

Adapting to the New Normal: Teacher's Preparation, Student's Academic Performance, and Challenges Encountered

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ABSTRACT

Teacher preparation plays a significant role in the teaching and learning process delivered to the students during the pandemic. This paper examines the adaption of a flexible learning approach in teacher preparation, students' academic performance, and challenges encountered by students and teachers. A sequential explanatory mixed-method design was utilized in which a survey was done followed by an in-depth interview. The results showed that teachers were prepared, and student's academic performance was very good. Teachers and students shared their preparations, experiences, learnings, challenges encountered, and coping mechanisms. Teachers showed significant preparedness to face the challenges encountered. Teachers showed compassion and determination to deliver their lessons and make students learned. Students believed that teacher preparation helped build their cognitive knowledge and understanding. Teachers and students need to work hand in hand for the teaching and learning process will be meaningful and fruitful.

Keywords

New Normal, Teacher Preparation, Students Academic Performance, Challenges Encountered, Flexible Learning

Introduction

Given the current situation, focusing on the well-being of the students will be necessary, especially their education during the start of the academic year. The adaptation back to university is always just that — an “adaptation” — and this academic year brings unprecedented challenges. When students have predictable routines, feel cared for, and have a sense of safety, they have a stronger foundation to learn. Ensuring that there is a balanced approach to the curriculum that acknowledges the importance of supporting students' well-being during the start of the academic year will be necessary.

Teachers are working hard and balancing multiple responsibilities. Teachers as second parents to students who remember to be kind and patient with themselves, reach out for support when needed, can more effectively care for their students, and model positive coping strategies as required for this pandemic.

Teacher preparation plays a vital role in the quality of education delivered to the students this time of the pandemic. High-quality teacher preparation provides students with the opportunity to apply what they have learned from the module or online to their community or home, to gain hands-on experience at home or virtual experience in a virtual classroom, and to work directly with peers virtually that will serve as a temporary workplace for students. While research on teacher preparation is limited, there is a positive connection between teachers' preparation in their subject matter and their performance. For example, fully prepared special education teachers are not only more likely to remain in the profession; they're also improving outcomes for students with disabilities (Holdheide, 2020).

With the uncertainty around the 2020-2021 academic year, it is perhaps even more critical to ensure that University Faculties are prepared to take on the challenges that await them. According to Holdheide, teacher preparations respond to the coronavirus pandemic and share some innovative school districts. The current pandemic has affected education, work, socialization, everyday life, economy, and health care. One day, we will be able to go back to our former way of life simply. These challenging times have brought change for each of us, and now it is up to us to see how we can contribute, be innovative and responsible, and jointly work for a better tomorrow (Softic, 2020).

Literature Review

Teacher preparation to work in complex settings and provide relevant professional development opportunities are vital themes in educational research, particularly in the European Journal of Teacher Education. Moreover, these crucial topics are challenges encountered in the education sector as we face the COVID-19 pandemic. In this pandemic, with the closure of schools and universities, the need to rapidly move from face-to-face teaching to online teaching entailed challenges for teachers, teacher educators, professional development providers, and policymakers. The global pandemic has changed our everyday life in many ways, particularly our educational system that experiences a sudden shift. The implications and effects of this global pandemic in our education sector are yet to be known. Looking at our current situation, it makes evident. It even exacerbates inequalities in access to education, but it also entails opportunities to restart, reform, restructure, or reshape education, teacher education, and educational institutions. The “new normal” has been announced and has

already started in some contexts. Still, it also brings several challenges, particularly education and teacher education (Flores, 2020). Many journals released special issues devoted to the COVID-19 pandemic and its implications for teacher education worldwide.

With this study, the researchers build solid research based on current challenges in teaching and learning, particularly in teacher preparation, student academic performance, and challenges encountered in the implementation of flexible learning. The researchers believed that this study would serve as feedback to faculties and program coordinators at Iloilo Science and Technology University (ISAT U) Miagao Campus regarding teacher preparations to deliver a quality education despite this pandemic that is unpredictable to end. It will also serve as a reference by other university campuses to further improve their teacher preparation.

We are at the beginning of an exciting new period in teaching, one in which previous assumptions and ways of doing business will be questioned. As we build a solid research base on this topic, which is more specific and experimental than we have currently, we should be much better able to provide effective instruction for all students. Individual differences in teachers will never go away. Still, robust instructional systems and new, effective forms of professional development should reduce those differences to the point that every teacher should be good enough so that no child is left behind (Whiteburst, 2002).

As we move through this global pandemic, the researchers hope it makes us realize how vital teacher preparation is in delivering a good quality of education to students. Together, we could achieve more despite this pandemic in the education sector, and it is the perfect time to be innovative, brave, and helpful. Many people in the community need assistance, whether it is online tutoring or getting children adjusted to being online. The opportunities to assist are limitless, within the guidelines of social distancing, of course. You may not have a classroom right now, but you do have a community that needs your help.

Research Frameworks

Conceptual Framework of the Study

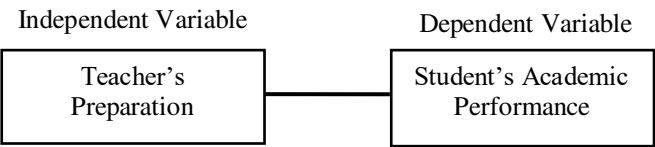


Fig. 1. The figure above shows the relationship between the teacher's preparation to the students' academic performance of this study.

Theoretical Framework of the Study

This research was anchored on the theory of Situated learning, which was developed by Jean Lave and Etienne Wenger in the early 1990s, and it follows the work of

Dewey, Vygotsky, and others (Clancey, 1995). They claim that students are more inclined to learn by actively participating in the learning experience.

Situated learning is an instructional approach that involves students in cooperative activities where they are challenged to use their critical thinking and kinesthetic abilities. Other scholars defined Situated learning as a learning approach that insists upon contextualized, authentic instruction for effective and long-term learning (Bell et al., 2013; Herrington & Oliver, 2000). These activities should be applicable and transferable to students' homes, communities, and workplaces (Stein, 1998), especially this time of the pandemic, by instilling the principles of flexible learning. While immersed in the experience, students reflect on previously held knowledge and challenge other students' assumptions.

Implementing contextualized learning within the students' homes in this New Normal is one method by which thorough Teacher Preparation can be achieved (Le Maistre & Paré, 2010). The key tenets of the theory are constructivist learning within an authentic context that incorporates social interaction (Orgill, 2007), as shown in Figure 2.

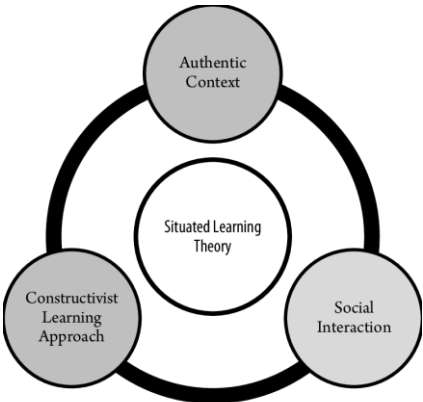


Fig. 2. Key Tenets of Situated Learning Theory

With this, a teacher preparation program based on situated learning theory will allow students to actively construct knowledge, with peers, in circumstances that reflect how that knowledge will be used in the real world. It may encourage student direction regarding assessment tasks and invite student input throughout tutorials, to promote a constructivist approach. Situated learning can incorporate group work and peer reflections to encourage collaborative learning through social interactions (Owen-Pugh, 2002; Riveros et al., 2012), thus enhancing the learning experience. Programs built on a foundation of situated learning strive to connect learning to and position teaching within the classroom environment, encouraging students to apply their knowledge and understanding to this authentic context.

Research Purpose and Questions

The purpose of this study was to examine the adaption of a flexible learning approach in terms of the teacher's preparation, students' academic performance, and challenges encountered at Iloilo Science and Technology – Miagao Campus for the first semester of the school year 2020-2021.

Specifically, this study will look into the following questions:

1. What is the level of teacher's preparation during the implementation of flexible learning when grouped by program and as a whole?
2. What is the level of students' academic performance during the implementation of flexible learning when grouped by program and as a whole?
3. Is there a significant difference in the level of teacher preparation during the implementation of flexible learning when taken as a whole?
4. Is there a significant difference between students' academic performance during the implementation of flexible learning when taken as a whole?
5. Is there a significant relationship between teacher preparation and students' academic performance during the implementation of flexible learning when taken as a whole?
6. What are the challenges encountered by teachers and students in the implementation of flexible learning?
7. How did teachers and students face and deal with the challenges encountered in the implementation of flexible learning?

Hypothesis

1. There is no significant difference in the level of teacher preparation during the implementation of flexible learning when taken as a whole.
2. There is no significant difference in the level of students' academic achievement during the implementation of flexible learning when taken as a whole.
3. There is no significant relationship between teacher preparation and students' academic performance during the implementation of flexible learning when taken as a whole.

Methodology

This study undertakes the sequential explanatory mixed-method design where the quantitative phase (numbers) was followed by the qualitative phase (personal experience) (Creswell, 2013), where the qualitative findings are used to contextualize the quantitative data (Creswell et al., 2003). Qualitative data can also enhance and enrich the results (Taylor & Trumbull, 2005; Mason, 2006) and help generate new knowledge (Stange, 2006).

The study participants were determined using Slovin's formula in the quantitative phase of this study. At the same

time, one (1) student-participant per program degree and one (1) teacher-participant per program degree will be interviewed.

The researcher-made survey instrument was used to gather data regarding teacher's preparation. At the same time, students' Final Grade at the end of the first semester was utilized to analyze students' academic performance. The quantitative data were analyzed using Mean, Percentage, Standard Deviation, Kruskal-Wallis Analysis of Variance, Spearman Rho Signed Rank. On the other hand, an in-depth interview was done with selected student-participants and teacher-participants using researcher-made guide questions. Consent forms were distributed to the participants for Ethical considerations. The qualitative data were analyzed using Thematic Analysis by (Braun & Clarke, 2006).

Results & Discussion

The Commission on Higher Education (CHED) introduced Flexible Learning to State Universities and Colleges in the Philippines as a teaching and learning approach in this pandemic, which has two options: synchronous and asynchronous mode or combination students will choose. The findings below in Table 1 showed the level of teacher preparation during the implementation of flexible learning when grouped by department and as a whole.

Table 1. Level of Teacher Preparation during the Implementation of Flexible Learning.

Category	Mean	SD	Description
As a whole	3.72	1.26	Prepared
Subcomponents			
Technology Access	3.83	1.20	Prepared
Teaching Styles and Strategies	4.10	1.21	Prepared
Course Planning and Time Management	3.18	1.25	Moderately Prepared
Course Design	3.79	1.18	Prepared
Program			
BSEd	4.43	0.56	Highly Prepared
BEEEd	3.22	1.53	Moderately Prepared
BTVTED/BTLED	4.17	1.00	Prepared
BS IT	3.22	1.63	Moderately Prepared
BS IS	3.95	1.16	Prepared
BS HM	3.43	0.98	Moderately Prepared
BS TM	3.97	1.03	Prepared
BS ENTREP	3.74	1.18	Prepared
BIT	3.41	1.32	Moderately Prepared

Teachers are new to this approach. Preparation needs to be strengthened for this approach to be implemented effectively. This research examined the adaptations of the flexible learning approach in terms of teacher preparation, students' academic performance, and challenges encountered during the implementation.

Based on Table 1, teachers were Prepared ($M = 3.72$) when grouped as a whole. When grouped by programs, Bachelor of Secondary Education (BSEd) was Highly Prepared ($M = 4.43$) while Bachelor in Elementary Education (BEEd), Bachelor of Science in Information Technology (BS IT), Bachelor of Science in Hotel Management (BS HM), and Bachelor in Industrial Technology (BIT) was Moderately Prepared ($M_{[BEEd]} = 3.22$, $M_{[BS IT]} = 3.22$, $M_{[BS HM]} = 3.43$, and $M_{[BIT]} = 3.41$).

Looking at the subcomponents, Teachers were Prepared in terms of Technology Access ($M = 3.83$), Teaching Styles and Strategies ($M = 4.10$), and Course Design ($M = 3.79$). In contrast, Teachers were Moderately Prepared in Course Planning and Time Management ($M = 3.18$).

On the other hand, Table 2 below presented the level of students' academic performance during the implementation of flexible learning by program.

Table 2. Level of Students' Academic Performance during the Implementation of Flexible Learning.

Category	Academic Performance (Mean Equivalent Grade)	Description
As a whole	90	Very Good
Program		
BSEd	90	Very Good
BEEd	90	Very Good
BTVTED/BTLED	89	Very Good
BS IT	91	Very Good
BS IS	89	Very Good
BS HM	90	Very Good
BS TM	88	Very Good
BS ENTREP	89	Very Good
BIT	90	Very Good

Based on table 2 above, the level of students academic performance was Very Good when taken as a whole. When grouped by program, All programs got a result of Very Good which simply showed that despite of the pandemic situation, students were able to cope up with their academics. In Table it showed the significant difference in the level of teacher preparation during the implementation of flexible learning.

Table 3. Significant Difference in the Level of Teacher Preparation during the Implementation of Flexible Learning.

Category	Chi-square	df	Sig.
As a whole	11.114	8	0.195
Subcomponents			
Technology Access	15.893	8	0.044
Teaching Styles and Strategies	6.219	8	0.623
Course Planning and Time Management	16.528	8	0.035
Course Design	7.986	8	0.435

A Kruskal-Wallis H Test showed that there was a statistically significant difference in the subcomponents, Technology Access between the different programs, $X^2(2) = 15.893$, $p = 0.044$, and Course Planning and Time Management between the various programs, $X^2(2) = 16.528$, $p = 0.035$. In contrast, Teaching Styles and Strategies and Course Design have no significant differences among programs. The Post Hoc Test using LSD was run to determine which programs were significant differences occurred under Technology Access and Course Planning and Time Management. Table 4 showed the Post Hoc Test of Technology Access results by programs that showed a significant difference.

Table 4. Post Hoc Test using LSD in Technology Access.

Multiple Comparisons				
Dependent Variable: Technology_Access				
LSD				
		Mean		
		Difference (I-		
(I) Program	(J) Program	J)	Std. Error	Sig.
BSEd	BIT	18.33333*	5.95871	.007
BEEd	BS IT	-14.33333*	5.95871	.027
BTVTED/B	BS IT	-13.00000*	5.95871	.043
TLED				
BS IT	BEEd	14.33333*	5.95871	.027
	BTVTED/B	13.00000*	5.95871	.043
	TLED			
	BIT	20.66667*	5.95871	.003
BS IS	BIT	18.33333*	5.95871	.007
BIT	BSEd	-18.33333*	5.95871	.007
	BS IT	-20.66667*	5.95871	.003
	BS IS	-18.33333*	5.95871	.007

*. The mean difference is significant at the 0.05 level.

Table 4 above showed a significant difference between BSEd and BIT programs, BEED and BS IT programs, BTVTED/BTLED and BS IT programs, BS IT and BIT programs, and BS IS and BIT programs. Table 5 below presented the Post Hoc Test using LSD in Course Planning and Time Management.

Table 5. Post Hoc Test using LSD in Course Planning and Time Management.

Multiple Comparisons				
Dependent Variable: Course_Planning_and_Time_Management				
LSD				
(I) Program	(J) Program	Mean Difference (I-J)	Std. Error	Sig.
BSEd	BEEd	16.66667*	5.85420	.011
	BS IT	26.00000*	5.85420	.000
	BS IS	13.33333*	5.85420	.035
	BS HM	20.33333*	5.85420	.003
	BS	19.00000*	5.85420	.004
	ENTREP	17.33333*	5.85420	.008
	BIT	17.33333*	5.85420	.008
BEEd	BSEd	-16.66667*	5.85420	.011
	BTVTED/BTLED	-15.66667*	5.85420	.015
BTVTED/BTLED	BEEd	15.66667*	5.85420	.015
	BS IT	25.00000*	5.85420	.000
	BS IS	12.33333*	5.85420	.049
	BS HM	19.33333*	5.85420	.004
	BS	18.00000*	5.85420	.007
	ENTREP	16.33333*	5.85420	.012
	BIT	16.33333*	5.85420	.012
BS IT	BSEd	-26.00000*	5.85420	.000
	BTVTED/BTLED	-25.00000*	5.85420	.000
	BS IS	-12.66667*	5.85420	.044
	BS HM	-5.66667	5.85420	.346
	BS TM	-14.66667*	5.85420	.022
	BIT	-8.66667	5.85420	.156
	BS IS	-13.33333*	5.85420	.035
BS IS	BSEd	-13.33333*	5.85420	.035
	BTVTED/BTLED	-12.33333*	5.85420	.049
	BS IT	12.66667*	5.85420	.044
BS HM	BSEd	-20.33333*	5.85420	.003

	BTVTED/BTLED	-19.33333*	5.85420	.004
	TLED			
BS TM	BS IT	14.66667*	5.85420	.022
BS ENTREP	BSEd	-19.00000*	5.85420	.004
	BTVTED/BTLED	-18.00000*	5.85420	.007
BIT	TLED			
	BSEd	-17.33333*	5.85420	.008
	BTVTED/BTLED	-16.33333*	5.85420	.012
	TLED			

*. The mean difference is significant at the 0.05 level.

Based on Table 5 above, the results showed that there was a significant difference between BSEd and BEEd programs, BSEd and BS IT Programs, BSEd and BS IS programs, BSEd and BS HM programs, BSEd and BS ENTREP programs, BSEd and BIT programs, BEEd and BTVTED/BTLED programs, BTVTED/BTLED and BS IT Programs, BTVTED/BTLED and BS IS Programs, BTVTED/BTLED and BS HM Programs, BTVTED/BTLED and BS ENTREP Programs, BTVTED/BTLED and BIT Programs, BS IT and BS IS programs, BS IT and BS HM programs, BS IT and BS TM programs, and BS IT and BIT Programs in Course Planning and Time Management. On the other hand, Table 6 presented the significant difference in the level of student academic achievement during the implementation of flexible learning.

Table 6. Significant Difference in the Level of Students' Academic Performance during the Implementation of Flexible Learning.

Category	Chi-square	df	Sig.
As a whole	110.801	8	0.000

Based on the Kruskal-Wallis H Test, there was a statistically significant difference in the level of students' academic performance between different programs, $X^2(2) 110.801, p = 0.000$. This showed that there was a difference in each student's academic performance per program. Using the Post Hoc Test LSD, some programs had significant differences in the level of students' academic performance during the implementation of flexible learning, as shown in Table 7 below.

Table 7. Post Hoc Test using LSD in Students' Academic Performance.

Multiple Comparisons				
Dependent Variable: Students_Academic_Performance				
LSD				
(I) Program	(J) Program	Mean	Std.	Sig.

		BS	ENTREP	BIT
	BS IS	-.69231*	.24146	.004
	BS HM	-1.10256*	.24146	.000
	BIT	-1.28205*	.24146	.000
BS	BSEd	-1.25641*	.24146	.000
ENTREP	BEEd	-.71795*	.24146	.003
	BS IT	-1.51282*	.24146	.000
	BS HM	-.66667*	.24146	.006
	BIT	-.84615*	.24146	.001
BIT	BTVTED/BTLE	1.05128*	.24146	.000
	D			
	BS IT	-.66667*	.24146	.006
	BS IS	.58974*	.24146	.015
	BS TM	1.28205*	.24146	.000
	BS ENTREP	.84615*	.24146	.001

Correlations				
	Students_Ac ademic_Perf ormance	Correla tion Coeffi cient Sig. (2- tailed)	Students_Ac ademic_Perf ormance	Teacher_Pre paration
Spearma n's rho			1.000	-.063
				.755

	N	351	27
Teacher_Preparation	Correlation		
	Coefficient	-.063	1.000
	Sig. (2-tailed)	.755	.
	N	27	27

The findings in Table 8 showed no significant relationship between teacher preparation and students' academic performance when taken as a whole.

Students Preparation in Flexible Learning

Mobile Load Preparation. Mobile load or wifi is essential to participate in online learning or be updated in every university announcement. Instead of going to school, students use their mobile data to check announcements, quizzes, activities, and assignments on Facebook Social Learning Group or messenger. This was exemplified in the excerpt of a transcript below.

"Yes sir, bale ang akon nga gina obra sir is kung may mga google meet ako or may mga klase a head pa lang kara sir naga prepare ron ako kang load, etc. [Yes sir, what I did in my google meet if we had a class, I prepared a mobile load.]" (Meriam, 628-635)

Embracing the New Normal. Pandemic life is a New Normal. New normal in education means more effort from students and more patience and effort from teachers. We all know that students must eventually listen carefully to their teachers in this new way of the teaching-learning process; teachers who responsive and empathetic will listen to the needs of their students. Students are also struggling; however, they are willing to embrace this new normal in education, especially the challenges they encounter. This is exemplified in the excerpt of a transcript below.

"We need to embrace it first nga ang online learning tulad nga year dapat tanan nga mga challenges kayanon ko. Nga sometimes may mga problem bala kara, for example, sir, di gawa ka intindi online, kay gina send lang tana, so dapat kung gusto mo gid nga ma man-an ngayo ka gid tana, ma reach out ka gid sa teachers mo nga, "Maam ano gani ang sa amu ka diya maam? Indi gawa ako ka intindi" or kung may mga clarifications ikaw, e clarify mo gid para bisan nga self-pace, I mean self-paced bisan nga ikaw lang mismo naga learn, at least bala sir ma clarify basi sala imu pag-intindi, then, amu ra ma come up kang sala nga idea, so you need to reach out man sa mga teachers mo. [We need to embrace online learning this time of the year and need to

conquer all the challenges that we will encounter. Sometimes, we meet problems. For example, we can't understand the lessons online because it was just sent to us. If you want to know, you need to reach out to your teachers by asking for clarifications. We will also do self-paced to learn independently.]" (Majeh, 123-166)

Students Perception of Teacher Preparation during the Implementation of Flexible Learning

Asking Students of their Mode of Learning.

Before the implementation of flexible learning, teachers were instructed by the university to survey students with regards to their mode of learning, which is either a synchronous or asynchronous mode of learning. Most of the students chose the synchronous learning mode, while few chose the asynchronous learning mode. Students chose their learning mode based on the availability of resources or tools like cellphone, laptops, wifi, tablet, etc.... This is exemplified in the excerpt of the transcript below.

"Aw, bale amu ra sir ay nag... una pa lang is may survey sanda nga gin tau sir, nan, kay mapili kami kung ano. Tapos may diyan kami gin pili gid daw as in halos tanan kami ginpili sa isa ka subject kay daw medyo complicated tana sir nga module. [This is what happened sir, there was a survey, and we were ask to choose whether we will have the synchronous or asynchronous mode of learning. I felt that having modules are quite complicated.]" (Meriam, 305-317)

Sa akun sir, gin pili ko synchronous kay para makapamati ka gid ti mayad sa explanation ni teacher kag kis-a di ako ka intindi maka clarify ko kay maam or kay sir sang lessons discussed. May cellphone man ko nga pwede ma usar mag online class. [For me, sir, I chose the synchronous mode of learning because I can listen to explanations of our teacher, especially when I can't understand our lessons being discussed or written in the module.]" (Smith, 125-131)

Level of Teacher Preparation. Students could observe how prepared their teachers are by looking at the module, especially in instructions. Clear instructions in the module could help students to understand the topic being discussed. Based on the observations of students, students could say that the level of teacher preparation is average. However, students also mentioned flaws in their teacher's preparation, just like the teacher's strategies and module content. The teacher's way of delivering their lessons reflects their teacher's preparation and the written content of their module, which might be inconsistent, especially with the instructions. Table 9 showed the perceived level of teacher preparation by students.

Table 9. Perceived Level of Teachers' Preparation by Students.

Category	Mean	SD
Students	7.82	1.19

Even teachers were still adjusting to the new setup of teaching and learning, and students still rated their teachers to be prepared. Based on the students' rating, the level of teachers' preparation during the implementation of flexible learning is Prepared with a mean of 7.82. This is supported in the excerpt of the transcript below.

"Uhm, how prepared? Ang ano sir... daw average lang ang anda nga preparation para kanakon because may mga times nga, for example daw kulang kami sir sa... daw kulang bala kara sir sa instructions. Bale on the spot ana instructions sir. Tapos, inconsistent ang ana nga insructions man sir. Kag sa mga materials okay man sir amu to kaina ang sa content okay man ang module nanda. Sa teaching strategy lang amu ra sa instructions bala sir haw, inconsistent gawa. [Uhm, how prepared? What sir? Seems average about teacher preparation for me because sometimes, for example, there is something lacking sir. lacking in the instructions. Instructions were given on the spot. Then, inconsistency in the instructions. In the materials, the content were not clear. In the teaching strategy, there is inconsistency in the instructions.]" (Meriam, 442-451)

Module Preparation. Students find the module topics were appropriately arranged. However, there are parts in the module's content that the student cannot understand and still needs explanation. The students usually asked their teachers or searched some notes or articles on the internet to further understand the topic being discussed in the module. For the students, it is better if the teacher could discuss it virtually rather than relying on it solely on the module. Students find the module preparation as prepared. This is exemplified in the excerpt below.

"Ako sir ang sa module sir ang sa plastada na okay lang man sir. Mainitindihan ko man pero may diyan sir kaisa ang sa content na ti siyempre lain gid bay sir kung gina discuss kang, gina mangkot mo para maintindihan mo sir. [For me, sir, the module was appropriately prepared. I can understand; however, there are times that the content discussed cannot be understood. So, I ask my teacher.]" (Cute, 473-477)

Teaching Strategies. Teachers utilized the Facebook Social Learning Group during the implementation of flexible learning. Facebook was more convenient to use since most of the students have Facebook accounts. Teachers used video calls in Messenger for their online

classes. Some teachers used Google Meet or Zoom. Quizzes or exams are also given thru the Facebook Social Learning Group. Students also observed that teachers were also struggling with how to deliver their activities or lessons; however, students also appreciated their teachers' efforts to deliver their lessons well online or modular. This is exemplified in the excerpt of a transcript.

"I think sa may teaching strategy and teaching preparation, it was well. Wala po akong nakikitang bad side. Kasi ang napansin ko lang, medyo nahirapan yung university especially the teachers and instructors, is yung modular or yung hand-outs. Kasi sa may Information Technology, sa may council namin, for our section, medyo hindi na implement yung modular even though there are, some of my classmates who opted for a modular, pero kailangan pa ring mag digital kasi there are activities na hindi mo talaga magagawa ng modular, like laboratories. [I think that teaching strategy and teaching preparation, it was well. I do not see any bad side. Because I noticed that the university has difficulties, especially the teachers and instructors with the modular or handouts. In the Information Technology Council, for our section, modular was not quite implemented. Some of our classmates opt to have it modular; however, we still need to digital because there are activities that cannot be performed in the hard copy modules like laboratories.]" (Willy, 247-258)

Being Considerate to Students. Considering students in every output they are submitting is always done in this time of pandemic due to problems encountered by students especially having unstable internet connectivity. However, some take this consideration for granted by delaying the submission of their projects. Most students appealed to give more consideration in this time of the pandemic. This is exemplified in the excerpt of the transcript below.

"With the preparation, I think it's being considerate. Sa situation ng iban, kasi hindi naman lahat ng mga estudyante is pare-pareho ng situation, so kailangan tigdan din natin kung ano yung situation ng iba or kailangan i-consider din natin na yung iba ay talagang nahihirapan, ganun po. [With the preparation, I think it's being considerate. In the situation of others, because not all students were having the same situation or others need to be considered because they were struggling.]" (Willy, 268-273)

Students Learning Experiences during the Implementation of Flexible Learning

Students' Realizations Shaped their Learning. As students overcome every challenge that they have encountered during the implementation of flexible learning, they were able to learn based on their experiences and observations that patience, self-motivation, and prayer are essential aspects to be considered for a student to be faced the challenges that will be encountered in the synchronous or asynchronous mode of learning. These aspects were also their learnings as they reflected and realized. Testaments with regards to these realizations are evident in the excerpt of transcripts below.

“Ay diyos ko, raku-raku gid sir. First, is patience; second is uhm motivation; third is ano pa ang na learn ko? Ang na learn ko sir is uhm prayers. First, sir is patience, ang... as a teacher required gid ra tana nga maging patient ikaw, di bala sir? [Oh God, so many sir. First is patience. Second is Motivation. Third that I've learned is... I learn also is to pray. First is patience since teacher give you requirements and due dates, you need to be patient.]” (Meriam, 424-434)

“To be a better person in terms of patience... It's because ang loading buhay-buhay so kinahanglan mo gid nga pasensyahan sir para gid dlang nga maka download ikaw. Patience man sir the way ikaw mag... patience man mag communicate sa teacher sa other classmate kag kung mag answer sa module. Patience man sir sa ginatawag nga sacrifice. It is because kung wara ikaw ti patience para sa self mo nga you cannot do it, hindi mo gid ra ma obra. So, diyan ko gid na realize nga kinahanglan maging pasensyuso gid ako sir because indi madali ang sitwasyon. Motivation man tana sir nga dapat, uhm, sa amo ka diya nga set up mas better pa kaysa before. Kay kung wara ikaw ti motivation sa amu ka diya aspeto sir. Bale ma hayaan mo tana sir nga mag wait ang bagay-bagay. Hayaan mo na lang mag-abot ang deadline kag diyan mag obra. So, kung wara ikaw ti motivation example bi kung wara ikaw ti motivation nga mag bugtaw para obrahon ang urubrahon niyo. So, wara ka gid may natapos, so dapat kinahanglan may motivation sir raku ang obrahon kara, but ang motivation man sir para ma improve ang self ko. Next, is ang prayer so since amu gid diya sir ang natun an ko nga bigger aspects sir kay daw It is because I know nga nag rayu ako. Nagrayu ako sa babaw because of busy, etc. etc. raku-raku nga rasones. [To be a better person in terms of patience... The internet connectivity is very slow, and you need to be patient, especially when downloading files. You need to be

patient, sir. Having patience also when communicating with the teacher and also in answering the module. Patience also, sir, in what we called sacrifice. It is because if you have no patience in yourself, you cannot do it. So, I realize that it is needed to be patient because our situation is not easy. Motivation also, sir. If you have no motivation, the tendency is you will not do your activities. You will just stay stagnant. You will let it reach the due date, and then you did not do anything about it. Therefore, you need to have the motivation to work things out. Next is prayer; this is the bigger aspect of my learning. Because of being busy working the activities, you have no time for God. Setting time for God is very important to guide you and blessed you in every task that you are doing.]” (Meriam 500-579)

“Siguro po yung natutunan ko is ano, sa situation ngayon, you really have to help yourself. Na kailangan mo talagang mag effort. Kasi yung iba naghihintay lang ng, parang spoon-feeding? Parang ganun po. So you really have to help yourself na makapag-cope up sa studies kasi at the the end of the day, kapag wala kang ginawa, kapag hindi ka nag effort ikaw din yung mahihirapan maghanap ng trabaho. Oo nga graduate ka nga, pero wala kang skills na hinahanap ng isang company so ikaw pa rin ang mahihirapan. [I think that I've learn in this situation right now, you really have to help yourself. That you need to give effort. Because others are waiting to be spoon feed, just like that sir. So, you really have to help yourself to cope up with your studies at the end of the day, if you have nothing to do, if you did not do any effort about it. You will have difficulties in finding a job someday.]” (Willy, 424-434)

Teacher Preparation helped Build Students Learning. Teacher preparation plays a vital role in students learning. Teachers who are prepared enable students to delve their understanding about the topic by motivating them to explore more on the internet by themselves and through the teacher's effort to be composed of every activity that is to be done virtually. Students also learned a lot from their teachers virtually. Students appreciate more when their teachers are well prepared because they know a lot from them. They expressed it in the following excerpt of transcripts.

“Ang... sa akon sir ti siyempre online ron bay ti teachers are only ga facilitate lang bala kang learning sir, ti ikaw mismo nga student siyempre you need to be more explorative bala sir. Huod tapos kung ano ang maano mo sa amu kara nga subject hindi mo maintindihan

kung ikaw nga ga self-learning ti kung gina explain ni teacher kapin pa kung prepared siya siyempre maintindihan mo man sir. [For me, sir, we are now doing online classes; the teachers are just facilitators of learning. You, as a student, need to be more explorative, sir. Yes sir, after that what will you do if you don't understand the lessons on the subject? You must do self-learning, and if the teacher is explaining the lessons well, it means that the teachers are well prepared because you understood the lessons, sir.]" (Cute, 527-533)

"Sige sir, may diyan... since in general tana sir bale ang isa ko kato nga teacher daw darahon na lang tana. So, may positive man tana sir nga aspeto it is because nga sa content kang anda nga preparation daw diyan gid kara ang medyo nami gawa, ah, daw medyo naka learn gid kami. Kag sa strategies nanda sir... amu man to kaina sir ang inconsistent nga instructions, pero kung sa kabilugan sir nga naka learn gamay, amu ra sir. [Yes, sir, since it is general. One of the teachers is one of the... So, he has a positive aspect because of the content and preparation, and it's quite good. Then, his strategies also, sir. However, there are inconsistencies in the instructions. Overall, we learned a lot, sir.]" (Meriam, 475-483)

Perceived Experiences of Students in Assessment

Assessment Strategies by Teachers. Teachers are doing their best to execute their assessment strategies effectively since the university suggested using the Facebook social learning group, google form, nearpod, and Kahoot as platforms to conduct quizzes, activities, and exams. Some of this platform has a time limit that could make the quizzes or exams reliable. These are evident in the excerpt of transcripts below.

"Bale sa isa namon... ang sa major namon sir ang bale google meet sir, na e flash lang ra ni maam ang question then amu ra e answer namon tapos ang answer kung mag checking ron ra sir amu ra sir ang ano man giyapon kami virtual. Tapos mag check sir e send lang ra ang kung ano score mo tapos sa iban sir naka file ron nga daan. Ang iban namon nga subject naka file ron naan sir. Tapos answeran mo diyan ra, may limit kara sir tapos kung tapos mo ron answeran amu ra e send mo lang kay subject teacher. [In one of our subjects, sir, we use google meet in answering quizzes. Our teacher asks a question by flashing it on the screen, and then when checking, it is done virtually. While other subjects, it is in google form then there is a time limit.]" (Cute, 304-314)

"Yes. There are quizzes through Nearpod and Quizzes na application. And then, there are also some activities done through Google Form. And then major exams like midterms and finals sometimes are done through Quizzes and Nearpod, and Google Form." (Willy, 277-282)

"Wara man sir kay siyempre gina send man... naka file man ana nga exam sir ti amu ra sir daw free ikaw. [There's none, sir, because it is sent to us in a file about the exam. However, you are free to answer.]" (Cute, 382-384)

Disadvantages of Online Assessment. Students were able to determine some disadvantages of online assessment based on their experiences. Some of these observations are unstable internet connectivity, and objective tests are easy to answer and perfect. These disadvantages could also lead to unreliable results of the assessment. Students preferred to have an authentic type of assessment rather than the traditional type of assessment because they find it more challenging and prone to cheating. These are evident in the excerpt of transcripts below.

"Uhm may isa ako, ang sa ano bala sir, like sa quizzes nga hambal mo sir like sa assessment. Ang disadvantage lang sir kang quizzes namon sa google meet it is because ga dura-dura bay gani ang signal sir. So, kung maghambal si teacher kang number one or number two, gadura-dura kami. Wara ron kami ti answer, so bali honestly daw sa tuod-tuod naga cheat kami kung may mga exam bala sir haw. [Uhm, I have one sir, like quizzes, an assessment. The disadvantage of quizzes in google meet sir is because the signal is not stable. So, if the teacher is asking questions, the signal is not good, we cannot answer the questions that lead us to do cheating in an examination.]" (Meriam, 366-374)

Uhm, daw amu kara sir, daw performance-based tana, tapos sir sometimes bay sir kung maghambal kita... tulad bay sir online mahambal kita gani nga objective type multiple choice, daw ano bala kara true or false. Siyempre sir ma seen, makita bala kara sir sa module kung ensakto ang sabat or hindi. Teh siyempre kung ikaw gid man nagabasa, siyempre tanan man siguro kami nga estudyante nagabasa tulad, daw dasig bala kara sir ma perfect aw, pero kung performance-based bay sir daw mahambal man tana sir nga makita, 'ay huod amu ka diya nga bata daw may potential', huod sir, daw amu kara sir. [Uhm, That is, sir. Like performance base, then sir, sometimes we can say that... Now, online, we say that it is objective type; we have multiple-choice, true or false. Sir, we can see it. We see the answers in the module by

checking if our solution is correct or wrong. Sir, if you are reading the module, you can easily remember the module's answer and check again if it is accurate. The tendency is we can perfect the examination unlike performance-based sir, and the teacher could genuinely say that this student has potential.]" (Majeh, 501-513)

Students' Perspective of Fair Assessment. Fair assessment can make a difference to students in getting the grade they deserve and a grade that does not reflect their performance, knowledge, and skills. In this pandemic, objective type of examinations is not fair to students' point of view because there are many ways to cheat. They preferred to have a subjective type of test. This is exemplified in the following excerpt of transcripts.

"Uhm, para kanakon sir to have a fair assessment sa mga students dapat sir hindi lang bala mag-tao ang teacher kang objective nga exam, mas better guru kung ano bala sir... ano ra man objective or subjective, nalipat man ako. [Uhm, for me, sir, to have a fair assessment to students, the teacher should not give an objective type of examination. It is better to have a subjective type of assessment.]" (Majeh, 472-476)

"Daw amu tana kara sir performance-based tana para mas ma assess gid ang students. Kay kung maghambal bay kita sir nga kung objective type of test kara sir daw ano... objective type gid man ra sir ang ga base lang ikaw sa kung ano ang ano? [That's it, sir, performance-based assessment, sir. If it is objective type sir, it is only based on What is?]." (Majeh, 480-484)

"Huod. Kay sir para kanakon ha mas better guru kung subjective kay at least ma manan mo sir kung ano ang naman-an kang sangka student kag ma assess mo gid ang did he really possess kang amu kara nga characteristics kag... [Yes sir, because sir, for me, it is better if subjective at least you will know sir if what the students learn and you can assess what he possesses in that characteristics and..]" (Majeh, 491-495)

Challenges Encountered by Students during the Implementation of Flexible Learning

Internet Connectivity Issues. Nothing is more challenging than dealing with internet problems when students connect for their online classes. Waiting an hour for a video or file to download, staring at a blank screen while loading, or having an online course with the teacher discussing and suddenly stops. This is frustrating for students. This can affect students learning at the same time, student academic performance. Students find ways to solve

this problem, like going to places wherein internet connectivity is stable. Others invested in buying prepaid wifi or installing a fiber internet connection to make them comfortable attending and participating in an online class. This is exemplified in the excerpt of the transcript below.

"Well yung pinaka-challenge po is regarding connectivity, regarding signal. Sa akin kasi, I'm just lucky enough na makapagboard dito sa banwa, so nakabili ako nung prepaid wifi, globe at-home wifi, so mas naging stable yung internet para sa akin. Pero yun yung una na nagging challenge nung hindi pa ako nag-boboard, na nasa bahay pa ako. Like kailangan mo pang pumunta nang isang bundok. Hindi naman yung pupunta ka sa specific na bundok kasi merong spot na maganda yung signal pero lalakaran mo pa, parang ganun po. [Well, the most challenging is regarding connectivity, regarding the signal. For me, I'm just lucky enough that I am staying here in the town. SO, I bought prepaid wifi then my internet connectivity was stable/ However, it was very challenging when I was not staying in the town. I was staying at our place in the mountains. Like you need to go in one part of the mountain to get a good signal, but you need to walk towards that spot in the mountain.]" (Willy, 434-448)

"Ang challenges nga una sir is unstable internet connection, then ang load sir and means, mode of answer, submission and communicating with the teachers. [The first challenge, sir, is unstable internet connectivity. Then, mobile load sir, means, mode of an answer, submission and communicating with the teachers.]" (Meriam, 615-620)

"I find it difficult sir, kay siyempre wara bay to amon signal. Ang sa bario may idyan man sir pero amu ra indi gid tana ano parehas bi mag virtual class ra sir kailangan matukad ka gid sir sa takas ka bario kag idto mapasignal, amu kara sir. [I find it difficult, sir, because we have no signal. In the barrio or town, there is an area wherein internet connectivity is good, and you need to go there to have a virtual class.]" (Cute, 19-23)

Unavailability of Tools and Insufficient Discussion of Modules Online. One of the challenges that students encountered before implementing flexible learning is the unavailability of tools used in online learning or synchronous mode of learning. These tools are cellphone, laptop, tablet, desktop, prepaid wifi, or installed wifi router. On the other hand, students observed that modules uploaded online and were used by teachers to teach online were not discussed sufficiently. This is exemplified in the following excerpt of a transcript.

Yes, as a matter of fact, kasi if you say programming languages. Anu siya e, mainly gina compose, gina himu siya sa computer or desktop. So, especially ako, wala naman akong laptop, wala naman akong computer that time. So, nahirapan ako. [Yes, if you say programming languages. It is primarily composition, and it is done on a computer or desktop. Especially for me, I have no laptop or desktop at that time. It was a difficult situation.]” (Willy, 100-105)

“Ang mga modules wala gawa na discuss mayad sir haw. [Modules were not discussed sufficiently.]” (Jen, 208)

Adaptability of a New Way of Learning. Students were also struggling to adapt to the new ways of teaching and learning process. They were used to go to school and have a face-to-face class. However, in this time of the pandemic, everything has changed. Students need to stay at home and attend virtual classes or work on their modules uploaded by their teachers in the Facebook social learning group. This is exemplified in the excerpt of the transcript below.

“Akon gid sir una-una gid sir is ang adaptability. Ga struggle gid ako sa pa adapt sir e, kang once nga nag start ang online ka diya sir. Kay siyempre lain... naandan ron bay ang face to face then amu ra gani sa amon sang face to face ga board kami para... siyempre sa transportation bala sir makatipid kag siyempre wala gid bay to signal sir. Kag ang connectivity gid tana sir e, amu kara ti daw siyempre e adapt mo pa kung ano tulad ang online sir nga... [For me, sir, first is adaptability. We are struggling, especially me, sir, when flexible learning was implemented. We used to in riding a jeepney and go to school and attend classes face to face. Now, we can save money from transportation; however, internet connectivity is unstable at home.]” (Cute, 635-644)

Stressful Situations for Students. Students encountered some stressful situations during the implementation of flexible learning, like when all modules were given simultaneously and due dates were set. This pressure students to work it out early and submit the outputs before the due dates. Sometimes, students were confused about what subject they would work out first and their health, especially their mental health. This is exemplified in the excerpt of transcripts below.

“Huod sir, kapin pa kung magtarambak ron bala ra sir, magtiripon ang mga modules. [Yes sir, especially when modules were given simultaneously.]” (Cute, 679-680)

“Medyo lang sir kay raku bi subjects nga na encounter pa gid namon, so ga ramble ron sa

isip namon kung ano unahon namon ubrahonon, tun-an. Ga stress man sir e, ga riniwang na gani mung. [Not quite, sir, because we have a lot of subjects to comply with. Sometimes our mind is confused on which is the first module that we will work on. We were stressed, and I am getting slim.]” (Jen, 125-128)

Lack of Family Support. In this time of the pandemic, family support plays a vital role in students learning at home. Constant support is needed to boost student’s momentum in doing their activities or tasks at home. With the guidance of the parents, students will not experience mental health problems. Especially in providing student needs for online classes just like a cellphone, mobile load or wifi, and other means to connect to the internet. This is exemplified in the excerpt of the transcript below.

“May isa gid ako nga classmate sir or iba nga mga students pero mga second year and first year sir, naagyan gid nanda sir kung kulang ang support sir siyempre like sa cellphone or sa gadgets kay iban bi sir ga hiram- hiram lang, amu bala ra sir aw. Ti kung I mean bala kung wala ti support ang parents like magbuliganay sanda or makatalk sanda kang student, so bahol gid ra nga factor sir nga maapektuhan gid ang mga bata especially sa flexible learning kay man kay sir kung hindi pag buligan ka parents ti siyempre lain lain ron ang maisip ka bata, amu bala ra sir haw. Kag hindi na gid ma perform ang anda nga responsibilities as a student which is to gain learning. Ang iban nga lower years daw amo gid ra ang problema nanda sir nga daw kulang sa support. [I have one classmate sir and other students sir from the second year and first year that they experience lack of support sir from their parents like cellphone or gadgets. The tendency is they borrow gadgets from friends. If there is a lack of support from parents, it’s hard for the students to communicate or participate in an online class, and their performance in flexible learning will be affected. Other students in the lower years have that problem which is lack of family support.]” (Meriam, 259-279)

Home Distractions in Learning. Home distractions are one of the problems students encounter, especially when they are having their online classes or answering their modules. When their parents are trying to ask them for an errand, their parents unconsciously did not know that their child is having an online class or answering activities in a module. Aside from that, there are times that students are complaining about the noise of vehicles that is passing by near their house also contribute to distractions their learning. This is exemplified in the excerpt of transcript below.

“For example sir ga klase kita, tapos sometimes sir may gahud may mga noise nga naga... tapos kaisa kara ang internet connection grabe gid tana sir, lag ka gid tana kag hindi nami ang signal especially sir globe bi ako. Medyo budlay gid ang signal, uhm siyempre di ka gid katuon bala kara mayad kag sometimes may mga time nga kailangan mo man may kadtunan. For example one time nagklase kita katu sir nagpabanwa ako kay may kailanganin ako nga bul on, allowance ko. Ga dasig gani ang tricycle ah... tapos daw budlay bala kara sir kay daw ga klase kami pero daw ga live kami nga daw normal man sa gihapon nga students sa balay, daw feeling mo bala kara vacation pero ga klase gali. [For example sir, when we are having our class, then sometimes there are noise outside. Sometimes, internet connectivity is unstable. It isn't easy, sir. Sometimes, you need to find a place where internet connectivity is stable. For example, sir, when there was an online class, I went to the main town to attend an online class and have stable internet connectivity. We felt that we are living normally like schooling at home. It feels like a vacation, but there are online classes.]” (Meriam, 44-57)

Students Ways to Cope up Challenges Encountered in Flexible Learning

Ways to Connect Online. In this pandemic, students find ways to be updated and connect online by borrowing mobile phones from their older brother or sister or even with their parents. Sometimes, they hang their mobile phones in the part of their house where internet connectivity is good. Other students can earn money to buy their mobile phones to participate in online classes or be updated with the latest modules that their teacher uploaded in the Facebook social learning group. Indeed, students are resourceful. This is exemplified in the excerpt of the transcript below.

“Uso to sa amun, sab-it sab-it lang. Siyempre ga haram ako sa magurang ko bala sir tapos amu ra ga pa signal lang gid kami kag okay lang man kung okay ang signal sir ma ano lang man dayun ang imu gina pang send. [Hanging the mobile phones inside the house is rampant. Sir, I borrowed the mobile phone of my sister and then I went to the place where a signal is good.]” (Cute, 159-164)

“Nag ngita ka paagi para maka cellphone ti mayad kag para maka access kang akon nga assignment kay akon bay cellphone kan-o sir di maka access mayad sa internet. Amu ra nag ngita ako paagi, ngita ka barakal, amu to sir. Ang ano bay ako sir working student ti kung ridto ako kay lola ko idto ako ga obra... Huod sir kay may Wifi tana to sanda. [I find ways to

buy a cellphone for me to access my assignment and participate in online classes because my old cellphone was broken. That's why I find ways to buy. I am also a working student, sir. Sometimes, I went to my grandmother's house, and I worked there. There is a wifi signal in my grandmother's house for me to access.]” (Jen, 14-21)

Compilation of Activities. One way students cope with their activities is to compile them and make some schedule of when to answer. The compilation is referred to as a portfolio by students. Even exams were compiled like a portfolio for those who wanted to have a hard copy of the examination. This is exemplified in the following excerpt of a transcript.

“Ang bale sir akon sir nang ano... gina pang compile ko lang danay tanan sir. Sir ang siyempre sir sa mga activities nga gina pang submit namon sir, then amu ra bale ang iban kara gina compile ron ra sir bale portfolio type ron bala sir na tapos ang iban gahatag... gahatag man sanda midterm kag final. [For me, sir, I compiled everything, sir. Sir, all activities that we have submitted was compiled like a portfolio type even midterm and final examination was collected.]” (Cute, 182-187)

Time Management. Time management is one way students cope with their activities or tasks given to them through their modules. Scheduling is their strategy for them to balance their work at home and online classes. Making a checklist is also done for them to monitor the activities or tasks they have already done. This is exemplified in the excerpt of transcripts below.

“Tapos amu ra gina schedule ko lang kung paano ko sanda ma manage bala sir kag ma answeran before kang deadline. Pero kis-a sir hindi ko man ma ano... sa deadline kara makapasa ko sir. Ti siyempre kung diya ikaw sa balay kailangan manage mo gid ang time mo kay siyempre may urobrahon man diya kag siyempre mapa signal pa man bay sir, ti amu ra sir. [I scheduled my activities on what to do, and that is my management style. Sometimes, I cannot follow my schedule to the pressure of having a deadline for submission. Because when you are at home, you manage your time and you try to find a good area where internet connectivity is stable.]” (Cute, 188-195)

Uhm, yes sir. Akon sir para ka follow ako is nagbutang ako kang akon nga sarili nga daw ano sir schedule type kag ang checklist, so bale si teacher amu ka diya, ang google ana. Then, diya ron nakaplastar si teacher amu ka diya sa messenger ang ano lang gid sir, ang positive aspect lang gid katu sir is wara tana kara ti ginatawag nga dapat aga ka lang mapasa, dapat

gab-i ka lang mapasa, something amu bala kara sir aw. So, akon katu sir is gab-i lang gid ako ga pasa kay man kung gab-i nami ang signal kang wifi ko. So, amu to sir nag adjust lang gid kami sa pagpasa kag in connection sa amu katu sir may explanation man sa teacher kung nga naga gab-i kaw nagpasa. [Uhm, yes, sir. For me, I followed what is being put in my schedule of activities and my checklist. For example, teacher A will be using google meet and so on. Then, some teachers use messenger as their platform in delivering their lessons. The positive aspect of it, sir, is that there is no due date to submit in the morning or afternoon. So, that's it, sir, and we adjust in submitting outputs to the teacher. Sometimes, at night.]" (Meriam, 238-251)

Ways to Cope up with Assessments. Students have some struggles with assessment, especially online assessment, when teachers use a time limit. However, students are resourceful and wise. A student could find ways to get the correct answer in quizzes and examinations. This is exemplified in the excerpt of transcripts below.

"Ano sir kung ma download mo ron ra ang file kara sir ti siyempre kung kaisa naka ano ka man internet bay sir ti amu ra dara dayun ano research. Ang ano sir... e search mo ang mga meaning kung ano ang meaning bala kang ano sir sa may description kang... [If you download the file for the quizzes or exams from the internet. Eventually, we search the meaning on the internet based on the description for us to answer the questions correctly.]" (Cute, 346-353)

"Kasi po minsan, meron kaming group chat, minsan nag paplano kami na magkita-kita, mag review sa upcoming quizzes, for example naka-post na yung quiz, tapos nagpaplan kami na magkita-kita let's say sa may banwa, and then sabay-sabay coming nag-tatake ng quiz. Yes nangyayari po yan. Kaya lang anu naman po kasi, while tina-take naming yung quiz niya, so lahat kami, meron kaming modules sa may cellphone, sa kada question, sasabihin niya kung anu yung question, tapos kami naman i-sesearch namin doon sa module. So minsan naman 1 or 2 mistakes. [Sometimes, in our group chat, we plan if when we will meet to review our quizzes. We answer our quizzes and examinations simultaneously. It happened. We have modules on our cellphone, and we read every question of the exam, then we find the answers in the module. Sometimes, we got 1 or 2 mistakes.]" (Willy, 313-319)

Ways to Cope up with Tasks and Stress. With all the problems encountered by students, they could find ways to cope with the tasks and stress encountered. Stress

frequently happens in this pandemic due to many activities and outputs that students need to be accomplished by students in their modules. Based on the following excerpt of transcripts, they could cope with the stress by doing such activity at home.

"Ga Garden man sir. Huod sir, para mawili ko man ang kaugalingon ko, hindi kuon nga ano ka gid diyan sa activities mo. [I do garden sir. Yes sir so that I have something to do.]" (Cute, 662-669)

"We find an alternative application on playstore na pwede mong Gawain sa cellphone. Then, pwede ka ring magcode sa cellphone, pwede mo siya ring magsave sa cellphone as well as pwede mo siyang e run sa cellphone. [We find an alternative application on play store that can be downloaded in our cellphone, then we can do our coding in programming activities.]" (Willy, 112-116)

Self-Motivation and Peer Support. The capacity to motivate oneself to take the initiative and action to pursue objectives and finish tasks is referred to as self-motivation. It is an innate desire to act – to create and accomplish. It is what motivates you to keep continuing activities, particularly ones you're pursuing because you want to, rather than because someone instructed you to. Peer support is when students use their prior knowledge and experiences to help fellow peers do activities or tasks in school. This is exemplified in the excerpt of transcripts below.

"Hmmm. May mga time nga kung di ko ron kaya, daw budlay ron gid tana, raku-raku tana, ga lingin ulo mo kung diin ka maumpisa. Pero nagabalik ako sir sa akon nga mindset nga third year ron ako, graduating ron ako. Kung gusto mo mag maestra need mo gid diya tapuson, daw amu bala kara sir. Daw ka cliché ron pamatian nga magbalik ka sa imo nga objective, sa aim mo. Pero para kanakon sir the best gid tana nga motivation nga hambal mo nga gusto ko ma teacher, so need ko gid diya ma experience ang amu ka diya nga type of learning. Malay mo sa sunod nga generation ma online man ako, at least man an ko ang feeling as a student kag syempre ma practice ko man tana to be a perspective teacher daw amu kara sir. [Hmm. There are times that I cannot do it anymore. It is very difficult, so many, and my head is dizzy if where to start. However, I go back to the mindset that I am already a third-year student. If I want to become a teacher, I must finish these activities. It is like cliché that you heard the objective so many times. However, it is best to motivate me, and you're advice to us, sir, was also the best that we need to experience this. Maybe in our generation, we

will use online platform in teaching.]” (Majeh, 224-238)

“For me gid sir is self-discipline, kag self-directed ikaw tapos may self-motivation man sir kay idya siyempre online ikaw mismo bi nga estudyante sir ang kaugalingon mo nga for example sir kung self-directed ikaw may gina set ikaw nga goals ma stick ikaw diyan kara, nang kung for example sir nabudlayan ka sa amo kara nga subject ikaw gid mismo ma ano ma motivate mo... imu self sir. Self-discipline... time management pa gid gali sir. [For me, sir is self-discipline and self-directed, then, self-motivation sir because it is online. You, as a student, yourself, for example, must be self-directed. Hitting your goals. If you have a hard time doing it, you need to motivate yourself.]” (Cute, 580-589)

Students Suggestions in Teacher Preparation

Reaching out to Students. Students observed that some of the teachers do not reach out to their students regarding answering the modules and giving them alternatives if they cannot comply with the requirements. One of the significant suggestions of students is that teachers should reach out to all students they are handling in their course subject. Students also observed that one subject teacher did not meet them even once. This is exemplified in the excerpt of the transcript below.

“Sa mga teachers namon sir is... ano sir nang sanda lang sir mag reach out bala sa mga students nanda sir. Kailangan daw anuhon bala sir siyempre para para maman-an man nanda kung ano ang sitwasyon kang students nanda. Ti siyempre amu to gani sir ang hambal ko kaina kanimo sir nga nag subject lang kami ka amu kara pero never-never gid kami nag meet-up kang subject teacher, nan amu ra sir. [For our teachers, they should reach out to their students. They need to know the situation of their students so that they could help address their concerns. There is one subject of our sir that the teacher did not meet us even once.]” (Cute, 722-729)

Being Considerate. In this time of the pandemic, students encountered a lot of difficulties in flexible learning. Students are asking for a bit of consideration from teachers if they will experience a delay in submitting their answers. This is exemplified in the excerpt of transcripts below.

“Tapos kung sa ano man sir, kung sa mga online learning nga ano sir okay lang man ang pag ano kay siyempre no choice man kita sir, maano na lang gid ikaw sa mga teachers mo sir. For example ang consideration, cooperation sa mga students nanda sir especially sa mga struggling sa mga online learning. [Then, sir, if online learning, it is ok;

however, you have no choice. You have to obey what you’re teachers going to say. For example, being considerate to students especially those who are struggling in online learning.]” (Cute, 730-736)

Giving Specific Criteria or Rubric to Outputs.

Teachers should provide specific criteria in evaluating student’s outputs for a fair assessment. Instructions should be evident in every activity that the students are doing to make the correct output. This is exemplified in the excerpt of the transcript below.

“When assignment and projects or the outputs it is recommended guru sir nga matao tana mechanics, criteria or rubrics with regards sa mga outputs katu, so that we will be guided. Next, sir is consistent instruction by the professors. Example sir is ang ana nga instructions lain pwede man ra guru... pwede man ra guru ma apply like, uhm, e plastaron na ron daan sir nga sa word or pdf nga amo ra diyan tanan nga instructions. Example bi amu ka diya amu ka diya sir. Next sir is mas nami sir nga kung may mga projects or sa modules nga mga performance tasks kag mga activity. [When assignment and projects or the outputs, it is recommended guru sir if the teachers will give mechanics, criteria or rubrics regarding the outputs so that we will be guided. Next, sir is consistent instruction by the Professors. I think it is better, sir, if it is well organized in a Microsoft word with regards to clear instructions in every activity or performance task.]” (Meriam, 699-711)

A deadline should be put in every Activity and Strengthen the Continuity Education Plan. Some students preferred to have deadlines in every activity to work it out and gave them goals to achieve. Strengthening the university’s continuity plan is one of the students’ suggestions for them to be oriented of the platform to be used online learning. This is exemplified in the excerpt of the transcript below.

“Mas prefer ko gid tana nga butangan ka deadline sir and then the last sir is mas e strengthen ang continuity education plan kang aton nga system like bi amu to sir mas better man to sir mga seminars, forums to encourage us pero mas nami siguro sir nga e ano nanda sir... [We prefer sir that deadlines should be put in every activity and lastly sir, we need to strengthen our continuing education plan of our university like conducting seminars, forums, etc.]” (Meriam, 712-719)

Creating Webinars about Online Platforms to be used. Students suggested that there should be webinars intended for students conducted by the university before the

start of the semester regarding online platforms to be used. This is exemplified in the excerpt of the transcript below.

“Magcreate kang webinar that tackles different platforms sir. Ang educational platforms wherein we could, aside from google or anything nga pwede namon magamit sir sa amon nga new normal ang performance tasks and etc. amu lang ra sir. [Creating webinar that tackles different platforms, sir. The educational platforms wherein we could use in the new normal in every performance task, etc.]” (Meriam, 720-729)

Teachers’ Preparation Experiences in Flexible Learning

Webinars, Trainings, and Workshops Attended.

When the Covid-19 Pandemic started, the University began to plan for webinars, trainings, and workshops that faculty needs to be equipped with the technological knowledge and skills for the flexible learning approach. It is imperative to conduct such activities for faculty to be familiar with online teaching because it is the new way of delivering lessons in this Pandemic aside from having modules. This is evident in the experiences of faculty in the excerpt of transcripts below.

“Before this flexible learning was implemented, we are so glad man that there are series of workshops conducted by the university on module making. I was able to attend three sessions on a workshop on module making. Because I was handling two subjects last semester, there was also an orientation on FB Social Learning at ISAT U Miagao. We are asked social learning account for this, and then group chats for also me for class. This is to make sure that everyone is informed and no one is left behind. I am referring to the students, so in particular, those are my preparations for this flexible learning.” (Teacher Nicole, 4-14)

“Of course yes. So number one ginsend kita sa seminar and training so that we will know how to prepare our materials and instructional materials rather to conduct our lesson to our students. Like for instance, they are going to provide subsidy. Ang aton nga internet, that is number one help gid kang school. To conduct our flexible learning. So number one gid nakahelp ang school because of the subsidy. Then they trained us how to conduct flexible learning. For example gin train kita sa computer, we will become literate, computer literacy. That is na help gin kang school. [Of course, yes, number one is the seminar and training that we will know how to prepare our materials and instructional materials rather than to conduct our lesson to our students. Like

for instance, they are going to provide a subsidy. Our Internet is the number one support by the school for us to conduct flexible learning. Then, they trained us to conduct flexible learning. For example, we were trained in computer, and we will become literate, specifically computer literacy that is the support of the university.]” (Teacher Agatha, 12-21)

Decongesting the Curriculum in the Syllabus.

Since the delivery of classes was done virtually or in a modular approach, topics in the syllabus during face-to-face learning are congested. The university instructed to decongest the curriculum by looking at the essential topics that need to be delivered virtually or modular. This is exemplified in the excerpt of the transcript below.

“So first we calibrated our syllabus or our syllaby in the courses handled. Ginadjust according sa pandemic setting. Gin cut ang some topics nga indi siya muna ka viable to teach and ind man siya sado ka importante kung бага. In terms of achieving, the course outlines. Medyo gin slash. Mga gamay lang nga detail bala. [So first, we calibrated our syllabus or syllabi in the course subjects we handled. We adjust according to the pandemic setting. We remove some topics that are not viable to teach and choose the important topics needed. In terms of achieving the course outline, we removed some details.]” (Teacher Pen, 6-10)

Online Platforms used. Online platforms were one of the concerns of the faculty because it serves as a delivery platform for teaching and learning process. The university suggests using the Facebook Social Learning Group since most of the students have Facebook accounts. It will be an accessible medium of communication between the teacher and students. Teachers were able to adjust and learn from this platform. However, other teachers have difficulties. This is exemplified in the excerpt of the transcript below.

“So for my teaching preparation experience last semester, during the implementation of flexible learning, it is not quite difficult for me because I’ve been using some online methods before like the Google Classroom. When flexible learning was implemented, I only made a little adjustment for another platform since we use Facebook, a social learning group. For the gathering mechanism of their output. The sharing was almost quite the same with Google Classroom sharing of learning materials. Because the subjects that I’ve been teaching are already with me for quite a period. So medyo gaupdate lang ko sa content nga iban [So, a little bit updated in the content] and

I need to trim down some of the topics so that it will fit for the period of flexible learning.” (Teacher Pen, 5-16)

“Tapos I designed a Facebook Social Learning Group that will cater the needs of the students. Avoiding the use of module kay gasto sa print. Tapos medyo tasking siya sa part sang bata kay you have to still meet them. To distribute and retrieve the module something like that kung printed. That is why nagdesign ako Facebook Social Learning Group. Sa kadacourse nga na handle ko. Then nagcreate ako sang learning unit sa kada course para organize siya. Kag ang training nga ginhatag sa aton about Facebook Social Learning Group ginshare man namon ni Sir Elmar with our colleagues. So that are some of the things that I’ve experience preparing my materials and teaching encounter in the first semester. [Then, I designed a Facebook Social Learning Group that will cater to the needs of the students—avoiding the use of modules because they wanted to print. Then, quite hard to the part of the students because you have to meet them. To distribute and retrieve the module, something like that kung printed. That is why I design the Facebook Social Learning Group. In every course that I handle. I created the learning unit in every course to organize it. And the training that we attended about Facebook Social Learning Group that we shared with Sir Elmar to our colleagues. So that some of the things that I’ve experience preparing my materials and teaching were encountered in the first semester.]” (Teacher Shine, 10-24)

Module Making. Asynchronous learning modes constitute modules for students who cannot access virtual classes or synchronous classes. However, teachers experience difficulties in doing the module. This is exemplified in the excerpt of the transcript below.

“May module kami na ready hard copy. Gin amamatat ko lang ang content. Kabudlay kay ang amon nga ano, ginreduce ko lang ang topics kag ang activity nila. Pero sa major subjects sang Info Tech, gintrim down gid, lalo na may lab eh gintrim down mga iya nga content bala. [We have a module that is a hard copy. We gradually make the content of the module. It is hard, especially when we reduce the topic and activities. However, in the major subjects of the Info-Tech, we trim it down especially those with laboratory-based course subjects.]” (Teacher Pen, 34-38)

Teaching Preparation to Students Academic Performance

Teachers Affirmation of the Contribution of Teaching Preparation to Students Academic Performance. Teachers affirm that their preparation contributes to students’ academic performance. Every teacher was able to prepare well in terms of their pedagogy. This is exemplified in the excerpt of the transcript below.

“Yes eh. Nami man performance ka mga kabataan. Ga wonder man ako, Ay naka ubra man sila ka amo ka ja. Sa akon lang ha, daw indi gid ako contented kang lecture. Kay lain gid tana kung maindividual mo tana. Kay kang una mademo ka pa. After mo ka demonstration, may individual mo pa nga ma supervise. Ga individual supervise ka daan sa mga kabataan. Pero that time, they know. Na perform man nanda. Ang akon lang nakacomplete sila nga attire, naka apron may grade ra, naka hair net, naka ano. Kay muna gid man sa rubrics. Since pandemic, ti I have to follow. Ang indi ko lang ma evaluta accurate is their sensory. Ang flavor, taste smell, indi ron tana. [Yes, the students have a good performance. I wonder that the students were able to do this and that. For me, I am not contented if you do the lectures only. It is different if you do it individually. Last time, they do the demonstration individually. I do individual supervision for each student. That time, they know. For me, they can complete their attire with an apron, and the hairnet will be given points. That is what can be found in our rubrics. Since pandemic, I must follow the rubric well. The only thing that I can’t evaluate accurately is the sensory evaluation. The flavor, taste, smell,...]” (Teacher Agatha, 180-197)

Learning Materials Preparation. Because of the limited time the teachers met with the students, the rest will be self-paced learning. Learning materials play an essential role in self-paced learning. It is imperative to prepare for developing these learning materials as supplemental materials for students to learn at home. This is exemplified in the excerpt of the transcript below.

“Yes sir. We need to prepare for the topics, the learning materials so that the students during this trying times, still can be able to cope up with their learning. Ang sekreto lang man subong is leading them to read. Because we have a limited time and resources especially when we are required magmeet up sa ila 1 hour a week. So an hour, I cannot hardly gather 100% attendance. Sometimes 50, or kis a 30. Kaagi gani 5 lang kami gatubangay. Same person from the beginning up to the end of the semester. [Yes, sir. We need to prepare

for the topics, the learning materials so that the students during these trying times, still can cope with their learning. The secret today is leading them to read. Because we have a limited time and resources especially when we are required to meet of 1 hour in a week. So an hour, I cannot hardly gather 100% attendance. Sometimes 50, or 30. There are time that we are only 5. Same person from the beginning up to the end of the semester.]" (Teacher Pen, 61-69)

Need Extra Time and Resources. Time and Resources are vital in the teaching preparation especially this time of pandemic. More time gives more thinking or brainstorming on how to deliver things well. More resources gives teachers medium to deliver the pedagogy in a more effective way. More time and resources could contribute to the quality of teaching that leads to good student performance. This is exemplified in the excerpt of transcript below.

"Kung sa academic performance, in addition sa more time in teaching preparation, mas mayo pa gid guro kung damo resources nga mahatag sa teacher para mas ma explore sang teacher ang other ways pa gid para mas improve ang academic performance sang kabataan. So amo na teaching preparation hours, additional resources. So amo man na gihapon dapat mangita alternative ways nga magtudlo sa kabataan. E give man gyapon consideration ang status sang kabataan kung ano sia. Ano ang resources available sa kabataan. In addition sa teachers, dapat lantawon man naton sa kabataan nga side kung paano ta sila ma reach. Or mga ways kung paano man sila maka connect sa aton, sa school. [In academic performance, more time in teaching preparation and more resources to teachers could explore other ways to improve students' academic performance. In the teaching hours given to us, more resources are needed. We also need to find alternative ways to teach students. Consider the status of students like what are the resources of students. Moreover, teachers need to see that the student side on how we could reach them.]" (Teacher Charlie, 138-144)

University's Support to Teachers in Flexible Learning

Trainings and Workshops. Trainings and workshops before the start of the implementation of flexible learning were very evident. These trainings and workshops were in preparation for the new normal way of teaching and learning. This is evident in the excerpt of the transcript below.

"Yes sir, I think indi man ini ma implement gid mayo ang flexible learning without the support of the University. [Yes, sir, I think this will not be implemented the flexible learning without the support of the University.] One, in particular, they had organized workshops for module making for teachers. That is good preparation for flexible learning as early as July last year. We had this module-making workshop, and then there were also constant reminders and announcements made by the University President, channeled through the campus administrator and the head of office instruction regarding flexible learning. I believe no one is prepared for this pandemic. But we can see the efforts of the University. Making sure that flexible learning is well implemented. Evident man siya actually, we can see the efforts of the people in the higher authority para lang ma implement ang flexible learning." (Teacher Kim, 31-45)

Load Subsidy. The university also extends its support to the faculty by providing them with an Internet Load subsidy which could help teachers with their internet bills. This is exemplified in the excerpt of the transcript below.

"Yes, the support given by the university to its faculty by providing us load subsidy, free wifi connection inside the campus, and the online training conducted by the experts somehow helped us in the preparation of the implementation of flexible learning. Through webinars, we are trained on how to make our online classes efficient and effective." (Teacher Nicole, 44-51)

Module and Online Platform. They gave full support for developing modules and creating pathways to deliver teaching and learning on online platforms. One of the university's suggestions is to utilize the Facebook Social Learning Group to implement flexible learning. This is evident in the excerpt of the transcript below.

"Nakabulig man siya, for example sa pagtudlo sa pagubra sang module, and then sa FB Social Learning Group kung paano siya gamiton for teaching and learning process. So amo to, pero basic knowledge ma lang nahatag nila. So more or less as a teacher ikaw man gyapon ma create ways kung paano mo siya mapa strengthen kung paano mo siya mapahapos sa mga kabataan. [It helped a lot, for example, in teaching to develop modules and then the Facebook Social Learning Group on how to use it for teaching and learning process. So, basic knowledge was only given. So more or less, a teacher should create ways

on how to strengthen and make it easy for students.]” (Teacher Charlie, 48-54)

Delivery of Teaching and Learning in Flexible Learning

Teaching Delivery. One of the major problems before starting the implementation of flexible learning is the platform for teaching delivery. Teachers were experiencing some difficulties as they delivered their lessons because it is new to them that they cannot really see the whole picture of what is going on behind the camera when it is off while the teacher is discussing their lessons. However, this was addressed by the university by utilizing the Facebook social learning group. Aside from that platform, teachers were also exploring some applications that could help them supplement the teaching and learning process. This is exemplified in the following excerpt of transcripts.

“Yes sir, I confidently say that I was able to deliver. Garing kay it is not for me to tell if my delivery of instruction was of quality or informative. I think my students to tell nu. Pero para sa akon, I did my part nu as teacher. I also have exhausted all means I have also exhausted all efforts available para lang ma deliver yung lessons to my students nu. So yes, I was able to deliver but if it's quality, if it's informative, if it's best, that's for the students to tell not me sir. [Yes, sir, I confidently say that I was able to deliver. However, it is not for me to tell if my delivery of instruction was of quality or informative. I think students could tell. However, for me, I did my part as a teacher. I also exhausted all means and resources available for delivering my lessons to my students. So, yes, I was able to deliver but if it's quality, if it's informative, if it's best, that's for the students to tell not me sir.]” (Teacher Kim, 210-218)

“Kung sa delivery guro, on my part, tatlo ka subjects gintudluan ko. May subjects guro nga feelingko na deliver ko man siya mayo kay based man sa activities sa mga kabataan, naka answer man sila sang tsakto. Pero amo lang na, sa major subjects ko ga duha duha ako kay Nakita ko man nga muna. Daw kabudlay man sa kabataan kay wala sila face to face classes. Kay daw kabudlay siya e explain sa kabataan ang subject nga Math. [In the teaching delivery, on my part, three subjects that I taught. There were subjects that I feel that I deliver well my lessons based on students' activities. The students were able to answer it correctly. However, in the major subjects, I doubt that I was able to see it. It is difficult to explain to students the mathematics subject.]” (Teacher Charlie, 127-134)

Teachers' Assessment in Flexible Learning

Assessment Strategies. Teachers find ways to deliver assessments in different strategies to minimize bias of the results. However, it is a difficult task in this time of the pandemic. This is exemplified in the excerpt of transcripts below.

“Ang basis ko, they are going to submit there exam. May box ko to sa ano sa may dalum. Ginsubmit nila ila folder sa may envelope nga naka seal bala kag muna bul on, kag may answer na sila kara. Portfolio kag exam nila. May jan man sa online. May jan man sa portfolio. Indi perfect nga tanan sa online nag answer ah. Duro guro failure ko kung nagbase lang ako sa online. [My basis is that they will submit their exam in a box near the center gate, which is inside the school Portfolio and exams. There were also exams online. There was also a portfolio. Not all got a perfect score in the exam online. Most got failing scores based online.]” (Teacher Agatha, 134-142)

“Yes aside from the essays, they had the activities. So sa activities ko varid man to, different methodologies. Indi ko lang siguro ma recall ano akon pinamutang sa akon activities. Pero not parts or essay, but the rest hindi siya essay, pero in essay form. Pero indi mo siya mahambal nga essay lang gid. Although essay siya guro in a manner of writing pero indi siya nga you're going to compose this or what. Pero ano siya eh written output pero style is essay. So all of them are written outputs. [Yes, aside from the essays, they had the activities. In the activities, it was given in varied methodologies. I'm not sure if I can recall what I've put in the activities. Not part of essays, but the rest is not essay form. I cannot say that all of it was essays. Although the essay was the manner of writing the answers, not like you are going to compose this or what. However, the written output but the style is an essay. So, all of them are written outputs.]” (Teacher Kim, 127-135)

“With the use of simulator, I have a rubrics for that. Same na ang rubrics nga akon ginagamit before. Ngaa ara siya subong sa computer. They are sending me the copy of their work. E save na nila ang file then e send nila sa akon through the link that I am giving to them, the google drive. [With the use of a simulator, I have a rubric for that. The same rubric that I used before is now utilized in the computer. They are sending me a copy of their work.

They will save the file and send it through a link that I am giving to them in google drive.]" (Teacher Pen, 81-85)

Accuracy and Reliability of Assessment.

Teachers would say that assessment during the implementation of flexible learning is not accurate and reliable, especially when objective type was given to the students. This is exemplified in the excerpt of transcripts below.

"Ay, *indi reliable, indi accurate eh. Kung e compare mo. Sin o nga gwapa diyan nga maestra makuon nga accurate man. Bisan gani sa module. Tuod man sir. You cannot be sure of the students kung anon a man-an nila. mo gani kuon ko kanimo indi accurate measurements, evaluation mo kananda. Kay wara mo makita. Unlike sa face to face hudton mo pa lubot kung nagasunod to sa piyak. Bal an mo kung magexam ko, very strict gid ko sa mga kabataan. Wara ko na gapasunod.* [It is noted reliable and accurate. If you will compare, who's a beautiful teacher there could say that her assessment is accurate. Even in Module. Sir. You cannot be sure if the students know it. That's why I told you that it is not accurate measurements and evaluation.]" (Teacher Agatha, 116-119)

"*Siguro if you talk about reliability, indi siya 100% reliable. But that's the best method of assessment so far that I could give to the students given the situation that we are in by giving consideration to the submission of students.* [Maybe, if you talk about reliability, it is not 100% reliable. But that's the best method of assessment so far that I could to the students given the situation that we are in by considering the submission of students.]" (Teacher Kim, 118-123)

"*In terms of reliability, dapat intindihanay gid kita, leniency na lang. Importante may output. As an educator, I can really feel who really did their work. Eventhough, kompleto nila ang ila activity, but if you try to look at the other side, magkuha sang quiz, ang iba Kapila magattempt, nubo gyapon ang score. For the few nga performing assets na nga daan, magkuha quiz one shot lang taas na ang score. Makita mo siya eh. Ang iban those who are really hard up, I can really feel nga ga try gid. Even kaduha na nga try ginhatag ko, ang mga mahina gid siya lang gid ga strive wala siya nagayo bulig. Ang iban abot ko na eh, ginamagic nila. Ang iba makita ko kaduha siya magkuha exam, daw ginhawa ya lang makalab ot makapasar. Kapila ya na malantaw ang*

resources, na access ya na, gaduha duha ka pa. Kung diin ya ginpangkuha answer ya. Amo lang gid na. [In terms of reliability, we need to understand that we need to give leniency. They must have outputs. As an educator, I can feel who did their work. Even though they completed their activities, but if you try to look at the other side, when getting quizzes, others attempted so many times, which resulted in a low score. For the few performing students, they get the quizzes one time, which resulted in a high score. You can see it. Others are trying hard to answer. Even a couple of times, they've tried, but it resulted in a low score. Others are doing magic. Others are trying hard to pass. That's all.]" (Teacher Pen, 91-104)

Challenges Encountered by Teachers in Flexible Learning

Convincing Students to Join the Online Platform. Before implementing flexible learning, teachers have a hard time convincing students to participate in an online class due to so many factors, one of which is internet connectivity. However, most of the students attended online courses compared to students who chose modular learning. This is exemplified in the excerpt of the transcript below.

"*The challenges that I experienced before are raising the students and how to convince them to join the social learning group for our classes and gather them during the online sessions. I really need to understand their situation regarding finding of signal, or data. Iban gaprangka gid, wala ko sila load. Wala gid ako mahimo. Okay lang I can reach up to them eventhough past 12. Iban may ara gid nga estudyante nga Sir, alas onse lang ko maconnect sa gabi. Kay wala signal kung adlaw.* [The challenges that I experienced before are raising the students and how to convince them to join the social learning group for our classes and gather them during the online sessions. I need to understand their situation regarding finding signals or data. Others have no mobile data load. I cannot do that. It's okay, and I can reach up to them until midnight. There are students, sir, that communicate to me at 11 pm because it is the only time that they have a good signal compared to day time in their place.]" (Teacher Pen, 127-135)

Internet Connectivity. Having an unstable internet connection in an online class is a significant issue in learning asynchronous. Not only students experience this unstable internet connection but also teachers. This is exemplified in the excerpt of the transcript below.

“Challenges siyempre luwas bi sa, una una bi sa physical nga internet connection, kay ti gusto ta online learning mo kay wala ta face to face, so ang pinaka issue gid da ang internet connection, ang availability niya. Kung may internet connection man, ang speed niya. May diyan nga may internet kami sa balay pero hina hina iya nga signal. May barayad ako pero hina ang signal. Ang mga bata ta, wala na signal, wala pa barayad. Muna bala, kita ya okay lang makaya naton. Pero mga estudyante ta indi ta man sila ma force. So budlay budlay gid ya kung online. Kung flexible naman ya, tawag gani nga indi man sila kakadto sa school, kung ma pliti man sila, sobra pa sa online. Kay ti magasto man sila gyapon kay makadto man sila sa banwa. Anyway, amo na ang some challenges, plus ang aton nga pacing. [Challenges, first is the internet connection. Because we wanted online learning and there is no face-to-face, the biggest issue is the internet connection and its availability. If there is an internet connection, the speed is the problem. We have internet in our house, but it is unstable. I have money to pay but poor signal. Out students have no signal or unstable signal, they cannot pay also. We, teachers, can do it, but our students, we cannot force them. It is tough to have online classes. Inflexible, they cannot go to school if they go to school is more expensive than online. Still, it is expensive. Anyway, these are some challenges plus our pacing in teaching.]” (Teacher Shine, 342-368)

Online Classes Delivery. Teachers encounter challenges in online class delivery, especially in assessment and evaluation. Teachers express concerns on that matter. This is exemplified in the excerpt of the transcript below.

“Tapos kara, budlay magtugro ka evaluation, budlay magtugro ka exam. Nabudlayan ako. Why? Kay indi ko gid ma sure nga that is their own answer. Pwede ka kapamangkot may time ka pa. Buhay pa gyapon ma submit. Duro gid nga challenges. Gina una to avoid bala, may best remedy nga ma avoid nila copying. Nabudlayan gid ako, I really encountered a lot of difficulties magimpart knowledge sa mga kabataan. That is because wala sila gajoin. Paano mo mamam-an. Mamangkot ka, “Any question”, “Do you have any problem?”, “Ma’am hina signal.” Amo lang na pirmi. Ti paano mo ra mabal-na nga kamaan sila or indi? Igo magturgo ka kaquestion, buhay pa na maganswer. Pagaabot pa ka answer, daw parareho pa ka answer. [After that, sir, it is hard to give an evaluation, challenging to pass the examination. I find it hard. Why? Because I am not sure if that is their answer. Can I ask

if you have time? The submission is so delayed—a lot of challenges. To avoid it, the best remedy is to prevent copying. It's hard. I encountered a lot of difficulties in imparting knowledge to students. That is because they do not join the class. How will you know, you ask, any questions? Do you have a problem? Students will answer that their signal is low. That is always their reason. How will you know that they learn from you? If you ask them, waiting for so long for their reply. (Teacher Agatha, 201-220)

Development of Modules. One of the biggest challenges before the start of flexible learning is the development of modules. This is exemplified in the excerpt of the transcript below.

“Before the implementation of flexible learning, the biggest challenge that I encountered was the process of creating three different modules since I have three preparations, and due to the lack of time, I wasn't able to upload the modules all at once. During the implementation of flexible learning, some learners don't have a stable internet connection, and not all of them can join in the online classes that I conducted.” (Teacher Nicole, 110-126)

Time Spent in Checking Activities or Exams Online. Checking quizzes, activities, examinations, and outputs takes time because some students submitted late, and others were early to submit. This is exemplified in the excerpt of the transcript below.

“Sa challenges guro ti amo na eh ang damo nga check an via online. Kag it takes time gid mag check kay tanan puros online. Then amo na ang isa ka problem ang internet connectivity. Kay indi ka man kapang check kung mahina imo nga internet o guba imo nga internet. Kag isa pa guro nga challenges sa kabataan man mismo. Ang iban kalabanan man sa ila pigado sa finances nila. So kag ila man nga internet connectivity. Ga apekto man sa aton nga strategy as a teacher. Kung paano naton e tudlo ang isa ka subject kay ga depende man kita sa kabataan. Kay karon kung gapamilit kita saisa ka bagay nga gusto naton himuon, tapos ang kabataan indi man sila kaconnect sa aton ti ka useless man gyapon. [In the challenges, lots of checking online, and it takes time to check if all are online. Then, one of the problems is internet connectivity. Because you cannot check well if the internet connection is unstable. One of the problems also is the students. Other students are financially unstable, and also their internet

connectivity. It also affects the strategy of the teacher. On how we teach one subject also depends on the status or needs of the students. If you do it compulsory, then the students cannot connect, it's useless.]" (Teacher Charlie, 167-179)

Stress Encountered. Teachers also experience stress during the implementation of flexible learning, especially on the university's requirements on what to do. The teachers were still in the adjusting stage of this new way of learning.

"Yes sir, I said a while ago sir, you need to constantly check your group chat or messages. At the same time checking the outputs. Daw ka ano gin man sa oras, pero wala ikaw mahimo. This is what is required of us. Checking of outputs or activities and then daw ikaw lang man ga absorb man sang stress sang mga bata. Because they constantly inform you, sir nabudlayan ako, sir paano ni, paano ni sabtan. Can you explain further kung paano ni siya ubrahon. So amo ni ang mga challenges during. Then after naman, actually mahambal ko siguro after the implementation of flexible learning parang there was a sigh of relief. Kay actually ang ano gid ara sa during kag before. After ang stress mo na lang siguro, yung challenge na lang siguro ang checking of outputs. So far wala man gid ako nabudlayan almost all of the students pass. Ang mabudlay lang da nga part may iban nga estudyante wala naka pasa. So you need to message each of them kung nakapasa naman gid sila bala. Kung wala, you are going to ask them when they are going to pass, when are they going to comply. Daw muna na man lang ang challenge after the implementation of flexible learning. Somehow, na survive ko man ang flexible learning. [Yes, sir, I said a while ago, sir, you need to check your group chat or messages constantly. At the same time, you are checking the outputs. It takes time, and you have nothing to do with it. This is what is required of us. Checking of outputs or activities, and then you absorb all the stress from the students. Because they constantly inform you, sir, that you have a hard time. Students would ask you, sir, it's hard, sir, how is this? Can you explain further if how this works? These are the challenges. After the implementation of flexible learning, there was a sigh of relief. Those happen during and after. After the stress, the challenges in the checking of outputs. Somehow we survive.]" (Teacher Kim, 221-242)

Coping Strategies of Teachers in Flexible Learning

Embracing the New Normal. One of the coping mechanisms that the teachers did was to embrace the new normal in this new way of teaching and learning. This is exemplified in the excerpt of the transcript below.

"I embraced the new normal setup by incorporating technology into our new practices, and it gives me a more personalized learning experience to my students. I engaged myself in-home activities like gardening and spending more time with my family to console myself." (Teacher Nicole, 133-140)

"Coping sir. I think coping sir will still continue unless there is still pandemic. Kay bal an ta man ang challenges indi na siya magstop as long as there is still pandemic. But somehow we can adjust to the set up. But if you are going to ask me ang coping mechanism ko, kung ano ang coping strategy ko. Well I just try to be open minded, gina labaan ko gid akon nga patience. What else, gina consider ko man ang flexible learning as, it will test your creativity nu, as well as well as teacher. When it comes to responding the needs of the situation. So, another strategy is stay healthy kay ti syempre kung magminasakit kita subong, I don't know kung anon a lang ni matabo sa aton mga estudyante. Kay wala man may mabulig sa aton, wala man may ma relieve sa aton if something happens. So be open minded, stay healthy kag ginalabaan ko gid patience ko sir, that's how I cope—[Coping, sir. I think coping, sir, will continue unless there is still a pandemic because these challenges cannot be stopped as long as there is still a pandemic. But somehow, we can adjust to the setup. But if you are going to ask me about coping mechanisms, if what is my coping strategy. Well, I try to be open-minded. I prolonged my patience. What else, I consider flexible learning as it will test your creativity and you, being a teacher. When it comes to corresponding to the situation's needs, another strategy is to stay healthy not to get sick. Be open-minded also, that's how I cope.]" (Teacher Kim, 245-260)

Discipline and Time Management. Discipline and Time Management play an essential role in the coping mechanisms of teachers. Having good time management can be a good help to make the online classes meaningful and fruitful. This is exemplified in the excerpt of the transcript below.

"So, just a matter of discipline and time management and I invested on devices. I upgraded for another laptop and applied for a stable connection diri sa balay [here in the

house]. Even though before I am using prepaid and relying on my cellphone. During the times *na kinahanglan na gid sa* [that you need it in online, so I applied for a fix connection *diri sa balay* [here in the house].” (Teacher Pen, 150-155)

Finding ways to Conduct Laboratory Activities.

Conducting Laboratory-based course subjects are difficult in this time of the pandemic due to work from home situation. However, teachers could find ways to conduct these activities online using available online or mobile applications. This is exemplified in the excerpt of transcript below.

“Ang mga upod ko di sa IT gaproblema gid kay laban kami may laboratory mong kay IT gani. Pero ako nangita gid ka way nga somehow the students will be able to experience the laboratory or the hands on activities. Since naga ano ako nga sa phone lang ang available nga device or indi man tanan may laptop mo. Especially mga 1st year something like that. Or even mga 3rd year namon nga IT. So phone lang gid ang basic nga available nga device. Naglearn ako sang app kung diin pwede namon ma perform ang activity. Nga ang concept kag ang experience mo sa programming, nag pa install ako sa mga bata. Gin recommend ko ang app nga pwede nila ma download from play store o ano man da nga app nga pwede sila ka download sang applications sa mobile phone nila. So sige man gyapon amon nga laboratory activity pero ang experience nga sa computer gid tani indi siya amo sina eh. Indi lang siya realistic, but somehow I was able to deliver the hands in activity on my students sa amo na nga course. [My colleagues here in the IT department have a problem with laboratory activities in IT subjects. However, we find ways to make students experience the laboratory or the hands-on activities by installing applications in the play store that they can download. That particular application can be used as a platform in programming laboratory activities. Teachers were able to deliver the hands-on activities at home in the course subject.]” (Teacher Shine, 109-126)

Not Giving Deadlines to Students. Considering students is also essential in this time of the pandemic. One of the coping mechanisms that the teacher did was not to give deadlines for the activities or tasks assigned to students, not be pressured too much, and experience stress and depression. This is exemplified in the excerpt of the transcript below.

“So wala lang ako gahatag deadline, gina hambalan ko lang nga basta before mid term

exam, mapasa niyo lang ang mid term requirements. Before final exam, mapasa niyo mga final requirements. Pero bisan pa, bilog gani nga mid term kag final gintingob ko na lang. Ang mid term requirements dangat na lang final ang time frame bala ang hataag ko. Para kung бага may enogh time sila to comply. [So, I did not give a deadline. I told the students before giving midterm examinations and submitting midterm requirements. Before final examination, the students consolidated all their activities and submitted it to me so that students will be given enough time.]” (Teacher Shine, 371-396)

Coping with Stress. Teachers also experienced stress. Teachers were able to cope up with this stress. This is exemplified in the following excerpt of a transcript.

“Himo ka naman another strategy. Kag indi ka lang sagi ka stress ah. Enjoy mol ang life nand, kung indi man sila magsubmit, you just wait eh. Bisan ma butang ka deadline of submission you have to adjust pa gid. Kay ang deadline mo may another pa gid. For example ang strategy ko pa gid. Paryos naghambal ka kagina, online akon exam. Nagtugro pa gid ako sang module ko, dira pa gid ang akon exam nanda. Kundi last module nanda, para ma measure mo pa gid. Paano mo sanda ma grade an kung wala ka mga answer. Ma compare mo ang online mo nga class sa puro lang module. Akon daw sobra half wala sila ka join sanda sa online class. So nag adjust gid ako sir. Kung indi ko magadjust di ko karon ka submit grade on time. [You make another strategy and do not let yourself be stress. Enjoy your work and your life. If students can’t submit, just wait. Even you put deadlines, and you have to adjust again. Just like giving a module and exam, in my class, half of the class chose modularly. Half of the class chose online. If you don’t want to be stress, you must adjust.]” (Teacher Agatha, 222-237)

Teachers’ Suggestions in Preparation to Flexible Learning

Hands-On Training of the Basics in Software Application for Online Learning. Some teachers were not knowledgeable in some of the primary software applications or platforms used in online learning. They suggested that hands-on training should be done to make them ready for the implementation of flexible learning. This is exemplified in the excerpt of transcripts below.

“Especially sa amon nga medyo may edad edad, wiliing tamon maglearn. Gusto pa gid

namon matraining. Nami kay na training kami ni Ma'am Perlas to on how to prepare ka mga grade sheets namon. Nami pa gid nga daw basic pa gid nga amo ka ja amo ka ja. [Especially to us oldies, we are willing to learn. We want to have training. Ma'am Perlas was excellent to be our trainer on how to make grade sheets and especially some basics of Microsoft applications.]" (Teacher Agatha, 52-56)

"Kulang pa gawa. Ti siguro wala na sila ti time. We need pa gid man tana another training para panubigtubig kanamon kay gusto ko pa gid makalearn mo. More trainings pa gid especially sa Google Meet mayo gani kay indi gid ko kamaan ka Google Meet, Zoom. Kung kaisa garing daw may diyan pa gid ko nabudlayan bala mga Powerpoint. Kay naga Youtube ako bala sa studyante ko na magpresent sa Powerpoint. Kis a indi ako kasulod. Nabudlayan ako nagapamangkot pa gid takon. [It is not enough. I think they have no time. We need more training to learn a lot, especially on how to use Google Meet or Zoom. What we were doing was watching youtube videos. It is somewhat a self-study. Like using PowerPoint in sharing in an online session. Sometimes, we ask our colleagues if we have a hard time.]" (Teacher Agatha, 76-83)

Intensifying Information Dissemination about Flexible Learning. Strengthening the information dissemination about flexible learning to students and teachers is also essential, as suggested by some teachers. This is exemplified in the excerpt of the transcript below.

"Siguro kung may recommendations man ako para sa ila, intensify more, information dissemination, about the implementation of flexible learning. Then intensify pa gid ang efforts like ano pa gid nga workshops nga pwede pa gid nila ma extend to the teachers nu. [If there will be recommendations, I think intensifying more the information dissemination about flexible learning. Then, intensify the efforts like having workshops for teachers.]" (Teacher Kim, 266-271)

Dialogue with Teachers and Students. The university also needs to hear the needs of the teachers and students so that the implementation of flexible learning will be smooth. Addressing these concerns is very important. This is exemplified in the excerpt of the transcript below.

"So maybe a dialogue with the teachers and the administration para ma voice out naton aton mga concerns and dira man nila mabal

an aton mga concerns or for the better implementation of flexible learning. [So maybe a dialogue with teachers and the administration must be conducted for the teachers to voice out their concerns for the better implementation of flexible learning.]" (Teacher Kim, 281-286)

Early Released of Teaching Loads. One of the significant suggestions of teachers was to release teachers' teaching loads early so that more time preparations for teachers could be done. This is exemplified in the excerpt of the transcript below.

"So far sa amon ano sir department, before magabot ang another semester, bal an nanamon amon nga load. So we are really prepared for that. Bal an na namon ang pagpasunod namon. As much as possible, during the start of the semester, at least maka 50% ka na sa imo nga mga learning materials. Para sa sunod nga semester ma preparahan mo naman. [So far in our department, before the semester start, I already know my teaching load. So we are prepared. As much as possible, during the start of the semester, at least 50% of your learning materials so that in the next semester you can prepare earlier.]" (Teacher Pen, 160-165)

Conclusion

New normal was a big challenge to the teachers—new teaching methods, new platforms to explore, and new ways of assessing students learning. However, teachers were able to surpass this challenge by preparing well before the implementation of flexible learning. During the implementation of flexible when taken as a whole program, the level of teacher preparation was described as prepared. Teachers were oriented and trained through seminars and workshops before the start of the flexible learning implementation. It was clearly shown that teachers in each program were also prepared. Teachers were determined to be ready in this time of the pandemic. Teachers showed a significant preparedness to face the challenges they will encounter during flexible learning regarding technology access, teaching styles, strategies, and course design. However, course design and time management were moderately prepared due to the teachers' experience. But it did not stop them from continuing the passion and determination to deliver their lessons and make students learn and unlearn things through asynchronous or synchronous learning modes.

Despite teachers' difficulties in adapting to the new teaching and learning methods, student academic performance was revealed as very good, which indicates that teachers' efforts to deliver the lessons and activities to their students through an asynchronous or synchronous mode of learning were implemented well. Moreover, teachers were

able to adapt well to the new normal, especially the flexible learning approach.

In teacher preparation, there was no statistically significant difference when taken as a whole. However, when looking at the subcomponents of teacher preparation, Technology Access, Teaching styles and Strategies, Course Planning and Time Management, and Course Design, there was a statistically significant difference in technology access and course planning and time management. Faculty members in some programs were highly prepared in technology access and course planning, and time management, while in other programs, they were moderately prepared. One of the factors is that some of the faculty members are unequipped with technological knowledge, especially on the use of basic applications in a computer and the utilization of internet platforms that could be used for online classes.

In students' academic performance, there was a statistically significant difference in students' academic performance between different programs when taken as a whole. Various programs perform well; however, a difference occurs in the average mean of their performance. Student academic performance was revealed as very good. Students could perform well in class despite this pandemic, whether in an asynchronous or synchronous learning mode. The pandemic does not hinder their determination and perseverance to continue their education and finish their course degree. Education played an excellent role for the students to lift their socio-economic status from poverty.

Teacher preparation does not correlate with students' academic performance when taken as a whole. Teacher preparation and students' academic performance are independent of each other. Teacher preparation does not intensely affect students' academic performance; however, there are factors that teacher preparation can affect students' academic performance. The teaching strategies, module preparation, and delivery of the teaching and learning are factors that could affect students' academic performance.

Students made some preparations before the start of the flexible learning, like mobile load preparation. In the Philippines, most public schools cannot afford to buy laptops or tablets. Most of them used mobile phones for communication to school and online classes. They also learned to embrace the new normal, for this will be the situation of our educational system in the coming months or years. However, they hoped that everything would be back to normal as it used to be.

Students shared their perceptions, learnings, and experiences during the implementation of flexible learning. In teacher preparation, teachers asked them of their learning mode to choose an asynchronous or synchronous learning mode. They have the freedom to choose; however, they cannot choose both. Students were able to give their rating for the level of teacher preparation in which they rated it as prepared. Even teachers were still adjusting to the new setup of teaching and learning, and students still rated them as prepared. Students perceived that teachers' modules were

appropriately arranged. Teachers were also struggling to deliver their activities or lessons; however, they appreciated their teacher's efforts to do their best to deliver their lessons. Students observed that most teachers were considerate to them, especially in submitting their outputs in their activities. Students also realized with regards to their situation, and they also shaped their learning. Being patient is one of the realizations of students that despite the challenges encountered, and they need to be patient. Students believed that Teacher preparation helped build students learning. They thought that prepared teachers enable students to explore the topic by motivating them to explore more on the internet and answer their activities virtually. Teachers were able to use different platforms in delivering their assessments to students. However, students could perceive the disadvantage of online assessment, which was the unstable internet connection, objective tests are prone to cheating, and unreliable results. Students shared their view of fair assessment in this time of the pandemic. They said fair assessment could make a difference to get the grade that they deserve. The objective type of assessment is not a fair assessment in this pandemic because there are many ways to cheat. Students preferred the authentic assessment, which could be gauge through performance-based activities.

Students encountered so many challenges during the implementation of flexible learning. First is the internet connectivity issues in which students' location or area have unstable signal or no signal. Students believed that it could affect students learning and also their academic performance. Second is the unavailability of tools and insufficient discussion of modules online. Students observed that modules uploaded online and used by teachers to teach online were not discussed sufficiently. The third is the adaptability of a new way of learning. Students are struggling or still adjusting to the new ways of teaching and learning process. Fourth is the stressful situations for students. Students' stressful situations were given simultaneously, and due dates were set in which students were confused on what subject they will work out first. Their health, especially their mental health, is also affected. Fifth is the lack of family support. Students experienced a lack of support from their parents like guidance or cellphone, mobile loads, wifi, and other means to connect to the internet. Last is home distractions in learning. Students encountered distractions like asking for errands from parents and the noise of vehicles outside their house. These distractions could disturb students' concentration or focus in their online classes or their module activities.

With the challenges encountered by students, they find ways to cope up. First, they find ways to connect despite internet connectivity issues. They borrow mobile phones from their older brother or sister. They find a spot or an area wherein internet connectivity or signal is stable. Second, a compilation of activities. Students compile their activities like a portfolio and submit it all as one to their subject teacher. Third, time management. Scheduling of their activities or tasks was their strategy to balance their

work at home and online classes. Fourth, ways to cope up with an assessment. Students are resourceful and wise in answering their quizzes or examinations by searching the answers in the module or the internet. Fifth, ways to cope up with tasks and stress. They do their hobbies to cope with stress, like gardening, which could help them relieve their stress—last, self-motivation and peer support. Students motivate themselves by pursuing such tasks that they can do, and peer support uses prior knowledge to help fellow peers do activities or tasks asynchronously or synchronously.

Students also gave their suggestions to teachers in preparing their course subject. These are the following suggestions: (1) reaching out to students with regards to their concerns or needs, (2) being considerate, (3) giving specific criteria or rubric to outputs or tasks given to the students, (4) extended deadline should be put in every activity for them to have a goal, (5) strengthen the continuing education plan, and (5) creating webinars about online platforms to be used.

Before implementing flexible learning, teachers participated in webinars, training, and workshops to enhance their skills in the different technologies that can be used during asynchronous or synchronous modes of learning. Teachers also decongest the curriculum in the syllabus that could be achieved throughout the semester, but these topics are essential for students to learn. Online platforms were also explored for teachers to conduct synchronous modes of learning. Module making was also one of teachers' preparation. Teachers also affirmed that teachers' preparation could contribute to students' academic performance. Extra time and resources are needed by teachers for preparing their learning materials and teaching strategies to be used in the semester. Teachers felt the university's support by giving them training, webinars, workshops, and load subsidy. The online platform used to deliver their lessons is the Facebook Social Learning Group. It is an easy platform wherein students already have a Facebook account and easy to communicate with the students.

Teachers encountered challenges during the implementation of flexible learning. The following are the challenges that they've experienced: (1) convincing students to join the online platform, (2) internet connectivity, (3) online classes delivery, (4) development of modules, (5) time spent in checking activities or examinations online, and (5) stress encountered especially on the requirements of the university on what to do.

With the problems encountered by the teachers, the following are their coping mechanisms: (1) embracing the new normal, (2) self-discipline and time management, (3) finding ways to conduct laboratory activities, (4) Not giving deadlines to students, and (5) coping with stress through enjoying what they are doing especially teaching. With these coping mechanisms, the teachers successfully delivered their lessons and surpassed all the challenges they have encountered.

Teachers also gave their suggestions for the university for teaching preparation. They suggested that there should be hands-on training on the essential software application for online learning to be ready next semester. In addition, information dissemination with regards to flexible should be intensified. The university should also look into the concerns and needs of the students, teachers, parents, and other stakeholders with the implementation of flexible learning.

Recommendations

This study will serve as feedback to the university regarding the teacher preparation of university faculty during flexible learning. It will serve as a guide for the university to strengthen the training, webinars, and workshops for teachers in preparation for the following semesters or school years. It would be better if the study would involve participants from the main campus and external campuses to determine the status of the whole university with regards to the teacher preparation and students' academic performance. The researchers were hoping that this research study would help the Iloilo Science and Technology University – Miagao Campus to improve the teacher preparation program by presenting these significant experiences among key officials of the university. Lastly, this research study would serve as a springboard to the next generation of researchers to investigate more profound the teacher preparation experiences and student academic performance in the flexible learning approach using other mixed-method research designs.

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