



A Multidisciplinary Journal of the Universidad de Manila



NILAD

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Foreword

With great pride, delight, and excitement, the maiden issue of the NILAD Journal is officially released and published. This is a corpus of the best research works of our scientific community. One of the most eagerly anticipated important transformation milestones in UDM history is the launch of this research journal. This is a huge accomplishment that deserves to be celebrated.

Keep in mind as we turn the pages that it symbolizes the innovative collective work of our UDM community, with whom we are fortunate to collaborate. As a labor of love, we want the first issue to be one-of-a-kind, unusual, and up to par with industry standards. Its academic uniqueness is defined by its quality, dynamism, and breadth of disciplines.

The NILAD will be a prominent journal that will showcase the scholarly work of the UDM research community, which will include all areas of academic investigation across disciplines, service-learning, and community interactions. Bridging the gap between information and action will be critical in data usage and translation through mass dissemination. The NILAD Journal will also serve as a vehicle to open conversations on research engagements and project collaborations. Knowledge sharing is at the forefront of strengthening scholarly communication. I hope that this first issue will set the bar for showcasing UDM's ingenuity and innovation related to academic sustainability and improving people's lives and society in general.

Our felicitations are extended to the University Administration, whose commitment to excellence underlies the fruition of this project, President Ma. Felma Carlos-Tria and Vice President for Academic Affairs, Dr. Ronald A. Herrera. Special gratitude is accorded to, then, President Ma. Lourdes N. Tiquia for her vision, which remained the force behind this publication. I would be remiss not to thank the URISE team for their exceptional commitment and drive to embark on this project. The remarkable leadership of Dr. Racidon P Bernarte, the Publication Chair, and the arduous tasks and long-haul days devoted by the NILAD Managing Editor, Dr. Silvia C. Ambag is exceedingly commendable. The contributions of the Editorial Board, Editorial Committee, and Staff are greatly acknowledged for this exemplary pursuit.

'Call for Papers' will run from April to June 2022, and eligible pieces will be published in the next issue, which will be available on the UDM-URISE website and promoted through social media.

The Reviewer Program will begin in the coming semester, with participants working with expert reviewers to master the standards of the manuscript review process. Research Ethics Training Courses will also be available to guarantee that research is conducted responsibly and protected subjects. On this note, everyone is encouraged to stay up to date on the URISE Information Loop.

URISE is committed to establishing NILAD, a premier research journal among local universities. It is a bold and ambitious dream, but we can make this happen by heeding to the URISE CALL...Undertake Research and Innovation, observing Scientific Integrity and Ethics through Collaboration, Action, Leveraged capacity-building and publication, and Leadership.

SHERYL H. RAMIREZ, Ph.D.

Director

University Research, Innovation and Social Engagement Center

MESSAGE of the UNIVERSITY PRESIDENT

With profound pleasure, humility, and anticipation, we celebrate the launch of the NILAD Journal, the official research journal of the Universidad De Manila (UDM), with this inaugural issue. On behalf of the UDM officials, faculty, personnel, and students, I would like to extend a very warm welcome to the readership of NILAD Journal. I take this opportunity to thank our authors, editors, and anonymous reviewers, all of whom have volunteered to contribute to the Journal's success. As a peer-reviewed and multidisciplinary Journal, NILAD is concerned with developing and producing new knowledge and innovations throughout Arts and Sciences, Business and Management, Criminal Justice, Education, Engineering and Technology, Health Sciences, and Law. Furthermore, the Journal considers new insights and innovations that would help enhance, advance, and progress the disciplines and research grounded in a local context but have global resonance. The Journal is open to various perspectives, disciplines, strategies, and philosophies. The Journal encourages a range of techniques for empirical research (qualitative, quantitative, and mixed methodologies), as well as high-quality systematic reviews and meta-analyses.

We welcome contributions that can demonstrate near-term practical usefulness, particularly contributions that take a multidisciplinary/convergent approach because many real-world problems are complex.

NILAD Journal provides an ideal forum for the exchange of information on all of the above topics and more, in various formats: full length and letter length research papers, survey papers, work-in-progress reports on promising developments, case studies / best practice articles written by industry experts, and tutorials on up-and-coming technological breakthroughs. The Journal's editorial board is strongly convinced this initiative will provide science-driven, peer-reviewed articles conforming to the strict international processes and editorial standards expected by the scientific community.

I am inviting everyone to submit their exciting research to NILAD Journal. All papers receiving a high degree of enthusiasm in the peer-review process will find a home in NILAD Journal. Therefore, we are committed to publishing all discoveries, methods, resources, and reviews that significantly advance multidisciplinary fields.

Once again, I congratulate the men and women behind the publication of NILAD Journal. With your support as authors, reviewers, and editors, I see very bright prospects for NILAD to serve science and the scientific community even better in the future. Ultimately, we will improve more lives and, consequently, our communities.

MA. FELMA CARLOS-TRIA, ED.

President

Universidad De Manila

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About the NILAD Journal

NILAD is the Universidad De Manila interdisciplinary, peer-reviewed publication. It is concerned with developing and producing new knowledge and innovations throughout Arts and Sciences, Business and Management, Criminal Justice, Education, Engineering and Technology, Health Sciences, and Law. Furthermore, the Journal considers new insights and innovations that would help enhance, advance, and progress the disciplines and research grounded in a local context but have global resonance.

NILAD is open to various perspectives, disciplines, strategies, and philosophies. The Journal encourages a range of techniques for empirical research (qualitative, quantitative, and mixed methodologies), as well as high-quality systematic reviews and meta-analyses.

Aims and Scope

NILAD publishes original research articles, systematic reviews, policy briefs, and meta-analyses in the following areas:

- Arts and Sciences
- Business and Management
- Criminal Justice
- Education
- Engineering and Technology
- Health Sciences
- Law
- Public Administration

Open Governance and the City of Manila

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ABSTRACT

As some would like to put it, the government is with us from birth to death. The birth and death certificates alone demonstrate that it is impossible to circumvent government processes and procedures. When a person reaches the age of majority, he or she is more likely to interact with the government. The reality is that the government's role and influence in our daily lives are pervasive. We are confronted with the government when we wake up, go to work, or even as students, go home and go about our daily routines. The government manages the community we live in, from the basics of sewerage, trash, and peace and order to traffic, public utility vehicles, roads and bridges, tolls, parking, water, electricity, salary, commodity prices, direct and indirect taxes, and so on. However, the government is synonymous with inconvenience, long lines, poor service, voluminous paperwork, individuals who appear dissatisfied with their jobs. The ready takeaway is that it is better not to deal with the government. Individual experience has never been good because common sense is often a rarity in government. This paper considers the issues of transparency and accountability in the operation of public institutions and the role of opening the bureaucracy to increase citizens' trust in the governing process and leadership. The case of the City of Manila will be examined in terms of open governance and how it has gained traction with the City's stakeholders. Transparency is required for an institution to be accountable, and vice versa.

Keywords: City of Manila, Community, Government, Open Governance, Public Administration

Introduction

Over time and across political boundaries, citizen trust in public institutions has eroded. Gerald Caiden discussed maladministration as early as 1991, saying that it was difficult to define, but that “most people could describe it by examples (illegality, corruption, ineptitude, neglect, perversity, turpitude, arbitrariness, undue delay, discourtesy, unfairness, bias, ignorance, incompetence, unnecessary secrecy, misconduct, and high handedness)” (p.488). Bureaucratization has been blamed for maladministration, which has resulted in what are known as bureau pathologies, or the “systemic shortcomings of organizations that cause individuals within them to commit malpractices” (Caiden 1991:490).

Government transparency and accountability are becoming increasingly important as public administration evolves. Governments must listen to build trust and boost economic growth, which is the best indicator of taxpayer support. Residents are willing to pay taxes if they see that public services are delivered on time and in a reliable manner where every peso counts. Taxpayers directly feel the effects of government when they receive better service. Thus, building trust would imply not limiting oneself to the traditional principles of public administration such as the 3Es or efficiency, effectiveness, and economy, but also taking into account other relevant principles such as equity, ethics, and accountability (Brillantes and Lorenzo, 2020:2)

According to Ingrams (2016), transparency is the principle and practice that allows both insiders and outsiders to obtain accurate information about organizational activities. Transparency is the accurate

mode of assessing the openness, accessibility, and value of government at the international level, and it monitors the internal workings or performance of an organization that has an impact on the social, political, and economic realities of the community (Heemsbergen, 2016; Gabriel, 2017). Making data public for better oversight in the operations of public institutions, particularly in the allocation and use of public funds, is part of transparency and accountability. Why should we make government more accessible?

There are two major reasons for opening up government: the “positive impact it will have on citizens (including increased awareness of what the government does, understanding of how their taxes are spent, and improved civic engagement), and the benefits that governments can realize (including increased civic trust in government, greater efficiency, and improved delivery of services or system functionality) (OpenDataSoft, 2017)

The OECD defines open government as “a culture of governance based on innovative and sustainable public policies and practices inspired by the principles of transparency, accountability, and participation that fosters democracy and inclusive growth” (OECD, 2016). The eight principles should guide open government initiatives: First and foremost, all publicly available data should be made available. “Public” data is information that is not subject to valid privacy, security, or privilege restrictions; second, data is collected at its source and is not modified or aggregated; Third, data is made available promptly in order for it to be valuable and useful. Fourth, data is made available to as many users as possible for a wide range of purposes. Fifth, data is structured so that a machine can process it; Sixth, data is accessible to anyone and does not require registration. Seventh, data is available in a non-proprietary format, implying that no one has complete control over it. Finally, no copyright, patent, trademark, or trade secret laws apply to data. Reasonable restrictions on privacy, security, and privilege, on the other hand, are acceptable.”

OpenGovData.org suggests seven additional principles: data should be free, and it should be available online; data should be made available at a stable internet location for an indefinite period of time, and it should remain in a stable data format for as long as possible; data should be trustworthy. To that end, it should be digitally signed or include an attestation of the publication/creation date, its authenticity, and its integrity; there must be a presumption of openness. Therefore, the government must be proactive about making information public and available. The government must provide users with enough information to determine whether the information is accurate and current. Data must be safe to open, with no executable content that can spread worms, viruses, or malware. The government implements suggestions from the public on how to disseminate information to increase public participation in the process.

Clearly, in an open government initiative, there should be a designated compliance officer whose role is to subject the open process to review and respond to people attempting to access and use the data. If the government violates the protocols, the designated person must be available to receive complaints, and an administrative or judicial court must have the authority to review whether the government has applied these principles appropriately.

Literature Review

Nicholas Henry (2018) presented three (3) paradigms of public administration, organizational threads, and open governance foundations. The first of these paradigms is known as the Politics/Administration Dichotomy (1900-1926), which defined two distinct functions of government (Goodnow): “politics has to do with policies and expressions of the state will,” while “administration has to do with the execution of those policies.” From 1927 to 1937, Gulick and Urwick’s POSDCORB (planning, organizing, staffing, directing, coordinating, reporting, and budgeting) principles were formed. The third was public administration as management in which institutional, interest, and access were modified. The institutional of the public involves acts on behalf of everyone and an institution that acts solely on its behalf (private).

In contrast, public interest benefits everyone it governs, and public access is the degree of openness to the public found in an organization's activities, space, information, and resources. From 1990 to the present, the emphasis has shifted from the government (control over citizens and delivery of public goods by state institutions) to governance (configurations of laws, policies, and organizations that control citizens and deliver public benefits). The term "government" refers to an institution, and "governance" refers to a networked institution.

Henry (2018) also distinguished organizational threads as a closed-model organization (CMO) versus an open-model organization (OMO), where the former is associated with tall, many-layered hierarchy, inflexible bureaucracy, and rigid routines. In contrast, the latter is associated with flat hierarchy, flexible responses, and minimal, if any, routines.

The roots of Open Governance can be traced back to Gulick's POSDCORB in 1937; "Classic" Public Administration (PA) where governance principles (transparency, accountability, participation, and the rule of law) as enunciated by the World Bank, UNDP, and ADB; The UNESCAP reconfigured and placed governance principles within the context of the SDGs in 2018 into three basic clusters (Effectiveness, Accountability, and Inclusiveness), with each cluster having its own set of principles and "New" PA that values citizen participation. The principles of transparency, integrity, accountability and stakeholder participation underpin open open government strategies and initiatives.

In 2007, 30 open government advocates gathered in Sebastopol, California, to develop a set of open government principles. A set of eight open-government data principles heralded the beginning of a new era of democratic innovation and economic opportunity. Initially, the goal was to "find ways to express values on how the government could make its data available in a way that allows a broader range of people to help make the government function better" (Lessig, 2007). The drivers at the time were greater transparency in what the government was doing and more opportunities for people to use government data to generate insights or other great business models. The eight simple principles that were agreed upon at the time were that "data should be complete, primary, timely, accessible, machine-processable, nondiscriminatory, nonproprietary, and license-free."

Figure 1, Millard (2016) depicts an open governance framework that depicts the role, relevance, and linkage of data, process, and service, where transparency, collaboration, and participation ensure stakeholder synergy. Given that government cannot solve societal problems on its own, it must collaborate openly, transparently, and use ICT to participate, both within and across the public sector and with all legitimate external actors. Greater understanding is required of how shared services (across government and with non-government actors) can be developed and rolled out through co-creation to improve take-up, personalization, and impact. Privacy and security concerns must also be addressed.

Figure 1. The framework of Open Governance

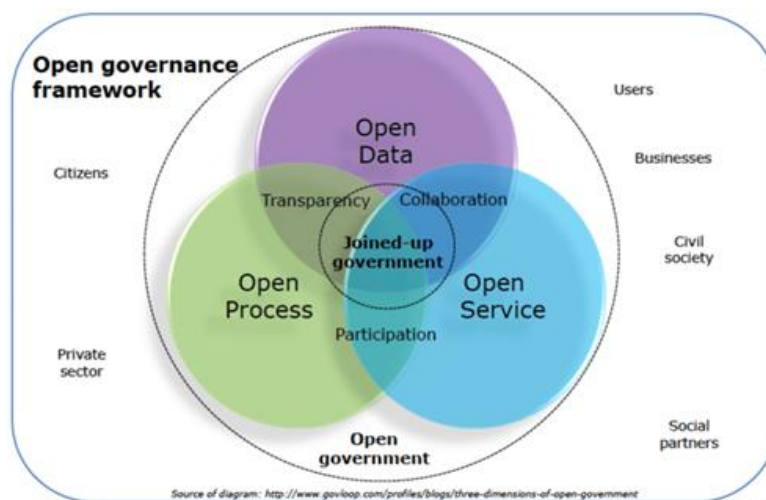
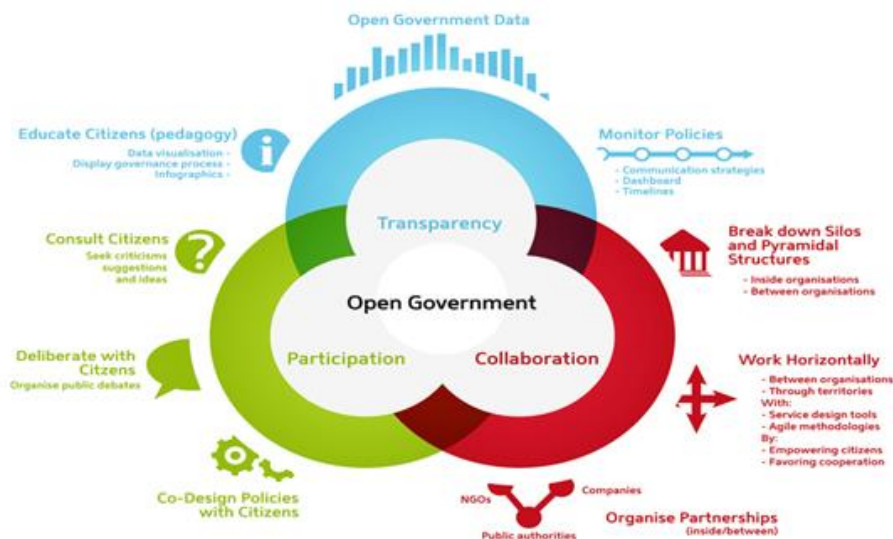


Figure 2 depicts an Open Governance Partnership model that emphasizes transparency, participation, and collaboration. Using new technologies to strengthen governance has resulted in a shift in the focus of open government away from political activities and toward information and citizen-centric services. It should be noted that not all open data initiatives are even remotely comparable to open government initiatives. A government can make its data public as it sees fit, and open data does not always imply transparency, nor does it always encourage citizen participation. Open data (and open governance) cannot have the desired impact unless there is a concept of accountability (Hardwick, Akram, and Markantonakis, 2018).

Figure 2. Open Governance Diagram by Armel Le Coz and Cyril Lage
(under creative commons attribution terms)



Methodology

Using quantitative content analysis, we compare the methodological practices of governance articles to similar governance articles published in a larger pool of different journals. Similar to previous work (Crook, Shook, Morris, & Madden, 2010), and examine multiple aspects of the methodology used by studies, such as the geographic scope of the sample, basic design characteristics, the analytical tools used, aspects relating to the validity and generalizability of surveys, the presentation of empirical results, and the sophistication of the empirical model employed

Results and Discussions

Profile of the City

The City of Manila serves as the country's capital. Manila, a highly urbanized city, is the world's most densely populated City as of 2019. The 2015 census was home to 1,780,148 people, with a land area of 38.55 square kilometers and a population density of 46,178 people per square kilometers. As a result, Manila is the world's most densely populated City.

Manila was the country's first chartered City on July 31, 1901, under the Philippine Commission Act 183, and gained autonomy on June 18, 1949, with the passage of Republic Act No. 409, or the "Revised Charter of the City of Manila." The City has the most districts and barangays in the country, with six (6)

districts and 897 barangays. Tondo, San Andres, Sampaloc, and Binondo are densely populated with informal settlers. The districts' profiles are as follows:

District 1 (population: 415,906) comprises 136 barangays and covers the western part of Tondo. It is the most populous Congressional District and was previously known as Tondo I. The district is home to one of the most populous urban poor communities. Smokey Mountain on Balut Island was once known as the world's largest landfill, housing thousands of impoverished people in slums. Following the landfill's closure in 1995, mid-rise housing buildings were constructed in its place. This district also houses the Manila North Harbor Centre, the Manila North Harbor, and the Port of Manila's Manila International Container Terminal.

District II (population: 215,457) encompasses the eastern part of Tondo and includes 122 barangays. Tondo II is another name for it. It includes Gagalangin, a prominent Tondo neighborhood, and Divisoria, a popular shopping district in the Philippines and the location of the Philippine National Railways' Main Termina Station.

District III (population 221,780 in 2015) encompasses Binondo, Quiapo, San Nicolas, and Santa Cruz. It comprises 123 barangays and includes the City's so-called "Downtown Manila," or the City's historic business district, as well as the world's oldest Chinatown.

District IV (population: 265,046) includes Sampaloc and portions of Santa Mesa. It has 192 barangays and numerous colleges and universities, all located along the City's University Belt, which serves as a de facto sub-district.

District V (population 366,714 in 2015) includes Ermita, Malate, Port Area, Intramuros, San Andres Bukid, and Paco. It consists of 184 barangays. The historic Walled City, Manila Cathedral, and San Agustin Church are located here, a UNESCO World Heritage Site.

Pandacan, San Miguel, Santa Ana, Santa Mesa, and Paco are all included in District VI (population: 295,245). It has 139 barangays. The Santa Ana neighborhood is well-known for its 18th-century Santa Ana Church and historic ancestral homes.

Table 1. 2015 Population in Manila District

District	Population
District 1	415,906
District II	215,457
District III	221,780
District IV	265,046
District V	366,714
District VI	295,245

According to the 2019 COA Annual Audit Report, Manila's total revenue was \$16.534 billion. It has one of the highest tax collections and internal revenue allotments of any city. The total tax revenue collected by the City for the 2019 fiscal year was \$8.4 billion. The total Internal Revenue Allotment (IRA) from the National Treasury for the City is \$2.94 billion. Meanwhile, its total assets in 2019 are \$63.4 billion. The City of Manila has the highest healthcare budget allocation of any city or municipality in the Philippines, supporting six district hospitals, 59 health centers, a lying-in clinic, and healthcare programs.

Thirty-seven years ago, a 10-year-old boy from Allen, Northern Samar, had to go through garbage and work for extra money to help his mother, a laundrywoman. He worked as a scavenger, selling scraps, and as a sidecar driver in his spare time. Who would have guessed that the only child of a stevedore at North Harbor (from Antique) and a laundrywoman would one day be in charge of the City he was raised in? "Hindi ko sukat akalain na pala nang isang basurero, isang sidecar boy, ay pwedeng maging alcalde ng lungsod ng Maynila na kapitolyo ng bansa," he would often say.

Domagoso was born and raised in the Tondo slums along Mabuhay Street near Manila's coast. His ambition was to become a sailor, as most of their neighbors were OFWs. They were either domestic helpers in Hong Kong or sailors, and he saw how their neighbors' lives improved by leaving the country. Both parents came to Manila searching for greener pastures, only to become part of the City's informal settlers. He knew poverty, having grown up in squalor with the Smokey Mountain as a constant reminder of how poor they were. "May mga araw wala kang makakain," he says. So I don't have a choice because I'm afraid of the tira ng tao na nasa basurahan."

Domagoso completed his primary education at Rosario Almaurio and secondary education at Tondo High School. He was already a councilor when he entered college at the International Academy of Management and Economics and completed his Bachelor of Science in Business Administration degree, completing it only by February 2003 at 29 years old. He was discovered by a talent manager in 1993 while attending a wake and was there for the food. His foray into film and television provided him with the financial means to better his life. With the popularity that came with it, he decided to run in 1998 and ended up as the number one councilor; however, even though he finished first, he was not allowed to sit as presiding officer when the vice mayor was not present and was treated as an outcast because he was only a high school graduate. He felt compelled to serve because he wanted to give back to the City where he was born.

From 1998 to 2007, he served as a councilor for the full nine-year term. From 2007 to 2016, he served as Vice Mayor. In 2013, he formed a partnership with President Erap Estrada, understanding that Estrada would only serve as mayor for one term, giving way to Domagoso by 2016. The gentleman's agreement fell through, and Domagoso settled for the Senate, where he lost and finished 16th overall. He would have been elected if he had used the name Isko Moreno, but he insisted on using Domagoso to honor his late father.

During his tenure as vice mayor, he took crash courses in Local Legislation and Local Finance at UP-NCPAG and two years of law at Arellano but had to discontinue due to the demands of his office. Domagoso participated in the US State Department's International Visitors Leadership Program for Mayors and Local Governments in 2011. In 2012, he attended a short executive program on crisis management at the Harvard Kennedy School of Government on scholarship. In 2014, he returned and enrolled in the Emerging Leaders Executive Program. By 2015, he had received a scholarship from Oxford University's Said Business School and was enrolled in its Strategic Leadership Program.

Domagoso would say of his victory over big national names like former mayor and Senator Alfredo Lim and former mayor, Senator, and President Erap Estrada, "Maybe nakita ng tao na nagtiyaga ako." Ang tao na nagpursige ako nakita ng tao na nagpursige ako nakita ng ta Sure, naghanda ako na nakita nila. Second, perhaps there is so much deterioration in Manila. We framed our campaign so that I was a viable alternative to the two candidates who had previously served the city. What they did during their terms has resulted in Manila's current location. So, perhaps he is napagod. That was my assumption. It pays to be patient. Patience pays off. It is beneficial to plan ahead of time. Because, in the end, it's really up to the people to decide."

Domagoso is the City's youngest-ever councilman, having been elected at the age of 23; the youngest-ever vice mayor, at the age of 32; and the youngest-ever mayor, at the age of 44.

From elections to Governance

On June 30, 2019, the newly elected mayor became the City's youngest mayor in history by signing Executive Order (EO) No. 1. The EO mandated the adoption of an open governance policy in the City to uphold the public's right to know and access documents and proceedings of the government on matters of public concern in order to foster openness, transparency, and accountability.

The EO was also adopted to broaden the avenues for citizens to express their concerns and grievances about official acts by encouraging "deeper political involvement of the public in governance and introducing to governance strategies the use of "technology and modern communication tools to allow citizens to provide real-time feedback and inputs in the formulation of policies that affect their welfare."

Domagoso directed all city government issuances to be published on the City's official media platforms within 24 hours of issuance or approval under Executive Order No. 1 (2019). Executive orders, appointments, ordinances, and project and activity approval are examples of issuances. "All procurement and bidding activities, contract signings, and official City Officers meetings shall be streamed live online via Facebook and other social media platforms." He also directed that each city government department appoint a social media officer to set up accounts on Facebook and Twitter. They will regularly announce and provide updates on their programs, projects, and activities. Domagoso also directed new city leaders to use social media to solicit public feedback and adopt "new ways of thinking" when implementing policies, programs, and projects. A Manila City Public Information Office (MPIO) was established, and a person was designated as the policy's lead officer in charge of ensuring its implementation. It will be recalled when candidate Domagoso ran for the position of mayor in the City of Manila. He used social media to reach his targets apart from the traditional dawn to dusk, door-to-door campaigning. Table 1 shows the various accounts maintained in the social media platforms Facebook (FB) and Twitter (TW) during the elections and in his first 18 months in office. Of note is the increase across platforms, whether retained or suspended (a decision he personally made since these were campaign-related social media assets).

Decisions are made in consultation with the people through Social Media platforms (signaling and framing), public signing of ordinances and executive orders (priming), and explanation of the decision under the Domagoso administration (positioning). Communication strategies include signaling, framing, priming, and positioning. The mayor has decided to remove the filter in communication, avoiding the so-called mainstream media (MSM) to communicate directly with multiple stakeholders across multiple sectors. As a result, the Friday Capital Report became his way of informing his constituents on what happened in the previous week or doing special coverage if he wants to directly get a sense of where his constituents are on a given issue. The Capital Report is an unfiltered agenda setting, message framing, and priming tool. Table 2 compares reporting frequencies in 2019 to those in 2020, owing primarily to COVID-19 and the need to pursue risk communications.

Table 2. Domagoso's Social Media Platform from Campaign to Governance

Social Media Account	Platform	Status (Retained & converted as Governance platform)	Followers on E-Day (May 13, 2019)	Present Followers	Total post from June 30, 2019 to present (December 5, 2020)
Isko Moreno Domagoso	Facebook	Retained	540K	3.11M	4,500
Isko Moreno Domagoso	Twitter	Retained	450K	865K	281
Batang Maynila Movement	Facebook	Retained	11K	23K	625
Batang Maynila Movement	Twitter	Suspended	-	-	-
Si Isko Ang Mayor Ko	Facebook	Occasionally	10K	15.6K	34
Si Isko Ang Honey Ko	Facebook	Occasionally	6.2K	8.1K	9
Asenso Manileño	Facebook	Occasionally	7.5K	8.3K	111
SK Asenso	Facebook	Occasionally	3.5K	3.8K	93

Source: Ubermetrics, Proprietary Information of PUBLICUS Asia Inc.

Domagoso's new approach, growth mindset, and millennial skills have drawn Manilenos after 18 months in office. The image that needed to be conveyed was bathing the City. Markets and key locations are also cleaned regularly. Constituents see the mayor and vice mayor working together as a team, and they are seen moving around the City almost every day. The City Council has also backed the mayor in passing the ordinances required to restore the City to its former glory and provide residents with the services they require.

Domagoso has instilled pride in every Manilenyo, resulting in increased community support and collaboration, particularly during the pandemic. Apart from pride, the notion that the City has government has become a reality, with every project launched, from rebuilding heritage sites to the basics of having estero cleaners, clearing creeks and canals to reduce flooding, lighting streets, and placing cat's eyes on roads, and opening more parks and public pools for residents. The effort addresses the anarchy that Manila is known for by establishing a sense of government. Bathing the City removes the stigma that it is a ghetto and thus dirty and decaying, which most people perceive Manila.

Domagoso's desire to change the City stemmed from the fact that, 18 years ago, Manila, as the capital, was a place to be proud of. After 18 years, Makati, Quezon City, Marikina, Pasig, and Taguig have surpassed Manila in expansion and growth.

Table 3. Capital Report (Proprietary Information of PUBLiCUS Asia Inc.)



2019	2020
• August 23 & 30 (2) • September 06, 13, & 20 (3) • September 27 (1) • October 11, 18, & 25 (3) • November 01, 15, 22, & 29 (4) • December 06, 20, & 27 (3)	• January 03, 10, 24, & 31 (4) • February 14 & 28 (2) • March 06, 13, 17, 18, 20, & 27 (6) • April 24 (1) • May 02, 08, 15, 16, 20, 21, 22, 26, 29, & 30 (10) • June 5, 12, 19, & 26 (4) • July 03, 08, 10, 15, 17, 24, & 31 (7) • August 07, 14, & 21 (3) • September 04, 11, 18, & 25 (4) • October 02, 09, 16, 23, & 30 (5) • November 06, 13, 20, & 27 (4)
TOTAL: 16	TOTAL 50

Role of Social Media: Instantaneous Feedback

The ability to reach out to stakeholders unfiltered is a component of open governance. This would allow constituents of leaders, both elected and appointed, to secure data and information without much modification, allowing all stakeholders to interpret the same without spinning and manipulation for a specific

end. The Internet has altered governance and brought people closer to their leaders. The Internet bypassed media and information gatekeepers, resulting in instantaneous feedback and the potential for enhanced cooperation and collaboration among leaders and followers. Because of the advancement of the Internet, we now have social media.

In 1962, a RAND researcher proposed a solution for designing a more robust communications network by combining "redundancy" and "digital" technology (Baran, 1969). In his 1969 paper, Baran described "push-and-pull communications and how people will do shopping in the future via a television set and a virtual department store."

Paul Baran envisioned a network of unmanned nodes that would act as switches, routing data from one node to the next to its final destination. The nodes would use what he referred to as "hot-potato routing," or distributed communications. Hot-potato routing is a routing doctrine that differs from standard store-and-forward switching. It allows for apparent real-time data transmission despite using store-and-forward techniques. Within two years, the network's users had transformed it into something unexpected: a high-speed electronic post office for exchanging technical and personal data.

By 1983, the rapidly expanding network had separated from its military component, which had become MILNET. The remainder became known as the ARPANET. The ARPANET name was retired in 1989 in favor of the "Internet," also known as the "information superhighway." Moreover, this has altered the way the government operates. Figure 3 was created in the 1960s. It could represent a variety of things for various disciplines, such as an energy system, an airline route map, or a computer network. It can also represent communications and how government might function in the future. Information is distributed in a command-and-control fashion with a single critical node. The sender controls what goes out in the traditional sender-receiver communication protocol, just as governments do in the traditional mode. The decentralized model (B) employs alternative center approaches, allowing for diversity and, as a result, bringing down data and information to various points, allowing for collaboration and sharing. The term "distributed network" refers to communications networks that connect each station to all adjacent stations rather than just a few switching points, as in a centralized network.

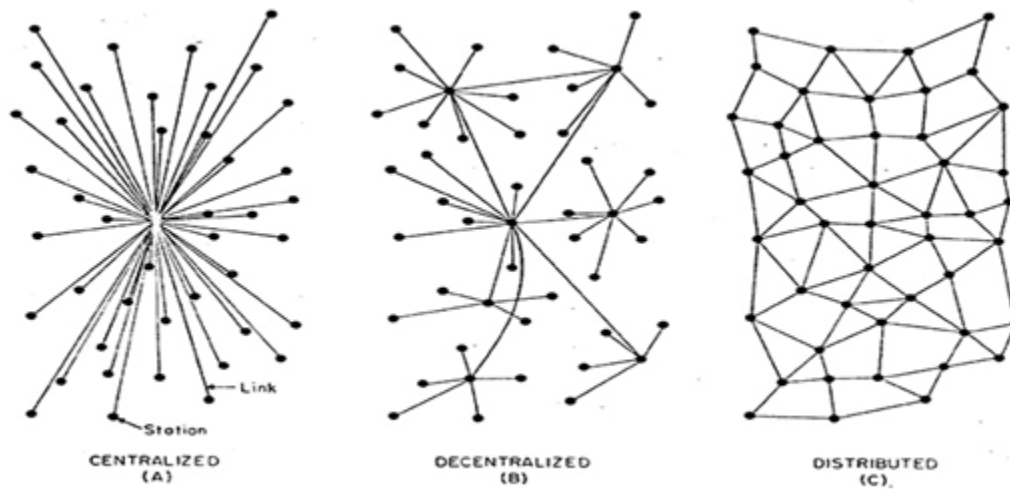
The underlying concept of distributed networks dates back to the dawn of time. A distributed network can be defined as any interconnected grid of paths or roads. When driving to work on a distributed (or grid) road system and encountering a potential delay, it is possible to turn off, thereby avoiding traffic jams or obstructions. Thus, the actual route taken is determined not only by a predetermined route but also by the occurrence of necessary detours that take us off the preferred shortest path. Despite this uncertainty, and regardless of how many detours we take, we almost always make it to work.

When we have a little extra time in the morning, we may take a route we have never taken before. If we discover that this new route is faster due to less traffic than our old route, we will most likely take it in the future. We learn the quickest route between home and work through this process relatively quickly. We used a "heuristic" process to discover the "best" path in a network. Moreover, to some extent, the changing algorithms of some of today's platforms are similar. Learning through experience and innovating based on user preferences. Today, C is very well known as a public citizen who "plays an active role in the process of gathering, reporting, analyzing, and disseminating news and information." Today's citizens generate and disseminate data, information, and news. Moments matter today, and the sharing culture is built on user experience. The government will have to deal with these facts.

The introduction of the Internet, new technologies, social platforms, and grassroots media has resulted in a significant shift in information collection, dissemination, and sharing. Citizen journalism results from this evolution: an alternative form of news gathering and reporting that occurs outside of traditional media structures and can involve anyone. We live in an era of image consumption and data ingestion. Every day, a new wave of information arrives on our computers and phone screens, but we are no longer passive recipients of this constant flow; we are now creators. Storytelling is possible with participatory

reporting. Personal accounts of an event amplify its significance, with each testimony adding a new dimension. Moreover, as Li (2010) pointed out, "we now have a sharing culture that did not exist years ago... Because of these technologies, we now think and act very differently. We now share more as a result of the societal change."

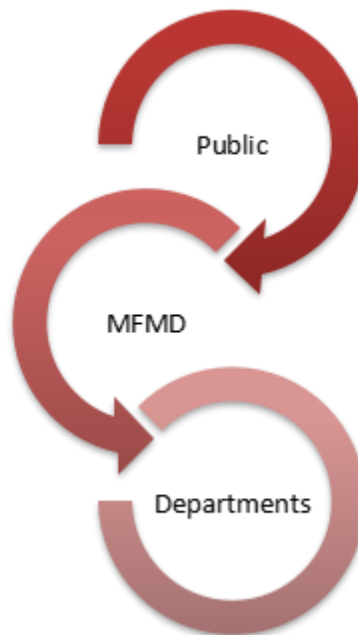
Figure 4. Centralized, Decentralized, and Distributed networks



Social Media as Tool for Governance

Every Monday, more than 50 department heads meet with the mayor, vice mayor, city administrator, and secretary to the mayor for directional meetings of all department heads. The City employs approximately 12,000 people who work regularly, part-time, contract-of-service, or job-order basis. The Mayor pushes and pulls data and information to the department heads via accessible and scalable instant messaging applications (apps). Viber is a cross-platform voice-over IP and instant messaging software application provided as freeware for the Android, iOS, macOS, and Linux platforms by Japanese multinational company Rakuten. Figure 5 depicts a schematic diagram of how the officers of the City of Manila interact with one another. The public communicates with the mayor via social media platforms such as Facebook, Twitter, and Instagram, and the mayor sends instructions and orders to various department heads via Viber. Everyone is in the loop 24 hours a day, seven days a week, and decisions are made quickly based on real-time processing.

Figure 5. Schematic diagram on the push-pull of data/information from the public to the mayor and the department heads



Conclusions

The Open Government Partnership (OGP) is a multilateral initiative aimed at obtaining concrete commitments from national and sub-national governments to promote open government, empower citizens, combat corruption, and leverage new technologies to strengthen governance." In 2011, government leaders and civil society advocates formed a one-of-a-kind partnership to promote accountable, responsive, and inclusive governance. The OGP is comprised of 78 countries (including the Philippines) and a growing number of local governments, representing more than two billion people, as well as thousands of civil society organizations.

As the OGP spreads across political boundaries, three (3) trends influence governance. These are 1) more people are online, with 4,929,926,187 internet users as of September 30, 2020; 2) widespread use of social media sites, and 3) an increase in sharing. The more one shares, the more followers one gain, the more people one influences, and the more conversations one starts.

Greater openness is inevitable, and data governance is key to successful information sharing. How much a leader will let go and be open in the face of new technologies is the litmus test for transparency, authenticity, and the sense that are real and are the "by-products of the leader's decision to be open."

The reform process coincides with innovation. It is an important factor in fostering growth and creative mindset. Beyond traditional participation and consultation, the inclusion of external actors (citizens, third-sector organizations, and business) implies an active and substantial contribution to the organization's work and the creation of public value. As a result, the public sector's monopolistic role is being redefined, from sole creator and provider of public services to "one of many in the team."

As a result, the publics have become an important component of the 5Es and an A for the simple reason that participation is essential in a changing public administration culture. Collaboration and cooperation cannot exist in isolation from citizen participation. The only way to ensure participation is to

open up government and governance to what is now referred to as collaborative innovation, focusing on co-production and co-creation. Risk can be managed through innovation. Risks cannot be avoided in government; leaders can only manage them so that they are contained or minimized and do not result in a crisis. The new norm ushers in a once-in-a-lifetime opportunity for reform while also opening government to the very people it serves.

Acknowledgment

The information presented in the acknowledgment section of a research paper should be kept brief. It should only include people who are directly involved with the project. To put it another way, one should not think about thanking one's parents for moral and financial support.

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Principals' Instructional Leadership Practices and School Performance in the New Normal: A Program for Continuous Quality Improvement

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ABSTRACT

Principals are expected to take on instructional leadership responsibilities. A study was conducted to assess the extent of instructional leadership practices in the Division of Valenzuela's Junior High School. It also investigated their experiences, challenges, and recommendations in the principals' instructional leadership of school performance in the academic new normal. The study sought to ascertain the instructional leadership skills of school principals and the performance of teachers and school performance in Junior High Schools in the new academic normal. The researcher used the descriptive correlational method and phenomenological design in the study. The research aims to assess the extent level of principal's instructional leadership practices by 204 public secondary headteachers, coordinators, and master teachers. The researcher designed an interview guide to help direct the conversation of five principals, ten headteachers and coordinators, and ten teachers. The statistical tools used were percentage, weighted mean, Multi-Variate / Two-Way Analysis of Variance (ANOVA), Linear Regression Analysis, and Georgi's Phenomenological Method for data analysis.

Keywords: Instructional Leadership, Quality Improvement School and Performance Program

Introduction

During the global pandemic, educational management structures demand rethinking, readjusting, and restructuring to help educational systems meet the challenges of the time (Tarrago and Wilson, 2014). Today's school administrators are bombarded with various issues, such as how to provide quality education to a large underprivileged population, maintain school achievement, and encourage equally overburdened teachers to bear the difficult work of the new academic normal. School principals are expected to provide the necessary instructional leadership and be at the forefront of leading for learning in these situations Bendikson, Robinson, and Hattie (2012).

The pandemic shed light on the challenges associated with instructional leadership among school principals in the new normal and the need for further research into its impact on school performance. Skaalvik (2020) redefined instructional leadership as a leadership practice requiring leaders to reflect on personal and organizational goals and values and assisting teachers to reflect in the same manner with the intent of modifying and improving their instructional practices and being partners in creating a friendly and positive learning climate in the classroom.

The researcher became interested in studying and learning the relationship between instructional leadership practices of school principals and school performance in the new normal. The study also aimed to gain a better understanding and grasp of the demographic and investigate the experiences and challenges faced by teachers as respondents during the transition to a new academic normal and technological changes in learning. It also conducts hands-on research that positively impacts student learning, which reflects in school performance, as well as learning how to collaborate with stakeholders in creating inclusive learning environments in the new academic normal.

The purpose of this study was to determine the extent to which school principals observed Instructional Leadership Practices (ILP) in terms of strong advocacy and leadership, adult professional culture, result-oriented teams, and continuous improvement of teaching expertise under the new academic normal paradigm. The study specifically sought answers on the extent of principals' instructional leadership practices as evaluated, school performance levels, and experiences, challenges, and recommendations related to principals' instructional leadership practices in the new academic normal.

This research project is based on the school leadership approach and model proposed by Marcia Baldanza (2018). She founded her work on an action theory and a model known today as 21st Century Instructional Leadership. She based on a collection of her observed principles and administrative practices as a school principal. According to Baldanza (2018), the instructional leadership model is made up of four (4) main components that have been synthesized from broad-based research over the years to improve school administrators' leadership skills, which are especially important in the teaching and learning field. The instructional leadership model is a conceptual design of management practices used by school administrators that focuses on what school administrators can demonstrate and perform in their leadership.

According to Baldanza (2018), instructional leadership is a practical approach to initiating a progressive, responsive, prolific, and intentionally purposeful approach to enrich every student's knowledge and learning environment.

Figure 1. Baldanza's Model of 21st Century Instructional Leadership, 2018



The ideal 21st-century instructional leadership takes center stage in the model mentioned above, as derived from the instructional management principles of Hallinger and Murphy (1985). It is what administrators should do to demonstrate their competence. For the theory, Baldanza (2018) identified four overlapping broad theories of action. Initially, the model necessitates the establishment of strong advocacy and leadership. As the most important concept, it describes administrators who have absorbed the organization's goals and can promote and be at the forefront of implementing and advancing the school's goals.

Furthermore, two aspects of this model have influenced the factors: goal-oriented teams and adult professional culture. Administrators are expected to focus on harmonizing and working collaboratively to monitor performances. These design programs push forward learning experiences, collect and review data gathered from various administration decisions and performances and provide future administrators opportunities for training and development under the concept of result-oriented teams. On the other hand, achieving results should be constrained by the leaders' adherence to ethical and moral standards. As a result, adult professional culture ensures that school administrators are professionals, morally responsible, and concerned with the long-term progress of education system stakeholders rather than their own.

Finally, the dynamic inclination of school administrators to be more open and welcoming about the development, innovation, and modification in the teaching profession is projected to a dynamic improvement of teaching experience. Administrators play a critical role in conceiving new trends in the teaching and learning approach and implementing them in the school.

The concepts outlined in this study revolved around the included variables focused on determining the extent of instructional leadership practices as performed by school principals based on Baldanza's 21st Century Model of Instructional Leadership, 2018. Four (4) areas investigated under instructional leadership: strong advocacy and leadership; adult professional culture; result-oriented teams; and continuous improvement of teaching expertise in the selected schools within the Division of Valenzuela. Respondents evaluated how it was followed under the new normal academic paradigm.

The outcome of the coordinators', head teachers', and teachers' evaluations were correlated to the Department of Education's school performance indicators for the 2019-2020 school year. The only indicators used were enrollment, promotion, completion, dropout, and failure. All indicators were purposefully chosen because they are directly observable and describable under the new academic normal paradigm and the respondents' varying demographic profile. As shown in the paradigm, the principals' instructional leadership skills provide them with knowledge of how these skills improve the organization's effectiveness and significantly impact school performance.

An effective educational leader should have instructional leadership skills to motivate achievement and optimism. These leaders set a good example for others by treating people fairly and making an impression with their honesty and integrity. Competent and effective leaders encourage and inspire those around them to achieve individual and collective goals. In addition, an interview was conducted to elicit the respondents' personal experiences, challenges, and recommendations in light of the new situation in education delivery. This is particularly providing knowledge and skill practice to students in engaging ways and uplifting the teachers' new form of teaching despite the country's and the world's existing problem resulting from the pandemic.

The findings of the correlations and the interview then aided in developing a proposal for a continuous quality improvement program. This addresses all of the factors that influence school performance and consistently improve or enrich school principals' instructional leadership practices. A proposed continuous improvement program was created to empower school stakeholders to solve problems from the new academic normal and gradually improve the efficiency of their work processes—which drives both process and outcome improvement.

This study sheds light on the real-world educational situations that have arisen due to the pandemic. The participants' experiences, challenges, and recommendations would be highly beneficial in improving the instructional leadership of principals in order to enhance or improve their school performance. Finally, the proposed program will assist the school to improve educational outcomes in the new academic normal based on the gathered and analyzed data in the critical areas by focusing on activities designed to improve, enhance, empower, and monitor the quality of educational processes. It is critical to put plans in place to assist the school community in adjusting to and becoming empowered to work in the new academic normal context. Creating a compelling, engaging, and enjoyable learning environment may be more important than ever, even during a pandemic.

Literature Review

Scholars attempted to develop a framework to define the bases for the roles of school administrators in bringing school effectiveness long before the formation of instructional leadership in the field of education. Hallinger and Murphy pioneered the concept of instructional management in 1985. This section outlines the various behavioral tasks that school administrators must implement and monitor to manage the school effectively. According to the findings of Ismail et al. (2018), Murphy, and Hallinger (2018), school administrators are at the forefront of primarily (a) defining the school mission, (b) managing curriculum and instruction, and (c) promoting a positive school learning climate.

As observable as it may seem, the framework posited a limited outlook. It emphasized school principals managing and does not account for internal aspects and other interacting forces in the school management.

As apparent as it may appear, the framework posited a limited perspective. It emphasized school principals managing and did not account for internal aspects and other interacting forces in school management. The role of school administrators has evolved and expanded in recent years (Murphy Neumerski, Goldring, Grissom, and Porter, 2016). These enhancements benefit both school performance and student performance outcomes. Principals are increasingly looking forward to demonstrating instructional leadership (Hallinger and Wang, 2015). According to Vogel (2018), instructional leadership is the collaborative process, and efforts of school principals, educators, students, and other stakeholders to (1) define the school's mission, (2) promote a positive school learning climate, and (3) manage the instructional program through (a) curriculum, instruction, and assessment development.; (b) the use of data to guide instruction; (c) the use of technology.

Ahmed (2016) identified instructional leadership practices such as framing school goals, communicating school goals, supervising and evaluating instruction, curriculum coordination, monitoring students' progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and providing incentives for students. According to Nnebedum and Akinfolarin (2017), instructional supervision is the action taken to lead and keep an eye on subordinates or teachers and provide advocacy and a supportive environment for improvement in the instructional process. The principals' behaviors to support teachers' instructional efforts, such as having a common cause and a clear voice, collaborating on values and goals, and being able to incorporate change, were given the most weight. Instructional leaders have focused on three things: first, providing teachers with resources to improve their teaching and hiring experienced teachers; second, having high standards and expectations for learning; and third, providing opportunities for staff development through instructional conferences and other means (Daresh, & Alexander, 2015). It was still identified and defined as a critical area that effective principals must address. Instructional leadership has been found to play a discernible role in how principals can "enable teachers to improve student achievement" (Hitt and Tucker, 2018).

The global pandemic's impact undeniably altered the long-established structures of many educational systems. The upheaval caused by the COVID -19 virus demolished the traditional classroom setup in which students interact. Learning and teaching have become more virtual and less personal. Learning has become more individualized, necessitating technological access to participate in the educational process. These changes necessitate the restructuring and rethinking of educational structures in the new normal to assist students in adapting to the new conditions and make schools relevant in catering to students' needs and meeting global education challenges.

According to the World Health Organization (2020), to help prevent a new outbreak of COVID 19 in the community, reopening schools determining to close and partially close should be guided by a risk-based approach. This accelerates the educational, well-being, and health benefit for learners, teachers, staff, and the community. Adults 60 years and older and people with underlying health conditions are at higher risk for severe disease and death. Measures are being put in place in schools to prevent further spread; however, the decision to return to a teaching environment is up to the individual and should consider local disease trends.

Methodology

The study employed a mixed-sequential explanatory design. The descriptive-correlation and descriptive phenomenological methods were also used. The descriptive approach, as Queirós, A., Faria, D., and Almeida, F. (2017) pointed out, aims to characterize a population or variables systematically under study by observing and measuring them. The research investigation was conducted at the Department of Education School Division of Valenzuela City, 2019 to 2020. This research specifically studied the teachers, headteachers, and principals of the Junior High School levels in the school division.

The researcher employed a random sampling technique known as the "fishbowl" method. The group population is divided into two sections based on the schools. The researcher was able to obtain six schools for each district as a result of random selection. The researcher chose three participating schools in each district; however, the researcher limited these to five schools. Due to the pandemic, the other school was unable to respond immediately.

The study used a simple random sampling technique, and a subset of the population was selected. Each member of the population has an exactly equal chance of being selected. In the qualitative portion, the researcher used purposive sampling. The researcher begins with the perspectives he or she wishes to view or examine and then seeks research participants who represent the full range of those perspectives.

Results and Discussions

This section contains the analyzed data for the study. Furthermore, it presents the findings relevant to the development of the proposed study's program. Based on each research question, the combination of quantitative and qualitative approaches determined the overall viability of the research.

Demographic Profile of the Respondents

Table 1 presents the demographic profile of the respondents. The large population of the respondents are young adults between the ages of 26 and 40, dominated by 133 female respondents. One hundred twenty-eight participations have taken units in their master's degree programs. Teachers who earn their advanced degrees demonstrate a deep understanding and commitment to the profession, allowing them to modify curriculum goals adjust teaching methods. The majority of the 153 respondents are new teachers who have worked for the DepEd for 0-10 years.

Table 1. Demographic Profile of the Respondents

Profile	School A		School B		School C		School D		School E		Grand Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Age Group, years												
31-35	11	20.8	10	31.3	10	20.8	7	18.9	4	11.8	42	20.6
Sex/Gender												
Female	22	41.5	25	78.1	28	58.3	29	78.4	29	85.3	133	65.2
Educational Attainment												
Master's Degree Earner	29	54.7	18	56.3	23	47.9	25	67.6	13	38.2	108	52.9
Position												
Teacher I-III	36	67.9	24	75	40	83.3	25	67.6	28	82.3	153	75
Length of Service												
0-10 years	22	41.5	20	62.5	27	56.3	19	51.3	24	70.6	112	54.9
Total	53	100	32	100	48	100	37	100	34	100	204	100

The extent of Instructional Leadership Practices of the School Principals

The combined assessment of the two groups of respondents depicted that instructional leadership is discernible in the new academic normal and performed by the school leaders, as shown from the overall weighted mean of 4.56, which is highly observed. In particular, the assessment highlighted a strong practice for adult professional culture and strong advocacy and leadership in the Division of Valenzuela, even in the

existence of the pandemic circumstance. This assertion is made through the generated grand mean of 4.59, which fits the interpretation of highly observed.

The respondents evaluate the extent of instructional leadership practices of the principals. The analysis of the assessment made by the respondents determined that as per instructional leadership practices, namely; Strong advocacy and leadership, adult professional culture, result-oriented teams, and continuous improvement of teaching expertise are highly observed. This is conclusively validated by the grand mean weighted mean rating of 4.56 with the corresponding descriptive interpretation.

Table 2. The extent of Instructional Leadership Practices of the School Principals

Indicators	Rank	Head Teachers and Coordinators		Grand Mean		Descriptive Interpretation
		WM	DI	AWM	DI	
1. Strong Advocacy and Leadership	1	4.70	HO	4.59	HO	Highly Observed (HO)
2. Adult Professional Culture	2	4.66	HO	4.59	HO	Highly Observed (HO)
3. Continuous Improvement of Teaching Expertise	4	4.59	HO	4.52	HO	Highly Observed (HO)
4. Result Oriented Teams	3	4.65	HO	4.55	HO	Highly Observed (HO)
Overall Weighted Mean		4.60	HO	4.56	HO	Highly Observed (HO)

The Level of Performance of Schools in the New Academic Normal

Data obtained from the division office revealed that School B had the highest enrollment rate of 108.7 percent among participating schools in the Division of Valenzuela City, as shown in table 2. School A had the lowest enrollment rate. The students can enroll in another nearby school in their barangay, where school A was a mother school. They now have the opportunity to attend school close to their barangay. Due to various factors, only School A's enrollment was reduced to 68.35 percent.

Furthermore, the participating school that received a high enrollment rate supports the findings of Macha, Mackie, and Magaziner (2018). Government investments in education have resulted in significant advances in learning conditions measured by standard indicators such as student-teacher student-classroom ratios, both of which improved significantly. Classes were still going on before the city-wide lockdown. Because of the virus outbreak that resulted in the pandemic, classes were allowed to continue as long as teachers and students adapted to the new normal. Because remediation (or reteaching) means "teaching again,"

It was discovered that school D has the lowest completion rate. Ritter's (2015) research said that person's success in high school is inextricably linked to their success in life. This includes career options, financial stability, mental and physical health, and productive citizens. Indeed, the nation's and communities' success is dependent on all students graduating from high school. Given the importance of whether a student will graduate from high school, it is critical to recognize and act on known factors. Overall, the data shows that the Division of Valenzuela has a high completion rate among enrolled students.

Table 3 displays the data regarding the dropout rate in the Division Office of Valenzuela. According to the result, school D has the highest computed dropout rate of 1.54 percent, followed by school A. However, it is worth noting that School B had the lowest dropout rate. The finding on the dropout rate is supported by Doll et al. (2013), which reports how to understand better why students drop out of high school. They classified it into three factors that influence a student's decision: (1) Push factors include

school-related consequences such as attendance or discipline; (2) Pull factors include out-of-school enticements such as jobs and family; and (3) Falling out factors refer to disengagement in students not caused by school or outside pulling factors.

Data shows that school A has the highest failure rate, as evidenced by the posted 2.86 percent rate. This is also true for School B, which has the second-highest percentage of 2.03 percent. In contrast, the record shows that school E performed admirably, with a 0% failure rate. Another study by Cherif and Adams (2013) found that whether students arrive to class disinterested or lack interest in the subject during class, a lack of interest in the subject discourages students from staying in class or working hard to achieve a good grade. Students' lack of interest prevents them from being enthusiastic and taking the class seriously. Students who have low self-esteem, do not care how they perform, and do not care about their education will not prioritize their classes. Laziness is a major contributing factor to student failure. Finally, the data obtained revealed that the Division has a 1.02 percent failure rate, which is still a low failure rate for the Valenzuela Division. Performance levels of the schools included in the study under the new academic standard. Data obtained from the Division of Valenzuela's records reveal that the schools have a high and improving enrollment, promotion, and completion rate. Principals are evaluated based on various indicators, including school performance, student enrollment, promotion, and completion rates. On the other hand, interventions supporting student engagement assist students in developing connections with the learning environment across a variety of domains, resulting in a very low dropout and failure rate of the participating schools in the Division of Valenzuela.

Table 3. The Level of Performance of Schools in the New Academic Normal

School	Enrollment Rate	Promotion	Completion Rate	Dropout Rate	Failure Rate
	2019-2020	2019-2020	2019-2020	2019-2020	2019-2020
School A	68.35%	96.22%	97.40%	0.92%	2.86%
School B	108.7%	93.54%	93.47%	0.06%	2.03%
School C	106.2%	97.50%	98.90%	0.47%	0.16%
School D	103.5%	98.41%	92.38%	1.54%	0.05%
School E	102.8%	99.59%	98.24%	0.41%	0.0%
Division's Average Enrolment Rate	97.91%	97.05%	96.08%	0.68%	1.02%

Significant Difference of the Instructional Leadership Practices of the Respondents When Grouped According to Demographic Profile

Table 4 shows the significant difference in respondents' responses when grouped by age. The analysis of variance was used to determine the significant difference in respondents' responses based on age at ($\alpha=0.05$). The null hypothesis is not rejected. There is no significant difference in the assessment of the instructional leadership practices of Valenzuela City principals when grouped by age, gender, highest educational attainment, administrative position, and length of service.

Given this, Ponnusamy (2010) stated that instructional leadership behavior has a significant impact on school performance and that headteachers as leaders must lead their schools to improve student achievement. According to the computed data analysis, three dimensions have significant relationships: strong positive correlation, promotion rate, and failure rate.

The data analysis revealed that three have significant relationships among the dimensions: indicated strong positive correlation, promotion rate, and failure rate. The first dimension is the promotion rate in the relationship between ILP: Strong Advocacy and Leadership and school performance. Principals

are regarded as intellectual leaders who make significant contributions to our country's future. As a result, school principals, administrators, and teachers must be well-equipped with creative ideas and current skills to meet their students' expectations. There is a weak positive correlation between dropout and completion rates.

Table 4. Significant Difference of the Instructional Leadership Practices of the Respondents When Grouped According to Demographic Profile

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F – Value		Decision	Interpretation
				Computed	Critical		
Test of Difference in ILP in Terms of Age							
Between Groups	4.279	8	0.53	1.56	1.99	Accept Ho	No Significant Difference
Test of Significant Difference in Terms of Highest Educational Attainment							
Between Groups	1.02	4	0.25	0.73	2.42	Accept Ho	No Significant Difference
Test of Significant Difference in Terms of Position							
Between Groups	1.05	3	0.35	1.01	2.65	Accept Ho	No Significant Difference
Within Groups	69.74	200	0.35				
Test of Significant Difference in terms of Length of Service							
Between Groups	0.86	4	0.22	0.62	2.41	Accept Ho	No Significant Difference
Within Groups	69.93	199	0.35				
Test of Significant Difference in Terms of Sex							
Female Number of Observation	Male Number of Observation	Known Variance Female	Known Variance Male	z– Value		Decision	Interpretation
				z- value	z- Critical		
148	56	0.32	0.43	0.79	1.95	Accept Ho	No Significant Difference

Instructional Leadership Practices and Performance

Table 5 summarizes the results of a careful examination of the data obtained and statistical analysis of the correlation between the principals' adult professional culture and school performance. The three dimensions were discovered to be related. The statistical analysis of the data initially led to the rejection of the hypothesis based on the dimensions of the promotion rate; the same is true for the failure rate. As a result of the hypothesis's acceptance for dropout and completion rate, the two dimensions were found to have a weak positive correlation: the dropout rate and the completion rate, which is equivalent to the weak positive correlation. Thus, in the analysis of the results, the data logically signals that the hypothesis must be rejected in the promotion, failure, and enrolment rate. In contrast, the hypothesis must be accepted in the dimensions of dropout and completion rate.

Heaven and Bourne (2016) found that productive and effective instructional leadership included principals deeply involved in instructional issues and curricula that directly affected students' achievement. An examination of the collected data revealed that three dimensions have a close relationship between ILP: Continuous improvement of teaching expertise and school performance. Compared to the other two dimensions, both showed inconclusive connections, dropout, and completion rate, indicating no correlation between the two variables. As a result of the data relationship analysis, the outcome leads to the three dimensions, namely, failure rate, promotion rate, and enrolment rate, rejecting the hypothesis while accepting and completion rate.

In looking for a relationship between the variables, three domains emerge as having significant inputs in the relationship between ILP: result-oriented teams and school performance. First, a statistical analysis of the failure rate and an instructional practices assessment point to a strong positive correlation.

In this regard, the promotion rate and enrollment rate have a moderately positive correlation. Otherwise, the data showed that in terms of dropout and completion rates, school performance results in a correlation data result, which can then be interpreted as no correlation and weak positive correlation.

Overall, the results disproved the hypothesis for promotion, failure rate, and enrollment rate, while the other two cling to the previous hypothesis for dropout and completion rate. Similar to the findings of Squires (2015), successful leaders value high standards and have clarity in authentic professional connections to implement and sustain curricular change and enrich student achievement and development.

The majority of respondents shared their experiences with ICT Learning Platforms. On the principals' experiences with various ICT learning platforms in communication, the research of Dzuiban et al. (2018) found one benefit of online technologies. ICT can increase access to underserved and nontraditional students by encompassing a variety of educational experiences and resources to those who may have limited access to on-campus-only options. Among many others, technology in teaching portals such as Google Meet and Zoom. For their principal's instructional leadership, some of the most experienced teachers use various platforms in conducting meetings, teaching, and memo dissemination using technology. People are motivated to use technological applications such as Zoom social media apps such as TikTok, as newly added horizons to technology adoption due to lockdown and social distancing measures, as explained in the study of Dey, Karaghoul, and Muhammad, 2020.

According to one of the respondents, "first is that not all of those teachers are tech-savvy, they are not that technologically inclined, we have teachers who have not been able to maximize the use of technology so, the older one." Floridi (2014) believes that we have evolved to the point where humans should not always be "in the loop" of technology but should be "on the loop" designing and adapting the process. Based on the participants' responses, the common challenges for the principals' instructional leadership were ICT Learning platforms and adaptations of online formats.

Training and development are the participants' recommendations for instructional leadership practices. Training is critical in all aspects. According to Doria (2020), technology is here to stay, and the sooner you start incorporating it into your development and learning strategy, the sooner you can prepare your workforce for the "new normal." Communication must be two-way. Listen to the team's interests and perspectives on how to achieve goals. Efficient listening helps build relationships, solve problems, and improve accuracy. Taking a moment to listen takes less time in the long run, making it more productive. The most frequently mentioned recommendations for instructional leadership practices among respondents are training and development. Training and programs were required. Technology is too expensive to be used solely as a system to manage learning, such as reports, attendance sheets, evaluation, lesson plans, and others. According to the research of Oracion et al., 2020, investing in the training of school leaders who can make the most significant difference in creating the conditions in schools that can, in turn, enhance student achievement cannot be an option. In-service training for current principals and administrators such as headteachers is an excellent start when preparing for school leadership.

Table 5. Relationship of Instructional Leadership Practices and Performance

School Performance	p-value	Pearson r	Qualitative Description	Decision
<i>Relationship between ILP: Strong Advocacy and Leadership and School Performance</i>				
Enrollment	0.002	0.53	Moderate Positive Correlation	Reject Ho
Promotion Rate	0.59	0.67	Strong Positive Correlation	Reject Ho
Completion Rate	0.32	0.14	Weak Positive Correlation	Accept Ho
Dropout Rate	0.000	0.16	Weak Positive Correlation	Accept Ho
Failure Rate	0.000	0.75	Strong Positive Correlation	Reject Ho
<i>Relationship between ILP: Adult Professional Culture and School Performance</i>				
Enrollment	0.001	0.50	Moderate Positive Correlation	Reject Ho
Promotion Rate	0.70	0.63	Strong Positive Correlation	Reject Ho
Completion Rate	0.28	0.16	Weak Positive Correlation	Accept Ho

Dropout Rate	0.000	0.12	Weak Positive Correlation	Accept Ho
Failure Rate	0.000	0.76	Strong Positive Correlation	Reject Ho
<i>Relationship between ILP: Continuous Improvement of Teaching Expertise and School Performance</i>				
Enrollment	0.001	0.43	Moderate Positive Correlation	Reject Ho
Promotion Rate	0.99	0.48	Moderate Positive Correlation	Reject Ho
Completion Rate	0.31	0.06	No Correlation	Accept Ho
Dropout Rate	0.000	0.13	Weak Positive Correlation	Accept Ho
Failure Rate	0.000	0.74	Strong Positive Correlation	Reject Ho
<i>Relationship between ILP: Result Oriented Teams and School Performance</i>				
Enrollment	0.002	0.46	Moderate Positive Correlation	Reject Ho
Promotion Rate	0.81	0.54	Moderate Positive Correlation	Reject Ho
Completion Rate	0.28	0.17	Weak Positive Correlation	Do not Reject Ho
Dropout Rate	0.000	0.04	No Correlation	Do not Reject Ho
Failure Rate	0.000	0.77	Strong Positive Correlation	Reject Ho

Conclusions

The demographic profiles of the respondents in the Valenzuela DepEd Division reflect career establishing teachers who are in the stages of transition from their entry into the teaching profession, with the majority being females who should receive much-needed support from their more experienced colleagues. These are teachers, coordinators, and principals who are beginning to position and perform their vital roles in the Division's teaching-learning system independently by advancing their careers in education through continuous education toward a Master's Degree from the start of their services.

The instructional leadership practices of school principals are discernible, ranking highly observable based on the assessment in the dimension of instructional leadership practice of faculty members. This is visibly manifested in the exercise of the school principals' role and responsibility in terms of strong advocacy and leadership, adult professional culture, results-oriented teams, and continuous improvement in teaching expertise. Based on the DepEd-identified key performance indicators, the School Division of Valenzuela has a high level of performance, and the transition to the new academic normal may present a challenge to the principal's instructional leadership in the enrollment promotion and completion rate. Low dropout and failure rates are achieved through continuous remediation and school interventions.

There is a strong relationship between instructional leadership practices of the school principals and school performance based on the key performance indicators in terms of enrollment, promotion, and failure rate. In contrast, no significant relationships were identified in dropout and completion rates. The experiences and challenges of the principals, headteachers, coordinators, and teachers demonstrated common qualities in internet connectivity, adapting the new form of technology in the aspect communication process, the new style of teaching through blended learning approach in conformance of the new normal. Their recommendations would greatly quest for more quality improvement in school performance, such as adjusting training and development and being fully equipped in the new normal. Continue empowering faculty and staff to boost their morale, especially in facing new teaching styles in the new normal.

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Glimpses of Parental Struggles as Facilitators in Home-Based Learning Modality: Framework for a Policy Guidelines

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ABSTRACT

The purpose of this study is to explore the experiences and challenges among parents who take the role of learning facilitators of their children in a home-based learning modality. Specifically, this study examined their demographic profile regarding their age, gender, highest educational attainment, learning support system, availability of devices, connectivity status, the specific challenges they have experienced, and the recommendations they provided. Qualitative data were gathered from the selected twenty (20) parents of grade five learners that the researcher handled in the said school year. The research instruments used were a questionnaire and a semi-structured interview. Qualitative data were analyzed through content analysis with the use of ATLAS. Ti software. The themes that emerged from the study were projected in tables and explained in detail in paragraphs. The findings revealed that parents' experiences as home-based learning facilitators are daily chores alteration, comprehension difficulty, low academic interest, poor monitoring, and financial constraint. The findings also revealed that their children experience challenges in a home-based learning setup are task overload, load expenses, connectivity issues, limited learning, and lack of digital skills. The study further provides the proposed policy guidelines, which contain highly recommended action steps to be undertaken by schools, DepEd, the local government of Manila, and various stakeholders, to address parents' challenges as home-based learning facilitators.

Keywords: COVID-19 Pandemic, Facilitators, Home-Based Learning, Parental Struggles, Parents, Policy Guidelines

Introduction

Education systems worldwide are facing an unprecedented challenge in the wake of massive school closures mandated as part of public health efforts to contain the spread of COVID-19. These strategies are guided by a concern for equity and inclusion and the need to ensure that distance learning design and delivery do not exacerbate existing educational and social inequalities. The expected suspension of face-to-face classes due to the coronavirus pandemic has identified a home-based learning modality as a possible option for students to continue with their education. Home-based learning modality is a flexible learning option recognized by DepEd that the agency intends to adopt for the school year 2020-2021, where students would still be guided by teachers even if they study at home. Parents or guardians take the place of teachers as learning facilitators and are given flexibility in learning delivery, scheduling, assessment, and curation of learning resources.

However, the severe short-term disruption is felt by many families around the world; home-based modality is a massive shock to parents' productivity and children's social life and learning. Studies by Durisic & Bunijevac (2017) implied that today's parents are often preoccupied with the distractions and demands of daily life. Burdened by low-income, inflexible work hours, and language barriers, some parents cannot attend school activities or participate in the schooling of their children regularly. The study of Betz (2020) showed that HBLM gives parents a struggle to balance their daily chores and their children's schooling. Yeow (2020) added that Home-based learning was mainly ineffective, especially for families with one more than children. Tasks overload and numerous schoolwork and activities are some of the issues in HBLM. In this case, parents struggle to balance home-based learning with working from home and finding personal time for themselves. Parents now have more additional work, providing technical support and guidance to

their children's schoolwork. Parents of young children disproportionately report struggling to balance their work/daytime responsibilities and their children. It takes time to plan lessons, put together materials, and teach their children. Parents may put in extra work outside the school day while doing household chores like teachers.

Through these premises, the researcher explores the experiences and challenges among parents whose role is to facilitate their children in a home-based learning modality. Wherein, parents in this learning modality serve a major and significant role in their children's educational achievement, such as facilitating learning and equipping their children with skills, knowledge, and values to help them achieve academic success. Above all, considering that this study is the first of its kind research to be conducted in Sen. Benigno S. Aquino Jr. Elementary School, it will help this school address the challenges experienced by parents as learning facilitators of their children at home. It is hoped that school management, teachers, parents, and DepEd officials and policymakers will be enlightened and will collaboratively find ways to provide the quality of education that every pupil needs despite the COVID-19 pandemic.

Literature Review

As contributions to this study, researchers enumerated some of the parental struggles and barriers, such as Whitley, J. (2020), Ho (2015), Bæck (2015), Lee & Bowen (2017), and Johnson (2014). They stipulated that parents are often preoccupied with the destructions and demands of daily life, including lack of financial resources, inflexible work hours, income, limited internet access, availability of devices, lack of educational attainment, language barriers, and learning environment. Home-based learning and Parental Involvement are emphasized, according to Ray (2015)

Likewise, some researches show Home-based learning modality is effective, especially during this pandemic, as mentioned by Garrison et al. (2000), because of some advantages and benefits from this learning modality. However, some findings contradicted and implied that home-based Learning modalities are not effective because of some factors and hindrances, such as Butcher (2020) and Quintana (2020),

Methodology

A qualitative phenomenological approach design was used. The study is founded on a qualitative approach to discovery that appropriately frames the effort within a philosophical position focused primarily on parents' experiences and challenges as a learning facilitator in a home-based learning modality. The research instrument was a semi-structured interview administered to the respondents. Data gathered was analyzed and interpreted to unravel this study's findings, conclusions, and recommendations. The researcher methodologically looked for parents to describe how they experienced and understood their role as learning facilitators. Further, the study seeks to understand the participants' lived experiences and the challenges they experienced as facilitators in a home-based learning modality.

The participants were 20 parents/guardians of Grade Five learners in section Calla lily enrolled at Sen. Benigno Aquino Jr. Elementary School, District V, located in the Division of Manila that the researcher handled during 2020-2021. The selection of sample respondents in this study used Quota Sampling. In this study, the researcher chose a total of twenty (20) parents. The respondents are the parents or guardians who choose modular and online learning for their children. The research instrument was a semi-structured questionnaire and interview administered to the respondents. Part I is the survey questionnaire that sought information on parents' demographics such as age, sex, highest educational attainment, learning support system, and connectivity status. The respondents were not obliged to write their names for confidentiality. Part II is focus group discussions conducted by asking the participants open-ended questions. The researcher consulted the Guidance counselor of Sen. Benigno S. Aquino Jr. Elementary School to test the face validity of the semi-structured questionnaire to ensure that the questions were meaningful to the participants and would cover the research topic and questions.

The researcher used online platforms such as Zoom and Google Meet in administering the interview because of the current Covid-19 Pandemic issue. The participants choose a platform that is convenient for them. The researcher used a Focus Group Discussion. Questions were asked about their perceptions, attitudes, beliefs, opinion, or ideas. The essential purpose of the focus group discussion is to identify a range of perspectives on a topic and understand the experiences and challenges of a parent as a facilitator in a home-based learning modality.

Before conducting the focus group discussion and interview, the researcher sent the informants a program/invitation through their messengers. It contains the date, time, the discussion proper, and the list of participants. On the actual day of the discussion and interview, the moderator (researcher) introduced herself and explained the purpose of the discussion and interview. There was a PowerPoint presentation presented about the Virtual Discussion and interview rules. The moderator also stated all the protocols related to the discussion and interview. The discussion and interview were limited to 60 – 90 minutes. They were informed that the whole discussion and interview were recorded. The moderator (researcher) ensured that the questions were communicated clearly and encouraged everyone to participate equally. After the discussion and interview session, the researcher concluded the session, thanked each participant for their time, and told them how valuable their inputs were. The interviews yielded detailed information about the participant's experiences and allowed for spontaneous responses to reveal the respondents' natural feelings, behaviors, and attitudes. After the audio-recorded focus group discussion, the responses were coded following how each respondent was interviewed.

To validate the qualitative data and ease the time-consuming data analysis procedure, a content analysis of the use of ATLAS. Ti software was used. Results from the analysis of interview transcripts, codes, and, eventually, themes were presented in tables and paragraphs. ATLAS. Ti software is a powerful workbench for the qualitative analysis of large textual, graphical, audio, and video data. It offers the most integrated way of working with data and a tool for visualization and analysis, data organization, and conceptual level analytical work of data presentation.

Results and Discussions

The qualitative data gathered from the informants, who are parents, were then transcribed and subjected to content analysis through open coding, axial coding, selective coding, and ATLAS.ti software. Codes that were generated from the data were eventually grouped into themes.

Parents' Experiences as Facilitators in Home-Based Learning Modality

The findings reveal that parents' experiences as home-based learning facilitators are daily chores alteration, comprehension difficulty, low academic interest, poor monitoring, and financial constraint. It can also be inferred that their overall experience as home-based learning facilitators is burdensome. Most of them have experienced difficulties and challenges as home-based learning facilitators regarding educational, socio-economic, and resource availability environments. The finding is supported by Betz's (2020) study, HBLM gives parents the struggle to balance their daily chores and their children's schooling. Parents now have more additional work, providing technical support and guidance to their children's schoolwork. Parents of young children disproportionately report struggling to balance their work/daytime responsibilities and their children. The findings also are supported by Hushak (2019), that highly educated parents provide more or higher-quality teaching input for their children. A child with less-educated parents does not have access to alternative skilled teaching inputs and has difficulty in comprehension. The study of Frost (2020) implied that low interest in HBLM of children might be brought by different factors such as stress brought by the pandemic. The children are more focused on using gadgets that can interrupt cognitive processing, reduce students' executive functioning skills, and disrupt emotional regulation. All that makes it challenging to learn, think, and engage meaningfully, thus contributing to students' interest in schooling.

Table 1. Parents' Experiences as Facilitators in Home-Based Learning Modality

Theme	Verbatim Response	Participants
Daily Chores Alteration	<i>"I do not know what to do first because when they have an online class, I can't do household chores. Our house is messy because I have no time to clean it due to attending to my kids' classwork."</i> <i>"Since priority is given much to attending to my kids' studies, I am no longer able to attend to household chores oftentimes."</i> <i>"It's stressful for children and parents. We could no longer do household chores because we devote much of our time to their studies."</i> <i>"It is challenging and stressful for me now, especially that I have a baby to take care of."</i>	P1, P2, P3, P4, P6, P8, P9, P10, P12, P13, P15, P17, P19, P20
2. Comprehension Difficulty	<i>"Home-based learning is stressful, and children ended up stressed to answer the activities in the modules."</i> <i>"It was hard to be a teacher to my child, especially that sometimes, I am not sure if his answers in the modules are correct."</i> <i>"It's difficult on the part of the parent if you have to come to work daily and if you have more than one child studying."</i>	P2, P4, P5, P6, P8, P9, P10, P11, P13, P15, P17, P19, P20
3. Low Interest	<i>"It's difficult because their classwork that is supposed to be done in the school is to be done now at home. Mothers are teaching them. I admit I am not an expert on the lessons, I already forgot the lessons."</i> <i>"I wish lessons in the modules were translated in Tagalog because not all parents finished their education like me, I didn't finish a higher level of education to understand and teach these lessons."</i> <i>"This is not effective because we do not know some lessons, and we cannot teach them to our kids because we do not understand them."</i>	P1, P2, P4, P5, P7, P8, P10, P15, P17, P18, P19, P20
4. Poor Monitoring	<i>"Oftentimes, I am doing or answering the activities in the modules because my kids do not understand them."</i> <i>"That's not effective because we cannot teach our kids, unlike their real teacher. It's not effective because teachers teaching our kids compared to us is an entirely different thing, better if kids are in school so they can learn well."</i>	P2, P4, P5, P6, P7, P8, P10, P12, P15, P16, P17
5. Financial Constraint	<i>"Home-based (learning) has caused me anxiety since I am a single parent and I have four kids. I do not have a job, so I am financially struggling."</i> <i>"We lack money to spend on load expenses. We are struggling financially, so how can we support our kids with their load expenses for their online class?"</i> <i>"With a very tight budget, we do not know where to get the money to spend for their studies. We thought of having my kids drop out from schooling."</i>	P1, P4, P5, P8, P9, P10, P13, P14, P15, P16, P19

Conclusions

Parents' overall experience as home-based learning facilitators is burdensome due to some experiences learning facilitators encountered during their children's home-based learning modality. Most parents perceived that the home-based learning setup is ineffective since most of them have experienced difficulties and challenges as home-based learning facilitators. The recommendations provided by the parents should be immediately addressed so that the challenges that they face will be resolved and their role as home-based learning facilitators will be further strengthened, which will eventually result in increased learning outcomes in the distance modality. Division Office and Manila's local government should enhance the Alternative Learning System (ALS) in public schools for those parents who did not finish schooling to ensure home-based learning modalities' effectiveness. It should also be considered that all families are provided and equipped if budget warrants with the printed materials (modules), gadgets, data, and internet allowance needed for their Home-based learning. It is recommended that teachers must frequently communicate and collaborate with parents on whatever platform to support them and provide them tips to become better facilitators of their children. They may also provide video lessons and additional learning materials to understand the modules' lessons better. School administrators should also consider conducting periodic online orientations and forums with parents to discuss their issues and experiences. Immediate, responsive, and possible solutions will be offered collaboratively to ease their burdens as home-based learning facilitators.

Partnership with various stakeholders may also be employed, so they will also be engaged in the solution formation to address the parents' experiences in HBLM. Through guidance counselors, schools should conduct training programs, seminars, webinars, workshops about parenting tips, skills, and strategies to be knowledgeable on how to be a good parent and be a good learning facilitator of their children. Thus, this will help them cope with their experiences as a learning facilitator in the new normal, specifically in the home-based learning modality. DepEd must ensure completeness of modules so every learner will be provided with an equal opportunity to continue learning at home. Centrally produced modules must have a considerable number of learning tasks to not overwhelm the learners in accomplishing them. Manila's local government shall work hand-in-hand with DepEd and schools and other stakeholders in providing the families with adequate resources and support for ensuring the effective implementation of home-based learning. In the absence or lack of the modules, schools must develop contextualized and localized supplementary materials with many learning tasks to support their learning at home better. To future researchers who would like to conduct the same study, the researcher would recommend that quantitative research be undertaken using the survey method. There is a need for quantitative data to be collected through a survey questionnaire that will then be statistically analyzed to draw meaningful research conclusions on parents' experiences and challenges as home-based learning facilitators. Another recommendation is to involve junior or senior high school parents as samples so their experiences and challenges will also be known.

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A Cross-Sectional Analysis on Barriers to Online Learning in Selected Institutions of Higher Learning: An Enhanced Program in the New Normal

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ABSTRACT

Coronavirus Disease (COVID – 19) is one of the world's public health emergencies. SARS-COV-2 (severe acute respiratory syndrome coronavirus-2) caused this communicable disease, which was discovered in December 2019 in Wuhan, China. People worldwide have experienced unprecedented disruptions in their lives as a result of the COVID 19 pandemic, and no one has been willing to accept its influence on society. In the Philippines, more than 28 million Filipino students have been placed on lockdown, have remained at home, and have complied with quarantine protocols and other health measures implemented by the Philippine government. Because of this act, they could not attend school, so the Commission of Higher Education implemented flexible learning modalities. The new normal prompted teachers to conduct classes online, i.e., to use synchronous and asynchronous (online) teaching to aid students' learning. This study identified the most common barriers to online learning at Metro Manila's universities and colleges. This study used mixed-method, descriptive, and qualitative phenomenological research designs to describe the barriers of online learning modalities that the study's participants face during their scheduled classes. The three groups of respondents identified interpersonal, institutional, technological, community, and domestic barriers to online learning (students, teachers, and administrators). However, they all identified community as the most significant barrier to online learning, along with power outages/signal outages, insufficient internet access, a lack of quality time in delivering the course, and students' and faculty's time commitment.

Keywords: Asynchronous Learning, Instructional Technology, New Normal, Online Learning, Synchronous Learning, Barriers to Online

Introduction

Coronavirus Disease (COVID – 19) is one of the world's public health emergencies. SARS-COV-2 (severe acute respiratory syndrome coronavirus-2) caused this communicable disease, which was discovered in December 2019 in Wuhan, China. People worldwide have experienced unprecedented disruptions in their lives as a result of the COVID 19 pandemic, and no one has been willing to accept its influence on society. This pandemic is wreaking havoc on societies and economies. While the severity of the crisis varies by country (UNDP, 2020), the pandemic caused business interruptions and shutdowns (Martin et al., 2020), travel and tourism restrictions (UNWTO, 2020), a global economic recession (Fernandes, 2020), and the temporary closure of educational institutions, affecting billions of students worldwide (UNESCO, 2020).

In the Philippines, more than 28 million Filipino students have been placed on lockdown, have remained at home, and have complied with quarantine protocols and other health measures implemented by the Philippine government (UNESCO, 2020). Higher education institutions were temporarily closed due to the government's existing quarantine protocols; however, during this pandemic, educational institutions resorted to both asynchronous and synchronous online learning to ensure that learning was not hampered. The new normal compelled teachers to conduct classes in a flexible mode, i.e., to facilitate students' learning, teachers used synchronous and asynchronous (online) teaching.

Online learning as a mode of instruction is accessible to all Filipino students; however, challenges arise when using online learning. Faculty members' lack of preparation for online courses and the country's lack of adequate internet access presents a significant barrier for both professors and students seeking to take online courses. Similarly, online learning can result in more academic fraud, impersonality, and lack of feeling than face-to-face classes, as well as technological difficulties (Moralista and Oducado, 2020). If school administrators do not address this, it may cause mental anxiety and illness in both students and faculty members. Thus, the development of online learning policies and administrative reforms to promote new teaching practices throughout the institution should be prioritized to ensure the success of online learning (Arinto, 2016). It is necessary to identify and address the barriers that prevent students from learning. In effect, during the new normal education system, this study determined the most prevalent barriers to online learning among selected Universities and Colleges in Metro Manila.

Literature Review

Online learning, also known as e-learning, is a pedagogy in which interactive learning programs and materials are delivered to students via the internet. This study on the use of online learning is similar to Nicholson's (2007). However, this discussion on the barriers to online learning differs from that of Dhull and Sakshi (2017). Students and faculty can interact with one another through online learning, and the tasks or activities that must be completed become student-centered because students can work at their own pace and time (Lee, 2017).

However, the success of online learning is determined by factors such as resources (Ali, 2020), student participation and motivation (Lee, 2017), teacher preparedness (Sun and Chen, 2016), well-designed course content (Sun and Chen, 2016), teacher training, and technological advancement (Dhull and Sakshi, 2017). Online learning can be synchronous, asynchronous, or both (Misbah et al., 2017) or a combination of both (flexible learning). This mode of instruction encourages collaboration metacognition and improves students' learning outcomes.

However, Moralista (2020) pointed out in their works that online learning does not guarantee that students who spend more time at home will be more productive in their schoolwork, leading to academic dishonesty. There are several factors to consider when determining how and why students could not perform their responsibilities and learn using online modalities. According to Baticulon et al. (2020), Higher Education Institutions, specifically students, teachers, administration, and other stakeholders, face challenges and difficulties implementing online learning. Students and teachers face technical, individual, interpersonal, domestic, institutional, and community barriers (Baticulon et al., 2020; Muilenburg & Berge, 2005; Fabito, 2020).

Methodology

This study used mixed-method, descriptive, and qualitative phenomenological research designs to describe the barriers to online learning modalities that the study's participants encountered during their scheduled classes. The mixed-method combined elements of qualitative and quantitative approaches in data collection and analysis and generalization techniques for a more in-depth understanding of the study. The quantitative research method necessitates using a descriptive design by the researcher to describe the various barriers encountered by the students. According to Akhtar (2016), descriptive research entails identifying and gathering data or information that describes the characteristics or attributes of the variables under study.

Similarly, for the analysis of qualitative data, the researcher used thematic analysis of phenomenological design, which assisted the researcher in understanding the validity and thoroughness of the participants' responses (Sundler et al., 2019).

Cluster sampling and simple random sampling were used to determine the target respondents. The study included 335 students, 100 teachers, and 17 school administrators, and data was collected online

using Google forms, Google Docs, and email. The data were collected using a survey questionnaire created by the researcher and analyzed using weighted mean and analysis of variance.

Results and Discussions

Barriers to Online Learning

Table 1 depicts the interpersonal barriers encountered by students, teachers, and administrators while participating in online learning. The table clearly shows that the three groups of respondents regard interpersonal dimensions as barriers to online learning, with an overall weighted mean of 2.85 for student – respondents, 2.91 for teacher – respondents, and 2.92 for administrator – respondents.

Students perceived a barrier to online learning as Indicator 1, Lack of interaction/communication among students and teachers, with the highest mean of 2.97. According to Borkoski's (n.d.) work, communication becomes a barrier when the teacher fails to interact with the student's performance in class. Students' motivation can suffer due to a lack of interaction/communication, and they are likely to be dissatisfied and frustrated with their course. Without interaction and communication, students become unaware of their strengths and weaknesses and their potential growth in understanding how to apply their knowledge. According to Ashu, Sharma, and Sharma (2017), continuous progress in teaching and learning necessitates two-way communication. Teachers and students should constantly discuss their lessons with one another (Sawsan, 2020). Teachers should be open to students' daily input, and teachers should continue to function until the desired level of student satisfaction is achieved (Mishra, Gupta, & Shree, 2020).

Teachers ranked a lack of social interaction as the most significant barrier to online learning, with a mean score of 3.05. Students in an online class do not have to attend physical classes, so they do not have the opportunity to socialize with their teachers and peers, which is essential for learning. Many students discover that studying is an academic practice and social interaction. A lack of social interactions may contribute to isolation in both teachers and students, leading to mental health issues.

It is not only necessary for students and teachers to engage in human interaction to alleviate feelings of loneliness and anxiety, but it is also necessary for our overall well-being and mental health. The most significant indicator of interpersonal barriers identified by school administrators was a lack of quality time in delivering the course (3.18). Students' academic performance suffered due to a lack of quality time in delivering the course. School administrators should ensure adequate time for planning and preparing learning materials (Baticulon, 2021). School administrators should monitor teaching-learning activities and the quality of learning time, as these factors, significantly impact students' learning success. Time quality in online learning is determined by time availability and readiness to devote cognitive time to learning activities (Romero and Barbera, 2011).

Table 1. The Perceived Interpersonal Barriers of Students, Teachers, and School Administrators

Indicator	Students			Teachers			School Administrators		
	M	SD	VI	M	SD	VI	M	SD	VI
1. Lack of interaction/communication among students and teachers	2.97	0.93	AB	2.96	0.94	AB	2.82	1.01	AB
2. Lack of personal engagement in online learning/teaching	2.87	0.91	AB	2.98	0.83	AB	2.76	0.97	AB

3.	Lack of quality of time in delivering the course	2.90	0.93	AB	2.85	0.96	AB	3.18	1.10	AB
4.	Lack of visual cues from students	2.76	0.89	AB	2.85	0.82	AB	3.06	0.83	AB
5.	Lack of student collaboration	2.87	0.94	AB	2.89	1.00	AB	2.71	0.95	AB
6.	Lack of social interaction within the class	2.89	0.94	AB	3.05	0.94	AB	3.06	0.75	AB
7.	Students/teachers assessment and/or feedback	2.70	1.14	AB	2.80	0.90	AB	2.82	0.95	AB
Overall Weighted Mean		2.85	0.73	AB	2.91	0.72	AB	2.92	0.69	AB

Legend: 3.51 to 4.00 - A Significant Barrier (ASB); 2.51 to 3.50 - A Barrier (AB); 1.51 to 2.50 - Somewhat of A Barrier (SAB); 1.00 to 1.50 - Not a Significant Barrier (NSB)

Institutional Barriers

Table 2 describes students, teachers, and administrators' perceived institutional barriers to online learning. The table reveals that this dimension was considered a barrier by students, teachers and administrators with an over – all mean of 2.65, 2.72 and 2.56, respectively.

Students ranked indicator 8 (Students' workload) as the most significant barrier to online learning, with a mean of 2.91. Students enrolled in online classes who are overburdened with activities find it difficult to study. According to Galloway (2013), overloading students causes not only academic stress but also harms students' physical and mental well-being. She emphasized that when students are involved in homework, they frequently perform behaviorally in school, are more nervous, and report more stress-related physical issues.

With a mean of 3.07, teachers identified a lack of training on online learning delivery as a barrier to online learning. According to a UNESCO, UNICEF, and World Bank investigation, several colleges and universities did not provide alternative distance learning training courses for their teachers. As a result, teachers are unprepared for online learning. In addition to teaching, teachers must devote time to becoming digitally literate individuals. The finding is especially true for teachers who are unfamiliar with the digital world but can develop new ways of teaching students.

While several teachers have responded positively and favorably to COVID-19's modifications, many others, particularly those with limited internet access or lacking the necessary technical capabilities, find it difficult to teach online (Delgado, 2020). Among the identified indicators, school administrators considered lack of training on online learning delivery (2.71) and Class size for online learning (2.71) barriers to online learning. Training teachers is critical, particularly in this new normal in which teachers must be equipped with the skills and technological know-how to use the World Wide Web or the internet. The level of technical training that teachers have influenced the consistency of the instructional process in the online world. Teachers should have the necessary technical skills, adapt their teaching style, or better engage with students in an online setting to ensure high teaching standards (Coman et al., 2020).

Table 2. The Perceived Institutional Barriers of Students, Teachers, and School Administrators

Indicator	Students			Teachers			School Administrators		
	M	SD	VI	M	SD	VI	Mean	SD	VI
1. Policies or standards for online learning instruction/classes	2.51	0.97	AB	2.61	0.97	AB	2.59	0.80	AB

2. Faculty/student involvement in course decision making	2.57	0.96	AB	2.63	0.95	AB	2.24	0.97	SAB
3. The value of online work for promotion and retention/tenure	2.47	0.97	SAB	2.57	0.87	AB	2.65	0.70	AB
4. Communication Difficulty among academics and/or administrative staff	2.89	0.95	AB	2.95	0.88	AB	2.65	0.79	AB
5. Lack of training use for the delivery of online learning	2.83	0.93	AB	3.07	1.01	AB	2.71	0.99	AB
6. Quality of learning/teaching materials	2.70	0.96	AB	2.66	0.91	AB	2.59	0.94	AB
7. Class size for online learning	2.37	0.99	SAB	2.71	1.01	AB	2.71	0.99	AB
8. Students/Faculty workload	2.91	0.95	AB	2.92	0.87	AB	2.53	1.01	AB
9. Experience/knowledge of faculty in preparing modules/learning materials for online learning	2.63	0.97	AB	2.67	1.02	AB	2.41	1.00	SAB
Overall Weighted Mean	2.65	0.71	AB	2.72	0.67	AB	2.56	0.61	AB

Legend: 3.51 to 4.00 - A Significant Barrier (ASB); 2.51 to 3.50 - A Barrier (AB); 1.51 to 2.50 - Somewhat of A Barrier (SAB); 1.00 to 1.50 - Not a Significant Barrier (NSB)

Technological Barriers

Table 3 shows students, teachers, and administrators' perceived technological barriers to online learning. Accordingly, in the table, the dimension was viewed as a barrier by the student – respondents, teacher – respondents, and administrator – respondents, with over – all means of 2.94, 3.06, and 2.59, respectively.

With a mean of 3.13, the students ranked technology failure experiences as the most significant barrier. The students encountered technical issues such as disconnection or slow internet, difficulty accessing the learning management system, and a lack of appropriate technology during their online classes. The result is consistent with Sawsan's 2020 findings, which discovered that technological barriers such as a lack of funding and maintenance and a lack of connectivity hampered distance learning. According to Sawsan and Astri (2017), school providers' failure to maintain modern technologies prevented students from benefiting from distance learning.

Similarly, the sufficiency of internet access, with a mean of 3.35, was one of the top indicators of perceived technology barriers by teachers. The result meant that teachers' experiences with internet connectivity, low-speed connections, and connection problems caused by providers hampered their online teaching and learning activities. According to Baticulon et al. (2020), reliable, fast, and available internet connections are more pressing issues than students' and teachers' ownership of technological gadgets required for online learning.

With a mean of 2.94, school administrators ranked technology failure experiences as the most significant barrier to online learning. Although technical issues and problems encountered during online classes are apparent, such as poor and unreliable internet services and connections, signal loss, and a lack of digital gadgets, the university should develop more programs to meet these needs. The students should be assisted in facilitating learning when faced with such difficulties or situations (Coman et al., 2020).

Table 3. The Perceived Technological Barriers of Students, Teachers, and School Administrators

Indicator	Students			Teachers			Administrators		
	M	SD	VI	M	SD	VI	M	SD	VI
1. Lack of technical skills of teachers/students	2.84	1.00	AB	2.99	0.93	AB	2.53	1.01	AB
2. Lack of technology support from the school administration		0.96	AB	3.00	0.92	AB	2.47	1.18	SAB
3. Technology failure experiences	3.13	0.92	AB	3.18	0.93	AB	2.94	0.90	AB
4. Familiarity with online learning technical tools	2.70	1.00	AB	2.67	1.03	SAB	2.47	1.07	SAB
5. Availability of computers and smartphones	2.96	1.02	AB	3.19	1.03	AB	2.41	1.18	SAB
6. Sufficiency of internet access	3.09	0.98	AB	3.35	0.94	AB	2.71	1.05	AB
Overall Weighted Mean	2.94	0.78	AB	3.06	0.75	AB	2.59	0.94	AB

Legend: 3.51 to 4.00 - A Significant Barrier (ASB); 2.51 to 3.50 - A Barrier (AB); 1.51 to 2.50 - Somewhat of A Barrier (SAB); 1.00 to 1.50 - Not a Significant Barrier (NSB)

Community Barriers

Table 4 revealed students', teachers', and school administrators' perceptions of community barriers. As shown in the table, the student – respondents, teacher – respondents, and administrator – respondents all rated the community barriers dimension as barriers, with weighted means of 3.04, 3.28, and 2.93, respectively.

Students rated power outages and signal outages as the top indicators, with a mean of 3.23. Both the power outage and the signal outage disrupted their online study in their community. These findings were supported by Rotas and Cahapa's (2020) study, which stated that power outages are a significant challenge in online learning, particularly for those living in remote areas. Furthermore, the study of Rotas and Chapa (2020) supports the claim that students in the provinces or deep rural areas had difficulty staying connected during online classes due to poor internet connectivity, power outages, or lack of electricity.

However, among the perceived barriers, the teachers ranked Indicator 5, mental health issues, as the highest, indicating that the teachers were well aware that mental health issues needed to be addressed in the community while participating in this online learning. According to Baticulon et al. (2020), the COVID19 pandemic is causing psychological stress among students. They feel worried, weariness, alone, sadness, and desperation and find it difficult to focus on academics. Similarly, teachers who are exposed to their students' problems through online learning are more likely to develop conditions that are detrimental to their mental health. As a result of their work, educators may experience exhaustion and vicarious trauma.

For school administrators, the time commitment of students/faculty was identified as the most significant barrier, with a mean of 3.18. According to Baticulon et al. (2020), one of the difficulties encountered in online learning is the time commitment of the faculty. Furthermore, due to the amount of time spent on online setup and preparation of instructional materials, teaching online takes more time than teaching face-to-face.

Table 4. The Perceived Community Barriers of Students, Teachers, and School Administrators

Indicator	Students			Teachers			School Administrators		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. Mobility restrictions due to community lockdown	2.93	0.96	AB	3.16	0.87	AB	2.88	0.99	AB
2. Power interruptions/signal interruptions	3.23	0.85	AB	3.43	0.85	AB	2.94	0.95	AB
3. Time commitment of Students/faculty	2.92	0.93	AB	3.08	0.80	AB	3.18	0.83	AB
4. Physical health issues	2.94	1.02	AB	3.26	0.88	AB	2.76	1.15	AB
5. Mental health issues	3.18	0.99	AB	3.45	0.84	AB	2.88	1.11	AB
Overall Weighted Mean	3.04	0.75	AB	3.28	0.66	AB	2.93	0.72	AB

Legend: 3.51 to 4.00 - A Significant Barrier (ASB); 2.51 to 3.50 - A Barrier (AB); 1.51 to 2.50 - Somewhat of A Barrier (SAB); 1.00 to 1.50 - Not a Significant Barrier (NSB)

Domestic Barriers

Table 5 depicted students', teachers', and administrators' perceptions of domestic barriers. The perceived domestic dimensions as barriers to online learning have an overall mean of 2.94, 3.17, and 2.74 for students, teachers, and school administrators, respectively.

Among the indicators, the students identified financial stress at home as the most significant domestic barrier, with a mean of 3.06. The result mirrored the conditions of the students when they were asked about their experience with online learning during the pandemic. The majority of them stated that they need to work to support their families financially. Some of them bring their laptops and use them to take online classes while they work.

The result was supported by Sawsan's (2020) work. Both male and female students experienced financial difficulties during the lockdown period, negatively impacting their studies and leaving them depressed and hopeless.

The top barrier to online learning, as perceived by teachers, was a lack of space/environment conducive to online learning, with a mean of 3.34. Teachers were aware of the importance of providing a conducive learning environment, even if classes were held virtually. According to Baticulon et al. (2020), one of the most common barriers encountered by students was a lack of physical space conducive to studying. Some female students appear to have lacked an encouraging educational environment at home. They were assigned household chores during their online classes, which hampered their studies and left them depressed and despondent (Mishra, 2020).

The inability of parents to assist their children due to lack of knowledge and skills was viewed as a barrier by school administrators, with the highest mean of 2.94. The school administration was aware of the parent's inability to assist their children with their online studies. The parents were concerned about their lack of experience with online procedures and methodologies. Furthermore, because the technologies for online courses were not appealing to all parents, they could not be effectively implemented at home. Parents with a lower level of education felt they could not help their children with specific learning topics or strategies (Sawsan, 2020).

The summary of the overall mean of the identified barriers is depicted in Table 6. According to the table, respondents saw interpersonal barriers, institutional barriers, technology barriers, community barriers, and domestic barriers as barriers or constraints to online learning.

Student respondents identified interpersonal, institutional, technological, community, and domestic dimensions as barriers. Similarly, students rated the following indicators as top barriers to online access: lack of interaction/communication among students and teachers, student/faculty workload, technology failure experiences, power outages/signal outages, and financial distress within the household.

Table 5. The Perceived Domestic Barriers of Students, Teachers, and School Administrators

Indicator	Students			Teachers			Administrators		
	M	SD	VI	M	SD	VI	M	SD	VI
1. Lack of Space/Environment conducive for online learning	3.04	0.95	AB	3.34	0.79	AB	2.76	1.15	AB
2. Fulfilling responsibilities/household chores at home	2.98	0.99	AB	3.11	0.91	AB	2.76	1.09	AB
3. Conflicts within the family	2.88	1.04	AB	3.12	0.90	AB	2.65	1.27	AB
4. Financial distress within the household	3.06	0.94	AB	3.31	0.95	AB	2.76	1.25	AB
5. Need to work for extra income	2.93	1.01	AB	3.06	0.94	AB	2.53	1.37	AB
6. Parents incapability to assist their children due to knowledge and skills issues	2.74	1.10	AB	3.08	0.96	AB	2.94	1.20	AB
Over all Weighted Mean	2.94	0.81	AB	3.17	0.78	AB	2.74	1.07	AB

Legend: 3.51 to 4.00 - A Significant Barrier (ASB); 2.51 to 3.50 - A Barrier (AB); 1.51 to 2.50 - Somewhat of A Barrier (SAB); 1.00 to 1.50 - Not a Significant Barrier (NSB)

Barriers of Online Learning as Perceived by the Students, Teachers, and School Administrators

The teacher-respondents identified the interpersonal, institutional, technological, community, and domestic dimensions as barriers to online learning. Furthermore, teachers indicated that the top barriers to online learning were a lack of social interaction within the class, the lack of training used for the delivery of online learning, a sufficient amount of internet access, mental health issues, and a lack of space/environment conducive to online learning.

According to the School Administrator, interpersonal, institutional, technological, community, and domestic dimensions are also barriers to online learning. Similarly, the School Administrators identified the following as the top barriers to online learning: a lack of quality time in delivering the course, a lack of training for the delivery of online learning and class size for online learning, technology failure experiences, and time commitment of students/faculty.

Table 6. The Barriers of Online Learning as Perceived by the Students, Teachers and School Administrators

Barriers to Online Learning	Students			Teachers			School Administrators		
	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank
1. Interpersonal Barriers	2.85	AB	4	2.91	AB	4	2.92	AB	2
2. Institutional Barriers	2.65	AB	5	2.72	AB	5	2.56	AB	5
3. Technology Barriers	2.94	AB	2.5	3.06	AB	3	2.59	AB	4
4. Community Barriers	3.04	AB	1	3.28	AB	1	2.93	AB	1
5. Domestic Barriers	2.94	AB	2.5	3.17	AB	2	2.74	AB	3

Legend: 3.51 to 4.00 - A Significant Barrier (ASB); 2.51 to 3.50 - A Barrier (AB); 1.51 to 2.50 - Somewhat of A Barrier (SAB); 1.00 to 1.50 - Not a Significant Barrier (NSB)

Experiences and Challenges in Encountered during Online Learning

Table 7 summarized 15 students', 15 teachers', and 17 administrators' perspectives on the barriers to online learning in institutions of higher learning.

In terms of student experiences, it was discovered that they were dissatisfied with online education. Online teaching was an ineffective learning mode for them when compared to face-to-face teaching. One of the factors identified as a barrier to online learning is a lack of internet connectivity.

On the other hand, teachers reported a lack of social interaction, a need for face-to-face classes, particularly with laboratory activities, and a manageable online class. Because of their commitment and dedication, the teachers were also motivated to teach even in virtual classrooms.

For the school administrator – respondents, it was found out that online learning was as effective as face-to-face classes, especially in delivering instruction but not in delivering results because of lack of interaction. Because of the slow internet connection, school administrators have difficulty interacting with teachers and students.

Table 7. The Experiences of Students, Teachers, and Administrators in the Implementation of Online Learning

Theme	Participants	Selected Responses
Ineffective Learning Mode	S3, S4, S5, S6, S7, S8, S12, S13, S14	<i>Not as much effective as traditional learning. (S8)</i>
		<i>Teachers just read their PPT but not explain the topic further. and also lack collaboration with classmates(S3)</i>
		<i>It was not effective for me. To be honest, I did not learn anything from the past few months. (S7)</i>
Lack of Internet connectivity	S12, S9, S15, S3, S13, S10, S11, S4, S6	<i>Stable internet connectivity is an issue. (S4)</i>
		<i>The problem with technology is the signal of the internet.</i>
		<i>I encountered being disconnected because of no internet connection during examination (S3)</i>
Lack of Social Interaction	T2, T14, T7, T9, T8, T10, T11, T12	<i>I find it excellent only that it limits social interaction. (T11)</i>
		<i>My experience in the implementation of online learning is lack of social interaction. (T10)</i>

		<i>Lack of social interaction, technology barriers, and domestic barriers. (T12)</i>
Need for Face - to - face Classes	T2, T3, T6, T10, T13, T15	<i>There are some courses that requires a face-to-face class. (T6)</i> <i>Face to face learning is I think more effective and easier than the online class setup (T13)</i> <i>It is effective in times of pandemic, but face-to-face is better (T2)</i>
Manageable Online Class	T1, T3, T9, T8, T11, T13, T14	<i>I love it! I felt I'm more productive! (T1)</i> <i>Priority matters during this time of crisis (T11)</i> <i>Somewhat manageable since it is online (T8)</i>
Lack of Interaction	A3, A13, A15, A7, A6, A2, A12	<i>Not that effective in terms of interaction (A7)</i> <i>Lack of direct interaction with the students and limited time (A6)</i> <i>Experiencing the lack of collaboration or interaction of the students. (A13)</i>
Effective Online Learning	A2, A4, A6, A9, A5, A7	<i>Online learning is as effective as face-to-face; however, the teacher should be more understanding of their students. (A12)</i> <i>Online learning is effective in delivering instructions but not effective in delivering results. (A2)</i> <i>Lack of sufficient training for online classes (A7)</i>

Table 8 depicts the barriers to online learning faced by students, teachers, and administrators. When it comes to internet connectivity, it can be seen that both teachers and administrators face the same challenges.

Students face mental health issues, a lack of a conducive learning environment, and excessive student workloads when learning online. All of these challenges are linked to one another. Their mental health issues were exacerbated by a lack of conducive learning environments, financial issues in their home, household chores, excessive activities/workloads assigned by their professors, a lack of social interaction with their classmates, and a slow internet connection. They prioritized face-to-face instruction over online instruction.

Table 8. The Challenges of Students, Teachers, and Administrators in the Implementation of Online Learning

Theme	Participants	Selected Response
Mental Health	S5, S3, S11, S13, S7	<i>Online learning was really tough and stressful for me (S7)</i> <i>The problem is maintaining stable mental health. (S11)</i> <i>"My mental health is getting worst. (S13)</i>
Lack of Conducive Learning Environment	S4, S12, S9, S15, S14, S8, S11	<i>The home environment is not suited for classroom-type learning. (S4)</i> <i>It is also hard for me to study because I do not have my own space to study. (S12)</i> <i>I am distracted. (S9)</i>
Excessive Students Workload	S11, S12, S8, S14, S6, S4	<i>They should reduce giving many activities for students (S6)</i> <i>Unable to broadly explore the topics. (S4)</i> <i>It is hard to do tasks when overloaded, though the student is just at home. (S12)</i>
Lack of Gadget/s	T2, T5, T7, T9, T11, T9	<i>Students do not gadget (T11)</i> <i>Students and teachers do not have the necessary gadget for online learning. (T9)</i>

		<i>Stakeholders should have invested in the needed gadgets for online (T7))</i>
Internet Connectivity	T2, T3, T5, T7, T8, T11, T12, T15	<i>The internet accessibility is very limited (T8)</i>
		<i>Sometimes the network goes idling (T12)</i>
		<i>Internet connection is a severe barrier to learning (T11)</i>
Teaching Styles	A13, A10, A5, A2, A6	<i>The teachers should learn more different styles, techniques, and applications using technology. (A13)</i>
		<i>The use of Technology (A10)</i>
		<i>innovate more on my teaching even though online (A6)</i>
Unstable Internet Connection	A11, A8, A6, A14, A3, A4, A9, A1, A13, A8, A7, A15	<i>Insufficient internet access. (A11)</i>
		<i>Poor internet connection (A6)</i>
		<i>Students cannot submit activities on time due to limited access to the internet (A3)</i>

On the other hand, teachers saw a lack of gadgets and internet connectivity as obstacles to implementing online teaching. Teaching styles and an unstable internet connection have become challenges for school administrators. Their teachers' teaching styles complement the activities or modules they have uploaded to their LMS.

Conclusions

The three groups of respondents identified interpersonal, institutional, technological, community, and domestic barriers to online learning (students, teachers, and administrators). However, they all identified community as one of the most significant barriers to online learning, along with power outages/signal outages, insufficient internet access, a lack of quality time in delivering the course, and time commitment on the part of students/faculty.

Students, teachers, and school administrators encountered the following issues during the implementation of online learning: ineffective learning mode, lack of internet connectivity, lack of social interaction, need for face-to-face classes, manageable online class, lack of interaction, and effective online learning. They emphasized mental health, a lack of a conducive learning environment, excessive student workload, a lack of gadget/s, internet connectivity, teaching styles, and an unstable internet connection as challenges. Finally, they recommend that face-to-face classes be held, that the learning management system and school programs be improved, that technological infrastructure be upgraded, and that more training and seminars be held.

An enhancement program will assist students in improving their academic performance, teachers, and administrators in organizing and designing curriculum, and providing a cost-effective and output-oriented learning mode.

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The Mental Status and Resiliency During Pandemic, Counselling Program in the New Normal

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ABSTRACT

The research was conducted to determine the respondents' mental health and psychological resilience amidst the Covid-19 pandemic. Three (3) participating public schools, all of the Division of Valenzuela City, were considered in the study. One hundred five teachers participated in the survey. Data were gathered through Google Forms utilizing the researcher-made questionnaire. Results based on the data showed that most of the respondents were female, married and within the age bracket of 31-40 with a position of Teacher I, and have either MA degree or MA units. For mental health status, respondents indicate a fair level in terms of intrinsic factors that show the respondents' personal feelings or experiences with a positive mindset amidst the challenges caused by the Covid-19 pandemic. For mental health status in terms of extrinsic factors, respondents showed a fair level, remained composed, and managed to give off a positive and healthy mental status amidst the pandemic. For psychological resilience in terms of mental wellbeing, respondents tend to have a fair level of resiliency that displays the respondents' capability to adjust mentally and adapt to the present situation. For the psychological resilience in terms of emotional wellbeing, the respondents present a fair resiliency level that indicates the capability of the respondents to hold firmly with their emotions and actions in response to the challenges in the new normal. For the psychological resilience in terms of self-esteem, respondents show a fair resiliency level which means that they trust their skills to overcome all the pressures and challenges. It was revealed that there are no significant differences in psychological resilience when grouped according to demographic profile. On the other hand, a significant relationship between mental health status and psychological resilience is described as a weak positive correlation.

Keywords: COVID-19, Pandemic Health Condition, Resilience, Teachers' Mental Status

Introduction

The year 2020 was full of surprises that everyone did not even expect to happen. The whole world was experiencing the difficulties caused by the Covid-19 pandemic. It affected almost all countries around the world. Because of this, millions of people of different races worldwide encountered a very disastrous experience. They were extremely ill and died because of this virus which started in China and spread across the continents.

According to the World Health Organization (2020), Covid-19 is an infectious disease caused by a newly discovered coronavirus. Most people infected with the covid-19 will experience mild to moderate respiratory illness and recover without special treatment. The Covid-19 spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes. It is crucial that people also practice respiratory etiquette (for example, coughing into a flexed elbow). Currently, there is no specific vaccine or treatment for Covid-19. Coronaviruses are a large family of zoonotic (able to be transmitted from animals to humans) viruses that cause illnesses ranging from common colds to severe respiratory diseases. Common signs of Covid-19 infection are similar to the common cold and include respiratory symptoms such as dry cough, fever, shortness of breath, and breathing difficulties. An infection can cause pneumonia, severe acute respiratory syndrome, kidney failure, and death (McLeod, 2020).

According to the latest figures released by UNESCO (2020), quarantine has been implemented in most countries affected by the Covid-19 pandemic to reduce the virus's possible spread among human beings. Quarantine is the separation and restriction of movement of people who have potentially been exposed to a contagious disease to ascertain if they become unwell, reducing the risk of them infecting others. Close to a billion people are still in quarantine after the coronavirus outbreak brought the life around the world to a virtual standstill. The pandemic has an economic consequence, and it is also having a devastating impact on global education. About 1.3 billion learners worldwide could not attend school or university as of March 2020. The agency's figures refer to learners enrolled at pre-primary, primary, lower-secondary, and upper-secondary levels of education and the tertiary level. Eighty percent of the world's learners are now being kept out of educational institutions by country-wide closures. Two hundred eighty-four million learners are being affected by closures at a localized level, such as those seen in US states like California and Virginia. Thus, 138 governments have now ordered country-wide closures of their schools and universities.

The Philippines is one of those countries affected by Covid-19 and is now considered one of the high-risk countries suffering from coronavirus. The Philippine government has announced the lock-down of Metro Manila on the second week of March, followed the entire Luzon Region, and is mulling over more localized lock-down. The Philippines declared a calamity for six months now, which started last March 2020 (Duddu, 2020).

Public health emergencies may affect the health, safety, and wellbeing of both individuals causing insecurity, confusion, emotional isolation, work. These may affect a range of emotional reactions such as distress or psychiatric conditions, unhealthy behavior like excessive substance use, and noncompliance with public health directives. The Covid-19 pandemic has an alarming implication for individual and collective health and emotional and social functioning (Pfefferbaum and North 2020). For this reason, the researcher conducted this study to design a counseling program that will address the teachers' mental health and psychological resilience who were badly pressured by the Covid-19 pandemic. This study's objective is to determine the relationship between mental health status and psychological resilience amidst the Covid-19 pandemic. It covers the demographic profile of the respondents in terms of age, sex, civil status, position, and support system. The study also aims to find the level of the mental health status of respondents during the time of the Covid-19 pandemic in terms of intrinsic and extrinsic factors. In addition, it addressed the level of psychological resilience of the respondents during the time of the Covid-19 pandemic regarding mental wellbeing, emotional wellbeing, and self-esteem. Furthermore, the study likewise looks for the significant difference in the psychological resilience of the respondents when grouped according to the demographic profile and the relationship between mental health status and the psychological resilience amidst the Covid-19 pandemic of the respondents in the new normal. Thus, the researcher created a school-based counseling program that can be used to address the problems found in this study.

Literature Review

According to JC Punongbayan (2020), the number of cumulative cases has been rising exponentially for some time. Like many other countries, the pandemic has upended the Philippines' economic landscape. However, it has been worsened by glaring social protection and governance gaps. The national government is taking several steps to control the spread of the Covid-19, including travel restrictions closure of schools and colleges (Duddu, 2020).

This Covid-19 pandemic hurt the education sector. Many teachers suffer from this untimely pandemic that struck the whole nation and caused so much pressure and distress to all educators. Public school teachers are facing a vast adjustment due to the new approach of learnings which set by its department, this is with response to the needs of all teachers who are affected by the pandemic.

The Covid-19 pandemic has affected the public educational sectors in terms of adjustment in educational modalities of instructional delivery, school operations, and policies. This emerging paradigm

shift affects the teachers' performance. It causes distress as they encounter an enormous adjustment and are forced to adopt something new in the educational system of the department of education.

The present coronavirus epidemic is a stressor or trauma for people, threatening their physical health and mental health, and wellbeing. Currently, the COVID-19 pandemic is a life-threatening, unpredictable condition fraught with a slew of unknowns. Due to prolong pandemic, mental illness may occur. Mental illness is a broad phrase that refers to a collection of conditions that might impact a person's thinking, perceptions, mood, or behavior. Work, relationships, and other commitments can be tough to manage when someone has a mental condition. Although the link between stress and mental disease is complicated, it is known that stress can exacerbate a mental illness episode. Medication, counseling or both can help most people manage their mental disease. This article contains more common mental health concerns and mental illnesses.

The pandemic has wreaked havoc on the world's population, causing severe disruption and widespread fear. COVID-19 affects a wide range of groups, causing social and physical isolation (Polizzi et al., 2020), fear (Polizzi et al., 2020), and a state of uncertainty. Physical separation causes various changes, including school and office closures, the move to working from home, economic uncertainty, job loss, quarantine, a shortage or limited supply of medical supplies or services, and so on.

Resilience is the dynamic process of overcoming setbacks, adapting effectively, and actively dealing with adversity or trauma (Luthar & Cicchetti, 2000). During COVID-19, the family may be exposed to additional hazards that compromise their family's resilience and access to resources. This paper aims to compile and present the existing literature on family resilience in diverse households during the coronavirus outbreak.

Families are distressed as a result of the school closure. Improved family member education is essential to boost children's and parents' readiness to adopt home learning throughout the epidemic to obtain positive academic achievements. The pandemic also affects families with special needs children, including autistic children, which generates worry and anxiety (Ameis et al., 2020). Because of the school closure and physical separation, children with special needs will be living with their families full time. Children have fewer opportunities for social connection outside of their homes during the pandemic. To reduce the challenges of the COVID-19 pandemic, especially for families with children with special needs, a suitable home environment that supports physical and mental health care is required.

Methodology

This study determined the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. It was a research design that was either descriptive or experimental (Hopkins 2008). The correlational research design was a non-experimental study in which relationships were assessed without manipulating independent variables or randomly assigning participants to different conditions (Statistics Solutions, 2020). The method was considered since the study determined the respondents' level of mental health status. It implied to get the data through written questionnaires of the respondents regarding the two research variables and how this Covid-19 pandemic affected them.

In this study, the researcher used mixed respondents from three Valenzuela City schools: Parada National High School, General Tiburcio de Leon National High School, and Canumay West National High School.

General T. de Leon National High School was founded in 1969 and started as an annex of the Valenzuela Municipal High School. In 1997 when the Annex became a fully independent school, it was moved several times, from Gen. T. de Leon Elementary to Tanada Subdivision to its present location near Bugallion Bridge, at the side of North Express Way. Gen. T. de Leon National High school has the highest number of populations among all schools in Valenzuela City, with approximately 6000 students who came not only from Brgy. Gen. T. de Leon but even students from the nearby barangays of Baesa, Sta. Quiteria and Bagong Barrio were part of the neighboring City of Caloocan. The school has more than 200 faculty members, including Senior High School teachers.

Parada National High School, on its part, was located near Gen. T de Leon National High School. However, unlike the latter, PNHS, founded in 1968 as an Annex of Valenzuela Municipal High School, has a smaller number of students. Three classroom buildings had top-of-the-line classrooms and facilities, and recently, they already offered Senior High School with 1300 learners and has 65 members. It now has a newly constructed building in front of the old wooden one. It serves as an additional facility to cater to the growing numbers of students, including the Senior High School, most of whom were alumni of the said school.

The third school was Canumay West National High School, located in District I, and like Gen. T De Leon, it was also located at the side of North Luzon Express Way. It started its operation in 1997 after the farmland owner donated his land to the local government, which is now the Canumay West National High School site. Presently, CWNHS has 1800 students with more than 50 teachers.

Respondents of this research from three different schools were asked thru written questionnaires and handed over online. The researcher was able to gather the important data when they returned the answered questionnaires, which had been used to get and know teachers' psychological resilience during the Covid-19 pandemic.

The quota random sampling technique was used to select the respondents of this research because the subset has an equal probability of being chosen and is meant to be an unbiased representation of a group. It took a small number of teachers of the three schools' entire population to represent the entire datasheet. Each member has an equal probability of being chosen. The researcher used written questionnaires to gather data from the respondents to accomplish this significant task.

The study population was composed of one hundred five (105) respondents, coming from three (3) public schools in Valenzuela City. Thirty-five (35) came from each chosen school: Parada National High School, General Tiburcio de Leon National High School, and Canumay West National High School. All respondents came from the teaching force who answered prepared written questionnaires online. Through this data gathering collected from the respondents, the researcher was able to complete the quantitative way of information that was used to accomplish this task in knowing the real mental health and psychological resilience of the respondents during the time of the Covid-19 pandemic.

The researcher utilized a written two-part questionnaire to collect the data. The first part was the demographic profile of the respondents. It was described in terms of age, sex, civil status, position, and support system. The next portion was the level of the mental health status of the respondents during the time of the Covid-19 pandemic, and the variables used were intrinsic and extrinsic. It has a series of statements to which were answerable through a Likert scale, such as follows: (5) Poor Status (4) Low Status, (3) Fair Status, (2) Moderate Status, and (1) Excellent Status with a total number of 20 items.

Results and Discussions

The results highlight any differences between the results or findings and previous research published by other researchers.

Level of Mental Health Status in terms of Intrinsic Factors

In totality, the computed overall weighted mean of 3.36 indicates a fair level of mental health status. The result shows that the respondents' personal feelings or experiences still tend to give them a somehow positive mindset amidst the struggles that the Covid-19 pandemic may have brought to them. The results are reinforced by the study of Floss (2020), who stated that having an attitude that looks for the positive and tries to be optimistic can help a person filter out some of the constant barrages of bad or discouraging news. Holding onto that positive attitude can help center on things that provide with what need to make it through this day.

Table 1. Level of Mental Health Status in terms of Intrinsic Factors

Indicators	Weighted Mean	Interpretation
1. I am feeling more nervous, anxious or on edge.	3.02	Fair Status
2. I am worrying too much the effect of Covid-19 Pandemic to my job and financial health.	2.81	Fair Status
3. I am becoming so restless that it is hard to sit still.	3.45	Low Status
4. I am getting easily annoyed or irritable.	3.13	Fair Status
5. I am losing interest or pleasure in doing things.	3.49	Low Status
6. I am facing trouble falling asleep or staying asleep, or sleeping too much.	3.39	Fair Status
7. I am feeling tired or having little energy.	3.43	Low Status
8. I am overeating or experiencing poor appetite.	3.56	Low Status
9. I am feeling down, depressed, or hopeless.	3.67	Low Status
10. I am feeling helpless or frustrated.	3.70	Low Status
Over-all Weighted Mean	3.36	Fair Status

Legend: 1.00 to 1.80 – Excellent Status 1.81 to 2.60 – Moderate Status; 2.61 to 3.40 – Fair Status; 3.41 to 4.20 – Low Status; 4.21 to 5.00 – Poor Status

Level of Mental Health Status in terms of Extrinsic Factors

Extrinsic factors refer to the mental health status of the respondents who are bothered by what is happening from other people experiencing anxiety and pressures that cause distress to the respondents.

As shown in Table 2, five indicators show a fair level of mental health status among the teacher-respondents. Further, two may be interpreted as low status, and three may be interpreted as moderate status. From there, it can be said that the teacher-respondents are not comfortable noticing that others are moving unusually or fidgeting around, as shown by the weighted mean of 3.75. Likewise, they also find trouble focusing or concentrating on something like reading or watching, as specified by the weighted mean of 3.58. On the other hand, the weighted mean values of 2.51 and 2.53 reflect that the teacher-respondents are not that worried about the effect of the Covid-19 pandemic on their family's health and safety and generally in our country.

The overall weighted mean value of 3.03 corresponds to a considerable level of mental health status among the teachers who participated in this study. The result shows that despite external factors that may affect their mental health status, the teacher-respondents remained composed and somehow managed to give off a positive and healthy mental status amidst this pandemic. The results are backed up by the study of Hessel (2020), who stated that people find strength by working together as families, friends, groups, and communities to help lift and encourage one another. Each one can make a difference if they choose to. Build personal faith, including own inner strength, look for beauty in nature, art, and one another.

Level of psychological resilience of the respondents during the time of Covid-19 pandemic in terms of Mental wellbeing, Emotional wellbeing, Self-Esteem

Table 2. Level of Mental Health Status in terms of Extrinsic Factors

Indicators	Weighted Mean	Interpretation
1. I am worrying too much about the effect of Covid-19 pandemic to the general health and safety of the public.	2.83	Fair Status
2. I am worrying too much about the effect Covid-19 pandemic, in my family's health and safety.	2.53	Moderate Status
3. I am worrying too much about the effect of Covid-19 pandemic to country.	2.51	Moderate Status
4. I am worrying too much about the effect of Covid-19 pandemic to the world.	2.59	Moderate Status
5. I am having trouble concentrating on things, such as reading the newspaper or watching television.	3.58	Low Status
6. I am feeling bad about not being able to help my family and the community in this difficult time.	3.28	Fair Status
7. I am not comfortable noticing people moving or fidgeting around unusually.	3.75	Low Status
8. I am afraid as if something awful might happen to my family	3.36	Fair Status
9. I am bothered by the news on the television?	2.90	Fair Status
10. I am worried that the new system is difficult to adopt.	2.97	Fair Status
Over-all Weighted Mean	3.03	Fair Status

*Legend: 1.00 to 1.80 – Excellent Status 1.81 to 2.60 – Moderate Status; 2.61 to 3.40 – Fair Status; 3.41 to 4.20 – Low Status; 4.21 to 5.00 – Poor Status

Level of Psychological Resilience in terms of Mental Well-Being

It can be observed from table 3 that all the seven indicators correspond to a fair resiliency level of psychological resilience. In particular, they admit that they are non-judgmental about others and adopt people's different personality styles. This is confirmed by the weighted mean value of 3.35. Moreover, they show curiosity and optimism about the people and things around them, as reflected by the weighted mean values of 3.33 and 3.29, respectively.

In general, the weighted mean of 3.24 indicates that the teacher-respondents possess a fair level of psychological resilience in terms of their mental wellbeing. This implies that the respondents can mentally adjust and adapt to their present situation. They are more capable of balancing the challenges and problems they have at hand in their minds.

The study of Coyne et al. supports the results (2020) that individuals can equally adopt specific tools such as working together and self-care to support their wellbeing and resilience as they strive to respond compassionately and effectively to affected families.

Table 3. Level of Psychological Resilience in terms of Mental Well-Being

Indicators	Weighted Mean	Interpretation
1. I am usually optimistic. I see difficulties as temporary and expect to overcome them.	3.29	Fair Resiliency
2. I can tolerate high levels of ambiguity and uncertainty about the situation.	3.15	Fair Resiliency
3. I adopt quickly to new developments. I am good at bouncing back from difficulties.	3.16	Fair Resiliency
4. I am curious. I ask question I want to know about how things work, I like to try new ways of doing things.	3.33	Fair Resiliency

5. I am good at solving problems. I can use analytic logic, be creative, or use practical common sense.	3.22	Fair Resiliency
6. I read people well and trust my intuition.	3.21	Fair Resiliency
7. I am non-judgmental about others and adopt to people's different personality styles.	3.35	Fair Resiliency
Over-all Weighted Mean	3.24	Fair Resiliency

*Legend: 1.00 to 1.80 – Excellent Status 1.81 to 2.60 – Moderate Status; 2.61 to 3.40 – Fair Status; 3.41 to 4.20 – Low Status; 4.21 to 5.00 – Poor Status

Level of Psychological Resilience in terms of Emotional Well-Being

As revealed by Table 4, three of the indicators reflect a moderate resiliency level of psychological resilience in terms of emotional wellbeing, while 4 reflect a fair resiliency level. Specifically, the teacher-respondents confessed that the Covid-19 pandemic has made them stronger and better and that they are not easily discouraged by failures that happened to them. These are confirmed by the computed weighted mean values of 3.46 and 3.45, respectively. Nevertheless, based on the weighted mean of 3.28, they also revealed that somehow, they noticed that they are individually unique in different situations.

In totality shown in table 4, it can be said that the teacher-respondents have a fair resiliency level of psychological resilience in terms of their emotional wellbeing according to the computed weighted mean of 3.38. With this, it shows that they can hold firmness with their emotions and actions about their responses to the challenges they encounter in the new normal. Further, this also implies that they are flexible enough to go with the changes that come their way.

The results are consistent with the findings of Noam (2020), who stated that being flexible is to have the ability to shift perspectives and actions when new or unexpected stressful and complicated events arise. This skill allows people to adapt more quickly to situations without becoming overwhelmed for prolonged periods. Human beings already use this skill in their daily lives when they handle last-minute schedule changes, change in work hours when a child is ill and at home, reprioritize during life transitions.

Table 4. Level of Psychological Resilience in terms of Emotional Well-Being

Indicators	Weighted Mean	Interpretation
1. I am able to recover emotionally from losses and setbacks. I have friends I can talk with. I can express my feelings to others and ask for help. The feeling of anger, loss, and discouragement don't last long.	3.39	Fair Resiliency
2. I am very flexible. I feel comfortable with my paradoxical complexity. I am optimistic and pessimistic, trusting and cautious, unselfish and selfish, and so on.	3.27	Fair Resiliency
3. I am always with myself, but I have noticed that I am different in different situations.	3.28	Fair Resiliency
4. I am good listener. I have good empathy skills.	3.44	Moderate Resiliency
5. I am very durable. I hold up well during tough times. I have an independent mind.	3.39	Fair Resiliency
6. I have been made stronger and better by difficult experiences.	3.46	Moderate Resiliency
7. I am not easily discouraged by failures happened.	3.45	Moderate Resiliency
Over-all Weighted Mean	3.38	Fair Resiliency

*Legend 1.00 to 1.80 – Poor Resiliency; 1.81 to 2.60 – Low Resiliency; 2.61 to 3.40 – Fair Resiliency; 3.41 to 4.20 – Moderate Resiliency; 4.21 to 5.00 – Excellent Resiliency

Level of Psychological Resilience in terms of Self-Esteem

As gleaned in table 5, it is clear that only two of the seven indicators manifest a moderate resiliency level of psychological resilience among the teacher-respondents in terms of their self-esteem. Notably, they admitted that they had learned valuable lessons from their experience and the experiences of others. Further, they know how to calm themselves and focus on positive thoughts while in a crisis. These are based on the computed weighted mean values of 3.53 and 3.45, respectively. Also, it is evident from the weighted mean of 3.18 that the respondents are often good at making things work.

Generally, the teacher-respondents show a fair resiliency level of psychological resilience in terms of their self-esteem based on the computed overall weighted mean of 3.36. This means that they can believe in their abilities and skills that they can withstand all the pressure and challenges that the present situation brings. Also, they are capable of swaying through the difficult times to show that they can be resilient amidst this covid-19 -pandemic.

The study of Coulombe et al. (2020) supports the results. While the current situation is likely to increase risk factors such as those outlined above, individuals also tend to show considerable resilience in difficult situations, which can act as a buffer against the negative impacts of stressors (Dickinson and Adams, 2014). While one's level of personal resilience abilities and skills (i.e., 'trait resilience') may be a protective factor, previous research from a variety of fields such as psychology, architecture, and human ecology has demonstrated the importance of considering not only an individual's inner strengths, but also their social environments and the availability of culturally relevant resources within them (Ungar and Theron, 2020).

Table 5. Level of Psychological Resilience in terms of Self-Esteem

Indicators	Weighted Mean	Interpretation
1. In a crisis or chaotic situation, I calm myself and focus on taking positive thoughts.	3.45	Moderate Resiliency
2. I am playful. I find humor in rough situation and still be happy.	3.28	Fair Resiliency
3. I have self-confident, self-appreciation, and healthy concept of who I am.	3.4	Fair Resiliency
4. I prefer to work without a written job description. I am more effective when I am free to do what I think is best in each situation.	3.33	Fair Resiliency
5. I have converted misfortune into good luck and found benefits in bad experiences.	3.32	Fair Resiliency
6. I have learned valuable lessons from my experience and from the experiences of others.	3.53	Moderate Resiliency
7. I am good at making things work well. I am often asked to lead groups and projects.	3.18	Fair Resiliency
Over-all Weighted Mean	3.36	Fair Resiliency

*Legend 1.00 to 1.80 – Poor Resiliency; 1.81 to 2.60 – Low Resiliency; 2.61 to 3.40 – Fair Resiliency; 3.41 to 4.20 – Moderate Resiliency; 4.21 to 5.00 – Excellent Resiliency

Differences on the Psychological Resilience Based on Age

In Table 6, it can be seen that the computed test statistic 3.172 ($p > 0.05$) led the researcher towards not rejecting the null hypothesis. Therefore, it can be concluded that there are no significant differences among the psychological resilience of the teacher-respondents across their age groups. The result implies that young, middle-aged, or older teachers tend to display the same level of psychological resilience. Further, it means that the respondents share similar actions and outlooks in life regardless of age about their psychological resilience. Kruskal-Wallis H test was employed to analyze whether a significant difference exists among the psychological resilience of the respondents across their age. The results of this test are shown in the given table. To see whether a significant difference exists between the psychological resilience of the respondents categorized according to their sex, the Mann-Whitney U-Test was performed. This test revealed the results shown in Table 12.

The study conformed to Shilpa et al. (2018) findings that many positive and negative views have been put forward regarding age and teaching. It is a general thought that as age advances and designation is promoted, teachers lose the enthusiasm to teach. Another thought was that age and experience go hand in hand. Age is an asset. Because as the age advances, the teacher becomes experienced, and he knows where to tap the students' potential and how to make him understand his worth. Some feel the age advanced, which may be due to the boredom of teaching the same content. The teacher's enthusiasm deteriorated over several years and added academic, administrative, and research responsibilities.

Table 6. Differences in the Psychological Resilience Based on Age

Groups	Mean Ranks	Test statistic		df	p - value	Decision	Remark
		(χ^2)					
21 – 30	3	3.172		3	0.366	Do not Reject H_0	Not Significant
31 – 40	2						
41 – 50	4						
51 and above	1						

Differences on the Psychological Resilience Grouped Based on Sex

In analyzing differences among the psychological resilience of the respondents across civil status, the Kruskal-Wallis H test was again applied. The results of this test are presented in the next table.

As observed from Table 7, the computed test statistic $U = 1\,012.500$ ($p > 0.05$) signifies that the null hypothesis should not be rejected. Hence, it can be concluded that there is no significant difference between the psychological resilience of male and female teachers. The results imply that male and female teachers tend to exhibit similar levels of psychological resilience. Further, it tells that gender has no bearing on how teachers display resilience towards the present circumstances.

The result correlates to Moses et al. (2016), that gender has been revealed as one of the antecedents for commitment to teaching, although studies are not conclusive. For instance, commitment and positive attitudes to the teaching profession were higher among female teachers than male teachers. Additionally, studies reveal that more female than male teachers show higher intentions to enter the teaching profession after graduation. However, the same study reported that female teachers showed higher attrition rates than males and were more likely to quit teaching. Moreover, female teachers were also less likely to work in remote areas than males.

Table 7. Differences on the Psychological Resilience Grouped Based on Sex

Groups	Mean Ranks	Test statistic (U)	p - value	Decision	Remark
Male	49.91	1 012.500	0.5	Do not Reject H_0	Not Significant
Female	54.18				

Differences on the Psychological Resilience Grouped Based on Civil Status

As shown in Table 8, the computed test statistic 1.024 ($p > 0.05$) directed the researcher not to reject the null hypothesis. This means that no significant difference exists among teacher-respondents of varying civil status. Further, it shows that single, married, and widow teachers are equally resilient in mental and emotional wellbeing and self-esteem. Moreover, this implies that one's civil status does not play an essential role in identifying how he or she will respond to the current conditions around him or her.

Applying the same test to look at the differences among the psychological resilience of the respondents across respondents' teaching positions, we obtain the following result.

The results are supported by the findings of Tarrier (2017), which stated that the married couple was more resilient, especially regarding emotional regulation ability and problem-solving. Poor perceptions of general health and low energy levels predicted low levels of resilience regardless of status. Low hopelessness scores also predicted greater resilience in both groups. Experiencing higher mental illness and physical dysfunction levels predicted high resilience scores, especially for the social support resilience scale in older adults. The adverse effects of depression on resilience related to emotional regulation were countered by low hopelessness but only in young adults. These results highlight the importance of maintaining resilience-related coping skills in both young and older adults but indicate that different psychological processes underlie resilience across the lifespan.

Table 8. Differences on the Psychological Resilience Grouped Based on Civil Status

Groups	Mean Ranks	Test statistic (χ^2)	Df	p - value	Decision	Remark
Single	3	1.024	2	0.599	Do not Reject H_0	Not Significant
Married	2					
Widow	1					

Differences on the Psychological Resilience Grouped Based on Position

It can be seen from Table 9 that the computed test statistic 2.291 ($p > 0.05$) moved the researcher towards accepting the null hypothesis. Thus, it can be noted that no significant difference exists among the teacher-respondents when they are grouped according to their teaching position. The results indicate that regardless of the teaching position, they tend to display similar psychological resilience. In addition, teachers with varying positions respond in similar ways when handling situations in this new normal.

The findings are supported by Wong (2009), that promotion can therefore be regarded as the passage to a higher rank. In management, promotion is one of the reinforcements of the rewards system to help motivate employees. In other words, the teacher's promotion is still a more important factor in motivation. While explicit and defensible criteria for promotion are essential in maintaining and enhancing teacher morale and effectiveness in teaching, the wish to gain promotion does not explain the career

behavior of all teachers. Teachers define success and failure in their employment in various ways and are motivated for different reasons. However, some teachers do not seek promotion because they are unwilling to move between schools in various parts of the state or get involved with the administrative side. All these make teacher promotion a complex issue.

Table 9. Differences on the Psychological Resilience Grouped Based on Position

Groups	Mean Ranks	Test statistic (χ^2)	df	p-value	Decision	Remark
Teacher I	3	2.291	4	0.682	Do not Reject H_0	Not Significant
Teacher II	1					
Teacher III	2					
Master Teacher I	4					
Master Teacher II	5					

Differences on the Psychological Resilience Group Based on Support System

As presented in table 10, the computed test statistic 0.899 ($p > 0.05$) guided the researcher towards the non-acceptance of the null hypothesis. Therefore, there is no significant difference between the psychological resilience of the teacher-respondents who are categorized based on their support system. This means that whatever support system a teacher has, he or she tends to become equally psychologically resilient with the others. Further, this shows that the support system does not interplay with how the teachers adapt mentally and emotionally to the challenges of the Covid-19 pandemic.

This result is supported by the study of Herandi et al. (2017), stating that Social support is an important factor affecting mental health. In recent decades, many studies have been done on the impact of social support on mental health. The family has always been the four peas in a pod. Sure, it has the classic spats here and there, but it always had others' backs through thick and thin. It dragged the family into some of the most challenging times—times when they felt alone with no friends, times when their physical and mental health were on a slippery decline, and times when they had no inkling of what they wanted to do in life. However, through it all, a person had one constant in life, one grip of hope where he felt slipping—his family. He is lucky enough to say that regardless of any struggles thrown in his direction, the family is the go-to and best support system.

Table 10. Differences on the Psychological Resilience Group Based on Support System

Groups	Mean Ranks	Test statistic (χ^2)	Df	p - value	Decision	Remark
Parents	4	0.899	4	0.925	Do not Reject H_0	Not Significant
Family	3					
Co-workers	5					
Relatives	1					
Friends	2					

Relationship between Mental Health Status and Psychological Resilience of the Respondents

In order to examine the relationship between the mental health status of the respondents and their psychological resilience, the Pearson-product moment correlation coefficient was computed. The results of this are presented in Table 16 above.

As shown in Table 11, the computed test statistic $r=0.21$ ($p > 0.05$) indicates a weak positive correlation. The result is found to be significant at a 0.05 level of significance. Hence, it can be said that the mental health status of the teacher-respondents is significantly related to their psychological resilience. This shows that teachers with better mental health status tend to have a higher level of psychological resilience and conversely. Thus, teachers who can handle better both the intrinsic and extrinsic factors that interfere with their mental health are likely to become more resilient in terms of their mental and emotional wellbeing and self-esteem.

The results are consistent with the findings of Friedli (2017), that mental health is a fundamental element of the resilience, health assets, capabilities, and positive adaptation that enable people to cope, flourish, and experience good health and social outcomes. Improving mental health brings significant benefits for health and quality of life, for individuals and for communities: these benefits are not only or necessarily the result of the absence of mental illness but are due to aspects of positive mental health. Mental health is also a critical factor in explaining the power of the life course model in predicting outcomes and highlights the centrality of emotional wellbeing to children's life chances. Self-esteem, self-efficacy, readiness to learn, and a positive social identity are protective assets, influencing many health and social outcomes. Evidence that risk from childhood contributes independently to health in adulthood reinforces the importance of conditions that support children's mental health and the importance of a life span approach to mental health promotion and "early" intervention.

Table 11. Relationship between Mental Health Status and Psychological Resilience of the respondents

Variables Correlated	Test Statistic (r)	Description	p-value	Decision	Remarks
Mental Health Status	0.21	Positive Weak Correlation	0	Reject H_0	Significant
Psychological Resilience					

Legend: 0.00 No correlation, no relationship, ± 0.01 to ± 0.20 Very low correlation, almost negligible relationship, ± 0.21 to ± 0.40 Slight correlation, definite but small relationship, ± 0.41 to ± 0.70 Moderate correlation, substantial relationship, ± 0.71 to ± 0.90 High correlation, marked relationship, ± 0.91 to ± 0.99 Very high correlation, very dependable relationship, ± 1.00 Perfect correlation, perfect relationship.

Conclusions

The overall assessment in the demographic profile of the 105 respondents illustrated that results were primarily responded to by young female teachers than the male teachers of 3 selected high schools in Valenzuela City. Since most were newly hired teachers, most of them were still in their bachelor's degree, and it is advised that teachers should have a post-graduate degree for professional growth. The mental health status in terms of intrinsic and extrinsic factors was at a fair level. It showed that the respondents still have a positive mindset amidst the distress brought by the Covid-19 pandemic. The respondents also remained composed and positive. The psychological resilience revealed a fair status, which means that the respondents could adapt to the present situation and handle the challenges they encounter. They were emotionally stable and firm with their emotions. They overcame all the pressures and challenges during this time Covid-19 pandemic. There is no significant difference noted in the level of psychological resilience when grouped according to the demographic profile to include age, sex, civil status, position, and supporting system. The findings revealed that socio-demographic characteristics did not impact a difference in psychological resilience, and there may be other variables that are at play that are not included. It is found that the variables were found to have a correlative relationship. The result revealed that a weak positive

correlation means that teachers with better mental health status tend to have a higher level of psychological resilience.

Teachers in middle age need to advance their degree to improve their knowledge to adapt to their learning needs at a young age. Most importantly, for professional and personal growth and development. Enhancing teachers' mental health status through various activities like brainstorming, group collaboration, and personality tests will improve their intrapersonal skills. Intensify teachers' psychological resilience by performing volunteering programs, mentoring, or even expressing gratitude toward others. Teachers also need to differentiate the process of psychological resilience through a psychological test that will help overcome distresses. As the teachers continuously quest for comfort, it is also recommended to rely on a support system to boost the teachers' confidence to improve resiliency. They should also maintain a regular conversation with the counselor or psychologists aside from the support system to fix uncertainties and remain resilient. The administrators should fully implement the policy made to strengthen the school-based counseling program of the school that will help the teachers maintain their healthy mental status and improve their resiliency skills. It should include regular training for teachers to improve their resiliency skills and abilities to recover emotionally from losses quickly and setbacks become an excellent leaders to work things well. Teachers must develop durability through resiliency training to become optimistic in managing challenges during tough times like the Covid-19 pandemic. They are maintaining the guidance counselor's availability through phone 24/7 will help them immediately address some mental issues through counseling. In addition, teachers themselves should strengthen their ties with family, fellow workers, and relatives through bonding such as exercises, playing games, and one-on-one consultation. Future studies need an in-depth exploration of how to capture the impact and outcomes of the study vigorously. It needs to enhance and improve the design, methods, and even training about different strategies to better the school's counseling program. Further studies should also address unanswered aspects of the research problem limitations. Constructing the same research in a new context, location, and culture, re-assessing and expanding theory, framework, or model in terms of school-based counseling program address mental health and psychological resiliency.

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MOODLE Effectiveness, Digital Literacy, and Academic Performance: A Groundwork for Virtual Pedagogical Guidelines

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ABSTRACT

The purpose of the study is to describe the respondents' sociodemographic profiles, which served as variables to test for differences in MOODLE effectiveness. Primarily, it explored MOODLE effectiveness, digital literacy index, and student's academic performance at a local public-funded University in Manila. The descriptive-correlational design determined relationships between MOODLE effectiveness, digital literacy, and academic performance. A stratified simple random quota sampling technique selected the one thousand thirty-five (1035) respondents. Data were collected using a researcher-made Likert-type questionnaire and analyzed using descriptive and inferential statistics. The demographic characteristics of the respondents depicted a predominantly female sample with more than half emanating from the third-year level with ages ranging from nineteen to twenty-one years old, mostly affiliated under the College of Teacher Education. Smartphones surfaced to be the most utilized gadget while mobile data is reported as the prime connectivity mode. The highest screen time engagement is five hours or more and is mainly spent during the daytime. The gross family income ranged from fifteen thousand pesos and below the majority. MOODLE as the instructional delivery platform was evaluated as highly effective across the five dimensions, with results of the digital literacy index also noted to be high and a very satisfactory academic performance based on GWA. There is a significant difference in the digital literacy index when grouped according to year level, screen time, and family income. Inferential calculations indicated a moderate positive correlation between MOODLE effectiveness and digital literacy index as supported by an r -value of 0.535 (p -value of 0.000). The digital literacy index and academic performance have a weak positive correlation with an r -value of 1.101 (p -value of 0.001). However, MOODLE effectiveness and academic performance did not show a significant relationship ($r = -0.030$).

Keywords: LMS, MOODLE Effectiveness, Digital Literacy, Academic Performance, REVAMP
INTRODUCTION

Introduction

The widespread change in technology worldwide, combined with the Covid-19 challenges, resulted in a significant overhaul of various aspects. The educational system is one of the most affected sectors. Education is now homogenized with online classes. This change focuses not only on how the curriculum will be implemented but also on the pedagogical approach. However, this innovation raises the question of whether or not this change is effective and capable of academic sustainability. Many schools use and employ applications as instructional delivery systems for lessons during online classes, with MOODLE being one of the most commonly used. MOODLE is a learning management system (LMS) for Modular Object-Oriented Dynamic Learning Environment (Techterms, 2018). The use of MOODLE is truly beneficial because it simplifies students' lives through its accessibility and simple features. Using the MOODLE

application for instructional delivery helped learners value MOODLE as a practical learning tool because students found it useful and effective while making learning activities much easier.

MOODLE has aided students in completing learning tasks more quickly, and LMS is effective in both teaching and learning. The centennials will be the most technologically literate as the twenty-first century progresses. With a single click, all of the information required will be displayed, and there will be no more excuses if the learners do not understand a particular topic. The continuous development of technology results from people in the field having a broad understanding of the subject. People must have technical skills or be digitally literate to make constant progress. Children's early exposure to various gadgets and social media is advantageous because it influences and affects them to become more digitally literate, thereby assisting learners to have more skills inclined with computers or in any technological aspects. As can be seen today, education is evolving and becoming more adaptable. Where schools use face-to-face classes and a combination of online learning, students and teachers of today must adapt to the progressiveness of education or else struggle and pose a greater challenge to everyone. Learners who can manipulate or use technology effectively will be favored, especially in schools, where students increasingly rely on internet-based learning materials because everything is now searchable. Being digitally literate gives students an advantage in class, allowing them to learn and excel. As a result, the relationship between digital literacy and student performance across all subjects is directly related. The academic performance of students, whether improving or declining, will reflect on the effectiveness of MOODLE. Schools that use online learning must investigate the advantages and disadvantages of an applied learning tool for their students. The benefits of using MOODLE as a learning tool include the ability for students to download learning files to serve as reviewers and MOODLE's task calendar, which allows students to keep track of unfinished assignments. Because reviewers can be downloaded, these benefits enable students to be proactive and excellent in class. Students' high level of achievement across all subjects demonstrates that e-learning education is highly effective in terms of knowledge acquisition.

MOODLE (Modular Object-Oriented Dynamic Learning Environment) is a popular open-source learning management system (LMS) that was created to help educators create effective online learning groups (Afzal et al., 2016). MOODLE is a free, open-source software package created utilizing extensive pedagogical concepts to assist trainers in constructing effective online learning communities, according to Perez and Medallon (2015).

Literature Review

Covid-19's extensive alterations impact many parts of people's lives. The educational system has been severely impacted; everything has altered, including the learning platform. Instead of face-to-face interactions, schools and institutions must conduct synchronous and asynchronous classes using various apps and the Internet to disseminate knowledge and interact with students online. It also modified the trainers' pedagogical approach because face-to-face and online classes are vastly different. Furthermore, to perform and adjust to the new normal, students and trainers must be flexible and adaptable. The MOODLE app is now being used at Universidad de Manila because it is a fantastic tool for trainers to post modules and activities to the Internet. Students can also keep track of their grades and progress in their currently enrolled classes.

According to Villamorán (2019), MOODLE is a long-term solution that will help the university achieve its long-term development objectives. MOODLE is a solution that meets all of an organization's technical needs when it comes to providing LMS infrastructure because it is dynamically adjustable and adaptable in various situations, whether on-premise or in the cloud.

The Virtual Learning Environment (VLE) was a web-based system for distributing learning resources and activities. It is designed to improve students' skills by incorporating gadgets and the Internet into the learning process, allowing pupils to benefit from self-paced learning and the ability to adapt to technology changes. Online learning is now possible due to the Internet. Many researchers and educators are interested in enhancing and improving student learning outcomes while overcoming resource constraints, particularly in higher education. The Internet is a large platform that students can use for

education and knowledge. Sithole (2017), on the other hand, claims that an excellent true learning environment "promotes learning and has a positive impact on student's success." To absorb the material provided in the Learning Management System, students must be open-minded (LMS).

According to Nguyen (2015), a number of research have found that online or hybrid formats have favorable statistically significant effects on student learning outcomes compared to traditional face-to-face formats. In contrast, Kurt and Tingy (2019) found that a positive student impression of the VLE's benefits and impact on academic performance and grades was linked to a higher willingness to use the system. VLE, on the other hand, is currently confronted with issues that may have an impact on students. Because students' interactions with these systems should result in the attainment of learning goals rather than the successful completion of a task, the usability of LMS has a significant impact on learning (Afzal et al., 2016).

The learning path is more in the hands of the students. Students who wish to pass a course or exam must devote time to studying, taking control of the learning process, and become more self-disciplined as a result. Students might easily create activities or assignments using MOODLE.

According to Marikar et al. (2016), MOODLE's tremendous efficacy stems from the fact that it maintains an audience's attention to the point where participation grows, significantly improving the entire learning and information sharing experience. Participants are provided space to share files and other materials while teachers or presenters control audience devices during lessons. This strategy aids in the development of learning skills outside the classroom while increasing student attentiveness in the classroom.

According to Goyal and Tambe (2015), it was free and open-source software. Financial support was not sought because this was a new endeavor at the institute, and it was being done on an experimental basis. As a result, selecting licensed software was not an option. The software included all of the researchers' functionality for the investigation. MOODLE was already familiar to two of the professors. This aided in its acceptability by other faculty members and the delivery of training materials. As a result, choosing MOODLE over other options was advantageous. Infrastructure requirements: the software was put directly on the college server, with no additional hardware costs.

There was no additional cost for supporting the users because some of the professors were aware of the software and offered to take on administrative responsibilities and facilitate the use of MOODLE.

Students can access web-based media and files uploaded/downloaded by their teachers, such as textbook materials, quizzes, and other supplementary learning tools. They can communicate and interact with teachers and other students online; and download materials for portable learning devices like iPods and MP3 players (Perez, 2015). According to Kintu et al. (2017), learners' perceived usefulness/satisfaction with an online system, tools, and resources reached 81 percent since the LMS technologies enabled them to communicate, collaborate with peers, and reflect on their learning (74 %). MOODLE, according to students, aids in the learning of new concepts, information, and skills (85.3 %) and the sharing of knowledge or learned skills (76.4 %). Students liked the course units (78%) and improved their IT skills (89 %). MOODLE is equipped with important learning support features such as assignments, quizzes and chat. Collaboration and main features can upload various formats of learning material and are easier to understand because the information presented is in the form of writing and images, according to Gunawan et al. (2019).

Methodology

The researchers used a descriptive correlational design to evaluate the effectiveness of MOODLE to Universidad De Manila college students during the school year 2020-2021. The researchers used questionnaires to collect data, which contain a series of questions about the topic that are designed to be answered by the sample. The questionnaires were created using Google forms. The questionnaire was divided into three sections: the respondents' demographic profile and MOODLE assessment tool, digital literacy assessment tool, and general weighted average form. Assessment tools underwent content and

face validity as well as reliability testing indicating a Cronbach coefficient alpha of 0.86 and 0.71, respectively. The researchers used a probability sampling method to select the samples for the study. The researchers used a stratified sampling technique. The subgroups were made up of the six (6) colleges of the Universidad de Manila, and 1,035 students were chosen out of an estimated 10,000. Descriptive statistical treatment, specifically frequency distribution and percentage, were used for the demographic profile. In contrast, Z-test and ANOVA were used to determine significant differences results of the test of difference, which show that perceived digital literacy differs significantly when respondents are grouped by year level, screen time, and family income. A Pearson product-moment correlation method was employed to determine the relationships between MOODLE effectiveness and digital literacy, MOODLE effectiveness and academic performance, and digital literacy and academic performance.

Results and Discussions

The survey was conducted at a university with six different colleges. The data revealed that the College of Teacher Education had the most students represented (20%) (210), followed by the College of Arts and Sciences (18%) (187), College of Engineering and Technology (17%) (176) with a close margin between the College of Criminal Justice and the College of Business, Accountancy, and Economics, and the College of Health and Sciences (14%).

The Level of MOODLE Effectiveness in terms of Personalized Learnings

Table 1 depicts the effectiveness of MOODLE in terms of personalized learnings. According to the table above, MOODLE is highly effective in personalized learning, with a grand mean score of 3.53. Personalized learning is proposed to help students achieve academic success by determining their learning needs, interests, and goals and then providing learning experiences that are tailored to a greater or lesser extent for each student. It is supported by a study that claims education personalization is a method of teaching students based on their prior knowledge, skills, and learning styles (Mudrak & Turcani, 2018). Furthermore, the indicator with the highest mean score of 3.82 indicates that respondents agree that MOODLE is highly effective because they can read their lessons asynchronously. The indicator with the highest mean score of 3.53 indicates that MOODLE is highly effective in terms of personalized learning. Personalized learning is proposed to help students achieve academic success by determining their learning needs, interests, and goals and then providing customized learning experiences – to varying degrees – for each student. Furthermore, the indicator with the highest mean score of 3.82 indicates that respondents believe MOODLE is highly effective because they can read their lessons asynchronously.

According to Hiltz (2018), the use of asynchronous learning was also expected to improve task performance due to its nature, allowing participants to reflect on their contributions and work at whatever time is most convenient for them. It is followed by a mean score of 3.75, indicating that MOODLE is highly effective because respondents agree that they could understand how courses will be downloaded for reading. Furthermore, with a mean score of 3.62, respondents agree that they can easily access MOODLE. Meanwhile, with a mean score of 3.48, few respondents agree that MOODLE is highly effective because respondents can easily access MOODLE at any time of day. The majority of learning process participants state that they benefit from gaining knowledge regardless of time, location, or device used. However, the dimension with the lowest mean score of 3.01 revealed that respondents are undecided about accessing their lessons while offline.

Table 1. The Level of MOODLE Effectiveness in terms of Personalized Learnings

CONTENT MEDIA RESOURCES	Mean	Response	Descriptive Interpretation
1. Server lag and error have not been observed.	3.08	Undecided	Moderately Effective
2. I can easily download and upload all the media content.	3.59	Agree	Highly Effective
3. I can upload files without problems.	3.41	Agree	Highly Effective

4. I can easily download files from UDMOODLE.	3.78	Agree	Highly Effective
5. I fully understand the content of our lesson by using an integrated collaborative app embedded in UDMOODLE.	3.48	Agree	Highly Effective
GRAND MEAN	3.47	Agree	Highly Effective

The Level of MOODLE Effectiveness in terms of Content Media Resources

Table 2 shows the level of MOODLE effectiveness on content media resources, with a grand mean score of 3.47 indicating that respondents believe MOODLE is highly effective. The dimension with the highest mean score of 3.78 revealed that respondents agree that MOODLE performs exceptionally well because they can easily download files from it. This is followed by a mean score of 3.59, indicating that respondents agree that they were able to download and upload all media contents easily. In their study, Sari and Setiawan (2018) defined media learning as "anything that becomes a means of delivering information from the sender to the recipient in order for what is delivered to be well received." In other words, media is anything that transports information from a source to a receiver.

Furthermore, with a mean score of 3.48, respondents agree that MOODLE is highly effective because they can fully understand the content of their lesson by using integrated collaborative apps embedded in MOODLE. With a mean score of 3.41, respondents also agree that they can easily upload files to MOODLE. According to a previous study, students discovered that uploading their syllabuses and session plans to the app improved their learning. Overall, the students found MOODLE a valuable educational tool (Goyal & Tambe, 2015). However, the lowest mean score of 3.08 indicates that respondents were undecided about observing server lag and error.

Table 2. The Level of MOODLE Effectiveness in terms of Content Media Resources

CONTENT MEDIA RESOURCES	Mean	Response	Descriptive Interpretation
1. Server lag and error have not been observed.	3.08	Undecided	Moderately Effective
2. I can easily download and upload all the media content.	3.59	Agree	Highly Effective
3. I can upload files without problems.	3.41	Agree	Highly Effective
4. I can easily download files from UDMOODLE.	3.78	Agree	Highly Effective
5. I fully understand the content of our lesson by using an integrated collaborative app embedded in UDMOODLE.	3.48	Agree	Highly Effective
GRAND MEAN	3.47	Agree	Highly Effective

The Level of MOODLE Effectiveness in terms of Collaboration and Networking

Table 3 displays the grand mean score of 3.21, indicating that MOODLE is moderately effective for collaboration and networking. According to the indicator, respondents had access to the entire university announcement with the highest mean score of 3.52. This is followed by a score of 3.37, indicating that respondents are undecided after receiving feedback from faculty about their performance. Furthermore, with a score mean of 3.06, respondents are undecided about sending personal messages to their professors and communicating via chat within the UDMOODLE, with a score mean of 3.05. Furthermore, with a mean score of 3.0, respondents are undecided about sending personal messages to their classmates via UDMOODLE. As online learning grows in popularity, it is necessary to look for ways to improve collaboration activities through online learning. According to Breckman et al. (2018), collaboration provides a variety of experiences for students while balancing openness and resistance to change. Furthermore, the

MOODLE has a positive effect on promoting creative collaboration among college students and discussion activities, active opinions, active questions, and increased imagination.

Table 3. The Level of MOODLE Effectiveness in terms of Collaboration and Networking

COLLABORATION AND NETWORKING	Mean	Response	Descriptive Interpretation
1. I can get feedback from my faculty regarding my performance.	3.37	Undecided	Moderately Effective
2. I can communicate easily via chat inside the UDMOODLE.	3.05	Undecided	Moderately Effective
3. I can send personal message to my professors using UDMOODLE.	3.06	Undecided	Moderately Effective
4. I can send a personal message to my classmates using UDMOODLE.	3.03	Undecided	Moderately Effective
5. I always have access to the entire university announcement.	3.52	Agree	Highly Effective
GRAND MEAN	3.21	Undecided	Moderately Effective

The Level of MOODLE Effectiveness in terms of Progress Tracking and Transparency

Table 4 demonstrates that MOODLE is extremely effective in progress tracking and transparency, with a grand mean score of 3.65. This is followed by the highest mean score of 3.87, indicating that respondents agree to see their submitted works or activities. With a mean score of 3.81, the respondents also agree that they are knowledgeable enough because MOODLE provides information and notifies them of any pending or due assignments or activities. Furthermore, with a mean score of 3.58, students agree that they were able to check their attendance with their classmates and professors by knowing the most recent visit to MOODLE. It is followed by a mean score of 3.51, indicating that students agree to have access to monitoring activities.

Moreover, with a mean score of 3.46, students agree that they received comments or feedback from their professors regarding their academic performance. Progress tracking is gathering project team progress information and entering it into the work plan. In contrast, research transparency refers to the shared belief that "researchers have an ethical obligation to facilitate the evaluation of their evidence-based knowledge claims" by making their evidence, analysis, and research design public (Lupia & Elman, 2018). Furthermore, any content submitted to MOODLE sites, such as forum posts or quiz answers, grades, and feedback, MOODLE automatically generates and stores usage data as it interacts with the site.

Table 4. The Level of MOODLE Effectiveness in terms of Progress Tracking and Transparency

PROGRESS TRACKING AND TRANSPARENCY	Mean	Response	Descriptive Interpretation
1. I monitor or see professor-student activity in the UDMOODLE.	3.51	Agree	Highly Effective
2. I received comments from my professor on my academic performance.	3.46	Agree	Highly Effective
3. UDMOODLE enables me to see the scores of my submitted works.	3.87	Agree	Highly Effective
4. UDMOODLE would provide information, notify me of my pending assignments, activity, and deadline, and give immediate feedback on the mistakes committed during quizzes and examinations.	3.81	Agree	Highly Effective

5. I can check my attendance regularly together with my classmates and professors' last access and recent activity in the UDMOODLE.	3.58	Agree	Highly Effective
GRAND MEAN	3.65	Agree	Highly Effective

The Level of MOODLE Effectiveness in terms of Navigational Features

Table 5 displays the level of MOODLE effectiveness in terms of navigational features, with a grand mean score of 3.73 indicating a highly effective result. It was discovered that the ability to edit features such as adding and removing submissions received the highest mean score of 3.86, followed by the second highest mean of 3.78, where users can easily connect to MOODLE using their login credentials. Furthermore, this is followed by an equal score mean of 3.71, in which respondents agree that users can switch back and forth from the dashboard to their courses and that the navigational features are organized and user friendly. Finally, the indicator with the lowest mean score of 3.58 indicates that respondents can easily connect to UDMOODLE using their device. According to the study's findings, the majority of respondents are capable of navigating MOODLE's navigational features.

However, the findings revealed that MOODLE lacked flexibility and efficiency of use. The installation and use of MOODLE's features are usually controlled by the university's management and administrators (El-Bahsh, 2016). Although there is a lack of research that identifies weak aspects of MOODLE that need to be improved from students' perspective. These flaws include features that are not supported or are not installed on the local instance of MOODLE used by universities, as well as the presence of detailed usability issues on various MOODLE interfaces

Table 5. The Level of MOODLE Effectiveness in terms of Navigational Features

NAVIGATIONAL FEATURES	Mean	Response	Descriptive Interpretation
1. I can connect easily onto UDMOODLE using my device.	3.58	Agree	Highly Effective
2. I can edit features like adding and removing submissions.	3.86	Agree	Highly Effective
3. I can easily connect using my login credentials.	3.78	Agree	Highly Effective
4. I can switch easily from the dashboard to my courses back and forth.	3.71	Agree	Highly Effective
5. The navigational features are organized and user-friendly.	3.71	Agree	Highly Effective
GRAND MEAN	3.73	Agree	Highly Effective

The Level of Digital Literacy Index in terms of Information Search

Table 6 displays the respondents' digital literacy index in terms of information search, which obtained a high digital literacy index with a grand mean of 4.04. The highest mean of 4.12 indicated that respondents have a high digital literacy index in understanding the fundamental rules of safe information search in an online environment. According to Santhosh and Thiyagu (2019), cyber awareness entails understanding one's online identity, protecting one's own, and improving computer security. It also includes comprehending the rise of internet use, comprehending online identity, safeguarding online privacy, and enhancing computer security. Following the highest mean, a score of 4.12 revealed that respondents have a high digital literacy index in terms of using search engines and educational portals to find information on the Internet. Continuing with the mean of 4.07, it was discovered that the respondents have a high digital literacy index when recognizing reliable and untrustworthy sources of information on the Internet.

Similarly, the mean score of 3.99 concluded that the respondents have a high digital literacy index regarding cyber safety, search, and anti-plagiarism protocols. The study's findings revealed that most students are confident in their level of information literacy skills, particularly in using other people's work without committing plagiarism (Adeoye et al., 2017). Furthermore, with a mean score of 3.89, the respondents have a high digital literacy index, indicating that they are confident in their ability to obtain information from the web. According to Kurt (2018), cognitive strategies are important in gaining accurate and reliable information. It is also important for students to decide on the acquired information's adequacy, reliability, and relative quality.

Table 6. The Level of Digital Literacy Index in terms of Information Search

INFORMATION SEARCH	Mean	Response	Descriptive Interpretation
1. I observe cyber safety, search, and anti-plagiarism protocols.	3.99	Agree	High Digital Literacy Index
2. I know how to recognize reliable and unreliable sources of information on the Internet.	4.07	Agree	High Digital Literacy Index
3. I know the basic rules for safe information search in an online environment.	4.13	Agree	High Digital Literacy Index
4. I use search engines and educational portals to find information on the Internet.	4.12	Agree	High Digital Literacy Index
GRAND MEAN	4.04	Agree	High Digital Literacy Index

The Level of Digital Literacy Index in terms of Computer Application

Table 7 describes the digital literacy index in terms of the computer application of the respondents, which attained a high digital literacy index in a grand mean of 3.77. The highest mean score of 4.08 defined that the respondents have a high digital literacy index in having the ability to install and uninstall programs or applications. The academic application of mobile devices is very varied and includes information retrieval, communication, interaction, assessment, social learning, data input, and professional. Followed by a score of 3.92, this expressed that the respondents have a high digital literacy index in having the confidence in navigating the Internet for needed information. Correspondingly with a mean of 3.87, it was interpreted that the respondent has a high digital literacy index in knowing how to execute Office 365 functions such as Word, PowerPoint, Excel, Access, and Publisher. Microsoft Office 365 is a set of software tools for students' use and different ways of storing and saving data. Uniform to the rest above, the mean of 3.67 concludes that the respondents have a high digital literacy index in evaluating new programs and the modernity of computer and software. Dissimilar, the mean of 3.34 reported that the respondents have a moderate digital literacy index in assembling and troubleshooting computer problems. Troubleshooting is a process that helps people identify issues regarding and occurring in their system or computer. It is a process of parsing out the items that are causing problems. It is a systematic process used to locate the cause of a fault in a computer system and correct the relevant hardware and software issues.

Table 7. The Level of Digital Literacy Index in terms of Computer Application

COMPUTER APPLICATION	Mean	Response	Descriptive Interpretation
1. I can evaluate new programs and the modernity of computers and software.	3.67	Agree	High Digital Literacy Index
2. I know how to install and uninstall programs or applications.	4.08	Agree	High Digital Literacy Index

3. I can execute Office 365 functions such as Word, PowerPoint, Excel, Access, and Publisher.	3.87	Agree	High Digital Literacy Index
4. I am confident in navigating the Internet for needed information.	3.92	Agree	High Digital Literacy Index
5. I can assemble, manipulate, adjust computer hardware, and troubleshoot basic computer problems.	3.34	Undecided	Moderate Digital Literacy Index
GRAND MEAN	3.77	Agree	High Digital Literacy Index

The Level of Digital Literacy Index in terms of Media Features

Table 8 displays the respondents' digital literacy index regarding media features, with a high digital literacy index indicated by a grand mean of 3.72. The dimension with the highest mean of 3.99 confirmed that the respondents have a high digital literacy index for saving large files using Google Drive, iCloud, Dropbox, and Google Cloud. The second to highest mean (3.94) indicated that respondents have a high digital literacy index when launching Spotify, Google, Apple Music, and any other music application. Interestingly, because of the continued advancement of mobile phone technology, many consumers may use their mobile data and easily accessible mobile applications. As a result, with a mean of 3.84, respondents have a high digital literacy index in believing that media is independent but objective because it can distort information. According to the study, the respondents (3.84) have a high digital literacy index for editing using Adobe Photoshop, Premiere, Canva, Lightroom, and other photo and video software or applications. Finally, the lowest mean of 3.34 indicated that respondents had a moderate digital literacy index in ICT technical skills to create documents such as presentations, digital stories, wikis, and blogs.

Table 8. The Level of Digital Literacy Index in terms of Media Features

MEDIA FEATURES	Mean	Response	Descriptive Interpretation
1. I know how to initiate Spotify, Google and Apple music, and any other music application.	3.94	Agree	High Digital Literacy Index
2. I use Google Drive, iCloud, Dropbox, and Google Cloud for saving large files.	3.99	Agree	High Digital Literacy Index
3. I know how to edit Adobe Photoshop, Premiere, Canva, Lightroom, and any other photo and video software/application.	3.51	Agree	High Digital Literacy Index
4. I have ICT technical skills to create presentations, digital stories, wikis, and blogs.	3.34	Undecided	Moderate Digital Literacy Index
5. I believe that media is entirely independent and objective as it can accidentally or intentionally distort information.	3.84	Agree	High Digital Literacy Index
GRAND MEAN	3.72	Agree	High Digital Literacy Index

The Level of Digital Literacy Index in terms of Communication

Table 9 reveals the respondents' digital literacy index in terms of communication, which obtained a high digital literacy index supported by a grand mean of 3.97. The highest mean of 4.25 indicated that respondents had a high level of digital literacy when using various communication channels such as e-mail, blogs, messengers, and group chats in social networks. Surprisingly, it provides a platform for people worldwide to connect and share their ideas and opinions. As with many other aspects of modern life, how people collaborate in education has shifted from face-to-face to digital. Second, a mean of 4.10 indicated a high digital literacy index, with respondents agreeing to frequently use the Internet for correspondence via Facebook, Messenger, Twitter, Instagram, and Viber.

Furthermore, observing accepted netiquette, such as respectful communication when using the Internet, yielded a mean of 4.09, indicating a high digital literacy index. Effective communication is essential

for success in online education, and the term netiquette refers to using courtesy and politeness when communicating with others online (UTEP, 2017). This is followed by the ability to create social and learning networks using collaborative applications like Skype, Zoom, Google Meet, and Discord, which is supported by a mean of 4.05, which is interpreted as a high digital literacy index. As with many other aspects of modern life, how people collaborate has shifted from face-to-face interactions to digital interactions. Finally, the opportunities to analyze and discuss ideas via blogs and forums received the lowest mean of 3.35, indicating limited experience but still translating as a moderate digital literacy index. According to Horkoff (2015), students' workload increased due to a lack of online discussion forums and the inability to freely express their ideas and views due to poor integration and synthesis of ideas, insufficient moderation by the lecturer, and some subject-related issues. Students' collaboration experiences can be hampered by a lack of technological strategy integration or platform access.

Table 9. The Level of Digital Literacy Index in terms of Communication

COMMUNICATION	Mean	Response	Descriptive Interpretation
1. I use various communication channels like e-mail, blogs, messengers, and group chat in social networks.	4.25	Strongly Agree	Superior Digital Literacy Index
2. I observe generally accepted netiquette, such as respectful communication when navigating the Internet.	4.09	Agree	High Digital Literacy Index
3. I build my social and learning networks through collaborative applications such as Skype, Zoom, Google Meet, and Discord.	4.05	Agree	High Digital Literacy Index
4. I frequently utilize the Internet for correspondence through Facebook, Messenger, Twitter, Instagram, and Viber.	4.10	Agree	High Digital Literacy Index
5. I analyze and discuss my ideas through blogs and forums.	3.35	Undecided	Moderate Digital Literacy Index
GRAND MEAN	3.97	Agree	High Digital Literacy Index

The Level of Digital Literacy Index in terms of Digital Technology

Table 10 shows the respondents' digital literacy index regarding digital technology, which received a high digital literacy index with a grand mean of 3.84. The highest mean of 4.34 revealed that respondents have a superior digital literacy index in modern technologies and mobile phones and computers, which aids in daily life. Using digital technology on educational research and creative projects achieved the highest mean, with a mean of 4.07 interpreted as a high digital literacy index. 3.67 was assigned to familiarity with booking applications, GPS trackers, and electronic banking, as well as a high digital literacy index.

Students benefit from technology by improving their technological skills. The second to least 3.59 of the weighted means established that the respondents have a high digital literacy index regarding students following trends and staying up to date on technological advancements. On the other hand, knowledge of biometrics, wearable health technology, and ID scanners had the lowest mean of 3.52 among all indicators, possibly indicating a lack of access to these technologies.

Table 10. The Level of Digital Literacy Index in terms of Digital Technology

DIGITAL TECHNOLOGY	Mean	Response	Descriptive Interpretation
1. I follow trends and keep abreast of technological advancements.	3.59	Agree	High Digital Literacy Index
2. I regularly use digital technologies in my educational research and creative projects.	4.07	Agree	High Digital Literacy Index
3. I know how biometrics, wearable health technology, and ID scanners work.	3.52	Agree	High Digital Literacy Index
4. I am familiar with booking applications, GPS trackers, and electronic banking.	3.67	Agree	High Digital Literacy Index
5. Modern gadgets and applications such as mobile phones and computers help me in everyday life.	4.34	Strongly Agree	Superior Digital Literacy Index
GRAND MEAN	3.84	Agree	High Digital Literacy Index

Academic Performance of the respondents in terms of General Weighted Average

Table 11 displays the results of the respondents' academic performances across all subjects using their General Weighted Average (GWA). As seen above, 410 out of 1,035 respondents received a GWA of 89 percent - 91 percent, indicating that 40 percent of the respondents performed very satisfactorily, demonstrating positive learning outcomes despite the lack of face-to-face interaction. It demonstrates that respondents have the freedom to access courses at their own pace and location and that they were given a variety of topics and content (Al-Rahmi, 2020).

Table 11. Academic Performance of the respondents in terms of General Weighted Average

Grade Range	f	%	Letter Equivalent	Descriptive Interpretation
98% - 100%	1	0.1%	A+	Excellent
95% - 97%	22	2.13%	A	Excellent
92% - 94%	259	25.02%	A-	Very Satisfactory
89% - 91%	410	40%	B+	Very Satisfactory
86% - 88%	247	24%	B	Satisfactory
83% - 85%	67	6.47%	B-	Satisfactory
79% - 82%	20	2%	C+	Good
76% - 78%	2	0.19%	C	Good
75	7	0.67%	C-	Poor
TOTAL	1035	100		

Summary of the Result of Test of Difference and Analysis Between the Relationship of MOODLE Effectiveness and Digital Literacy, MOODLE Effectiveness and Academic Performance, and Digital Literacy and Academic Performance

Table 12 summarizes the results of the test of difference, which show that perceived digital literacy differs significantly when respondents are grouped by year level, screen time, and family income, thus rejecting the null hypothesis. However, when respondents were clustered based on college affiliation, gender, and age, it was discovered that there is no significant difference in perceived digital literacy. Thus the null hypothesis cannot be rejected.

Meanwhile, Table 13 summarizes the study's findings on the relationship between MOODLE effectiveness and digital literacy, MOODLE effectiveness and academic performance, and digital literacy and academic performance. It was discovered that MOODLE effectiveness and respondents' digital literacy have a moderate positive correlation, as evidenced by the obtained r -value of 0.535 and p -value of 0.000. Furthermore, the table revealed that respondents' digital literacy and academic performance have a weak positive correlation with r values of 0.101 and p values of 0.001, indicating that the null hypothesis on both is rejected, indicating significant relationships. However, there is no correlation between MOODLE effectiveness and academic performance, with a computed r value of -0.030 and a p value of 0.333 accepting the null hypothesis, indicating no significant difference between MOODLE effectiveness and academic performance of the respondents.

Table 12. Summary of the Result of Test of Difference

Demographic Profile	p - value	Interpretation	Decision
Year Level	0.0014	Significant	Reject the Null Hypothesis
Screen Time	0.0000	Significant	Reject the Null Hypothesis
Family Income	0.0000	Significant	Reject the Null Hypothesis
College Affiliation	0.1147	No Significant	Fail to Reject the Null Hypothesis
Sex	0.2540	No Significant	Fail to Reject the Null Hypothesis
Age	0.1995	No Significant	Fail to Reject the Null Hypothesis

**Significant at 0.05 level*

Table 13. Summary of the Analysis Between the Relationship of MOODLE Effectiveness and Digital Literacy, MOODLE Effectiveness and Academic Performance, and Digital Literacy and Academic Performance

Correlations	p- value	Pearson r	Qualitative Description	Interpretation	Decision
MOODLE Effectiveness and Digital Literacy	0.000	0.535	Moderate Positive Correlation	Significant	Reject the Null Hypothesis
MOODLE Effectiveness and Academic Performance	0.333	-0.030	No Correlation	Not Significant	Fail to Reject the Null Hypothesis
Digital Literacy and Academic Performance	0.001	0.101	Weak Positive Correlation	Significant	Reject the Null Hypothesis

*** Correlation is significant at the 0.01 level (2-tailed).*

Conclusions

The demographic profile of the respondents in terms of college affiliation revealed that the majority of the respondents are from the College of Teacher Education, are predominantly female, and range in age from nineteen to twenty-one years old. More than half of the respondents are third-year students who used mobile phones during the day until midnight using mobile data as a mode of connectivity. The majority of respondents have a family income of 15,000 pesos or less.

The MOODLE learning management system was rated highly effective as a platform for instructional delivery by respondents in the dimensions of personalized learning, content media resource, collaboration and networking, progress tracking and transparency, and navigational features.

Respondents' digital literacy index indicated a high level of proficiency in information search, computer application, media features, communication, and digital technology.

The respondents' academic performance in terms of a general weighted average (GWA) revealed a very satisfactory performance on the part of the vast majority of respondents. At the same time, a few students have achieved an excellent GWA. Surprisingly, there were no failing grades among the respondents.

There is a statistically significant difference in respondents' digital literacy when grouped by year level, screen time, and family income, but none on college affiliation, sex, and age.

The findings indicated a moderate positive relationship between MOODLE effectiveness and the respondents' digital literacy index. Furthermore, a weak positive relationship between respondents' digital literacy and academic performance was established. However, statistical calculations revealed no significant relationship between MOODLE effectiveness and academic performance.

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The Effects of Mental Health Conditions on the Academic Performance of the Social Work Students in Universidad de Manila

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ABSTRACT

This study aims to learn about how a social work student's mental health affects their academic performance at Universidad De Manila. A case study was conducted to determine how mental health conditions affect the academic performance of UDM social work students ages 18 to 21. The researchers used stratified random sampling to divide each population into year levels: three (3) third-year, two (2) second-year, and two (2) first-year Social Work students. The researchers used a virtual survey questionnaire and an in-depth interview with seven (7) social work students, and a semi-structured interview to better understand the respondents' responses based on their experiences. Noting that numerous factors influence students' academic performance, this study concludes that the most common conditions encountered by social work students at Universidad de Manila are Stress Response, Social Anxiety Disorder, and Internet Addiction. All of this impacts the social work students at UDM's class participation and productivity. Whatever the cause of these conditions may have been, they must be addressed. According to the findings of this study, if students can manage their situation and stresses, they can perform even more efficiently and effectively in class. It is critical to support students by improving how the educational system currently looks after their welfare by delving into that.

Keywords: Academic Performance, Mental Health Conditions, Social Work Students, Universidad De Manila

Introduction

Everyone is concerned about their mental health. It bears the dual burden of having to live with the condition and the stigma and growing myths associated with it. Mental illnesses impact the daily lives of those who suffer from them. According to Holthaus, J. (2020), a mental illness is a physical illness of the brain that causes disturbances in thinking, behavior, energy, or emotion, making it difficult to cope with daily demands. It could be anyone, a friend, a family member, a peer, or a random stranger on the same train. However, for various reasons, some people suffering from mental illnesses are unable or do not have the opportunity to seek professional assistance.

According to a study conducted by Professional Risk Management Services (2014), emotional health issues are becoming more common among new first-year college students. Students face stress at school and a variety of situations that test them. As a result of these difficulties, they may be unaware of their mental health status. Unresolved mental health issues can impact students' academic performance, which is why there is a critical need to develop appropriate interventions to change their negative behavior while also protecting their well-being. The question now is how it affects their academic performance and can be addressed. As stated in the book 'Mental Health Practice in Today's Schools Issues and Interventions,' young people face significant mental health problems, environmental issues of poverty, violence, and problems in the immediate family. All of which cause stress to children going through puberty or adolescence, which significantly impacts their educational performance (Merikangas et al., 2010). Mental health is defined as a person's stability of well-being who realizes his or her potential, can properly think of

a coping mechanism with the stress that life provides, can work productively and effectively, and can contribute to the betterment of his or her community (World Health Organization, 2007).

This study serves as a guide for students, particularly those in social work, as they work to raise awareness about mental health. This would also help readers understand how mental health affects how they communicate and live their everyday lives, particularly in learning. This study aims to raise mental health awareness, particularly among social work students working with people who are experiencing and dealing with mental health conditions in the future. The study's researchers believe that the findings will assist readers, particularly social work students, deal with their situations.

Furthermore, the researchers believe that being physically, emotionally, and mentally is critical for becoming an effective social worker. The researchers hope that they will emphasize how important it is to prioritize one's well-being first by conducting this study.

Literature Review

D. Eisenberg et al. (2007) stated that mental health issues could impact a student's energy level, concentration, dependability, mental ability, optimism, and performance. According to research, depression is associated with lower grade point averages, and anxiety can amplify this association. According to Karami, Fatemeh Mahmoodi, and Mitra (2018) in the *Indian Journal of Positive Psychology*, one of the factors of mental health issues is self-efficacy, which today has a high level of impact on various aspects of life, particularly health. It also has a significant impact on people's attitudes and how they deal with problems related to mental health. As Kim (2003) mentioned, a person with high self-efficacy can change his or her negative psychosocial state. On the other hand, people with low self-efficacy avoid obstacles rather than dealing with them. They have high expectations of themselves, which leads to repeated failures, depression, and, eventually, disruptions in their mental health. Bandura's recent research revealed that low self-efficacy with stress, weaker pain responses, and less motivation to pursue health programs are all closed.

According to Holthaus J.'s blog post, mental illnesses affect 19% of the adult population, 46% of teenagers, and 13% of children each year. People struggling with their mental health may be in the family, living next door, teaching the children, or sitting in the church pews next to everyone. However, only half of those affected receive treatment, owing to the stigma associated with mental illness. If left untreated, mental illness can lead to increased medical costs, poor performance in school or work, fewer job opportunities, and an increased risk of suicide.

According to Staff Writers (2020), being a student is stressful, but juggling schoolwork and other responsibilities while suffering from mental illness can make it even more difficult. In addition, as stated in the National Alliance on Mental Illness (NAMI, 2020), one in every five youth aged 13 to 18 has a mental health condition, and 75 percent of people with mental health issues develop before the age of 24.

Because mental health issues make students feel scared and exhausted, they avoid seeking help. According to J. Holthaus (2020), in his journal 'Promoting Student Mental Health,' students often experience fear when they have a mental health condition because they are unaware of why they have it.

Students struggle to understand what changed when public speaking and experience a sudden overwhelming panic. Significant life events, politics, family, peer and academic pressure, relationship problems, and poverty may all be root causes of mental health instability.

The Philippine Mental Health Act was implemented in 2019, expecting that the public would pay more attention to mental health services and the rights of patients and their families.

Unfortunately, there are currently only five government hospitals with psychiatric facilities that would cater to the needs of children, 84 general hospitals, 46 outpatient facilities, and only 2.0 mental health professionals per 100,000 people. According to Ines J. (2019), most Filipino college students agreed that seeking professional help can be critical for someone exhibiting symptoms of depression or other mental

health problems. They imply that this type of problem can be addressed by mental health or medical experts. However, immediate family and friends continue to be the primary confidants of depressed people.

Methodology

In this study, the researchers used a descriptive qualitative research design to describe the effects of mental health conditions on social work students based on their academic performance experiences. This research design assisted in explaining the perspective of social work students with mental health conditions on how it affected their performance in terms of attendance, examination score, interest in studying, and overall weighted average.

The researchers used a case study to determine how Universidad de Manila Social Work students ages 18 to 21 deal with mental health issues that affect their academic performance. It determined the impact of their profile, such as age, gender, birth order, and year level, on their mental health. In this study, their mental health conditions such as stress response, internet addiction, and social anxiety disorder were also identified and thoroughly understood in terms of how they affect the academic performance of social work students. The study included Universidad de Manila social work students from 2020 to 2021 who had mental health conditions such as stress response, internet addiction, and social anxiety disorder. The participants in the study were chosen by the researchers based on the following criteria: two (2) first-year students, two (2) second-year students, three (3) third-year students, regardless of gender, for a total of seven (7) students. The researchers used stratified random sampling, dividing each population into year levels and requiring a 30% sample for each level in each stratum. First-year social work students received 33 out of 111, second-year students received 26 out of 87, and third-year students received 36 out of 121. Because the disease is pandemic, the researchers used a survey questionnaire and an in-depth interview to collect data. No one was allowed to conduct face-to-face interviews.

Purposive sampling was used to determine the study's seven (7) informants. Using the following criteria: Universidad de Manila Social Work students aged 18 to 21 have experienced stress response, internet addiction, and social anxiety disorder. After selecting the seven (7) informants, in-depth interviews were conducted. The researchers prepare guide questions for a semi-structured interview with the (7) selected informants. The latter are enrolled in the Bachelor of Science in Social Work program at Universidad de Manila and have a mental health condition to answer how their condition affects their academic performance. During the data collection procedure, the researchers requested a copy from the President of the Social Work Action Club to determine the total number of students enrolled in the Social Work student year 2020. Following the validation of the instrument, the researcher assures the participant's confidentiality about information and data gathered and respects the respondent's decision if they do not want to answer some questions. A Registered Social Worker validated the research instrument to ensure its suitability for the informants. Following the validation step, the instrument was corrected to ensure that it was relevant to the respondents.

Furthermore, the researchers consider the suggestion for future enhancements. Seven (7) social work students from Universidad de Manila who had experienced mental health issues participated in this study to test the instrument's reliability. Four (4) of the seven (7) respondents rated the instrument's dependability.

Results and Discussions

The researchers used pseudonyms in each participant's case study presentation to ensure that their privacy was protected. The majority of the participants were females between 18 and 21, and the majority were third-year students.

Demographic Profile

Informant 1 is Sam. A 20-year-old second-year college student at Universidad De Manila. As an only child, Sam receives support from her family and feels pressured because she has no one else to rely

on except herself. It has affected her academic performance in the sense that she will continue to do things on her own because she is not used to asking for help from others.

Informant 2, Callista, is the eldest of three siblings and a 19-year-old first-year college student. Because of her strong sense of responsibility, the expectations of being the eldest include academic excellence. Her second choice in college is social work, which she hopes to pursue after completing this four-year course inspired by her teacher and guidance counselor, both of whom are enthusiastic about their jobs.

The third informant, Myresh, a 19-year-old first-year college student at Universidad de Manila, is pursuing a Bachelor of Science in Social Work. Her father's side has two stepsisters, but she is her parent's only child. Her relatives pushed her to excel in everything she did because she was an illegitimate child, even pushing her to study harder. Her mother pays for her educational expenses, but she assures her that she will be supported and allowed to enjoy her studies no matter what grade she receives.

Forth informant, Yerimy, is the family's youngest child. She is a 21-year-old Bachelor of Science in Social Work student who has a five-year age difference with her older brother, which has significantly impacted her relationship with him. Because her brother did not complete his studies, she is expected to complete hers and find a decent job in the future. As a result, the pressure to live up to her parents' expectations was too much for her.

The fifth informant, Becca, is a 21-year-old Universidad De Manila second-year social work student. She is the sixth child in her family, and she now lives with her mother and stepfather, three (3) siblings, and nieces and nephews. Becca grew up without her family's support; when she was about three years old, her mother was forced to take her and her sister to an orphanage because they needed to be away from their abusive father. When they reached the age of four, they were transferred to the Manila Boystown Complex. Her parents and older siblings have entrusted her and her other sister to manage their home and care for her nieces and nephews and in budgeting for their daily needs. Her parents no longer fund her studies, but her boyfriend does. He does not want her to give up her studies, so he assists her financially and in any other way he can.

Informant 6, Paloma is the youngest of the family's three children. At the age of 20, she is pursuing a career in social work. She has a 7 to 8-year age difference with her older sisters, so they do not have a close relationship. Because her sisters were unable to complete their studies successfully, the burden of completing her studies was placed on her shoulders.

Informant 7, Daze was content as long as she got the passing grade. The constant need to prove herself to her family, particularly her parents, weighs on her. The higher her grades, the more stressed she becomes about improving even more in her studies. The stress and anxiety make it difficult for her to absorb the modules' lessons and information.

Mental Health Condition

According to Sam, he is easily distracted these days, especially with the usual outdoor task he is forced to do at home, such as studying. Because there are so many things she can do while using the Internet, it is difficult for her to focus on the lesson that was discussed in the online class. She used to browse social media once the professor was discussing their lesson because she believed that everything the professor taught them while in the online class was already on their module. She could go back to it after the class. As a result, they were distracted by social media while listening to their lesson. Sam's work, on the other hand, corresponds to her mood. Whenever she is anxious or has a mood swing on a day when they are about to discuss something in class, and she is called upon to recite, she desires to drop the call or leave the online zoom meeting because she does not feel like participating. Finally, she claims that she does not speak much in school because she is afraid of being judged. Nonetheless, whenever she is asked a question, Sam is very responsive. Sam is not used to talking to strangers because she believes they are intimidated by her.

All the same, Callista's diversion or stress reliever is the Internet. It has been essential to her. During the pandemic, it has become the learning mode, requiring her to spend much time on the Internet. The stress from the online class is being relieved by watching movies, listening to music, and communicating with her friends online, which means that the amount of time she spends surfing the Internet has increased significantly. However, it has caused her to become moody because it is difficult to complete her tasks without it, particularly academically. Callista's mind is frequently clouded by stress, and she loses focus in class. According to her, the main stressors are schoolwork and activities, which make her uninterested and unmotivated in completing the tasks assigned by their professors. The stress has also caused her to overthink things, leading to self-doubt, especially in class recitations. Essentially, these circumstances make it difficult for her to participate actively and effectively in class due to the mental block she is experiencing due to her embarrassment. Because she is an outgoing and friendly person, she expresses her opinions as long as they benefit her somehow. That being said, she also spends time thinking about her actions, which causes her to overthink things for days, even before the event's exact date.

Myresh was constantly on the Internet, whether for social media browsing, YouTube video streaming, web research, online classes, or contacting her professors and classmates. Her internet usage had increased as a result of the pandemic. She did not feel restless or moody when attempting to reduce her internet usage because there were other things she could do instead of using the Internet, according to her. Her internet use was not addictive, but she still used it to communicate with others. She was able to manage her time using the Internet while also enjoying the pleasures of leisure. It also aided her in improving her self-esteem. Myresh's stress response significantly impacted her academic performance, causing her to be distracted and stunned in class. She had lost interest in studying, missed classes, and could not complete her activities due to stress. It also hampered her confidence in participating in school activities, and she frequently experienced panic attacks and fear in unfamiliar situations. Her misunderstanding with her father had caused her stress, which had affected her academic performance at times. Myresh became fearful of being judged by others, believing that everyone was waiting for her to make a mistake or humiliate herself. She learned to suppress her inner thoughts and feelings to present a happy front. She had to deal with social situations, especially with her family, and remained silent rather than add to the tension. Her fear of being judged by others is most likely a result of her previous experiences. She may not be used to conversing with others, so she finds it difficult to interact with them most of the time. The problems she had with her family are most likely why she does not feel like talking or initiating conversations.

While, Yerimy spends most of her time on the Internet, where she watches Korean pop, e-concerts, and funny videos to distract herself from the loneliness of being alone at home. She spends so much time on it that she sometimes forgets to complete her academic tasks, which causes her to be late for meetings with her classmates. The Internet allows her to communicate with others, which alleviates her loneliness and aids her in coping. Unfortunately, when stress overwhelms her, it causes uneasiness and overthinking. This frequently results in breakdowns, rendering her unable to participate in class effectively. Her primary source of stress, she claims, is her family. Yerimy is afraid of being judged and avoids situations where she might become the center of attention. She finds it challenging to communicate with strangers. Because of the traumatic experiences she has had due to her family, she finds it difficult to trust other people.

On the other hand, when online classes began, Becca's use increased because her mother decided to have their internet connection at home. She spends some of her time watching movies on Netflix or videos online because she has nothing else besides studying online and communicating with her friends online. She does not want any distractions when she is working on something online. According to the respondent, she feels restless whenever she is in a highly uncomfortable situation. Her stress responses affect her most of the time in her academics, even when her professors assign her group projects. This sometimes limits her academic performance because she is uncomfortable and unable to function properly. Finally, her aversion to socializing with other people began at a young age. She grew up in an orphanage, which made her the target of insults from her classmates and the fact that she was growing up without her parents. She was traumatized as a result of her previous inexplicable experiences. She avoided starting a conversation because she was afraid of being ignored or duped. This was also why she would always choose to speak with people she knew and only speak with strangers if necessary. Becca also overthinks

when she attends events or gatherings, believing that the people do not require her presence. Becca avoids drawing much attention from those around her out of fear of embarrassment or humiliation. She would also worry that if she had a conversation with someone, she might have offended them or said something inappropriate.

However, Paloma mentioned that the Internet had become an integral part of daily life, particularly since the pandemic outbreak. She has nothing to do but surf the Internet aside from her online classes. This includes various social media platforms, which keep her entertained by watching videos and browsing. When she is uncomfortable, she gets short of breath, which often limits her ability to perform well academically because it affects her confidence. Fortunately, she is aware of how to restrain herself when this occurs. Because she is a shy person, she finds it difficult to meet new people because she is afraid of being judged. She dislikes being the center of attention and constantly avoids situations in which she must think about her actions.

Academically, this situation is complicated because she requires people to talk to or lean on. As a result, her self-esteem plummeted, making it challenging to communicate with others, especially since she is unfamiliar with her current classmates.

Academic Performance

Sam makes it a point to attend all her classes, even if her mind is elsewhere. She also participates in class discussions and ensures that no lesson or activity is missed. Her mental health has sometimes affected her willingness to attend her classes, but she had always found a way to attend, even before online classes were introduced. Sam is well aware of what her priorities should be. Second, when there is an upcoming quiz or exam, she is accustomed to spending her time reviewing notes. She is nervous about the exam because of the possibility of internet outages. Sam's feelings about the scores she receives vary; there are times when she is dissatisfied with her score, regardless of how high or low it is. However, there are times when she does not let her grades bother her. In terms of academic performance, Sam excels in-class activities, and whenever there is a project or assignment, she always intends to complete it as soon as possible. Sam would occasionally complain about the demands and requirements of academic study. She considers it unreasonable, primarily when the professor provides a short period to submit the requirements for a subject. Her interest in studying is affected by her mental health whenever she is unstable or feels like it. Finally, Sam is affected when she does not receive the grade she believes she deserves, primarily if it does not correspond to her effort for that subject. She is concerned with maintaining a high GWA because it reflects how well she performed over a semester.

While Calista, despite the pressure, does her best to stay focused in class. Her mind, however, is clouded, and she frequently loses focus. She would be physically present in class but mentally absent, which would impact her performance. Though Callista is unconcerned about her grades, she has set a goal. Her low exam scores depress her because she knows the results could have been better. It has a negative impact on her mental health and keeps her unmotivated and uninterested in achieving the grades she set for herself.

People used to compare Myresh to others because she was an only child, and their expectations of her were high, causing her to miss classes due to the stress and anxiety she was experiencing. She said she usually skipped class or stayed with her friends' families to avoid being irritated by someone. Her ability to participate in class was hampered because she was distracted due to domestic stress at school. The expectations of her relatives have motivated her to work harder to avoid disappointing them. She was overjoyed when she received high marks on her exams because her diligence had paid off. As exam week approached, she prepared by reviewing her lessons ahead of time and watching recorded lectures to assist her. When she received a low grade on an exam, she became embarrassed because the grades they received would be posted, and her classmates would see what she received. She is disappointed because she knows she gives her all the time, but her examination results fall short of her expectations. Myresh participates in school activities because it allows her to share her insights and ideas. When a significant problem arises, she isolates herself from others and refuses to participate in school activities. As a result

of personal problems, she loses motivation to work harder, causing her to fail in school and be disappointed in herself.

Finally, the high expectations of those around her and herself had a significant impact on her academic performance. Myresh's anxiety increased as she felt judged by others, causing her to perform poorly in class. Nonetheless, her peers continue to motivate her to study, which has aided in keeping her desire to attend classes alive.

However, Yerimy claims that she is always present in class because her classes are held online. The stress she experiences due to her online classes interferes with her ability to participate in class and causes her to lose concentration to complete her tasks properly. Good exam results provide her with satisfaction and inspiration. When she receives low grades, she becomes discouraged and blames herself. She believes she is not learning due to the pandemic and that the only reason she passed the semester was through memorization and familiarization. Even though stress sometimes gets the best of her, she is more inspired in this setting than in a face-to-face setting. She is capable of finishing her activities and assignments on time. However, procrastination persists.

Although she is taking online classes, Becca has never missed a class. She always attends her online class because she does not want to miss a lesson or waste time searching for subjects. Attending her classes also allows her to divert her attention to something else, relieving boredom. In addition, she works hard to keep her grades up. Becca is acutely aware of the grades she receives on tests and quizzes. When she receives the desired score, she is satisfied; however, receiving low grades makes her feel that her efforts were insufficient. Becca burns out when she is given too many tasks and requirements, which has a negative impact on her mental health. Because she also has other responsibilities, the pile of schoolwork makes things much more difficult for her. Finally, Becca would work hard to maintain her good grades to avoid receiving negative feedback from her family and others who had high expectations of her. She feels even more pressure to perform well because she is determined to finish school and achieve her goals.

Next, Paloma always made it a point to attend her online classes regularly. Though she skipped classes on occasion due to other obligations, she made every effort to attend classes. However, if something were to happen to her family, it could impact her attendance in class. Her interest in class has suffered due to her transfer to another block. Her desire to converse with others has waned due to her previous block's proximity to her friends. The difference in schedules made it difficult for them to communicate regularly, as they had done previously. Paloma is not picky about her grades, but she does set a goal for herself. Paloma was content as long as she got the passing grade. The constant need to prove herself to her family, particularly her parents, weighs on her. The higher her grades, the more stressed she becomes about improving even more in her studies. The stress and anxiety make it difficult for her to absorb the modules' lessons and information.

On the other hand, Daze used the Internet to take online classes and communicate with her peers and relatives via social media platforms such as YouTube, Instagram, and Facebook. She stated that when she attempts to limit her internet usage, she does not become agitated or restless and can achieve her goals without using the Internet. She has pulmonary disease, so she has seizure attacks, shortness of breath, and numbness in her lips, feet, and fingers when she is stressed. During recitations, she experiences a mental block, causing her to answer incorrectly. Because she is afraid of being judged by others, she tries her hardest to prove herself and impress them in a way that benefits others. The additional pressures she felt as a successful family member in their careers made it even more difficult for her. She had to go to great lengths to avoid offending the people she cared for.

Daze valued education and made an effort to attend her classes regularly. She only misses school when she is ill and unable to participate in class. Daze is very concerned about her grades, and she will go to any length to achieve the grade she desires. She becomes frustrated and blames herself when she receives a low grade. According to her, her exam score serves as a motivator for her to do well in school. Daze prefers face-to-face learning because it is easier for her to understand the lesson when the professor teaches them one-on-one, as opposed to online distance learning, where students must figure it out

independently. She prepared for exams and quizzes by reading ahead of time, reviewing, and reading notes. These were the things she did to keep her grades up. Daze becomes anxious, stressed, and unhappy when she does not receive her preferred grade. Her mental health condition sometimes interferes with her studies because she believes anything she does will be messed up. Furthermore, it impacts her GWA in the sense that she feels pressed to meet her family's expectations.

Table 1 reveals that the most common mental health conditions among Universidad de Manila social work students are: (1) Stress Response, (2) Social Anxiety Disorder, and (3) Internet Addiction. Having said that, as shown in table 1, 57.14 percent of informants stated that they feel compelled to use the Internet most of the time to satisfy their needs. This activity includes browsing various social media platforms such as Facebook, Instagram, and Twitter. Because of the pandemic, they are forced to be online most of the time, if not 24 hours a day, due to online classes and tasks that must be completed online. With the same percentage of informants as previously mentioned, their stress response limits their ability to participate actively in school activities the majority of the time. According to 71.42 percent of informants, they have difficulty socializing because they are afraid of being judged and avoid situations where they might be the center of attention. The firstborn respondents in the study reported similar feelings of pressure from their families due to the expectations placed on them. On the other hand, respondents who are the only child and the youngest in the family feel a strong need to meet their parents' expectations and impress them.

Table 1. Mental Health Conditions Experienced by the Students

Stress Response	57.14 %
Social Anxiety Disorder	71.42 %
Internet Addiction	57.14 %

Table 2 shows that the academic performance is comprised of their attendance, grades, and exam results. 100% of those polled continue to attend their classes regularly. When receiving high test results, 71.42 percent of the 100 percent respondents were highly satisfied, while 57.14 percent were dissatisfied. It can also be stated that their techniques for maintaining their grades are affected, and 85.71 percent of respondents are dissatisfied when they do not receive the grades they prefer. In summary, the research was able to determine how mental health conditions affect a student's academic performance due to the study's data interpretation. Their mental health issues have impacted their participation in all subjects in class. It has also added to the daily stress they were dealing with or coping with at home.

Table 2. Academic Performance of the Students

Attendance	100%
Examination Scores	71.42%
Interest in Studying	42.85%
General Weighted Average	85.71%

Conclusions

In conclusion, most of the social work students at Universidad de Manila who responded to this research study were suffering from mental health issues. These circumstances have impacted their academic performance in various ways, including participation in-class activities, willingness to attend classes, and even motivation to study.

This study was designed to raise mental health awareness by informing people how mental health conditions affect individuals. When it comes to students, not only are their studies impacted but so are their personal lives. The mental pressure and stress caused by some non-conducive learning environments limit their performance in their studies. With all of the factors affecting students' mental health, studying becomes

more complex, which only means that these issues, which many students are experiencing, must be appropriately addressed by the appropriate authorities. The Universidad de Manila is a local university offering free tertiary education. It relieves the student of financial burden while improving their skills and abilities. They are offering free webinars on mental health awareness for students.

This study encourages future researchers in the same research topic to learn more about it to improve their understanding of the effects of mental health conditions on students' academic performance. Collaborating with psychologists and other professionals can help them interpret their data and findings more deeply. This study will also raise awareness among school administrators about students' mental health and well-being. They can offer free mental health consultations to students to help them cope with the daily demands of their conditions. Furthermore, academic institutions may wish to reconsider making changes to their learning curriculum to meet each student's needs and comfort better.

Another thing that can help a struggling student is to plan some academic breathers or days when students can relax and take a break from the pressures of schoolwork. Making such moves may encourage students to improve their academic performance. To make this even more feasible, the school administration must be consistent in genuinely caring for their students' well-being, particularly their mental health.

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Barriers to Online Learning of Nursing Students in a Select Local University in Manila: Inputs to an Improved Online Learning in Nursing

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ABSTRACT

The purpose of this study is to determine the barrier to online learning among nursing students in the context of the COVID-19 pandemic at a local institution. Furthermore, the study's goal is to give the enhanced online instructional design in nursing education, focusing on the learners' viewpoints and academic performance, and providing inputs for improved online learning in nursing education from the perspective of nursing students. This is exclusively available to nursing students enrolled in a specific local Manila university. As a result, students enrolled in a different course are excluded. The tool is called "Survey of Student Barriers to eLearning," and the authors gave their permission to use it in this study. The data was analyzed using the point-biserial correlation method to determine how the barriers develop in terms of the inputs, including the demographic profile of the participants in online learning in nursing. A total of 272 out of 332 participants completed the questionnaires. The data was analyzed using the point-biserial correlation method to determine how the barriers develop in terms of the inputs, including the demographic profile of the participants in online learning in nursing. Because online learning is a virtual medium, students will face difficulties and barriers regarding technological and communication limitations in nursing education. Our study's key findings revealed that connectivity is the only factor that predicts barriers to online learning for nursing students at a local university. This means that the higher the barrier, the poorer the internet connectivity.

Keywords: Barriers to E-Learning, Nursing Students, Online Learning, Predictor, Point-Biserial Correlation, Select Local University

Introduction

The Corona Virus, also known as COVID-19, is a fatal and infectious disease that has hugely impacted the global economy. This pandemic has also raised concerns in the education sector, and the dread engendered by this catastrophe is sure to spread around the globe. COVID-19 is a "viral infectious disease caused by a recently identified coronavirus named Severe Acute Respiratory Syndrome Coronavirus 2," according to the World Health Organization (WHO) in 2020. (SARS-CoV-2). Most patients infected with the COVID-19 virus developed mild to severe respiratory disease and recovered without needing any additional therapy.

On the other hand, older adults and those with underlying medical conditions such cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more prone to acquire serious illness."

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes. This is the reason why the WHO declared COVID-19 a global pandemic in March 2020, prompting the Philippine government to place its largest island, Luzon, and other major cities under lockdown, suspending classes at all levels (Baticulon et al., 2020).

First and foremost, the COVID-19 epidemic is a public health emergency. This problem highlights the challenge politicians have in deciding whether to close schools to prevent contact and save lives or keep them open so that staff can work and the economy can continue (Burgess and Sievertsen, 2020).

The Commission on Higher Education (CHED) responded to the pandemic by providing an alternative way to continue education by implementing Flexible Learning, also known as distance learning, e-learning, web-based learning, or internet-based learning, in every school, according to Cervantes (2020) of the Philippine News Agency. Prospero De Vera, CHED Chairperson, defined flexible learning as "more inclusive than online learning." De Vera emphasizes that whereas online learning necessitates internet access, flexible learning does not. Instead, it "concentrates on the design and delivery of programs, courses, and learning interventions that address the learners' particular needs in terms of pace, location, method, and learning products" (Parrocha, 2020).

Distance learning became a requirement for learners and educators worldwide during COVID-19 (Ali, 2020). Distance learning is defined as "a mode of study in which teachers and students do not meet in a classroom but instead conduct classes using the Internet, email, mail, and other electronic means" (Merriam-Webster, 2020). Distance learning is when students are separated from their teachers and peers. This means that students can learn without meeting with instructors or other students in person (Lewison, 2020). One could argue that the primary goal of distance education is to reach out to individuals who are hard to reach, under-resourced, underprivileged, or inaccessible (Biana, 2013).

Despite the benefits of remote learning, many impediments and challenges have been met by every student and every section of the educational system. The most common issues were difficulty changing learning methods, needing to complete tasks at home, and a lack of communication between educators and students" (Baticulon et al., 2020, p. 2). There are a variety of technologies available for online education, but they can also provide several challenges.

The barrier and concerns associated with modern technology include everything from inadequate internet connections to downloading mistakes, installation issues, log-in issues, audio and video issues, and others.

Online learning can be tedious and uninteresting for some pupils. Students want interactions, which is challenging to achieve. The learning process cannot reach its full potential unless students practice what they have learned, particularly in courses that demand skill-based learning. As a result, the online curriculum has risen to prominence as a new method of instructing students (Baticulon et al., 2020).

As a result, Distance E-learning provides another method of instruction to maintain clinical schooling coherence during the COVID-19 pandemic-related closure of educational institutions (Dhawan, 2020). Distance e-learning in medical education is challenging to implement, especially in emerging third-world countries.

The challenges to remote e-learning adoption can be broken down into three categories: (1) technology/infrastructure barriers, (2) institutional/educator barriers, and (3) student barriers. Infrastructure gaps, innovation, web access, and low-quality internet providers are just a few impediments that impede students and academic members. Another significant barrier to distant learning is instructors' reluctance and avoidance to participate in breakthroughs and applications due to their limited knowledge or lack of sufficient preparation in these domains (Al-Balas et al., 2020).

During Covid-19, a countrywide survey of medical students in the Philippines was performed to determine online learning barriers. During the COVID-19 epidemic, a national study of 3,670 medical students from 54 schools in the Philippines found that students, regardless of geographic location or demographic subgroup, had several challenges as they attempted to adapt to online learning. The study divided the barriers into five categories: "technology, individual, home, institutional, and community impediments" (Baticulon et al., 2020).

Based on the investigation, the researchers discovered that just a few studies in the medical area relating to health sciences had been undertaken concerning COVID-19 (Abdulmir and Hafidh, 2020.). As a result, there is a scarcity of research on how the COVID-19 impacted online learning. In addition, there is a paucity of material on the challenges that nursing students face when it comes to online learning during a pandemic.

Literature Review

Due to the rapid development in the global incidence/prevalence of COVID-19, all educational institutions were obliged to halt face-to-face learning activities, including medical education. Several places are affected globally, and there is concern that the current semester and future semesters may be lost. This virus and sickness have infected more than 95 percent of the world's countries (BMC Medical Education 2020, Schlensz et al.) The Philippines is no exception to this ever-increasing COVID-19. In the Philippines, most institutions have switched from traditional education to blended learning. Metro Manila has been placed under lockdown due to many individuals looking for work.

Suspending classes at all levels had a significant impact on student performance transitioning from face-to-face to blended learning. Schools and education systems should undergo a comprehensive digital transformation that includes online learning to address the demand. The COVID-19 pandemic has compelled schools and education to undergo such a transition quickly and dramatically. Students in health-related fields, such as nursing, are the most harmed, as their abilities rely heavily on human connection. Amid the COVID-19 Pandemic, the researchers conducted a study to determine the barriers to online learning among nursing students at a local university. Furthermore, the study attempted to develop an enhanced online instructional design in nursing education that considers students' perspectives and academic achievement.

Methodology

A cross-sectional-quantitative research design was employed to gather data for the study. The study was done among all nursing students at a local university in Manila during the pandemic. The study design analyzes both the outcome and the study participants' exposure. As a result, the participants were chosen based on the study's inclusion criteria, such as nursing students who had difficulty learning online. This design is used to assess the current state of a particular event or phenomenon as perceived by participants in population-based surveys.

The research was carried out in a small university in Manila, Philippines. The Manila City Government managed and supported the establishment of this university in 1995. It is a comprehensive institution that offers senior high school, technical-vocational courses, bachelor's and master's degrees. It offers over 60 degree-granting courses through nine colleges and departments. It is currently the Philippines' only local institution that provides free tuition to its students and provides exceptional and high-quality education. The College of Health Sciences is one of the university's colleges, and it provides a Bachelor of Science in Nursing program. This curriculum seeks to provide competent and caring nurses to the local, national, and international communities. This college consistently generates board toppers with a high pass rate on board examinations. Because the survey uses a cross-sectional methodology, the essential data is gathered via complete enumeration. A convenient sampling design eliminated face-to-face interaction with the research participants. A local university with 332 nursing students has a total population of 332 nursing students. It includes 89 nursing students in the first year, 134 nursing students in the second year, and 109 nursing students in the third year. (a) A nursing student enrolled in a local university in Manila, (b) currently enrolled in the second semester of the academic year 2020-2021, (c) one semester of full online class, and (d) willingness to participate are the inclusion criteria. Only 272 out of 332 nursing students completed the study surveys; the remaining nursing students did not complete the research questionnaires due to a lack of internet access and a refusal to participate.

Muilenburg and Berge (2005) devised a questionnaire that was used in this investigation. Survey of Student Barriers to eLearning is the title of this survey instrument. The authors were contacted through email to obtain permission to use their research tool.

Results and Discussions

Demographic Profile of the Participants

Table 1 reveals that a total of 272 completed questionnaires were obtained, with 60 (22%) males and 212 (78%) females participating. The majority of the participants (34.19 percent) are under 20 years old, with 22%, 38%, and 40% of the participants enrolling in the first, second, and third-year levels, respectively. However, most of the participants (76%) are Roman Catholics, and the data is divided into three sections for each year level, for a total of nine sections. Forty-five percent, 52 percent, and 3% of the participants belong to the low income, medium income, and upper-income classes in terms of monthly family income. Only 3% of students have a fast Wi-Fi or data connection, while 26% have a sluggish Wi-Fi or data connection, and 71% have middling Wi-Fi or data connectivity. There are only 272 participants instead of 332 because not all participants completed the questionnaires for various reasons, such as those who live in rural areas with limited connectivity. Some participants have been notified, but there has been no response.

Table 1. Demographic Profile of the Participants

Profile Variables		N	%
Gender/Sex	Male	60	22
	Female	212	78
Age	Under 18 years old	19	6.99
	18	1	0.37
	19	74	27.21
	20	93	34.19
	21	62	22.79
	22	9	3.31
	23	10	3.68
	24	1	0.37
	25	0	0.00
	25 Above	3	1.10
Year Level	1 st year	60	22
	2 nd year	103	38
	3 rd year	109	40
Section	NR-11	23	8
	NR-12	27	5
	NR-13	13	10
	NR-21	55	20
	NR-22	29	11
	NR-23	18	7
	NR-31	41	15
	NR-32	29	11
	NR-33	37	14
Religion	Roman Catholic	206	76
	Born Again- Christian	29	11
	Iglesia ni Cristo	10	4
	Baptist	6	2
	Seventh Day Adventist	2	1
	Islam	13	5
	Dating Daan	2	1
	MCGI	1	0
	N/A	3	1
Monthly Family Income	Low income class (PHP 10,500 below)	121	45
	Middle Income class (PHP 10,500 and PHP 40,000)	141	52
	Upper income class (PHP 40,000 above)	8	3
Connectivity	Slow connectivity of wi-fi or data	72	26
	Moderate connectivity of wi-fi or data	192	71
	Fast connectivity of wi-fi or data	8	3

Technical Category of Student Barriers to Online Learning Scale

The results show the participants' responses to the Student Barriers to Online Learning Scale's Technical and Infrastructure Category. In table 2, 5 had the highest average mean rating in the technical area, with respondents believing that hardware maintenance is a moderate barrier due to its high cost ($\mu=3.18$). The fear of losing privacy in an online environment, as well as a lack of high-speed connectivity, are also moderate barriers, according to questions 2($\mu=3.11$) and 4($\mu=3.05$). Unfamiliarity, lack of skills, and fear of learning a new approach in online courses are cited by the majority of students in Question 3 ($\mu=2.36$), 9($\mu=2.47$), 10($\mu=2.59$), 11($\mu=2.38$) and 12($\mu=2.51$) as weak barriers. In the technical area, the grand mean of the online learning barrier scale is (2.66). This means that the respondents' technical barrier is a moderate one.

According to the study's findings, students face technological difficulties in their online learning due to a lack of technical abilities, lack of access to hardware/software, inconsistent platforms, browsers, or a lack of technical assistance. Researchers discovered that in table 2 of the Technical Category of Students Barrier to Online Learning Scale, item 5 ($\mu=3.188$) has the highest average mean rating, indicating that respondents consider this to be a moderate barrier due to the high cost of hardware, software, repairs, or a service provider.

Semi-Math is used to determine reliability characteristics such as mean sojourn times, mean time to system failure (MTSF), availability. A busy period of the server due to hardware and software failures, expected number of replacements due to hardware and software failures, expected some visits by the server, and finally, the profit considering various costs to perform a cost analysis. For the results obtained for a specific scenario, graphs indicate the behavior of MTSF, availability, and profit of the system model (Kumar et al., 2011). While item 7 ($\mu=1.97$) has the lowest average mean rating in this category, respondents perceive this as a weak barrier, indicating that students are not afraid of computers and related technologies. Individuals of different ages, categories, and origins are now using technology. Thanks to current technology, individuals can access information at any time and from any location (Bowker 2006).

Table 2. Technical Category of Student Barriers to Online Learning Scale

TECHNICAL	Mean	Verbal Interpretation
1. The needed technology (hardware or software) is not accessible to me	2.647	Moderate Barrier
2. I am afraid of losing privacy, confidentiality, or intellectual property in the online environment.	3.110	Moderate Barrier
3. I am unfamiliar with the technical tools needed in e-learning.	2.364	Weak Barrier
4. I lack a reliable internet connection, high-speed connectivity, or an internet service provider.	3.059	Moderate Barrier
5. The hardware, software, repairs, or service provider costs too much.	3.188	Moderate Barrier
6. I lack the skills necessary to navigate successfully through the delivery system in the online course.	2.629	Moderate Barrier
7. I am afraid of computers and related technologies.	1.974	Weak Barrier
8. I am concerned about or have found a lack of consistency in platforms, hardware, browsers, and software for online courses.	2.805	Moderate Barrier
9. I lack the necessary skills in using the software for online courses.	2.474	Weak Barrier

10. I am concerned about or have found a lack of technical assistance.	2.592	Weak Barrier
11. I am uncomfortable with, or fear, learning how to use new tools to access online courses.	2.382	Weak Barrier
12. I am uncomfortable with, or fear, learning with different methods used in online courses.	2.518	Weak Barrier
13. I am concerned that a lack of compatibility of hardware and software creates technical problems.	2.915	Moderate Barrier
GRAND MEAN	2.666	Moderate Barrier

Infrastructure Category of Student Barriers to Online Learning Scale

Table 3 shows that the low quality of learning resources is a moderate barrier, with the highest average mean rating in the infrastructure category. The lack of appropriate academic advisors and learning delivery is also a moderate barrier. Item 8($\mu=2.66$) has the lowest average mean rating in the infrastructure category, indicating that a lack of support services is also a worry. The grand mean of the infrastructure category in the Student Barriers to Online Learning Scale is (2.86), indicating that Infrastructure is a moderate barrier for the participants. Online learning infrastructure encompasses a variety of tools and equipment, including computers, internet networks, software, and technical support. If these factors were sufficiently effective, online learning might be successfully implemented. (Aljaraideh and colleagues, 2019). Researchers found that item 3($\mu=3.14$) in the Infrastructure category has the highest average mean rating. Respondents perceive this to be a moderate barrier because they are concerned that learning materials and instruction in online courses are poorer.

According to Paulsen (2002), online learning is defined by the separation of teachers and students, which distinguishes it from face-to-face education. The influence of an educational organization that distinguishes it from self-study and private tutoring, the use of a computer network to present or distribute some teaching materials, and the provision of two-way communication via the internet so that students can communicate with one another. This word describes the difference between online and traditional education. As a result, traditional and online education quality standards should be different. While item 11($\mu=2.58$) has the lowest average mean rating in the Infrastructure category, respondents perceive it to be a moderate barrier level because they are concerned that the class size is not appropriate for learning in online courses. Gender and class size are two prominent predictors of student assessments, according to Liu (2012); however, in remote education, these predictors are replaced with more objective elements such as reasons for attending the course, student class standing, and the instructor's academic rank.

In the Student Barriers to Online Learning Scale, the grand mean of the infrastructure category is (2.86), which respondents rated as a moderate barrier. In many cases, particularly in low- and middle-income nations, a lack of infrastructure and technology is considered a barrier to medical education. Many countries lack basic technological capabilities, such as email, while others complain about poor service quality, such as slow internet or photocopying. Limited computer access and inadequate physical infrastructure have been recognized as barriers (O' Doherty et al., 2018). Clarity, availability, and feedback, all of which fall under the infrastructures category, were essential quality elements in online learning that students and staff valued. These characteristics were also essential to students and helped them achieve their goals or outcomes. Because the online learning program is a novel system, it can fail and create barriers for all users, particularly kids. This means that poor engagement with online resources and a lack of clarity in online course instructions are barriers to every student's learning. The factor "administrative and instructor issues" is defined by Mulenburt and Berge (2005) as "barriers that administrators and instructors control," like late delivery of course materials, lack of sufficient academic advisors online, and lack of timely feedback from the instructor. With the 11-item administrative/instructor issues, as shown in table 2, the overall rating has a mean of 3.02.

The administration and educators are unprepared to manage an online learning environment. The "insufficient training to use the delivery system," which is perceived as "a strong barrier" (weighted mean, 3.14), and "class size is not right for online learning," which is perceived as "somewhat of a barrier" (weighted mean, 2.48), nine items are all considered "a barrier," implying that administration and instructors are not competent.

Table 3. Infrastructure Category of Student Barriers to Online Learning Scale

INFRASTRUCTURE	Mean	Verbal Interpretation
1. I am concerned about or have found a lack of access to the instructor or knowledgeable experts.	2.967	Moderate Barrier
2. I am concerned about or have found a lack of timely feedback or response from the instructor.	2.945	Moderate Barrier
3. I have found or am concerned that the quality of the learning materials and instruction is lower in online courses.	3.151	Moderate Barrier
4. I have found or am concerned that instructors do not know what they are doing when they teach online.	2.761	Moderate Barrier
5. I am concerned about or have found a lack of clear expectations or instructions from the online instructor.	2.926	Moderate Barrier
6. I am concerned about or have found a lack of sufficient academic advisors for online learning.	2.967	Moderate Barrier
7. There is insufficient training given in the use of the delivery system.	2.967	Moderate Barrier
8. I am concerned about or have found a lack of support and services such as tutors.	2.662	Moderate Barrier
9. I am concerned about or have found that course materials are not always delivered on time.	2.824	Moderate Barrier
10. I have difficulty contacting academic and administrative staff for online courses.	2.739	Moderate Barrier
11. I am concerned that the class size is not right for online courses (too small or too large).	2.581	Moderate Barrier
GRAND MEAN	2.863	Moderate Barrier

Social Category of Student Barriers to Online Learning Scale

Table 4 shows the results. Question 2 ($\mu=3.14$) has the highest average mean rating in the Social category, indicating that respondents prefer face-to-face engagement with their peers and lecturers as a moderate barrier. The lack of social context clues in an online environment is likewise a moderate barrier, according to question 5 ($\mu=3.05$). Question 1 ($\mu=2.64$) has the lowest average mean for the social category, indicating that online learning lacks emotions and human contact. The grand mean for the Student Barriers to Online Learning Scale's Social category is (2.93), indicating that the social side of online learning is a moderate barrier.

The term "social grouping" refers to the learning environment that is developed for online learning, which should be friendly and social, as well as one that promotes learning. This implies fostering human

relationships, fostering group cohesiveness, maintaining the group as a unit, and in other ways assisting participants in working together for a common goal (Muilenburg & Berge, 2005). Researchers found that item 2 ($\mu=3.140$) has the highest average mean rating in the category of Social, with respondents rating it as a moderate level of barrier because they prefer face-to-face interaction with their classmates and professors.

According to Muilenburg and Berge (2018), the most significant hurdle for students was a lack of social connection. Their findings reveal that online learning satisfaction, the effectiveness of online learning, and the chance of attending another online class are all substantially linked to social interaction. As a result, it would seem natural that enhancing social interaction in online learning would result in a more successful and enjoyable educational experience that students would want to repeat (Muilenburg & Berge, 2018). While the lowest average mean rating for the social category is in item 1 ($\mu=2.64$), respondents also perceive this to be a moderate level of obstacles, indicating that online learning lacks emotions and personal touch. Multiple studies have found that emotions are an essential aspect of the learning environment and influence students' learning outcomes. Personal touch entails physical interaction such as meeting, conversing with friends or classmates, or communicating with someone come into contact with daily. Barriers in this area can make students feel alienated, alone, or stressed, especially since we spend most of our time at home.

The grand mean of the Student Barriers to Online Learning Scale's Social category is (2.93), indicating that the social side of online learning is a moderate barrier.

Students perceive social barriers to online learning due to a lack of connection with classmates or the instructor, such as a lack of online student participation, a lack of social context clues, or their fear of feeling isolated in online classes. According to a study published in the American Academy of Child and Adolescent Psychiatry, social isolation and loneliness among children are linked to increased mental health problems. In contrast, another study that looked at the effects of social isolation across the lifespan found that it can impair executive functioning skills. When students are lonely, they may contact teachers at all hours of the day and night, engage in non-academic activities frequently, and speak poorly about themselves (Curtis, 2020). Students' satisfaction with their online learning experience is highly dependent on social interaction. It also has an impact on their ability to learn online. Every student's social interaction can encourage them to communicate effectively and to learn with minimal stress and pressure because they will enjoy the feeling of learning with others, such as their classmates, and of developing close relationships with their teachers or professors.

Table 4. Social Category of Student Barriers to Online Learning Scale

SOCIAL	Mean	Verbal Interpretation
1. Online learning is or seems like it would be impersonal to me.	2.647	Moderate Barrier
2. I prefer to learn through face-to-face interaction with other students and instructors.	3.140	Moderate Barrier
3. I do, or am afraid of feeling isolated from the other students in an online course.	2.835	Moderate Barrier
4. I am concerned about or have found a lack of interaction and communication among students in online courses.	2.963	Moderate Barrier
5. I am concerned about or have found a lack of social context cues (e.g., body language) in the online environment.	3.055	Moderate Barrier

6. I am concerned about or have found a lack of collaboration with other students online.	2.989	Moderate Barrier
GRAND MEAN	2.938	Moderate Barrier

Prerequisite Category of Student Barriers to Online Learning Scale

In table 5, respondents' lack of confidence is a moderate obstacle with the highest average mean rating in prerequisites ($\mu=2.92$). The absence of reading, typing, and language abilities is regarded as a weak barrier for online learning, followed by questions 1($\mu=2.47$), 2($\mu=2.29$), 3($\mu=2.28$), and 6($\mu=2.54$). The grand mean of the Student Barriers to Online Learning Scale's prerequisite skill category is (2.55), indicating that prerequisite competence is a weak barrier.

People with a wide range of skills, such as comprehending and applying multiple ways of thinking, research, problem-solving, critical thinking, and creativity, are in high demand worldwide. (Ghazivakili and colleagues, 2014). According to David Kolb's theory of critical thinking, a learner's learning style, or information processing approach, is a crucial key aspect that influences learning. Students have struggled with their prerequisite abilities due to online learning, and a lack of this feature impacts the students' learning comprehension.

As gleaned in table 5, the highest average mean rating in the Prerequisite Skill Category of Students Barrier to Online Learning Scale is in question 4 ($\mu=2.92$). Respondents lack confidence, which they consider a moderate barrier because students are likely to increase adaptive behavior with the environment where they had difficulty online learning. Students interact with fewer people due to online learning, which has an impact on their self-confidence. The separation between the instructor and the learner is considered difficult since it prevents interaction.

It asserts that effective learning requires high-quality interaction with learning resources, teachers and students, and students. The importance of social meaning negotiation is highlighted, with interactive cooperation considered crucial to the learner's ability to evaluate the feasibility of his understandings through interactions with others. While question number 3 ($\mu=2.28$) has the lowest average mean for this category, respondents' lack of reading skills is regarded as a minimal barrier to online learning. The effectiveness of online modules in providing information literacy skills emphasizes the key to access knowledge. Students can observe that the literature generally focuses on evaluating an information literacy module using different evaluation instruments such as pre/post-tests to measure the information's success by reading the module's online material. The results of executing the module or embedding information emphasize outlining the design and implementation of information literacy.

According to the respondents, the grand mean for the prerequisite skill category of the Student Barriers to Online Learning Scale is (2.550), indicating that prerequisite skill is a weak barrier. According to research, because online learning does not need face-to-face interactions, students cannot use their abilities, learning styles, or critical thinking, which negatively impacts their academic success. Researchers discovered that the highest average mean rating in the motivation area of the Student Barriers to Online Learning Scale is in question 5, which states that the current setting for e-learning is a considerable obstacle and is not motivating. Procrastination of work, a lack of enthusiasm, and the duty to learn more are all moderate barriers, as are questions 1, 2, and 3. Question 4 has the lowest mean average rating, indicating that devoting less time to challenging tasks is not shared.

Table 5. Prerequisite Category of Student Barriers to Online Learning Scale

PREREQUISITE SKILL	Mean	Verbal Interpretation
1. I lack the writing skills needed in online courses.	2.478	Weak Barrier
2. I lack the typing skills needed in online courses.	2.290	Weak Barrier

3. I lack the reading skills needed in online courses.	2.287	Weak Barrier
4. I am shy or lack academic confidence for online courses.	2.923	Moderate Barrier
5. I lack the necessary communication skills for e-learning.	2.776	Moderate Barrier
6. I lack the language skills needed in online courses.	2.544	Weak Barrier
GRAND MEAN	2.550	Weak Barrier

Motivation Category of Student Barriers to Online Learning Scale

As shown in table 6, the highest average mean rating in the motivation category is in question 5 ($\mu=3.30$), which states that the current environment for e-learning is a moderate hurdle to overcome and is not motivating. Procrastination of works, lack of enthusiasm, and duty to learn more are all moderate barriers, according to questions 1 ($\mu=3.02$), 2($\mu=3.14$),3($\mu=3.15$). Question 4 ($\mu=2.92$) has the lowest mean average rating, indicating that less time on complex tasks is not practiced. Respondents also perceive this to be a moderate obstacle. The grand mean for the motivational category of the Category of Student Barriers to Online Learning Scale is (3.11), indicating that motivation is crucial in learning and is regarded as a moderate barrier by the respondents.

The grand mean for the Motivation Category of the Student Barriers to Online Learning Scale reads that motivation is crucial in learning and hence is regarded as a moderate obstacle by the respondents. Achievement motivation is considered to be a significant factor of academic success since it energizes and focuses behavior on achievement. According to Kuncel et al. (2007), students' cognitive ability and prior success are the best single predictors of academic performance.

Table 6. Motivation Category of Student Barriers to Online Learning Scale

MOTIVATION	Mean	Verbal Interpretation
1. I must take on more responsibility for my learning in an online course.	3.022	Moderate Barrier
2. I lack the motivation to learn online.	3.143	Moderate Barrier
3. I procrastinate or feel I cannot seem to "get started to learn" online.	3.158	Moderate Barrier
4. I choose to learn the easier aspects of the assignments rather than the more demanding ones.	2.926	Moderate Barrier
5. I have found or am concerned that the e-learning environment is not inherently motivating.	3.309	Moderate Barrier
GRAND MEAN	3.112	Moderate Barrier

Time and Interruption Category of Student Barriers to Online Learning Scale

Table 7 displays the outcome. Question 2 ($\mu=3.44$) has the highest average mean rating in the technical area, with respondents believing that substantial interruption wherever they study is a serious barrier to online learning. The moderate obstacle is followed by question 1 ($\mu=2.95$) about not having enough time to study. Question 3 ($\mu=2.61$) and 4 ($\mu=2.64$) suggest that a considerable obstacle is a lack of support and disruption of family life. The grand mean for the Students Barrier to Online Learning Scale's Time/Interruption Category is (2.89), indicating that Time/Interruption is a moderate barrier for the respondents.

The Grand Mean for the Time/Interruption Category of the Students Obstacle to Online Learning Scale is that Time/Interruption is a moderate barrier to respondents. Text-based course design, caregiving for family members, and the necessity to work long hours are all factors that influence distant learners' online learning engagement and retention rates.

Researchers discovered that question 2 has the highest average mean rating in the area of Time/Interruption, with respondents believing that severe disruption wherever they study is a strong obstacle to online learning. Students frequently struggle with time management and the discipline needed to schedule study time. Many of the study's online students were also working, but their course required them to devote their complete attention.

There is no time to learn, which is followed by question 1 as a moderate obstacle. According to a recent Education Week article (Gerwertz, 2008), there is growing agreement on time and learning. However, the topic is more complicated than it appears at first look, as it is with most things in education. Question 3 and 4 imply that a substantial obstacle is a lack of support and disruption of family life. According to research on family and community involvement, children do better in school when their parents and teachers communicate and collaborate efficiently. According to the findings of this study, internet connectivity has a strong link to barriers to online learning during the COVID-19 pandemic.

In addition to distraction and reduced focus, problems with technology and internet connections were linked to adverse effects on online learning among undergraduate students in the United Arab Emirates who were forced to switch to emergency online learning during the COVID-19 outbreak, according to a qualitative study (Hussein et al., 2020). Students believe that ICT infrastructure, internet speed, and access affect their online learning intentions (OLI) and perceived enjoyment (satisfaction). Many students were unable to deal satisfactorily (Dhawan, 2020).

As shown in the result, to mitigate the negative impact of internet connectivity on online learning, students' self-regulation skills and ability to initiate and maintain social contacts for interactive learning activities and motivational support must be addressed. This is a critical factor for engaging in productive online learning.

Table 7. Time and Interruption Category of Student Barriers to Online Learning Scale

TIME/INTERRUPTION	Mean	Verbal Interpretation
1. I am concerned about or have found there is not sufficient time to learn during eLearning courses.	2.956	Moderate Barrier
2. There are significant interruptions at work, at home, or wherever I study.	3.445	Strong Barrier

3. I am concerned about or have found a lack of support from family, friends, employers, or significant others.	2.614	Moderate Barrier
4. I am afraid my family life will be disrupted	2.647	Moderate Barrier
5. eLearning would or does cut into my personal time.	2.835	Moderate Barrier
GRAND MEAN	2.899	Moderate Barrier

Summary of Barriers to Online Learning

Table 8 shows the summary of the barriers to online learning, with the weakest barrier being prerequisite skill (2.55 weighted mean), followed by technical (2.66 weighted mean), infrastructure (2.86 weighted mean), time and interpretation (2.89 weighted mean), social (2.93 weighted mean), and motivation (3.11 weighted mean, all of which fall into the verbal interpretation. In the technical area, the grand mean of the barrier to online learning is 2.66, which respondents estimate to be a moderate barrier.

The result implies that this barrier will have a minor impact on students' performance because online learning necessitates modern technologies to assist them in learning and interacting with this new educational system. In addition, technical support is available for any students' issues during their daily online learning. The ability of instructors and students to use technology is clearly harmed without the proper technology, support, and maintenance of even the most current and sophisticated hardware and software. Technical help is "an important aspect of the deployment and integration of ICT in education," yet it is "often unavailable, necessitating the command of some basic troubleshooting abilities" by teachers and students (I.J. Modern Education and Computer Science, 2012)

Table 8. Summary of Barriers to Online Learning

Items	Weighted Mean	Verbal Interpretation
1. Technical Category	2.66	Moderate Barrier
2. Infrastructure Category	2.86	Moderate Barrier
3. Social Category	2.93	Moderate Barrier
4. Prerequisite Skill Category	2.55	Weak Barrier
5. Motivational Category	3.11	Moderate Barrier
6. Time and Interpretation	2.89	Moderate Barrier

Correlations of Barriers to Online Learning to NSS Demographic Profile and Predictors of Barriers to Online Learning

Table 9 shows the demographic profile of NS and the impediments to online learning. Only connectedness ($p=0.001$) has a significant link with the demographic profiles of the participant nursing students, as shown in Table 9. As their access to the internet deteriorates, a barrier to online learning rises.

Age, sex, year level, class section, monthly family income, and civil status were found to have no significant relationship with impediments to online learning.

Meanwhile, Table 10 shows the results. Internet connectivity ($p=0.001$) is the only predictor variable among the participants' profile factors regarding barriers to online learning. This finding indicates that when individuals have trouble connecting to the internet, they are more likely to face a significant obstacle to online learning. At p values greater than 0.05, age, sex, year level, class section, monthly family income, and civil status show no predictive ability to the barrier to online learning. According to recent studies, age and gender are significant indicators in an online learning platform among Pakistani college students (Rafique et al., 2021). Furthermore, among American students, instructional presence, cognitive presence, emotional engagement, behavioral engagement, and cognitive engagement were significant indicators of online learning satisfaction.

Therefore, understanding the elements that influence the adoption of emergency online learning is critical for its effectiveness or maximal advantages in scenarios such as a worldwide pandemic. Only internet access was found to predict barriers to online learning in this study. Even though most Hong Kong university students are technologically savvy and have no visible problems accessing learning gadgets or Wi-Fi, Ka Ho Mok (2021) discovered that internet connectivity is the most important predictor of emergency remote learning. In addition, self-directed learning is the highest predictor of academic accomplishment in an online learning modality.

Table 9. Correlations of Barriers to Online Learning to NSS Demographic Profile

Profile	Age	Sex	Year Level	Section	Religion	Monthly Income	Civil Status	Connectivity
Barriers	0.963	0.23	0.386	0.466	0.736	0.146	0.217	0.001*
6								
*significant at 0.05								

Table 10. Predictors of Barriers to Online Learning

Profile variables	Barriers to online learning			
	β	SE	95% CI	p-value
Age	-.025	.035	-.081 to .058	.752
Sex	-.057	.097	-.281 to .102	.357
Year level	.082	.153	-.231 to .370	.649
Section	.013	.043	-.081 to .087	.937
Religion	-.009	.025	-.053 to .046	.885
Monthly income	-.029	.075	-.183 to .114	.647
Civil status	-.090	.457	-1.585 to .213	.134
Connectivity	-.233	.085	-.477 to -.143	.000*

*significant at 0.

Conclusion

There were 272 respondents in the survey. A few had fast Wi-Fi or data connections, others had slow Wi-Fi or data connectivity, and most had moderate Wi-Fi or data access. The respondents' most

significant difficulty in the technical area is hardware repair, a moderate barrier. At the same time, the low quality of learning materials is a moderate barrier in the infrastructure category. Furthermore, responders lacking confidence in the prerequisite category face a moderate obstacle. On the other hand, the existing e-learning environment is deemed a moderate obstacle and is not motivating in terms of motivation.

The study's findings strongly link to the demographic profiles of the nursing students who took part. As their access to the internet deteriorates, a barrier to online learning rises. Age, sex, year level, class section, monthly family income, and civil status were found to have no significant relationship with impediments to online learning. Our study's key findings revealed that connectivity is the only factor that predicts barriers to online learning for nursing students at a local university.

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Managing Informality: An Applied Study for Accommodating Street Vendors During the Urban Development Process in Divisoria, Manila

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ABSTRACT

Street vending serves as a livelihood to many people. Street sellers are seen as an essential part of the economy. Mayor Isko Moreno's clearing operation is part of the Divisoria Urban Development Process,

which aims to give simple access to tourists visiting Divisoria, Binondo, and Intramuros because it is considered that these areas may support additional economic activities. The researcher wants to create an educational curriculum that can be utilized to help the informal sector develop. Following a descriptive-quantitative research approach, the study used snowball sampling with 98 respondents. Google forms were used to collect information. The Chi-square test of independence was used to assess and analyze the relationship between variables. The results revealed a substantial relationship between educational attainment and motivations for street hawking. As a result, this study proposes a program to solve the research problem in collaboration with the Technical Education and Skills Development Authority (TESDA): the Manila MoVEiT (Mobile Vocational Education and Training) Program, a mobile learning mechanism to assist the marginalized with vocational education and relevant industry training.

Keywords: Educational Program, Informal Economy, Street Vending, Urban Development,

Introduction

One of the most apparent forms of informal labor in the country is street vending. The public, government policies, and competition pose challenges to street vendors in the workplace; yet, they are important contributors to the urban economy because they produce money and employment. Street pavements are part of urban development, and they are frequently built as part of specific sector plans that include capacity-building initiatives. Mayor Isko Moreno's clearing operations are one element in the Divisoria Urban Development Process, which aims to allow simple access to tourists touring Divisoria, Binondo, and Intramuros to increase economic activity in these areas. However, this operation had a significant impact on street vendors, as many had previously been unable to access their business location and were unable to continue operating. The informal sector is the only way for marginalized people in underdeveloped countries, such as these street vendors, to get work to meet their daily necessities. The researchers conducted this study because they saw the daily challenges of sellers in Divisoria as consumers; they see how these vendors must conceal and flee to avoid being detained by the police every time the police scan the street. These street vendors will escape working in the informal sector if they have entrepreneurial and educational abilities. As a result, this research aims to learn how urban policies and social factors affect the informal economy and to develop an educational program that can help promote development in the informal economy in Divisoria, Manila, so that people have more options other than informal street vending. Future academics can bridge the study gap by discovering how to administer the program so that these communities can participate in the formal economy while also eradicating poverty. Other academics can focus their research on the resources and expenses of implementing the mobile vehicle.

The research model applied for this study is shown in Figure 1.

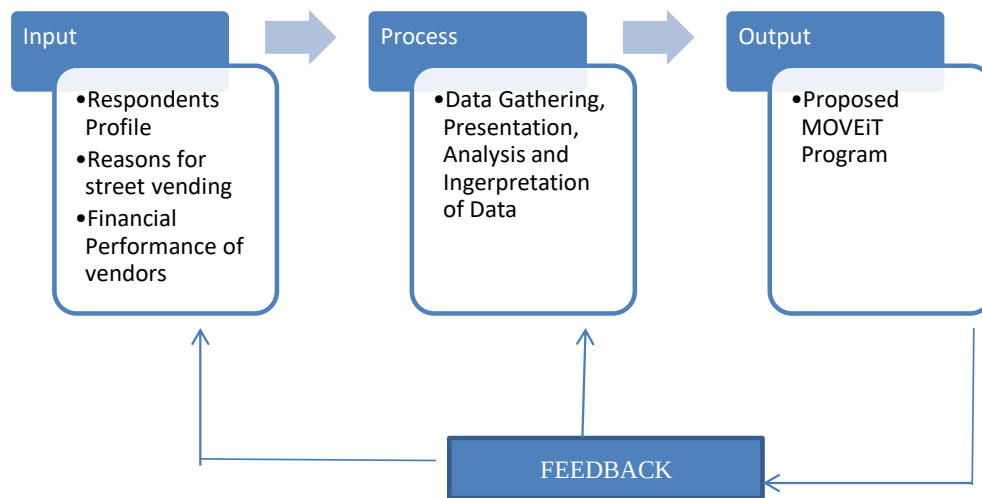


Figure 1: Research Paradigm

As represented in Figure 1, the research paradigm shows the Input—respondent profile, rationale for street vending, and financial success of the vendors. These are the variables that were analyzed in the study through the survey. The MOVEiT Program is the output of the research.

Literature Review

Street vending is often a topic in a research discussion since it has a connection with public space, informal sector economic activity, and temporalities. According to Joanne Neary (2018), street vending does not require any training, yet it has become a source of income for middle-class families and provides more options at a reduced cost. Street vendors cause problems for city planners because of their haphazard and temporary use of space. Even though the City of Manila requires street vendors, Aurora Almendral (2014) claims that the authorities mistreat them, implementing cumbersome restrictions and restricting their use of the public space that serves as their marketplace. Years of selling on city streets and alleys have educated the city's vendor community on navigating and reviving these locations. It is in the city's best interests for sellers to make a living. After all, the money they make on the streets of Manila gets re-invested in the city. However, the restrictions that control vendors make them feel unwelcome, and the continual interruption produced by motorists speeding down the busy street further adds to their unhappiness. Vendors' operations in Intramuros are hampered by layers of official bureaucracy, corruption, and a regulatory framework that views street life as an eyesore and a nuisance.

Informal Economy

Labor rules do not cover informal employees, do not receive social security benefits, and are not taxed on their earnings, according to the International Labor Organization (2002). As a result, it covers a wide range of job prospects, from self-employment to work in the informal sector, such as home-based workshops and small businesses, to unregistered work in informal businesses. The literature has identified three dominant ideas about the causes of informal economies: modernization, neo-Marxism (or structuralism), and neoliberalism. These theories view informal economies differently and propose contradictory explanations for their growth. In a critical assessment, we argue that complementary methodologies should be used to integrate these theories to understand informal economy dynamics better.

Modernization Perspective

Chaudhuri, S. (2000) and ILO (2002) argued that informal economies arose due to their inability to create enough jobs for urban labor forces in many emerging economies experiencing rapid population growth due to undeveloped industrialization. Because job prospects in informal economies are limited, the more rural-urban movement might help expand them. Informal economies do not account for migration is a recurrent critique. According to Heintz J., 2019, economic expansion does not always lead to the fall of informal economies; in other countries, informal economies have thrived alongside modern ones.

Neo-Marxist Perspective

The informal sector, according to structuralists, is the outcome of contemporary restructuring capitalism, not the formal economy's incapacity to generate enough jobs, as Neo-Marxists claim. According to Amara's research, M. (2016), Contrary to Modernization's goals, the informal economy may flourish alongside industrialization and modernization, with integrated formal and informal sectors. As a result of the globalization of production and trade, subcontracting and external activities have increased considerably.

Neoliberal Perspective

Neoliberal academics are concerned about the economic and social consequences of government rules in the informal economy, which encourages people to engage in it to avoid high institutional costs. This is not the result of a sluggish modern informality; instead, it is a free market reaction to government failure. Scholar's stress informal workers' resources, ingenuity, and logic in providing economic possibilities and alleviating poverty with significant legal expenses. According to Jonasson, E. (2012), empirical research suggests that nations with more significant tax burdens or restrictive regulations have a higher informal economy share of their overall GDP.

As previously stated, the literature reveals that the expansion of informal economies is powered by a range of variables that are not entirely explained by a single theory. This multiplicity does not imply that the theories for the informal economy's causes are varied or conflicting. Instead, it shows how these ideas are mutually reinforcing because they each apply to different features of informal economies (Gunther, 2012). For example, modernity effectively explains traditional informal work, such as street hawking, which is regularly used by the unemployed as a survival strategy. However, in informal factories/workshops affiliated with formal economies, a neo-Marxist theory has a higher explanatory value. Indeed, a series of empirical research by Williams and co-authors highlighted the significance of integrating various theories to get a comprehensive knowledge of the informal sector (Adom et al., 2014). They suggested that a more nuanced understanding of the informal economy's complexity can only be gained by combining diverse views, citing evidence from industrialized, transitional, and developing countries (Adom, 2014). To summarize, the informal economy is best understood as a mash-up of various socioeconomic forces at work in a specific setting. Various theoretical views may have differed explanatory value for the informal sector in different nations due to the situational interaction of social, economic, and institutional factors within a specific geographical setting.

Methodology

The study utilized a descriptive quantitative design. The collection of data was held in Manila's Divisoria district. The respondents were chosen using the snowball sampling technique to acquire trustworthy information on the study. Ninety-eight (98) street vendors in Divisoria, Manila were surveyed using a validated researcher-made questionnaire broken into two parts: Part 1 is the profile of the respondents, and Part 2 is about their experiences with street vending. The Chi-Square Test of Independence was used to examine the relationship between categorical variables.

Results and Discussions

This research aims to propose an educational program that can be useful to promote development in the field of informal economy in Divisoria, Manila, by analyzing respondents' distribution of age, gender, educational attainment, monthly sales, and years of street vending. A total of 98 street vendors from Divisoria, Manila, participated in the poll. Descriptive statistics of frequencies and percentages are calculated to illustrate the characteristics of the sample respondents.

Respondents Profile of the Respondents

The majority of the respondents were fifty-one (51) years old or older, and the majority were female, as shown in Table 1. Street sellers, regardless of gender, suffer issues such as low, insecure income, lousy working conditions, and a lack of legal protection, according to an article written by Abbot in 2014. On the other hand, female merchants are disproportionately affected by these concerns. Furthermore, women are usually less secure in public areas due to safety worries. These challenges must be recognized and addressed by policymakers. Education is one of the essential aspects in determining a person's earning potential. People with a higher level of education are aware of more opportunities and sources of income. The vendors' revenue is not constant and fluctuates from time to time. The bulk of the respondents lacked education and had monthly sales of P 5,000-10,000. There is no certainty that vending activity will bring in money. They have been vending on the market for over five years (Prasad, 2017).

Table 1. Respondents Profile of the Respondents

Respondents	Category	Frequency	Percentage
Age	19 and below yrs old	3	3.06%
	M	SD	VI
	20 - 25 yrs old	19	19.39%
	26 - 30 yrs old	17	17.35%
	31 - 35 yrs old	10	10.20%
	36 - 40 yrs old	9	9.18%
	41 - 45 yrs old	10	10.20%
	46-50 yrs old	4	4.08%
	51 and above yrs old	26	26.53%
	None	44	44.90%
Educational Attainment	Attainment		
	Incomplete Primary	4	4.08%
	Elementary Graduate	5	5.10%
	Incomplete Secondary	20	20.41%
	High School Graduate	18	18.37%
	Incomplete College	5	5.10%
Monthly Sales	College Graduate	2	2.04%
	P5, 000.00 - 10, 000.00	74	75.51%
	P 10,001.00 - 15, 000.00	20	20.41%
	P15, 001.00 - 20, 000.00	2	2.04%
Years of Street	More than P20, 000.00	2	2.04%
	Less than 1 year	6	6.12%
	Vending		
	Between 1-3 years	22	22.45%
	Between 4-5 years	15	15.31%
	More than five years	55	56.12%

Reasons for Street Vending in Terms of Root Causes, Business Location, and Sufficiency of Daily Needs

The rationale for street vending is demonstrated in Table 2. Because most respondents cannot find work in the formal sector and lack education, they resulted in street vending. The family's poverty is why street sellers engage in vending activities. During adversity, the disadvantaged in urban regions have no other option except to work in the informal economy. Because of their low educational level, their labor is their most abundant resource. As a result, people can avoid social shame and economic hardship by

working in the sole public sector job that requires no qualifications other than a small amount of capital and a rudimentary level of knowledge. Most respondents chose their location based on increased sales and that their businesses provide them with enough resources to meet their daily demands. The size and placement of the marketplaces are essential factors in determining the socioeconomic thrust of the area. These sidewalk vendors sell regular items to customers at discounted prices in public areas such as transportation hubs, workplaces and parks, and outside private groups (Santos, 2020).

Table 2. Reasons for Street Vending in Terms of Root Causes, Business Location, and Sufficiency of Daily Needs

Question	Category	Frequency	Percentage
Possible Root Causes of Street Vending	Unable to find a job in the formal sector	37	37.76
	Lack of education	37	37.76
	Lack of Skills	12	12.24
Why did you choose this location	Higher Sales	47	47.96
	Ease of Transportation	18	18.37
	Presence of shopping centers	16	16.33
	The proximity of similar businesses	17	17.35
	Presence of shopping centers	16	16.33
Does your business provide you with sufficient resources for your daily needs?	Yes	83	84.69
	No	4	4.08
	Sometimes	11	11.22

The Effect of Vending Stalls Provided by the Government on the Vendor's Financial Performance

As seen in Table 3, most respondents opted to stay in Divisoria and continue selling because it is their sole source of income (Nelz, 2021). In several parts of Manila, vending stalls have been set up where illegal road merchants used to sell various things (Moaje, 2020). As a result, street sellers believe that having a vending stand is beneficial and that not having one leads to a drop in sales.

Table 3. The Effect of Vending Stalls Provided by the Government on the Vendor's Financial Performance

Question	Category	Frequency	Percentage
After the clearing operations, as a street vendor, what movements have you done?	Relocation of Business Area	32	32.65%
	Continue to sell at the same location	62	63.27%
	Temporary Closing of Business	4	4.08%
Is it beneficial to have your own vending stall?	Yes	75	76.53%
	No	23	23.47%
How does not having a vending stall affect you	Decrease in sales	48	48.98%

profit?	Low competency on the market	21	21.43%
	Inconsistent selling due to exclusionary practices such as confiscations and police harassment	29	29.59%

Hypothesis Table (Chi-Square Test)

Table 4 shows it is significant at the .000 0.10 significance level, based on the Chi-Square value of 47.364. There is a link between educational attainment and why people sell their wares on the street. According to Kayuni and Tambulasi (2009), it is the only method of subsistence available to the urban poor in times of adversity. Their sole available resource is labor due to their typical lack of knowledge. As a result, individuals can avoid social shame and financial suffering by working in the only industry that requires no credentials other than a small sum of money and a low skill level.

Table 4. Hypothesis Table (Chi-Square Test)

	Value	df	Asymp. Sig. (2-sided)	H0/H1
Pearson Chi-Square	47.364a	18	.000	reject H0
Likelihood Ratio	55.033	18	.000	accept H1
Linear-by-Linear Association	.301	1	.583	
N of Valid Cases	78			

Conclusions

The planned outcome of this study is to construct an educational program that will offer street vendors the skills they need to pursue jobs in low-wage, high-skill occupations, thereby securing street vendors' lives and promoting their economic contribution in Divisoria, Manila. According to the study, the majority of respondents are over fifty-one years old and under-educated. It also indicated that they work hard to live a life of honesty and respect. The study's supporters point out that most street vendors are women. Seventy-five percent of respondents have five thousand to ten thousand pesos in monthly average sales. In addition, a more significant percentage of respondents had been selling on the market for more than five years, showing that these vendors have seen and experienced a variety of market shifts.

The researchers evaluated street vending in terms of the core cause of the problem, business location, and sufficiency. Street sellers have a variety of motives for doing so. The majority of persons who responded to the study are street vendors because they cannot obtain work in the official sector due to a lack of opportunities caused by educational inadequacy. They chose Divisoria Market as the location for their business since it would create more sales than the other options. Their business supplies them with enough resources for their everyday needs based on their monthly sales. The researchers discovered that many marginalized people like these street vendors, street hawking is their only means of survival.

Many consumers buy products in this well-known market, which they refer to as a "jackpot" because they earn more in this location than in others. Divisoria is known for selling low-cost goods, having diverse manufacturing activities, and many buyers coming in to get goods and other supplies. Mayor Isko Moreno had built vending stalls after clearing operations in the past, but they were insufficient to accommodate all sellers. Due to the larger sales volume and the fact that they could not afford to lose their spot in this neighborhood, the street sellers chose to stay in Divisoria and continue selling despite the lack of a vending booth.

Furthermore, having a vending stall causes the majority of vendors' revenue to drop; this demonstrates how the negative impact of the selling stall and the financial performance of street sellers are proportionally related. The study's accepted premise is a significant association between street vendors' educational attainment and why they work, as these findings confirmed street sellers. The researchers advocate implementing an instructional program for street sellers to help them maximize their chances.

The researchers devised the output's formulation, which is the Manila MoVEiT! Program. Individuals from marginalized groups who have a low level of education have a hard time finding formal employment. Many people who do not have access to regular employment rely on the informal economy to support themselves. The researcher advises a more convenient educational program for street sellers based on the acquired data, which revealed a significant association between street vendors' educational attainment and why they exist. Their education heavily influences their livelihood. As a result, each street vendor's development must be considered part of Manila's urban development process.

The mobile approach to vocational education and training essentially brings vocational education and training to the trainees' employment and residence. Mobile vocational education and training are ideal for marginalized persons in metropolitan settings, such as street sellers, who have restricted education and vocational training access. This program is designed to meet the demands and limits of the target population in terms of time and place while also providing learning opportunities for informal workers, particularly street sellers.

Mobile vocational education and training have the primary advantage of taking place in people's immediate surroundings, making participation easier for street sellers. The mobile strategy will make vocational education and training more accessible and will make it more effective. Mobile vocational education and training are appropriate for marginalized people in metropolitan areas who have limited access to formal education despite their willingness to learn. Furthermore, community acceptance is higher when vocational education and training occur in people's homes.

The researchers will motivate the respondents by holding a lecture on the necessity of having skills and information that will help them maintain the long-term viability of their firm. The idea would give them even more options, allowing them to choose the type of business they want to start and earn a degree. At the very least, a vocational degree demonstrates their dignity and formality. It demonstrates that they know what they are doing regarding the specific skills needed to get started on the right footing.

This program is meant to fit the needs and limitations of the target population in terms of time and place while also giving informal workers, notably street vendors, to learn new skills. Because the program takes place in people's immediate areas, it is easier to participate. Initial and advanced training courses will be offered, all of which will be targeted to the urgent needs of the target groups as well as the available career prospects in the city. Training is usually offered by a group of trainers capable of addressing a wide range of topics. The length of a course unit might range from a few weeks to six months.

The Mobile Car for the MoVEiT Program is a fully functional classroom on wheels. Mr. Stephen Reon Francisco designed the mobile car unit. The program maximizes resource efficiency while reducing dependency on local infrastructure. It offers a broader reach, cheaper administrative costs, and will enable education to be delivered in various settings.

The Manila MoVEiT (Mobile Vocational Education and Training) Program, a mobile learning mechanism, aims to help the marginalized with vocational education and relevant industry training. It is proposed in this study as a program that can be implemented by partnering with the Technical Education and Skills Development Authority (TESDA) to solve the research problem.

Future generations will benefit from the research, which will aid them in overcoming this informality. The experts recommend that people over the age of fifty-one (51) enroll in adult learning sessions to keep their brains challenged and healthy. The program recommends that the elderly take the diet and management

course. The MoVEiT! is an acronym for "move it!" The program will include TESDA-sponsored courses and national credentials, such as the ones listed below:

- A. Business Management Courses
 - 1. 2-Year Office Management Services Bundled Qualifications in:
 - Bookkeeping NC II
 - Front Office Services NC II
 - Event Management NC III
 - 2. Business Analysis Fundamental
 - 3. Developing Designs for a Print Media Leading to Visual Graphic Design NC III
 - 4. Skill-based/Manpower
 - 5. Welding NC II
 - 6. Carpentry NC II
 - 7. Electrical Installation and Maintenance II
 - 8. Plumbing NC I
- B. Hotel, Restaurant, Culinary, and Food Management Courses
 - 1. 2-Year Culinary and Food Management Services Bundled Qualifications in:
 - Bread and Pastry Production NC II
 - Cookery NC II
 - Food and Beverage Services NC II & III
 - Commercial Cooking NC III
 - 2. Food Preparation and Service Management Course
- C. Cosmetology and Beauty Care Service
 - 1. Barbering NCII
 - 2. Beauty Care Services (Nail Care) NCII
 - 3. Hair Coloring (hair dye) leading to Hairdressing NC II
 - 4. Massage Therapy NC II
 - 5. Apply Facial Make-Up Leading to Beauty Care NC II

Recognition of Acquired Skills by the MoVEiT Program

The researchers recommend that the Technical Education and Abilities Development Authority acknowledge the skills gained via this program (TESDA). The TESDA maintains a Registry of Certified Workers, which contains information on the number of certified workers in various occupations around the country. It ensures the productivity, quality, and global competitiveness of middle-level personnel. A bachelor's degree is required; however, skills and life experience are also acceptable forms of education. Vocational classes, according to proponents, are designed to increase a person's practical abilities and provide a hands-on learning experience. They accepted that certificate programs had been developed as an excellent solution to satisfy the needs of formal sector enterprises. Companies and institutions can quickly recognize specific skills and training with the help of these certificate programs.

The Manila MoVEiT Program will carry the same National Certificate (NC) or a Certificate of Competency (COC) of Technical Education and Skills Development Authority (TESDA)

National Certificate Level

Certification is issued to individuals who have achieved all the required units of competency for a national qualification as defined under the Training Regulations.

The four (4) qualification levels are defined in the Philippine Technical-Vocational Education and Training Qualifications Framework. Where the worker in:

- a) NC I performs routine and predictable tasks; has little judgment; and works under supervision;

- b) NC II prescribes a range of functions involving known routines and procedures; has limited choice and complexity of functions, and has little accountability;
- c) NC III performs a wide range of skills; works with some complexity and choice; contributes to problem-solving and work processes; and shows responsibility for self and others; and
- d) NC IV performs a wide range of applications; has complex and non-routine responsibilities; provides some leadership and guidance to others, and performs evaluation and analysis of work practices and the development of new criteria and procedures.

Proposed Layout for the MoVEiT Program



MANILA MOVE-IT! PROGRAM

mobile approach to vocational education and training program for the street vendors in Divisoria Manila



MANILA MOVE-IT PROGRAM
GROUP 08



98% Individuals from marginalized groups and those with poor education frequently face difficulty finding formal employment. In some cases, informal employment is their only source of income.

Training is delivered by a group of trainers who are capable of covering a variety of topics. Short, stand-alone units or complex initial and further training programs are available in this project. Course units last from a few weeks to six months.

"The primary advantage of mobile vocational education and training is that it takes place in people's immediate neighborhoods, making participation easier for the street vendors."

GUIDELINES:

- The Manila MoVE IT is applicable for street vendors in Manila at any age who wish to take short business courses offered.
- The schedule of Manila MoVE IT is available only twice a week near their residential and/or working area.
- Students for these short business courses can choose their desired courses to take.
- Every month, they will be offered make-up classes for their absences for the completion of their study.
- After the completion, the certificate will be given and they can take up another course.



Manila MoVE IT Program will offer the following courses:

- Business Management Courses
- Skill-based/Manpower
- Hotel, Restaurant, Culinary and Food Management Courses
- Cosmetology and Beauty Care Service



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Implementation of Virtual Education and the Academic Performance of Junior Education Students: An Enhanced Program in the New Normal

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ABSTRACT

The study concentrated on determining the implementation of Virtual Education and Junior Education students' academic performance, specifically on the impacts of new normal education to the students and how they adapted to it amidst pandemic. The researchers employed a descriptive correlational research design to correlate the implementation of virtual education and the academic performance of Junior Education Students of Universidad de Manila, wherein a systematic sampling technique was used to identify the respondents. The study utilized a researcher-made questionnaire using the Likert scale, which was prepared and was assessed for reliability and validity. The level of implementation of virtual education is a significant factor in determining the respondents' academic performance. Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests. The academic performance of the junior education students in the first semester of School Year 2020-2021 was marked very good and commendable while the perceived level of implementation of Virtual Education of the respondents was labeled highly effective in terms of learning objectives, learning contents, learning activities, intended learning outcomes, and assessment skills.

Keywords: Academic Performance, Enhanced Program, Junior Education Students, New Normal, Virtual Education.

Introduction

The pandemic affects every aspect of life, including school closures and the migration to online and interactive platforms. School closures have affected 1.7 billion learners worldwide, and remote learning has become a lifeline for learning (UNESCO, 2020). Virtual Education refers to instructional environments supported by the Internet. This online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials and facilitate interaction among teachers and students. Virtual education can be fully online or blended with face-to-face interactions.

Virtual education is commonly defined in contradistinction to face-to-face learning (e.g., Ryan et al., 2016). Its most prominent feature is the absence of the physical classroom, which is replaced by web-based technologies that offer out-of-class learning independent of time, place, and pace. One of the trends in virtual education is the learning management system (LMS). It is commercial software (such as Blackboard and WebCT) or free, open-source software (such as Moodle). An example of a popular open-source LMS is Moodle which is used widely in academic institutions and universities. Moodle is considered a strong competitor to the commercial LMS, and it is usually the first LMS to be chosen when a robust, secure, and integrated e-learning system is needed without any licensing fees (Ivanc et al., 2012).

Academic performance is vital for an institution for the good outcomes that lead to job performance in the future (Kuncel et al., 2012). The student's academic performance plays a vital role in creating the finest quality alumnae who will become leader and human resources of a particular country, consequently responsible for the country's social and economic development.

Previous studies have demonstrated that learning, motivation, and efficiency can be enhanced through virtual education. Incorporating virtual education into education is often more effective than traditional teaching methods in enhancing students' motivation, active particular, and concentration. Furthermore, virtual education can enhance the students' social skills and improve their skills in understanding and solving problems. The study was promoted by emerging from the studies that virtual education makes learning more effective by creating meaningful lessons among students (Cox, 2019).

Enhanced Program is an existing program that needs to be strengthened and will serve as school administrators' guide to help the teachers to prepare units of work that integrate different skills through virtual education (Hannum, 2017). Enhanced Program helps teachers think about the critical goal of the curriculum and the opportunities that students will need to achieve the goals successfully. By way of virtual education, teachers can prepare strategies that help students learn, build students' understanding, and respond to learner needs virtually. Also, teachers can explore utilizing virtual education supported by technologies (Kert, 2019). There are potential benefits of an enhanced program and virtual education, such as increased access, improved quality of learning, better preparation of students for a knowledge-based society, "lifelong" learning opportunities, profit-making, and many more (Gechu, 2018).

This study focused on the implementation of virtual education and the academic performance of junior Education students. Specifically, it determined how it affected the students in this pandemic and how these students must adapt to this new global educational system through Virtual Education, a platform that has transpired accessibility and gradual way.

Litearture Review

In the study of Neema-Abooki and Kitawi (2014), most of the students "agreed" that virtual education encouraged teaching and learning. While students concurred that e-learning helped achieve learning objectives, learning content, learning activities, and even the evaluation part of the learning environment.

Blass and Davis (2010) suggested a solid framework needed to be incorporated if virtual education achieved the intended benefits. Laurillard (2019) echoed the same when he stated that virtual education has cultural, social, intellectual, and practical impacts on learning. Therefore, universities needed to adopt an interactionist strategy when developing and deploying their virtual education tools. Furthermore, virtual education gives greater flexibility; it can be less stressful to manage alongside other engagements. Furthermore, there is less pressure to engage pupils because smartphones, applications, and multimedia resources make learning more participatory and pleasurable. This gives educational institutions additional opportunities to provide knowledge in ways that today's students can understand.

Methodology

The researchers employed a descriptive correlational research design to correlate the implementation of virtual education and the academic performance of Junior Education Students of the Universidad de Manila, wherein a systematic sampling technique was used to identify the respondents. The study utilized a researcher-made questionnaire using the Likert scale that was prepared and assessed for reliability and validity. Descriptive and inferential statistics were applied for the treatment and analysis of data.

Results and Discussions

In the study, one hundred sixty-six (166) junior education students from different majors (English, Mathematics, Social Science, and General Science) of the Universidad de Manila, the School Year 2020-

2021, have been selected. Their responses to the questionnaires were sorted, recorded, analyzed, and interpreted.

Demographic Profile of the Respondents

The findings show that 91 students or 55% of the respondents are 21 years old, followed by 48 students or 29% who are 22 years, then 17 students or 10% are 20 years old. The result implies that the study respondents are past their teenage years and at age 21. As to the gender of the respondents, females outnumbered their male counterparts. Of the 166 respondents, 113 or 68% of the total sample are female, while 53 or 32% are male. Meanwhile, as to the distribution of the student-respondents according to their major or specialization, 61 respondents or 37% of the total population are English majors; 50 students or 30% are specializing in Social Sciences; 28 students or 17% are into Mathematics, and 27 students or 16% are General Science-major students.

Level of Implementation of the Virtual Education as to the Learning Objective

Table 1 shows the level of implementation of virtual education in terms of learning objectives which is perceived as "Highly Implemented" with a grand mean of 3.86. It implies that the HEIs' pivotal role in modified forms of virtual education attempts to concretize the government's stance to continue learning despite the pandemic. As the Philippine's Department of Education (DepEd) Secretary, Leonor Briones firm stand, "Education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war" (Department of Education, 2020). The Philippines' Commission on Higher Education (CHED), on the other hand, advised HEIs to continue the "deployment of available flexible learning and other alternative modes of delivery instead of on-campus learning" (Commission on Higher Education, 2020). These pronouncements aim to encourage the continuance of learning. However, without implementing rules and regulations, private HEIs are left to make their own policies.

Table 1. Level of Implementation of the Virtual Education as to the Learning Objective

Learning Objectives	Mean	Interpretation
1. Virtual Education makes students fully understand the objective of the lesson.	3.89	Highly Implemented
2. Virtual Education offers the learning objectives attainable.	3.95	Highly Implemented
3. Virtual Education allows students to participate in a given set of activities.	3.96	Highly Implemented
4. Virtual Education increases students' motivation to learn significant skills and lessons.	3.71	Highly Implemented
5. Virtual Education involves students in different activities that will help them fully understand the lesson's concept.	3.89	Highly Implemented
6. Virtual Education gives students a better experience in learning.	3.80	Highly Implemented
7. Virtual Education establishes a good perception in terms of education.	3.81	Highly Implemented
8. Virtual Education widens the knowledge and wisdom of students.	3.84	Highly Implemented
9. Virtual Education nurtures the intelligence of the students.	3.87	Highly Implemented
10. Virtual Education develops students' sense of learning.	3.90	Highly Implemented
Overall Mean	3.86	Highly Implemented

Level of Implementation of the virtual education as to the Learning Content

Table 2 indicates that the level of implementation of virtual education in terms of learning content is "Highly Implemented" with grand mean of 3.91. The findings support the study of Carter (2013), noting that virtual education offers many benefits for students because this type of learning involves student-centeredness, it is more flexible. It can also improve interaction with students by providing asynchronous and synchronous tools such as e-mail, forums, chats, videoconferences. Furthermore, internet technologies facilitate the distribution of content simultaneously to many users. Virtual education offers many advantages to learners, such as control over the content and time spent learning. Thus the process can be adapted according to the learner's needs and objectives of learning.

Table 2. Level of Implementation of the virtual education as to the Learning Content

Learning Content	Mean	Interpretation
1. Virtual Education provides a good understanding to make learning content easy to acquire.	3.96	Highly Implemented
2. Virtual Education explores students' capabilities to obtain learning content.	4.00	Highly Implemented
3. Virtual Education improves the ability of the students to absorb lessons.	3.85	Highly Implemented
4. Virtual Education increases the interest of the students to comprehend.	3.84	Highly Implemented
5. Virtual Education plays an important role for students to fully grasp the content of the lessons.	3.95	Highly Implemented
6. Virtual Education helps enhance the student's mastery of the subject matter.	3.77	Highly Implemented
7. Virtual Education trains students to give importance to subject content.	3.97	Highly Implemented
8. Virtual Education keeps students mindful in understanding the content of the lessons.	3.93	Highly Implemented
9. Virtual Education makes students always focus on each content of the subject matter.	3.92	Highly Implemented
10. Virtual Education activates students' learning skills in absorbing the lessons.	3.95	Highly Implemented
Overall Mean	3.91	Highly Implemented

Level of Implementation of the Virtual Education as to the Learning Activities

Table 3 shows the level of implementation of virtual education in terms of learning activities is perceived as "Highly Implemented" with grand mean of 3.94. Valenciano (2010) supports the result stating that learning activities are tasks designed or deployed by the teacher to bring about or create the conditions for learning. Virtual education, by its nature, is dominant; hence the teacher must engage students in a contextualized and authentic teaching-learning process. Virtual education is a platform in which students learn best by doing. Teachers incorporate different learning strategies to help students have a better learning experience by using virtual education (Sanchez, 2019).

Table 3. Level of Implementation of the Virtual Education as to the Learning Activities

Learning Activities	Mean	Interpretation
1. Virtual Education allows students to enjoy activities while learning.	3.90	Highly Implemented
2. Virtual Education carries out the hidden skills of the students through activities.	4.05	Highly Implemented

3. Virtual Education improves students' learning through activities and projects.	3.89	Highly Implemented
4. Virtual Education makes it easy for students to learn while enjoying.	3.85	Highly Implemented
5. Virtual Education develops students' skills in compliance with the given activities.	4.00	Highly Implemented
6. Virtual Education nurtures the students' creativity by using schoolwork.	3.98	Highly Implemented
7. Virtual Education prepares students to become responsible for the given works.	3.96	Highly Implemented
8. Virtual Education increases the participation of the students by having activities online.	3.94	Highly Implemented
9. Virtual Education builds students' interpretation to assess given tasks.	3.99	Highly Implemented
10. Virtual Education keeps students interested in submitting online activities.	3.88	Highly Implemented
Overall Mean	3.94	Highly Implemented

Level of Implementation of the Virtual Education as to the Intended Learning Outcome

As shown in Table 4, the level of implementation of virtual education in terms of learning outcomes is perceived as "Highly Implemented" with a grand mean of 3.89. With this result, Navarro and Shoemaker (2010) agree that student learning outcomes in virtual education were as good as or better than traditional learners regardless of background characteristics. The students were greatly satisfied with virtual education. In a methodologically rigorous study conducted at Ithaka (Bowen & Ithaka, 2012), students were randomly assigned to the traditional format (control) and a hybrid interactive virtual education format that met once a week where students did most of the work online (treatment). The researchers found out that there are comparable learning outcomes for both groups and the promise of cost savings and productivity gains over time for the hybrid course. Furthermore, this learning improvement and cost-saving gains are expected to increase as new tools and software for virtual education are being developed and tested continually.

Table 4. Level of Implementation of the Virtual Education as to the Intended Learning Outcome

Intended Learning Outcomes	Mean	Interpretation
1. Virtual Education makes students very productive after a day of studying.	3.78	Highly Implemented
2. Virtual Education gives students good outputs.	3.90	Highly Implemented
3. Virtual Education provides a big difference in the students' learning.	3.96	Highly Implemented
4. Virtual Education manages to give students a fruitful day.	3.84	Highly Implemented
5. Virtual Education nurtures the capabilities of students to become effective.	3.89	Highly Implemented
6. Virtual Education increases the inner attitudes of the students to be productive after a day.	3.86	Highly Implemented
7. Virtual Education helps the students to comply with the given activity.	3.98	Highly Implemented
8. Virtual Education builds the efficiency of each student.	3.90	Highly Implemented
9. Virtual Education improves the abilities of the students in complying.	3.92	Highly Implemented
10. Virtual Education trains the students to become productive in studying.	3.92	Highly Implemented
Overall Mean	3.89	Highly Implemented

Level of Implementation of the Virtual Education as to the Assessment Skills

It can be gleaned from Table 5 that the level of implementation of virtual education in terms of assessment skills is perceived as "Highly Implemented" with a grand mean of 3.89. These findings support Priluck's study (2014), who noted that virtual education allows for collecting new kinds of information about student knowledge, abilities, and assessment skills embedded assessments and assessment of student performance on authentic tasks. Consequently, the educational approaches that increase the attractiveness in the virtual education environment, allow students to think critically, and develop their assessment skills, are needed in the virtual education environment. While according to Alismail (2015), technology in virtual education is powerful, which provides direct access to get information and knowledge by themselves.

Table 5. Level of Implementation of the Virtual Education as to the Assessment Skills

Assessment Skill	Mean	Interpretation
1. Virtual Education makes students discover their assessment skills.	3.93	Highly Implemented
2. Virtual Education improves the skills of the students.	3.99	Highly Implemented
3. Virtual Education widens the knowledge of the students in assessing.	3.95	Highly Implemented
4. Virtual Education builds a good foundation for students to explore their skills.	3.95	Highly Implemented
5. Virtual Education nurtures students' assessment skills.	3.85	Highly Implemented
6. Virtual Education trains every student to assess things well.	3.86	Highly Implemented
7. Virtual Education helps to make students good at assessing.	3.84	Highly Implemented
8. Virtual Education has a big impact on students' assessment skills.	3.92	Highly Implemented
9. Virtual Education establishes excellent assessment results.	3.81	Highly Implemented
10. Virtual Education maintains good assessing skills for the students.	3.86	Highly Implemented
Overall Mean	3.89	Highly Implemented

Academic Performance of Junior Education Students in the First Semester of S.Y. 2020-2021

Table 6 shows the academic performance of the 166 junior Education students during the first semester of S.Y. 2020-2021. Based on the table, 104 students, or 63% of the total population, got a GWA between 92%-94%, followed by 39 students or 23% with GWA between 95%-97%. Then 20 students or 12% of the respondents earned a GWA between 89%-91%; two (2) students or 1% registered a GWA between 86% - 88%; and only one student posted a GWA between 98%-100%. The grand mean is 90.82%. The result implies that most junior education students registered a commendable academic performance during the first semester of S.Y. 2020-2021.

Table 6. Academic Performance of Junior Education Students in the First Semester of S.Y. 2020-2021

Equivalence	Grade Point Average (GPA)	Frequency	%	Letter Equivalent
98% - 100%	4.00	1	1	A+
95% - 97%	3.75	39	23	A
92% - 94%	3.50	104	63	A-
89% - 91%	3.25	20	12	B+
86% - 88%	3.0	2	1	B
83% - 85%	2.75	0	0	B-
79%-82%	2.50	0	0	C+
76%-78%	2.25	0	0	C
75%	2.00	0	0	C-
TOTAL		166	100	
GRAND MEAN		90.82%		B+

Significance Difference on the Level of Implementation of Virtual Education According to the Respondents' Profile

Table 7 presents the significant difference in virtual education implementation as perceived by the respondents when grouped according to profile. It was revealed that there are no significant differences in the implementation of virtual education as to the age and sex level profile. The majority showed a significant difference since the computed p-value is smaller than the significant level at the .05 level of significance hence the hypothesis is rejected. There is a significant difference in the implementation of virtual education as to the significant profile of the respondents.

The finding supports the study of Sanchez's conclusions as reflected in Gatus' (2010), stating that differences between men's and women's interpretation or perceptions were not significant, as women included their personal feelings in their interpretations. In contrast, men appeared more detached, which seems not to suggest virtual education. Besides, Koh and Lim (2012) concluded that virtual education tools afford the relationship between age, academic performance, and specialization. As the student's age decreases, the student's preference for tools that allowed for more online means of communication increased. It can be gleaned that the demographic profiles were not significant determinants of the perceived level of the implementation of virtual education. The following p-values for age is (0.25); sex (0.62); major (0.00). On the other hand, there is a significant difference in the level of implementation of virtual education as to major or specialization of the respondents based on the following results: age (0.97); sex (0.56); major (0.37). The data supports the rejection of the null hypothesis, thereby statistically providing a significant difference in the perceived level of academic performance when grouped according to the demographic profile of the respondents.

Table 7. Academic Performance of Junior Education Students in the First Semester of S.Y. 2020-2021

Variables		Mean	SD	p-value	Interpretation
Sex	Male	3.935	0.573	0.623	Not Significant
	Female	3.883	0.718		
Major*	English	3.699	0.740	0.000	Significant
	Math	4.483	0.240		
	General Science	4.144	0.343		
	Social Science	3.648	0.662		
Age	20	3.594	1.034	0.254	Not Significant
	21	3.892	0.671		
	22	4.033	0.539		
	23	3.780	0.622		
	24	4.173	0.147		
	25 and above	3.648	0.430		

*Significant at 0.05 level of significance

Significant Relationship between the Level of Implementation of Virtual Education and the Respondents' Academic Performance.

Table 8 shows the significant relationship between the level of implementation of virtual education and the respondents' academic performance in the students' performance. The result showed a significant relationship between the level of implementation and the academic performance of the junior education students ($p\text{-value} = <0.001$); thus, the null hypothesis was rejected. Whitmer (2013) revealed the relationships between student academic performance and virtual education usage in his study. Thus, the findings showed a highly systematic association ($p < 0.001$), but it has a low correlation to every variable. These variables described 12% and 23% of variations within the final course marks, which indicate that learners who employed the virtual education more often obtained higher marks than the others. Thus, the correlation techniques examined these variables separately to ascertain their association with the final mark.

The researchers came up with an enhanced program to answer the latter research question from the gathered data. It was titled an Enhanced Program in Virtual Education for the New Normal. The different classroom activities and collaborative lessons proper through virtual education (LMS) were designed to encourage learners' creativity, be interactive and develop critical thinking skills. The inclusion of virtual education was considered part of the learning process since it was proven from the study results. The virtual education students were highly effective in learning objectives, learning content, learning activities, intended learning outcome, and assessment skills. Virtual education was designed according to the continuing education that must be acquired in the new normal setup. The UDMoodle (LMS) are designed according to the content and the availability of resources that should integrate a collaborative or interactive learning process. Evaluation of students' performance tasks was also included in this Enhanced Program, such as E-portfolio. The proposed Enhanced Program was expected to help the teachers, particularly the Universidad de Manila college professors, plan their lessons clearly and in an organized and interactive manner through Virtual Education. A well-planned lesson is a way to a successful instructional experience that increases students' participation and academic performance in the New Normal with the utilization of Virtual Education.

Table 8. Significant Relationship between the Level of Implementation of Virtual Education and the Respondents' Academic Performance.

Variable	Mean	r	p-value	Decision	Remarks
Level of Implementation	3.90	-0.302	<0.001	Reject Ho	Significant
Academic Performance	90.82				

Conclusions

Most Junior Education students of College of Education are from ages 21 years old, which adheres to the standard and required age of a third year College student in the CHED (Commission of Higher Education) program. Females are more predominant than males, and most of the respondents were English-major students. For the level of implementation of Virtual Education, the respondents perceived it as Highly implemented in terms of learning objectives, learning contents, learning activities, intended learning outcomes, and assessment skills. The academic performance of the junior education students in the first semester of S.Y. 2020-2021 was marked very good and commendable. Also, no significant differences were indicated on the level of implementation of virtual education as to the sex and age when grouped according to respondents' profiles. However, there is a significant difference in the level of implementation of virtual education as to the major/specialization of the respondents.

On the other hand, there are no significant differences in respondents' profiles as to age and sex and academic performance. On the contrary, there is a significant difference in the academic performance of junior education students as to the area of specialization. Furthermore, there is a significant relationship

and low correlation between the level of virtual education implementation and junior education students' academic performance.

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