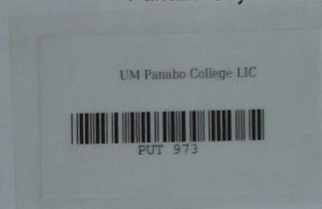
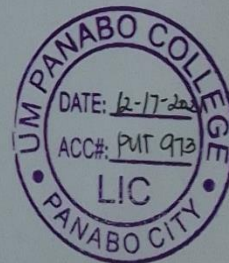


BLENDED LEARNING: THE EXPERIENCE OF STUDENTS AT TERTIARY
LEVEL AMIDST TO COVID19

A Thesis Presented to the Faculty of
UM Panabo College
Panabo City



In partial Fulfilment
Of the Requirement for the Course
Educational Research
(EDRES1)

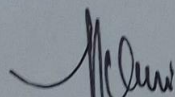


Harold D. Lagrimas
Vergel Jay C. Emata
Ammon Mark R. Aquino

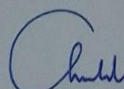
July 2021

ACCEPTANCE SHEET

This thesis entitled "**BLENDED LEARNING: THE EXPERIENCES OF STUDENTS AT TERTIARY LEVEL AMIDST TO COVID19**" prepared and submitted by Harold D. Lagrimas, Vergel Jay C. Emata, and Ammon Mark R. Aquino in compliance with the requirements in the Research Subject under the **Department of Teacher Education**, UM Panabo College, Panabo City hereby accepted.




AMELIE L. CHICO, DM, FRIM
Research Coordinator



LIEZEL V. CHAN, Ph. D
Dean of College

APPROVAL AND ENDORSEMENT SHEET


This thesis entitled "**BLENDED LEARNING: THE EXPERIENCES OF STUDENTS AT TERTIARY LEVEL AMIDST TO COVID19**" prepared and submitted by Harold D. Lagrimas, Vergel Jay C. Emata, and Ammon Mark R. Aquino in compliance with the requirements in the Research Subject under the **Department of Teacher Education**, UM Panabo College, Panabo City is hereby endorsed.

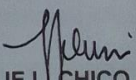

MARIECELA A. LAUREL, Ed. D
Research Adviser

PANEL OF EXAMINERS

Accepted and Approved, after examination during the final defence as per requirements of Educational Research (EdRes1).

Favourable endorsed for approval to Dr. Liezel V. Chan, Dean of College of (UMPC) UM Panabo College, Panabo City.


JEANILYN E. TACADENA, Ph. D
Member


AMELIE L. CHICO, DM, FRIM
Chairperson

ABSTRACT

This research was conducted to determine the experiences of the tertiary level students to blended learning amidst to covid19 pandemic. The purpose of the study is to discover the experiences, coping mechanism, and insights that can be gain to the tertiary level students on blended learning amidst to covid19. To gather the qualitative data, there are six (6) informants who are enrolled on the school year 2020-2021 in disregard to their gender, year level, course, and civil status which were interviewed and the data was recorded. The data that were gathered in this qualitative phenomenological study were based on the responses from three (3) research questions. Results were group into themes. The result of the study shows that the tertiary level students experienced difficulties in blended learning amidst covid19 pandemic since they are having poor internet connection, having a hard time adjusting during the first month of blended learning amidst to covid19 pandemic, and challenged in their values of honesty and integrity. The students are usually pushing their limits, getting inspiration from their family, and keep looking at the bright side despite of the problems. Through it they were able to adapt to the situation. However, despite of being adaptive to the situation the tertiary level students are still longing for a face to face class. The researchers gave insights that they generated from the results. Lastly, this study discusses some recommendations based on the result.

Keywords: Blended learning, experiences, Covid19 pandemic, online class.

ACKNOWLEDGEMENT

Foremost, we would like to express sincere gratitude to our adviser **Dr. Mariesel A. Laurel** for the continuous support of our study, for her tremendous expertise, patient, enthusiasm. Her guidance helped us all the time of study and writing of this thesis. We could not image that we would have had a better research adviser and mentor.

We would like to thank the rest of our thesis committee, **Dr. Amelie L. Chico** and **Dr. Mariesel A. Laurel** as our panel in our addition to our consultant, for their support, informative comments, and hard questions.

Dr. Jeanilyn C. Tacadena, the subject teacher, for her continuous support that she willingly shared at all times in research and writing thesis.

Our heartfelt thanks also go to our friends and families who have helped us and encourage us in times of almost giving up.

Lastly, for gracing and paving our way to accomplish this journey, we would like to thank our Almighty God.

The Researchers

DEDICATION

First of all, I dedicate this research in memory of our Almighty God, who gave his knowledge and grace to complete this study. For those in my family who share their advice and encouragement not to give up. To my classmate and friends who are always there through ups and downs. To my research adviser, who gave us tremendous expertise in this study.

Harold D. Lagrimas

First and foremost, I dedicate the success of this research to my family, who have always been supportive in my efforts to complete this research. To my classmates and colleagues, who have always been there for me through thick and thin, and, most importantly, to our Almighty Father, who has given us the strength and wisdom to complete this study.

Vergel Jay C. Emata

I dedicate the success of this research to my loving parents and friends, who shared feelings of gratitude in words of encouragement and push for tenacity ringing in my ears. And our Almighty God loves us so much that he gives his love and protection, much more the guidance of the Holy Ghost to be part of my achievement in my life.

Ammon Mark C. Aquino

TABLE OF CONTENT

Title	I
Acceptance Sheet	II
Approval and Endorsement Sheet	III
Abstract	IV
Acknowledgement	V
Dedication	VI
Table of Contents	VII
List of Tables	XI
Chapter	Page
1. INTRODUCTION	
Purpose of the Study	3
3	
Research Questions	3
Theoretical Lens	4
Significant of the study	5
Definition of Terms	6
Limitations and Delimitations of the Study	6
Organization of the Study	7
2. REVIEW RELATED LITERATURE	
Blended Learning	8
Poor Internet Connection	10

Looking for Silver Lining	11
Struggle in Blended Learning Classes	12
Values of Honesty and Integrity	13
Changes of Internet Provider	14
Family as the Source of Inspiration	14
Learning by Reading	15
Perseverance in learning consciousness as realization	16
Priority Management as their Learning	17
Student Missing Face to Face Classes	18

3. RESEARCH METHODOLOGY

Research Design	19
Role of the Research	19
Research Participants	20
Research Tool	20
Data Collection	21
Data Analysis	21
Trustworthiness of the Study	22
Trustworthiness	22
Credibility	22
Transferability	23
Confirmability	23

Dependability	24
Ethical Consideration	24

4. RESULT

The experiences of the tertiary level students amidst to covid19 pandemic	26
The coping mechanism of the tertiary level students amidst to covid19 pandemic	34
The Informant's responses on insights of the tertiary level students amidst to covid19 pandemic	39
Insight Gained by the Researcher	46

5. DISCUSSION AND CONCLUSION

The experiences of the tertiary level students amidst to covid19 pandemic	47
The coping mechanism of the tertiary level students amidst to covid19 pandemic	48
The informant's responses on insights of the tertiary level students amidst to covid19 pandemic	49
Implication for Future Study	50
Implications for Future Practice	50

REFERENCES

APPENDECIES

- A. Guide Questions
- B. Record Data Interview
- C. Validation Letters
- D. Interview Guide Validation Sheet

E. Letter to Conduct the Study

F. Curriculum Vitae

LIST OF TABLES

Table	Page
1. The experiences of the tertiary level students amidst to covid19 pandemic	26
2. The coping mechanism of the tertiary level students amidst to covid19 pandemic	34
3. The Informant's responses on insights of the tertiary level students amidst to covid19 pandemic	39

CHAPTER I

INTRODUCTION

The world took with the vigorous effect of covid-19 and lived amidst the most significant threats in our lifetime to global education that causes an educational crisis. As many students had enrolled in the school year 2020-2021, some are struggling. Many college students, according to Sherren (2020), have problems while learning during the pandemic, which may be especially difficult for first-year students beginning off their college experience with COVID-19 limitations in place. However, despite challenges, the students continue their studies by adapting to the new environment.

The experiences of the tertiary level students to blended learning programs brought positive and negative impacts. Students become independent thinkers and learn to accept responsibilities performing academic activities. Instructions are all necessary at this time to the individuals. Henceforth, effective learning requires constant individual guidance, personal attention, and the overall individual efforts of the learners. Therefore, self-learning modules allow developing ethical work.

On the other hand, most of the enrollees in 2020-2021 are facing the devastating effect of blended learning studies with anxiety, frustration, and stress to answer the given exercises. At some point, we neglected the module despite a lot of work but lacked instruction and comprehension of the topic. Especially in all degree levels are necessary to receive guidance for enhancing any academic designs.

In the international issue, Western Michigan University had to establish distance-learning alternatives to allow students to continue their studies because of the rapid spread of COVID-19 around the world. The college students, find it ineffective for the majority of them since it does not allow an adequate interaction between students and instructors. Professors' availability is dwindling at a time when students need them the most, which is why students choose face-to-face interactions over virtual learning (Al-Mawee, Kwayu, & Gharaibeh, 2021).

In the national context, because of the epidemic, the Philippines' educational institutions were temporarily shut down. The CHED adopted blended or flexible learning to meet the requirements of students, particularly the 3.5 million tertiary-level students. However, student governments from various institutions, requested CHED the cancellation of online classes, claiming that "it gives them a hard time because the internet connection here in the Philippines is sluggish and they have issues during online lectures." They are at a disadvantage when it comes to online education because of their inadequate internet connectivity. In addition, blended learning places an excessive amount of work on their shoulders, which adds to their stress and defeats the goal of the lockdown (Joaquin, Biana, & Dacela, 2020).

In the local context, majority of students in Davao City who enrolled in the University of Mindanao lacked resources in buying gadgets and internet connection during the participation in classes. In addition, just 45 percent of students can access their learning platforms on a regular basis, while the other 55 percent are having trouble obtaining their classes via learning platforms. Moreover, just 34.11 percent said they are productive when it

comes to online learning, while others said they are unsure about their development when it comes to blended learning. Because of the current difficulties and claimed lack of readiness in the countrywide resumption of courses, some are advocating for an academic freeze (Llemit, 2020).

All the various problems mentioned the effects of this pandemic during the ongoing classes especially at the tertiary level. Through this study, the researcher gathered information about the experiences of tertiary level students to blended learning cause of covid19 and includes the coping mechanism of how alternative composite learning methods positively impacted the learners despite the pandemic.

Purpose of the Study

The purpose of this study is to determine the experiences of the tertiary level student on blended learning amidst to covid19. Also, it seeks to determine the coping mechanism and insights of tertiary level students to blended learning amidst to covid19. During the covid19 epidemic, it was discovered that tertiary level students who used a blended learning strategy had varied experiences and reactions. This study aimed to find out various experiences of the tertiary level students that might contribute insights to all professors, and students for them to make some innovations during this blended learning approach amidst covid19.

Research Questions

To get the experience, coping mechanism, and insight of the informants regarding to the blended-learning, below are the formulated research questions;

1. What are the experiences of the tertiary level students amidst to covid19 pandemic?
2. What are the coping mechanism of the tertiary level students amidst to covid19?
3. What are the insights that can be gain to the tertiary level students amidst to covid19?

Theoretical Lens

The *metacognitive theory* is a branch of cognitive science concerned with how individuals can actively monitor and control their thought processes. According to Flavell, the theory's creator, some people can manage their brains than others (Drew, 2019).

The Commission on Higher Education adapts to the proposed Blended Learning to have an optimizing learning experience for the tertiary level student amidst to covid19 pandemic responds to the needs of students, especially the tertiary level students enrolled in the school year 2020-2021. Creates a new environment for students who are not familiar with blended learning. Blended learning in Higher Education has positive feedback towards understanding (Badre, 2020). Also, Students are optimistic about the incorporation of Blended learning due to the help of technology.

Leboff (2020), they found out that at the beginning of the implementation of Blended Learning, students in higher education are fond of Blended learning because most of them are not new to gadgets and blended learning offers a lot of versatility approach were many students appreciate.

Also, Students will benefit from having direct access to the teacher, who can answer questions and assist them with course material difficulties.

Eryilmaz (2015) study cited that students who experienced blended learning have a favorable opinion for the internet-supported applications. They blended learning to affect them positively and serve as a significant experience for their future life.

Significant of the Study

The study focuses on discovering and understanding the lived experiences of the tertiary level students towards blended learning amidst the covid19 pandemic. The result of the study will be a great benefit to the following:

School administrator- This study will provide information on how to come up with possible solutions to help students cope with their experiences on which depends on the situation they are in.

Professors- This research will assist academics in implementing a blended learning method for tertiary students in the midst of the Covid19 pandemic. Furthermore, it will provide them with suggestions that they can use to improve their situation and sustain strategies they will be going to make.

Students- This study will help students to become aware of the other situations of their fellow students as an inspiration to them on how to be responsible enough through their hardships.

Future researchers- This study will help future researchers who wish to conduct the same studies or any related to the lived experiences of tertiary level students, this will serve as the reference.

Moreover, this study will educate us of what are the positive and negative experiences of the tertiary students in blended learning amidst to covid19 pandemic.

Definition of Terms

The following words are defined for better understanding of the study, and the following terms are defined in the context of this research: operational and conceptual vocabularies that are related to the study and these are the following:

Blended learning. It is the process of teaching students using both online and in-person learning activities. In a blended-learning course, students might attend a regular classroom class given by an instructor while simultaneously working independently on online components of the system outside of the classroom.

Covid19. is a contagious disease caused by the coronavirus that causes severe acute respiratory syndrome (SARS-CoV-2). In December of this year, the first known case was discovered in Wuhan, China. Since then, the disease has spread worldwide, resulting in a pandemic.

Pandemic. An outbreak of disease occurs over a large-scale geographic area and affects an exceptionally soaring proportion of the population.

Delimitations and Limitations

This qualitative study delimited to know the experiences of the college students in blended learning amidst the covid19 pandemic. The data of this study was limited only to the responses and experiences of the six (6) tertiary level students having different profiles (gender, age, year level, and course) from the UM Panabo College, who attended school despite the pandemic in the school year 2020-2021.

This study uses a purposive sampling procedure which decreases the generalizability of findings. Furthermore, we researchers protect the Informant's identity as part of our agreement.

Organization of the study

The entire report for this phenomenological research was done according to the following layout:

Chapter 1 gives the description and background of the study. This part gives the readers the significance and the purpose why such a study is necessary.

Chapter 2 discusses the related literature wherein related articles that contributed to this research can be found. Also, in this section, themes are being supported by different authors about the study.

Chapter 3 contains the description of the research design, the role of the researcher, the data collection procedure, and how the data was being analyzed. Here, trustworthiness and credibility, and ethical considerations are highlighted.

Chapter 4 discusses the result per research questions and the explanation of the informants of the study for the readers to understand the problem.

Chapter 5 presents the discussion and conclusion from the findings of the research.

CHAPTER II

Review Related Literature

This part presents the literature review in the past, relate to the different experiences of students in blended learning and the different studies gives additional ideas to the environmental needs of students and mixed-mode learnings and distributed learning.

Blended learning

According to Valiathan (2002), blended integrates numerous features of a teaching strategy that uses a distinct approach employing technology, such as creating a universal and mixing educational teaching strategies. To deliver these criteria of the different methods, it usually uses collaboration software, Web-based courses, Electronic performance support systems (EPSS), and knowledge management practices. That's interconnected to the ideas of Driscoll (2002) blended learning is a combination of teaching and web-based using this several applications in technologies (live virtual classroom, self-paced instruction, collaborative learning, streaming video, audio, and text) that design to have an alternative in face to face. It requires instructors and instructional designers that help students develop the skills they need for e-learning in small increments.

While Glazer (2012) considered blended learning an effective strategy in teaching and understanding student-to-student interaction, he returned to the traditional lecture and textbook-based approach. They could, however, provide valuable learning tools in teaching and learning in an online system. In the past year, online learning options by Reich (2015) using a massive

open online course (MOOCs) is available to a student who cannot attend an in-person class for an alternative way of learning the system.

According to Ferlazzo (2020), schools begin adopting a hybrid situation, with students attending a face-to-face education that gives them a part-time to spend in remote asynchronous instruction. All start spending time online and in live classes while working independently and in other parts of the day. In connection to the situation that we had, blended learning is a new normal. That schools provided the best support to the students facing this new environmental learning by using instructional techniques such as direct instruction or lecture, group discussions, and small-group work while also using technology to provide in-class online learning, that all things will work at home can access using their technologies. Online instruction will be held in Learning Management System (LMS), using Canvas, Google Classroom, Schoology, and Blackboard, etc. that all will be presented depends on the sites given to the school.

By Cronje J. (2020), blended learning is mainly a blend of online learning and face-to-face instruction. But blended learning should be established inside in learning theory and learning by doing. And the model is then placed in the context of a framework of knowledge management, and from there, a definition is derived that includes context, theory, methodology, and technology.

Therefore, it is Significant that instructors should be aware of this new environment in blended learning and deferent experience that deals with the students reflecting on their practice (Nicolae, 2014).

Poor Internet Connection

According to Kemp (2020), there were 73.00 million internet users in the Philippines, and the internet penetration in the country was 67% in January 2020. And the data users in mobile connection there was 173.2 million mobile connection rating in the Philippines, but it increases the data user almost 38 million (+28%) inside in January 2019 to 2020. They found out that all equivalent of mobile connection was 157% to the total population users in mobile data. Those who are data users rated 5.8 million (+8.6%) are social media users. Rodriguez (2020) stated why the Internet is so slow in the Philippines according to Ookla's speed test, recorded in August 2020. The internet connection in the Philippines was experiencing a terrible data record that the Philippines on the lower rungs of the global index in terms of average mobile and broadband speeds. According to the survey, the Philippines has one of the worst internet connections in the world. In Pakistan, a lack of reliable internet connections may limit online learning sessions, particularly for individuals living in rural areas or underprivileged populations (Wains & Mahmood, 2008). They discovered that students who had an internet connection at home had a more optimistic attitude than those who did not have internet access at home and had to go to an internet café. It shows that positively perceive online education is the students who had Internet at home.

The State Council of Higher Education in Virginia is suffering from an internet connection problem. According to Kim (2020), 10% of college students in metropolitan areas, particularly in rural areas, do not have access

to the Internet. According to the study, they have two rural locations, Charlottesville and Albemarle. Those areas have low access to the Internet why Avery Garner was the one to experience a poor signal in broadband access in internet situations and some other connected because they have no choice to endure their situation despite pandemic, which they want to pursue their studies will learning in a poor connection. And the other problem is due to the poor relationship that students experience not attending classes and being left behind in their topics, why some of the students drop because they can't access the internet connection and some were a financial problem.

According to the discussion, the Philippines was known for the slowest and worst internet connection among the Asia Pacific countries (Moralista, & Oducado 2020). This situation impacts college students' performance when it comes to blended learning, which the government is implementing. This result has been essential lessons and implications for similar institutions running blended learning and the need to implement blended learning specifically in developing countries.

Looking for Silver lining

According to Heng, Kaing, Ros, & Sol (2020), The Covid-19 pandemic brings disaster to this modern world that we are experiencing nowadays, but if we look on the bright side, This Covid-19 pandemic can be a silver lining in the crisis. In Cambodia, the situation is disastrous as a result of pandemics in the education sector. Notwithstanding this situation, the virus may figuratively be described as a silver lining. For tertiary education, they are stepping up efforts to improve enrolment and the quality of education.

The study results of (Aladwan, Fakhouri, Alawamrah & Rababah, 2018), looking at the silver lining, indicated that students find blended learning to be beneficial, and the majority of students completely comprehended the aims of e-learning through blended learning. In general, students have embraced blended learning with enthusiasm. Furthermore, they have demonstrated sufficient knowledge of the field of blended learning and the ability to decide when and how to use the resources made available to them through blended learning.

According to Gray (2020), each one of us experienced having trouble accessing food supplies, and strictly follow the health protocols that are mandated by the government in wearing a face mask, face shield, and observe social distancing from our friends and families to stop the variant of spreading the virus. However, in this situation, it will help us form ourselves by looking at new opportunities to develop skills during blended learning and adapt to our current situation.

According to Wanner & Palmer (2015), Blended learning has a lot of potentials to cater to students' particular requirements and provide more individualized learning.

Struggle in Blended Learning Classes

Praveen Neel (2019) once said that the blended learning environment is quite challenging due to technology glitching errors during the training or classes, which cause a student's be distracted from learning in the technological errors. According to Tosuna (2015), students did not acquire excellent learning outcomes by the end of the 6-week blended instruction

program, contrary to much previous research. The research's findings could be attributable to the study's brief duration. The proposed blended learning technique did not improve the pupils' vocabulary achievement, according to the results.

Values of Honesty and Integrity

According to Swartz, Gachago, & Belford (2018), blended learning is a preference of honesty and integrity performance in the ethics of distance learning. However, in this pandemic, the classroom environment was conducted by synchronizing the teaching and learning processes. But the very alarming situation of online or blended learning experiences makes it easy for them to cheat during examinations and quizzes, which affects student performance.

According to Kasen (2020). In the online exam, she found that most students were at risk of cheating. But we cannot determine if the students are cheating because we cannot see them physically. At this point, based on data collection, in the online class, the student will conduct any forms of cheating through online browsing information, pictures/screenshots, multiple remote locations mentors, and hacking the correct answers.

According to Duhaim, Al-Mamory, and Mahdi (2021). Academic institutions have faced numerous challenges on online platforms. E-learning has grown significantly daily over the past decade as the Internet and technology are innovative. Therefore, an online review can be beneficial for people to take the exam, but cheating in testing is a common phenomenon. As a result, preventing cheating can no longer be completely efficient.

According to Thamson, Bagby, Sulak, Sheet, & Trepinski (2015), they examine the international graduate students understanding in U.S. universities implement the post-test exams. The concept of academic honesty surveyed the Sixty-seven graduate students to gather the data collection to support the workshop effectiveness and pointed to the importance of helping international students understanding their host university's expectations.

Changes of Internet Provider

Dito, Duterte's new challenger for Globe and PLDT, is partly controlled by the Udenna Group, a shipping and oil conglomerate founded by Dennis Uy, a longtime political buddy of the president and one of his top campaign backers in 2016. Giving Dito access to the Philippines internet market enriches a figure outside of the traditional oligarchy but is also aligned with the president (Elliot & Deck, 1994).

According to Aika (2021), DITO Telecommunity was a trend in the Visayas and Mindanao because it offers a good internet connection. New Dito members can take advantage of the P199 welcome offer, which includes unlimited texts and calls to other Dito subscribers as well as an unlimited data package for 30 days. Uring its first technical audit, Dito outperformed the government's expectations. The minimum internet speed for 4G-LTE and 5G is 85.9 megabits per second (Mbps) and 507.5 Mbps, respectively. Of course, this test was conducted before Dito's commercial launch.

Family as the Source of Inspiration

By Ellis (2020), Health writer, that all students 19 years above, there's a lot of uncertainty about the situation in education amidst the covid-19

pandemic. In 2020 those young adults were so affected by mental health concerns. Recently Centers for Disease Control and Prevention (CDC) report that 5,400 people found that 25% of respondents had contemplated suicide in the previous 30 days. In the survey, 80% of the students experienced some negative impact due to the covid-19 pandemic. Isolation results from a mental health disorder in which a person feels lonely, which can harm one's mental and physical health. Gupta's best advice to parents who have a young adult who only wants to talk is to be a listening ear. Assist them with each problem they face as a result of the Covid-19 epidemic.

According to Chen (2021), parenting support needs for their college students. In the American Association, 43 percent of the college students are 21 years old or younger, that most of them are still living with their parents. They found out that at this stage, there was a miss direction to colleges much more likely to drop out because of lack of confidence and facing challenges, like not interacting with other classmates, professors, and guidance counselors. If the child comes to questioning and problems, parents need to interact with how to deal with their child's challenges. Educ & Prof (2016) stated that parents are critical to guide their children to achieve their dreams. Regardless of what they encounter, they can gain their goal in their lives. Parents and children must be united in understanding what they are going through. They talk and laugh together because no one is a perfect family, and every family member has a different challenge and weakness; if the family has unity, all their weaknesses will be their strength.

Learning by Reading

According to Ferguson (2020), students are obliged to work independently in distant learning. However, teachers should prepare for the essential reading materials and instructions in the coursework objectives in which effort manifestation is needed for learning by reading. According to (Awal 2020), reading is vital at all times because each book you read will teach you something new. Reading a book adds depth to your knowledge in one way or another. You can make better decisions and choices in life as your understanding grows. You become more aware of your surroundings and keep your thoughts open.

According to Gerald (2002), time management is a collection of concepts, practices, skills, tools, and systems that work together to help you get more value out of your time and improve your life quality. In the study of Adebayo (2015), prioritizing duties can help make studying and academics less stressful and more pleasurable. Students experience academic stress when under pressure to cram for tests, hurry through schoolwork, and get little sleep disturbance and concern. To achieve success, students should use effective time management strategies for their academic lives and in their general routine.

Perseverance in learning consciousness as realization

According to research by Marken (2020), 44 percent of 4,000 students pursuing bachelor's degrees believe that education quality has deteriorated slightly during the epidemic compared to before the outbreak. However, 67% of the students are persevering, and others focus fast on establishing an engaging learning environment as students make critical decisions about whether or not to continue their studies. The college student has a learning

consciousness either they can still persevere during this rapid change from in-person to online instruction that led to a turbulent education experience for many.

In the study of (Yacob, Kadir, Zainudin, & Zurairah, 2011), the findings reveal that applying an e-learning strategy will be the most effective way for students to help their learning consciousness study diverse subjects. The use of new technology will support their interest in learning more and improving their skills. As Bonwell and Eison(1991), active learning is the outcome of student's engagement by doing and thinking about the things they wanted to do.

Priority Management as their Learning

According to Acosta et al. (2021), despite college students facing challenges, they find ways to be creative and resilient in U.S higher education to embrace this opportunity to be productive and provide a more equitable system. However, when technology invented and the use of the Internet can reach thousands of people around the world but (Aazam et al., 2014) since technology has a role in 21st-century learning the e-learning is a vibrant educational system that integrates computers, smartphones, and other devices in the relevant to teaching and learning process.

Most college students experienced numerous difficulties in time management. However, setting priorities for a weekly study and personal obligation can minimize the dull time, and it's easy to accomplish the tasks or assignments by utilizing priority schedules (Penistone, 1994). According to Wolters & Brady (2020), the result of their study through self-regulated

learning enables the student to manage, engage in school activities, and perform an excellent understanding of time management.

Student Missing Face to Face Classes

According to Tosuna (2015), while students were satisfied and enthusiastic about blended learning as a teaching method, they preferred traditional classroom-based learning. The students lack the self-discipline to make e-learning a powerful choice that allows them to work autonomously at their own pace.

According to Koenig (2019), Face-to-face training appears to be preferred by most college students and teachers over online learning. According to 70% of those polled, students prefer mostly or entirely face-to-face learning scenarios. Professors interviewed preferred face-to-face classes even more, with 73 percent saying they like them. This typical attitude has been proven in two new studies from the EDUCAUSE Center for Analysis and Research. The first, released in October, polled almost 40,000 students at 118 US colleges and universities, while the second, released this week, drew on data from 9,500 faculty members at 119 US colleges and universities.

CHAPTER III

METHOD

This chapter elaborates the research design and methodology that we used on this study. A research design, research participants, research tools, data collection, data analysis, trustworthiness, and ethical consideration were all included in the study.

Research Design

The design of the research study was qualitative research. (Viswambharan & Priya, 2016) stated that qualitative research's purpose is to systematically describe, investigate, and interpret issues related to an event or situation from the point of view of the individual or group studied. This research sought to understand the concerns from the perspective of the affected college students in the pandemic. The researchers came up with a phenomenological study research design as one of the qualitative research designs. Creswell (2007) stated that phenomenological research describes the meaning of a specific phenomenon for multiple individuals based on their lived experiences.

Role of the Researcher

The researchers attempted to explore the blended learning experience of the students at the tertiary level amidst covid19. This topic kindled our interest as we have seen the critical issues and challenges encountered by the students during the reopening of classes. Henceforth, we focused our study on this occurrence in the world of blended learning, in which students adopted alternative ways of learning, investigate the bounded system in a

real-life context, and sought the better understanding of this phenomenon in a pandemic situation.

Basically, our role in the conducted research is the role of the interviewer. We conduct the interview with the six (6) informants as the center of the discussion of the responses of the informants. Afterward of an interview, the transcript of each participant's responses we manage as the basis of our data interpretation and data analysis.

Research Participants

In this study, the informants were those learners at the tertiary level who experienced blended learning during the COVID19 pandemic. There were six (6) college students enrolled at UM Panabo College school year 2020-2021 from the locality of Panabo. We disregarded their course, gender, age, and year level with regards to their experiences of blended learning despite the Covid19 pandemic

The following profile of the respondents is henceforth, two first-year students from BSED Major English, one from BSED Major Filipino, and three from BEED 3rd year students.

Research Tool

The researchers made a semi-structured interview guide questionnaire as a tool for this research study. A semi-structured according to (Doyle, 2020) does not strictly follow a formalized question to avoid the straightforward question. While conducting the study, the guide questionnaire was given to the informants. The questionnaire questions were aligned to the objectives of the study. An open-ended questionnaire so that the researcher can ask

questions to get a deep insight into issues during the pandemic. Moreover, the questionnaire was validated by the experts.

Data Collection

The collection of data is essential in the conduct of the study. We, the researchers, asked the school director for the approval to conduct our research study on the student's views of the blended learning program where we intended to conduct our research. The participants were informed through letter of communication and to online encounter, and the flow of the interview. Participants were given a chance to read the purpose of our study. Then, we assured them that the interview that the process was in the manner sensitive to individuals.

The conducted interview lasted prior to the willingness and availability of the participants. Further, participants were all oriented that the interview is recorded and each participants were provided a copy of the interview to ensure the data is accurate. Finally, participants signed a waiver as a consent to their responses.

Data Analysis

Data analysis is non-numeral information such as interview transcripts, notes, video and audio recordings, and text documents. At the commencement of data analysis, relevant statements are in the list of data analysis. We examined all of the data assertions that are of equal importance. However, some responses were irrelevant and inappropriate statements to the investigated phenomena, those were not included. Lastly, the data was

categorised and sorted based on the themes we developed from their responses.

Trustworthiness of the Study

The trustworthiness of the study has a vital role and makes it a sense of reliable output research. Here's the affirmation and adds to the impact on the researcher and research works. Credibility refers to the truth of the research results study of data. Transferability is the act of research study which applies to another context. Confirmability withstands the idea that findings come from the response of participants without bias and personal motivation involve. Lastly, dependability provides proof that results depend on consistency.

Trustworthiness

Trustworthiness. Trustworthiness is the real incentive in the results of the qualitative research and the precision of the translations collected from the information experiences of the informants. According to Stumpfegger (2017). Cited the study of Lincoln & Guba (1985) created a corresponding set of criteria for the trustworthiness of qualitative research: credibility, transferability, dependability, and confirmability for qualitative research to subjective realities and aims to deep meaning.

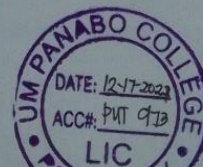
Credibility. Susan Morrow (2014) cited the Parallel Criteria of (Lincoln & Guba,1989). Credibility (vs. internal validity) refers to the idea that may undergo internal consistency where preamble issues have been severity in the research process while others collide with communication.

suspected and the assurance that everything goes easy. However, researchers will have a collaborative discussion and other qualitative research expertise regarding the relevance of the topic and read the transcript record and translation to see our thoughts have connectivity during the interviews.

Transferability refers to the degree of result in qualitative research transferable to another context with other respondents. Meaning it is an interpretative equivalent of generalizability. According to Gasson (2004), transferability refers to the general results of a study in which readers may have been able to develop their context and address issues of cohering theory of the researcher that link to the available application.

In this study, the transferability with proper labeling and keeping of the data is essential for the perusal. However, the set documents may keep and sharable upon request. The result of these documents may have a chance for other researchers to have the ability to transfer the conclusion of the queries and repeated case studies. If readers have enough details of the similarities in both situations, the readers may now infer the research results if they find a similar situation.

In the context of confirmability, it reduces the effect of biases, and nothing personal motive involves incoherence. Williams (2015) cited the Confirmability of Guba and Lincoln (1989). A confirmability audit and dependability are conducted simultaneously as the auditors and ask for the data interpretations made by the inquirer of supporting materials in the audit have internally consistent and represent more than figments with imaginations.



have internally consistent and represent more than figments with imaginations.

In this study, all the responses or answers during the interview will set us our primary source data. However, we will use a reflective journal to establish a tentative interpretation of data collection. Upon checking our study, we guarantee the process of the content of our research work is reliable.

Lastly, dependability refers to the consistency of the inquiry process. However, when the researcher does not meet the qualification of an audit trail. The trustworthiness of the study is to diminish. Williams, D.D. (2018).

In this study, we will ensure the consistency of our data and write all the observation and reviews trails to be helpful. At this point of research, dependability will involve our colleagues examining the process of collecting, analyzing, and interpreting our data to see how reliable our study is.

Ethical Consideration

The manner of this study is bounded of the critical principles by Bryman and Bell (2007), which include the following: participants should not be harm, respect the dignity of research, provide full consent, protect the privacy of participants, the confidentiality of research data, avoid deception, avoid of conflict interest, communication must be involved honest and transparency, avoid misleading information which causes biased representing the primary data.

To achieve ethical consideration, the participants show voluntary participation in the research. Participants will be informed and agree to the complete consent involved in the research participation; as much as possible, the offensive and discrimination are strongly avoided in the formulation of the questionnaire. In this process, the dignity of the participants is being kept and confidential. We assured the informants have benefits in the participation of the research study. Afterward, when the investigation is finished, we will inform the informants and share the research findings of how we address the challenges and struggles facing the students during pandemic while utilizing the alternative blended learning programs in the school year of 2020-2021.

CHAPTER IV

RESULTS

This chapter presents the transaction, translation, and explanation of gathered information that constantly appeared from the observation and language documentation. These documents are translated into English for conventionalism, yet the original statements were still preserved for validity and credibility.

Presented on this table are the collected data from the informants' responses in various stages in data collection. The items embedded within the table are analyzed and were categorized into different groups and arrange according to different themes.

The responses of the informants were then thoroughly examined about the developing categories. Every recorded information from the respondents was classified according to the different challenges they belong.

Table 1

The experiences of the tertiary level students amidst to covid19 pandemic.

DATA	THEME
Informant 1: <i>“One of the experiences is the poor internet connection because when we are having zoom meetings, I can't understand the discussions due to the constant lagging.”</i>	

<p>Informant 3: There are many challenges of the tertiary level student amidst covid19 pandemics, like the poor internet connection. Not all students are gifted with an internet connection, and I was behind in the class when we are having zoom meetings and oral recitation, which I can't participate in sometimes due to internet connection issues.</p> <p>Informant 5: "Some areas here in Panabo have a poor internet connection. That's why my classmate search for a location to have a stable internet connection just to attend classes."</p> <p>Informant 6: "During classes, it's hard for me to attend due to my poor internet connection"</p>	<p>Thwarted due to Poor Internet Connection</p>
<p>Informant 1: "I don't have regrets for I think it is beneficial for me in a sense it gives me an idea of what is blended learning. Also, it prepares me mentally and emotionally for the possible worst upcoming situations."</p> <p>Informant 2: "So far, I don't have any regrets."</p> <p>Informant 3: "I have no regrets because I have goals need to achieve, and it is a part of</p>	<p>Looking at the Silver Lining</p>

<p>sacrificing.”</p> <p>Informant 4: “I am guilty of having thoughts of dropping out. As the months flew by, I grew accustomed to the pressure, and my regrets slowly faded.”</p>	
<p>Informant 1: "There are many events that give me a hard time, just like on the first month of blended learning, I am not able to adjust on the online platform."</p> <p>Informant 4: "I remember breaking down during the first months as I couldn't handle the pressure of studying some lessons independently."</p>	<p>Hardship in the First Month of Blended Learning</p>
<p>Informant 1: "The best part is that I can look for my notes because it is online, and no one can see me if I look for my notes."</p> <p>Informant 5: “The constant cheating of some students, even me trying hard to study but during of exam, I usually open my module if I do not know the answer. The values of honesty and integrity of um students are being distracted and neglected.”</p>	<p>Challenged in Values of Honesty and Integrity</p>

Thwarted due to poor internet connection

Internet connection is one of the problems of most students experiencing blended learning amid the covid19 pandemic. According to Lynch (2017), there are several situations that a lack of internet access may harm a student's academic success. Students who do not have good access to the Internet cannot communicate with instructors or peers, conduct an academic study, or seek online homework assistance. The so-called achievement gap among students would only widen due to a shortage of practical, high-speed Internet.

Informant 1 supported the experiences of the student as she stated. "One of the experiences is the poor internet connection because when we are having zoom meetings, I can't understand the discussions due to the constant lagging."

Informant 3, another informant, "There are many challenges of the tertiary level student amidst to covid19 pandemic like the poor internet connection. Not all students are gifted with an internet connection, and I was behind in the class when we are having zoom meetings and oral recitation, which I can't participate in sometimes due to internet connection issues."

The statement of informant 3 emphasizes that when they are having zoom meeting or oral recitation, which she finds hard to participate due to poor internet connection; therefore, she was behind in the class.

Among the informants, the common among them is being thwarted due to slow internet connection.

According to Ahmad (2019), without a doubt, the Internet has enormous potential to increase education quality, which is one of the

foundations of sustainable growth. The Internet now plays a critical role in assisting anyone in their educational endeavors. Whatever level of education you seek, you may need to use the Internet to access important information. As a result, internet speed is essential to all. There is no need for you to compromise in this digital era where everything depends on technology.

Looking at the silver lining

As Morato, P. R. (2018) said that even in the worst of circumstances, there are silver linings that teach us about the positive things that life brings. We learn to find joy even in the midst of our struggles because of the silver linings in our everyday lives. Silver linings are the positive side of difficult or stressful conditions. A positive outlook that encourages mental stability and the ability to adjust to future challenges is the ability to see silver linings (Seery, 2011).

Informant 1: *"I don't have regrets for I think it is beneficial for me in a sense it gives me an idea of what is blended learning. Also, it prepares me mentality and emotionally for the possible worst upcoming situations."*

Informant 1 shared how the experience help her as a student. Looking for the silver lining or not having regrets is a way to handle the newly introduced blended learning. Because blended learning is a new concept to them and it gives them a hard time. The student need to think about the bright side and don't be regretful for what is done.

As students being challenges because of blended learning, Informant 3 stated that have no regrets.

Informant 3: *"I have no regrets because I have goals need to achieve and it is a part of sacrificing."*

Informant 2 is also not regretting. Informant 2: *"So far, I don't have any regrets."*

In an article posted by Fulton (2020), Regret is pointless you are not required to constantly consider all of your previous choices and whether or not you made the correct choice. Nothing can be changed in the past. Every single decision you've ever taken, whether good or bad, has shaped who you are today. So, when making any life decision, be unapologetically yourself. Because, at the end of the day, you were the one who made the choice. Accept responsibility for your actions. With less time spent on regrets, you'll have more time to spend on the more important aspects of life. Looking at the silver lining will help us learn more.

Hardship in the first month of blended learning

As Sabo (2020) stated that since online learning is now the only choice for some students. Online learning isn't right for every student, and now that it's the only choice, some students might be having hardships in ways they didn't before because of learning habits, increased stress, communication issues, a lack of technical skills, or a combination of the mentioned.

Informant 1: *"There are many events that gives me a hard time, just like on the first month of blended learning I am not able to adjust on the online platform"*

Informant 1 shared how the experiences affect her as a student. Being exposed to the unfamiliar blended learning approach were learning online is

becoming a must, informant 1 is having a hard time on the first month of it because of the adjustments on the online platform.

Informant 4, one of the other informants also have the same experience. Informant 4: *“I remember breaking down during the first months as I couldn’t handle the pressure of studying some lessons independently”*

According to Everett (2020) the hardships is critical for students to improve the problem-solving skills necessary for college and job readiness. All students, even those who study and think differently, should be held to the same high standards. They, too, will thrive as independent learners with the right help.

Challenged in values of honesty and integrity

According to the study conducted by (Vilchez & Thirunarayanan, 2020), cheating was simpler in online classes, according to eight out of ten participants. The amount and type of cheating in online classes, according to students, is "not too bad" and "not a serious problem". Students and their friends are cheating in online courses, according to the results of this report. They collaborate on exams, quizzes, tasks, and collaborations with one another. They're still looking for answers in their notebooks, textbooks, and on the Internet.

Informant 1: *“The best part is that I can look for my notes because it is online and no one can see me if I look for my notes.”*

Informant 1 has the experience of cheating online and there is no sign of guilt because according to the statement it is “the best part”.

Informant 5: *“The constant cheating of some students, even me trying hard to study but during exam I usually open my module if I do not know the answer. The values of honesty and integrity of UM students are being distracted and neglected.”*

As mentioned by informant 5 according to her experiences, it clearly stated that “some students are constantly cheating” that even informant 5 cheat when she doesn’t know the answer were in fact informant 5 is studying hard. Also, informant 5 stated that *“values of honesty and integrity of UM students are being distracted and neglected.”* The statement describes that there is a challenge inside them due to the honesty and integrity values being thought to them.

With the COVID-19 pandemic and the shift to online delivery of study programmes, academic honesty and integrity has moved into uncharted territory. Academic honesty and integrity is now mainly challenged due to the wide availability of contract cheating services and the increasing pressure on students to perform even during the COVID-19 pandemic. Despite the COVID-19 pandemic, there is a glimmer of hope that job recycling and intellectual property theft can be avoided to some degree with institutional mechanisms in place for detecting plagiarism (Gamage, De Silva & Gunawardhana, 2020).

Table 2
The coping mechanism of the tertiary level students amidst to covid19 pandemic

DATA	THEME
<p>Informant 1: Because the Internet I had previously was slow, I came up with the notion of switching internet providers.</p> <p>Informant 3: One of my issues is my internet connection. So, as a coping technique, I've purchased a new internet provider and switched to a DITO sim.</p> <p>Informant 5: Finally, a new internet provider arrived, so I signed up for a better internet connection, as promised by the firm.</p>	<p>Changes of Internet Provider</p>
<p>Informant 1: Despite the difficulties, I am motivated by my ambitions and family. They have aided me in times of hardship in my life, such as now.</p> <p>Informant 2: My encouragement comes from my ambitions and family.</p> <p>Informant 3: I want a brighter future because it will offer me hope for the future. My family is also a source of inspiration for me.</p>	<p>Family as the source of inspiration</p>

<p>Informant 4: The goal of paying back my parent's efforts as soon as possible is the fuel that drives me to persevere in my studies. They encourage me whenever I feel down.</p> <p>Informant 5: All of this encouragement comes from my family and to my nieces. If I graduated from schooling, I want to support them in their academics.</p> <p>Informant 6: I have my goals. I respect the will of my family to continue my studies despite the pandemic. I give my best to do better for my family because they are my source of encouragement to continue schooling.</p>	
<p>Informant 1: I'm continuing to do what I've been doing in previous sessions, which is reading hobbies.</p> <p>Informant 3: Reading the teacher's reading materials and critically analyzing the direction.</p> <p>Informant 4: When I don't comprehend a concept or a lesson, I look for further information on the Internet.</p> <p>Informant 5: When the professor gives a lecture, I read it several times to assure, I understand the lesson.</p>	<p>Learning by Reading</p>

Adaptive to the challenges

According to O’Keeffe, P. (2020) Both rural and urban areas, such as low resources and students who are not enrolled consistently, are obliged to be flexible and adapt to the unforeseen disruptions brought by the covid19 pandemic to sustain everyday challenges. In the reality of adapting to the challenges was the refuge of higher education to look for alternative ways aside from traditional learning. However, in blended learning, the students must provide access to their online courses via smartphones, laptop which necessary a sufficient internet connection to access quality education.

Informant 1: *“The internet I have before is slow so I come up with the idea to change my internet provider.”*

Informant 3: *“The internet connection is one of my problem. So, my coping mechanism to this challenge is to buy new internet provider and I switch to DITO sim”*

Informants 1 and 3 come up with the same idea dealing with poor internet connection during class and tell us their experiences coping the challenges of internet connection by providing new internet connection provider switching to DITO sim.

Family as the source of inspiration

DeFauw, Levering, and Msipa (2018), The support of parents during studies of their children in college contributes positive effect if they consistently support both academic and non-academic activities. This article verified that once family support students improve the bonds with each other. It serves as a motivator for doing academic performance. In addition, not all

parents or families, especially those from ethnic backgrounds, are familiar with the educational system, and only limited support comes from them due to the language barrier, not being knowledgeable enough.

Informant 1: *“I have my goals and family that keeps me forward despite of the challenges. They help me in times of hardships within my life just like now.”*

Informant 2: *“My goals and my family are the source of my encouragement.”*

Informant 3: *“I want a brighter future so that it gives me an encouragement for what might come. Also, my family is my source of encouragement.”*

“My family is my source of encouragement. I want a brighter future for them”.

Informant 4: *“The goal of paying back my parents’ efforts as soon as possible is the fuel that drives me to persevere in my studies. They encourage me whenever I feel down.”*

Informant 5: *“All of this encouragement comes from my family and to my nieces. If I graduated from schooling, I want to support them from their academic.”*

Informant 6: *“I have my goals and I respect the will of my families just to continue my studies despite of pandemic. I give my best to do better for my family because they are my source of encouragement to continue schooling.”*

All informants describe their feelings of having support from their families in the academic thorough reaching goals in the times of needed.

Learning by Reading

Ozgun Atasoy (2013) once said, "our mind and body are not separate; our minds have controlled our bodies in its function, and our mindset is capable of enhancing our brain performance. More likely, some people think categories to be intended flexible and focus certain aspects of the environment have even more become creative.

Therefore, our thoughts change the way we improve our abilities and push beyond our limits." Magulod (2018) cited Barman, Aziz, and Yusoff (2014) once a student knows his learning style, it improves his academic performance by utilizing his strength.

Informant 1: *"I'm still doing what I've been doing on the past classes by reading and reading."*

Informant 3: *"Reading the reading materials from the teacher and analyze critically the direction as well."*

Informant 4: *"In terms of not understanding some concepts or lessons, I consult the Internet for additional information."*

Informant 5: *"balikon nkug basa five times in order for me to comprehend and understand well the lesson."*

"For me when the professor gives a lesson, I read it multiple times to comprehend the topic"

Informants have a habit of reading, and they express with us their desire to learn and explore new things as a result of their constant reading. By improving reading comprehension, your mind can create and deal with new

thoughts and ideas. As a result, reading often improves comprehension capacity.

A reading habit is a voluntary action thus involved self-study following self-thinking and analysis. In addition, self-study is obliged to read, a fashion known as a reading habit. As a learner, once you have a characteristic of habitual reading, you will be able to voyage to self-discovery and obtain meaningful and desirable knowledge. As a result of reading, you make things easier to comprehend all things you experience (Micheal Owusu-Acheaw, 2014).

Table 3

The Informant's responses on insights of the tertiary level students amidst to covid19 pandemic

DATA	THEME
<p>Informant 1: "I realized that through hardships, I could improve as an individual. I'm doing my best to endure."</p> <p>Informant 2: "I realized that I could do more because I never expected that this situation would happen, but still I was able to overcome it."</p> <p>Informant 3: "I realized that this pandemic would make me stronger to fight my battle for my desires."</p>	<p>Perseverance in learning consciousness as realization</p>

<p>Informant 4: “Challenges exist as a stepping stone for someone to become better.</p> <p>Informant 5: <i>“I realize na no matter what challenges you will be face dili sya lalim, dili ka ing-ana kadali tag solution. ayon you really need to strive harder; you’re really need to think nalang para mo survive sa challenges.”</i></p> <p>(I’ve realized no matter how challenging the situation, you only need to strive harder and think of a positive way for you to survive those challenges).</p>	
<p>Informant 2: "I've learned that you will never know what will happen in the future, so it is important to learn how to accept and adopt new environments."</p> <p>Informant 3: I learned not to wait for the worst and encourage myself to fight the challenges. Also, help the other individual because it is not the time for a competition.</p> <p>Informant 4: “Proper time management is another recipe of success along with resiliency.”</p>	<p>Management of priorities as their learnings</p>

<p>Informant 6: "My learning for this type of blended learning does not pressure a lot and accept the situation. Be patient when the internet connection is too bad during classes and deal with problems with the solution to face in the class subject. "My learnings during this blended learning are not to be pressured, have confidence and self-esteem. Growing up, I struggled with having low confidence in myself, and I know many are suffering from the same thing, too." Acceptance to the situation, and be patient when having a problem with the internet connection.</p>	
---	--

Informant 1: "If this is not blended learning, I think I will be able to acquire more learnings compared to what I have learned on this blended learning during this covid 19 pandemic."

Informant 3: "If this is not blended learning, I think my skills will be enhance further for it is an actual class and due to my learning style were I need to have a hands on experience to learn. Nothing can beat the face-to-face discussion."

Informant 4: "If it was face to face learning, my learnings may concern improving someone's confidence and self-esteem."

Informant 5: "*Kuan daghan deay kog learnings. Much prefer jud nku ang face to face kay sometimes katugon ko maminaw. Specially sa teacher namo kanang dari ra makuha ang attention namo paglisod ang topic tapos makuha kog daghang learnings. Unlike last sem. Grabing major namo stretchable me lisod lisod ang topic grabi kalisod nku ang topic. Nagpatabang nalang*

Missing the face-to-face classes

<p><i>ko sa akong igsuon kanang maghatag syag example sa akua para lang makasabot sa topic namo. Pero kaluy-an nakasabot raman kadugayan balik balik ug pangita sa google.”</i></p> <p>(The much preferred for me is to have a face-to-face class because you can focus to learn when the professor gives an exciting problem to awaken your attention.)</p>	
--	--

Perseverance in learning consciousness as realization

The result of research study by (Ron Owston, Dennis York, Susan Murtha, 2013) a blended learning brought satisfactory among the students in-course achievements and learning outcomes. In the article of (Tabor, Sharon W. 2007) indicate the students' learning maturity and readiness in achieving independent learning and develop self-responsibility on learning and perform a task for blended learning, said (Chang Zhu 2017).

Informant 1: *“I realized that through hardships I can improve as an individual. I’m doing my best to endure.”*

Informant 2: *“I realized that I can do more because I never expected that this situation will happen but still, I was able to overcome it.”*

Informant 3: *“I realized that this pandemic will make me stronger to fight my battle for my desires.”*

Informant 4: *“Challenges exist as a stepping stone for someone to become better.”*

Informant 5: *“I realize na no matter what challenges you will be face dili sya lamin, dili ka ing-ana kadali tag solution. Ayon you really need to strive harder; you’re really need to think nalang para mo survive sa challenges.”*

(I’ve realized no matter how challenging the situation, you only need to strive harder and think of a positive way for you to survive those challenges).

Along with the realization of informant’s despite facing challenges. They manage themselves as worthwhile, productive in learning, exploration, and matured in studies during the pandemic.

Priority management as their learning

The article of Sean Fleming (2021) It mentioned of university students make even stronger brought by the pandemic. The amendment of this challenging time. Students learned about resilience and adopt a new way of learning environment. Indeed, the pandemic brings some factors turns into reality in a sort of negative effect still, there is a good reason to be an optimist.

Informant 2: *“I’ve learned that you will never know what will happen in the future so it is important to learn on how to accept and adopt new environments.”*

Informant 3: *“I learned in this pandemic is don’t wait weekly to the toxic situation. Always encourage yourself to fight the challenges and help one another because this is not the time for competition.”*

(I learned not to wait for the worst and encourage yourself to fight the challenges. Also, help the other individual because it is not the time for competition)

Informant 4: *“Proper time management is another recipe of success along with resiliency.”*

Informant 6: *“My learning for this type of blended learning does not pressure a lot and accept the situation. Be patient when the internet connection is too bad during classes and how to deal problems with the solution to face in the class subject.”*

(My learnings during this blended learning are to not be pressured, have acceptance to the situation, and be patience when having problem on the internet connection.)

Missing Face to Face Classes

While covid-19 exist in all aspect of the education system has been affected. Moreover, due to the disclosure of opening classes, distant learning is the best solution to continuing education (Pujari, 2020). (Harden & Crosby, 2000; Kember, 1997) On the occasion of traditional classes, teachers are transmitted a lot of information to the students, and (Skylar, 2009) said the online class students have a large scope of time engaging materials provided.

Informant 1: *“If this is not blended learning, I think I will be able to acquire more learnings compared to what I have learned on this blended learning during this Covid19 pandemic.”*

Informant 3: *“If this is not blended learning, I think my skills will be enhance further for it is an actual class and due to my learning style were I need to have a hands on experience to learn. Nothing can beat the face to face discussion.”*

Informant 4: *“If it was face to face learning, my learnings may concern improving someone’s confidence and self-esteem. Growing up, I really struggled with having low confidence on myself and I know many are suffering from the same thing, too.”*

Informant 5: *“Kuan daghan deay kog learnings. Much prefer jud nku ang face to face kay sometimes katugon ko maminaw. Specially sa teacher namo kanang dari ra makuha ang attention namo paglisod ang topic tapos makuha kog daghang learnings. Unlike last sem. Grabing major namo stretchable me lisod lisod ang topic grabi kalisod nku ang topic. Nagpatabang nalang ko sa akong igsuon kanang maghatag syag example sa akoa para lang makasabot sa topic namo. Pero kaluy-an nakasabot raman kadugayan balik balik ug pangita sa google.”*

(I prefer face-to-face classes because you can focus on learning when the professor gives an exciting problem to awaken your attention.)

Among the informants they are much preferred to face to face classes because more learning is acquired. Unfortunately, the blended learning is exposed of a new normal learning environment opportunity. With these two modalities are exert effort to students’ improvement and engagement to excel individual performance.

Insight Gained by the Researcher

Having blended learning amidst to covid19 pandemic on tertiary level students is not easy since they were used to a face to face classes and not all are capable of meeting their needs when it comes online classes despite of the positive perspective from the informants.

CHAPTER V

Discussion and Conclusion

This chapter covers the discussion and conclusion of the primary themes identified in the study's findings. Moreover, discussion of every theme is given importance for understanding of the experiences of tertiary students in blended learning amidst to covid19. Specifically, the result discussion is according to the research questions, findings and answers.

The experiences of the tertiary level students in blended learning amidst to covid19.

Thwarted due to poor internet connection

Based on the experiences of the tertiary level students, they are thwarted in participating in online class due to poor internet connection. They felt behind on the online classes and prone to not understanding the discussion because they can't hear nor participate in online class due to poor internet connection. Some need to look for another place in Panabo City just to have good internet connection.

Looking at the silver lining

Tertiary level students who are enrolled in school year 2020-2021 are not having regrets in blended learning amidst to covid19. Despite of not having regrets they also struggled but the college students looked at the silver lining that this situation is beneficial and it is just part of the sacrifice to achieve their goals.

Hardship in the first month of blended learning

While new to the blended learning approach the tertiary level students experienced hardships during their first month. Moreover, it happened because they are still adjusting to the online platform and the pressure of studying independently.

Challenged in values of honesty and integrity

The tertiary level students have been dishonest to their test despite of the school values. These students are studying hard for their upcoming exams yet they open their modules and notes when they are in a tight situation.

The coping mechanism of the tertiary level students amidst to covid19 pandemic.**Changes of internet provider**

Poor internet connection is one of the challenges of the college students. One of the coping mechanisms of the tertiary level students who experience poor quality of internet connection is to change their internet provider which enables them to interact properly on the online classes.

Family as the source of inspiration

Despite of the hardships of the college students had been experiencing in times of the covid19 pandemic, family is the common source of inspiration of why they continue studying. They want to achieve their goals and have a better life for their family through education.

Learning by reading

The tertiary level students have pushed their limits when they can't understand nor comprehend the topic, these students are reading their modules repeatedly until they understand the content. They push their limits by exerting so much effort just on reading the modules and through reading they were able to understand the content in the module.

The Informant's responses on insights of the tertiary level students amidst to covid19 pandemic

Perseverance in learning consciousness as realization

The tertiary level students realized that hardships and struggles they experienced is an important factor of reaching their goals in life because it is just a stepping stone towards success. Also, through the challenges they realized that they can do more by pushing their limits and by adapting to the new concept which helps them improve as an individual.

Management of priorities as their learnings

During the covid19 pandemic the tertiary level students have their learnings. They learned how to accept and set their priorities to the new situation. Also, they learned about time management and not to wait for the worst situation which lessen their stress level.

Missing the face-to-face classes

The tertiary level students may have adopted or adjusted to the blended learning in the midst of covid19 pandemic. However, they can't just stop thinking if it is face to face maybe they have learned more which can also

improve their self-confidence due to actual experience on a face-to-face class. And according to the informants “nothing beats the face-to-face discussion”.

Implication for future study

The result of the study implies that the tertiary level students are experiencing poor internet connection and a hard time to blended learning yet, they have no regrets. Family is the common source of inspiration, and they're pushing their limits to adapt to the blended learning. However, they experienced cheating during test which challenged their values of honesty and integrity. In addition, tertiary level students are longing for a face-to-face class and according to them it will provide more learnings and stimulation compared to blended learning. It shows that despite of the positive attitude towards blended learning they still yearn for the face-to-face classes. If the blended learning strategy helps students improve their performance, it is necessary to re-evaluate the students' capacity to adapt.

Implications for future practice

The implementation of blended learning amidst to covid19 as alternative to face-to-face class can be strengthen by conducting re-orientation webinar to all tertiary level student and professors as to the process of implementing and having of blended learning in the midst of covid19.

Reference

- Aazam, M., Khan, I., Alsaffar, A. A., & Huh, E. (2014). Cloud of Things: Integrating Internet of Things and cloud computing and the issues involved. 414-419. 10.1109/IBCAST.2014.6778179.
- Acosta, A., Johnson, E., & Romo-Gonzales, L. (2021), What Students and Colleges Faced During the Pandemic. New America. Retrieved July 07, 2021 from <https://www.newamerica.org/education-policy/edcentral/what-students-and-colleges-faced-during-pandemic/>
- Adebayo, F. A. (2015). Time Management and Students Academic Performance in Higher Institutions, Nigeria A Case Study of Ekiti State, *International Research in Education*, 3, 02-03. Doi: 10.5296/ire.v3i2.7126
- Ahmad, B. (2019). What are the benefits of fast internet connection for residential purposes? Retrieved May 9, 2021, from <https://www.techmaish.com/what-are-the-benefits-of-fast-internet-connection-for-residential-purposes/>
- Aiadwan, F., Fakhouri, H.N, Alawamrah, A, & Rababah, O. (2018). Students Attitudes toward Blended Learning among students' Clits University of Jordan. *Canadian Center of Science and Education*, 12, 217-220. doi:10.5539/mas.v12n12p217
- Al-Mawee, W., Kwayu, K.M., Gharaibeh, T. (2024). Student's perspective on distance learning during covid-19 Pandemic: A case study of western Michigan University, Unite states. *International journal of educational research open*. 2, doi.org/10.1016/j.ijedro.2021.100080
- Atasoy, O. (2013). Your Thoughts Can Release Abilities Beyond Normal Limits *Scientific American*, Retrieved May 10 2021, from [abilities-beyond-normal-limits](https://www.scientificamerican.com/article/your-thoughts-can-release-abilities-beyond-normal-limits)
- Badre, S. (2020). Blended learning: A study on student's perception about suitability of the framework for higher education. *The online journal of distance education and e-learning*. 8 (2), 78-79
- Barolan, E., T. (2020) Knowledge, Attitudes, Anxiety, and Coping Strategies of Students during COVID-19 Pandemic, *Journal of Loss and Trauma*, 25:8, 635-642, DOI: 10.1080/15325024.2020.1769300
- Boelens, R., De Wever, B. & Voet, M. (2017). Four key challenges to the design of blended learning: A systematic literature review. *Educational Research Review*, Volume 22(1), 1-18.) <https://doi.org/10.1016/j.edurev.2017.06.001>
- Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom*. ASHE-ERIC Higher Education Report, no. 1. San Francisco: Jossey-Bass, 1991

- Bryman, A. & Bell, E. (2007). "Business Research Methods", 2nd edition. Oxford University. Press. Retrieve from [https://research- methodology. Net/research-methodology/ethical-considerations/](https://research-methodology.Net/research-methodology/ethical-considerations/)
- Brew, L. S. (2008), the role of student feedback in evaluating and revising a blended learning course. *The Internet and Higher Education*, 11, 58-105. [https://doi.org/10.1016/j.iheduc, 2008.06.02](https://doi.org/10.1016/j.iheduc.2008.06.02).
- Ciceo, G. (2015). Virtual learning an istructional tools: Perfecting the weekly roadmap. *I-manager's Journal of Educational Technology*, 12(2), 1.
- Cronje J. (2020). Towards a New Definition of Blended Learning. *The Electronic Journal of e-Learning (EJEL)* Vol. 18 No. 2 (2020). Towards a New Definition of Blended Learning | *Electronic Journal of e-Learning* (academic-publishing.org)
- Chen G. (2021). Community College Students Need Parental Encouragement. Retrieved May 26, 2021, from <https://www.communitycollegereview.com/blog/community-college-students-need-parental-encouragement>
- Chun, S., & Lu, C. (2013). *The Negative effects and Control of Blended learning in University*. Atlantis press, 2013, pp29-30.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications. Retrieved February 10, 2021 from <https://www.statisticssolutions.com/wp-content/uploads/kalins-pdf/singles/qualitative-sample-size.pdf>
- DeFauw, C., Levering, K., Msipa, R.T., & Abraham, S. (2018). Families' Support and Influence on College Students' Educational Performance. *Journal of Education and Development*. 2. 11-12. doi:10.20849/jed, v2i1.31
- Doyle, A. (2020). What is a Semi-Structred Interview? [2020]. Retrieved November 26, 2020, from <https://www.thebalancecareers.com/what-is-a-semi-structured-interview-2061632>
- Drew, C. (2019). Metacognitive theory-Defining pros and cons. Retrieved January 19, 2021, from <https://helpfulprofessor.com/metacognitive-theory/>
- Driscoll M. (2002) *Blended learning: Let's get beyond the hype. Accelerating the world's research*. Academia.edu [blended_learning-with-cover-page.pdf](https://www.academia.edu/10111111/Blended_learning_Let_s_get_beyond_the_hype_Accelerating_the_world_s_research) (d1wqtxts1xzle7.cloudfront.net)
- Duhaim, A.M., Al-Mamory, S. O., & Mahdi M. S., (2021). Cheating Detection in Online Exams during Covid-19 Pandemic Using Data Mining Techniques. Retrieved June 28, 2021, from <https://easychair.org/publications/preprint/g698>
- Education and COVID-19(Sep. 2020) JUNICEF DATA: Monitoring the situation of children and women. Retrieved Nov 27, 2020 from <https://data.unicef.org/topic/education/covid-19/>

- Everett, A. (2020). Teacher to teacher: What distance learning taught me about productive struggle. Retrieved May 9, 2021, from <https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/teacher-to-teacher-what-distance-learning-taught-me-about-productive>
- Ellis, S. (2020), The Growing Mental Health Effects of COVID-19 for Young Adults. Retrieved June 20, 2021, from <https://www.healthcentral.com/article/mental-health-effects-of-covid-19-on-students>
- Faroum, I. K. (2020). Blended learning. Retrieved June 20, 2021, from https://www.researchgate.net/publication/345118414_Blended_learning
- Ferlazzo L. (2020). Blended Learning in the Age of COVID-19. Educational week. Opinion Contribution, Retrieved August 19, 2020, from: <https://www.edweek.org/teaching-learning/opinion-blended-learning-in-the-age-of-covid-19/2020/08>
- Tupas, F. P., Linas-Laguda, M. (2020). "Blended Learning – An Approach in Philippine Basic Education Curriculum in New Normal: A Review of Current Literature". *Universal Journal of Educational Research*, 8, 5506-5507. Doi: 10.13189/ujer.2020.081154
- Ferguson C. (2021). Adapting Reading Comprehension Instruction to Virtual Learning Retrieved July 14, 2021, from <http://www.edutopia.org/article/adapting-reading-comprehension-instruction-virtual-learning>
- Foley, B. (2018). Purposive Sampling 101 [2018]. Retrieved Dec. 1, 2020, from <https://www.alchemer.com/resources/blog/purposive-sampling-101/>
- Fulton, R. (2020). You shouldn't regret anything in life. Retrieved May 9, 2021, from <https://medium.com/be-unique/you-shouldnt-regret-anything-in-life-c72afa0d2d9e>
- Gamage, K. A., De Silva, E. k., & Gunawardhana, N. (2020). Online delivery and assessment during Covid19: Safeguarding academic Integrity. *Education Sciences*, 12-13. Doi: 10.3390/educsci10110301
- Gasson, S. (2004), "Quality and trustworthiness in qualitative research in counselling psychology", available at: http://www.safranlab.net/uploads/7/6/4/6/7646935/quality_trustworthiness_2005.pdf (access 12 January 2016).
- Glazer, F. S. (2012). Blended Learning: Across the Disciplines, across the Academy. Retrieved July 19, 2021, from [https://books.google.com.ph/books?hl=en&lr=&id=rqkmBs2rL6IC&oi=fnd&pg=PA127&dq=Glazer,+F.+S.+\(2012\)+&ots=_fHSeWgWEO&sig=Wv0ZgQIRcZ5GKX7E6WiTxYg&redir_esc=y#v=onepage&q&f=false](https://books.google.com.ph/books?hl=en&lr=&id=rqkmBs2rL6IC&oi=fnd&pg=PA127&dq=Glazer,+F.+S.+(2012)+&ots=_fHSeWgWEO&sig=Wv0ZgQIRcZ5GKX7E6WiTxYg&redir_esc=y#v=onepage&q&f=false)
- Graham, C. R., Woodfield, W., & Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher

- education. *The Internet and Higher Education*. *The Internet and Higher Education*, 18, 4-14. <https://doi.org/10.1016/j.iheduc.2012.09.003>
- Guba, E. G. & Lincoln, Y. S. (1989). Fourth generation evaluation. Retrieved July 17, 2021 from http://book.google.com.ph/books?hl=en&lr=&id=k_zxEUst46UC&ots=-4bwfjSF0&sig=eZcwGu9Ve13qOLqBLYwvoa__0s&redir_esc=y#v=onepage&qf=false
- Hasan N, Bao Y. N. Bao Y. (2020) Impact of e-Learning crack-up perception on psychological distress among college students during COVID-19 pandemic: A mediating role of "fear of academic year loss". *Children and Youth Services Review* Volume 118. doi: 10.1016/j.childyouth.2020.105355
- Harden R.M., & Crosby, J. (2000). AMEE Guide No. 20: The good teacher is more than a lecturer: The twelve roles of the teacher. *Medical Teacher*, 22, 334-347. doi:10.1080/014215900409429
- Henson, R. (2016). Qualitative research: World of reality dissections. Retrieved June 12, 2021, from <https://www.coursehero.com/file/74633111/2-Learning-from-others-and-Reviewing-the-literature-1pptx>
- Henry, K. A. (2011). Theory of Online Learning. Retrieved December 16, 2020. from http://etec.ctlt.ubc.ca/510wiki/Theory_of_Online_Learning
- Heng. K. Kaing. S., Ros. V., Sol. K. (2020) English Language Teaching, Education, and Online Learning in Cambodia During COVID-19: Perspectives from Practitioners and Researchers. COVID-19: A silver lining in the crisis for Cambodia's education sector. Retrieve May 25, 2021, from https://www.researchgate.net/publication/320035830_STUDENTS'_PERCEPTION_OF_QUALITY_OF_TEACHING_IN_HIGHER_EDUCATION_IN_CAMBODIA
- Irons, L. R., Keel, R., & Bielema, C. L. (2002). Blended learning and learner satisfaction: Keys to user acceptance? *Journal of the United States Distance Learning Association*, 16(12), 1-12.
- IPL.org (2020). Theories of Blended Learning [2020]. Retrieved December 16, 2020, from <https://www.ipl.org/essay/Theories-Of-Blended-Learning-P32G4QHESCF6>
- Jackman, D. (2020). Learning Theories (2020). Retrieved December 16, 2020. from <https://www.edapp.com/blog/learning-theories>
- Jonassen, D., Peck. K., & Wilson, B. (1999). Meaning of Educational Technology. *Educational Technology* (pp.02-03). Lorimar publishing.
- Jones, N., & Lau, M. S. A. (2010). Blending learning: Widening participation in higher education. *Assessment and Evaluation in Higher Education*, 35(7), 759–769. <https://doi.org/10.1080/14703297.2010.518424>

- Kasen, J. (2020). How to Cheat in Online Exams: Proctored Exam, Tests or Quiz Ways to cheat in online tests. Retrieve Jun 28, 2021, from <https://gradebees.com/cheat-online-tests/>
- Kemp, S., (2020) DIGITAL in the PHILIPPINES. SLIDESHARE ISSUES Retrieve February 17, 2021, from <https://datareportal.com/reports/digital-2020-philippines>.
- Kim, J. H. (2020) Lack of internet access continues to impact students' online learning experiences. Retrieved January 18, 2021, from <http://www.cavalierdaily.com/article/2020/09/lack-of-internet-access-continues-to-impact-students-online-learning-experiences>
- Koenig, R., (2019) Most Students and Faculty Prefer Face-To-Face Instruction, EDUCAUSE Surveys Find. Digital Learning in Higher Ed. Retrieve in June 28, 2021, from https://www.edsurge.com/news/201912-11-most-students-and-faculty-prefer-face-to-face-instruction-educause-surveys-find?fbclid=IwAR3KumlhaHb5sDyNgso5jCNQ04w5C_6XoNRnVg5jF9UvwF2jOKPZnX9IA
- Kuo. F. R., Chen, N, S., & Hwang, G. J. (2014). A creative thinking approach to enhancing the web-based problem-solving performance of university students. *Science Direct* 72 220-230. <https://doi.org/10.1016/j.compedu.2013.11.005>
- Langkos, Spyros. (2014). CHAPTER 3 - RESEARCH METHODOLOGY: Data collection method and Research tools. Retrieve March 20, 2021, from <https://www.coursehero.com/file/20093979/CHAPTER-3-RESEARCH-METHODOLOGY-Data-collection-method-and-Research-tools/>
- Leboff, D. (2020). Why Blended learning is key for colleges in the covid 19 era [2020]. Retrieved May 6, 2021, from <https://tophat.com/blog/blended-learning/>
- Lischer, S., Safi, N. & Dickson, C. (2020) Remote learning and students' mental health during the Covid-19 pandemic: A mixed-method enquiry. *Prospects* (2021). <https://doi.org/10.1007/s11125-020-09530W>
- Llemit, R. L. (2020) 3 out of 10 college students hesitant with learning in 'new normal'. Sun Star Davao, Retrieved June 28, 2020 from <https://www.sunstar.com.ph/article/1874401/Davao/Local-News/3-out-of-10-college-students-hesitant-with-learning-in-new-nor>
- Lonczak, H.S. (2020) 36 ways to find silver lining during challenging times. Retrieved May 9, 2021, from <https://positivepsychology.com/find-a-silver-lining/>
- Lynch, M. (2017). The absence of Internet at home is a problem for some students (2017). Retrieved May 5, 2021, from <https://www.theedadvocate.org/the-absence-of-internet-at-home-is-a-problem-for-some-students/>
- Maxwell, J., & Reibold, L. (2015). Qualitative Research International Encyclopedia of the Social & Behavioral Sciences. 10.1016/B978-0-

08097086-8.10558-6. Retrieve Dec. 12, 2020 from https://www.researchgate.net/publication/304191136_Qualitative_Resear ch.

Magulod, G.C. Jr. (2019). Learning styles, study habits and academic performance of Filipino university students in applied science courses: Implications for instruction. *Journal of Technology and Science Education*, 9(2), 184-198. <https://doi.org/10.3926/jotse.504>

Marken, S. (2020). College Students Report Quality Experience Amid COVID 19. Retrieved July 19, 2021, from <https://news.gallup.com/opinion/gallup/327713/college-students-report-quality-experience-amid-covid.aspx>

Morato, P.R. (2018). Look for the silver lining. Retrieved May 9, 2021, from <https://www.philstar.com/opinion/2018/12/21/1878675/look-silver-lining>

Moralista, & Oducado (2020) Faculty Perception toward Online Education in a State College in the Philippines during the Coronavirus Disease 19 (COVID-19). *COVID-19 Related Research. Pandemic. Universal Journal of Educational Research* 8(10):4736-4742. doi:10.13189/ujer.2020.081044.

Morrow, S. (2005). Quality and Trustworthiness in Qualitative Research in Counseling Psychology. *Journal of Counseling Psychology*. 52. 250-260. Retrieved July 18, 2021, from <https://psycnet.apa.org/buy/2005-03263-015>

Mtebe, J., & Raphael, C. (2013). Students' experiences and challenges of blended learning at the University of Dar es Salaam, *Tanzania, International Journal of Education and Development using ICT*, 9(3), Open Campus, The University of the West Indies, West Indies. Retrieved July 21, 2021 from <https://www.learntechlib.org/p/130276/>.

Nicolae, M. (2014). Teachers' beliefs as the differentiated instruction starting point: research basis. *Procedia - Social and Behavioral Sciences*, 128, 426-431. <https://doi.org/10.1016/j.sbspro.2014.03.182>

Naaj, M. A., Nachouki, M., & Ankit, A. (2012). Evaluating student satisfaction with blended learning in a gender-segregated environment. *Journal of Information Technology Education: (Research)*, 11(1), 185–200. <https://doi.org/10.28945/1692>

Odafe, V. U. (2012) Pushing the Limit: A Class Project. Problems, Resources, and Issues in Mathematics Undergraduate Studies, Volume 22, 2012 - Issue 3 Pages 214-227 Retrieve May 26, 2021 From <https://doi.org/10.1080/10511970.2010.499560>

O'Keeffe, P. (2020) Flexible and Adaptive Responsiveness - Disruptive Lessons from Higher Education in Refugee Contexts. Retrieved July 20, 2021 from <https://www.proudpen.com/book/the-impact-of-covid-19-on-the-international-education-system-pp/flexible-and-adaptive-responsiveness-disruptive-lessons-from-higher-education-in-refugee-contexts/>

- Olapiriyakul, K., & Scher, J. (2006). A guide to establishing hybrid learning courses: Employing information technology to create a new learning experience and a case study. *The Internet and Higher Education*, 9, 287-301. <https://doi.org/10.1016/j.iheduc.2006.08.001>
- Orthey, G., Bucic, T., Chylinski, M. and Govind, R. (2015). Increasing Student Engagement Using Asynchronous Learning. *Journal of Marketing Education*, 37(3), pp. 171-180. <http://doi.org/10.1177/0273475315589814>
- Owston, Ron, Yorl Education, 37(3). <https://doi.org/10.1177/0273475315589814> pp. 171-180 Ron, York, Dennis; Murtha, Susan (Jul., 2013) Student Perceptions and Achievement in a University Blended Learning Strategic Initiative. *Internet and Higher Education*, v18 p38-46. Retrieved May 12, 2021, from <https://eric.ed.gov/?id=EJ1007158>
- Owusu-Acheaw, M. (2014) "Reading Habits Among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic Library Philosophy and Practice (e-journal). 1130. <http://digitalcommons.unl.edu/libphilprac/1130> 1130.
- Peniston, L. C. (1994) Strategies on Time Management for College Students with Learning Disabilities. Retrieved July 07, 2021, from <https://eric.ed.gov/?id=ED376396>
- Praveen N. (2019). Challenges in blended learning and the possible solutions, WIZCABIN, Retrieved June 27, 2020, from <https://wizcabin.com/challenges-in-blended-learning-and-the-possible-solutions/>
- Pujari, D. R. (2020). The Impact of COVID-19 Pandemic on Education System in Developing countries: A Review. *Scientific Research An Academic Publisher* 31, 1-3. DOI: 10.4236/aid.2020.103002
- Pituch, K. A., & Lee, (2006) the influence of system characteristics on e-learning use. Retrieved April 17, 2021, from <https://eric.ed.gov/?id=EJ737559>
- Rajkoomar, M. (2016). A Framework using Blended Learning for Innovative teaching and Learning (2016). Retrieved December 15, 2020, from <https://www.rroj.com/open-access/a-framework-using-blended-learning-for-innovative-teaching-and-learning-php?aid=80162>
- Reich, J. (2015). How socioeconomic status impacts online learning (December 17, 2015), Retrieved July 18, 2021, from <http://news.mit.edu/2015/how-socioeconomic-status-impacts-online-learning-1217>
- Rhalmi, M. (2020). Description of Cognitivism (2020). Retrieved December 16, 2020, from <https://www.myenglishpages.com/blog/description-of-cognitivism/>
- Rodriguez, M., (2020) why exactly is the internet so slow in the Philippines? News + Features Sep 16, 2020. Retrieved April 19, 2021, from

<https://www.spot.ph/newsfeatures/the-latest-newsfeatures/83631/internet-speed-philippines-why-is-it-slow-a436220200916-lfrm>

- Sabo, C. (2020), 10 Tips for supporting students struggling with online learning. Retrieved May 9, 2021 from <http://www.colearningtech.org/2020/11/23/10-tips-for-supporting-students-struggling-with-online-learning/>
- Sean, F. (2021). This is how university students can emerge from the pandemic stronger. World Economic Forum. Retrieved May 12, 2021, from <https://www.weforum.org/agenda/2021/01/online-learning-universities-covid-suzanne-fortierir/>
- Sherren, S. (2020). How College students are handling pandemic [2020]. Retrieved October 14, 2021, from <https://www.bestcolleges.com/blog/how-college-students-handle-pandemic-learning/>
- Skylar, A. A. (2009). A comparison of asynchronous online text-based lectures and synchronous interactive web conferencing lectures Issues in Teacher Education, 18, 69-84
- Soni, P. (2014). Case Study Research: Design and Methods, by Robert K Yin, 2003. Retrieve Dec. 12. 2020 from https://www.researchgate.net/publication/273635794_Case_Study_Research_Design_and_Methods_by_Robert_K_Yin_2003
- Stumpfegger, E. (2017). Trustworthiness of Research. Munich Business School Insights. Retrieved February 20, 2021, from <https://www.munich-business-school.de/insights/en/2017/trustworthiness-of-research/>
- Swartz, B., Gachago, D., & Belford, C. (2018). To care or not to care - reflections on the ethics of blended learning in times of disruption. South African Journal of Higher Education, 32(6), 49-64. <https://doi.org/10.20853/32-6-2659>
- Tabor, S. (2007) 'Narrowing the distance: Implementing a hybrid learning model for information security education', The Quarterly Review of Distance Education, Vol. 8, No. 1, pp.47-57.
- Thomson, L., W., Bagby, J., H., Sulak, T., N., Sheets, J., & Trepinski, T., M. (2017). The Culture Elements of Academic Honesty. Journal of International Students. 7, 136-153 Retrieve May 26, 2021 from [https://books.google.com.ph/books?hl=en&lr=&id=6lhadqaaqbaj&oi=fnd&pg=pa136&dq=thomson,+1,+W.,+bagby,+j.,+h.+sulak,+t.,+n+sheetS,+j.,+%26+trepinski,+t,+m..+\(2017\)+&ots=ogesntpejg&sig=lwucz3hmd_rvmlid20lmsofyybog&redir_esc=y#v=onepage&q&f=false](https://books.google.com.ph/books?hl=en&lr=&id=6lhadqaaqbaj&oi=fnd&pg=pa136&dq=thomson,+1,+W.,+bagby,+j.,+h.+sulak,+t.,+n+sheetS,+j.,+%26+trepinski,+t,+m..+(2017)+&ots=ogesntpejg&sig=lwucz3hmd_rvmlid20lmsofyybog&redir_esc=y#v=onepage&q&f=false)
- Turner, S. (2020). Many students lack motivation for online learning (2020). <https://granitebaytoday.org/distance> Retrieved May 5, 2021 from [learning-presents-challenges-to-student-education/](https://granitebaytoday.org/distanceRetrieved_May_5,_2021_from_learning-presents-challenges-to-student-education/)

- Valiathan, P. (2002). Blended Learning Models/Learning Circuits. ASTD's source for E-learning. 0802_valiathan.htm Blended-Learning-Models 2002-ASTD.pdf (purnima-valiathan.com)
- Viswambharan, A. P. & Priya, K. R. (2016). Documentary Analysis as a Qualitative Methodology to Explore Disaster Mental Health: Insights from Analyzing a Documentary on Communal Riots. *Qualitative Research*, 16(1) 43-59
- Wanner, T., & Palmer, E. (2015). Personalising learning: Exploring student and teacher perceptions about flexible learning and assessment in a flipped university course. *Computers & Education* 88, 354-369. Retrieved January 19, 2021, from <https://www.sciencedirect.com/science/article/abs/pii/S0360131515300130>
- Wains, S. L. & Mahmood, W. (2008, October), Integrating m-learning with e-learning. *Proceedings of the 9th ACM SIGITE Conference on Information Technology Education* 08, 31-38. <https://doi.org/10.1145/1414558.1414568>
- Williams. D.D. (2018). *Qualitative Inquiry in Daily Life* (1st ed.). EdTech Books. Retrieve Dec. 17 2020, from <https://edtechbooks.org/qualitativeinquiry>
- Wolters, C.A., Brady, A.C. (2020), *College Students' Time Management: A Self Regulated Learning Perspective*. *Educ Psychology Review* (2020). <https://doi.org/10.1007/s10648-020-09519-Z>
- Wong, L. (2008). Data analysis in qualitative research: a brief guide to using nvivo. *US National Library of Medicine National Institution of Health* 3(1), 14-20. Retrieve April 17, 2021, from <https://www.ncbi.nlm.nih.gov/pmc/articles/pmc4267019/>
- Yacob, A., Kadir, A. Z., Zainudin, & Zurairah, A. (2011). Student Awareness towards E-Learning in Education. Elsevier Ltd, 67, 93-101. doi: 10.1016/j.sbspro.2012.11.31
- Zhong, R. (2020). The coronavirus exposes education's digital divide. Retrieved May 19, 2021, from <https://www.nytimes.com/2020/03/17/technology/china-schools-coronavirus.html>
- Zhu, C. (2017). University student satisfaction and perceived effectiveness of a blended learning course. *International Journal of Learning Technology*. 12. 10.1504/1JLT.2017.083996. Retrieved May 12, 2021 from https://www.researchgate.net/publication/313475153_University_studentsatisfaction_and_perceived_effectiveness_of_a_blended_learning_course

APPENDIX

A

Research Questions

To get the experiences, coping mechanism, and insight of the participants regarding to the blended-learning, below are the formulated research question with the estimated duration 60-90 minutes.

You can answer in vernacular language or any medium you're comfortable to answer.

Research Questions	Interview Questions	Probe Questions
<p>1. What are the experiences of the tertiary level students amidst to covid19 pandemic?</p>	<p>1.1. Why you decide to enroll in college despite of the covid19 pandemic?</p> <p>1.2. What comes to your mind with the possible situation in your schooling since it is not</p>	<p>1.1.1. Why would you disregard the risk of being infected just to continue your education while you're still young?</p> <p>1.1.2. Why is it a big deal to be left behind by your classmates?</p> <p>1.1.3. What are the consequences if you disobey the will of your parents?</p> <p>1.2.1. How come you're able to formulate that kind of possibilities?</p> <p>1.2.2. What will be your</p>

	<p>face to face?</p> <p>1.3. Since you enrolled in college, what do you think of possible advantages and disadvantages?</p> <p>1.4. Do you have regrets now after how many months of schooling?</p>	<p>remedies' if that is the case?</p> <p>1.2.3. For how long do you think this situation will persist?</p> <p>1.3.1. In what way can you enhance the chances of increasing of having advantages?</p> <p>1.3.2. For the several months of schooling, what do you think is the best part of encountering both disadvantages and advantages?</p> <p>1.3.3. On real experiences in blended learning what are those event that gives you a hard time?</p> <p>1.4.1. What are your experiences that you were able to think it that</p>
--	---	--

<p>2. What are the coping mechanism of the tertiary level students amidst to covid19?</p>	<p>2.1.How did you formulate the idea of solutions to overcome the impact of pandemic as a college student?</p> <p>2.2. What are your adjustments so that your performance in the class will not be affected?</p>	<p>way?</p> <p>1.4.2. How significant the emotions you felt in regards to your daily basis as a student?</p> <p>1.4.3. What are the chances that your opinion or views might change?</p> <p>2.1.1. How effective it is?</p> <p>2.1.2. What are positive outcomes after you confront that kind of situation?</p> <p>2.1.3. How will you inspire others to cope up with that situation?</p> <p>2.2.1. How effective it is?</p> <p>2.2.2. Why did you come up with this specific adjustment?</p> <p>2.2.3. What are the pros</p>
---	---	---

	<p>2.3. How did you deal with the task given by your professor since it's not face to face?</p> <p>2.4. What keep you going despite the challenges? Where did you get your source of encouragement?</p>	<p>and cons of such adjustments?</p> <p>2.3.1. What are the perks you gain by doing so?</p> <p>2.3.2. If the task is hard for you to comprehend and your professor is unresponsive to your queries, what will be your next action?</p> <p>2.3.3 In what sense you ensure the preciseness of your submitted task regarding to the course subject's standard?</p> <p>2.4.1. How deep is your relationship to make them your source of encouragement?</p> <p>2.4.2. Why it has to be them when there is a</p>
--	---	--

<p>3. What are the insights that can be gained to the tertiary level students amidst to covid19?</p>	<p>3.1. What are your realizations after encountering those challenges you have experience?</p>	<p>much of other sources of encouragement?</p> <p>2.4.3. In what aspect of your perseverance to learn will crumble if they never exist at the first place?</p> <p>3.1.1. In application of your realization, how would you utilize it to be a progressive student?</p> <p>3.1.2. What are your possible advice for those who are about to experience your experiences regarding to your realizations?</p> <p>3.1.3. In traditional classes your appreciation is high but in terms to blended learning what are your</p>
--	---	---

		<p>3.3.3. What do you think your learnings would be right now if it is not blended learning?</p>
--	--	--

APPENDIX

B

Research Questions

To get the experiences, coping mechanism, and insight of the participants regarding to the blended-learning, below are the formulated research question with the estimated duration 60-90 minutes.

You can answer in vernacular language or any medium you're comfortable to answer.

Research Questions	Interview Questions
<p>1. What are the experiences of the tertiary level students amidst to covid19 pandemic?</p> <p>Informant 1: <i>One of the experiences is the poor internet connection because when we are having zoom meetings I can't understand the discussions due to the constant lagging.</i></p> <p>Informant 2: As a tertiary level student, I've experienced different things that was new for me. For example, is studying through online is new for me. Also, learning without the presence of my classmates</p>	<p>1.1. Why you decide to enroll in college despite of the covid19 pandemic?</p> <p>Informant 1: <i>As a 3rd year college student it is necessary to get enroll despite of the pandemic because I don't want to waste the year especially I'm close enough to my goal.</i></p> <p><i>I'm not that young but I risk it because I don't want to waste time.</i></p> <p>Informant 2: I decided to enroll in college despite of the pandemic because I have my family that always there to support me and</p>

<p>Physically is new for me. But it doesn't that I depended on them.</p> <p>What I mean is, it's more fun and not stressful to learn with them.</p> <p>Informant 3: <i>So my answer is There are a lot of experiences of the tertiary level student amidst to covid19 pandemic like the poor internet connection. Not all students are gifted with internet connection and I felt behind in the class when we are having zoom meetings and oral recitation which I can't participate sometimes due to internet connection issues. Another one, we can't easily approach our professor due to a lot of their responsibilities in school. The last one is the financial issue not everyone can provide the tuition during pandemic.</i></p> <p>Informant 4 <i>In my end, I struggled a lot in terms of adjustment to the new normal. I also encountered a lot of</i></p>	<p>Provided the things I need for the online class. That is why I don't have any reason to neglect this opportunity.</p> <p>Yes, I continued my education right now but it doesn't mean that I disregarded the risk of being infected. I'm still scared of being infected. However, we're having online classes and there is no interaction physically, so it was safe. I believe that my parents knew what are the things that was good for me and what is bad for me. Maybe I will regret if I will disobey them.</p> <p>I formulated this kind of idea because I'm just staying at home and since there is an internet connection, sometimes I spend my time on social medias instead of doing my school works</p> <p>I believe that my parents knew what are the things that was good for me and what is bad for me. Maybe I will</p>
--	---

<p><i>technical difficulties especially when engaged in synchronous classes and while doing some assessments.</i></p> <p>Informant 5: One of the experiences of tertiary level students amidst the pandemic are experiencing difficulties to comprehend the discussion of every subjects, even me as a honors of students before it's hard for me to comprehend of the topic . Another is some area here in Panabo have poor internet connection that's why my classmate search a location to have stable internet connection just to attend classes. Lastly, the constant cheating of some students, even me trying hard to study but during exam I usually open my module if I do not know the answer. The values of honesty and integrity of um students are being distracted and neglected.</p> <p>Informant 6: As a tertiary level student, I've experienced a lot that I</p>	<p>regret if I will disobey them.</p> <p>Informant 3: <i>I decided to enroll in college despite of the pandemic because I don't want to waste time and I just a little bit I'm about to graduate.</i></p> <p><i>I don't want to waste time because I'm near to my goals.</i></p> <p>Informant 4: <i>I decided to continue my studies despite the pandemic as I do not want to be left behind by my peers and as per advice of my parents, it is such a waste to stop for a year or so.</i></p> <p><i>It is a big deal because it makes me feel anxious of what my future would be. If I didn't enroll this school year, I'd be cooped up in my room doing nothing but wondering about my classmates' current progress. Also, I want to finish my studies as soon as possible without further delay.</i></p> <p><i>The possible repercussion would be an endless nagging on the cons of my decisions.</i></p>
--	--

never encounter before just like the online class, learning with my classmate through virtual. Moreover, during classes, it's hard for me to attend due to my poor internet connection, stress of overload of the modules. However, the experiences I have learn a lot and improve my skills.

Informant 5: *Okay, I decided to enroll despite of this pandemic it is because I'm not any younger. I think if I stop the learning that I have during the face to face will fade away. Even facing this pandemic, I choose to continue my studies and pass the license exam and find the job after makapasas.*

(I decided to enroll in college despite the pandemic just because of my age. I'm too concerned with my learnings to fade away if I quit schooling. I choose to continue my studies and find a better job after passing the licensor exam.)

Even if there is a pandemic I feel to continue because at the first place the online class it takes place in our house that why I'm not afraid to get infected in this pandemic. Kay sa balay raman sya wala may face to face even sa pagpasa sa requirements ug icomply sa mga

kinahanglan icomply.

(Even there is a pandemic. I still feel to continue because the online class will take place from respective homes, even to comply with the requirements we are sending it through email or whatsoever. That is why I'm not afraid to be infected by the Coronavirus.)

I believe that my parents knew what are the things that was good for me and what is bad for me. Maybe I will regret if I will disobey them.

For me dili, because I don't think this as a big deal because I continue and still enroll in college. Because "Im thinking I'm not getting any younger. As what I have said I need to finish this course before it's 35. Akong gihunahuna na I really need to continue my studies before turnin

Informant 6: I decide to enroll in college even its pandemic because I don't waste my privilege and opportunities as a grantee scholarship of CHED.

I'm not afraid of being infected. Since the class was conducted through an online base as a blended learning. I think it's very safe and sound while studying at home in navigating an online class.

Big deal sa akoo kay pagdili mo skwela kay ang batch sakong classmate. What if next year sila napadayon then ako mabyaan ko then na byaan ko tungod nagaaffect sa pandemic. Usa na ka dahilan ngano big deal sa akoo.

(It's a big deal for me to be left behind by my batchmate. If I did not continue my studies amid the pandemic it affects my ego to be left of my classmate. That is the reason why is it a big deal to me.)

"I was worried if I lost my opportunity here. Probably, they send me back to Bohol if I go against them."

Big deal sa akoo kay pagdili mo skwela kay ang batch sakong

classmate. What if next year sila napadayon then ako mabyaan ko then na byaan ko tungod nagaaffect sa pandemic. Usa na ka dahilan ngano big deal sako.

(It's a big deal for me to be left behind by my batchmate. If I did not continue my studies amid the pandemic it affects my ego to be left of my classmate. That is the reason why is it a big deal to me.)

"I was worried if I lost my opportunity here. Probably, they send me back to Bohol if I go against them."

1.2. What comes to your mind with the possible situation in your schooling since it is not face to face?

Informant 1: Classes will be done online through Zoom, Quiper, Messenger, and Google meet which gives a huge possibility that us will rely too much on our gadgets.

I think the best remedies are we should be on time, be updated, and

have a strong internet connection to sustain the online class.

For now we are having a blended learning which I think will persist until a vaccine is made to safely have a face to face class.

Informant 2: Since it is not face to face, It is possible that I will be having a hard time to manage my time.

I formulated this kind of idea because I'm just staying at home and since there is an internet connection, sometimes I spend my time on social medias instead of doing my school works

I will try to manage my time properly because I don't want to face the consequences if I cannot pass my school works on time.

I believe that my parents knew what are the things that was good for me and what is bad for me. Maybe I will regret if I will disobey them.

Informant 3: *Classes will be done online and modules will be implemented.*

That's what I saw on the television.

Just face it and go according to its outcomes.

As long as there is no vaccine then this situation will persist.

Informant 4: *It would be a lot safer to learn in the comforts of our home. However, I definitely need to take some time before I can accommodate to the new normal system.*

I need to work efficiently in order to adapt quickly to the new normal. Step by step it may be, still, I hope it will be enough to cater my needs while adjusting.

In my perspective, this pandemic will not be solved anytime soon. Going back to a mask-free environment by 2022 is way too farfetched a goal.

Informant 5: *The first thing that comes in my mind dili na sya face to*

face online class na sya. The difficulties to comprehend the discussion unsay gina discuss na ideas sa imohang professor and another are we going to exchange ideas with my study body. Always man jud na everytime kanang wala pay nasabtan. I always talk to my classmate for now kining pandemic chat chat lang daw me sa messenger. It's really hard for me because also my internet connection. Maybe, my professor stricto sila during examination. The first thing that comes to my mind if the class does not have face to face, we may encounter some difficulties to comprehend the discussion through sharing ideas with the professor and students. The highlight concern for me is that my internet connection that I've experienced during the class hour. Moreover, I always talked to my classmates if things did not work out

to understand the topic.

Until wala pa tay vaccine. Syempre naa namay vaccine. Dili pa sure. Kanang people are not disobeying what the government implemented para sa atua sa health protocol siguro wala nakapagstudy.

(I think until the vaccine is available to everybody. How lucky we are to have the opportunity to study since the pandemic started because these people are not disobeying the safety protocols imposed and implemented by the government.)

Informant 6: *First I remember is I will pass the exam this year. There is different between face to face and this online class. If face to face we can get more knowledge from our teacher because the time what must is remitted. Like now we use zoom it use only forty minutes (40min.) but in class we use hour or more. More*

struggle to us bilang isang mag-aaral yun ang first ning sulod sakong huna huna. Mas naglisod man karung time kay sapaw sapaw atong trabaho ba, online class pa tapos naa pa sa balay.

(A what I have observed the difference between traditional class into blended learning with synchronize class. In face to face classes, it is more reliable information will impart by your teacher to enhance your knowledge. Unlike in blended learning, only 40minute of classes and it repeated twice a week. The hardest part of it is your internet connection and you have a bunch of stuff in house chores. You don't have enough time to finish those requirements.)

My solution is we give more time or day to accomplish the task para tiyang ang ating gusto ipasa ating

proyekto at mareport ng lubosan ang ating takdang aralin.

(One of my remedies is I render time to accomplish the task and presented the accuracy of the lesson.)

For me I think two years maybe or three years because we know the news, we already have a vaccine but not already prove its effectivity.

1.3. Since you enrolled in college, what do you think of possible advantages and disadvantages?

Informant 1: *When it comes to advantages we are no longer required to go in the school which gives us more time in the house and anytime and anywhere it is easy to join the class online. The first disadvantage is the slow internet connection, the class is not good though online, and a seemingly endless activities that keep popping up every week.*

I should have a stable and strong internet connection, then make sure to answer or perform the activity as soon as possible before the deadline.

The best part is that I can look for my notes because it is online and no one can see me if I look for my notes.

There are many events that gives me a hard time, just like on the first month of blended learning I am not able to adjust on the online platform and I can't easily approach the teacher when a certain activity is hard for me to understand and due to their workloads. Also, the essay type of activities gives me a hard time. Lastly, as a 3rd year student the teaching demonstration and research is the most hard to deal.

Informant 2: I think it's an advantage to have the opportunity to enroll in college during this pandemic because not all students

have the opportunity to enroll this school year. While it is a disadvantage if I cannot handle my academics well since there are lot of things happened that I'm not used to do.

I will take an action on how can I turn all the disadvantages into advantage.

For me, I think the best part is that both advantages and disadvantages helped me to grow as a student in order to become a better student.

As what I've said earlier, I'm having a hard time in managing my time.

Informant 3: and disadvantages?

The possible advantages of enrolling in college is you will get a better opportunities, job security, and brighter future. And the disadvantages is not everyone can support financially.

Making action as early as you can.

The best part I encounter is

challenge myself if I can survive this year or not. And I am thinking the best of my studies to achieve my goal. The disadvantages of this pandemic is the student don't have enough learning and pressure and stress.

The internet connection and the self-discovery style.

Informant 4: *Enrolling despite the pandemic has its pros. First, not being left behind by your batch mates. Second, learning in a much safer environment (home). Third, being able to utilize the current technologies that we have to its maximum.*

However, being engaged in synchronous and asynchronous classes this year also has its cons. First, it may be self-paced, still, there's way too many subjects to shuffle on answering. Second, I need to spend money to buy data for my pocket wi-fi. Third, my memory

retention got worse as I feel too dependent on the modules being provided. Fourth, being at home makes it difficult to focus on just school matters since I need to do the household chores and other non-academic matters. Lastly, online classes is emotionally draining, especially if you're bombarded with too many requirements.

The only benefit that I harbored despite the ups and downs of our current situation is that I became more efficient in managing my time.

The hardest thing I dealt while being engaged in blended learning is my emotional stability. I remember breaking down during the first months as I couldn't handle the pressure of studying some lessons independently and shuffling between at least 8 subjects per week. Aside from academic distress, I once had difficulty shifting my attention between studying and doing

household chores.

Informant 5: Since you enrolled in college, what do you think of possible advantages and disadvantages?

For me, after na sa 1st week sa online class. Possible advantage, siguro when were taking examination is easy for me to look for an answer sa google. Unlike before sa face to Face pa we need to study, review and read. Another, the disadvatages is when we are continuing cheating wala tay ma gain nga knowledge ug walay learnings mahitabo.

(For me, after the 1st week of the online class. The possible advantages when during the examination we can look the answer through the internet and reading materials. Unlike in regular days of schooling, we are too sober of studying, reviewing and reading the coverage of examination. While, the

disadvantages when we continue doing cheating during the exam, we will have no learnings to absorb knowledge because we are relying on the internet and reading materials.)

Lahi man gud ang advantage akong nakoan gud. Siguro for me magpataas ang chances sa cheating samtang wala pay bakuna. Motaas ang chances sa student mag cheat during sa exam. I know dili na sya good nga practices.

(I think we can increase the chances of advantage as a student to cheat during examination. Since the class and examination are executed online fat form data based.)

For me, I can say it is the best part but I can say when the time I struggle a lot of overthink the point that never/ wala na nku ginabasa ang coverage sa exam and ang answer sa essay naga rely nalang sa google. That's the reality.

(I had the experience myself being anxious over many things to the point I was struggling a lot with my studies because I haven't desire to read any more of the reading materials are the coverage of the examination. So, all my answers just relied upon the internet. That's the reality.)

Siguro magapas sa deadline submitting the assignment, requirements or essay before the deadline. Kay dili anto malikayan we also have other things we need to do that's why. One-time lang man pud to submit essay on time nalapas jud syag 1 day.

(I struggle a lot to comply with all the assignments, requirements and projects before their deadline.

Fortunately, all things did work out to pass the requirements before their deadline and even though it was a hectic schedule for me.)

Informant 6: *Since, I enroll in*

college the possible advantage is that we all students self-learning integrated because we studied more by our own selves but not only that we by making like performance we make an editing made by yourselves without asking my friends and classmate. The disadvantage here the students will laayon or board kay walay kauban kaugalingon lang ug walay peer group. Less ug motivation kay lagyo.

(Since I enrolled in college, the possible advantage is that all students are self-learning integrated because we are accountable for ourselves to perform and edit a task without asking my friends and classmate. The disadvantage here if we are living a distance from each other it makes us difficult to reunite if our problem is a low internet connection.)

Like For example in every reporting

we know as a education student as a educator we know in planning like situation. As pandemic we don't have a student to participate in our demonstration so we as a teacher we act as a teacher also act as a student. The increase of advantage we explore more on editing and study on how to execute that kind of demonstration.

(As an educator, we know how to plan to make our report efficient. In this pandemic, we are less on demonstration due to poor connection. Through reporting, we must act like what the teacher does. Moreover, we elevate our advantage as we engage and explore in editing and demonstrate the lesson.)

(The best of encountering the advantage and disadvantage by knowing in what way or how to manage your time answering and enhancing the module the online classes and you know which part

you will fail or which part you succeed more.)

The hard time in blended learning is yong demonstartion and report kasi walang walang mag-aaral makikinig sa pagrereportso. Bilang isang reporter nag act din ako bilang isang manguguro at magaaral. Mahirap kailangan mong malaman anong ang dapat ang sagot at proseso bilang isang student at bilang isang creative teacher in future we must apply how we make a lesson in different ways in situation because lisod man gud ang pandemic. Much better ang face to face kay maka gain more insights. In face to face we have a lot of friend to share ideas ug ahead sa atong level like 4thyear makapangayo tag ideas.

(I have a hard time in blended learning in demonstration reporting because only a few a student will listen. As a reporter, you should master the topic to be an effective

and creative teacher. Much better in the face to face a lot of information and insights you will absorb. Even this pandemic is quite difficult, it helps us stretch our potential as a professional teacher.)

1.4. Do you have regrets now after how many months of schooling?

Informant 1: *I don't have regrets for I think it is beneficial for me in a sense it gives me an idea of what is blended learning. Also, it prepares me mentality and emotionally for the possible worst upcoming situations. Nope, my opinion will not change because it is part of growing up.*

Informant 2: So far, I don't have any regrets.

I believe that this new normal will help me to grow that is why I don't have any regrets right now.

I think the emotions I felt every day is really important because if I cannot handle it properly, it may affect my actions especially in doing

my responsibilities as a student.

Maybe my opinion and views might change if something will happen unexpectedly.

Informant 3: *I have no regrets because I have goals need to achieve and it is a part of sacrificing. Nope, my opinion will not change because it is part of growing up.*

Informant 4: *In the first months, I am guilty of having thoughts of dropping out. As the months flew by, I grew accustomed to the pressure and my regrets slowly faded.*

In the early months of schooling, I was really struggling on how to adjust to the new normal environment and I've had a few breakdowns. As mentioned, over the time, I've learned to adjust to such difficulties albeit arduous.

It might change if I am faced with yet another wall so difficult overcome which may in turn spark some

regrets in me

Informant 5: *No. I don't have any regrets.*

Siguro, the experience to learn again but kanang, to continue my college learning. Actually, nag 1st year nako dati sa UM nakaundang ko because of financial problem and this time even this pandemic I continue my study kay hapit naku mag 30 jusko hapit na molapas sa kalendaryo that's why I really need to continue/kinahanglan na nku magtapos.

feeling nku nuh ginamotive naku akong sarili because I worried of our situation in this. The more I strive harder and don't give up the situation.

(I was a masterpiece of myself to motivate because I worried about my situation like this. So, I strive harder and don't give up on the current experience right now.)

What are the chances that might change my views regarding that we are facing right now. Maybe I don't see that I observe it So keep on going nalang wala natay mahimo/ Wala na tayong magagawa.

(I don't see any changes. I need to continue just what I started regarding to my views or opinion.)

Informant 6: *Yes. I have regrets of this whole year. We know that sa atong school campus bitaw mas naghinayang ko basin kulang ra atong knowledge sa karun kay nag-agad man gud ta sa time. Nakulbaan ko next year kung kaya paba inig 4th year.*

(Yes, I have regrets about this school year because the knowledge I have is limited to self-learning. I was nervous if I'm ready to go to 4th-year college because of doubts and worries about myself.)

Pressure.

<p>2. What are the coping mechanism of the tertiary level students amidst to covid19?</p> <p>Informant 1: <i>Just like what I've said the internet connection is very slow which causes a lot of problem during zoom meetings so I change my internet provider even it cost more. And majority of the time it is self-learning so I just keep reading and reading.</i></p> <p>Informant 2: For me, my coping mechanism is to take enough sleep and to take care of myself since we are facing a pandemic right now.</p>	<p><i>My opinion nabutag ganiha mausab siya kay this year I will pass all subject and accepting fails I have so. Mausab akong opinion kung mahuman ko karun tuiga by adapting my plans on how to comply the activities and module.</i></p> <p><i>(The views and opinion might change the way I accept my failures and start to move on by converting myself a positivity and believe to passed all my subjects according to my plans.)</i></p> <p>2.1. How did you formulate the idea of solutions to overcome the impact of pandemic as a college student?</p> <p>Informant 1: <i>The impact of the pandemic as a college student is huge especially due to the phenomenon which our school utilize an online class flat form. The internet I have before is slow so I come up with the idea to change my internet provider. Also, the app we are using like quiper have some</i></p>
---	---

<p>And if I will not take care of my health, it will affect my studies.</p> <p>Informant 3: <i>One of my problem is the internet connection is one of my problem. So my coping mechanism to this challenge is to buy new internet provider and I switch to DITO sim. Also, regarding to the unapproachable professor I did just read and understand the topic on my own because I understand that they are also busy.</i></p> <p>Informant 4: <i>Students usually find ways to open their hearts out to their closest persons and did some adjustments to fit in the new normal.</i></p> <p>Informant 5: <i>My coping mechanism of classes amid pandemic we are all had experience stress and struggling a lot. For me, what I usually do to relieve some stress. I do some TikTok and drink coffee while reading, but it doesn't mean you are very stressed facing the module and</i></p>	<p><i>issues because sometimes I fail to save my work so I decided to save my answer in word and not directly on quiper.</i></p> <p><i>When it comes to internet connection it is very effective to change my internet provider were in fact it provides a strong quality of internet to sustain the needs to our online class. Moreover, duplicating my work is good when for instance my work is not saved I still have another copy.</i></p> <p><i>By doing an example of doing my activities early and advise them to not be lazy.</i></p> <p>Informant 2: <i>By thinking if it is good for me and it can help me.</i></p> <p><i>It helps me to control and handle my emotions if I'm having a hard time.</i></p> <p><i>It helps me to overcome my problems.</i></p> <p><i>I will encourage them to know their selves more. Because at the end of</i></p>
---	--

<p><i>think about the exam on how you pass on it and gain knowledge in this pandemic. Does it mean you are going to neglect to read modules? For me, it's more fun to drink coffee while you are reading and reduce stress instead of adding learning to my stock knowledge.</i></p> <p>Informant 6: For me, my coping mechanism while learning amidst the pandemic it to manage my time complying all projects and activities ahead of time. My alternative ways just to continue in learning even though I struggle into my internet connection and so on just to finish my studies.</p>	<p>the day, if you really know what is your strengths and weaknesses, it will help you to cope with that situation.</p> <p>Informant 3: <i>Overcome the impact of the pandemic is to think positive and pray to go back in normal. Effective enough to make a progress.</i></p> <p>Informant 4: <i>Whenever I feel down and full of negativities, I just let it out by crying. For me, crying lightens the heaviness I feel deep inside. I also talk it out with my friends. Talking with them takes my mind off the things I'm worried of. I also try to free myself from academic distress or any stressors by engaging myself in personal leisure activities like reading books, watching movies and anime, or reading manga.</i></p> <p><i>In my case, I can say that it is quite effective. It lessens the feeling of inferiority and level of stress.</i></p>
---	---

Bottling everything in will do you no good. Let it out to alleviate the burdens associated with it.

Informant 5: *By continuing the internet connection and find ways to live. We cannot deny the modernization sa atoang panahon karun mahimong led us advantages to everyone who encounter unexpected situation like this. The traditional mythology has everyone from home.*

(The technology will lead us the advantage to encounter an unexpected situation like this pandemic. As a college student, I use internet connection to pursue my college degree. The traditional mythology has everyone from home.)

Effective. Furthermore, there are more circumstances that give us traditional ways to solve that solution.

(It is effective because some circumstances give us traditional ways to solve those problems.)

That gives me realization pagiging typical resourceful in everything that we do.

(I realized how resourceful I was in everything that we do.)

The pandemic maybe the reason for us be physically distance that measure our relationship were able to communicate and develop adolescence.

(The pandemic may be the reason for us to be the physical distance that measures our relationship and ability to communicate and develop adolescence.)

Informant 6: *I formulate this idea Not only student also in a teacher. Both teacher and students, adjustment is the best way because we do not know that all students will have no internet connection ganun din sa guro. Gaya ko sinabi kanina*

pag solution dyan sa problema pagmerong mga project and demonstration. You can request more time to comply the project. Hindi lahat makagawa dahil sa mabuting connection.

(Both teachers and students will formulate the idea of adjustment on handling the situation. Same as a student struggling with his internet connection to comply with projects and difficult to project and demonstrate his report. Maybe I beg for an extension complying with all projects.)

Effective sya kay maless ang pressure usa ka student ug taas ihatag nga sa maistra. Mamotivate ug himo ang studyante pero not all.

It is effective for me because it will lessen the pressure on the student and extend the duration of compliance. It motivates them to do his work as a student.

My adjustment is giving time answering module and study the lesson also I did not sleep or I lessen the sleep to attend the class. Study more.

My adjustment is giving time to answering the module and study the lesson. However, it affects my sleeping time to comply and with all the requirements are assigned by the teacher.

2.2. What are your adjustments so that your performance in the class will not be affected?

Informant 1: *I'm still doing what I've been doing on the past classes by reading and reading and I'm still doing my best by not being lazy.*

The pros of not being lazy and always reading is that I can save time and I can have my own copy by printing it because the learning materials is available in emails, But the cons is that it cost more money.

Informant 2: *I'm trying to accept this*

situation, which is now the new normal, even if I'm not used to it.

It is effective in such a way that I'm learning to adopt the new normal.

I come up with this idea because this is the only thing I can do. I cannot change the fact that a lot of things have changed. And the only thing I can do is to adjust, accept, and embrace the new normal.

I think the good side of this adjustment is that it helps me to step forward even if we are facing a pandemic. And I don't think there is a bad side on this adjustment.

Informant 3: *I attend class so that my performance will not be affected and by passing the activities on time. To pass the semester nothing more.*

The pros is that I will have a better chance of having a passing grade and I don't see cons from it.

Informant 4: *I negotiated my class schedule and household chores with*

my parents in order to avoid future mishaps. I also tend to do my requirements a lot earlier to have more free time later.

It is quite effective for me seeing that my grades were higher than I expected.

2.2.2. Why did you come up with this specific adjustment?

I formulated these adjustments to avoid mishaps with my parents if I ever missed doing some household chores due to heavy loads of schoolwork. I also do my requirements earlier so that I can have more time to engage in my pastime activities.

Informant 5: *Review the lesson from the devices to study and sending the exam.*

Self individual learners it gives another way to learn. In cons such us in Mobile data and those learners

so daghang any capacity devices to learn.

(Individual learners give another way to learn. In cons such us in Mobile data and those learners can learn using the available devices.)

Informant 6:

It is effective for me because I attend the class on time and also the situation of the class will easily because always updated in every lesson.

It is effective for me because I spend my time attending classes on time. It's not burden for you to have coverage of the lessons.

The pros and cons that kind of adjustments. In my myself I have no time or walay pahulay. Kapoy hinoun dili or dugay matulog pero kanang adjustment makaattend sa tanan session sa klase

The pros and cons of this adjustment is I only have limited time to rest to attend all the session of

classes.

2.3. How did you deal with the task given by your professor since it's not face to face?

Informant 1: *I ensure to prolong my patience because patience is a virtue to understand the task or topic and utilize the internet. Also, I always follow the instruction since it is not face to face and have trust to myself to really understand the lesson.*

I'm not even sure if I ensure the preciseness of my work. Despite, of the rubrics or criteria given, I'm not even satisfied to the task I submitted.

Informant 2 I'm dealing it by managing my time properly and to put some extra effort.

I think I gained more experiences as well as more learnings that will help me in the future.

It really happened to me that one of our Professor is unresponsive and what I did it asking my classmates if they know about it.

I ensure that I followed the instruction that was given by the professor.

***Informant 3:** By having a self-discovery or searching more info in the internet regarding to the topics so that it will be soon done.*

It enhances my self-discovery skills for I am required to learn by my own. I looked for alternative ways to have a solution.

By reading the reading materials from the teacher and analyze critically the direction as well.

***Informant 4:** Whenever there are tasks that I cannot comprehend, I usually clarify it with my professors by messaging them personally. In terms of not understanding some concepts or lessons, I consult the Internet for additional information.*

It gives clarity to my hazy comprehension and adds knowledge into my repertoire.

I usually wait for a day or two for my professor's response and if there comes nothing within such time, I just follow my gut feelings.

Informant 5: *I always have time management even before high school ko when every time even my teacher or professor to clean or kuan gawaing bahay to do laundry and other stuff to earn income.*

(I always manage my time to deal with the task. Even before, I was in high school when my teacher instructed me to do, I'll do it the same way.)

Self-control because especially karun nagarely ta sa atoang technology. Always kita nagaatubang kita sa ating gadgets I chose to control my-self because of management. "I control myself from

abusing and if there is no important thing sa paggamit ng gadgets”.

(Have self-control because we are now relying on the technology. In this case, I let not myself to immerse in technology that’s why I choose to have self-control by using it preventing myself with nothing important matter.)

Syempre dili maiwasan there are attitude students but for me the lesson given by professor balikon nkug basa five times in order for me to comprehend and understand well the lesson.

(Of course, we cannot avoid those students has the attitude of being but for me when the professor gives a lesson, I read it multiple times to comprehend the topic.)

Informant 6: *We deal the task given by our professor by asking a question to our professor kapag hindi nila kaya buhatin kagaya ng*

oral recitation or the performance one by one dahil sa internet connection is not so good. Mangutana me sa ubang classmate kung kaya ba namo buhaton labi na sa bukid nagpuyo.

We will inform our professor about our concerns before we can perform oral recitation if we have poor internet connection.

All of our classmate of the class will ask the professor if we have complained on that. If he is not present to class wala me mahimo kaya padayon nalang pero amo gihapon syang I message bisan dili kayo sya makuha kanang task. Maghatag gihapon mig idea para makaya namong tanan.

My classmates will ask our professor about the queries and complains regarding to the topic. However, if our professor is unresponsive to our queries, we will still continue doing our task and help each other by

providing ideas according to our understanding.

By mosunod sa instruction that she gives. Given the best to perform the task.

I will always follow all the instruction declare by the professor and I'll give my best to perform the task.

2.4. What keep you going despite the challenges? Where did you get your source of encouragement?

Informant 1: *I have my goals and family that keeps me forward despite of the challenges. They help me in times of hardships within my life just like now.*

It is unfathomable in a sense I can't imagine them without on my side.

On the first place they give me the motivation despite them not doing anything

If they are not in my life at the first place, I think I will be depress for it is not easy to deal a multiple problems

especially on academic aspects. It is hard to move forward without my family on which I the most care and shared my life dreams.

Informant 2 My goals and my family are the source of my encouragement. My dedication to achieve my goals the unending support of my family keeps me going.

They are the one who cheers me up to achieve my goals. Also, they are the one who knows my strengths and weaknesses.

Because they are the one who stays in my side even in my bad times.

Maybe my dedication to step forward will crumble if they never exist.

Informant 3: *I want a brighter future so that it give me an encouragement for what might come. Also, my family is my source of encouragement.*

(My family is my source of encouragement. I want a brighter future for them.)

At the first place they are the one who take care of me and because no one will help you in the end but the family.

I motivate myself to not be lazy and to not set aside my dreams to avoid the crumbling of my perseverance.

Informant 4: *The goal of paying back my parents' efforts as soon as possible is the fuel that drives me to persevere in my studies. They encourage me whenever I feel down.*

It has to be them because they are also persevering in order to let me live a comfortable life and they give me my needs and wants in life.

Informant 5: *Despite the challenges ahmp.. I'll keep ongoing because wala naman koy laing choice I really need to keep going because of my age and especially naghatag ug encouragement sa akua ang pag-umangkon kay I have nieces man*

*gud so If I graduate sila akong pa
skwelahon kaya bawi-bawi nalang.
(Despite challenges, I decide to
continue because I don't have a
choice to pursue my dreams. All of
this encouragement comes from my
family and to my nieces. If I
graduated from schooling, I want to
support them from their academic.)
Siguro kanang ginatawag kanang
kinsa duol sa imong kasing kasing
sila jud imonng makuanan
nagahatag ug encouragement. Why
using for kanang naa naman sila.
(I think those whole close of my
heart was the source of
encouragement.)
Having positive sa mind, positive
kuan sa life. To be progressive
student I used. Ginagamit naku sya
mahimong in order progessive
student because dili ka ma success
kung permi ethink na negative ang
challenges dapat maging positive
lang ka sa mga challenges. Kay*

<p>3. What are the insights that can be gained to the tertiary level students amidst to covid19?</p>	<p><i>ginasukod lang ang imoha kung kanus-a ka mo undang.</i></p> <p><i>(Have a positive mind in your life. It's my way to excel as a student and find access. However, if your mind absorb negative then it's hard for you to get out of that obstacles.)</i></p> <p>Informant 6: <i>Akong goal gifollow and also families to continue study despite to this pandemic. I give my opportunity to do the best and this all the source of my encouragement to continue schooling.</i></p> <p><i>(I have my goals and I respect the will of my families just to continue my studies despite of pandemic. I give my best to do better for my family because they are my source of encouragement to continue schooling.)</i></p> <p><i>In my own way and motivate by doing my own self.</i></p> <p>3.1. What are your realizations after</p>
--	--

<p>Informant 1: <i>This so called blended learning is new to me and at the first semester I have hard times dealing with it. But later on I realized that through hardships I can improve as an individual. I'm doing my best to endure.</i></p> <p>Informant 2 vid19? For me, I gained so much lessons through the different situations I experienced especially on having online classes.</p> <p>Informant 3: <i>The only thing I can think is that this school year 2020-2021 I have many challenges and those trials made me strong.</i></p> <p>Informant 4: <i>Challenges exist as a stepping stone for someone to become better. If they persist, we lose the chance of develop continuously and becoming the best person that we could.</i></p> <p>Informant 5: Covid19 has great impact in our lives most especially in</p>	<p>encountering those challenges you have experience?</p> <p>Informant 1: <i>I realized that I should do my best to pursue my dreams no matter what happen I must endure and I must have the perseverance to the hardships. Encountering those challenges made me realize to strengthen more my faith to God. According to my professor the best thing to do as a student is to read and read. While reading we must also understand what we read and not just simply reading because it is the major key to success.</i></p> <p><i>Blended learning is not bad, but it is a new concept for the most of the students. All I can say is that it is necessary to have a good communication with the teachers because right now the professors are not responding well. Sometimes they just ignore us on which I see as a negative side on the situation in</i></p>
--	--

education and those people struggle a lot are the student because they do multi-tasking. Indeed, it serves us a challenge on how are going to continue in this pandemic. So, let us take this as motivation and no matter what challenges facing right now. It will cause a hindrance of in pursuing our dreams in our lives.

Informant 6: For me, I achieve my goals and learn so much lesson through blended learning. It enhances my skills on reporting. I'll take those privileges as my opportunities to learn and excel myself in the academic especially on having online class.

the blended learning.

Informant 2: I realized that I can do more because I never expected that this situation will happen but still I was able to overcome it.

I will utilize it while I'm taking my step forward because it will help me to become a progressive student. Try to come out from your comfort zone. Try to do the things that was new for you and at the end of the day, you will.

For me, the blended learning needs more courage, effort and dedication.

Informant 3: *I realized that this pandemic will make me stronger to fight my battle for my desires.*

By determination to achieved my goals at any cost.

Never stop in miracle and believe in yourself even though there's a lot of adjustment now but keep on fighting.

In Blended learning, as long as I pass it is okay.

Informant 4: *Persevering and learning to face challenges head on is one of the key towards survival.*

Whatever challenge I may face in my time as student, I will persevere until I can overcome it.

Informant 5: *I realize na no matter what challenges you will be face dili sya lamin, dili ka ing-ana kadali tag solution. Ayon you really need to strive harder; you're really need to think nalang para mo survive sa challenges.*

(I've realized no matter how challenging it is you only need to strive harder and think of a positive way for you to survive those challenges)

Ahmm... Siguro akong advice for real nalng jud nuh walay sagol atik.

Continue no matter what happen.

Continue nalang jud dili man tanan.

Padayon nalng jud kay every one of us makaagi man jud challenges. Nay

uban parihas ug maagian. Padayon nalang jud.

My advice to them is to continue what you have started no matter what happens.

Ang sa traditional classes kuan lang man sya wala kayo nagagamit ug devices unlike sa blended learning gamit na gamit jud kayo. Even our teachers need to explore other uses of internet in order to deliver a discussion very well and more on cheating unlike sa face to face.

(In traditional classes, only limited devices have used. Unlike in the blended learning program, the technology is needful the way the teacher and learners participate during the presentation and discussion.

Informant 6: *I realize that much better to have a face to face class again because in this kind of situation during pandemic doing online class. Kini kay patagtagalan*

man maaring magkaproblema sa bahay. Hindi lahat may klase ay galling sa mayayaman o may kayang paaralin. Also, I have scholarship its better to continue study more and do not waste time.

I've realized much better a face to face class compare to online class which required a stable internet connection. If the pandemic will long last it will cause a problem because not all individuals and families can afford the tuition of studies.

Good thing I have scholarship to continue my studies and put extra effort to study more and do not waste time.

Kung anong adjustment at solution aking ginawa ay aking ipagpapatuloy. I will apply that that kind of plan and how to face online class despite of pandemic and stable kind of plan.

My adjustment and solution in my

application to continue as of a moment. I will apply my plans on how to deal with it of online class despite of pandemic.

My advice to them is to be sure and give time to rest if it is needed. Wag sayangin pagmay oral at pray always to have a guidance above God. While studying apply in your own life.

My advice to them is to make sure you have to rest if it is needed and participate oral recitation. If possible, pray always for your guidance while in your studies.

My appreciation is high because we know we can meet the professor and gain more knowledge to them.”In this type of blended learning during the pandemic we can assure all the potential of learning because the class is not daily” class at mapipili lang ang araw nap ag attenang mga studyante. ,mahirap samang bilang studyante ipagpapatuloy an g

pag aaral.

My appreciation is high because we know we can meet the professor and gain more knowledge from them. "In this type of blended learning during the pandemic, we can assure all the potential learnings because the class is not simultaneously. At this point, it's hard for us to continue in study in the situation of blended learning.

3.2. In what way the pandemic help you improve as a student?

Informant 1: *The pandemic is not helpful, it just give me more problems. Unlike the traditional or face to face class, it is easy to seek help if the lesson is hard and the atmosphere is not that bad compared to this time of pandemic where we are having a blended learning.*

They struggle because they are not able to adjust and they are just ranting and not accepting the reality

that they must adjust to the situation.

Also, most of them they are not doing their activities on time so when the deadline is near it adds to the stress they normally acquire.

Informant 2: It helps me to do better and help me to go beyond my comfort zone.

It is important when it comes to deal my difficulties and responsibilities in order to become a better student.

I think I improved on how to face my difficulties in my academics without having a mental breakdown.

I think some college students are still struggling and did not improve because they do not let their selves to go beyond their comfort zone.

Informant 3: *For me the pandemic did not improve my skills especially for other students were they depend to much on their classmate.*

They only see the negative side and they are keep ranting and ranting

without doing adjustments.

Informant 4: *It made me a more efficient worker.*

Whenever I need to do numerous requirements, I just scoffed or laugh it out and still finish before the deadline.

For others who are still struggling and has not seen any improvement in their studies, maybe they have yet to find the ways on how to improve themselves. Every individual is unique and what applies to me may not applicable for them, therefore, they only need to persevere and someday, they might just discover it.

Informant 5: *It improves me to study so far mao lang na kay to be honest ang majority ang*

ginaimprove dili sya good idea.

Ginaimprove man gus sa kaning pandemic as a student nuh mas

hawd na ang student magcheat jud promise, murag balik balik ma, mao

jud na akong napansin. For me nagaimprove nku ang self-study ug unsa ang alternatives nku pra dali ra nku masabtan ang lessons, dali ra ma impart ang knowledge sakong sarili.

It improves me to study. During self-study made it for me easy to understand the reading materials.

Honestly, I have observed today's situation of the students is expert in cheating during examination, which is not a good idea.

You really need to participate discussion sa oral. Na akong na realize nagimprove akong sarili kay before face to face classes I'm afraid to share my ideas If my own opinion sa klase especially Pag terror ang teacher kay karun dili na kay dili naman Makita hila imong reaction especially naka off ang camera but somehow nagaimprove akong pagshare sa ideas in that way naay poy classmate na motivate nku. Na

motivate nku sila mohatag pug ug answer. Bisag syempre walay mali ug tama nga answer.

You need to participate in the discussion through oral recitation. I've realized during the traditional classes I'm afraid of sharing ideas. But now we do not afraid to share my ideas even our professor is a kind of terror countenance because our classes are held via zoom especially when I turn off my camera to them.

Because Wlay time management and also ilang pagka laziness.

Instead to give time to study giconsume nila ilahang time sa social media ug Video games.

I think they are still struggling because of their laziness and time management. Instead of active on social media or playing video games, I would use my time to read and more productive.

Informant 6: *It improves to me as a student to manage time. It helps me how utilize learning and participate the class in this pandemic. it improves myself reservation of learning in adapting home learning.*

It improves for me as a student to manage time. It helps me how to utilize learning and participate in the class in this pandemic. It improves my reservation of learning in adapting home learning.

Not only improve myself but also my co-classmate to Learn by doing by itself. We learn by doing on searching and we can access more tools learning materials using library. We do not well if we do not access those tools.

Not only to improve me but also my co-classmate to Learn by doing by itself. We learn by doing on searching in various tools of learning materials using the library.

We improve by doing kind of reporting. I can perform more than actual classes. In this pandemic we accept more by searching and even though we get not enough lesson. It improves by editing my discussion by demonstration and minimize on how to adapt the solution the way they going to use in this type o class.

We improve by doing kind of reporting. I can perform more than in actual classes. In this pandemic, we accept more by searching and even though we get not enough lesson. It helps me improve how to edit my discussion through demonstration coverage.

For me, I think they are struggling with the internet connection. Maybe the possibilities not having improve them because they cannot access the technology and knowledge enough during the classes.

3.3. What are your learnings?

Informant 1: Well I can't say that I

do fully learned or appreciate my learnings but I learn a lot about the teaching strategy. The topics I learned are cooperative learning, and aquaculture.

For example in aquaculture, sooner or later I will be able to have my own pond or maybe I will teach about it so I think that time I'm would be able to apply my learnings that time.

I search the information to the internet.

If this is not blended learning I think I will be able to acquire more learnings compared to what I have learned on this blended learning during this covid 19 pandemic.

Informant 2: I've learned that you will never know what will happen in the future so it is important to learn on how to accept and adopt new environments

I can apply it when something will happen and I'm not used to it.

For me, asking advises to people who are used to it will help me to comprehend things easily.

I think my learnings would be more on how to participate better on a face to face class and not on adopting and overcoming new situations like the blended learning.

Informant 3: *I learned in this pandemic is don't wait weekly to the toxic situation. Always encourage yourself to fight the challenges and help one another because this is not the time for competition.*

(I learned not to wait for the worst and encourage yourself to fight the challenges. Also, help the other individual because it is not the time for competition)

Apply critical thinking and don't be rash to make decision.

By analyzing and understanding the situation

If this is not blended learning I think

my skills will be enhance further for it is an actual class and due to my learning style were I need to have a hands on experience to learn. Nothing can beat the face to face discussion.

Informant 4: *Proper time management is another recipe of success along with resiliency.*

Whenever I am faced with too many tasks, I can allot specific schedules into doing them. By doing so, I can immerse myself in one task at a time.

If it was face to face learning, my learnings may concern improving someone's confidence and self-esteem. Growing up, I really struggled with having low confidence on myself and I know many are suffering from the same thing, too.

Informant 5: *naa koy na learn gamay lang jud sya specially sa about sa kuan time management ug mahimong independence.*

These are the following I learned a lot on how manage my time and to

be independent.

Na apply naku sya everytime ... Naa koy example, karun kay taong bahay man ko ug nagapangitag trabaho man so I really need resourceful sa pagagamit nku sya pagpangitag online job pero wala ko resources I know this is part of challenges.

I strive to apply my learnings every single day. For example, I don't have a work for now. I really need to be resourceful to earn incomes and more productive.

For me, In my own opinion about to comprehend and gather to topic given by the professor. "Syempre we have low internet connection especially sa math during classes dili nimo masabtan pag-ayo."

Especialy karun sa interview nimo sa akoa syempre choppy ko putol putol ang tingog. Siguro kuan magbasa lang jud. Balik balikon ug basa ang gihatag nga reading

materials kay dili nimo masabatan dayon. balikon jud nimog basa para kana nga topic ma comprehend nimo siya. Naa usahay sa pagbasa nimo wala ka mag expect ay nakasabot na deay ko sa kinin a topic. Its easy for to create an answer if there is activity ihatag sa professor.

For me, based on my opinion about comprehending and gathering topics given by our professor is to read it multiple times for you to understand the topics. Even though we have a concern during the class hour especially, the internet connection is too bad, and it's hard for you to understand and comprehend when my professor explains the topic because the discussion is not smooth that's why I read it multiple times.

Kuan daghan deay kog learnings.

Much prefer jud nku ang face to face kay sometimes katugon ko

maminaw. Specially sa teacher namo kanang dari ra makuha ang attention namo paglisod ang topic tapos makuha kog daghang learnings. Unlike last sem. Grabing major namo stretchable me lisod lisod ang topic grabi kalisod nku ang topic. Nagpatabang nalang ko sa akong igsuon kanang maghatag syag example sa akoa para lang makasabot sa topic namo. Pero kaluy-an nakasabot raman kadugayan balik balik ug pangita sa google.

The much preferred for me is to have a face to face classes because you can focus to learn when the professor gives an exciting problem to awaken your attention.

Informant 6: *My learning for this type of blended learning does not pressure a lot and accept the situation. Be patient when the internet connection is too bad during*

classes and how to deal problems with the solution to face in the class subject.

((My learnings during this blended learning are to not be pressured, have acceptance to the situation, and be patience when having problem on the internet connection.

If we go back to our old classes more improvement are waiting for us. However, we expect this situation because we can see the different between the blended learning through in face to face classes that actually do during normal days. During the face to face classes all the tools and materials we can accommodate and utilize in the school library to enhance our academic competence. So, the atmosphere of every classes has a quality time because we are surrounded by our circle of friends. While, the difficulty of blended learning during synchronous or online classes is about to experience the inappropriate noises which are the hindrance of receiving information from the teacher and the internet connection. All I can say the

*face to face classes is better than
the new normal classes.*

APPENDIX

C

March 1, 2021

Dr. AMELIE L. CHICO, DM, FRIM
Research Coordinator
UM Panabo College
Panabo City

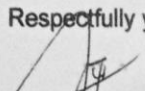
Dear Ma'am:

The undersigned are the 3rd year BEED students, who are currently working on their thesis entitled *"Blended Learning: The Experience of Students at Tertiary Level Amidst to Covid-19"*.

In connection with this, we are highly appreciate your efforts in validating the questionnaire and as you share your expertise with us of how we can improve our survey with quality.

Thank you for your valuable cooperation and contribution to this request.


Respectfully yours,


Harold D. Lagrimas


Vergel Jay C. Emata


Ammon Mark R. Aquino

Noted by:


MARIECELA A. LAUREL Ed.D
Research Adviser
March 1, 2021

DR. JEANILYN E. TACADENA
Program Head - BEED
UM Panabo College
Panabo City

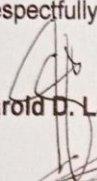
Dear Ma'am:

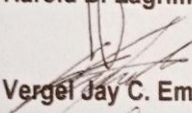
The undersigned are the 3rd year BEED students, who are currently working on their thesis entitled "*Blended Learning: The Experience of Students at Tertiary Level Amidst to Covid-19*".


In connection with this, we are highly appreciate your efforts in validating the questionnaire and as you share your expertise with us of how we can improve our survey with quality.

Thank you for your valuable cooperation and contribution to this request.


Respectfully yours,


Harold D. Lagrimas


Vergel Jay C. Emata


Ammon Mark R. Aquino

Noted by:


MARIESEL A. LAUREL Ed.D
Research Adviser

APPENDIX

D

March 1, 2021

DR. CELSO L. TAGADIAD
School Director
UM Panabo College
Panabo City

Dear Sir:

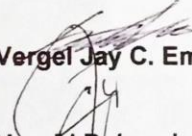
We, Vergel Jay C. Emata, Harold D. Lagrimas, Ammon Mark R. Aquino, BEED Generalist Students of UM Panabo College who are currently conduct a research study entitled "**Blended Learning: The Experience of Students at Tertiary Level Amidst to Covid19**" as one of the final requirements of the course.

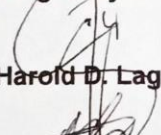
Anent to this, we are humbly seeking for your permission to allow us to conduct our study at UM Panabo College.

Looking forward for your affirmative response on this request.

Thank you and God bless.


Respectfully yours,


Vergel Jay C. Emata


Harold D. Lagrimas


Ammon Mark R. Aquino

Noted by:


MARIESEL LAUREL Ed.D
Research Adviser

APPENDIX

E



RESEARCH AND PUBLICATION CENTER

[] Main [] Branch _____

VALIDATION SHEET FOR INTERVIEW GUIDE

Title of Research: Blended Learning: The Experience of Students at Tertiary Level Amidst to Covid 19

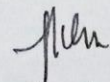
Proponents : Harold D. Lagrimas, Vergel Jay C. Enata, Ammon Mark R. Aquino

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Rating: Number of Yes marks

[] 10 Very Good [] 6-7 Fair (maybe upgraded if revised)
[x] 8-9 Good [] 0-5 For Revalidation

ITEMS	YES	NO
Ethics		
1. Introduction (Purpose, confidentiality, duration, way of conduct) closing component (for additional comments) are provided.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Informed consent is included.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Artistry		
3. Script is included/built-in, so interviewer can introduce, guide and conclude the interview in a consistent manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rigor		
5. Questions are open-ended to encourage in-depth responses; avoiding close-ended questions which are answerable by "yes" or "no".	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Questions are stated in the affirmative.	<input type="checkbox"/>	<input type="checkbox"/>
7. Probe questions are provided.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Questions are logically ordered asking the highest priority questions, first opinion questions follow information questions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Questions are stated in clear and simple terms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded), for every research question, except for special cases.	<input checked="" type="checkbox"/>	<input type="checkbox"/>


M. Amelie L. Chui

Signature Above Printed Name



RESEARCH AND PUBLICATION CENTER

Main Branch Butuan

VALIDATION SHEET FOR INTERVIEW GUIDE

Title of Research: Blended Learning: The Experience of Students at Tertiary Level Amidst to Covid 19

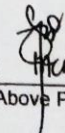
Proponents: Harold V. Lagrimas, Vergel Jay C. Emata, Ammon Mark R. Aquino

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Rating: Number of Yes marks

- 10 Very Good 6-7 Fair (maybe upgraded if revised)
 8-9 Good 0-5 For Revalidation

ITEMS	YES	NO
Ethics		
1. Introduction (Purpose, confidentiality, duration, way of conduct) closing component (for additional comments) are provided.	/	
2. Informed consent is included.	/	
Artistry		
3. Script is included/built-in, so interviewer can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.	/	
Rigor		
5. Questions are open-ended to encourage in-depth responses; avoiding close-ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority questions, first opinion questions follow information questions.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded), for every research question, except for special cases.	/	


JENNILYN TACMON, PhD
Signature Above Printed Name

APPENDIX

F

CURRICULUM VITAE

HAROLD D. LAGRIMAS

Purok 4, Sitio San Miguel, Katipunan, Panabo City

Cell Number: 09616187891

Email Address: lagrimasdemegillo@gmail.com



PERSONAL PROFILE

Age : 24 years old
Birthday : May 24, 1997
Sex : Male
Citizenship : Filipino
Civil Status : Single
Religion : The Church of Jesus Christ of Latter Day Saints

EDUCATIONAL BACKGROUND

Tertiary : University of Mindanao Panabo College
Bachelor of Elementary Education | SY 2020-2021

Secondary : Panabo National High School
New Site, Brgy. Gredu, Panabo City | SY 2013-2014

Elementary : Panabo Central Elementary School
San Francisco, Panabo City | SY 2009-2010

AFFILIATIONS

Full-time Missionary | Philippine Cebu East Mission (2016-2018)
The Church of Jesus Christ of Latter Day Saints

Youth Sunday School Teacher & Family History Consultant
LDS Panabo Branch, Panabo Philippines District

WORK EXPERIENCE

Office Clerk

LDS Panabo Branch – Unit | 2018 – Present

Teacher Aide

San Francisco Elementary School | 2015 - 2016

Sales Vendor

Panabo Market | Jan. – May 2016

TRAINING AND SEMINAR ATTENDED

Self-Reliant

The Church of Jesus Christ of Latter Day Saints | May 14, 2018

VERGEL JAY C. EMATA

Purok 3, Barangay Quezon, Cabili, Panabo City

Cell Number: 09065057315

Email Address: ematavergel@gmail.com



PERSONAL PROFILE

Age : 21 years old
Birthday : July 15, 1999
Sex : Male
Citizenship : Filipino
Civil Status : Single
Religion : Roman Catholic

EDUCATIONAL BACKGROUND

Tertiary University of Mindanao Panabo College
Bachelor of Elementary Education | 2018-Present

Secondary Panabo National High School (Junior High & Senior High)
New Site, Brgy. Gredu, Panabo City | 2012-2018

Elementary Panabo Central Elementary School
San Francisco, Panabo City | 2012

AFFILIATIONS

Eagle Scout | Boy Scout of the Philippines, Davao Del Norte Council
Responder | Emergency service corps, Davao City Council

TRAINING AND SEMINAR ATTENDED

Emergency service training course | Davao City Council

AMMON MARK R. AQUINO

Purok Liberty, Quirino ST, New Pandan, Panabo City

Cell Number: 09956448716

Email Address: ammonmark12@gmail.com



PERSONAL PROFILE

Age : 26 years old
Birthday : September 20, 1995
Sex : Male
Citizenship : Filipino
Civil Status : Single
Religion : The Church of Jesus Christ of Latter Day Saints

EDUCATIONAL BACKGROUND

Tertiary University of Mindanao Panabo College
Bachelor of Elementary Education | SY 2020-2021

Secondary Panabo National High School
New Site, Brgy. Gredu, Panabo City | SY 2011-2012

Elementary San Francisco Elementary School
San Francisco, Panabo City | SY 2007-2008

AFFILIATIONS

Full-time Missionary | Philippine Bacolod Mission (2015-2016)
The Church of Jesus Christ of Latter Day Saints

Family History Consultant
LDS Panabo Branch, Panabo Philippines District

WORK EXPERIENCE

Assistant Office Clerk

LDS Panabo Branch – Unit | 2021 – Present

TRAINING AND SEMINAR ATTENDED

Self-Reliant

The Church of Jesus Christ of Latter Day Saints | May 22, 2021

