yung pagtuturo ngayon sir, kasi pawala wala yung internet, syempre ang hirap iencourage mga bata na mag attend, at marami sa kanila hindi nakakaattend sa virtual, isa yan sa isa mga pinakamalaking problema ko.” (Teaching is difficult now due to poor internet connection. It is difficult to encourage the students to attend, and many of them can’t attend to virtual. That’s one of my biggest problems)

Alyana explained her problem on internet connection which is the reason of poor attendance of her students in virtual discussion.

“... I dont know how to address kasi ung problem ko sa attendance ng mga bata, dahil sa mahina ang signal maraming ring hndi nag aattend sa virtual meeting, so paano matututo mga bata?...” (I don’t know how to address the attendance of my students. Due to poor internet connection, many are not attending the virtual meeting. So how can the students learn?)

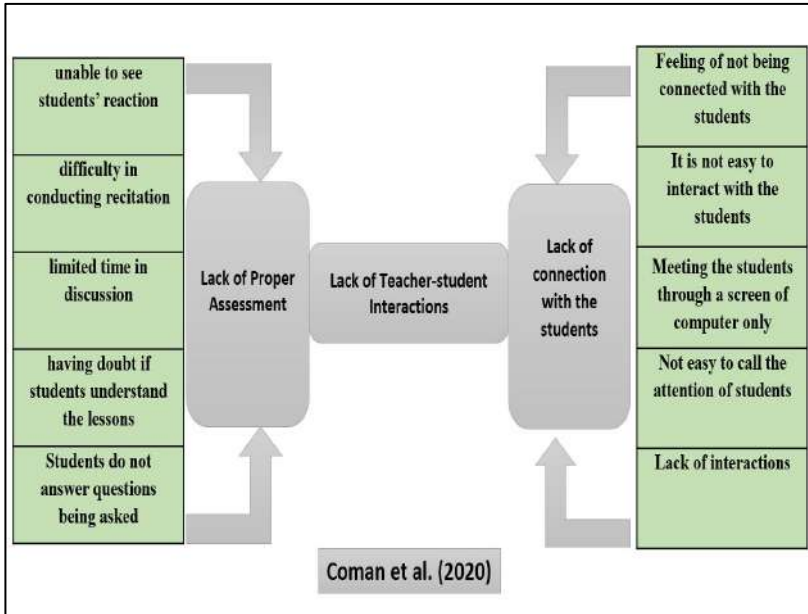
Flora had also to share:

“...ang hirap nilang ireach out, and then some of them are just marking their attendance in our google classroom, pero kapag hinahanap ko na sila they are also missing so that’s one of the difficulties that I have to deal with as a

teacher...” (I have experiencing some difficulties in communicating with students because most of them doesn’t have these means of having unlimited WIFI connection, and we know we are online or virtual).

CHAPTER 3

Staring at Screens, Yearning for Connection: The Tragedy of Teacher-Student Separation During COVID-19



Meaningful interactions that foster relationships between educators and their students are critical to students' academic achievements. Face-to-face interaction with the students allows educators to assess enthusiasm, participation, and content understanding—aspects of learning which are more challenging to assess from a distance. However, as a result of the pandemic, educators around the nation have been challenged with shifting from traditional classrooms to remote teaching, a change that has been viewed negatively because it causes lack of interaction between teachers and students as described by most of the participants. Higher education institutions, particularly educators, have encountered different problems as a result of the unexpected COVID-19 pandemic in their teaching-learning activities.

The History of Philippine Education in the COVID-19 Era

Administering assessments remotely during COVID-19 has created unusual difficulties for higher education institutions due to lack of planning compounded by the limitations of online teaching and learning process. As described by some participants they are encountering a problem related to lack of proper assessment for the students. Unable to see students' reaction, difficulty in conducting recitation, limited time in discussion and having doubt if students are coping were described by some participants.

Alyana shared that she is having a problem on how to assess the students in a virtual meeting only.

“mahirap kasi magturo na wala kang nakikita na estudyante though meron naman tayong virtual pero hindi ko nakikita mga reaction nila sa mga sinasabi ko, hindi ko alam kung natuto sila or hindi ko alam kung naniniwala sila sa sinasabi ko kasi minsan hindi naman nila inoopen yung kanilang video kaya hindi ko nakikita yung reaction.” (It's hard to teach if you can't see any student. I don't know if they've learned or not; I don't know if they believe what I'm saying or not because sometimes they don't open their video so I don't see their reactions.)

Homer is seeking for more interaction in online learning just like in face to face where students can show their reactions or emotions in a discussion.

“...parang yung experience mo bilang isang teacher ay nababawasan kasi parang meaningless yung dating niya eh parang sa virtual pero bihira yung interaction aside sa face to face na kung saan makikita mo talaga yung reaction ng mukha nila in explaining, yung mga emotions na naipapakita nila...”(it's like your experience as a teacher is diminishing because it's kind of meaningless. It's like a virtual but rare interaction unlike the face-to-face where you can actually see the reaction and emotion of their faces when they explain)

Froilan explained that having a short time in discussion with the students over the screen of computer, causes poor interaction between students and teachers.

“...we have also problem when it comes to student-teacher interaction. Usually it becomes one sided, because we have limited time in discussing things over the internet so that the students will be able to save some of their MBs or internet Mbs for them attend on the next class. So it’s very one sided, why? Because there is a lesser student-teacher interaction.”

Flora indicated that she cannot able to give all her best in teaching. She said:

“...Yun lang, sometimes hindi ko maibigay yung best na gusto kong mangyari sa klase ko kasi hindi ko nakikita hindi ko masyado nachecheck if we are getting the lesson at first, so kailangan ba ng second or I don’t know...”(I don’t think I’m giving all my best in my class because I can’t check if they’re getting the lesson)

Bryan also explained that it is very challenging on how he can improve student-teacher interaction since there is limited internet.

“...Given that both teachers and students have fair internet access, there is still a challenge on maximizing learning interaction and engagement considering that internet access might be limited for some students...” he explained.

It is very important that in the teaching learning process there must be a connection between the educator and students. This will create a good atmosphere that can lead to a conducive learning process. Unfortunately, pandemic creates division between students and educators which brought difficulty on how to connect with one another. Educators are

facing challenges on how to connect themselves to their students since they only meet in a screen of computer as described by some participants. Indeed, as compared to face to face teaching it is more difficult to build a connection to the students in online set up of teaching which is really needed to ensure quality in education. Feeling of not being connected with the students, difficulty in managing students and lack of interaction were described by some of the participants. Miguel shared that there is lack of connection between students and teachers in online learning.

“...it is not easy to call the attention of our students in this online learning, I feel like I am not connected with them or they are not connected with me, you know that feeling sir? Na even though you did your best to teach them pero kapag tinanong mo sila kung naintindihan nila, yes sila ng yes...” (it is not easy to call the attention of our students in this online learning, I feel like I am not connected with them or they are not connected with me, you know that feeling sir? Even though I did my best in teaching, they will still say that they understood the lesson even if they could not.)

He added:

“ Kapag nagtanong ka about the topic walang sumasagot as compared to the face to face na you can see on their eyes if naintindihan ka nila...” (If I ask about the topic, they would not dare to answer unlike during the face-to-face where I could see in their eyes if they understood the lesson or not)

Glenda described that there is difficulty in managing her students during this pandemic due to lack of interaction.

“... Kaya nahihirapan ako on how to manage my students during this pandemic, it's too hard to interact with them compared nung face to face, hindi ko alam kung

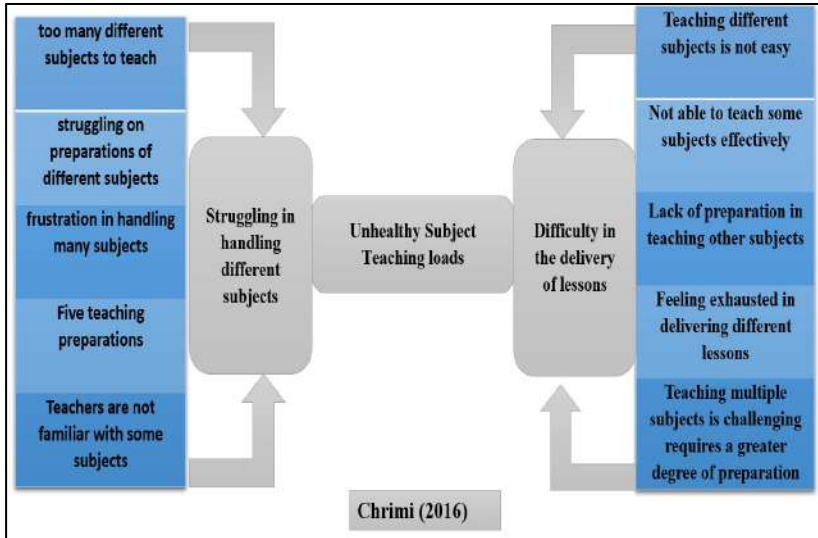
naiintindihan nila discussion namin...” (That’s why it’s difficult to me on how to manage my students during this pandemic, it’s too hard to interact with them compared during face-to-face. I’m not sure if they understand our discussion)

Carmen shared that she is facing a problem on how to call the attention of the students in virtual meeting and how to help students on their problems amidst crisis.

“... how to reach out some students who were not on time to join in the synchronous discussion and also the addressing the concerns of student during pandemic.”

Chapter 4

Teaching Beyond Capacity as the Pandemic Overwhelms Educators



Teaching Load means the number or list of subjects assigned to a faculty member in a given semester or academic year. In fact, teaching in higher education needs a serious preparation to deliver the lessons efficiently and effectively. It is necessary to an educator to be always prepared in teaching and knowledgeable on the topics being discussed. Educator is responsible in moulding the students to achieve the competencies intended for them. This will be a challenging on the part of the educators since they are given different subjects to teach. Indeed, according to most of the participants it negatively affected their teaching performance since they are preparing different topics to discuss, also they are performing multiple roles. Teaching different subjects in an online learning amidst pandemic is more difficult as compared to face-to-face teaching as described by most of the participants. There is a need of sacrifice and efforts in

The History of Philippine Education in the COVID-19 Era

handling different subjects. Unhealthy Teaching Loads leads to poor performance of educators and affects negatively the academic achievement of the students as voiced by the participants. Teaching in higher education is very challenging most especially during this pandemic. Most of the students who are pursuing their college degree chose online learning than in modular learning. This is difficult to the educators as described by the participants since they are not just teaching one or two subjects but they are given 3-5 different subjects to handle. The participants are struggling on how to handle and teach different subjects which gives them another tasks and that is to prepare modules in each subject being assigned. Too many different subjects to teach, struggling on preparations of different subjects and having frustration in handling many subjects were described and shared by the participants.

Alyana shared that she has difficulties in teaching different subjects as she prepares modules and activities for students.

“... meron akong apat na preparation, so napakahirap din yun kasi araw-araw at gabi-gabi ka magpeprepare ng mga modules nila or ng mga gagawin nila or ng mga ituturo mo sa kanila...” (I have four preparations, so it's also very difficult because every day and every night I prepare their modules or what they're going to do or what I'm going to teach them).

Froilan is facing frustration and difficulty in handling different subjects to teach.

“...I'm actually given three to five preparation per semester. Each preparation composed of different subjects at some point it is somewhat frustrating because one preparation per class.”

Eddie find it difficult to teach different subjects amidst pandemic. He said:

The History of Philippine Education in the COVID-19 Era

“... Una nangangapa ako sa mga subjects kase hindi familiar, makakaiba tinuturo ko ngayon mahirap ang preparation lalo na pandemic, limited ang pagkilos...” (I was still crawling at first on our unfamiliar subjects. I teach different subjects and the preparation is difficult especially during this pandemic where there are restrictions.)

Educators who are teaching different subjects are having problems on how to teach effectively those subjects given to them. This is very difficult for them since the delivery of lessons is through online teaching, meeting their students in the screen of computer only. As the educators deliver their lessons there is a need for preparations like reading more books and preparing some PowerPoint presentations for the students. As described by some participants this is not easy for the educators because it needs a lot of time to prepare for what is needed in the subjects given to them. Teaching different subjects is not easy, not able to teach some subject effectively, lack of preparation in teaching other subjects, an exhausting experience in delivering different lessons were shared by some participants.

Glenda expressed that teaching different subjects is not an ideal task or teaching loads during this pandemic because it affects negatively her performance or her preparation for other subjects.

“...teaching different subjects is not a piece of cake because you have a lot of things to prepare, sometimes I cannot say na 100% effective ako or I can say na I did not give my best to some subjects given to me. Bakit? To be honest lang po hindi ako nakakapagprepare ng maayos sa ibang subject na tinuturo ko kasi sa pagprepare pa lang ng ibang tinuturo ko pagod na ako, tapos may ibang subject preparation ka pa” (teaching different subjects is not a piece of cake because you have a lot of things to prepare, sometimes I cannot say that I’m effective or I can say that I did not give my best to some subjects given to me. Why? I just don’t think I’m able to do

The History of Philippine Education in the COVID-19 Era

well on other subjects that I'm teaching because when I'm preparing I'm tired already, then I've got another subject to prepare.)

She added:

“basta it is not healthy to have many different subjects to teach during this pandemic.”

Miguel also explained that teaching different subjects is difficult during pandemic because it needs a lot of sacrifices, less time for self just to prepare things for teaching and this might affect teacher's efficiency in delivering lessons.

“... hindi madaling ituro ang isang subject in online teaching tapos you are teaching different subjects pa, you can teach those subjects sir but the question is, are you effective teaching those different subjects?...” (It's not easy to teach one subject in online teaching then you are teaching different subjects. You can teach those subjects but the question is, are you effective teaching those different subjects?)

He added:

“... Nagpupuyat ako lagi gabi gabi, even my rest time in morning I have to use those time in preparing another subject na ituturo ko, inaamin ko rin na minsan na kung ano yung alam ko dun sa subject na yun ay ok na, I do not read some books anymore to widen ung alam ko sa isang subject at para maituro ng maayos sa mga estudyante ko...” (I sleep less every night, even my rest time in morning I have to use those time in preparing another subject that I'll teach. I admit that I rely sometimes on my background knowledge. I do not read books anymore to widen my knowledge on a particular subject so I could teach my students well)

Homer described his sacrifices in preparation for different subjects for him to teach and it caused him exhausted on the time of delivering his lecture.

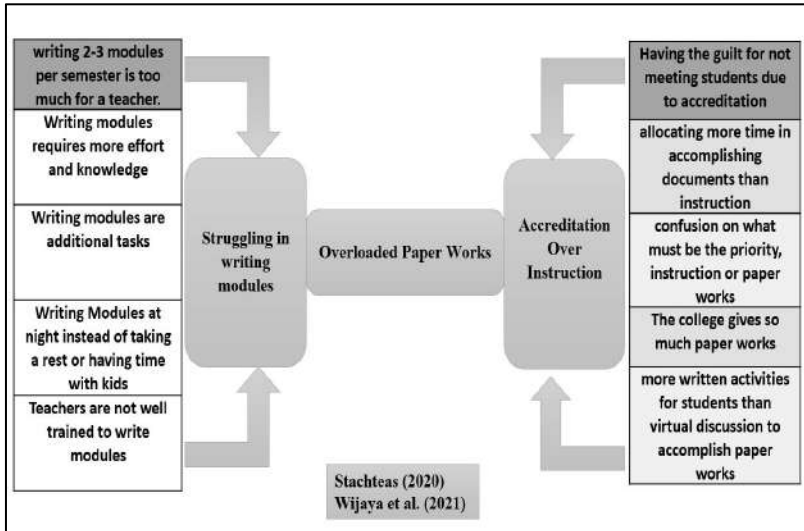
“... four preparation ako dun sir, magkakaiba ng subject so of course I need to read a lot of stuff, I need to go over my lecture, I need to assess myself also. So you know I need to prepare and prepare sa paggising ko sa umaga, medyo pagod na sa paglecture...” (I have four preparations in different subject so of course I need to read a lot of stuff, I need to go over my lecture, I need to assess myself also. So, you know, I need to prepare and prepare right after waking up. Then I’m exhausted after lecturing).

Bryan also shared the he is struggling on his teaching preparation since he is handling different subjects.

“...Teaching multiple subjects is challenging because it also requires for a greater degree of preparation. Since reporting to school is very limited, teachers may not be able to access the physical library to avail existing learning resources which can be utilized in teaching...” he said.

Chapter 5

A Mountain of Paper: The Heavy Burden of Educators During the Pandemic



This problem faced by the educators is common through to all school institutions where the educators are given some paper works as part of the monitoring system. This has been an issue since before pandemic, where the educators are bombarded of works aside of teaching. People think that educators amidst pandemic have nothing to do but just to receive their salaries without giving so much efforts on their profession amidst pandemic, since online and modular approach adopted by the different school institutions. This made the community to think that educators are favoured during pandemic. This is not true based on the challenges mentioned by most of the participants where they are given so much paper works aside of teaching during pandemic. As the educators in higher education prepare for the new set-up of teaching amidst pandemic, they are required to produce learning module in each subject assigned to them. This is

The History of Philippine Education in the COVID-19 Era

somewhat difficult for the educators because they were not trained how to write a learning module as voiced out by the participants. Writing 2-3 modules per semester is too much for a teacher, writing modules are just additional tasks, writing modules requires more effort, time and knowledge were shared and described by the participants.

Froilan explained that writing different modules in a semester is a difficult task because it needs a lot of time and effort in producing learning modules with quality.

“... Just try to imagine doing or accomplishing 2-3 modules per semester that is too much for a teacher. Why? Because module making is just like book making it requires time, it requires effort, It requires deeper knowledge for the subject so that you will be able to decide a better module for your students...”

He added:

“... having different efforts on different modules because you are a multi prep teacher, just try to imagine how difficult it is.”

Miguel also shared that educators teaching during pandemic in higher education cannot give their best in instruction due to lot paper works such as making modules.

“... Where in fact unlike sa deped na prepared na yung mga module nila, pero tayo sa higher education tayo mismo ang gagawa, dagdag trabaho na naman yan, at sobrang hirap gawin, you think we can give our best sa pagtuturo ngayong pandemic na ang dami daming pinapagawa? I doubt sir!” (at DepEd all modules are prepared. But in higher education, we do the modules ourselves-that’s another burden and difficult to do. I don’t think we could do our best in teaching during this pandemic. I doubt it because we have tons of paper works)

Flora described her sacrifices and efforts just to accomplish her tasks in writing a module.

“... I have to prepare modules so hanggang gabi gumagawa ako ng module or supposed to be like meeting at that time or nagrerest na or having time with my kids pero sad to say I have to do this work... yun lang sobrang pagod, sobrang puyat at nakakasakit ng katawan, nakakadehydrate...” (I have to prepare modules till night sacrificing my rest time and my time with my kids... I always feel exhausted, lack of sleep, and have body aches. Sometimes I'm dehydrated)

Alyana faced difficulty on how to write module since she has lack of training in making a module.

“...Pati nga sa paggawa ng module hndi madali, kc guro tayo hindi tayo writer, wala tayong enough training sa paggawa ng module, kaya nahihirapan ako kung paano ba talaga magsulat ng module. May mga parang libro, yung iba manipis, yung output ng iba, iba yung format...” (even the making of module is difficult because we're teachers, not writers. We don't have enough training in making modules that's why I find it difficult. They are like books, some are thin, some have different format.)

Homer admitted that he is struggling in writing modules.

“The current setup of education requires a lot of effort, such as being tech savvy. Also, learning how to create module which is new for me, and I struggle for doing it. Well, probably writing is not for me.”

Angela shared that writing a module is another burden for her as an educator amidst pandemic.

“Preparing module is not that easy, more time is needed. This is actually another tasks which give me more pressure amidst pandemic as a teacher.”

The participants also described that what makes them bombarded in paper works was the accreditation conducted by the college. Academic accreditation is a process improvement procedure that involves an external agency evaluating and verifying the services and operations of schools and universities or programs to assess whether relevant and established criteria are fulfilled. If the requirements are satisfied, the authorized body will give accredited status. In connection, the educators in higher education are facing difficulties on how to manage their role between instruction and tasks in accreditation amidst pandemic as described by some participants. Not able to meet students due to concerns in accreditation, our college gives a lot of paper works, allocating more time in accomplishing documents than instruction, confusion on what must be the priority between instruction or paper works, more written activities for students than virtual discussion just to accomplish paper works were shared and described by most of the participants.

Froilan shared that accomplishing different paper tasks leads him to sacrifice his time in instruction, meeting his students just to complete and submit paper works being asked to him.

“allocating some more time to the point that you are going to sacrifice some of your teaching time in order for you to give help or hand in the preparation of documents in accreditation for example its preparation takes 1 month to 2 months and just try to imagine the number of times you do not meet your students just for those problems or just for those additional tasks as a teacher...”

Miguel also described that he has no time for himself even in meeting his students because aside of teaching during pandemic, he has other duties such as doing some paper works in preparation for accreditation.

“... Alam mo naman sir that our college gives a lot of paper works most especially nung kasagsagan ng accreditation, liban sa pagtuturo sir ngayon pandemic na witness mo rin at naranasan yung hirap natin sa accreditation nun, to the point na wala kang oras sa sarili mo...” (our college gives a lot of paper works most especially during accreditation. Aside from teaching amidst the pandemic, you also experience the difficulty of accreditation to the point that I have no time for myself.) He added “...Minsan yung ibang klase na handle ko nun ay hindi ko na namimeet kasi dahil sa ISO docs na yan at accreditation...” (I couldn’t meet some of my classes due to ISO visit and accreditation.)

Glenda also explained that she is confused on what to do first because of the additional tasks in accreditation instead of focusing in teaching during pandemic.

“aside of teaching we are given different tasks such as compiling documents and even accreditation documents, so hindi lang pagtuturo yung ginawa namin at ginawa naming ngayong pandemic sir, at nakakapagod.” (aside from teaching, we are given different tasks such as compiling documents and even accreditation document. That’s why teaching is not just our job during this pandemic. It’s very tiring).

She added:

“Minsan diko alam ang uunahin, ito ba or yan ba? Pagtuturo ba o paperworks? Bakit kasi pinupush nila yung accreditation nun eh pandemic? I know we can make it, pero it needs a lot of sacrifices...we gain recognition as accredited college but there’s no improvement in our instruction...”

(Sometimes I do not know what to deal first-paper works or teaching? Why did they still push accreditation even there's pandemic? I know we can make it, but it needs a lot of sacrifices...we gain recognition as accredited college but there's no improvement in our instruction).

Carmen also described that she is giving more written activities to the students and less of meeting virtually due to her involvement in some activities of the college.

“... I involved myself in the preparation of accreditation and ISO documents needed for evaluation... Sometimes I cannot meet my students dahil sa mga tambak na gawain, paperworks na pinapagawa sa atin, kaya halos puro asynchronous ako, halos puro activities na lang, I meet them sa make up class pero limited parin kasi hindi lang ako ang subject nila.” (I involved myself in the preparation of accreditation and ISO documents needed for evaluation... Sometimes I cannot meet my students because I have a pile of paper works to finish. That's why I always do asynchronous classes, more on activities. I meet them during make up class but still limited as they have other subjects to deal with)

Alyana also shared that she has to sacrifice some of her time in meeting her students just to accomplish the paper works given to her which mandates her to give reading materials only to the students.

“...meron ding pinapagawa sila minsan sa ISO ganun din sa accreditation iyon, minsan nakaka stressed, hindi ka naman makapagreklamo kasi yun talaga ang trabaho natin.” (They tasked us to make documents for ISO and accreditation. Sometimes stressful but I couldn't complain because it's part of my job.) She added “...minsan dahil sa dami ng pinapagawa hindi ka nakakapagturo, tapos yun kailangan mo na lang din magbigay ng gagawin yung mga bata o kaya magbigay na lang ng readings na hindi naman nila nireread kaya ayun.”

(sometimes I couldn't teach due to the workloads. The least I could do is to give them activities and reading materials. I don't actually know if they truly read the materials.)

Flora feels guilty as a result of not meeting her students due to paper works amidst pandemic.

“...pero I feel guilty kasi hindi ko namimeet minsan ang klase ko nung ang daming paper works na pinapagawa during accreditation ngayong pandemic...”(But I feel guilty because I couldn't meet my students sometimes due to paper works for accreditation during pandemic)

Eddie is facing difficulty in managing his roles between paper works and duties as educator. He stated that:

“Isa ako sa Accreditation & ISO Task Force, nahihirapan ako on how to manage those tasks, kasi tambak ng paperworks, minsan hindi na ako nakakapagturo kasi hindi mo alam kung ano talaga trabaho mo. Nakakalungkot na nakakagUILTY rin kasi nga kawawa mga bata.” (I'm one of the Accreditation & ISO Task Force. I find it difficult to manage those tasks due to pile of paper works. Sometimes I do not teach my students because I'm confused with my job. I'm sad and guilty because of my students' plight.)

Bryan shared his struggles on how he can balance his clerical works and instruction that sometimes he has to give up instruction to do his paper works.

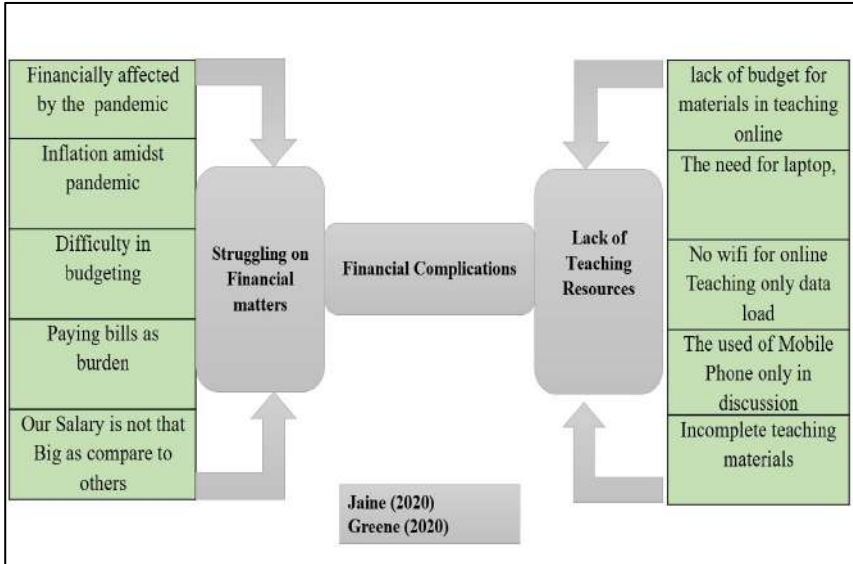
*“Beyond my instructional duties, I am also tasked to work on other assignments. These assignments include tasks related to Accreditation, Research and Extensions activities, and Student Enrolment and sometimes I cannot balance my time which I have to sacrifice instruction just to meet the deadline.”*he explained.

Angela explained that due to other works aside of teaching she has other roles to perform a reason for neglecting instruction

“I teach 8 to 9 subjects plus other administrative tasks and trainings; thus, I and my students meet half way to accomplish our goals. There are times that I have to accomplish my paper works a reason why I cannot meet my students.” she shared.

Chapter 6

Balancing Books and Bills: Financial Woes for Educators During the Pandemic



The coronavirus pandemic disturbed Educators' normal way of teaching, but the digital world has stepped in to help. Assessing and monitoring students have all moved online throughout the world. The global expansion of COVID-19 had a tremendous impact on education. As schools and colleges shut, many educators turned to technology to pursue teaching and learning process. In this case, educators are struggling on how to cope since financial matters are involved in this new set up of teaching. This is how Covid-19 pandemic brought challenges to the educators such as financial difficulties as described by most of the participants. Educators are facing challenges on how to respond on the needs of online way of teaching. Since there is a need for gadgets or devices in online teaching, it cannot not deny the fact that not all educators

The History of Philippine Education in the COVID-19 Era

have sufficient personal devices for online teaching. There are also problems faced by the educators which some of their devices are not functioning well, which is common to most unexpected situation during online classes. Some participants reported that they are Lack of Teaching Resources for online distance learning. Lack of budget for materials in teaching online, needs for laptop, wifi and speaker in online discussion were shared by the participants.

Homer explained his challenges on the demands of materials needed for online delivery instruction.

“... siyempre nagshishift tayo sa online class then of course sir yung mga ginagamit mong material sa online class, say for example laptop, kailangan mong ipaayos ung laptop for smooth discussion kailangan din ipaayos kung sira nag camera mo or mouse mo, speaker. So mapapagastos ka sa aspeto ng meron tayo ngayon.”(of course, we have to spend for the repairs of our gadgets for our online class. We need to repair our broken laptop, mouse and camera for smooth discussion. We have to sacrifice to meet our ends.)

Glenda shared that she has lack of materials needed for online delivery of lessons, since she has also other financial concerns to think about aside of teaching materials.

“...One thing more having incomplete materials for teaching, need ko wifi, magandang laptop and etc to make sure na maganda yung delivery ng lessons, pero kulang parin kasi marami akong gastusin na dapat unahin...”(One thing more having incomplete materials for teaching. I need strong Wi-Fi connection, good laptop, etc. to make the delivery of my instruction clear. I couldn't not achieve those as I have to spend my money first for our home. There's no money left to buy gadgets.)

Froilan faced a problem in his technological teaching resources.

“...I have laptop but sometimes it is not functioning well, there is also for speaker, mouse and etc. Hindi naman makabili agad because I have other concerns, kaya pinagtitiyagaan ko na lang ung cellphone in delivering my lessons)(I have laptop but sometimes it is not functioning well, there is also for speaker, mouse, etc. I could not buy immediately because I have other concerns. That’s why I strive only using of my phone in delivering my lessons.”)

Eddie faced lack of teaching resources due to shortage of budget.

“... yung gagamiting gadgets, lack din po ako doon, wala po akong nagagamit na gadgets like laptop sa pagconduct ng online classes kasi hindi naman kompleto sa mga yun, kaya nangangapa rin ako dyan, kulang pa kasi budget ko to buy.”(I do not have gadgets for the conduct of online classes such as laptop, mouse and headsets. I have no budget to buy those things)

The Corona 19 Pandemic brought challenges to the countries around the world. This pandemic leads the world economy to economic recession which caused financial difficulties to every households. Educators are now in a dilemma not just in educational matters but also on their financial needs amidst pandemic. Financially affected by the pandemic, inflation amidst pandemic, paying bills as burden, difficulty in budgeting were shared by some participants. Glenda expressed her struggle financially amidst pandemic.

“... nangangapa po ako financially dahil sa pangangailangan namin araw araw, pagtaas ng bilihin ngayong pandemic ay nagdulot ng problema sa amin pagdating sa pera. Isipin mo sir, maya maya ay kakain mga

anak mo, tapos malakas pa sila kumain, maliban dun may mga bayarin din sa bahay, may mga dapat pa akong bayaran kaya hindi madali ang buhay ngayong pandemic...”(I’m stressfully crawling our financial needs due our necessities every day, and high inflation rate during the pandemic. My children are hungry always. They love eating. I also have to pay the bills at home. I have other things to pay. That’s why life during this pandemic is difficult.)

Miguel explained that he is financially affected by this pandemic because one of her family is a covid patient and caused him to spend money.

“... just to share with your sir, I am financially affected by this pandemic, nagka covid yung one of our family members napagastos ako ng todo, hindi rin naman malaki sahod natin compare to police or to some government employees, ahm ahm kung baga yung sahod natin sapat lang sa pang araw araw, pano na lang kapag may nagkasakit diba?...” (just to share with your sir, I am financially affected by this pandemic. On family member of mine got infected by the virus. Our salary is so low compared to the police and other government employees. Our salary could only augment our basic needs. What will happen to us if our family get sick?)

Carmen shared that she is having difficulty on budgeting her salary during this pandemic.

“... naman natin na tayo ay nabulaga ano sa ganitong pangyayari na hindi naman natin ineexpect at sa financial problem narin... alam naman natin na sa ating mga guro, ay may mga loan, mahirap ibudget yung ating pera ngayon pandemic.” (we were startled due to the pandemic. We didn’t expect it. We also continue to work despite the financial problems. We know the fact that the teachers have loans. It’s difficult to budget our wages during the pandemic.)

She added:

“... Especially sa akin na very challenging ang pagka mother ko, bakit ko sinasabing very challenging? Kasi imbes na yung budget ay para sa daily needs eh hindi naman pedeng hindi tugunan ang pangangailan ng aking mga anak because of their situation, sinubok sila ng pagkakataon...” (Being a teacher and mother is challenging. Why? Because I have to divide the money I earn for our daily needs, and other needs of my children. It’s very hard to budget everything.)

Alyana also shared her struggles financially as she report physically in the school.

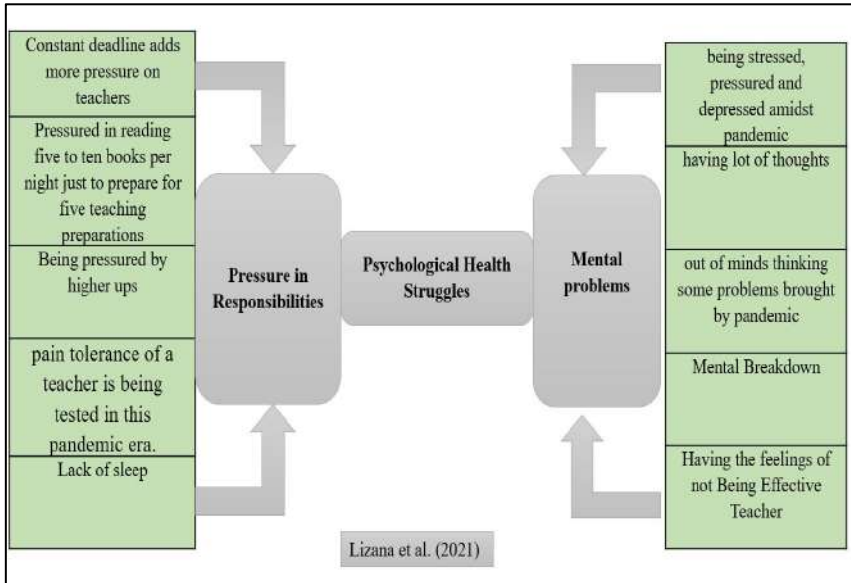
“...kailangan nating pumunta ng school at malayo ako, kailangan namin ng pera para gagastusin duon kasi mahirap naman ngayon transportation kaya nahihirapan ako ngayong pandemic financially.” (I have to go to school even if it’s so far. I need budget for my transportation especially now during the pandemic.)

Flora also shared her financial struggles amidst pandemic. She said:

“...also yung mga financial problems natin kasi hindi naman sapat yung sahod natin para sa pangagailangan natin ngayong pandemic.” (Also those financial problems because our salary is not enough to augment our needs during this pandemic.)

Chapter 7

The Silent Struggle: Educators' Mental Health Crisis in the Pandemic



The pandemic is indeed a threat to all in individuals around the world. The mental health struggles in the new normal are connected with the pandemic outbreak, along with the lockdowns implemented by each countries. Economic recessions resulted to financial problems of every family leads to mental struggles of individuals. Indeed front liners such as health workers and police enforcers are not the only people who are suffering from possible effects of this pandemic but also the educators who are also experiencing psychological health struggles. Aside of facing the threats of pandemic, there are there factors affecting mental health of educators amidst pandemic. Indeed, educators are also experiencing Psychological health struggles amidst pandemic as described by most of the praticipants. Teaching amidst pandemic is indeed a challenging part for all the educators who are doing their best just to make their performance very well. Educators

The History of Philippine Education in the COVID-19 Era

in higher education are facing difficulties on their responsibilities since everything is being done remotely. Aside of teaching they are given additional tasks by their heads which leads them to pressure on their job as well the problems on their family. As described by some participants they are pressured on their responsibilities. Constant deadline adds more pressure on teachers, lack of sleep, being pressured by higher ups, reading five to ten books per night and pain tolerance of a teacher is being tested in this pandemic era and family problems were shared and described by the participants.

Froilan described the pressure brought by constant deadlines of documents during pandemic which resulted to lack of sleep.

“... constant deadline to ask by our heads for example is actually adding more pressure on us as teachers to the point that we are actually lacking sleep it is because we need to prapre those documents and for example for me at some point I have to read five to 10 books per night just to prepare for my five preparations per class or per week.”

He added:

“ Just try to imagine and you are being pressured by higher ups in order for you to comply at some we are not actually complaining but there are instances that adds to the stressors of being a teacher so what I have told you a while ago the pain tolerance of you as teacher will always be tested especially in this pandemic era.”

Miguel also explained that being an educator during this pandemic is not that easy because of pressure and problems in family and school responsibilities.

“... There were days na naistressed ako dahil sa some family problems dala ng pandemic, I feel so pressured like

baka hindi ko magawa yung mga pinapagawa nila, I am mentally drained sir. buti sana kung full time office workers tayo so that we can give all our time dun, mahirap ang buhay guro ngayong pandemic sir..”(There were days that I’m stressed due to family problems due to pandemic. I feel so pressured as I might not able to finish the paper works in due time. I’m mentally drained. Unless we are full time office workers so we could pour our time and efforts. Life of a teacher is difficult during the pandemic.) he said.

Educators are facing psychological and emotional health issues as they pursue their duties amidst pandemic. Challenges on their profession, family problems and their personal issues brought complications on their mental health. It is indeed that living in this time of crisis is very difficult which leads the individuals into depression. Being stressed, pressured and depressed amidst pandemic, having lot of thoughts and being out of minds thinking some problems brought by pandemic were shared and described by the participants. Glenda shared that working amidst pandemic made her stressed and depressed because of having lot of thoughts on her mind in this time of crisis.

“... Nakaka stressed, nakaka pressured, nakakadepressed na hindi ko maintindihan minsan nga tulala na lang ako while thinking of everything during this pandemic, because of this pandemic mas naging mahirap kumilos at magtrabaho. Sinong hindi maiistressed ngayong pandemic?...” (I’m stressed, pressured and depressed. I can’t understand myself sometimes. Sometimes I just caught myself staring at something while thinking everything during this pandemic. This pandemic restrains us from working. Who will not be stressed during this pandemic?)

Alyana also shared that sometimes she is out of her mind due to family problems brought by pandemic.

“... Minsan parang nafifeel ko rin na hindi ako effective o kaya hindi rin ako nakakapag isip ng maayos minsan kasi nga marami ding problema na kinakaharap dito rin sa bahay ganun dala ng pandemic.” (Sometimes I feel that I’m an ineffective teacher as I couldn’t not think rationally. Problems at home due to pandemic add to my stress in school.)

Eddie described how responsibilities and this pandemic affect his mental health.

“...Mental breakdown, naistressed ako lagi kasi dahil sa mga responsibilities, minsan kung ano ano iniisip ko dahil sa stress, dala rin ng pandemic.”(I always have mental breakdown. Sometimes I am stressed due to many responsibilities. Sometimes I have negative random thoughts during this pandemic.)

Bryan shared that he is struggling mentally due to difficulties and adversities in life brought by pandemic.

“the New Normal has created unprecedented challenges in all aspects of my life. To share, my mental state is the most affected aspect. Sometimes I have a lot of thoughts that make me stressed and pressured.” he explained.

PART 2 : THE SITUATION OF PRIVATE SCHOOL EDUCATORS DURING COVID 19 PANDEMIC

Chapter 8

Driving Forces Behind Private School Teachers' Commitment to Teaching

Passion in Teaching

Passion is essential in fostering a good learning atmosphere that is conducive to successful learning and teaching. Student learning may be influenced by a teacher's passion. Teaching with passion enhances learning because it inspires students to participate in learning process. In order to be a successful teacher, you must be passionate about what you are doing. According to the participants, they love to teach because it is their passion. Jane shared that:

“...I love teaching, this is my passion. There are many opportunities waiting for me, outside of this profession but I chose to stay in teaching even in a private school only simply because I love what I am doing...”

She also added:

“Yeah, there are many opportunities, like to be a policewoman but teaching makes me more satisfied as I continue my existence in this world...”

Shane also emphasized that teaching is a calling and there's nothing bad in pursuing teaching profession in a private school. She said:

“...teaching is not just a profession but it is a calling...I love what I am doing, and there’s nothing wrong teaching in a private school...”

Sheila expressed that she loves teaching even though she is in a private school, she is more happy in teaching every moment she sees the smiles of her students. She said:

“...I love my students, I care for them, that’s why I am still in teaching, yeah this is a private school but it is not about where you teach but it is how you give value on your profession...”

She added:

“what makes me more in love in teaching, are my students, I love their smiles, and it makes me happy knowing that I am the reason of those smiles...”

Jake also shared that teaching is about touching the lives of other people not for him to be a rich man someday. He said:

“I chose teaching not be rich someday, but to touch the lives of young ones, I want them to grow with good attitude, I want them to see the beauty of life and this only be possible through teaching them...I love them”

Keith had this to share:

“...staying and teaching in a private school doesn’t make you a teacher, same with teachers in public. It is not about the status of your job, but it is how you love your work while building the lives of your students...”

She added:

“I stay in private school because it makes me happy...”

The History of Philippine Education in the COVID-19 Era

Teaching as a Calling

A job might be almost anything. People get paid to do the most outlandish things. A calling, on the other hand, is something more than a job. It is a God-given conviction for a certain goal or action. Teachers make more sacrifices for their students than most people know, whether it's their time after school or their own money to provide some classroom materials. In terms of salary, the lowest pay is frequently provided in private teachers as compared to public teachers. Some participants explained that teaching is a calling not just a profession. Shane explained that teaching in a private school is a calling not just a job only. She said:

“...in spite of having low salary in a private school, I stayed in teaching simply because I know It is a calling from above...”

She added:

“ this is not a job only but I consider it as a calling sir...”

Jane also explained that teaching is not just for her to earn money but to touch the lives of others. she said:

“ teaching is not just a profession but a calling that I must teach not just to earn money but to really touch other’s lives to be the person they want to be... I am more passionate to teach every time I think that I am part of other’s lives...”

she added:

The History of Philippine Education in the COVID-19 Era

“I want to show to my students, that I am with them, in achieving their goals in life...”

Keith also had to share:

“teaching in a private school doesn’t mean you are lower than a public teacher, I stayed in teaching simply because I know that this is more than a profession, I did not leave teaching simply because I am called to be a teacher...”

She added:

“even though this is a private school, there’s nothing difference with the public schools aside of salary, yet it is both calling to teach...”

Promotion in Public School

Experience in teaching is necessary in any school institutions, this is needed in order to be hired in private or public schools in the Philippines. Applying in a public school, teacher applicants must undergo in process, and should meet the criteria set by the Department of Education. Interview, teaching experience, proficiency examination, education and attended trainings are needed as part of the application in public schools. Some participants described that they are teaching in private schools for them to have points and have experience in teaching to be qualified in a government or public school. Jessica shared that:

“I chose to teach in private school in order for me to get points as part in ranking system of public schools, I have to get experience in teaching...”

She added:

“everyone wants to be in public school, but there’s no shortcut in achieving that dream but to undergo or have an experience first in teaching...”

Kyle explained that he is teaching in private school for an additional experience and for him to be hired in public school. He said:

“...to be hired in public schools, we must possess an experience in teaching, that’s why I chose to teach in private school, to have more points in ranking system of the Department of Education...”

He added:

“my family wants me to be an army, but I want to pursue what I have finished that’s why I am teaching in private school as my first step...”

Jake also shared that:

“it is true enough that teaching in a private school is good, but It is actually one of the process in applying for public school... in order to be qualified you must have an experience in teaching...”

Jackson explained that it is an opportunity for him to teach in a private school to get an experience in teaching before he proceed in public school. He said:

“I stay in private school for me to earn points, it is needed in application for Deped or in public school...”

He added:

“so teaching in a private school is an opportunity for us to earn more points and to have experience in teaching.”

The History of Philippine Education in the COVID-19 Era

Chapter 9

Private Teachers' Struggles in the Midst of the Pandemic

Financial Constraints

The Covid-19 pandemic has a massive effect on the world market economy and social relationships, forcing countries to suffer deeper economic slump. Poverty and worldwide social inequality have also grown as a result of the pandemic. Receiving low salary, burden on family needs, lesser number of student enrollees, possibility of schools' closure were shared by most of the participants. Jessica expressed that they are struggling in terms of financial matters. She said:

“I am struggling financially during this pandemic, we have low salary as compared to public teachers, but we have the same work and that is to teach students, reach out them during this pandemic...sometimes I don't know where to get money for our daily needs in this pandemic...”

She added:

“10,000 is not enough for a month, especially I have family to feed...”

Sheila shared that living in this crisis time is difficult most especially private schools where they are teaching were affected by the pandemic causing recession on the number of students which their salaries depend on the students. She said:

“it is not easy to live in this pandemic era sir, yes we love teaching, but I think we deserve to be paid higher based on our efforts...our salary private teachers decreases due to the impact of pandemic, we have low number of

enrolees and if affected our salary...I am suffering financially I don't know how to budget my salary in one month..."

She added:

"the government should give us attention also, they should listen in our voice as private teachers, we need subsidy from the government during this pandemic..."

Jackson described his burden as a private teacher which the pandemic caused a great negative impact on his profession. He said:

"I have children to feed, my salary is not enough, I am a private teacher the most affected during this pandemic, why? Our salary decreases just for our school not to close during pandemic because students preferred to study in public schools because it is cheaper than in private school..."

He added:

"hoping that the government will help us, in this time of crisis..."

Kyle also had to share:

"I have difficulties in terms of money in this time, I am really struggling, sometimes I want to give up but I have to be strong for my family..."

He added:

"we are also contributors in the growth of our economy, we are also moulders of future leaders, the government should increase us our salary or at least make a way to help

us private teachers during pandemic because we are really struggling financially...”

Mental Health Issues

Psychological issues aroused since the pandemic started. This crisis gives dilemmas to the people around the world which affects their mental health by thinking those problems. Feeling stressed and pressured in life, feeling alone, lack of sleep, crying day and night and feeling disappointed were described by some participants. Jane expressed that she is stressed thinking how to overcome the difficulties brought by this pandemic. She said:

“I feel so stressed, I feel like I am nothing I don't know how to describe it but sometimes I am lack of sleep thinking how to survive in this pandemic...I am out of my mind sometimes...”

Jake voiced out his emotions and disappointment on himself thinking that he is not able to provide the needs of his family during this pandemic. He said:

“I am pressured in life in this time of crisis, seems like I am a failure...I cannot give what my family demands on me and that gives more pressure...”

He added:

“it seems no one supports me in my battle...”

Keith also shared that she is suffering from depression because of this pandemic. She said:

“sometimes I cannot control my emotions, there were nights that I am depressed, all I want to do is to be alone,

thinking all my problems in life brought by this pandemic...”

She added:

“I have to be strong but depression during pandemic is more powerful that sometimes I cannot control but to cry and cry day and night...”

Shane also had to share:

“ I cannot avoid thinking of my problems, I am weak, this is because of I cannot give all my best for my family, I am stressed, depressed, loser, I want to shout to release all my pains because of this covid-19 virus...”

She added:

“ being a teacher is not that easy during pandemic, you are more pressured as compared to face to face...”

Working Beyond Contract

A contract is a written agreement between an employee and employer. It provides both the employee's and the company's rights and obligations. It can be implicit, verbal, or written, with a detailed actual contract that the employee signs. The terms of the agreement are determined by what was agreed upon until employee indicated that they would take the job. The participants expressed their struggles and pain as they work with their heads. Private teachers as voiced out by the participants are working beyond on their contract which gives them challenges on how to balance their responsibilities. Doing things that is not in the contract, performing different designations outside contract, feeling afraid, not being paid, not able to sleep due to extra paper works and contract must be followed were shared and

described by the participants. Jackson is performing such tasks that are not on his contract. He said:

“...I am doing things that is not actually in my contract, I am hired to teach subjects but not to do other works that is not in my contract...”

He added:

“...I am afraid not to do those things because that can be a ground for me not to be hired next school year...”

Sheila also shared that she was given designations that is not part of her contract. She said:

“...it is just too unfair that I have a lot of designations that is not in the contract I have signed, I do a lot of things that is not actually paid, this is my struggle in teaching...”

She added:

“...I chose to keep silent and doing things even that is not part of my job...”

Shane shared that she get difficult on how to manage her tasks

“...you know what? There are things like some paper works, many tasks such as being coordinator in different areas...I don't know sometimes if what I have to finish first. I am not paid on those thing...”

Keith expressed her pain on her services that is not paid. She said:

“ we have unpaid services for the school, we cannot demand for payment of those services since it is not in our contract, but why do people I mean our head give us those tasks? Is it to test our commitment?... that is too unfair!...we do our job with passion then we deserve a good salary”

Jane described her effort just to finish the tasks assigned to her. She said:

“ there are nights that I was not able to sleep sir, because there are tasks given by my supervisor that I have to finish, but actually it is her job to finish those things...”

She added:

“...yeah I am just an employee...but I think I deserve to have an increase in my salary because I do a lot of things that was not in the agreement I signed sir...”

Jessica described her experience as a teacher that makes her feel stressed. She said:

“...contract must be followed but why it seems not...I work this, I work that, I do that, I do all things...I am not complaining sir but I feel so sad for myself... I feel so stressed...”

Lack of Teaching Resources

Teaching amidst pandemic is not easy as what others think about it. Private teachers are mandated to teach their students virtually unlike in Public School that they purely adapted modular learning approach. In this case, private teachers must have their own gadgets or any technological resources in delivering their lessons via online. The participants are having difficulties due to lack of teaching

resources which is connected to their financial problem. They cannot able to buy their own teaching resources due to financial constraints. Lack of gadgets, need to borrow laptop, struggling in making presentation and no budget to buy laptop and wifi for online discussion were shared and described by most of the participants. Sheila shared her problem. She said:

“In an online distance learning sir, we need gadgets or technological resources...I find it difficult because I don't have my own laptop which is very needed...I used my phone and sometimes I have to borrow laptop...”

Jessica also shared her experience in online teaching. She said:

“...I cannot deliver effectively the lessons because I'm just using my mobile data not a wifi...”

Shane explained:

“...I am a newly hired teacher in private, I have no budget to buy laptop and wifi for online teaching...”

Kyle also described his problem in making presentation for discussion. He said:

“ one of my problems sir is that how to make power point presentation for my discussion that is really my struggle...I'm using my phone for discussion but my laptop is not functioning well...”

Poor Relationship with the School Heads

There is a need for healthy relationships between teachers and school heads to ensure that they will work collaboratively to improve schools and sustain instructional quality. Poor collaborative planning might result from a strained relationship between teachers and principals. The

participants negatively described their relationships with their school heads which is one of their challenges in the teaching profession. Losing respect to the head, losing confidence, being embarrassed and humiliated by the head, no compassion at all and not a leader but a boss were shared and described by the participants. Kyle described how he lost his respect to their school head. He said:

“...our head is so strict...sometimes I understand but to the point that she is shouting us in most of the meeting...seems like I lost my respect to her...”

Shane also shared her struggle in approaching their principal. She said:

“...it is natural to a principal to get mad but I lost my confidence to talk with her because there was something she did to me...she embarrassed me in front of my colleagues...”

She added:

“...I don't know how to approach her...I feel like I am always afraid to her, that is one of my struggles sir...”

Jessica described that she is having difficulty on her workplace. She said:

“...There was a time I was humiliated by our principal during the meeting. I kept silent but inside I'm broken, do you know that feeling sir?...”

She added:

“...there's no compassion at all...it is too hard work in a place where there is hate...”

Sheila described their relationship teachers with their principal. She said:

“...our principal is a boss not a leader...she doesn't know how to connect herself to us...she make things complicated and always get mad to us...that is my struggle no one can meet her standard...”

PART 3: STUDENTS DROWNING IN THE SEA OF VIRTUAL LEARNING AMID THE GLOBAL CRISIS

Chapter 10

The Strain on Students as They Adjusted to Online Learning in the Pandemic

Education has undergone significant changes, particularly as a result of technological advancements. Classical universities and colleges have been pushed to use alternate instructional delivery techniques as a result of the internet's as well as other new technologies' breakthroughs. Innovative approaches continue to have an impact on how instructors teach and students learn. Synchronous online classes are one distribution option that is gaining popularity. Synchronous remote teaching is one of the most common types of distance education, and it has a variety of benefits for both educators and students. Nevertheless, it's also vital to be aware of some of the difficulties and challenges that come with this method of learning. As the academe pursue teaching and learning, unexpected case happened where humanity is facing a dramatic battle with Covid-19 virus. The Coronavirus Disease (COVID-19) had a devastating impact on the entire world. COVID-19 was first discovered in December 2019 in Wuhan, China, a city with a population of 11 million citizens. Within only three months, it has expanded to 188 countries across the globe, infecting over a million people and killing over 11,000 people (World Health Organization, 2020). COVID-19 is incredibly aggressive, which is why it spreads so quickly. Some governments, including India, Malaysia, Canada, Singapore and even Philippines and many more countries have implemented partial or complete shutdowns to

The History of Philippine Education in the COVID-19 Era

stop the spread. It has undoubtedly brought nearly all commercial, business, and non-commercial, as well as governmental activities to a stop on a global scale. Whereas airline travel, leisure, amusement, and ride-sharing have all but ceased, the internet gaming sector, online grocery delivery, and, most significantly, remote education (synchronous and asynchronous instructions) continue to operate normally (Ramadan, 2020). The COVID-19 pandemic has forced academic institutions to adjust to its limitations (Basilaia & Kvavadze, 2020; Neil, 2020). A number of applications and platforms such as the used of edmodo google meet, zoom, facebook messenger and other educational resources have been initiated to assist high school and college students, professors and teachers, parents, academic institutions, and educational leaders in their study processes, as well as to provide support networks and facilitate interaction during the shutdown of academic system (Reimers et al. 2020; Bender 2020). Classes online were originally developed in the framework of a teacher/professor presenting material in a class, with the knowledge being transferred and stored via computer so that students may retrieve it later and again. Students appear to prefer this format since it allows them to have quick access to information. Undergraduate students, on the other hand, are much more traditional, which is why they dislike the structure of online classes, as opposed to postgraduate students, who are even more flexible to contemporary work techniques in the learning setting and prefer collaborative approaches and direct connection inside the university (Castaneda & Rentz, 2020). Students must be more disciplined when taking online classes. Graduate students who have higher chances of success for distance learning because of higher maturation and professionalism, whereas undergraduates are less engaged in this approach, and middle school students are considerably less disposed to online classes (UNESCO, 2020). Students who value

involvement in classroom teaching courses believe it is necessary to engage with academics for face-to-face interactions with professors and classmates, including for instant feedback provided by the mentioned circumstances (Mather & Sarkans, 2018). As a result, students perceive online classes as unproductive because of the consequences of online learning, which include minimal exposure with the school setting and classmates, as well as increased contact with online devices (Gabor, 2020).

This chapter shows the different themes generated from the analysis on the transcribed interview of the respondents.

Poor Internet Connectivity

Students are struggling in making adjustment for a virtual learning environment since they are exposed to classroom learning or face to face learning approach. They are unable to respond to commuter-based education due to the abrupt change. In an online platform of learning there is a need for a strong connection for the students to connect virtually in online discussion with their teachers. Unfortunately, students are struggling on this part since they are experiencing poor connection on their synchronous meeting with their teachers. Some of the participants described that due to their location they are not able to connect, and also because of power interruptions as well of poor signal. These problems experienced by the participants gave so much burden on their synchronous meeting in an online education during this pandemic. Andrea shared that she is not able to connect in synchronous meeting due to connection difficulty. She said:

“...I cannot join sometimes in our virtual discussion due weak connection, I don't know what to do because we don't have wifi in our house, I only depend in mobile data...”

Jake described his experience in virtual discussion. He said:

“...sometimes I cannot connect in google meet or in our synchronous meeting sir...I am not able to cope in virtual discussion due to poor signal sir...”

Joshua also expressed his struggles in attending synchronous meeting during this pandemic. He said:

“I am living in an area where connection is poor sir...I want to get a module but the university encourages us to still attend in synchronous discussion...”

He added:

“... I can attend for a while like 2 to 3 minutes but after that I encounter problem in my connection...”

Princess shared that in order for her to attend on their synchronous meeting she has to look for a mall for her to be connected virtually yet she still experienced poor connection. She said:

“...I am far away in signal tower sir...during synchronous meeting we are mandated to attend...I cannot connect easily due to loss of connection every now and then...”

She added:

“...sometimes I have to go in a mall just for me to connect...but still I experienced poor connection...”

Michelle also had to share:

“...while I am listening to my instructor in a certain subject I experienced lagging in my internet...I cannot connect immediately due to internet lagging”

She added:

“...I have to make sure that I am the only one who is connected in our wifi for me to attend in synchronous meeting...I have four siblings that’s why we are all connected in wifi and that made me experienced poor connection...”

Poor Understanding

Covid-19 Pandemic greatly affected the school institutions which forced them to adapt new mode of teaching by implementing online distance education. The Higher Education Institutions in the Philippines applied synchronous and asynchronous approach to pursue education amidst pandemic. In synchronous virtual meeting, college students are expected to attend for them to have a deeper understanding on the lessons. Students described their challenges in synchronous virtual meeting as more difficult compare to face to face since they cannot understand easily their lessons virtually. Some of them shared that it is too hard for them to cope in virtual discussion which resulted to poor understanding. Jake shared that attending in a class through a device only affects negatively his understanding on the lessons. He said:

“... I feel like I am not learning anymore...I don’t know the reason but it is too hard for me to understand a topic maybe because I prefer face to face learning than in synchronous or just meeting virtually...”

The History of Philippine Education in the COVID-19 Era

He added:

“It is more difficult to understand a discussion through a screen of computer only...”

Michelle also described the changes on herself from being active to passive in a synchronous virtual discussion. She said:

“...there was a time or most of the time sir that I cannot really understand our discussion in synchronous or in virtual meeting... I feel so sleepy learning through my phone watching my teacher talking and talking...”

She added:

“I am not like this before, it is easy for me to understand a discussion before but in virtual discussion I found it very difficult...”

Joshua also described that he has to put more efforts to understand a topic in synchronous discussion, which he also expressed that he was affected negatively the way their teacher teaches them. He said:

“...listening in a synchronous or virtual meeting with my teachers is so challenging sir, seems like I have to level up my comprehension to understand my teacher...”

He added:

“...I feel like my teacher is not motivated to teach...it also affects my performance which I don't understand her discussion...”

Maricar shared her struggle in synchronous virtual discussion which she cannot able to understand their topics virtually. She said:

“...virtual discussion with my subject teacher sir, I found it very difficult because there are topics that cannot be discussed in virtual only, a reason why I am not able to understand some topics sir...”

She added:

“hopefully face to face should be restored because I don't really understand my teacher or what she is talking during virtual discussion...”

Financial difficulty

Pandemic brought economic challenges to all countries around world and it greatly affected the lives of humanity. The educational sectors adopted online distance education to continue its vision and mission amid pandemic. This set up of teaching and learning might be easy as what others think about it but it doesn't really describe correctly the experiences of students. Some of the participants are facing difficulty in terms of financial matters because of the new way of learning. They are struggling on how to cope with the demands of synchronous virtual learning since it needs mobile data or wifi to be connected in virtual discussion.

Maricar shared that she is struggling financially due to demands of synchronous virtual discussion. She said:

“...it is too difficult this set up of learning...I spend almost 150 per day to attend in our synchronous discussion...that is actually one of my problems in

synchronous discussion it consume big amount of data... I am financially struggling in this set up of learning..."

Andrea also shared that:

"...I don't know where to get money for data load everyday...my parents don't have enough budget to sustain my studies due to pandemic..."

Princess also expressed:

"My parents loss their job due to closure of companies amidst pandemic...that's why I am struggling sir how to cope financially because in our synchronous discussion I need to reload my phone in order to be connected in online discussion..."

Joshua also had to share:

"...synchronous virtual discussion is good but you have to be financially stable to supply your data load everyday sir...we are not rich...I am facing difficulty in terms of money sir...in every subject I have to spend 20 pesos for data load and that is too big for me and for my family sir..."

Poor Location for Learning

This pandemic threatens the people most especially the stakeholders in the academe. This case mandates all the universities not to come to school and conduct face to face classes. As an intervention, universities employed online distance education to continue learning amid pandemic. A reason why students can learn at home by attending on their classes virtually. On the second case, this is also a problem to the students since they are not able to concentrate due

distractions from their house. According to the participants, they are being distracted due to noise on their surroundings.

Princess shared:

“I am studying in a place that is full of noisy...It distracts me most of the time, I can’t concentrate...”

Maricar also explained that due to her siblings who are playing inside of their house cause her distractions while listening to their instructors virtually. She stated:

“It is better that there must be at least limited face to face... I cannot work on my academic tasks most especially while having a virtual discussion with my instructors...my siblings are too noisy playing and shouting inside my of our house...”

Jake also shared that due to vehicles which produces too much noise, he was not able to listen carefully on the discussions of his instructors. He said:

“I cannot understand our discussions with our instructors since those vehicles are producing noise, the reason also why I cannot concentrate...”

Unorganized Schedule for Virtual Meeting

It is very important that the schedule set by the registrar of the university must be organized in order for the students to their tasks efficiently in different subjects. It is reported by some of the participants that they are encountering problems on how to manage their time simply because of this unorganized schedule. They are having difficulties on the schedule of asynchronous and synchronous

since there is no systematic schedule, the schedule change all the time depend on the decisions of their instructors.

Joshua a third year student also shared his sentiment on their schedule since it is not organized as expected to be. He said:

“Our schedule in synchronous is not systematic, there is no standard schedule, it will always depend on our instructors if they will meet us on this day or may be tomorrow...this cause me confusion...”

Maricar also shared:

“I am rattled and confused...some instructors will conduct asynchronous on this day, some are synchronous...this is too hard for us, since in asynchronous we have activities to finish, and we cannot able to do this on time because of synchronous meeting with other instructors...”

Princess also suggested that:

“...base on my experience, the university must set the synchronous meeting every Monday to Wednesday and Thursday to Friday for asynchronous so there will be no confusion on us students...”

Multiple used of Online Learning Platform

The university adopted the use of online mode of teaching since face to face approach is not applicable due to the outbreak of corona virus. In order to continue learning amidst pandemic, instructors employed the use of different online learning platforms. This case brought a problem to the students since they are only using mobile phone. Some of them

reported that most of their professors mandated them to download applications for online learning, the reason why their mobile phones are not functioning well.

Andrea also shared her technical problem in every synchronous meeting she had with her instructors. She stated:

“I am having technical problem since my phone is full storage due to many downloaded applications for online learning...we were mandated to download suggested apps by our instructors and there are too many, it causes my phone not to function well every synchronous meeting...”

Michelle also voiced out that their instructors are using different online teaching platform which causes troubles on her phone. She said:

“I don't have laptop to use... I'm using only mobile phone it cannot contain too much applications, our instructors use edmodo, google meet, google classroom, zoom app, ms teams and etc., I hate this because it troubles my phone... Sometimes I cannot in our synchronous meeting because my is not good at all...” she said.

Chapter 11

A Deep Dive into the Unspoken Mental Health Challenges of College Students

The COVID-19 pandemic used to have a massive global effect on human lives and even the educational sectors which more than 1.6 billion learners were greatly affected (UNESCO 2021). To combat the pandemic, the Philippines, like many other countries, has implemented a policy of school lockdowns beginning in mid-March 2020. As a result of the lockdown, universities embraced and pursued online instruction using video conferencing systems. Teachers, students, and their families have faced a variety of issues, including increasing stress and worry, which has harmed their mental health. As the coronavirus pandemic spreads throughout the globe, it is generating significant dread, anxiety, and fear in the general public, as well as in specific groups including older folks, caregivers, and individuals with pre-existing health concerns. The main psychological effect on public emotional stability has been increased the symptoms of stress or worry. Additionally, as new restrictions and sanctions are implemented, particularly confinement and its implications on so many people's daily tasks, habits, or occupations, levels of psychological distress, sadness, destructive drug and alcohol use, and self-harm or suicide behaviour are estimated to rise.

China the first to be affected by the COVID-19 outbreak. As a result, various studies examining the influence of the pandemic on students' mental health have been published. Hou et al. (2020) discussed and examined the issue of mental health difficulties and suicidal behavior among senior high school students in China during the COVID-19 outbreak. In their research, 859 high schoolers participated

The History of Philippine Education in the COVID-19 Era

(61.4 percent male and 79.4 percent below 16 years of age). Despair, anxiousness, PTSD, suicidal thoughts, and suicidal acts were found to be 71, 54.5, 85.5, 31.3, and 7.5 percent, correspondingly. Their investigation, however, did not directly concentrate on the following stressors, while they speculate that academic pressure, pronged school shutdown, and stigmatization of COVID contamination may be stressors. Zhang et al. (2020) employed three sets of question from previous studies in a cross-sectional investigation of 532 Chinese high schoolers and found that roughly 20% of the participants' psychological health was affected. According to their findings, perseverance and good coping are important mechanisms against despair, anxiousness, and tension symptoms. Another study by Liang et al. (2020) with 584 Chinese youth participants (aged 14–35) found that 40.4 percent were vulnerable to psychiatric issues and 14.4 percent had Post - traumatic stress disorder. Their investigation in the context of COVID-19 revealed that mental state was linked to educational level, job, and the use of maladaptive coping mechanisms.

Though the lockdown rules significantly prevented or halted the spread of the coronavirus illness, they had a negative impact on lifestyle and culture, with serious effects for emotional and psychological health and well-being, especially among the youth (Volkan & Volkan, 2020; Marroquín *et al.*, 2020). Continuous lockdown could worsen the symptoms or fatigue on people as a result of the enormous interruptions to their activities and routines, social exclusion, lack of support, obvious danger to health, and unpredictable nature about what is ahead, and it may emerge as a combination of physical, psychological, and/or emotional indications (Australian Psychological Society, 2020). Though fatigue is personal, it is often an unpleasant feeling whereby a person is overcome by an overwhelming sense of exhaustion

which is not alleviated by rest or calorie consumption, strong desire to sleep, a loss of physiological energy, and a low productivity and sense of satisfaction (Trendall, 2001). University students, in example, are highly sensitive to the negative mental and emotional health ramifications of stay-at-home restrictions or confinement measures, since they may jeopardize their physiological, social, and mental wellbeing, and also their academic and behavioural progress (Singh et al., 2020).

Strong coping mechanisms and personal resiliency are important qualities that can shield individuals from lockdown-induced exhaustion as well as other psychological and emotional health impacts of the pandemic and the disease-control protocols. Personal resilience is essential for effective restoration from adversity or hardship (Hart, Brannan, & De Chesnay, 2014). In the setting of a pandemic, sufficient psychosocial adjustment and coping mechanisms are critical to assisting a person in dealing with the negative consequences of the pandemic and supporting their psychological health (Labrague & De los Santos, 2020). Building resilience and reinforcing better coping mechanisms may thus aid individuals in combating tiredness caused by lockdown or home detention measures, as well as other stressors linked with the unavoidable changes caused by the Covid-19 virus.

Most of the studies conducted by the researchers about Covid-19 pandemic and the effects of it are more on quantitative in nature but lack of studies conducted in qualitative approach. There is also lack of studies exploring the experiences of Filipino College Students on the mental health struggles brought by the pandemic. This was the reason why the researcher conducted a study that explored and described the struggles of Filipino college students during global crisis caused by Covid-19 pandemic

This chapter presents the themes that was identified on the psychological problems encountered by the college students.

Intense Power of Stress and Pressure

Stress and pressure are both natural phenomenon in which pressures from within or outside environment affect an individual's mental or physical well-being, or even both. The human reacts to stress in ways that influence both the person and their surroundings. People assume that stress is a negative experience because of the excess of pressure in our modern life most especially this time of covid-19 pandemic. Stress is generally associated with both contextual factors. The external structure, including responsibilities, interactions with others, home, and all circumstances, problems, difficulties, and demands encountered on a daily basis, are examples of external factors. Internal variables influence the body's ability to react to and cope with external stressors. Internal factors that influence stress tolerance include nutritional quality, general health and fitness capabilities, psychological health, and sleep duration. In connection, Filipino college students are suffering from the intense power of stress and pressure brought by the Covid-19 pandemic. It has ruined the healthy lifestyle of Filipino students. Most of the participants described that they are powerless to overcome the stress and pressure due to multiple responsibilities amidst pandemic. College students expressed how they are struggling with the intense power of stress due to unending demands of the University where they are enrolled. This is same with the findings of Yang et al. (2021) found that academic load, distance from school had a consequences on the health of university students via perceived stress. It has also been demonstrated that the pandemic caused a great deal of stress and pressure on students, particularly when it came to

completing their school tasks or lesson activities. The prevalent assumption seems to be that college students are under more stress and have much more severe physical and mental health problems specifically stress and pressure in life during pandemic compare to other student groups, like secondary school learners (Gao, 2020). The participants of this study also shared their difficulties in completing their lesson activities which another factor of their pressure and stress amidst pandemic. It is also reported by the participants that performing their duties inside of their house while attending to school matters gave them dilemmas on how to balance their responsibilities. Jake shared how stress and pressure rule his life during pandemic. While having an interview with him, he showed with his eyes the pain under the power of stress. He actually stated that:

“...napepressure ako sir, hindi ko mapigilan minsan ang mapressure at mastress na sa buhay ngayon lalo na ngayong pandemic...ang daming responsibilidad na dapat gawin and that made me pressured po sir...” (I'm under pressure sir, I can't stop sometimes being pressured and stressed in life right now most especially during this pandemic... the many responsibilities that have to be done and that made me pressured sir)

Justin also shared that he cannot even resist the power of stress and pressure brought by this pandemic. In an interview with him, I (researcher) felt his struggles in balancing his responsibilities as a student and also as a bread winner of his family. He said:

“...naguguluhan ako sir, hindi ko alam kung paano ipapaliwanag ito pero ramdam ko na alipin na ako ng stress and pressure sa buhay...hindi ko alam kung paano pagsabayin ang pag aaral at kung paano ko matulungan ang family ko ngayong pandemic...” (...I'm confused sir, I don't know how will I explain this but I feel like I'm a slave of stress

and pressure in life... I don't know how to balance my studies and how to help my family during this pandemic...)

Another participant also expressed his difficulty in handling stress and pressure in life. His gestures while talking with him is like he is trembling due to uncontrollable feelings. I (researcher) observed that he took the opportunity to express his mental health struggles brought by this pandemic. His actions showed that he needs people to help him to regain his confidence and power to overcome stress and pressure. Kyle actually stated that:

“ang hirap ng buhay ko dati, tapos ngayong pandemic na naman mas lalong naging mahirap...ramdam ko yung stress ngayong pandemic...pressured ako dahil sa dami ng pinapagawa sa amin ngayon sunod sunod na lesson activities...” (My life is already challenging before pandemic but it became more difficult when pandemic came to into my life...I feel the stress amidst pandemic...I am also pressured because of overloaded lesson activities given to us...”)

He added:

“...paano ba sir talunin ang stress sa buhay? Please, Hirap na hirap na po kasi ako eh (trembling)...” (“...how to overcome this stress in life sir? Please, I have been suffering because of it...”)

Shane also had to share:

“ sa dami dami ng pinapagawa sa amin ng mga guro namin ay stressed ako...hindi matigil tigil na pinapagawa ganun dn sa loob ng bahay...kaya ang dami ko iniisip dahilan siguro kung bakit stressed ako lagi...” (“I feel so stressed because of so many things demanded by our professors...unending responsibilities in our house also added stress...a reason why I think a lot of things in life and that made me stressed...”)

Battling with the Spirits of Anxiety and Depression

It's understandable to feel down or blue every now and again. Everyone experiences anxiety from time to time — it's a natural reaction to traumatic situations. However, severe or recurrent despair and anxiety might be symptoms of a deeper mental health issue. Anxiety can be a sign of clinical (severe) depression. Depression that is precipitated by an anxiety illness, such as social anxiety disorder, chronic anxiety, or social phobia, is also frequent. Many people experience anxiety disorders as well as clinical depression. This covid-19 pandemic added level of amount of anxiety and depression, most especially to the college students who were shocked with the abrupt transition of lifestyle into a new normal. A study conducted on anxiety and depression among college students in Nepal amidst OVID-19 pandemic found that a majority of college students experienced severe anxiety and depression. Anxiety and depression affect around 11.8 and 5.5 percent of college students, correspondingly (Risal et al. 2020). In addition, several factors, such as trouble concentrating, interruptions in sleeping habits, fewer social connections owing to physical distancing, and greater concerns about academic achievement, were found as contributing to increased levels of anxiety, and depressive moods (Son, 2020). The participants of this study also shared that they are battling with the spirits of anxiety and depression and this kind of battle with inner self gave them a dramatic experience during pandemic. They are overpowered by anxiety and depression as described by the participants. They expressed and described that they feel and experience feelings of guilt, worthlessness, or helplessness, suicidal ideation or self-inflicted harm, oversleeping or waking up too early, feeling unhappy or nervous frequently or all of the moment, reluctance to engage in previously enjoyable activities and feeling irritated, incredibly frustrated, or agitated. One of the

participants described his challenges amidst pandemic, he shared that he is suffering mentally due to some thoughts that makes him suffer. Justin actually shared that he feels guilty due to some problems he encountered in his life as a student and a son of his parents. He stated that:

“naguguluhan ako sir...sinisisi ko sarili ko bakit ganun nangyari sa sa kaibigan ko...sinisisi ko rin sarili ko dahil malapit na akong mabagsak sa mga subjects ko ngayon...natatakot ako sa mga nangyayari sa akin na alam kong kasalanan ko rin sir...”(I am confused sir...I am blaming myself because of what happened to my friend...I am also blaming myself because I am about to fail my subjects...I am really afraid on what is happening to me now that it is also my fault sir...”

He added:

“Sinusubukan kong labanan itong mga nasa isip ko pero hindi madali...sobrang hina ko...” “I am trying to fight these some thoughts on my mind but that is not easy... I am so weak..”

The same concern shared by Pharsa which she is also facing battle that controls her emotions to the point that even her physical body became weak. While having an interview with her, she opened everything by sharing her experiences on how she battle the different thoughts on her mind. She said:

“...may mga bagay na hindi ko mapigilan isipin, nanghihina ako minsan dahil sa depression na nararanasan ko. Ayaw kong ikwento lahat, pero hirap ma hirap na ako kasi hindi ko alam minsan kung sino lalapitan ko...paano ba dapat lumaban? Hindi ko kaya, minsan gusto ko na lang mapag-isa” “There are things I cant stop to think, I feel so weak sometimes because of this depression I have been facing. I don't want to share everything but I am struggling and I don't know if whom I can talk about it. How to fight with this battle? I think I cannot, I just want to be alone sometimes”

The History of Philippine Education in the COVID-19 Era

Living in the Shadow of Death

Countless individuals are devastated as a result of the COVID-19 pandemic. Grief is a natural reaction to loss that occurs during or after a disaster or other stressful event. Grief can occur as a result of the death of a close one, as well as severe changes in normal habits and ways of life that normally provide with peace and a sense of security. During pandemic large-scale emergency situation, some people may suffer multiple losses. Due to the obvious COVID-19 pandemic, people may be unable to be with a loved one when they die, or to grieve in touch with friends and relatives. The participants are also suffering from the threat of death during pandemic, they described that they are living in the shadow of death because some of their relatives are infected by the Covid-19 virus. College students are struggling with this problem as described by the participants since the virus are unseen and anytime they can be infected too. This made them struggle mentally considering to limit their actions for their safety. In spite of it, they expressed that they are living in a dark world with the shadow of death that might take their lives in just a blink of eyes.

Aphrodite a participant who shared her struggles battling different thoughts that leads her to suicide. This is indeed a battle that almost get her life into an end. In an interview with her, she is crying while telling her experiences. She shared:

“ May mga araw na gusto kong tapusin na lang lahat para matapos na talaga. Maraming gumugulo sa aking isipan...Hindi ko alam ang gagawin...Minsan naisip kong magsuicide, hindi lang minsan maraming beses...hindi ninyo ako magegets kasi hindi kayo ang nasa situation ko...”(There are days I want to end everything. I am so confused with so many thoughts...I don't know what to do...There are times I

want to suicide... You guys cannot understand me because you are not in my situation)

Alice who also shared her pain with the people around her. She felt like nobody cares for her and no one wants to understand her. These feelings gives her a thought to end her existence in this world.

“masakit sa part ko na parang wala man lang paki alam yung mga tao sa paligid ko, feeling ko hindi nila ako naiiintindihan o sadyang wala silang paki alam sa akin. Eh kung ano lang pala ang mag-isa e d mas ok na tapusin ko na lang. Mahirap mabuhay na ngayong pandemic na ang daming problema. (It is painful on my part that no one cares for me, or maybe it is totally I am nothing for them. If that is the case, it better to end this life. It is too hard to live during this pandemic that there are so much problems)

Fear of Uncertainty in Life

Fear is rising across communities in tandem with the emergence of the Covid-19 virus. Fear is a reasonable emotion to threat: it guides our decisions and actions, allowing us to refrain from taking unnecessary chances with our health and life. Furthermore, we know not that all individuals are equally sensitive to danger: some misjudge it and proceed regardless of the risk, and others are considerably more restrained – some would even paralyzed – by fear. In this regard, uncertainty makes it more difficult to forecast which options to take as well as how to behave. As a result, it is normal for people to find uncertainty distressing, puzzling, and infuriating.

Athena shared that she is suffering from fear during this pandemic. She even don't how to battle this fear since the pandemic is still active to give threats to humanity. She is

afraid on how she handles things in life which might give her failure.

“natatakot ako na baka hindi ko magawa yung mga dapat kong gawin...baka hindi ko mameet expectations ng family ko sa akin, yan ang gumugulo sa aking isipan...dahil sa pandemic na ito parang nagiging imposible ang lahat ng bagay...(I am afraid that I might not finish what I have to accomplish... I might not achieve the expectations of my family. That’s what makes me afraid of...because of this pandemic it seems like everything is impossible)

Alexis also expressed her struggles during this pandemic.

“parang malabo na, ang gulo ng isipan ko, hindi ko alam if itutuloy ko pag aaral ko ngayong pandemic kasi natatakot ako na baka umasa lang parents ko at hindi ko maibigay yung gusto nila dahil sa pandemic na ito... I have this fear na baka mabigo ko lang yung mga taong umaasa sa akin...kaya gulong gulo ako”(It seems like impossible, I am confused, I don’t know if I will continue my studies during this pandemic because I am afraid to give false hope to my parents and I cannot give what they want because of this pandemic. I have this fear that I might fail those people who are expecting on me...that’s why I am rattled)

PART 4: COPING STRATEGIES ADOPTED BY EDUCATORS AMIDST GLOBAL CRISIS

Chapter 12

Resilience Theory and How It Helped Educators During the Pandemic

The use of resilience theory has benefited educators in their practice even during the pandemic and shift to remote doing because it focuses on adaptation and emotional control which are key in the change. Over the years, methods of teaching have changed so more advanced techniques like virtual teaching and understanding new students even through technology were some of the unprepared challenges many teachers faced. Resilience was a source of inspiration for the teachers, which allowed him to adapt to changes and innovatively create lesson plans, teach, and keep the attention of students even with the distancing practice in place. Resilient individuals managed to regroup after the early obstacles, learned to bear the pains of the technicalities, and improved the ways of teaching even when there was a demoralizing headache of teaching without knowing what due next.

In addition, the resilience theory assisted the educators in coping with the emotional and psychological trauma that stemmed from the outbreak of the pandemic. The situation was made worse by the need to undertake remote teaching, take care of personal issues, and look after the welfare of the students, which made them vulnerable to stress. Nevertheless, resilient teachers demonstrated emotional control by using various methods such as self-care, engaging in team work with other teachers, and concentrating on the brighter sides of the job. Resilience also helped overcome such challenges by making the teachers able to empathize, and understand the

The History of Philippine Education in the COVID-19 Era

difficulties students encountered and then alter their demands and support accordingly. Resilience helped them in concentrating in the main focus which was helping the students without losing grip of compassion even at the very stressful times.

Theory of resilience, was crucial in the sense that it equipped educators with skills of self-efficacy and resourcefulness in solving problems. In between the pandemic outbreak when most of the schools were shifted online almost within a day's span, finding solutions for problems like students not having the technology or internet connections, and coping with the cut off face-to-face learning interactions became a necessity. Such teachers expanded their horizon and improvised by creating other ways of teaching like, printing out learning materials, using student's phones in cases where modern devices are unavailable or allowing student's to learn at their own pace due to different homestay situations. Being flexible and finding a way to cope with these challenges helped the teachers fulfill the need of continuity towards their students despite the difficulties imposed by the physical learning limits introduced. This ingenuity came in handy in the arduous task of sustaining the education sector at such a period of global crisis.

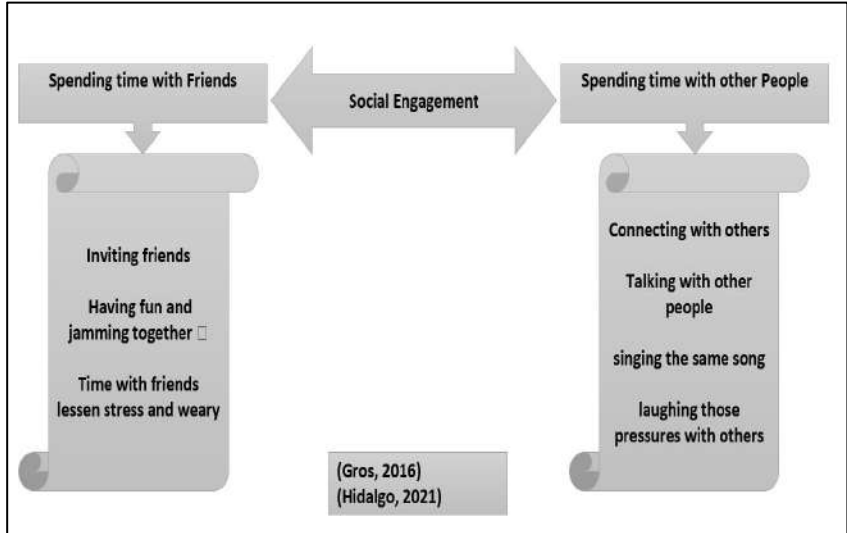
Moreover, didrich, situational theory, taught educators, especially in the instance of a pandemic, the importance of belonging regardless of being physically apart. This meant that resilient teachers were focused not on academic work only but also were aware of the social emotional aspect of their students. Eerst veel docenten naar hun studenten toe en boden hen steun aan, en inspraken hen toen in de leemten. Even when distance learning had to be implemented, where most of the interactions were done behind the screen, the teachers succeeded in building the students' sense of belonging and connection through virtual office hours, discussions, or even activities in the classrooms. Hence the stress on the importance of relationships in addition to the

The History of Philippine Education in the COVID-19 Era

academic support, explains the centrality of resilience in making sure the students appreciate themselves and are appreciated during trying times.

Chapter 13

Building Resilience Through Social Engagement in the Pandemic



Humans are social animals, and the quality of everyone's social life has a significant impact on their mental and physical wellbeing. Indeed, without healthy long-term connections, both brains and bodies may come apart. A person's social life includes of several relationships they make with one another, such as family, companions, community members, and random people. It may be determined by the length and quality of their frequent social contacts, in both online and in person. The educators are facing psychological health issues amidst pandemic. In this case, educators are entering into a social engagement as part of their coping mechanism to at least lessen the stress and pressure brought by this pandemic. Most of the participants recognized the importance of having social engagement with the people around them. Spending time with friends were shared by some participants for them to cope. Indeed, peer relationships may

The History of Philippine Education in the COVID-19 Era

improve a person's life in different ways. Good friends give pieces of advices as well to encourage a person to be better. They motivate people to strive when circumstances are difficult and share their joy when things go well. Friends, on the other hand, do more than just provide a shoulder to weep on; they also have a good influence on people's mental health. Despite the threats of pandemic, educators recognized the importance of spending time with their friends. The participants described that their friends have a great role as they cope with mental health issues amidst pandemic. Inviting friends, having fun and jamming together and having time with friends lessen stress and weary amidst pandemic were shared and described by the participants.

Miguel shared that having time with friends and making fun with them is indeed a good way to be free from stress amidst pandemic.

“...sometimes I invite some of my friends nung college to meet and have fun together, jamming, kain sa labas, just to make ourselves free from stress brought by this pandemic...”

Alyana explained that her friends played an important role on her life amidst pandemic.

“...even though kahit pandemic , I find time na lumabas with my friends kasi kailangan din eh, to refresh myself. Iba kasing yung nakikipag tawanan ka sa kanila nawawala yung stress at pagod. Kaya mahalaga rin na magbigay tayo ng oras sa mga kaibigan natin. Lumabas ako kasama sila, nakikipagkwentuhan at nakikipag asaran para kahit papaano hnd ka maistress sa problema na dala ng pandemic...”(Even though there's pandemic, I find time to go out with my friends because I also need to refresh myself. It's different because when you laugh with them, you lose stress and tiredness. So, it is also important that we give time to our

friends. I go out with them, talking and teasing so that somehow I can cope with the problem caused by the pandemic).

People nowadays have busy lifestyles, attempting to balance job, academics, leisure, self-care, and other responsibilities. People's social relationships frequently fall by the wayside most especially amidst this pandemic. However, interacting with each other is more essential than most people realized. Social bonding may reduce anxiety and sadness, help individuals manage their stress, increase self-esteem and compassion. In fact, educators amidst pandemic are connecting themselves to other people in order to overcome their mental health struggles as they described by some participants. The participants believed that connecting themselves with other people helped them to overcome difficulties and to survive in everyday amidst this time of crisis. Connecting with others, talking with other people and singing the same song with other people were shared and described by the participants as their mechanisms.

Froilan shared that socializing with other people by sharing some thoughts and laughing together can lessen pressure and stress which gives positivity in life.

“...when it comes to distressing or relieving my stress is that I usually talk with other people that’s the best way I can release my stress having the same stories, singing the same song with me with the pressure, experiencing the same pressure and laughing those pressures just to ease our worries and it gives me more energy to survive the day and the next succeeding days in my teaching career.”

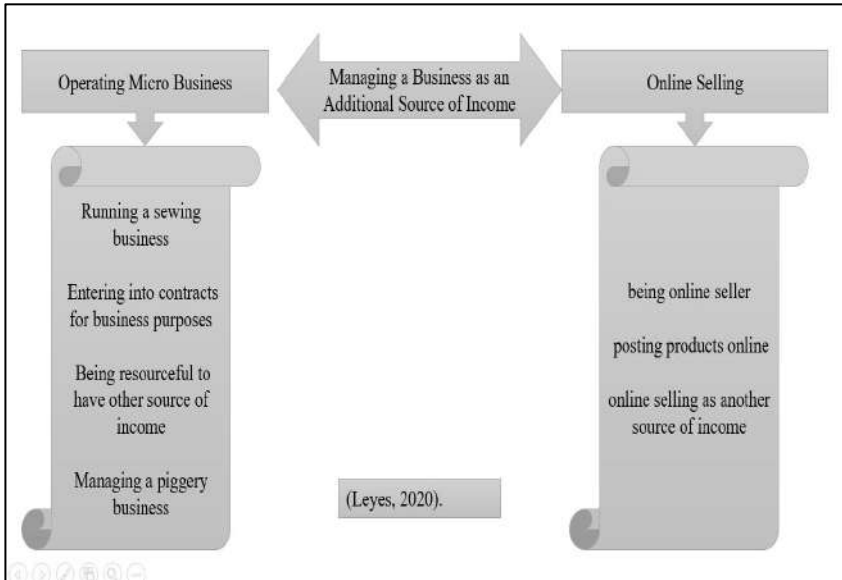
Homer also shared how he cope with his difficulties amidst pandemic through connecting with other people.

“In this time of pandemic, people look for different coping mechanisms such as watching tv, reading books and

doing new hobbies. But for me, I connect with people...This is to ease myself and to value my mental health in the time of covid-19”.

Chapter 14

Teachers Turning to Entrepreneurship for Financial Stability During the Pandemic



People wanted to open a business for many reasons. Some people have lost their careers, while others wish to have a financial security. Some people desire to live a good life, while others do not want to be an employee at all. This pandemic brought financial difficulties as voiced by the participants. They are experiencing financial shortage due to inflation, hospitals bills and others. Educators are not satisfied on their salaries from their job, a reason why they have to do something such as running a business in this time of crisis as described by some participants. In fact, many individuals make the decision to establish a business with the intention of financial security. Starting up a business provides multiple financial advantages versus working for a job or compensation. This pandemic created barriers for the people to limit their activities or actions, a reason why some people are suffering from financial problems. Some of participants

The History of Philippine Education in the COVID-19 Era

shared that being resourceful amidst pandemic is very important to supply their needs for every day. Educators are indeed innovative amidst pandemic by making strategies such as running a business to cope and support their financial needs amidst pandemic. Running a sewing business, entering into contracts for business purposes, being resourceful to have another source of income and managing a piggery business were shared and described by some participants to cope on their financial problems in this time of crisis.

Carmen explained that being resourceful through having a business during pandemic helps her to cope on her financial concerns in this time of crisis.

“...So ang ginagawa namin, ang magulang mapamaraan so gumagawa kami ng alternatives gaya ng ibang pagkakakitaan, para matugunan yung pangangailan sa pang araw araw, lalo na ngayong pandemic, tayo ay maging maparaan...” (As parents we are resourceful so we make alternatives to have other sources of income so we could meet our daily needs, especially in this pandemic.)

She added:

“...ang husband ko naman ang focus sa business. May piggery kami, at yung construction. It is a big help to our family especially sa needs ng mga anak ko.” (My husband focused on business, we have piggery as well construction. It is a big help to our family especially for the needs of my children)

Alyana shared that doing some business is a big help for her financial needs.

“...Medyo nakakatulong din yung pagtatahi namin kasi nga walang maraming trabaho, walang masiyadong mapasukan so kumukuha kami ng kontrata na pinagtatahian naming na siyang nakakatulong din naman kahit

kaunti.”(Our sewing business also helps a bit during this pandemic because there isn't a lot of work. There isn't much to do so we get a contract for sewing that is very beneficial to us.) she said.

The COVID-19 pandemic has hastened the transition to a much more digital world. As the global economy recovers, the adjustments people make today will have long-term implications. Indeed, the pandemic has heightened already the trend of online selling. Most of the countries fell under lockdown in March 2020, causing many companies to temporarily close. Countries are increasingly loosening their limitations, however the situation remains uncertain. This case made also an opportunity for the educators to have an extra income aside of their teaching job. The participants saw this problem as a chance to work flexible in order to cope on their financial needs amidst pandemic. The participants became more innovative amidst pandemic by entering into the world of technology and online business. Being online seller, posting products online and online selling as another source of income were shared and described by the participants. Flora shared that online selling as a strategy helps her to cope on her financial needs amidst pandemic.

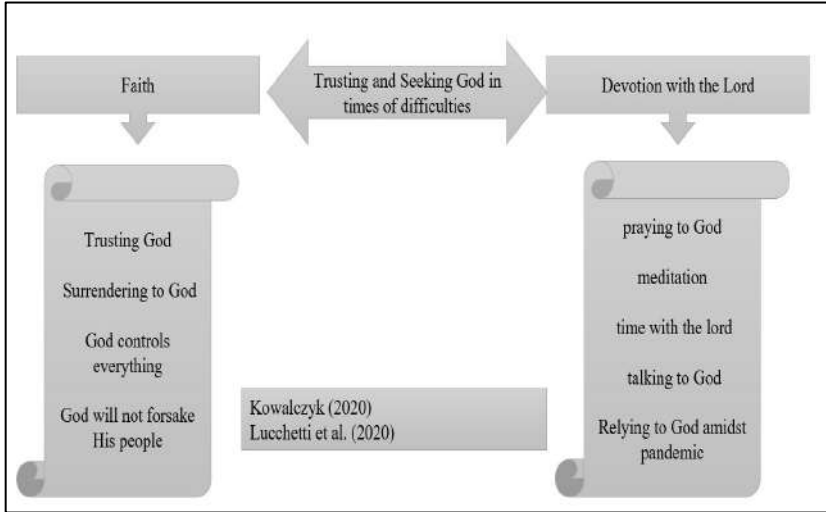
“...I am online seller, nagpopost ako ng mga products ko, nagbebenta, para rin may pandagdag sa gastusin ngayong pandemic...” (I am online seller. I post my products online. I do this to earn extra money to finance our needs during this pandemic.)

Eddie shared that making extra income by being online seller helps him on financial necessities.

“...Pagdating sa pera, minsan na oonline seller ako, gamit ang facebook, kahit papaano nakakatulong rin...”(when it comes to money, Sometime I do online selling using facebook. Somehow it is also helpful.)

Chapter 15

Teachers Turning to Faith for Guidance Amidst the Pandemic



Millions of people were threatened and terrified by the pandemic. Many people are getting sick all throughout the world, and many more have died. Many more people will become ill and die throughout the world unless the situation improves dramatically. This emergency presents severe health, ethical, and logistical concerns. This battle faced by the humanity became an avenue to increase their religious beliefs specifically their faith to the Almighty God. The educators learned to depend and believe in God amidst the difficulties they are experiencing in this time of crisis. Indeed, pandemic is a great battle to everyone but most of the participants learned to cope by trusting and seeking God in times of difficulties. In connection, the people are now indeed in a battle against this pandemic which caused them various problems. This a difficult situation since no one can say when will be the end of this crisis. This crisis shaken the economy causing financial difficulties, it also affected the social and mental health of individuals. This pandemic gave problems to

The History of Philippine Education in the COVID-19 Era

the educators but it increases their faith and became stronger than before. The participants showed that faith amidst pandemic is needed to overcome trials in life. Faith to God, seeking God's guidance, trusting God, surrendering to God, God controls everything and God will not forsake His people were shared and described by the participants. Carmen showed positivity by having faith to God in order for her to overcome anxiety and to see the beauty of life.

"...Above all, lahat naman ay nagagawa ng paraan with the guidance of our almighty savior...the best way to handle my anxiety is my faith to our God because this is the only way to reflect and of course to internalize how important our life is..."

Miguel also explained that this pandemic taught him to trust and surrender everything to God which helps him to free himself from stress.

"nagtitiwala na lang ako sa Diyos, sinusurrender lahat sa Kaniya, yun din ang tinuro sa aking ng pandemic na ito, ang magtiwala sa Kanya"(I just trust God, surrender everything to Him. That's also what this pandemic taught me, to trust Him).

He added:

"kaya thinking that God controls everything at di Niya ako pinapabayaan, somehow nawawala yung stress sa kakaisip ng mga problema ko."(So, I'm thinking that God controls everything and He doesn't leave me alone. Somehow the stress disappears in my mind) he said.

In a religious context, God allows hardships to come into people's lives so that they could become stronger by praying and connecting with God. Whenever faced with the fear of the unknown, praying to an all-knowing God is a great

place to begin in order to respond with knowledge and direction. This pandemic increases the practice and beliefs of people in the power of prayer. The participants proved that prayer is a weapon for them to overcome their difficulties in life. In fact, some participants learned to depend on prayer as they faced the battle amidst pandemic. Praying to God, having time with the Lord, talking to God, holding to God, God provides, God has a plan and meditation were shared and described by the participants as their mechanism to overcome their challenges. Alyana indicated that praying and meditating is a good way to overcome adversities brought by the pandemic.

“...As a Christian, I always do praying, nanalangin ako na sana kayanin ko lahat ng problems ko ngayong pandemic , i have to walk as a Christian living with faith, kaya importante ang manalangin ngayon, magmeditate, magkaroon ng oras kay Lord ,makipag usap sa Kanya sa kahit anong paraan. Hindi yan mawawala sa ating mga pilipino sapagkata bata pa lamang tayo ay tinuturuan na tayo na manalangin, na hanggang ngayon ay ginagawa parin natin...” (As a Christian, I always do pray. I pray that I will be able to cope with all my problems in this pandemic. I have to walk as a Christian living with faith, so it is important to pray now, meditate, have time with the Lord, talk to Him in any way. That will not be lost to us Filipinos because we were taught to pray at an early age, which we still do till now).

Flora recognized God as her great provider.

“Well I hold on to HIM and lagi kapag nagdadasal ako I knew that HE is with me. Sabi ko nga sa asawa ko, nagdasal lang ako nang burger pero binigyan NIYA ako ng burger with cheese...” (Well I hold on to Him and always when I pray I knew that He is with me. I told my husband, I just prayed for a burger but He gave me a burger with cheese) she said.

Glenda explained that praying and leaning to God in the midst of pandemic is a Christian way of life, and prayer is necessary to avoid stress and to have sense of peace.

“...iniisip ko na lang na may plano si God sa buhay natin, Kristiyano tayo kaya hindi maiwasan na magrely na lang kay God ngayong pandemic, na kahit sobrang hirap ay kakayanin natin kasi alam nating kasama natin ang Diyos...” (I just think that God has a plan for our lives. We are Christians so it is inevitable that we will just rely to God in this pandemic, that even if it is very difficult we can cope because we know that God is with us).

She added:

“I do praying sir, every time I feel so stressed all I have to do is just to give time for myself and having time to pray in order for me to relax ganun sir.”

Bryan shared that he is motivated by his love ones and ambitions in life as well his faith to God.

“My greatest motivations in getting through these challenges are my faith in God, love for my family, and my ambitions.”

He also added that having time with God through prayer can give peace.

“I take a moment to focus on my inner self. Reconnecting to God through prayer and finding spiritual peace. I am also a believer that a good way to handle stress is to take a break and do something that lightens your mood.”

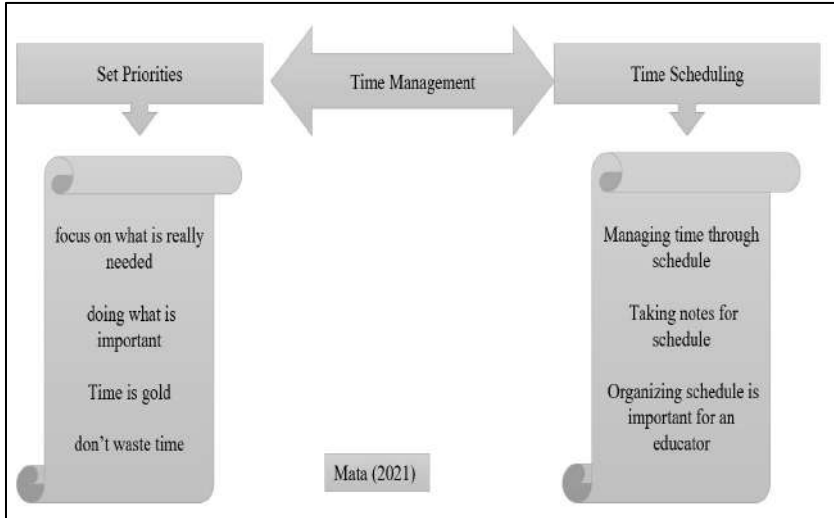
Angela recognized the importance of having time to pray as her mechanism to free herself from the difficulties in life.

The History of Philippine Education in the COVID-19 Era

“Praying to God is another way for me to refresh myself so I can start my work without a burden.”

Chapter 16

The Art of Time Management for Teachers in the during of COVID-19



As the coronavirus outbreak disrupts work and home life, it is essential to manage both work and time. Time management is among the most prevalent difficulties impacting performance and productivity under regular conditions, but those working in unusual hours have additional challenges. Working from home brings with it its own set of time management problems. However, individuals are now all struggling with time management issues on top of the undeniably extreme events that are happening as a result of the COVID-19 pandemic. Educators are also working from home which they play multiple roles amidst pandemic.

Most of the participants learned to handle things by managing their time in different ways in order for them to become productive and flexible while working at home. Participant voiced out the importance of time management in doing efficiently their tasks. In fact, priorities must be established in order to fulfil all of the tasks that must be

The History of Philippine Education in the COVID-19 Era

completed. Prioritization is necessary because it helps a person to concentrate on activities that are urgent and essential so that they may subsequently focus on those that are lesser priority. Prioritizing is also the practice of identifying what is really critical. Make it a point to prioritize important tasks will boost one's productivity. Educators during this pandemic are more focused on those important tasks given to them. Some participants believed that time must be valued and must be spent for the things that are really matter. Don't waste time, time is gold, focus on what is really needed and doing what is important were shared and described by the participants as their mechanisms.

Froilan explained the value of time and establishing priority as his mechanism to manage his obligations in the midst of pandemic.

“...Kaya sometimes I really have to focus on what is really needed, i have to do what is important than doing those things na unnecessary, kasi baka masayang oras ko. Time is gold, huwag sayangin ang oras, if oras mo pra sa work, focus ka lng sa paggawa ng paperworks, thats how I help myself amidst pademic. One thing more never forget to have time for yourself.”(So sometimes I really have to focus on what is really needed. I have to do what is important than doing those things that are unnecessary because I might waste time. Time is gold, I don't waste time. If you have time for work, just focus on doing paperwork. That's how I help myself amidst pandemic. One thing more thing is to never forget to have time for yourself.)

Glenda also shared that prioritizing her paper works is needed as part of managing her time.

“time management din po pala sir, kasi that is one of my practices ever since lalo na ngayong ang dami nating paperworks. Iba trabaho mo sa bahay iba rin yung school

papers kaya inuuna ko lagi tapusin paper works for school, kasi importante yan kahit pa may work ka sa house. Kaya I have to set time in every paper work na gagawin natin sir...”(Time management is needed because that is one of my practices ever since especially now that we have a lot of paper works. Your work at home is different, the school papers are also different. So, I always finish paperwork related to school first because that's important even if you have to work at home. I always schedule the things I do) she said.

Scheduling is a useful time management technique. When done correctly, a person's time is maximized and his or her stress level is reduced. Furthermore, it is essential to adhere to what's on the schedule. The usage of a schedule is necessary for time management since it enables individuals to know what has to be done in a given amount of time, how to spend the time effectively, and how to plan for unforeseen events. The educators made time scheduling as their mechanism to organize their tasks and complete it effectively. Some participants described that making a schedule is important so that there is an order of the responsibilities they have to finish amidst this pandemic. Organizing schedule is important for an educator, managing time and taking notes the schedule were shared and described by the participants to cope on their struggles in managing their tasks. Alyana described her method for managing her tasks by developing a schedule.

“...yung pag aayos ng oras din natin mahalaga, kaya para hndi ako mahirapan ay inaayos ko talaga oras ko, hehe medyo weird kasi literal na nilalagay ko sa notes ko sa phone para d ako maguluhan sa mga dapat kong gawin sir...”(the arrangement of our time is also important, so that I don't have a hard time. I really organize my time. It's a bit weird because I literally put my activities on my notes on the phone so that I don't get confused on my schedule).

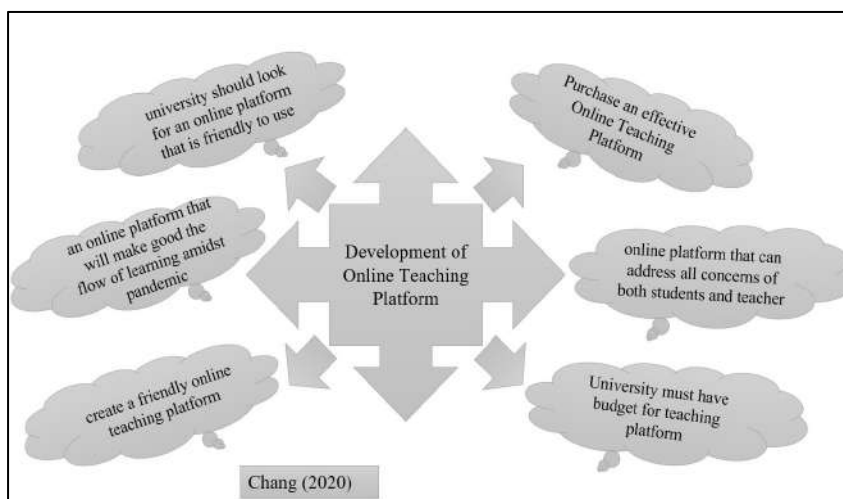
Eddie explained the importance of having set of schedule to manage responsibilities amidst pandemic.

“...Sa ating mga guro napakahalaga na gumawa tayo ng schedule para mamanager natin ang oras natin at responsibility natin ngayong pandemic.”(It is very important for us teachers that we make a schedule so that we can manage our time and responsibility in this pandemic.)

PART 5: TEACHERS' RECOMMENDATIONS FOR ENHANCING LEARNING AMID THE COVID-19 PANDEMIC

Chapter 17

Creation of a Digital Teaching Platform



Higher Education institutions are using different online teaching platforms to pursue teaching and learning amidst pandemic. This is the only way that a school institution can do since a face-to-face interaction is prohibited by the government because of the Covid-19 virus. Universities in the Philippines were given authority whether to use online or modular approach of learning. Most of the universities implemented distance education through online teaching. In this case, universities must have their own or at least develop an online teaching platform that can be utilized in the teaching-learning process amidst pandemic. Most of the participants suggest that there must be a Development of Online Teaching Platform which is user-friendly. In connection, the educators must be knowledgeable enough in

The History of Philippine Education in the COVID-19 Era

using a certain online teaching platform in order address the needs of education or specifically the needs of students amidst pandemic. The participants are having difficulties on how to use the SEDi or the Self-Directed Learning Management and Support System, an online platform developed by the university. This made the participants to suggest that the university should come up with a budget to purchase an effective online teaching platform. Utilizing different platforms is difficult for students, buy an effective online teaching platform, SeDi is complicated and not effective teaching platform, there must be an online platform that can address all concerns of both students and teachers were shared and suggested by the participants.

Miguel explained that Sedi as online platform is not effective to use in online teaching due to complication and difficulty in using it. It is better to buy an online platform that can address both concerns of students and educators.

“...sana ayusin nila yung sedi natin o bumili na lang sila ng online platform yung effective talaga, kasi yung sedi hindi natin nagagamit kasi ang gulo ng mga button niya, ako na nga na teacher nahihirapan how much more pa sa student natin? Kaya gumagamit kami ng kung ano anong apps...” (I hope they will fix our SEDI or they just buy an online platform that is really effective. We can't use the SEDI because the buttons cause confusion. I'm the teacher who is having a hard time with this app. How much more with our students? So, we use another apps).

He added:

“... tapos may nagrerequest sa akin na isang app na lang sana, pero wala eh. Kaya sana magkaroon tayo ng iisang online platform na it can address all our concerns both students and teachers.” (then someone requested me to just have one app only for online class. So hopefully we have a

single online platform that can address all the concerns of both students and teachers.)

Froilan also shared that students are having difficulties in using different online platform and sedi is too complicated to use due to its nature and makes him requested that the university must have budget on this platform.

“...We have to be honest that the online platform we are using today is not that solid when it comes to efficiency and effectivity for example in SEdi it takes hours for you to access it, it takes it has a very limited storage for you to upload your lectures or video lectures or audio lectures and there are too many buttons that you needed to click...”

He added:

“... If that is too tasky they can come up with a budget in order for them to purchase an online platform...actually utilizing different online platforms they are those who uses edmodo, google forms and etc. ok just try to imagine Its actually ok on the part of the teachers but on the part of students, the struggle on the part of students that they need to download every now and then different apps”.

Flora indicated that the University should buy an online platform that will cater the needs for online distance learning.

“...I would suggest that the university will buy an online platform like MS Teams which has all the functions needed to an effective inclusive online class and distance learning and to maintain student engagement. This will also help build the confidence of teachers with remote learning tools”.

Eddie suggested that the University should purchase an online platform that is easy to use for students.

“...Sana bumili na lang yung university natin ng online platform na effective, yung madali sa mga bata gamitin. Kaysa naman sa keme kemeng online platform na yan...”(I hope our university just buys an online platform that is effective, one that is easy for learners to use. Rather than that ineffective online platform)

Bryan also suggested that the University must have a license in Ms Teams to make teaching and learning better.

“I would suggest that investing on a licensed Learning Management System (LMS) such as MS Teams, should be considered by the University. To address the problem on heavy teaching preparations, teachers should only receive 2-3 preps.” he explained.

It is very important to an online teaching platform that this must be a friendly platform where it is easy to use for the educators and students. The participants shared that their students are also struggling in using SeDi as online platform. This made the participants to suggest that there must be an improvement in SeDi developed by the University to make it friendly or easy to use. Some participants suggest that the university should generate a friendly teaching online platform. Participants recommended that the university should look for an online platform that is friendly to use, generate an online platform that will make good the flow of learning amidst pandemic and create a friendly online teaching platform.

Carmen recommended that there must be an online platform that will facilitate teaching and learning process during pandemic, an online platform that makes both educators and students connected easily to one another.

“...I think the university should look for online platform where the faculty and students easily connected for teaching and learning sir kasi, yung platform na ginawa noon na sedi ay hindi siya effective kasi siguro mag isip sila ng online platform na kung saan hindi mahihirapan both students and teachers para maging maganda yung flow ng learning ng mga bata especially ngayong pandemic...”(I think the university should look for online platform where the faculty and students easily connected for teaching and learning. The platform in the campus that was made before is not effective. They must think of an online platform where it will not be difficult for both students and teachers to interact online during this pandemic.)

Glenda also suggested that there must be a friendly online platform owned by the university that is easy to use.

“...sana magkaroon tayo ng sariling online platform na madaling gamitin parang MSTeams, konti lang pinipindot. Kasi ganun ginagawa ng ibang University eh may online platform sila na iisa...” (hopefully we will have our own online platform that is as easy to use such as MS Teams. That's what other universities do, they have only one online platform).

Alyana explained that university should create a platform in teaching that is better than sedi for effectiveness of teaching.

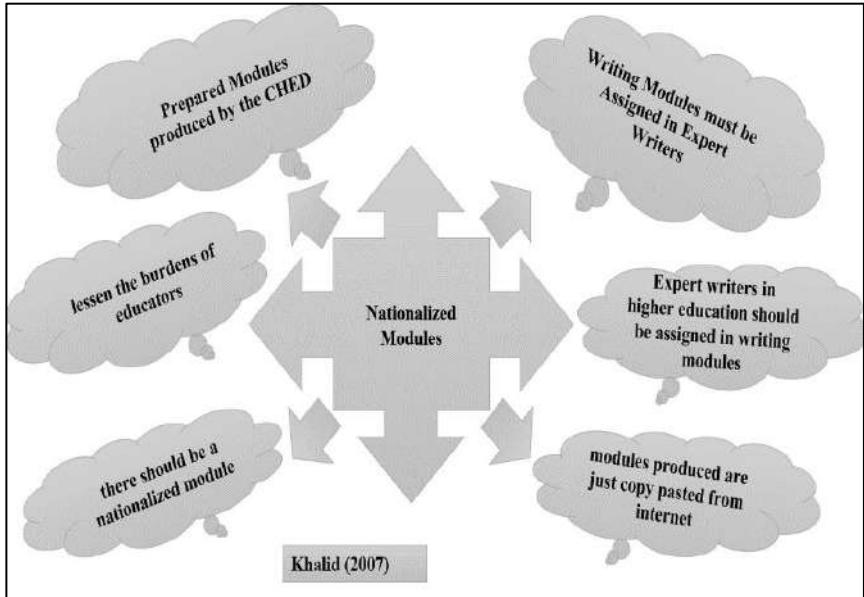
“sana makabuo sila ng magandang platform para sa ganito yung set up ng teaching and learning natin ngayon kasi may ibat iba tayong platform para sa ating pagtuturo gumagamit tayo ng facebook, gumagamit tayo ng google classroom meron din naman tayong sedi kaso mahirap din aralin...” (I hope they can come up with a good platform for this set up of our teaching and learning. We have different platforms for our teaching. We use Facebook. We use google classroom. We also have SEDI but this is very difficult to use).

She added:

“...sana makabuo sila ng mas maganda at mas maayos na gamitin na platform para sa ating pagtuturo.” (hopefully they come up with a better platform for our teaching) she said.

Chapter 18

National Curriculum-Based Instructional Resources



Prepared Modules produced by the CHED

As the COVID-19 outbreak persists, educators are developing a growing collection of tools to assist teaching and learning during school suspensions. This pandemic required educators to quickly adjust to distance learning, leading in a scramble for educators to guarantee that students have access to educational resources such as module. In the Department of Education (DepEd) distributed a prepared module made by experts which is being used by the educators in basic education. This is different to the Commission on Higher Education (CHED), where the educators in this level are mandated to produce modules on their own. This is somewhat difficult for them as voiced out by the participants. Most of the

The History of Philippine Education in the COVID-19 Era

participants suggested that there must be a Nationalized Instructional Material for all educators in higher education institutions. In connection, educators in the higher education are having difficulties on how to manage their workloads since they do not just focus in instruction as voiced out by the participants. The participants expressed that writing modules needs a lot of efforts and sacrifices just to produce a module with quality. Some participants urged the Commission on Higher Education to address this problem by producing a prepared modules to help the educators in Higher Education Institutions. There should be a nationalized module, lessen the burdens of educators and CHED must provide a prepared modules where shared and suggested by the participants. Homer explained that in order to lessen the burden of educators, there must be a prepared modules produced by the CHED.

“...sana magkaroon na ng nationalized, I mean inationalize na yung mga modules na ganyan sir para hindi na mahirapan yung mga teachers...So in that way sir, malelessen yung burden ng mga teacher kasi instead na igugol yung time nila sa paggawa ng module, mas maganda kung meron ng nagawa made by CHED and institution. (I hope the policy should have been nationalized. I mean nationalize the modules so that the teachers don't have to suffer anymore. So, in that way, the burden of the teachers will be reduced, not instead spending their time making the module. It's better if modules have been done by CHED and a particular institution.)

Alyana explained that the CHed should provide modules to lessen the burden of educators amidst pandemic.

“...suggestion ko sana na yung CHed na sana ang magprovide ng module, tulad ng ginagawa sa DepEd, malelessen pa burden nating ngayong pandemic. Sana pag tuunan din ng pansin ng CHED ang problemang ito, that they have to produce module with quality, kasing kung tayo

The History of Philippine Education in the COVID-19 Era

gagawa hindi tayo experts. Kawawa mga bata if hindi effective ang module na ipoproduce natin. Another burden kasi ang gumawa ng module kasi hindi lang yan ang ginagawa natin mga guro sa higher education...” (I would like to suggest that CHED should provide the module just like what was done in DepEd to reduce our burden in this pandemic. Hopefully, when CHED also pays attention to this problem, they have to produce modules with quality. We must not do the modules as we are not experts. The students will suffer if the module we are going to produce is not effective. It is another burden if we make the module ourselves because it is not the only thing we teachers in higher education do).

Eddie also explained CHED should prioritize the production of modules to ensure quality on it.

“...sana yung CHED iprayoritize nila paggawa ng module hindi tayo pa gagawa, teacher na nga tayo tapos writer pa? sila na lang sana para may quality talaga...” (I hope CHED will prioritize making the module. I hope the modules to be produced will undergo quality assurance) he said.

It is very important the quality in writing modules in order to have quality in learning amidst pandemic. It needs trainings and workshops on how to write and most especially it needs a lot of time. Educators are facing difficulties since they don't have enough time in writing and producing modules, they are not skilled enough as voiced out by the participants. The participants believed that in order to produce a module with quality, there is a need to tap the technical writers. It is suggested by some participants that writing modules must be assigned in expert writers. Expert writers in higher education should be assigned in writing modules, educators are not writers, educators are not well trained to write a book or a module, educators must focus in instruction than in writing modules, modules produced are just copy pasted from internet were shared and suggested by the participants. Miguel shared that the higher education must assign experts in writing

The History of Philippine Education in the COVID-19 Era

modules because educators are not well trained in doing so, a reason why they are producing modules with low quality for students.

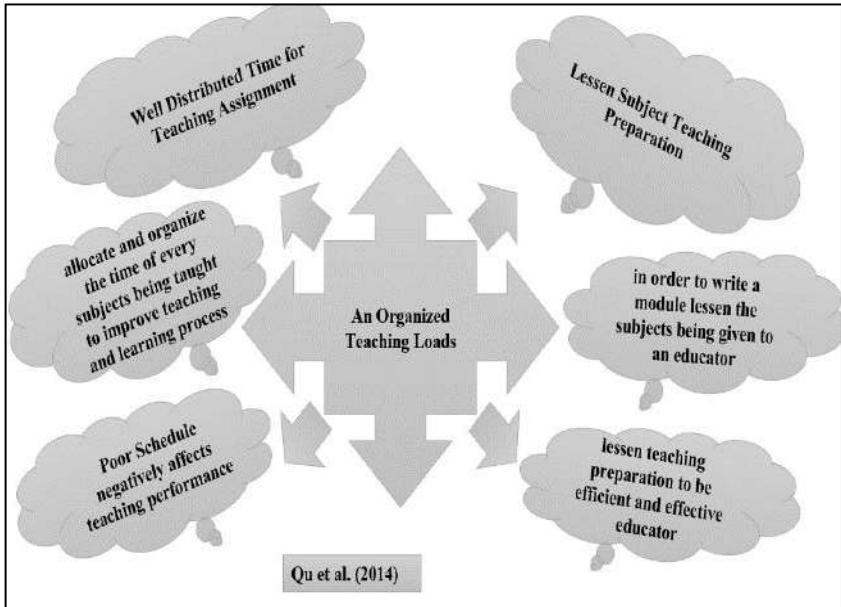
“sana magkaroon tayo ng modules na prepared na dati, hindi naman kasi tayo writers, we’re not trained to write a book or a module at para hindi tayo gahol sa oras na sinisingit natin paggawa ng module habang nagtuturo. kung pansinin naman natin yung module na nagagawa natin ay puro copy pasted from google, kaya sana magtulungan ung experts in higher education in producing modules with quality...”(I hope we have modules prepared by CHED before opening of classes. We are not writers, we’re not trained to write a book or module. So that we don’t waste much of our time making the module while teaching. The module we are doing in the campus is pure copy-pasted from Google. I hope the experts in higher education will work together in producing modules with quality.)

He added:

“...Ispin mo sir ah, yung ginawa naming module kahit marami pa kami run, wala paring quality kasi copy pasted lahat...” (Think about it. The module we made even though we are many has still no quality because everything is copy-pasted) he said.

Chapter 19

A Well-Managed Teaching Load for Educators



The educators are having difficulties on the teaching loads given to them. Aside of the challenges brought by the pandemic on their profession, unhealthy teaching loads are also a burden for the educators amidst pandemic. They found difficult to handle and teach different subjects in an online set up of teaching as voiced out by most of the participants. In this case, the participants voiced out their dilemmas in handling different subjects which might affect the quality of their teaching performance. This made them suggest that teaching loads must be organized as part of improving the teaching and learning process amidst pandemic. Indeed, there is a big difference of teaching before and amidst pandemic, wherein an educator can manage or handle different subjects in a face to face set up of teaching but in online set up of teaching this is different for them since there are limitations or barriers that

The History of Philippine Education in the COVID-19 Era

can be encountered. Most of the participants voiced out their problems on the teaching loads given to them. They asked for consideration to lessen their subject teaching preparation. Give one or two preparation of subjects loads, lessen teaching preparation to be efficient and effective educator, and also in order to write a module lessen the subjects being given were shared and suggested by the participants. Alyana explained that in order for her to be an effective educator, the college should lessen giving to much teaching preparation.

“kung pepwede lang sana na ako’y magsuggest eh maaaring bigyan na lng ako ng dalawang prep o kaya ay isa para mas maituro ko ng maayos at epektibo yung subject na ibibigay sa akin...”(if only I could suggest that I could be given two preparations or one so that I can teach the subject that will be given to me better and more effectively... and also the loads must be reduced).

Miguel also shared that to be efficient in teaching, they must minimize subject teaching preparation for educators to give time in other tasks.

“...dapat bawasan nila ung teaching preps natin hindi ung apat na preparation tayo, dapat isa lang o dalawa para makapagturo tayo ng maayos at para makagawa ng module kahit papaano...” (they should reduce our teaching preps, not four preparations. We should only have one or two so that we can teach well and to make a module somehow) he said.

Homer described that assigning new subjects for newly hired educators is not good as well in handling different subjects. He recommended to be given at least 3 teaching preparations.

“well I would gladly to recommend na bigyan ng 2 to 3 preparations yung mga teacher sir. Kc in four preparations medyo mahirap na yun sa part ng teacher sir. Lalo na kung

mga subject na ibibigay ay new subjects db?...”(Well I would gladly recommend to give two to three preparations to the teachers. Four preparations are bit difficult on the part of the teacher, especially if the subjects to be given are new ones, right?)

Carmen also explained that in order for the educators to have time in other matters, subject teaching preparation should be reduced.

“...Another recommendations that I can suggest for the improvement of the policies and of course the curriculum or the program, siguro mabawasan or malessen yung faculty teaching loads or atleast give one or two preparation of subjects, para magkaroon tayo ng time, ng maraming oras, especially ang ating university ang focus ay research at extension ...” (Other recommendations that I can suggest for the improvement of the policies and of course the curriculum or the program. Maybe reduce or lessen the faculty teaching loads or at least give one or two preparation of subjects. So that we have time, a lot of time, especially that our university has focus on research and extension).

Glenda described that teaching more than 3 different subjects might affect the teaching performance of an educator.

“...sana ayusin nila pagbibigay ng subjects na ituturo natin hindi yung umaabot ka sa 4 to 5 preps ba naman, pwede naman nating ituro lahat sir, pero somehow questionable na if how effective and how efficient we are in teaching those different subjects...” (I hope they will give the subjects rightfully, not three to four preparations. We can teach them all. But it is somehow questionable if our delivery of instruction is effective and efficient or not).

Flora suggested to lessen subject teaching preparation.

“Sana one of the thing that the college should do is to lessen the teaching preparation kasi I have mentioned a while ago, having three or more than three maraming preparations yan parang mas mahirap pong gawin...” (I hope one of the things that the college should do is to lessen the teaching preparation because having three or more than three preparations is difficult to attain).

Angela expressed her feelings that there is a need for empathy for educators and also to lessen their teaching loads so they can manage their time in teaching.

“Provision of empathy aside from knowledge. They have to lessen our teaching loads so we can also manage our time most especially instruction.” She said.

Understanding the time required for online teaching activities of educators is important in making schedules as well on their workload; moreover, understanding the breakdown or distribution of time throughout online teaching assignments allows educators to put more focus and customize professional development to address instructional needs. The educators are facing difficulties on the distribution of the subject teaching time assignment, since poor distribution of time might affect their performance. Allocate and organize the time of every subjects being taught to improve teaching and learning process were shared and suggested by the participants.

Alyana explained that a well distributed time for subjects will make educators prepared and efficient in teaching students .

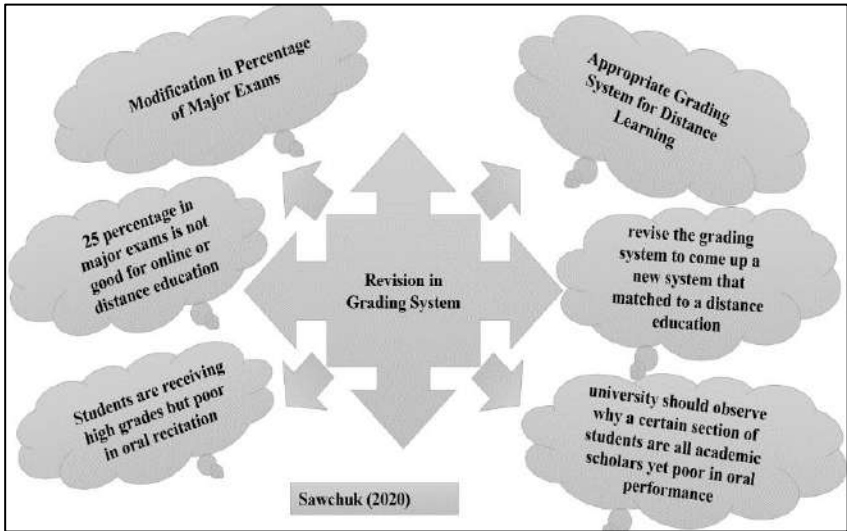
“...kailangan din idistribute nila ng maayos yung mga oras para mas makapag handa rin ako dun sa aking pagtuturo.” (they also need to distribute the time properly so that I am prepared before teaching.)

Eddie suggested that the schedule of subjects to teach should be distributed well.

“...Dagdag ko na rin sir, sana yung pag aayos ng schedule natin ayusin din, no offense kasi kapag hind maayos oras natin, nakaka apekto yun sa pagtuturo natin eh.” (I also want to add, I hope we fix the schedule as well. No offense because when our time is not good, it affects our teaching.) he said.

Chapter 20

Amendment of the Grading System



At the end of each term, a student's academic achievement is evaluated and graded in line with the approved grading system. Indeed, one of the major aims of a proficiency-based grading system is to provide grades that more properly represent a student's academic progress and performance. It is observed by the educators as voiced out by most of the participants that students are being evaluated with high grades yet it doesn't reflect on their performance. This made the participants to think that there must be a revision in grading system being used that is appropriate for online or distance learning. Some participants suggested that there must be a modification in percentage of major exams. In connection, written examinations and tests are useful methods to assess what students have acquired about certain subjects. Exams will reveal which aspects of the lesson that student seemed to be most interested in and remembered. Exams may also be used to examine students' strengths and

weaknesses. Educators will be able to identify areas in class where extra focus is required while teaching a certain subject. The participants shared that there must be a modification or revision on the percentage allotted in written major examinations since this is not appropriate for a distance learning. Revise the 25 percentage in the major examinations, cheating are rampant, students are receiving high grades but poor in oral recitation and 25 percentage in major exams is not good for online or distance education were shared and suggested by the participants. Glenda explained that grades doesn't truly described the abilities of students in the setup of education amidst pandemic, there must be a modification in percentage of major examinations to give the appropriate grades deserved by the students.

“...I mean sir dapat baguhin natin yung 25 percent sa major exams natin... this percentage is not good for online or distance education, kasi talamak ang cheating tapos magbibigay tayo ng mataas na grades sa mga bata?...” (we should change the 25 percent in our major exams... this percentage is not good for online or distance education. Cheating is rampant. Then we will give high grades to our students?)

She added:

“Tapos mababagsak sila sa board exam? Kanino magrerefect? Sa ating mga instructor nila, sa ating University mismo. Isipin mo sir 1.5 ang grade niya sayo pero kapag inisip mo mabuti simpleng tanong hindi nila masagot...” (Then if they fail the board exam, to whom it will reflect? To our instructors and university. One of my student's grade is 1.5 but when you think about it carefully they can't answer a simple question).

Froilan explained that some students were cheating during their exams a reason he suggested that there must be a revision on the percentage of major examinations.

“...university there are many students who attained 1.75 or higher than that even my students most of them got 1.75 or 1.5 of their GWA..I have observed and noticed as well there are students who reported to me that some of their classmates are cheating during major examinations.. And of course i cannot control that issue.. so maybe the university should address this one like they have to lessen the percentage of ng exam, kasi hindi ko naman pede bawasan yan kasi policy yan eh na kapag major exam dapat 25%...”

He added:

“Parang nagpamudmod tyo ng uno na grades dahil sa sobtang pagiging lenient natin” (It’s like we’re feeding students with flat 1 grade because of too much leniency).

Flora suggested a revision on the percentage of examinations as part of adapting online distance learning.

“With regards to the computation of grades especially the major exams, the percentage allotted seems quite big. Provided we’re doing it online exam we cannot really determine or assess well the result despite the constant reminders about cheating and honesty...I would strongly recommend to have a review or revision of the grade schemes to adapt with the changes of modality from face to face to virtual classes.”

Alyana shared that students obtained high scores in examinations due to dishonesty a reason to reduce the percentage of examinations.

“...nasa online distance learning tayo ngayon, bat kaya hindi nagbago percentage ng grading system natin? Maraming matataas ang ngayon, kasi matataas sila sa exam... Malamang kasi nandadaya sila...”(we are in online distance learning now, why hasn't the percentage of our grading system changed? Many are feeling excellent now, because they have high scores in the exam...probably because they are cheating)

She added:

“...kaya pwede sana ilessen natin ung percentage ng mga exam natin, like ung final exam at midterm na 25% ba naman, masiyadong mataas yan para sa online distance learning. Hindi reliable mga score ng mga bata sa mga major exam...”(so, we must lessen the percentage of our exams, like the final exam and midterm which is 25%. That's too high for online distance learning. The scores of students are unreliable in major exams) she said.

Distance learning is a system or method where educators and students do not need to interact in a classroom yet utilize the Internet, goggle meet, zoom app, and so on, to have classes. Basically, distance learning is when students are separated from educators and their classmates. This implies that students learn distantly and don't have up close and personal interaction with educators and their classmates. In this case, the participants voiced out their concerns as educators that there is something wrong on the grading system being used in evaluating the students for distance learning. Some participants suggested a total revision on the grading system that being used. Revise the grading system to come up a new system that matched to a distance education, university should observe why a certain section of students are all academic scholars yet poor in oral performance and producing many academic scholars are sounds good but something is wrong that should be addressed were shared and suggested by the participants.

The History of Philippine Education in the COVID-19 Era

Miguel clarified the awful conduct of students yet most of them are college scholars, it made him to demand that the grading system should be revised appropriate for distance learning.

“universty should observe why a certain section or group of students are all Dean’s lister, half of them are President’s lister o dahil sa sobrang lenient natin ngayon? sounds good siya pero parang may mali diba sir? Napaka disrespectful pa nila, ugali pa lang hindi na pasado, post sila ng post sa facebook, complain ng complain. Nakakainis lang sir, kaya feeling ko may mali sa grading system natin baguhin na dapat na naaayon sa set up ng education ngayon...”(university should observe why a certain section or group of students are all Dean’s lister, half of them are President’s lister or because we are too lenient now? They are college scholars but they have low oral performance. Sounds good but there’s something wrong, right? They are even disrespectful. If they won’t pass a subject, they will rant on Facebook. It’s just annoying. I feel that there’s something wrong with the grading system).

Homer also explained that understanding the lesson is more essential than receiving a high mark without understanding the lesson.

“what’s the point of having a flat 1 na grade kung hindi mo nman naiintindhan yung lesson... abolish or revise the grading system sir.”(what’s the point of having a flat 1 grade if you don’t understand the lesson... abolish or revise the grading system.).

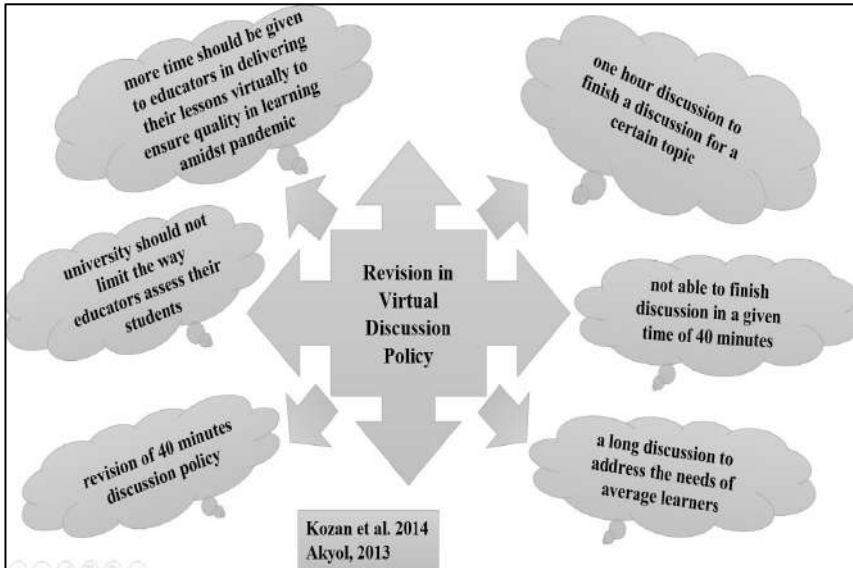
Eddie explained that there must be a total revision in the grading system.

“...Dapat baguhin yung grading system natin ngayon sir. Marami akong student na matataas ang grades pero I’m

sorry to say mahina sila sa oral. So dapat there must be changes for our grading system.”(We must change our grading system now. I have many students with high grades but I’m sorry to say that they are weak in oral. So, there must be a major change in our grading system.) he said.

Chapter 21

Revision in Virtual Discussion Policy



Covid-19 virus is indeed a threat to both students and educators. This made the different school institutions most especially the higher education institutions to adapt distance education through meeting students virtually. Since there is a need for internet in this kind of set up of teaching, this will be a burden for the students. A reason why the university set a policy which gives a time limit for the educators in conducting virtual discussion. This is also a problem to the educators where they have to discuss and finish a certain topic with the time set by the university. Most of the participants voiced out that both students and educators are not ready on this set up, and to assure that there is quality in education amidst pandemic, the policy set by the university regarding in virtual discussion should be revised. In order for the educators to interact with students in a long online discussion to address the quality in learning and the needs of students amidst pandemic. In connection, policies are needed in a school or

The History of Philippine Education in the COVID-19 Era

university as guidelines by both educators and students. These are necessary to help a school institution run efficiently and safely and to guarantee that students receive a quality education. In this case, educators are mandated to follow the policies set by their university. The participants shared that they are encountering problems in delivering their lessons with a time limit. The university set a 40 minutes virtual discussion only where the educators are allowed to meet and discuss with their students. Some participants suggested to at least give one hour discussion with the students. Not able to finish discussion in a given time of 40 minutes, one hour discussion to finish a certain topic and a long discussion to address the needs of average or coping learners were shared and suggested by the participants.

Froilan explained that studying in online distance learning during pandemic is not costly as compared in face to face learning, there's no reason to limit the synchronous discussion to save some amount of money or data, one hour set of time is needed for discussion.

“we are struggling on how to finish the different topics in a particular subject since in the synchronous discussion we are given 40 minutes to discuss...students having 150 pesos per day in order for them to survive in the school in the face to face interaction so just try to imagine they are spending lower amount for their data compared to attending a face to face interaction or physical class...”

He added:

“...so instead of having a policy of 40 minutes discussion, why not extend it for 1 hour discussion for the teachers also to be able to deliver well the discussion...”

Carmen also shared that not all students are able to cope in online distance learning so one hour for synchronous

meeting is needed to help those students who are average or coping learners.

“...40 minutes is not enough sir for the synchronous, it depends on the learners. So if possible I will recommend 1 hour siguro for synchronous just to give the important information na pwedeng maitulong sa ating mga estudyante.”

She added:

“kasi alam naman natin na hindi lahat ng estudyante natin ay magagaling , so to address the needs of our average learners. Siguro 1 hour or 1 hour and 30 minutes siguro sir for synchronous.”(We all know that not all students are academically good, so to so to address the needs of our average learners, I think 1 hour and 30 minutes must spend for synchronous) she said.

Synchronous discussion is an online discussion that both students and educators have to be present at the same time in order to discuss a certain topic. This is one of ways of educators to ensure quality of education amidst pandemic by meeting their students virtually. The participants shared that there is a need for a long virtual interaction between students and educators since online distance learning is an abrupt action in pursuance of teaching and learning process during pandemic. University should not limit the way educators assess their students, revision of 40 minutes discussion policy, both students and educators are not ready for online distance learning, and more time should be given to educators in delivering their lessons virtually to at least ensure quality in learning amidst pandemic were shared and suggested by the participants.

Alyana shared that the time given in virtual discussion must be extended because it is not enough to deliver the lessons that must be acquired by the students.

“may policy na binigay sa atin na dapat 40 minutes lang o 30 minutes lang na kailangan ng synchronous pero para sa akin, hindi enough yun para maexplain natin sa mga bata yung kinakailangan nilang malaman tungkol sa isang paksa, kaya dapat iextend yun...” (There is policy that was given to us that 40 mins or 30 minutes only for synchronous but for me this is not enough to explain things that students must learn about a certain topic, that’s why they must extend it) she said.

Glenda also shared that both educators and students are not yet ready for online distance learning in this time of crisis, so there must be an extension in virtual teaching to ensure that students will attain competencies on their subjects.

“yang 40 minutes na pagtuturo kulang po yan, dapat extend nila for us to really teach our students and for them to gain more knowledge about certain topic.”

She added:

“Sabihin nating self directed learning tayo ngayon, pero sir hilaw na hilaw pa ng Sistema nating ito, hindi natin napaghandaan, lalo na mga estudyante hindi nila napaghandaan ito sir.”(Let us say that our approach is self directed learning but this system were not fully developed, we’re not prepared, most especially the students they are not prepared on it).

Miguel described students as more superior than educators in this time of crisis, he explained that the university should not limit educators in assessing students most especially in delivering their lessons.

“we cannot give our best in teaching during this pandemic, limited kumilos kaya sana the university should not limit the way we assess our students, tulad ng synchronous discussion dapat 40 minutes lang daw? Kasi

kawawa mga bata, complain sila ng complain, ipost ka pa nila sa facebook, tapos ibabash na yung teacher, napakaemotional ng mga bata o ng students natin ngayon, hindi makatarungan sa ating mga guro, feeling entitled mga bata ngayon, matataas tingin nila sa sarili nila.” (we cannot give our best in teaching during this pandemic, our actions are limited that’s why university should not limit the way we assess our students, like the synchronous discussion that should be 40 minutes only?? Students will suffer, they keep complain, they will post you on facebook, the the teacher will be bashed, students are so emotional, this is not good, they are feeling entitled, they look themselves with superiority.)

He added:

“Kaya dapat more time should be given to us teachers in delivering our lessons virtually to at least ensure na may matutunan sila.”

Flora believes that there is a need for a long virtual discussion most especially for those students who will take board exam.

“With the recent memo posted Memo Order 215 s. 2021, I’ve been there and most of the time I consume 1.5 hours of class video meeting and sometimes it’s not really enough...I hope the University will consider at least 40 minutes of synchronous class meeting...For me, it shouldn’t be 40 minutes maximum, at least 40 minutes to cater quality education especially we are preparing our students to pass their board exams...”

PART 6: HISTORY AND ACCOUNTS OF EDUCATORS AMID PANDEMIC

Chapter 22

Insights into the Experiences of Educators and Students in Public and Private Schools Amid the Pandemic

The academe was extremely affected by this pandemic that is why this phenomenological study also explored the lived experiences of educators amidst pandemic. In this category, the researcher extracted 6 themes in the challenges of educators, 5 themes in their coping mechanisms and 6 themes in their suggestions and recommended policies for the improvement of teaching and learning process during pandemic.

The results showed that educators are experiencing problem on their internet connection as they conduct their virtual discussion with the students amidst pandemic. This is a common problem to all educators most especially for those who used mobile data only for their virtual meeting. In this scenario, educators are facing difficulties on how they will deliver their lessons effectively with the students. It affected their performance in teaching, since the flow of discussion in virtual meeting depends on the internet connection. The participants are also facing challenges on how they can reach and connect to those students who are also encountering connectivity problem, a reason why educators faced difficulties on the attendance of their students. This internet connection problem gave challenges to the educators amidst pandemic. This is supported by the study of Tosun et al. (2021) and Ozudogru (2021) showed on their findings that the most common issues mentioned by educators are students' lack of internet/device access and teachers' lack of expertise with online classes. This is the reason why the students chose not

The History of Philippine Education in the COVID-19 Era

to attend on their online classes because of poor access in internet. Furthermore, educators reported difficulties such as internet and technical deficiencies in isolated or remote areas, poor student engagement rates in online classes, and educators' inability to be adequately involved in the system were reflected as difficulties by the educators. This study also found out that one of the challenges of educators is how they can interact effectively with their students. It is found out that there is lack of interaction between students and educators as voiced out by the participants. This a challenging on the part of educators since they are responsible to think for an idea on how students and teacher interaction become possible in online set up of teaching. In connection, the study of Coman et al. (2020) showed that in online distance learning there are poor communication between students and educators since they just meet through online which causes lack of interaction that makes the students feel isolated. Educators are being challenged on how they can improve interaction between students since most of the students are not motivated, and not responsive in online distance learning (School Education Gateway, 2020; Aboagye, 2020). This lack of teacher and students interaction resulted to lack of proper assessment with the students where educators are having difficulties on how to conduct properly the different types of assessment they have prepared. There is also dishonesty among students as observed by the educators. This findings supported the study of Guangul (2020) which the students are doing unnecessary things such as cheating and academic dishonesty during the conduct of examinations in online set up of teaching.

This study also revealed that educators are experiencing difficulty on their subject teaching loads which they are given four to five different subjects to teach. They have difficulties in handling different subjects and in delivering their lessons. Which also found out that some of educators are not able to give their best on other subjects because of lack preparation and lack of time as a result of handling different subjects. The teaching performance of

The History of Philippine Education in the COVID-19 Era

educators amidst pandemic is negatively affected by unhealthy subject teaching loads. In line with the previous study of Chrimi (2016) showed that educators who are having multiple subjects to teach are unable to finish discussing the course curriculum, they are facing lack of preparation in teaching various subjects, poor focus in marking class activities and assignments, and they are unable to provide student-centered approach ways of teaching. Educators amidst pandemic are indeed in a difficult situation specifically in submitting and completing their paper works. This study found that educators are overloaded in paper works which they are performing multiple tasks and given various paper works to complete. As a result, educators are stressed and unable to perform their duties in teaching effectively in online distance learning. Aside of preparing power point presentation in teaching, they are obliged to produce their modules and learning materials in different subjects given to them, and also other papers for accreditation and ISO audit amidst pandemic.

The educators are experiencing mental health problems caused by excessive workloads and problems brought by the pandemic. Lack of sleep and being pressured by the higher ups were reported by the educators. This result ties well with previous studies of Stachteas (2020) and Wijaya et al. (2021) showed that an excessive paper works and numerous responsibilities are assigned to educators, resulting in poor teaching performance. It has been found that educators are facing mental health issues such as stress, pressure, anxiety and depressive emotions as a result of overloaded paper works and challenges caused by the pandemic. It also showed on the study of Lizana et al. (2021) that educators' quality of life deteriorated during the pandemic. They investigated some of the negative impacts of the COVID-19 pandemic on the emotional and physical health of educators. It revealed that the educators' mental health difficulties were related to workplace stress as a result of working remotely, movements of uncertainty, loneliness, and fear that the pandemic and its accompanying confinements

The History of Philippine Education in the COVID-19 Era

might worsen. This study revealed that the educators are experiencing financial complications amidst pandemic. This is because of the inflation and the needs for teaching tools to be used in online set up of teaching. Indeed, educators are lack of technological teaching resources as voiced out by the participants. In connection, the study of Jaine (2020) and the survey conducted by Greene (2020) which looking for the impact of pandemic on the lives of educators, showed that educators are struggling on how to cope on their financial problems since the demands of their family in goods increases as they work from home. It also showed that the abrupt needs on gadgets for teaching and learning process and giving financial assistance for their students made them faced financial difficulties.

Social engagement is being practiced by some educators in order for them to lessen their stress, anxiety and pressure in work and personal life. They learned to spend some of their time with their colleagues and friends to share their experiences and to have some moral support during this pandemic. This social engagement has been investigated extensively as a component that reduces the impacts of stress, and the findings are rather surprising. Social support not only helps individuals feel less distressed, but it could also enhance their wellbeing and lower their risk of mortality, reduced depression and anxiousness, as well as efficient buffering against with the unfavourable consequences of stress (Holt-Lunstad, 2010; Umberson and Karas, 2010; Scott, 2020). In connection, being around by friendly and supportive individuals helps people perceive themselves as more competent of dealing with difficult situations of life. In times of crisis, social involvement can assist to mitigate the effects of trauma-related illnesses such as PTSD (Gros, 2016). Indeed social engagement is an effective adaptation mechanism of individuals who are facing mental health issues caused by the workloads and this pandemic (Hidalgo, 2021).

Managing a business as an additional source of income is a strategy employed by some educators to cope on their financial hardships amidst pandemic. They are operating small businesses to support their needs in every day, and also some educators used social media to introduce their products and sell it. In connection people are starting businesses in order to increase their financial security and stability. Its purpose is to ensure that they are financially prepared in times of crisis (Leyes, 2020). This study also showed the importance of trusting and seeking God in times of difficulties as mentioned by some educators. This became their coping mechanism to overcome trials and challenges during this pandemic. In the study of Kowalczyk (2020) and Lucchetti et al. (2020) discussed that in context of the COVID-19 pandemic, many people are considerably more sensitive to faith and prayer.

The virus quickly spread throughout all nations, creating massive damage. In the current crisis, having faith and seeking God gives people control over difficulties in life, makes it more intelligible, and, most importantly, offers hope to people. It is also showed that faith has long served as a healing for the soul, and trusting God is linked to better mental wellbeing. This study revealed that some educators are doing time management to cope on their difficulties in performing their duties amidst pandemic. This time of pandemic, inefficient time management or ineffective time allocation not only raises an employee's stress but it also reduces performance at many levels (Jabeen et al., 2021). In the study of Mata (2021) which has an objective to determine the connection of time management, job stress, and quality of work in the current COVID-19 environment showed that workers endure less stress at work when they manage their time efficiently and workplace productivity improves when there is less stress.

Development of Online Teaching Platform was suggested by some educators, which purchasing an online

The History of Philippine Education in the COVID-19 Era

platform and developing a friendly teaching platform were suggested. It revealed on this study as perceived by some educators as well the students that the SeDi developed by the university as an online teaching platform is difficult to use and most of the time is not accessible. In an online distance learning approach there is a need for a user-friendly platform. A study conducted in the United States, 77.78 percent of postgraduates strongly believed that a well-organized online learning platform was essential for effectiveness of teaching and learning process (Lee, 2014). In another research, also conducted in the United States, students emphasized the significance of being able to easily access course materials (Asherian, 2010). According to Chang (2020) there is a need for a system that is user-friendly and interesting to provide an outstanding learning opportunity for both teachers and students. An online teaching platform should be effective in capturing the idea of what it feels like to be in a traditional classroom in an online setting.

Some educators are suggesting Nationalized Instructional Material in response to their difficulties in writing modules. Some educators reported the fact that most of the content of modules they are preparing are plagiarized. Which made them suggest that expert writers and the Commission on Higher Education should produce modules with quality to ensure the quality of learning amidst pandemic. In the study of Khalid (2007) discussed the importance of ensuring the quality of material, the extent and depth of information, the appropriateness of content, and the right content should be emphasized in writing modules. It has also been discovered that modules developed by educators are plagiarized. This proved the findings of this study as voiced out by some educators that they are really struggling in writing modules because of lack of training, lack of time and for many reasons.

An organized subject teaching loads that was suggested by some educators in order for them to manage their

The History of Philippine Education in the COVID-19 Era

responsibilities effectively in teaching. It is observed by some educators that they are teaching different subjects which gives them so much burden in making preparation and it negatively affected their teaching performance. They suggested for a well distributed time for teaching assignment and lessen subject teaching preparation. In the study of Qu et al. (2014) discussed that teaching load allocation, or determining which members of the teaching staff will teach which subjects, is a critical task that must be addressed in all academic institutions each semester or quarter. They emphasized that educators should teach subjects in which they are competent; or else, they will find it difficult. Educators should not be assigned a higher teaching duties than that needed by her/his role, and schedules should be organized to make time for those other tasks, activities, and obligations. Indeed, the distribution of teaching loads has long been considered as a significant element influencing teaching quality (Shin and Jung, 2013; Ujir et al. 2020). This study also revealed some policy revisions as voiced out by the participants. In an online distance learning there must be appropriate grading system and also a modification in percentage of major exams as suggested by some educators. This revision in grading system suggested by the participants to ensure a well-deserved grades for the students in an online distance learning. In connection, given the current scenario in which face-to-face engagement is prohibited, the Department of Education modified its grading system and evaluation methods. DepEd Usec. Diosdado San Antonio said in an interview “we are dispensing with the periodical exams in our proposed revised assessment on learning, we’ll do written outputs and performance tasks” (DepEd, 2020). One of the school institutions in United States revised their grading system to address the problems in giving of grades. The Principal of Mountain Empire High School in the United States Dr. Patrick Keeley stated “I don’t want to give everyone an A because we’re just trying to be nice,” (Sawchuk, 2020). This is indeed a call to all school institutions to have some review on their grading system. This study showed that some educators suggesting for revision on virtual

discussion imposed by the university which they are only allowed to discuss for 40 minutes as maximum. Some educators find it difficult in ensuring the quality of education amidst pandemic most especially there is a need to discuss effectively the topics for those students who have board examinations in the future. In fact, Online conversation allows students and educators to establish a virtual world of inquiry (Akyol et al. 2011; Kozan et al. 2014). Students connect socially while also supporting and encouraging one other's critical and higher order thinking in online discussions (Garrison & Akyol, 2013). In the study of Davidson (2009) showed that educators in a graduate course spent a large amount of time facilitating students' understanding and engagement through online conversation to ensure quality in education. This proved the suggestion of some educators that there is a need for extension in the maximum time of virtual discussion set by the university.

Summary of the Experiences of Private School Teachers during Pandemic

This book explored the lived experiences of private teachers during pandemic. The researcher extracted three main themes related to the motivation factors of teachers teaching in private school, five themes related to the challenges encountered by the private teachers amidst pandemic.

Private teachers chose to stay in the teaching profession and teach in a private school because of their passion in teaching. Indeed, effective teaching is founded on passion. Passion, which is essential for learning and teaching, enhances learning by fostering motivation and enthusiasm. Teachers that are interested in enhancing their students' learning potential strive to create successful learning environments. In connection, the study of Serin (2017) find out that teachers' passion in teaching is an important characteristic that can help students attain their goals.

The History of Philippine Education in the COVID-19 Era

Teachers that are enthusiastic about their jobs can make a significant difference in their students' academic performance. Passion has a beneficial impact on learning and teaching by generating enthusiasm and action. In addition, the study of Gilal (2019) showed that through emotional contagion, a teacher's passion for teaching may be transmitted to a student's desire for work. Teachers can impact student performance simply by demonstrating their passion for teaching. This study also revealed that private teachers chose to teach in private school amidst pandemic because they believe that teaching is a calling. In the study of Na (2015) discussed that an effective teaching engagement and outcome are frequently based on the teacher's personal qualities, which encompasses traits such as a good sense of humour, kindness, sympathy, compassion, caring, perseverance, and so on. The teacher experiences a strong feeling of appreciation on a regular basis, which is a key link among these good traits. It is showed on their study that gratitude is among the most evident good feelings that may help a teacher's life and profession succeed. In reality, strategies for fostering appreciation for a teacher are provided, such as avoiding distractions, maintaining a gratitude diary, and maintaining a gratitude reminder. It is anticipated that with practice, teachers would be able to blend their sentiments to the cheerful channel and reach the point wherein teaching becomes a calling in their lives. The study of Altun (2017) discussed that teacher commitment is an inner drive that motivates teachers to dedicate more time and attention in sustaining school participation. It is revealed on his study that commitment in teaching is a critical component to stay with boldness whatever difficulties a teacher may face in his/her profession. Teachers that are committed to the teaching profession are able to modify their teaching techniques to help students in the classroom. This study showed that private teachers chose to stay in private school because of points they can earn for promotion in public school. The Department of Education (DepEd) set a standard guidelines in hiring public teachers. Teaching experience is one of the guidelines that

must be achieved by a teacher applicant. Education has 20 points, Teaching Experience has 15 points, Specialized Training and Skills has 10 points, Interview has 10 points, Demonstration Teaching has 15 points and English Communication Skills has also 15 points. This is why private teachers chose to stay for how many years teaching in a private school in order for them to gain more points in teaching experience. In fact, teaching experience is very important. The study of Kini et al. (2016) showed that throughout a teacher's career, teaching experience is positively related with student achievement. The advantages of teaching experience will be most realized when teachers are carefully recruited and properly prepared when they enter the teaching field, as well as extensively supervised and thoroughly assessed prior to attaining tenure.

This book discussed that private teachers are experiencing financial constraints during global crisis. Countries all across the world faced problems as a result of the Corona 19 Pandemic. This pandemic causes the global economy to suffer a recession, causing financial hardships for all individuals. Private teachers are now in a dilemma, not only in educational matters, as well as in terms of their financial demands in the wake of pandemic. The findings of this study supports the study of Jaine (2021) showed the shift to online education has increased the inequalities between private and public institutions. It is found out that private teachers were not paid on time and they were receiving lesser salary compare to public teachers. It is showed that some private schools were forced to close due to few enrolees and it affected the salary of private teachers. This study also revealed that private teachers are experiencing mental health issues amidst this pandemic. Private teachers are dealing with psychological and emotional health concerns while they carry out their duties in the midst of andemic. Challenges in their work, family concerns, and personal challenges affected their mental health. This supports the study of Lizana et al. (2021) showed a decline in teachers' quality of life throughout the

The History of Philippine Education in the COVID-19 Era

pandemic. Their study investigated some of the detrimental effects of the COVID-19 pandemic on the mental and physical health of teachers. It showed that the mental health issues by the teachers were attributed to job stress as a result of working remotely, motions of uncertainty, loneliness, and worry that the pandemic and its associated confinements would intensify. This study also revealed that private teachers are working beyond their contract which they consider as one of their challenges. According to Elton (2021) discussed that employment contracts are essential both for the employee and the employer. It binds both sides to carry out their obligations and responsibilities. An employment contract will establish a solid foundation for protecting both the parties' interests as well as the employee's unique position in the firm. The basic responsibility of an employee is always to work for the employer, and the company should pay the employee based on the amount of work completed within a specific time limit. In connection the study of Isaksson (2010) showed that there is a need to follow by the employer the written contract with their employees in order to build the passion and commitment of their employees on their jobs. This study also revealed that private teachers are Lack of Teaching Resources amidst pandemic which is caused of financial constraints. It is suggested by the participants to at least the government should give a subsidy for the private teachers in order for them to cope on the demands of distance education amidst pandemic. This study also revealed that private teachers are experiencing problem on their relationship with their school heads. The study of Whitehead, Boschee and Decker (2013) reiterate that when teachers and principals work together and build trust, students face higher academic achievements and have a stronger feeling of well-being. In connection, the study of Chombo (2020) showed that principals must have a positive working connection in order to function successfully and to sustain a healthy professional relationship, solidarity, respect, commitment, and communication among teachers. Indeed, private teachers are also contributors in the growth and development of the Philippine Economy, yet they

The History of Philippine Education in the COVID-19 Era

feel less prioritized as compared to public teachers. Private teachers are also in a dilemma on how to cope on the impact of covid-19 pandemic.

Summary of Experiences of Students during Pandemic

This pandemic is indeed a challenging which brought so many changes in the academe. Students normally attend in school face to face with their classmates but due to corona virus, most of the universities around the globe chose to lockdown and adopted distance education. Students are able to attend in online mode or known as synchronous meeting with their instructors. This case brought challenges as found out by this study. Students are encountering problem on their connection, it is also a problem on their part they cannot understand fully their discussions, even financial problem is being encountered in this mode of teaching. It also showed that students are having difficulty on their location, since they don't have a conducive place on their house to learn. Unorganized schedule and the use of different online mode of teaching are also challenging on the part of students. It is indeed that students are not easily able to cope with the problems since they are not prepared on this situation.

Chapter 23

The Accounts of Educators during Pandemic

The Experiences of Teacher Froilan

On the part of synchronous discussion sir there is a problem, first is that not all of students have stable internet connection so most probably 90% is the most number of your students who can't actually attend in the synchronous discussion not hundred percent, the remaining 10 percent or maybe if there actually class wherein 50% are the almost or only 50% are only attending my online class or my online discussion or the 50% where are not so responsive when it comes to synchronous discussion. Aside from that challenges of internet connection, we have also problem when it comes to student-teacher interaction. Usually it becomes one sided, because we have limited time in discussing things over the internet so that the students will be able to save some of their MBs or internet Mbs for them attend on the next class. So it's very one sided, why? Because there is a lesser student-teacher interaction.

Ok just to sum it up or give a specific description about this online class, it is exciting at some point because we are actually having more knowledge when it comes to online platform because this is new in the Philippine Education. It is new in teaching so we are actually, this is actually an opportunity for us to learn. At the same time, this is very untimely for the teachers as well. Why? Because in the very first place we are not used for online platform so the difficulties, if we are going to rate the difficulty of face to face teaching compared to an online teaching in the face to face teaching I can rate it as to 5-6 in the range of 1-10 but in the

online teaching I think it's 30, it is 3x more difficult than a face to face interaction.

Ok, this is one of the heaviest problem or one of the most heavy problem ay heaviest problem I should say that I usually experience from time to time. I'm actually given three to five preparation per semester. Each preparation composed of different subjects at some point it is somewhat frustrating because one preparation per class, so just try to imagine the amount of preparation that I needed to do per day For example I am going teach three different subjects in one day and those subjects where only taught in one class. So in short there is instances where I have one preparation for only one class or one group of students. At some point that is too much to handle because an ideal preparation for a teacher for him to be effective is that at least 2-3 preparations.

When it comes to preparation of module that is another problem. Why? Because for example as what I have mentioned a while ago I have preparations as of now, so just try to imagine may be I have 2 preparations that I have already modules on those subjects but having a major subject for example wherein for example in the particular college or campus you are the only one or you are the only instructor whose going to teach that particular subject therefore you are going to that module alone. Just try to imagine doing or accomplishing 2-3 modules per semester that is too much for a teacher. Why? Because module making is just like book making it requires time, it requires effort, It requires deeper knowledge for the subject so that you will be able to decide a better module for your students. A handy module for your student, a self-learning module for your students. So just try to imagine, having different efforts on different modules because you are a multi prep teacher, just try to imagine how difficult it is.

There are other challenges, for example the need to pass different documents that is not actually teaching related, so that gives us an idea that in teaching it's not 100% instruction but rather its actually for me based from my experience, it's 30% of instruction and the rest of percentage or 70% is more on clerical job. You are going to consume major time of being a teacher, recording, submitting grades, notifying your students from time to time even 12 midnight you are going to notify your students because there are actually students who keeps on messaging and aside from that you need to pass several documents to your department chairs, deans or heads and that adds more pressure to you as a teacher. Ok that is another responsibility for teachers where in fact one of my rants before we actually applied here as instructors, it's not actually part of our job description to be clerical workers but eventually this became part of our job as "instructor". So hindi pala naming ineexpect that at some point under the umbrella of instruction or instructor as a title in this university there are so many clerical works needs to be done and that's add up to our difficulties. Furthermore, as what I have mentioned a while ago that 70% percent of clerical work is actually dedicated to accomplishing documents for the ISO audit that's another tasks. At some point it is normal at the same time it is justifiable because its actually part of our instruction or instructional process but allocating some more time to the point that you are going to sacrifice some of your teaching time in order for you to give help or hand in the preparation of documents in accreditation for example its preparation takes 1 month to 2 months and just try to imagine the number of times you do not meet your students just for those problems or just for those additional tasks as a teacher. No to mention, we are not paid on those scenarios or situations. At some point what makes us disappointed and frustrated at the same time that becomes an avenue for them to measure our commitment.

Being a teacher is actually a tough job and most of the time your ability to overcome pain is actually measured from time to time. For example you need to address the issues of your students wherein at some point kakaawaan mo sila at the same time you need also to address the issues that were actually raised by your students to your administrators. So have to answer those if you have issues with your students, emotionally or psychologically only learning also gives burden. Why? Because there is instances or there are things that actually ahh there is actually conflicts that can be resolved during interaction during face to face interaction but because there is only an online platform wherein it is very limited platform for you to interact with your students there are instances like small conflicts, small arguments would actually be escalated by several factors it is because of common understanding or miscommunication so that often lead us a stressor or that can be a stressor to me as teacher in this platform at the same time the constant deadline or constant reminders which is somewhat normal but at the same time ahm constant deadline to ask by our heads for example is actually adding more pressure on us as teachers to the point that we are actually lacking sleep it is because we need to prapre those documents and for example for me at some point I have to read five to 10 books per night just to prepare for my five preparations per class or per week. Just try to imagine and you are being pressured by higher ups in order for you to comply at some we are not actually complaining but there are instances that adds to the stressors of being a teacher so what I have told you a while ago ahmm the pain tolerance of you as teacher will always be tested especially in this pandemic era.

I am also stress to the point that I cannot even have time, though I have the opportunity to have enough sleep but thinking so many things for example deadlines, compiling the students' work for you to ensure to secure no students shall be

left behind in your class will add up to the problems or to the worries that you are actually thinking before you sleep.

One of my challenges in teaching in an online distance learning is actually teaching resources, I mean i don't have that enough gadgets or technological resources in teaching via virtual. I have laptop but sometimes it is not functioning well, there is also for speaker, mouse and etc. Hindi naman makabili agad because I have other concerns, kaya pinagtitiyagaan ko na lang ung cellphone in delivering my lessons. How I wish face to face na lang, kasi sa school provide na projector and etc. Sana next year face to face na, so that we can assure that there is quality talaga sa education natin. Dami nating nakakaharap na problem sa distance learning of course we are not really prepared for this set up of teaching. Kaya sometimes I really have to focus on what is really needed, i have to do what is important than doing those things na unnecessary, kasi baka masayang oras ko. Time is gold, huwag sayangin ang oras, if oras mo pra sa work, focus ka lng sa paggawa ng paperworks, thats how I help myself amidst pademic. One thing more never forget to have time for yourself.

Our motivations primarily is of course I need to honest, I need a job during pandemic and that's my number 1 motivation. Aside from that, I have this intrinsic motivation as a teacher is that, this is not for hypocrisy but rather ahh this is my personal intuition or personal perspective when it comes to teaching ahh it is my students, the demands of my students. There are students who are actually good at complaining only and to be honest, I do believe that these students who keeps on complaining are the only students who are not compliant and they are the one who have the means to comply to the teacher but at the same time since this is new to them, this becomes a natural reaction to them and I do not mind such type of students but witnessing students who keeps on struggling,

there are students who actually exert extra effort also on their part as being a student just to comply with the different demands of their teachers just to suffice also the need for them to pass the subject but not only to pass the subject but to aim higher in order for them to be part of the dean's list or president's list inspired me better, it is inspired me as a teacher. Why? Because just to comparing the effort that they are going to do just for them to become dean's list or president's list in the face to face teaching compared to the difficulties and effort that they are going to exert in online teaching as what I have told you a while ago, this is 3x more difficult and witnessing those struggles of the students gives us extra push teachers to be better as well because since there are students who are actually willing to learn even in the online platform no matter how difficult is or how hard to have this platform, this is also a primary motivation for us teachers to keep also in improving our instruction.

Usually I go out with my friends, actually whenever I have chances to report to school I usually go out with my friends to give me proper time to unwind because being alone in the four walls of your bedroom or your room teaching and having all the pressures in your mind will actually demotivate and distract you as a teacher. Sometimes you have to go out your comfort zones and at the same time you need to interact with other people. So for me when it comes to distressing or relieving my stress is that I usually talk with other people that's the best way I can release my stress having the same stories, singing the same song with me with the pressure, experiencing the same pressure and laughing those pressures just to ease our worries and it gives me more energy to survive the day and the next succeeding days in my teaching career.

My recommendations for the improvement of online platform is that I do appreciate the effort of the

administrations to put a or to create an online platform that will actually cater or that will be an avenue or it will an act as a social media for instruction, I do appreciate that but having a more interactive, more effective, more efficient application or online platform will give more easier avenue for teachers to deliver instructions. We have to be honest that the online platform we are using today is not that solid when it comes to efficiency and effectivity for example in SEdi it takes hours for you to access it, it takes it has a very limited storage for you to upload your lectures or video lectures or audio lectures and there are too many buttons that you needed to click in order for you to go particular page or access point so it's not actually user friendly. So improving maybe that online platform will give ease for the teachers to have way to deliver their lectures or topics. If that is too tasky they can come up with a budget in order for them to purchase an online platform. Personally the teachers having different subjects are actually utilizing different online platforms they are those who uses edmodo, google forms and etc. ok just try to imagine Its actually ok on the part of the teachers but on the part of students, the struggle on the part of students that they need to download every now and then different apps that they need to access different sites in order for them to take their quiz, major examinations. It is already a struggle aside from the fact that they do have very limited internet connection.

I am asking the effectivity or the quality of learning of course we do recognize that is a lesser quality of learning of lower quality of learning in the online teaching but at the same time in the synchronous and asynchronous part for example, we are struggling on how to finish the different topics in a particular subject since in the synchronous discussion we are given 40 minutes to discuss because considering the fact that students need to save data for their next class but at the same time, this is my counter argument

on that idea that students needed to save up more data for them to be able to attend to the next class but on the other way around if we try to compute the money they spend in order for them to accumulate load and to register to a particular promo or surfing promo, for example 50 is good for 3 days but actually 50 pesos can actually be used up on one particular subject but of course that is only 50 pesos compared to the idea that they are actually having 150 pesos per day in order for them to survive in the school in the face to face interaction so just try to imagine they are spending lower amount for their data compared to attending a face to face interaction or physical class. So my idea here is that if they can spend such amount for their data since it is actually intended for learning so why they can't spend that amount? Di ba? so instead of aah having a policy of 40 minutes discussion, why not extend it for 1 hour discussion for the teachers also to be able to deliver well the discussion even that it is very one sided. Instead of cramming and speeding up the pace of the discussion because he or she has only 15 minutes or 40 minutes to discuss that particular topic. So from 40 just make it 1 hour.

Pansin ko halos sa lahat ng university there are many students who attained 1.75 or higher than that..even my students most of them got 1.75 or 1.5 of their GWA..I have observed and noticed as well there are students who reported to me that some of their classmates are cheating during major examinations.. And of course i cannot control that issue.. so maybe the university should adress this one like thet have to lessen the percentage of ng exam, kasi hindi ko naman pede bawasan yan kasi policy yan eh na kapag major exam dapat 25%.. Kung pwede lang bawasan nuon ko pa ginawa.. Ang yayabang pa ng mga bata, akala nila they deserved those grades, may pa memes memes pa sila sa facebook like "patulog

tulog lang sa online class pero academic scholar ako" see sir?
We have to address that problem..

The Experiences of Teacher Carmen

I just want to share with you the challenges or difficulties I have experienced in teaching during this pandemic is of course my role as a mother of these to young kids and as a second mother of my students. When I started teaching lalong lalo na yung mga schedule following the schedule in teaching of course ah kinakailangan na iaddress natin yung pagiging second mother natin sa mga estudyante and nasasacrifice yung of course yung attention na para sana sa mga bata pero because of the tawag dun ng ating trabaho para matugunan ang pangangailangan ng ating mga anak at siyempre maibigay din natin ang needs nila ah ang hirap ibalance ano pero kailangan lang siguro ng time management para matugunan both yung pangangailangan ng estudyante as their second mother and of course bilang isang mother ng dalawang anak ko noh.

My experience in teaching via online mode is very challenging because I need to be patient in adjusting my time, just to reach out my student due to weak internet connection and of course to understand the attitude of the learners alam naman nating na kailangan nating habaan pa yung ating pagpasensya lalo na yung mga bata na hindi natin lahat maplease yung ating mga estudyante at may mga bata rin na very demanding pero as a second mother n gating mga estudyante ay kailangan nating maging bold minded para mareach out silang lahat. I think yung internet connection lang, gaya nga ng sinabi ko kanina as I mentioned a while back yung mga behaviour din ng mga bata, especially ngayon alam naman natin na first time natin maencounter yung ganitong situation so lahat nag aadjust, hindi lang ang mga

estudyante same with us as their teachers. The challenges I encountered in teaching during pandemic, the preparations of our instructional materials and how to reach out some students who were not on time to join in the synchronous discussion and also the addressing the concerns of student during pandemic.

I think the problems I have encountered in preparing modules during pandemic, the availability of the references and the time constraints kasi very limited yung time natin in preparing our modules, mahirap. Lalo na sa situation ko as a mother mahirap ibalance o imanage ang time. I involved myself in the preparation of accreditation and ISO documents needed for evaluation and of course they invite me also as a panel member during the panel interview of teacher applicants and of course as a yaya of my two kids. Sometimes I cannot meet my students dahil sa mga tambak na gawain, paperworks na pinapagawa sa atin, kaya halos puro asynchronous ako, halos puro activities na lang, I mee them sa make up class pero limited parin kasi hindi lang ako ang subject nila. I do scheduling for virtual make up class para kahit papaano ay mameet ko parin sila virtually para sa discussion, so somehow thats how I cope sa hindi ko pagmeet sa kanila,

A lot of challenges or problems that I encountered, first my emotions on how to cope with this health challenging crisis, alam naman natin na tayo ay nabulaga ano sa ganitong pangyayari na hindi naman natin ineexpect at sa financial problem narin. When it comes to financial aspect, napaka hirap na especially sa part ko as a mother, alam naman natin na sa ating mga guro, ay may mga loan, mahirap ibudget yung ating pera ngayon pandemic. Especially sa akin na very challenging ang pagka mother ko, bakit ko sinasabing very challenging? Kasi imbes na yung budget ay para sa daily

needs eh hindi naman pedeng hindi tugunan ang pangangailan ng aking mga anak because of their situation, sinubok sila ng pagkakataon, yun na lang ang isang term ko, kaya namomorolema ako sa financial because of their medication. So ang ginagawa namin, ang magulang mapamaraan so gumagawa kami ng alternatives gaya ng ibang pagkakakitaan, para matugunan yung pangangailan sa pang araw araw, lalo na ngayong pandemic, tayo ay maging maparaan. Above all, lahat naman ay nagagawa ng paraan with the guidance of our almighty savior.

The best way to handle my anxiety is my faith to our God because this is the only way to reflect and of course to internalize how important our life is and of course to share the word of God for them to continue their lives to embrace the challenge positively especially sa situation natin ngayon. As I mentioned earlier kailangan nating mag isip ng alternatives, aside from teaching, ang husband ko naman ang focus sa business. May piggery kami, at yung construction. It is a big help to our family especially sa needs ng mga anak ko.

I think the university should look for online platform where the faculty and students easily connected for teaching and learning sir kasi ah, yung platform na ginawa noon na sedi ay hindi siya effective kasi siguro mag isip sila ng online platform na kung saan hindi mahihirapan both students and teachers para maging maganda yung flow ng learning ng mga bata especially ngayong pandemic. Another recommendations that I can suggest for the improvement of the policies and of course the curriculum or the program, siguro mabawasan or malessen yung faculty teaching loads or atleast give one or two preparation of subjects, para magkaaron tayo ng time, ng maraming oras. especially ang ating university ang focus ay research at extension so kung mbawasa ang teaching loads natin we have our time to do research and extension and at

the same time to provide additional materials para makatulong sa ating mga estudyante ngayong pandemic.

I think sir dun tayo sa synchronous, yung 40 minutes is not enough sir for the synchronous, it depends on the learners. So if possible I will recommend 1 hour siguro for synchronous just to give the important information na pwedeng maitulong sa ating mga estudyante kasi alam naman natin na hindi lahat ng estudyante natin ay magagalang , so to address the needs of our average learners. Siguro 1 hour or 1 hour and 30 minutes siguro sir for synchronous.

The Experiences of Teacher Glenda

Hindi madali magturo ngayong pandemya sir, the first problem I encountered in teaching is how to teach with very poor internet connection, laging nawawala yung internet ganun din sa mga estudyante ko, so paano ako makakapagturo ng maayos? Kaya nahihirapan ako on how to manage my students during this pandemic, it's too hard to interact with them compared nung face to face, hindi ko alam kung naiintindihan nila discussion namin. Ahh basta sir ang hirap maging guro ngayon hindi madali pero dapat kayanin kasi kailangan. Mahirap talaga magturo ngayong pandemic. Sobrang hirap magturo talaga sir gamit ang laptop lang, nasa 3rd world country tayo hindi pa natin afford ang distance learning o online learning in delivering education with quality. Hirap kasi hindi lang naman pagtuturo yung ginagawa ng isang teacher. We all know naman teaching different subjects is not a piece of cake because you have a lot of things to prepare, sometimes I cannot say na 100% effective ako or I can say na I did not give my best to some subjects given to me. Bakit? To be honest lang po ahh ahh hindi ako nakakapagprepare ng maayos sa ibang subject na tinuturo ko kasi sa pagprepare pa lang ng ibang tinuturo ko pagod na ako,

tapos may ibang subject preparation ka pa, basta sir huwag mo sasabihin pangalan ko ah? Haha basta it is not healthy to have many different subjects to teach during this pandemic.

Aside of teaching we are given different tasks such as compiling documents and even accreditation documents, so hindi lang pagtuturo yung ginawa namin at ginawa naming ngayong pandemic sir, at nakakapagod. Minsan diko alam ang uunahin, ito ba or yan ba? Pagtuturo ba o paperworks? Bakit kasi pinupush nila yung accreditation nun eh pandemic? I know we can make it , pero it needs a lot of sacrifices. Dami daming gagawin eh pagtuturo lang naman ang dapat natin gawin mga guro kasi yun ang sinumpaang natin. Bakit kailangan gawin yan kung pede namang mag assign sila ng ibang tao diba? Hindi ka naman makakapag hinde or else babanatan ka ng higher ups. Kaya natuto narin akong lumugar bilang isang guro, na minsan utusan ka at dapat mong sundin ang pinapagawa. We gain recognition as accredited college but there's no improvement in our instruction. Hind ako nagcocomplain sir ah? Share ko lang feelings ko.

Aside sa mga problema ko sa pagtuturo sir, nangangapa po ako financially dahil sa pangangailangan namin araw araw, pagtaas ng bilihin ngayong pandemic ay nagdulot ng problema sa amin pagdating sa pera. Isipin mo sir, maya maya ay kakain mga anak mo, tapos malakas pa sila kumain, maliban dun may mga bayarin din sa bahay, may mga dapat pa akong bayaran ahh ahh kaya hindi madali ang buhay ngayong pandemic. One thing more having incomplete materials for teaching, need ko wifi, magandang laptop and etc to make sure na maganda yung delivery ng lessons, pero kulang parin kasi marami akong gastusin na dapat unahin. Uhmm Akala rin ng mga kamag anak ko na hayahay lang buhay namin kasi guro ako tapos sumasahod ako without

considering na hindi ganun kataas sahod natin sir. Kung alam lang sana nila na hindi basta basta ang buhay guro. Nakaka stressed, nakaka pressured, nakakadepressed na hindi ko maintindihan minsan nga tulala na lang ako while thinking of everything during this pandemic, because of this pandemic mas naging mahirap kumilos at magtrabaho. Sinong hindi maiistressed ngayong pandemic? Wala! Pede siguro kung marami kang pera kasi you can do what you want using your money, pero hindi rin eh bakit? Kasi hindi lahat naibibigay ng pera. Maraming naging bawal ngayong pandemic dahilang kung bakit nakakalungkot minsan ang mabuhay ngayong pandemiya sir. I know you can feel the same feelings I have sir. You are also a teacher.

Unang una sir, iniisip ko na lang na may plano si God sa buhay natin, Kristiyano tayo kaya hindi maiwasan na magrely na lang kay God ngayong pandemic, na kahit sobrang hirap ay kakayanin natin kasi alam nating kasama natin ang Diyos. For sure ganun din naman sayo sir tama ba? At tsaka sir this is our profession, we committed ourselves in teaching so whatever difficulties we are facing now, we have to be strong that's why thinking that our profession is noblest makes me motivated. Mahirap pero kakayanin, mababa sahod natin pero ok lang. I do praying sir, every time I feel so stressed all I have to do is just to give time for myself and having time to pray in order for me to relax ganun sir.

Hindi basta basta ang pagtuturo maraming problema ang kinakaharap. Halos puro complain ng complain ang mga bata sa aming mga teachers, they don't even consider that we are also struggling during this pandemic. That's one thing should be realized by our students. Hindi yung complain ng complain pero sa totoo lang tinatamad sila. Sana maintindihan rin tayo ng mga mas mataas sa atin, That's why I want to recommend na sana bawasan yung mga paperworks

natin, in order for us to focus really in teaching at sana ayusin nila pagbibigay ng subjects na ituturo natin hindi yung umaabot ka sa 4 to 5 preps ba naman, pwede naman nating ituro lahat sir, pero somehow questionable na if how effective and how efficient we are in teaching those different subjects. Tapos pa pala sir, complain lagi ng mga bata ang dami raw ginagamit na apps sa pagtuturo, kaya irerecommend ko sana, na sana magkaroon tayo ng sariling online platform na madaling gamitin parang MSTeams, konti lang pinipindot. Kasi ganun ginagawa ng ibang University eh may online platform sila na iisa. I know this is also in favor in you sir kasi nagtuturo tayo sa iisang university. Yan lang sir. There must be revisions in some policies we have. Come to think of it sir, almost of our students are dean's lister, that's one thing I am afraid of, bakit? Kasi there is possibility that we will produce Latin honors na hilaw.

I mean sir sa tingin mo may reliability ang score ng mga bata ngayon sa mga major exam nila? Knowing that it is easy for them to cheat in different ways. I have also these students na nagchicheat talaga, perfect nila mga exam ko. That was my first time that all my students got 5-7 mistakes only in my major exams. Im happy with that, but we have to think na parang may mali. Kasi in terms of open ended questions sir hindi sila makasagot. So dapat hindi lang exam ang basis natin sa pagcompute ng grades, I mean sir dapat baguhin natin yung 25 percent sa major exams natin, irevise natin ang grading system, pero hindi kasi pwedeng baguhin yung percentage ng exams kc nasa policy natin yun na 25% ang major exams, but this percentage is not good for online or distance education, kasi talamak ang cheating tapos magbibigay tayo ng mataas na grades sa mga bata? Tapos mababagsak sila sa board exam? Kanino magreflect? Sa ating mga instructor nila, sa ating University mismo. Isipin mo sir 1.5 ang grade niya sayo pero kapag inisip mo mabuti

simpleng tanong hindi nila masagot. Pero matataas kc score nila sa exams, hindi mo naman pede bawasan kasi unfair, pero alam mong they do cheating, so for me dapat baguhin ang grading system natin.

Yang 40 minutes na pagtuturo kulang po yan, dapat extend nila for us to really teach our students and for them to gain more knowledge about certain topic. Sabihin nating self directed learning tayo ngayon, pero sir hilaw na hilaw pa ng Sistema nating ito, hindi natin napaghandaan, lalo na mga estudyante hindi nila napaghandaan ito sir. Yan po sir

The Experiences of Teacher Homer

Well there are many challenges and difficulties that I am currently facing during this pandemic but I will name few. Number 1 sir, I think isa sa mga challenges na naencounter ko ay internet problem, of course hindi naman natin ang internet, so isa sa mga difficulties and challenges din ay to connect. How can I deliver a comprehensive and a quality discussion or lecture kung pabago bago naman yung internet, well wala naman tayong magagawa kung ang internet eh. That falls to ayyy what do we call this one ahhh that goes down to my second problem which is to record my lecture so isa sa mga problema ko rin ay yung pagrerecord ng lecture so hassle din sa part ko kasi instead na machecheck ako ng activities, instead na ahh gagawa ako ng mga lesson ay nahahati rin yung oras ko sa pre recording or dun sa pagrecord ng aking ahh lecture. Sa pangatlo sir, I think is sa mga difficulty ko o challenge na naencounter ko ngayon ay tawag ditto, yung mga estudyante ko na mahihina ang internet, may mga financial problems na nakakaapekto din sa kanilang pag-aaral so ang nangyayari nagiging lenient ang teacher pero hanggang saan ba magiging lenient ang isang teacher so

meron ba tayong criteria or maybe hangganan, I mean saang part ba dapat tayo magiging lenient or parang ganun yun.

Exhausting siya kaysa face to face, aside from you know parang yung experience mo bilang isang teacher ay nababawasan kasi parang meaningless yung dating niya eh parang virtual pero bihira yung interaction aside sa face to face na kung saan makikita mo talaga yung reaction ng mukha nila in explaining, yung mga emotions na naipapakita nila something like that sir. Nagiging inconsistent sir yung subjects na tinuturo ko, sometimes nagiging tatlo, o kayay apat o dalawa ganun sir. Pero for this time apat po. Well aside from teaching it first time, I find it difficult kasi you know I need to prepare new materials or new IMS and of course given a fact that I am a newbie teacher. I have to read more research or maybe in formation na makakatulong sa pagtuturo ko sir. Halimbawa sir sa isang araw Monday sir, four preparation ako dun sir, magkakaiba ng subject so of course I need to read a lot of stuff, I need to go over my lecture, I need to assess myself also. So you know I need to prepare and prepare sa paggising ko sa umaga, medyo pagod na sa paglecture pero dapat nandun parin dapat yung enthusiasm in teaching. Aside sa walan masiyadong tumutulong sayo something like that mahirap gumawa ng module kapag first time mong ituro yung subject, parang hidni mo alam kung saan ka unang mag iistart, Hindi moa lam kung saan mo kukunin yung mga materials na ito.

Well you know there are uncertainties sa buhay natin so may mga tasks ding binibigay ang mga team leader natin ahh please do this, please do that and of course nahahati rin yung mga oras natin instead na magprepare ka sa klase mo ang nangyayari ay parang nahahati din so halimbawa gagawin mo yung tasks in 1 hour, yung 1 hour na yun you can accomplish by checking, by preparing or by editing your

powerpoint and etc sir. So it does affect our performance. Aside sa mga paperworks, mostly sir clerical eh parang gawin mo nga yung, magphoto copy ka, print mo to, tapos ngayon, do I need to mention like? I think meron din yung preparation like accreditation, I am not saying na hindi dapat tayo tumulong sa ganung bagay, but what I am trying to say is that we should limit din minsan yung pinapagawa. Parang that's enough you can go now, and you can rest something like that. Well aside sa nakakadagdag ito sa pressure, ok you have to accomplish this at the end of the day, something like that ay nakakapagod din. Katatapos mo magturo or maybe kagagaling mo sa klase something like that then biglang ok gawin mo nga to, preparation for our accreditation, for our ganyan ganyan programs and etc.

May pinapagawa na dapat ay matapos within the day so kailangan mong icancel ang klase mo for you to finish that output or tasks na pinapagawa ng team leader ninyo so of course instead na nakaprepare ka na ng lesson, handa kana, biglang hindi ka na magtuturo. Parang motivation mo din ah ok hindi ako magkaklase ngayon kasi may ipapagawa. Well ito kasing pandemic, iba yung impact niya sa mga tao. We are being disconnected diba? I mean ang gusto kasi ng technology ay magkaroon ng connection pero ang dating sir parang the opposite. Parang you are being disconnected from this connected world. So parang ngayon, bawal lumabas kasi there's a virus na kumakalat so instead na ang Filipino kasi mahilig makipag socialize yan I mean isa sa kultura natin ay ganun tapos biglang magkakaroon ng pandemic so malaking shift yun sa ating kultura . Parang naapektuhan din yung pagtuturo, recently nga may mga nababalitaan ako na mamamatay o nagpapakamatay because of the pandemic, the pressure sa kanilang trabaho.

You tend to question your work, yung purpose mo ba as a teacher ay nafufulfill mo, may natutunan ba estudyante mo. Kasi it easy to say yes if may natutunan ka, may naintindihan ka, pero in reality hindi rin mahirap umamin so parang ganun sir yung nararamdaman ko minsan. Parang you are questioning the uncertainty of life.

Sa financial naman po, siyempre sir kailangan mo rin ng load allowance, siyempre nagshishift tayo sa online class then of course sir yung mga ginagamit mong material sa online class, say for example laptop, kailangan mong ipaayos ung laptop for smooth discussion kailangan din ipaayos kung sira nag camera mo or mouse mo, speaker. So mapapagastos ka sa aspeto ng meron tayo ngayon.

Ang motivation ko naman dito ay reach one teach one yung thinking ko kasi dito eh. Pero ang pinakamotivation ko naman sir ay parang ikaw bilang guro anong goal mo? Ang goal mo ba ay tumunganga lng so ang goal ko ay magturo and then dapat meron silang matutunan, and to touch peoples life. I find ito rin yung nagbibigay ng strength sa akin. May mga estudyante rin kasing makakaappreciate ng effort mo so minsan sir, in questioning your work, in questioning your life minsan binabasa ko rin yung mga chat nila like “sir I appreciate how you teach, nakikinig ako sa iyo sir, mas gusto ko pa tuloy magbasa” so yung mga ganun sir, yun ay isang satisfaction sa akin sir. So yun ang nagiging coping mechanism ko in fighting my anxiety.

Sa akin naman po sir, sana magkaroon na ng nationalized, I mean inanationalize na yung mga modules na ganyan sir para hindi na mahirapan yung mga teachers, tapos dun sa module they can modify at nasa discretion na ng

teacher yun kung ifafollow niya lahat ng nasa module or pwede niyang I alter or dagdagan pero hindi pedeng bawasan. So in that way sir, malelessen yung burden ng mga teacher kasi instead na igugol yung time nila sa paggawa ng module, mas maganda kung meron ng nagawa made by CHED and institution.

I would gladly to recommend na bigyan ng 2 to 3 preparations yung mga teacher sir. Kc in four preparations medyo mahirap na yun sa part ng teacher sir. Lalo na kung mga subject na ibibigay ay new subjects db? Tapos ikw ay newbie teache, so sa akin sir yung mga senior teachers sila dapat yung naghahandle ng mga very technical na subjects. Kasi yung nagyayari kung ibibigay ito sa newbie teacher, I am not saying na hindi dapat pagkatiwalaan ang isang newbie teacher in teaching this subject. Ang gusto ko lang sabihin ay of course sila yung may credibility to teach this, sila yung mga may credentials so sila dapat yung nagtuturo ng ganito. So little by little tinutulungan itong mga newbie teachers in teaching these subjects.

What I observed sir during this pandemic may mga estudyante na ang driving force nila sir ay yung grade nila. Like “ay sir bakit ganito ang grade ko? Sir bakit ganyan ganyan grade ko.” So parang ang nangyayari sir yun ang nagiging goal nila instead of the learning or yung natutunan dapat nila, kasi sir, if you think about it isr if someone asked you why flat 1 ka sa ganito, why 1.25 ka sa ganito. Bakit anong kulang bakit hindi mo naperfect bakit hindi ka naka 1.25? so ang nangyayari sir, kapag hindi masagot ng estudyante so whats the point of having a flat 1 na grade kung hindi mo nman naiintindhan yung lesson. Sana irevise yung grading system.

The Experiences of Teacher Miguel

The History of Philippine Education in the COVID-19 Era

Speaking of my problems or challenges during this pandemic sir, marami po. Tulad ng internet connection, ah ahm hindi kasi madali magturo ngayong pandemic lalo na both teachers and students are not prepared for this distance learning kasi mahirap ang internet connection at namimeet ko lang student ko through google meet buti sana ahh ahh kung blended learning where you can meet them sometimes in face to face approach sir kaya dahil sa mahina yung connection ng mga estudyante ko ganun din sakin ay hindi ko masasabi that there is quality in our education now because of the abrupt transition ng pagtuturo natin from face to face to online teaching. Maraming complain ang mga bata sa ating mga guro nila pero ano magagawa natin sometimes ginagawa natin ang sa tingin nating tama para kahit papaano maibigay natin ang edukasyon na may kalidad ngayong pandemiya. Ahmm ahmm Pero diyan puro sila complain ng complain eh nakakainis din minsan sir diba? Ginagawa natin lahat para sa kanila sana maappreciate din nila yun. One thing more it is not easy to call the attention of our students in this online learning, I feel like I am not connected with them or they are not connected with me, you know that feeling sir? Na even though you did your best to teach them pero kapag tinanong mo sila kung naintindihan nila, yes sila ng yes! Kapag nagtanong ka about the topic walang sumasagot as compared to the face to face na you can see on their eyes if naiintindihan ka nila. Yun lang naman sir yung problems ko during this pandemic that sometimes I think like I am not performing well in my profession this pandemic.

As compared to face to face sir, medyo ok pa na magturo kahit maraming subject na tinuturo unlike ngayong pandemic sir na limited ang paggalaw, hindi madaling ituro ang isang subject in online teaching tapos you are teaching different subjects pa, you can teach those subjects sir but the question is, are you effective teaching those different subjects?

Ah ah Nagpupuyat ako lagi gabi gabi, even my rest time in morning I have to use those time in preparing another subject na ituturo ko, inaamin ko rin na minsan na kung ano yung alam ko dun sa subject na yun ay ok na, I do not read some books anymore to widen ung alam ko sa isang subject at para maituro ng maayos sa mga estudyante ko. Ah ahm Kaya alam mo sir, sometimes we have to voice out na bawasan yung preparation natin kasi distance learning tayo ngayon, halatang hindi pa handa ang different school institutions sa ating bansa.

Aside of teaching sir, marami po. Alam mo naman sir that our college gives a lot of paper works most especially nung kasagsagan ng accreditation, liban sa pagtuturo sir ngayon pandemic na witness mo rin at naranasan yung hirap natin sa accreditation nun, ahm ahm to the point na wala kang oras sa sarili mo, tapos parang ang toxic kasi hindi nakikioperate yung mga kasamahan natin. There were days na naistressed ako dahil sa some family problems dala ng pandemic, I feel so pressured like baka hindi ko magawa yung mga pinapagawa nila, ahh ahh I am mentally drained sir. buti sana kung full time office workers tayo so that we can give all our time dun, mahirap ang buhay guro ngayong pandemic sir. Hindi madali, kaya minsan I want to give up na pero kailangan ako ng pamilya ko eh, kailangan ko ng trabaho ngayon. Ahm ahm Minsan yung ibang klase na handle ko nun ay hindi ko na namimeet kasi dahil sa ISO docs na yan at accreditation. Where in fact unlike sa deped na prepared na yung mga module nila, pero tayo sa higher education tayo mismo ang gagawa, dagdag trabaho na naman yan, you think we can give our best sa pagtuturo ngayong pandemic na ang dami daming pinapagawa? I doubt sir! Wala na nga akong oras sa jowa ko sir eh haha hindi na rin tayo nakakapag jamming, kaya being a teacher during this pandemic is more challenging during this pandemic.

I am financially affected by this pandemic, nagka covid yung one of our family members napagastos ako ng todo, hindi rin naman malaki sahod natin compare to police or to some government employees, ahm ahm kung baga yung sahod natin sapat lang sa pang araw araw, pano na lang kapag may nagkasakit diba? At yung sir tulad ng sinabi ko this pandemic brought stress and pressure sa akin ngayong pandemic sir.

Yung mga estudyante ko mismo, pinili ko yung propesiyon na ito kahit alam kong hindi ako yayaman dito, maraming complain ang mga bata ngayong pandemic sir, like bakit ganito si teacher, bakit puro activities, tapos kapag nagturo ka sasabihin na puro ako turo ng turo, tapos icocomplain ka na naman nila, pero how ironic lang na in spite of those attitude they have, hindi mo parin sila matiis kasi you know in yourself that they don't deserve this kind of education we have ngayong pandemic, na may pagkukulang tayo. Kaya kahit anong hirap, kakayanin ko para sa pamilya ko at para sa propesiyon na sinumpaan ko. May mga nagsasabi nga na dapat daw mag police na lang ako, pero hindi ganu kadali iwan ang propesiyon natin, kasi ang buhay ay hindi lang umiikot sap era or kung paano yumaman kundi kung paano ka magiging masaya sa ginagawa mo, masaya pa naman ako sa pagtuturo, kaya ayun sir.

Ang buhay sir ay mahirap pero huwag nating kalimutan yung ngumiti at maging masaya rin minsan, kaya sometimes I invite some of my friends nung college to meet and have fun together, jamming, kain sa labas, just to make ourselves free from stress brought by this pandemic. Ahm Nakikita nga rin minsan sir lumabas ka with your friends sabi ko nun lockdown pero bakit siya labas ng labas, pero yun nga naiintindhan ko rason mo haha and yun nga in order for me na matugunan yung kailangan ng mga bata sa akin, kasi nga hindi ko sila namimeet minsan ay allowed naman tayo na

magmake up class sa kanila, kaya maganda rin yun para maibigay natin yung kaalaman na dapat nilang malamaan, importante kasi idiscuss yung topic.

Lumalabas nga ako with my friends at ahm nagtitiwala na lang ako sa Diyos, sinusurrender lahat sa Kaniya, yun din ang tinuro sa aking ng pandemic na ito, ang magtiwala sa Kanya, kaya thinking that God controls everything at di Niya ako pinapabayaan, somehow nawawala yung stress sa kakaisip ng mga problema ko.

Sana magkaroon tayo ng modules na prepared na dati, hindi naman kasi tayo writers, we're not trained to write a book or a module at para hindi tayo gahol sa oras na sinisingit natin paggawa ng module habang nagtuturo. kung pansinin naman natin yung module na nagagawa natin ay puro copy pasted from google, kaya sana magtulungan ung experts in higher education in producing modules with quality. Ang hirap kaya sir gumawa, alam mo yan lalo na kung tatlo gagawin mong module sa 2 months lang. Ano yun puro google lang kinukuha? Useless po sir. Pede pa siguro gumawa tayo ng module basta isa lang para alam nating may quality kahit papaano, so in connection dapat bawasan nila ung teaching preps natin hindi ung apat na preparation tayo, dapat isa lang o dalawa para makapagturo tayo ng maayos at para makagawa ng module kahit papaano. Ispin mo sir ah, yung ginawa naming module kahit marami pa kami run, wala paring quality kasi copy pasted lahat. Buti sana kung yung members ay focus lang sa paggawa ng isang module. Dagdag ko na rin sir, sana ayusin nila yung sedi natin o bumili na lang sila ng online platform yung effective talaga, kasi yung sedi hindi natin nagagamit kasi ang gulo ng mga button niya, ako na nga na teacher nahihirapan how much more pa sa student natin? Kaya gumagamit kami ng kung ano anong apps tapos may nagrerequest sa akin na isang app na lang

sana, pero wala eh. Kaya sana magkaroon tayo ng iisang online platform na it can address all our concerns both students and teachers.

I don't know if you would agree with me, pero I think dapat baguhin ung system natin sa pagcompute ng grades natin, hindi kasi ngay makatarungan na ang tataas ng grades ng mga bata ngayon.

I want to say sir is that the university should observe why a certain section or group of students are all Dean's lister, half of them are President's lister, hindi ba nakakapagtaka sir?ahm hmm O dahil sa sobrang lenient natin ngayon? College scholars sila pero mababa oral performance nila. Ahh Kasi lagi tayo nag eextend ng deadline, kasi lagi natin kinokosider ang mga bata, we always give our best just for our students to feel that we are with them, that we love them, na hindi na sila pinapahirapan ngayong pandemic. Pero hindi naman nila naaappreciate, minsan pa feeling nila na sila ay boss, nawawala yung authority natin over them kasi nga lagi sila kinakampihan ng university, sobrang lenient na natin ngayon, never in history ng University natin na buong section ng mga bata ay Dean's lister, sounds good siya pero parang may mali diba sir? Napaka disrespectful pa nila, ugali pa lang hindi na pasado, post sila ng post sa facebook, complain ng complain. Nakakainis lang sir, kaya feeling ko may mali sa grading system natin baguhin na dapat na naaayon sa set up ng education ngayon.

Dagdag ko din sir, we cannot give our best in teaching during this pandemic, limited kumilos kaya sana the university should not limit the way we assess our students, tulad ng synchronous discussion dapat 40 minutes lang daw? Kasi kawawa mga bata, complain sila ng complain, ipopost ka pa nila sa facebook, tapos ibabash na yung teacher,

napakaemotional ng mga bata o ng students natin ngayon, hindi makatarungan sa ating mga guro, feeling entitled mga bata ngayon, matataas tingin nila sa sarili nila. Kaya dapat more time should be given to us teachers in delivering our lessons virtually to at least ensure na may matutunan sila.

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The Hi**story** of Philippine Education in the COVID-19 Era



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