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Challenges and Coping Strategies of Students during Educational Disruptions: Designing Resilient Learning Plans

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ABSTRACT: Numerous research studies have been conducted to investigate the extent of changes and challenges experienced during the educational disruption caused by the COVID-19 pandemic. These studies have generated a vast array of insights that could be utilized in planning and developing contextualized learning materials for future unprecedented educational disruptions. This study employed a descriptive qualitative method to survey the challenges and coping strategies encountered by 42 purposively selected English Major Students in the Bachelor of Secondary Education program. Through an expert-validated online survey questionnaire and interview guide questions created by the researchers, semi-structured interviews were conducted via Google Meet to triangulate the responses gathered from the administered survey form. Thematic coding was applied to transcribe the responses from the semi-structured interviews. The researchers derived the characteristics of the instructional framework from the results of the research objectives. Themes were derived from the respondents' experiences and stories, comprising the characteristics of the instructional framework. These characteristics form the basis of a learning plan that could be used in designing an actual learning plan for use during educational disruptions, as defined in this study.

KEYWORDS: Thematic, development of learning material, educational disruption, self-paced learning.

I. INTRODUCTION

UNICEF reported that, as of 2020, approximately 77 million children had been removed from their classrooms for nearly eight months. This extended absence translated to a loss of 1.8 trillion hours of in-person learning, attributed to the COVID-19 pandemic since its outbreak in December 2019. In the Philippines, on March 4, 2020, President Rodrigo Duterte signed Republic Act 11469 (RA 11469), also known as the Bayanihan to Heal as One Act, declaring a state of national emergency in response to the widespread impact of COVID-19. This legislation encompassed various interventions aimed at addressing the emerging concerns of the population, with a specific focus on the educational sector.

In response to RA 11469, the Commission on Higher Education (CHED), tasked with overseeing Higher Education Institutions (HEIs) in the country, issued memoranda addressing the welfare of teachers, education officials, and students. However, due to persistent demands and the increasing number of COVID-19 cases in the Philippines, there were notable repercussions from the issued memoranda and orders, particularly among teachers. One such directive is CHED Memorandum No. 4, Series of 2020, titled "Guidelines on the Implementation of Flexible Learning." This memorandum introduced three categories of flexible delivery of instruction: offline, blended, and online learning modalities. While these alternatives provided options for teachers, they also posed challenges, testing the capabilities of schools to effectively implement the new normal system in HEIs.

Additionally, the Department of Education released Memorandum No. 12, Series of 2020, which addresses the adoption of the Basic Education Learning Continuity Plan for the school year 2020-2021 in light of the COVID-19 pandemic. This issuance facilitated the adjustment of learning materials, the development of learning delivery strategies, and operational directives to ensure safety during the execution of educational activities. Furthermore, DepEd released various memoranda aimed at protecting students and teachers by enforcing health protocols as they adapted to new trends in teaching and learning, particularly regarding the implementation of flexible learning modalities. Despite these efforts, teachers received minimal assistance in fulfilling their roles, leading to emerging challenges. One significant response was Memorandum No. 58, Series of 2020, which conducted orientation sessions for regional and school offices on mental health and psychosocial support services during the COVID-19 pandemic for learners and DepEd personnel.

The unexpected transformations in the global education system due to the Covid-19 pandemic have led to disappointments and frustrations, necessitating a sudden demand for technical proficiency and expertise in the use of technology by both teachers and students. This challenge is universal, affecting countries in various ways. Despite the disparities, governments and concerned agencies worldwide have taken measures to address the demands of education in the new normal.

These educational interventions have been implemented with careful consideration for the capacity of academic stakeholders, both in public and private institutions. The actions taken reflect a collective effort to adapt to the evolving educational landscape amidst the unparalleled difficulties posed by the pandemic. Previous studies in the Philippines have explored teachers' experiences and revealed various perspectives and insights regarding their sentiments toward the sudden paradigm shift in education. It was found that during lockdowns, teachers had to make significant adjustments, particularly in designing their teaching and learning strategies and recalibrating their approaches to meet the pressing needs declared by students and instructed by school administrators. Additionally, continuing academic engagement has been a challenge for both teachers and students due to issues of access and internet connectivity (Dayagbil et al., 2021).

Moreover, teachers' perspectives are as crucial as those of learners, given that teachers are responsible for both delivering and sustaining the learning process. They must effectively address current challenges to facilitate learning, implement learner differentiation, and maintain a learner-centered approach, while adapting to their roles as facilitators on remote learning platforms (Chi-Kin Lee, 2020; Edizon, 2020; Hijazi, 2020). Consequently, teachers' capabilities in pedagogy and technology have been enhanced through targeted training and the development of action plans for crafting and designing teaching materials suitable for their specific educational contexts. Online learning has emerged as a prominent modality for providing quality and outcomes-based education (Basilaia & Kvavadze, 2020). Studies have also highlighted the effects of educational disruption on learners, who are more vulnerable to the negative impacts of "classroom separation." For instance, research conducted at a university revealed that tertiary students developed coping strategies and survival techniques to manage psychological pressure resulting from the abrupt closure of the university, which led to significant psychological disturbances and stress as they faced uncertainties about their educational future.

Consequently, a lack of sleep, insufficient emotional and mental support, and limited social interaction were identified as major concerns among students (Nurunnabi, 2020). Similarly, Browning et al. (2020) highlighted various psychological and psychosocial effects of the COVID-19 pandemic on students. These effects included increased anxiety and depression, heightened stress, concerns about family health, restricted social interactions, and worries regarding academic requirements and achievements. While students sought support from others, some resorted to negative rather than positive coping techniques.

At the locale of this study, a Higher Education Institution, administrators issued a Memorandum Order outlining the Implementing Rules and Regulations of a Learning Continuity Plan to be used during the educational disruption caused by the pandemic, which lasted nearly two years. This plan advised instructors to use the institution's Learning Management System for delivering instruction. However, several issues with the system led teachers and students to opt for alternative platforms such as Google Classroom and Google Meet.

Finally, unpreparedness of learning institutions, abrupt and significant changes in daily house, personal activities and school routines ignited stress among students .If these are not handled properly, continuing stress leads to emotional and psychosomatic effects which can be directly manifested through physical, cognitive and emotional exhaustion and unsatisfactory or lower academic efficiency. There would be great chance of negative effects in productivity once there is higher stress as it affects the physical, mental and emotional well- being of an individual (Wirkus,A. et.al 2021). Further, as Adler and Park stressed, with effective coping practices, the impact of stresses can be buffered (Wirkus,A. et.al 2021). Having noted this, the teaching platform is only one of the many challenges the students have been experiencing, thus, this study which investigated the challenges and coping strategies the tertiary students experienced during the COVID 19 class disruption.

II. PURPOSE OF THE STUDY

This study aimed to investigate the challenges encountered by tertiary students during educational disruptions due to the Covid-19 Pandemic, focusing on technology use, devices and materials, time-on-task instructional delivery, learning assessments and requirements, and teacher engagement and motivation. Additionally, the study explored the coping strategies employed by students during these disruptions. The findings will inform the design of instructional interventions that can be utilized to design learning materials tailored for tertiary students during extended periods of unprecedented educational disruption.

III. REVIEW OF LITERATURE

Competence in Teaching amid Disrupted Classes: From the Lens of Teachers

China, as a country with advanced technological integration in education, initially did not perceive online and distance education as particularly novel or challenging. However, with the advent of the COVID-19 pandemic, which impacted countries globally, including China, several issues and concerns emerged among Chinese educators. Teachers faced challenges as their lessons were not initially designed for online learning, necessitating significant adjustments to the format. Additionally, many learning institutions struggled to support online environments effectively. The seclusion of teachers and students prompted educators to redesign their educational methods to maintain student motivation and active participation in the learning process (Hung et al., 2020).

In a study by Talis, it was noted that beginning teachers frequently use technology as a teaching tool in the classroom, a practice influenced by their prior exposure to information and communication technology (ICT) during their college years. However, additional teacher training is essential to effectively navigate the rapid technological advancements of the 21st century, particularly during the COVID-19 health crisis. The pandemic has underscored the need for teachers to integrate technical skills into their teaching practices. Pedagogical skills must be combined with digital tools to be effective in a context where students and teachers are separated by screens on laptops, desktops, or mobile phones (Schleicher, 2020).

Consequently, it is crucial to ensure that teachers can swiftly adapt to using multimedia and various technologies to effectively perform their tasks and engage in distance learning. Data from Talis indicated that many teachers were not fully engaged in continuous professional development before the outbreak. On average, teachers participated in about four different types of professional development activities in the 12 months prior to the survey, with 82% reporting that these activities had a positive impact on their teaching practices (OECD, 2019).

Qualitative findings on remote teaching self-efficacy further reveal that teachers faced challenges such as difficulties with internet connectivity, motivating students to engage in lessons, limited interaction with colleagues and students, and a low level of efficacy in using online platforms and preparing online assessments (Cardullo et al., 2020).The study conducted by Cardullo et al. revealed that 13 participating teachers expressed a lack of confidence in adapting their teaching materials for remote courses, which are crucial for maintaining continuity in the absence of face-to-face classes. However, they acknowledged that the technology developed during this period can aid students in achieving learning outcomes once face-to-face instruction resumes. One of the participants mentioned that students have difficulty logging in online due to poor internet signals which affect submissions online. Consequently, the Behavior and attitude of students toward their school tasks or when checking class attendance and discipline, and organizing group discussion are not easy to manage in this case.

Although platforms such as Zoom and WebEx are readily available, teachers often struggle to utilize them effectively due to limited technical know-how. When these platforms are accessed, teachers report challenges with interactions, including a lack of emotional connection and peer engagement. Forty-eight participants in the study indicated that they do not observe real-time connections or students' body language and facial expressions, which has led them to feel the need for in-person discussions with parents regarding students' behaviors and academic performance. These issues have contributed to a loss of relationships and diminished healthy classroom discussions. Teachers also reported difficulties in addressing individual needs and personal troubles, as well as challenges in demonstrating their subject competence with the limited training they have received for conducting remote classes. Additionally, concerns were raised about the integrity of student work, with parents often completing school tasks for their children, which undermines the development of self-reliance and independence in learners (Andrade, 2021).

Challenges and Coping Strategies of Students during Educational Disruption Caused by the CoViD-19 Pandemic

Universities across the nation have shut down their campuses and dormitories, prompting students to leave behind their campus social circles, friends, classes, and regular schedules to help flatten the curve of COVID-19. While some students are grateful to be back with their families, others have returned to homes where they face abuse, lack of food, or homelessness. The remainder of the academic year's coursework was swiftly transitioned to online platforms. Anticipated end-of-year events have been called off, including highly awaited activities like graduation ceremonies. Numerous students have lost local or on-campus employment opportunities, and the job search for graduating seniors has been notably affected. Additionally, college students are grappling with these sudden and unforeseen adjustments while being physically distanced from their usual on-campus support networksNumerous studies have highlighted the heightened vulnerability of college students to feelings of isolation, with higher rates of anxiety and depression compared to the general population. This susceptibility to worsening mental health is exacerbated during times of social isolation, uncertainty, and sudden changes. Being separated from their social support networks and extracurricular activities on campus may lead students to feel less connected to their peers, clubs, and interests. Additionally, they harbor concerns about their future, personal health, as well as the well-being of their loved ones (University of Michigan, 2020).

Among Polish students, coping strategies identified included acceptance of the situation, planning, and seeking emotional support. The least frequently employed strategies were denial of the situation, reliance on religious activities, and reducing effort in response to difficulties (Wirkus et al., 2021).

In China, early studies highlighted that university students faced challenges such as lack of sleep, insufficient emotional and mental support, and limited social interaction. The studies also revealed that these students employed a range of coping mechanisms to address the effects of COVID-19 on their academic environment. Notably, some students chose to remain in their school dormitories to ensure the safety of their families, while others opted to return to their family homes. These strategies were reported during the initial phase of the pandemic in Wuhan, China (Nurunnabi et al., 2020).

Active coping, acceptance, and positive reframing were some of the identified coping techniques of preventive Medicine students at one Vietnamese University. This mindset can be by the fact that they have more information and abilities in dealing with health –related issues (Thai,T.et.al,2021). On the contrary, students in different fields tend to resort to maladaptive coping mechanisms when dealing with stress or mental health issues. Despite the increased likelihood of opting for positive coping strategies, participants still reported elevated stress levels. This underscores the substantial impact of Covid-19. Moreover, it suggests that the coping mechanisms utilized by students in public health and preventive medicine are inadequate in effectively managing or mitigating stress. Consequently, the results of this study emphasize the pressing necessity for psychological support (Thai, T.et.al,2021).Another challenge for many students in India's North East states is a lack of basic resources. Students are unable to concentrate on their studies as a result of psychological stress, time and tasks at home, and challenges on the device and materials, Online learning, emotional distress, future plans , lack of communication and resources have all been identified as factors that cause educational disruption in the lives of students, particularly those form India's North Eastern states, (Debbarma I.et.al 2020) .

In the Philippines, tertiary students posited that CoViD- 19 has a lasting impact on their conversion to adulthood. They claimed that the usual physical activities in the classroom like peer interactions, social activities engagements, and future careers preparation have been altered because of the limited movement capacity and rules of the Inter-Agency Task Force on Covid 19. Their psycho-emotional development may be influenced by the "new normal," which includes online classes and extra-curricular school events, restricted movement and socializing interruptions of key social functions and leisure events, and an uncertain future outlook (Cao et al., 2020; Power et al., 2020). Consequently, knowing the resiliency of the Filipinos, the aftermath of these clamors has been positive for the students . They have adapted to the set limitations and engaged themselves in various activities and initiatives to promote advocacy of optimism and positivity as they emerged as resilient, self-reflective, and responsive individuals.

With the studies mentioned disclosing scenarios in academic institutions in Poland, China, Vietnam ,India ,and Philippines, the similarities are found to be on the following aspects: On stressed challenges; Cancellation of peer interactions and peer support system, lack of mental, emotional support and proper sleep, worries on family matters, separation from families, denial of the situation, urgent need for psychological help and lack of resources and challenges on the use of technology. Along all these challenges, coping strategies were likewise stated such as: denial of the situation, coping through religious activities, and reducing their efforts in the difficulty of the situation, other students stayed on their school's dormitory instead of moving to other place as they are concerned on the welfare of their families' safety. For some, they decided to go back to their residents, some adapted to the set limitations and engaged themselves in various activities and initiatives to promote advocacy of optimism and positivity as they emerged as resilient, self-reflective, and responsive individuals.

Considering the noted challenges and coping strategies of students' from six countries, this study unfolds other phase or categories which have not been covered by the previous studies which are specifically noted in the locale of the study. In addition, this research undertaking aids in designing learning plan on coping strategies for students during educational disruption for possible consideration in the crafting of syllabus or lesson plans. This can be used to assist students on coping strategies they could possibly employ once a sudden class disruption happen.

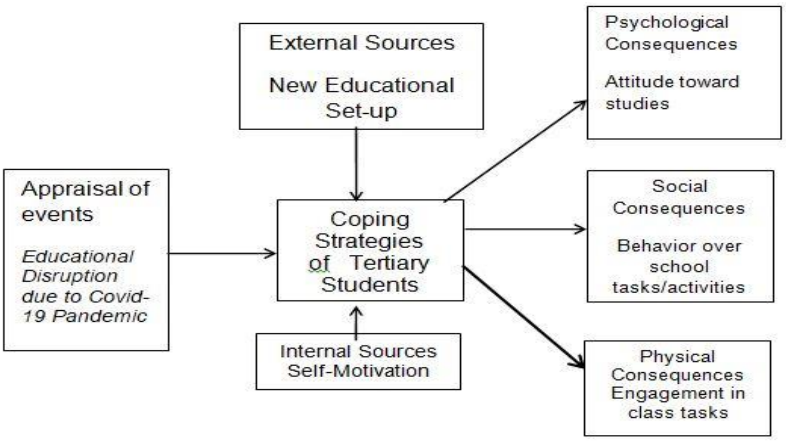

Figure 1. Theoretical framework showing Transactional Model of Stress and Coping (Lazarus and Folkman,1984)

Appraisal of events refers to the acceptance of coping on a certain unplanned event that suddenly happened. In this study, this refers to the student' coping styles in learning in the advent of educational disruption due to Covid-19 Pandemic. External sources on the other hand show the sources of coping behaviors and Internal Sources reveal internal factors which contribute to their coping strategies. The coping behaviour which is reflected at the center could be observed on their psychological, social and physical aspects. This theory shall be the scholar's guide in discussing the findings of this undertaking

The profiles of the participants were surveyed through Google Form .Their age, sex, civil status, course, year level in the course, mailing address, parents' occupation, number of family members, work situation (if they have work), and educational attainment of parents. This Demographic information allowed the researcher to have an understanding on their background and characteristics.

Further, their experienced challenges on the use of Technology Use, Device and Materials, Time on Task, Instructional Delivery, Learning Assessment and Requirements, Teacher's Engagement, Motivation to learn were explored. Additionally, their coping strategies were investigated through Semi –structured Interview with an expert validated Interview Guide. In addition, based on the findings drawn from the semi structured interviews with the aid of Coping Theory by Lazarus and Folkman in which Stress coping, according to their theory, entails a complex process of thinking and assigning meaning to it. The coping mechanism was like a stress cycle, whereby an individual's perception of a stressful situation determines how he will cope with it (Anshel, 2000).Eventually, an intervention in instruction during educational disruption could be designed following the suggested characteristics of a Learning Plan which caters to the learning needs of the students in tertiary level as disclosed in the findings of this study.

IV. MATERIALS AND METHODS

Research Exploration Strategy. This study employed descriptive qualitative method to survey the challenges and coping strategies encountered by the 42 English Major students of BSEd program. The respondents were selected through purposive sampling. Survey Questionnaire (Online) and Interview Guide Questions were made by the researchers. A semi-structured interview was administered via Google Meet to triangulate the responses gathered from the administered survey form through Google form. Thematic Analysis was applied in transcribing the responses on the semi- structured interview. An Audit trail was conducted to categorize responses based on the interview transcriptions. The responses of participants on the challenges and coping strategies of students on educational disruptions were empirically analyzed and interpreted using the existing related literature.

Crafting of the Characteristics of the Learning Plan. The researchers crafted the characteristics of the Instructional framework design /learning plan through the results of the research objectives and determined appropriate techniques to make the students fully grasp the contents. Through their own experiences and stories, themes were derived which comprised the characteristics of the intervention on Learning plan during educational disruption

Consideration of the Characteristics of the Learning Plan/Syllabus. The instructional framework/learning plan characteristics will be distributed to the tertiary faculty for critiquing and suggestions and / for possible consideration in crafting alternative learning intervention intended to use when there is an unexpected educational disruption

Checking of the Crafted Learning Plan/Syllabus: The inclusion of the characteristics of the Learning Plan shall be checked by the program chairperson upon submission for approval by the Dean or any authorized curriculum officer.

PARTICIPANTS

Participants in this study consist of 42 English Major students at CNSC College of Education, selected due to their suitability for online data collection. To ensure an adequate sample size for qualitative studies, it is important to have enough data without overwhelming the analysis (>30 participants can be too large; Boddy, 2016). Previous research suggests that sample sizes of 20, 30, and multiples of 10 are common (Mason, 2010), with a typical recommendation falling between 25 and 30 participants (Dworkin, 2012). Therefore, the decision to include 42 student respondents aligns with these recommendations.

INSTRUMENTS

This study utilized survey questionnaire .This questionnaire is composed of two parts:

The first part focuses on the challenges encountered by the participants which contains the indicators: Challenges on the use of technology, Challenges on device and materials, Challenges on time and tasks, Challenges on instructional delivery, Challenges on the learning assessment and requirements at school, Challenges in my own motivation, Challenges on teachers engagement. The participants check the Likert scale 1-5 which has verbal interpretation of: 4.20-5.0 Strongly Agree, 3.40-4.19-Agree, 2.60-3.3 -Uncertain, 1.8-2.59-Disagree, and 1.0-1.79- Strongly disagree.

The second part is consists of open ended questions which focus on disclosing the coping strategies to combat the challenges the participants have experienced.

LIMITATION OF THE STUDY

This undertaking only focused on the creation of characteristics of a Learning Plan as an outcome of the disclosed challenges and coping strategies of the respondents during educational disruptions, hence did not design an actual Learning Plan, neither implement the characteristics of the learning Plan. However, the institution may consider the results of this undertaking in contextualizing syllabi. Moreover, another study on the actual development of sample Learning Plans on respective subjects could be designed as an output to contribute to the list of Learning Plans readily available for use by tertiary instructors who have similar challenges identified in this paper.

ETHICAL CONSIDERATION/S

Informed Consent Form was administered among respondents of the study. They were informed of the purpose of the study and the importance of responding to all the questions based on their own experiences on the educational disruption due to Covid-19 Pandemic. The permission of their adviser was sought , with the approval of the dean of the college.

V. RESULTS

Table 1. Challenges on the Use of Technology (N= 42)

Indicators	Weighted Mean	Verbal Interpretation
1.Decrease the processing of information	**3.79**	Agree
2.Decrease the allotted speaking communication time during teacher-student interaction	**4.00**	Agree
3. Decrease the speaking communication among students and teachers.	**4.16**	Agree
4. Decrease focus on studies due to many distractions offered by the internet	**4.42**	Strongly Agree
5. Direct exposure to possibilities of harmful internet feeds without close supervision of parents/adults	**4.37**	Strongly Agree
6. Increase chances of plagiarism	**4.26**	Strongly Agree
7. Create distance from natural practices in classroom	**4.26**	Strongly Agree
8. Increase risks of having hard drive failures, insufficient memory, computer systems incompatibility with peripherals and software, misplaced, lost or corrupted files, and so on	**4.53**	Strongly Agree
9. Lessen direct social interaction	**4.58**	Strongly Agree
10. Consume time when integrating technology	**4.37**	Strongly Agree
Grand Mean	4.27	Strongly Agree

Scale range	***Interpretation***				
4.20-5.0	*Strongly Agree*	*3.40-4.19*	*Agree*		
2.60-3.3	*Uncertain*	*1.8-2.59*	*Disagree*	*1.0-1.79*	*Strongly disagree*

Table 1 shows the Challenges on the Use of Technology which reflects that ;Lessen direct social interaction is found to be the highest challenge with the score of 4.53 ,Increase the risks of having hard drive failures, insufficient memory, computer systems incompatibility with peripherals and software, misplaced, lost or corrupted files, and so on got 4.53 and Direct exposure to possibilities of harmful internet feeds without close supervision of parents/adults and consume time when integrating technology both got 4.37 and ranked as second on the challenges indicator. Similarly, in another study, the factors contributing to decrease learning include student stress, decreased motivation, and less time devoted to studying. This decline is expected to disproportionately affect disadvantaged children more significantly because they may lack access to critical technologies like computers and the internet.

Table 2. Challenges on the Device and Materials (N= 42)

Indicators	Weighted Mean	Verbal Interpretation
1.Non-availability of the learning materials	**3.45**	Agree
2.lack of learning gadgets (laptop, cellphone,tablet, etc.)	**3.89**	Agree
3.lack of skills in answering the activities without the presence of a teacher	**3.13**	Uncertain
4.Lack of self-reliance	**3.29**	Uncertain
5.Lack of appropriate materials in textbooks	**4.00**	Agree
6.lack of support from the learning institution	**3.50**	Agree
7.Lack of internet connection or strong internet signals	**4.26**	Strongly Agree
8.Lack of complete instructions on the learning materials	**3.63**	Agree
9.Difficulty in accessing the learning materials on the internet/ from the school	**4.11**	Agree
10.Difficulty understanding the instructions on the learning materials	**3.47**	Agree
Grand Mean	3.67	**Agree**

Scale range	***Interpretation***			
4.20-5.0	*Strongly Agree*	*3.40-4.19*	*Agree*	
2.60-3.3	*Uncertain*	*1.8-2.59*	*Disagree*	*1.0-1.79- Strongly disagree*

Table 2 shows the Challenges on the Device and Materials. Lack of internet connection or strong internet signals got 4.26, which is interpreted as Strongly agree is the highest identified challenge. Difficulty in accessing the learning materials on the internet/ from the school got a weighted mean of 4.11, interpreted as Agree. Further, ranked as second is the indicator Lack of appropriate materials in textbooks which got 4.0, with a verbal interpretation of Agree.The results show that by the time this study was conducted the mean download speed for fixed internet in the nation stood at 81.42 Mbps, with mobile internet registering a download speed of 24.04 Mbps. Additionally, the nationwide implementation of 5G networks across several urban centers has bolstered the country's internet connectivity even further (Statista, 2022) . However, despite the enhanced internet speed, most of the participants in this undertaking had no internet connections or if there was, weak signals in their respective places were noted.

Table 3. Challenges on Time and Tasks (N= 42)

Indicators	Weighted Mean	Verbal Interpretation
1.Lack of self-discipline	**4.37**	Strongly Agree
2.Lack of time management	**4.34**	Strongly Agree
3.Lack of motivation to accomplish task on time	**4.21**	Strongly Agree
4.Lack of support to finish the tasks on time	**4.00**	Agree
5.Lack of understanding on the given tasks	**3.87**	Agree
6.Lack of instructions on the given tasks	**3.32**	Uncertain
7. Less time provided to finish the task	**3.61**	Agree
8.Too many distractions in the study area	**4.42**	Strongly Agree

9. Too many external activities which affect timeliness of submissions and accomplishments of tasks	**4.16**	Agree
10.With limited time given to finish the tasks	**3.84**	Agree
Grand Mean	4.01	**Agree**

Scale range	***Interpretation***				
4.20-5.0	*Strongly Agree*	*3.40-4.19*	*Agree*		
2.60-3.3	*Uncertain*	*1.8-2.59*	*Disagree*	*1.0-1.791*	*Strongly disagree*

Along Challenges on time and tasks , too many distractions in the study area got the highest weighted mean of 4.42 with a verbal interpretation of Strongly agree. Lack of self-discipline got 4.37 weighted mean with a verbal interpretation of Strongly agree, which was followed by Lack of time management with a weighted mean of 4. 34 , interpreted as Strongly agree and Lack of motivation to accomplish task on time which with a weighted mean of 4.21 and is interpreted as Strongly agree. Engaging in multitasking during academic tasks significantly impairs student learning and performance. Despite clear evidence of this, it has become a prevalent behavior among young individuals to juggle multiple sources of information and entertainment while completing homework, writing papers, studying, or even during face-to-face or online classes (Schmidt, S. J. ,2020)

Table 4. Challenges on Instructional Delivery (N= 42)

Indicators	**Weighted Mean**	**Verbal Interpretation**
1.Inability understanding the lesson	**3.45**	Agree
2.Difficulty coping with the speed of discussion	**3.68**	Agree
3.Lack of teacher's comprehensive explanation	**3.13**	Uncertain
4.Lack of direct instructions on outcome- based tasks	**3.45**	Agree
5.Lack of setting of expectations /giving proper instructions	**3.32**	Uncertain
6.Inability of the teachers to entertain online questions	**3.32**	Uncertain
7.Limited access to educational resources	**3.87**	Agree
8 Difficulty in doing content analysis	**3.79**	Agree
9.Limited access to teacher's suggested learning references	**3.47**	Agree
10.Difficulty in seeking comments/feedbacks on the paper works	**3.50**	Agree
Grand Mean	3.5	**Agree**

Scale range	***Interpretation***				
4.20-5.0	*Strongly Agree*	*3.40-4.19*	*Agree*		
2.60-3.3	*Uncertain*	*1.8-2.59*	*Disagree*	*1.0-1.79*	*Strongly disagree*

On The Challenges on Instructional Delivery , Limited access to educational resources got 3.87 , interpreted as Agree is the highest score in all indicators. Difficulty in doing content analysis got 3.79 interpreted as Agree ranked the second. Further, Difficulty coping with the speed of discussion got 3.68 interpreted as Agree, Difficulty in seeking comments/feed backs on the paper works got 3.50 , Limited access to teacher's suggested learning references got 3.47. These results disclosed that a shortage of resources in classrooms can cause considerable stress for both students and teachers. This deficit not only impacts their emotional state but also obstructs their capacity to reach their full learning potential due to inadequate support (Maffea, J. ,2020)

Table 5. Challenges on Learning Assessment (N= 42)

Indicators	**Weighted Mean**	**Verbal Interpretation**
1.Poor access to technology	**3.61**	Agree
2.Limited time allotted to finish the test	**3.39**	Uncertain
3.Inaccessible online test platform	**3.47**	Agree
4.Unreliable exam platform	**3.16**	Uncertain
5.Low speed in typing on the internet	**3.16**	Uncertain
6.Confusing and multiple exam instructions	**3.55**	Agree

7.Inaccessibility of Google to outsource answers to exam questions	**3.45**	Agree
8.Not following the rules in taking online exam(browsing notes, sending PMs to classmates while taking test ,etc.)	**3.45**	Agree
9. Noisy environment and poor learning space at home	**4.39**	Strongly Agree
10.Lack of in-person interaction with the proctor /teacher	**4.39**	Strongly Agree
Grand Mean	3.6	**Agree**

Scale range	***Interpretation***				
4.20-5.0	*Strongly Agree*	*3.40-4.19*	*Agree*	*1.0-1.791*	*Strongly disagree*
2.60-3.3	*Uncertain*	*1.8-2.59*	*Disagree*		

Along Challenges on Learning Assessment, the indicators; Noisy environment and poor learning space at home and Lack of in-person interaction with the proctor /teacher got the highest weighted mean of 4.39 , interpreted as Strongly agree. Poor access to technology ranked 3rd with 3.61, interpreted as Agree. Further, Confusing and multiple exam instructions got 3.55 and interpreted as Agree. The majority of teachers noted that the lack of social interaction greatly affects students' contentment. This includes diminished motivation, a lack of inspiration from peers' work, disengagement in class activities, and a decrease in exam-related stress. Without experiencing the dynamics of a traditional classroom environment, students experience dissatisfaction. Additionally, the physical presence of the teacher is also vital in determining students' satisfaction (Azmat, M., & Ahmad, A. ,2022)

Table 6. Challenges on the Motivation to learn (N= 42)

Indicators	**Weighted Mean**	**Verbal Interpretation**
1.Lack of automatic feedback from teachers	**3.92**	Agree
2.Dificulty in understanding instruction on learning materials	**2.79**	Uncertain
3.Difficulty understanding the objectives of the online courses	**4.32**	Strongly Agree
4. Lack of face-to-face interaction with the instructor	**4.42**	Strongly Agree
5. Lack of response time to all queries	**4.08**	Agree
6. Absence of traditional classroom socialization	**4.45**	Strongly Agree
7.Lack of time pressure to respond to questions/online recitation	**3.34**	Agree
8.Lack of perceived success	**3.92**	Agree
9.Lack of academic competition atmosphere in online class	**3.66**	Agree
10.Lack of peer support and group socialization	**4.61**	Strongly Agree
Grand Mean	3.95	**Agree**

Scale range	***Interpretation***	*4.20-5.0*	*Strongly Agree*	*3.40-4.19*	*Agree*
2.60-3.3	*Uncertain*	*1.8-2.59*	*Disagree*	*1.0-1.79*	*Strongly disagree*

On Challenges on the Motivation to Learn, Lack of peer support and group socialization got the highest weighted mean of 4.61, interpreted as Strongly Agree. Absence of traditional classroom socialization with a weighted mean of 4.45, interpreted as Strongly Agree got the second rank. Further , Lack of face-to-face interaction with the instructor got 4.42 ,was Interpreted as Strongly Agree.This result shows that there is a huge effect of the absence of social interaction among them.This was supported by Yeager et al. (2013), in their paper which stated that engaging in academic social interactions usually fosters a sense of belonging, which, when absent, may result in reduced motivation for academic pursuits. Recent studies indicate that students often feel lonely amidst the pandemic (Labrague et al., 2021), and the lack of in-person social interactions. during this time is not only associated with loneliness but also contributes significantly to students' stress levels (Dumitrache et al., 2021; Son et al., 2020).

Table 7. Challenges on the Teacher's Engagement (N= 42)

Indicators	Weighted Mean	Verbal Interpretation
1.Inability to manipulate gadgets and technology	**3.66**	Agree
2.Difficulty in explaining the learning materials	**2.76**	Uncertain
3.Difficulty in assessing the students' performance	**3.34**	Uncertain
4.Difficulty in memorizing the faces and names of the students for easy recording of recitations	**3.76**	Agree
5. Inability to respond at once to queries online	**4.25**	Agree
6.Lack of training in handling online class	**3.71**	Agree
7.Lack of familiarity with the class' culture	**3.68**	Agree
8.Difficulty collating submissions of students on time	**3.79**	Agree
9.Lesser patience	**3.40**	Agree
10.Difficulty in checking online submissions due to Multiple responsibilities and expectations at school	**4.24**	Agree
Grand Mean	3.62	**Agree**

Scale range	***Interpretation***				
4.20-5.0	*Strongly Agree*	*3.40-4.19*	*Agree*		
2.60-3.3	*Uncertain*	*1.8-2.59*	*Disagree*	*1.0-1.79*	*Strongly disagree*

On the challenges on the Teacher's Engagement, the indicator- Inability to respond at once to queries online is the highest which got 4.24 weighted mean interpreted as Strongly Agree.This was followed by Multiple responsibilities and expectations at school which got 3.87; Difficulty collating submissions of students on time with 3.79; However, two indicators; Difficulty in assessing the students' performance and Difficulty in explaining the learning materials are interpreted as Uncertain with the low weighted means of 3.34 and 2.76 respectively . The findings revealed that students prefer to receive immediate responses from their teachers when they ask questions via private messages. However, they expressed uncertainty about whether teachers promptly assess their performance and are capable of explaining the materials effectively. Another significant obstacle encountered by educators is the difficulty in monitoring the individual performance of students on their assignments. When operating in a remote setting, tracking student progress becomes challenging without the ability to physically observe them. Consequently, offering feedback on assignments and ensuring students meet course requirements becomes a formidable task (Rogers, R. J. ,2022, January 14)

Table 8. Summary of the Challenges the Students Faced during Educational Disruption due to Covid -19 Pandemic (N= 42)

Indicators	Grand Weighted Mean	Verbal Interpretation	Rank
Challenges on the use of technology	**4.27**	Strongly Agree	1
Challenges on device and materials	**3.67**	Agree	5
Challenges on time and tasks	**4.01**	Agree	2
Challenges on instructional delivery	**3.5**	Agree	7
Challenges on the learning assessment and requirements at school	**3.6**	Agree	6
Challenges in my own motivation	**3.95**	Agree	3
Challenges on teachers engagement	**3.62**	Agree	4

Scale range	***Interpretation***				
4.20-5.0	*Strongly Agree*	*3.40-4.19*	*Agree*	*1.0-1.79*	*Strongly disagree*
2.60-3.3	*Uncertain*	*1.8-2.59*	*Disagree*		

Along summary of the Challenges faced by the students during educational disruption due to Covid -19 Pandemic, Challenges on the Use of Technology got 4.27 , interpreted as Strongly Agree, ranked as the most disclosed challenge. This was followed by Challenges on Time and Tasks which got 4.01 weighted mean , interpreted as Agree; and the least rated is Challenges

on Instructional Delivery with 3.5 ,interpreted as Agree. The results indicate that technology plays a crucial role during educational disruptions. Any issues that impede the use of technology significantly impact students' performance in class negatively. Moreover, the teachers' instructional approach was not a major challenge as students appeared to cope well with the strategies.

COPING STRATEGIES OF THE STUDENTS DURING EDUCATIONAL DISRUPTION

Various coping strategies of the students during educational disruptions were noted and documented by several studies in the past years.However, in the advent of COVID-19 Pandemic, addition to the list were derived. In this undertaking, through the interview conducted

On Coping Strategies on Challenges on Technology Use, the students;

1.Seek assistance from friends to locate online applications relevant to their subjects.
2.Utilize online tutorials to acquire necessary skills and knowledge.
3.Seek guidance from technology experts to learn how to navigate academic resources online.
4. Prioritize essential tasks before exploring additional applications online.
5. Familiarize oneself with the use of various internet applications.

On Challenges on Device and Materials, the students;

1. Purchase data or use a "Piso Wifi" device for internet access.
2. Watch YouTube tutorials and read articles to learn how to navigate various platforms effectively.
3. Download educational materials from the internet.
4. Borrow a phone from someone temporarily.

On Challenges in Time and Task, the students;

1. Establish personal deadlines and timeframes for tasks.
2. Utilize apps or task boards to organize tasks and allocate specific time for each.
3. Manage emotions to avoid feeling left behind in class without the physical presence of the professor.
4. Take breaks to rest and recharge before continuing with tasks.
5. Prioritize timeliness and adhere to set schedules.

On Coping Strategies on Instructional Delivery, the students;

1 .Review the files sent by the teacher to ensure clear understanding of instructions.
2. Revise and edit responses on Google Classroom as needed.
3. Reach out to teachers for clarification on ambiguous instructions and unclear concepts.
4. Utilize Google to search for clear explanations and additional resources.
5. Seek clarification by asking questions to classmates or directly to the teacher.

On Coping Strategies on Learning Assessment and Requirements, the students;

1. Review the Google Classroom and carefully re-read the files provided by the teacher.
2. Allocate sufficient time for completing course requirements to avoid rushed or subpar outputs, considering potential technical issues like power interruptions and unstable internet connections.
3. Refrain from engaging in cheating or academic dishonesty.
4. Utilize Google to search for accurate explanations or additional information.
5. Take the initiative to understand the learning material independently.

On Challenges on Teacher's Engagement, the students;

1. Motivate oneself and recognize that the teacher is not the only source of learning.
2. Participate actively by reciting answers when confident.
3. Offer assistance to teachers in using devices or applications.
4. Communicate via group chat or private message to seek clarification or share ideas.
5. Await the teacher's response and ensure alignment of ideas during discussions.

Challenges on Motivation to Learn, the students;

1. Approach tasks one step at a time, take breaks, and reflect on the reasons for studying.
2. Break down tasks into manageable chunks to prevent feeling overwhelmed by the learning process.
3. Maintain self-motivation and persevere in moving forward.
4. Remember that the only competition is oneself.
5. Seek ways to manage stress and find peace with one's circumstances.

INSTRUCTIONAL DESIGN TO ASSIST STUDENTS COPE WITH CHALLENGES DURING EDUCATIONAL DISRUPTION

Matrix 1. Indicators on Challenges and the response which marked as the highest

Indicators on Challenges	Highest marked challenges of students	Recurring coping strategies	Suggested Intervention contents
Challenges on the Use of Technology	Less direct social interaction	Ask friends to help them find online applications they need in their subjects	**Accessibility: Ensure that the tool accommodates various learning styles and is accessible to students with diverse needs.** **Affordability: Take into account the financial constraints of both educational institutions and students.** **Freemium Model: Consider providing a basic version of the tool for free, with optional premium features available for those who require additional functionality.**
Challenges on Device and Materials,	Lack of internet connection or strong internet signals	Buy data or pay on "Piso Wifi" device	**Compatibility**: Ensure the tool is compatible with various devices (computers, tablets, smartphones) and operating systems.
Challenges on Time and Task	Too many distractions in the study area	Set own deadline/timeframe	**Online tool Facilitation** **Integrate tools for virtual meetings** or webinars to facilitate real-time communication between students and educators.
Challenges on Instructional Delivery	Limited access to educational resources	reread the files sent by the teacher to make sure the instructions are well understood	**Centralized Repository**: Create a centralized location for educational resources, organized by subject or topic.
Challenges on Learning Assessment and Requirements	Lack of in-person interaction with the proctor /teacher	Recite whenever know the answer.	**Immediate Feedback:** Offer instant feedback to help students learn from mistakes and reinforce correct concepts.
Challenges on Teacher's Engagement	Lack of peer support and group socialization	Self-motivate and do not consider the teacher as the sole source of learning	**Discussion Forums:** Provide a platform for students to discuss topics, ask questions, and collaborate with peers.
Challenges on Motivation to Learn	Inability to respond at once to queries online	Take one step at a time, rest, and remember the reasons for studying	**Teacher Availability**: Ensure that teachers are available for virtual office hours or Q&A sessions.

Matrix 1 illustrates that the challenges indicators have identified the most prominent issue as perceived by the students. However, it was also noted that students consistently adhered to certain coping strategies. As a result, corresponding interventions were derived based on the characteristics of lesson content and instructional material design.

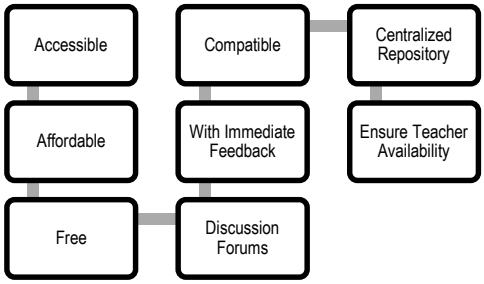

Figure 2. Characteristics of Instructional Intervention

Figure 2 illustrates the characteristics of instructional intervention to assist the students to cope with challenges posed during educational disruption. It is composed of the following terms and contextualized definition.

Accessibility: Consider different learning styles and ensure the tool is accessible to students with diverse needs.

Affordability: Keep in mind the financial constraints of both educational institutions and students.

Freemium Model: Consider offering a basic version for free with optional premium features.

Compatibility: Ensure the tool is compatible with various devices (computers, tablets, smartphones) and operating systems.

Integration: Integrate tools for virtual meetings or webinars to facilitate real-time communication between students and educators.

Centralized Repository: Create a centralized location for educational resources, organized by subject or topic.

Immediate Feedback: Offer instant feedback to help students learn from mistakes and reinforce correct concepts.

Discussion Forums: Provide a platform for students to discuss topics, ask questions, and collaborate with peers.

Teacher Availability: Ensure that teachers are available for virtual office hours or Q&A sessions.

Academic institutions must be resilient in the face of prolonged educational disruptions. As such, various types of learning materials must be designed to fit the changing needs depending on the status of the students, the availability of technology, the expertise of teachers in using e-learning resources, and the appropriate policies of the institution to cater to remote learning. Training, planning, and restructuring need to be conducted by education experts to ensure the creation of appropriate teaching materials suitable for distance learning and educational systems during disruptions (Abad, D. J. V., & Abad, E. M. (2023). Developing key strategies to build effective approaches and reduce challenges in online education are essential actions to address the pressing changes in teaching and learning modes, particularly during crises such as the CoViD 19 pandemic (Aban & Nicart, 2022).

V. CONCLUSIONS

The CoViD-19 pandemic has necessitated educators to become more flexible, resourceful, resilient, and adaptive to ensure student engagement in remote learning despite challenges related to technology use, availability of learning materials, and the capacity of both teachers and students to engage in online or blended learning. Over the course of nearly two and a half years, the pandemic has prompted the educational system to embrace technology to meet the demands of the times. This transition has resulted in both positive and negative effects on educators and learners, as documented in various studies.

Students have successfully recognized their learning challenges and have developed coping strategies to adapt to the sudden shift in the education system. However, some have become discouraged in pursuing their education due to various circumstances, primarily stemming from the lack of resources to meet the demands of remote learning.

However, it is evident that academic institutions have adapted to current needs and are likely to continue embracing adaptive changes in the years ahead. While future educational disruptions may occur, adequate preparation through training, seminars, and the retooling and upskilling of educators will be crucial. Educational materials that support self-paced learning, remote teaching, and distance education will remain valuable in the future, highlighting the importance of continuously updating teaching and learning practices to align with current trends. To enhance student engagement in education and mitigate the risk of dropouts and declining enrollment rates, educational institutions must consistently devise mechanisms and strategies to provide students with the necessary educational assistance and support that aligns with the evolving times.

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