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The Abrupt Shift to Online Learning During the Pandemic: Focus on Teachers' Experiences and Perspectives

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Abstract: The study explored the perspectives and experiences of the participating teachers regarding the sudden switch to online learning during the COVID-19 epidemic. 159 teachers from four junior high schools in Taguig City, Philippines, provided the data. The study used the quantitative approach to research, specifically it utilized the descriptive method using survey as way to gather data. The data was statistically analyzed using the frequency distribution, percentage formula, mean, and Mann-Whitney and Kruskal-Wallis tests. The study's findings show that the respondents' perceptions and experiences during the sudden change to online learning, which was caused by the pandemic that focuses on internet access, digital infrastructure, administrator assistance, and learning environments, are typically similar. Additionally, there were no significant differences found between the participants' responses and their demographics as to sex, highest educational attainment, years in service and specialization.

Keywords: COVID-19 education, remote learning, shift to online learning, teacher's experiences, teacher's perspectives.

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Introduction

Nearly every element of life, including education, has undergone significant alteration as a result of the COVID-19 Pandemic's global spread. Philippines has not been exempted from these changes. The pandemic's effects made it conceivable for schools to close and declare a state of public health emergency. This resulted in the cancellation of classes and other school-related activities in March 2020 as announced by the Philippine Government (Abel, 2020). The delivery method abruptly changed from face-to-face or in-person to online teaching in response to the COVID-19 pandemic and in an endeavor to give every learner the continuity of learning (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). Following the delays in reopening schools and school closures brought on by the COVID-19 pandemic, online learning became the academic world's lifeline (Schleicher, 2020).

Pushing for the continuation of basic education, the Department of Education (DepEd) according to DepEd Secretary Leonor Briones, who cited UNESCO guidelines, education is important "even in times of crisis, whether it be a calamity, disaster, emergency, epidemic, or even conflict", (Department of Education, 2020). Although it might be argued that full online is possible to use a modality of education (Cahapay, 2020) and even despite being among the most frequent internet users, Filipinos lack of preparedness among faculty members is a problem everywhere (Oducado, 2019) to deliver lectures and the country's weak internet connection was a problem obstacle to the use of online learning in the context of the Philippines (Cuaton, 2020).

Many encouraging and discouraging elements that may affect faculty desire to teach online have been identified in earlier studies (Shreaves, 2019). It's important to comprehend how teachers feel about online learning as to adequately address their concerns. The success of learning systems in academic institutions will ultimately depend on the perspectives of the teachers in the acceptance of new educational technologies (Farhan et al., 2019). In addition to the teachers' perception that the educational landscape had abruptly transitioned to online learning, some experts claim that online learning is a reason for mental stress that could arise from the COVID-19 lockdown, according to the study of Jena (2020). Additionally, if online learning is implemented with all necessary instruments, it might be just as successful as face-to-face learning (Jena, 2020). However, other authors emphasized that prolonged inactivity could have an impact on

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people's health and wellbeing, for instance, it may result in anxiety and depression (Budd & Spencer, 2015). These and other factors may well affect online learning as it is abruptly used during the pandemic, adding of course the readiness of teachers and students alike.

Few researchers have examined faculty readiness for online learning despite advancements in computer technology and the exponential growth of technological applications opening up online education globally in recent years (Abraham, 2014). There is a dearth of published research on faculty attitudes about online education in the local context, and there is little information available on how online courses are perceived by faculty (Otter et al., 2013). Hence, the purpose of this research is to add information about the perspectives and experiences of teachers about online learning, relative to its abrupt implementation during the pandemic in the Philippines. The objectives of the research are focus on investigating the problems the teacher respondents experienced during the abrupt shift of teaching platform due to the pandemic, likewise, the teachers' expectations about the change in educational practices in post-COVID setting and exploring the considerations that the teachers think must be taken to counter a possible outbreak in the future.

Research Questions

The purpose of this study was to investigate the problems the teacher respondents experienced during the abrupt shift of teaching platform due to the pandemic, likewise, the teachers' expectations about the change in educational practices in post-COVID setting and to explore the considerations that the teachers think must be taken to counter a possible outbreak in the future. Relative to the study's objectives, the study specifically sought to answer the following questions:

1. What is the demographics of the respondents in terms of
 - 1.1 Sex;
 - 1.2 Highest Educational Attainment;
 - 1.3 Specialization; and
 - 1.4 Years in service
2. What are the problems that the teachers experienced during the abrupt shift to online learning during the pandemic?
3. What changes do the teachers expect relative to educational practices in post-COVID educational setting?
4. What preparations must be considered in education to counter a prospective outbreak in the future?
5. Are there differences in the problems that the teachers experienced toward the abrupt shift to online learning during the pandemic when grouped according to their demographics?
6. Are there differences in the expectation of the teachers relative to educational practices in post-COVID educational setting when grouped according to their demographics?

Methodology

The study employed a quantitative approach to research because it examined numerical data related to the study's focus. Quantitative research is the systematic empirical analysis of social phenomena using statistical, mathematical, or computer methods, according to Hunter and Leahey (2008). Descriptive research was the specific research methodology used. This kind of research entails either describing an observed phenomenon's properties or looking into potential connections between two or more occurrences. Descriptive research always examines a situation as it is (Leedy & Ormrod, 2014). The act of gathering data from a sample of people by asking them questions is known as survey research (Check & Schutt, 2012), hence this study also employed this type of research as the data used and interpreted in this research was surveyed from the participants.

Participants

There were 159 teacher participants in this study coming from four junior high schools in Taguig, Philippines. The four schools are Bagumbayan National High School, General Ricardo Papa Senior Memorial High School, Taguig Integrated School and Tipas National High School. As the research was done during the pandemic and lockdown was in effect, convenience sampling was used. Taking samples that are conveniently placed near a location or Internet service is referred to as convenience sampling (Edgar & Manz, 2017).

Research Instrument

Data were gathered using a questionnaire with four parts. The participant's demographics were the primary focus of the first part (Q1). The second part (24 items, Q2) was used to gather the problems that participants had with the sudden switch from classroom instruction to online learning. The third part (17 items, Q3) was to get answers about the participants' expectations relative to educational practices in a post-COVID educational setting. The last part (15 items, Q4) was primarily about the participants' perspectives on what preparations must be considered in education to counter a potential outbreak in the future. The instruments were validated by experts. Expert opinions and pilot testing, also known as a dry run, are both part of the validation process. The experts were shown the instrument's draft. The final draft of the instrument was then updated to reflect comments and suggestions. Items in the instrument were all tested using the Cronbach Alpha test. Q2 was found to have a Cronbach Alpha of .847, Q2 with .845, Q3 with .848 and Q4 with .842. All questions could be answered on a 4-point Likert scale with values ranging from "1" Strongly Disagree to "4" Strongly Agree. The data was interpreted using the scale as follows 1-1.75 = Strongly Disagree (SD), 1.76-2.5 = Disagree (D), 2.51-3.25 Agree (A), and 3.26-4 Strongly Agree (SA).

Data Gathering and Analysis

During the COVID-19 pandemic in the month of June 2021, data were gathered online using Google Form. As a result of the transition in the educational system to the new normal, this was the time when the schools were in the transition period to implement online learning arrangements. The participants were informed that by continuing with the online survey, they would be giving their agreement to participate in the study, which was done to assure the study's ethical conduct.

SPSS version 23 was used for the analysis of the collected data. To describe the data, frequency counts, percentages, and means were employed. Kolmogorov-Smirnov Test was used as the test of normality since the sample size is more than 50. The test of normality served as a guide on whether to use parametric or nonparametric test. The result suggests that the sample is not normally distributed hence the use of non-parametric statistical treatment. The Mann-Whitney U analysis was used to measure differences between two independent groups, and the Kruskal-Wallis test had been used to examine whether there were statistically significant differences between two or more groups. If the p-value was less than .05, the finding was considered significant.

Results*Participant's Demographics**Table 1. Participant's Demographics*

Demographics		
Sex	F	%
Male	57	35.8
Female	102	64.2
Total	159	100.0
Highest Educational Attainment		
	F	%
Bachelor's Degree	51	32.1
Master's Units	63	39.6
Master's Degree	35	22.0
Doctorate Units	7	4.4
Doctorate Degree	3	1.9
Total	159	100.0
Years in Service		
	F	%
1-5	50	31.4
6-10	38	23.9
11-15	23	14.5
16-20	14	8.8
21-25	19	11.9
26-30	7	4.4
31-35	3	1.9
36-40	5	3.1
Total	159	100.0

Table 1. Continued

Demographics		
Specialization	F	%
Mathematics	32	20.1
Science	24	15.1
Filipino	32	20.1
Social Studies	30	18.9
English	16	10.1
Technology and Livelihood Education (TLE)	25	15.7
Total	159	100.0

Legend: F = frequency % = percentage

Table 1 reveals that the majority of participants were female (64.2%), had master's degree units (63.0%), were still relatively new to the workforce or had only provided services for a short period of time, 1-5 years in service (31.4%), and had specialties in Filipino and mathematics (both 32.0%).

Problems That the Teachers Experienced During the Abrupt Shift to Online Learning During the Pandemic.

Table 2. Problems Encountered by Teachers

Problem Experienced	Weighted Mean	Interpretation
1. The shift to online learning was too fast.	3.36	SA
2. Teachers are not adequately prepared for online learning practices.	3.06	A
3. The necessary infrastructure for online learning was not fully prepared.	3.20	A
4. Teachers lacked the necessary experience in creating eLearning materials.	3.06	A
5. Teachers have trouble connecting to the internet.	3.35	SA
6. The students had difficulty connecting to the internet.	3.48	SA
7. Teachers who are accustomed to formal learning practices may find it difficult to adjust to online teaching/learning setup.	3.23	A
8. Teachers lacked the knowledge of how to use information and communication technology.	2.78	A
9. The user-friendliness of online learning management systems was lacking.	2.87	A
10. In online learning practices, teacher-student interaction was poor	3.04	A
11. In the online education environment, it was impossible to make a reliable assessment.	3.02	A
12. In the online education environment, teachers lack sufficient knowledge on how to assess learners' knowledge and skills.	2.86	A
13. Online learning is ineffective at teaching skills.	2.59	A
14. Online learning is not applicable for every subject, knowledge, or skill.	2.81	A
15. Not all of the learning outcomes for students can be achieved in a virtual learning environment.	3.21	A
16. It is tough to provide feedback to students when they are enrolled in an online learning.	2.99	A
17. It is challenging to teach students according to their specific interests and talents in online learning	3.24	A
18. The time it takes for students to learn during online learning is not enough.	3.15	A
19. When compared to face-to-face classes, student motivation in online learning is lower.	3.19	A
20. During the online learning period, school administrators displayed a supportive attitude and behavior toward the teachers.	2.96	A
21. The online learning sessions/hours within a week is not enough for teachers to teach the subject.	2.99	A
22. The number of subjects/loads given to teachers are too many for online learning sessions.	3.00	A
23. Teachers couldn't teach online since they didn't have a conducive environment at home.	2.76	A
24. The reality that virtual lessons are recorded added to teachers' anxiety.	2.91	A
Overall	3.05	A

Legend: 1-1.75 = Strongly Disagree (SD), 1.76-2.5 = Disagree (D), 2.51-3.25 Agree (A), and 3.26-4 Strongly Agree (SA).

According to Table 2, the participants had broadly similar experiences throughout the sudden switch to online learning during the pandemic (WM=3.05). These experiences are based on the following circumstances: the speed of the shift, the preparation for online practices, the infrastructure for online learning, internet connectivity, the technical expertise of the teachers regarding online learning, the support of the administration, and the environment for online learning. The participants strongly agreed that the transition to online learning was too quick, with a weighted mean of 3.36 (WM=3.36); conversely, they just agreed that online learning is unsuccessful in teaching skills, with a weighted mean of 2.59 (WM=2.59).

Changes the Participants Expect Relative to Educational Practices in Post-COVID Educational Setting.

Table 3. Teacher's Expectation in Post-COVID Educational Setting

Expected Changes for Post-COVID Educational Setting	Weighted Mean	Interpretation
1. The competencies of teachers will be changed.	3.13	A
2. There will be an increased development for online learning environments.	3.13	A
3. Education will be compelled to evolve.	3.26	SA
4. Online learning settings will become a bigger part of education spending.	3.33	SA
5. The ability of teachers to provide online learning will improve.	3.30	SA
6. The government will appoint technologically knowledgeable administrators.	3.13	A
7. There will be a paradigm shift in education, gearing towards online learning.	3.25	A
8. Every academic relevant activity will be reintroduced into circulation, and education will resume in the same manner as before.	3.09	A
9. More online learning courses will be included in the curricula of educational institutions.	3.18	A
10. No formal/face-to-face education will be required.	2.58	A
11. Students' motivation to learn will improve once they return to school or university.	3.28	SA
12. Students will struggle to adjust to school and classes once they return to face-to-face instruction	2.79	A
13. Each school will be responsible for developing and implementing its own curriculum.	3.04	A
14. When teachers return to school or university, they will face a psychological crisis.	2.81	A
15. For all students, online learning would provide equal opportunities.	2.49	A
16. Students will understand that they must be responsible for their own education.	3.16	A
17. Rather than instructing, the teachers' responsibility will be to facilitate learning.	3.30	SA
Overall	3.07	A

Legend: 1-1.75 = Strongly Disagree (SD), 1.76-2.5 = Disagree (D), 2.51-3.25 Agree (A), and 3.26-4 Strongly Agree (SA).

Table 3 demonstrates that participants' expectations for educational practices in post-COVID educational settings were generally similar with weighted mean of 3.07 (WM=3.07). These expectations are based on the following factors: the qualifications of the teachers, the environments for online learning, the capacity of the teachers with regard to online learning, the infrastructure budget for online learning, the motivation of the students, the psychological characteristics of both students and teachers, and the facilitation of learning. The participants just agreed that online learning would provide equal possibilities for all students, with a weighted mean of 2.49 (WM=2.49), but they strongly agreed that online learning environments will become a larger portion of educational spending.

Preparations to be Considered in Education to Counter a Prospective Outbreak in the Future.

Table 4. Teacher's Perspective on Preparations in Education to Counter Prospective Outbreak in the Future

Preparations to Consider for Future Outbreak	Weighted Mean	Interpretation
1. It is necessary to improve internet bandwidth, internet access, and information systems	3.70	SA
2. More assistance is needed for teachers' competencies in the online learning environment.	3.62	SA
3. To use online learning management systems, all teachers should receive training.	3.66	SA
4. Every student should have access to the internet and other required devices.	3.68	SA

Table 4. Continued

Preparations to Consider for Future Outbreak	Weighted Mean	Interpretation
5. Teachers and students should receive specialized training on how to prepare for another possible outbreak in the future.	3.67	SA
6. Collaboration between teachers, students, and parents must be fostered.	3.70	SA
7. Teaching real-world problem-solving abilities should be prioritized.	3.66	SA
8. Curricula should be updated and improved to make them more effective.	3.66	SA
9. Self-care, health, hygiene, and other relevant topics should be incorporated more into the curriculum content.	3.66	SA
10. Educational decision-makers must devise effective preparations for unforeseen circumstances in the future.	3.64	SA
11. All educational procedures should be updated, starting with the concept of education itself, and a new structural program should be developed.	3.60	SA
12. As a principle of continuous learning, teachers should receive in-service training on online learning at least once a week.	3.22	A
13. Measures must be implemented to encourage educators to think creatively.	3.50	SA
14. Teachers must be viewed as professionals capable of managing complicated procedures, not as technical personnel.	3.55	SA
15. Educational policymakers are not required to take any steps to address post-COVID instructional systems. This is just a blip in time, everything will be ok in the future.	2.69	A
Overall	3.55	SA

Legend: 1-1.75 = Strongly Disagree (SD), 1.76-2.5 = Disagree (D), 2.51-3.25 Agree (A), and 3.26-4 Strongly Agree (SA).

With a weighted mean of 3.55 (WM=3.55), Table 4 shows that the participants' perspectives on the measures that should be taken in education to thwart a potential outbreak in the future were relatively similar. These preparations are based on the following ideas: internet accessibility, teacher preparation, use of a learning management system, collaboration between students, parents, and teachers, curriculum improvement, effective decision-making from educational leaders, and remodeled educational practices.

With a weighted mean of 2.69 (WM=2.69), the participants just agreed that educational policymakers are not required to take any actions to address post-COVID instructional systems because this is just a passing phase, and everything will be fine in the future. However, they strongly agreed that it is essential to improve internet bandwidth, internet access, and information systems (WM=3.70), and that collaboration between teachers, students, and parents must be encouraged (WM=3.70).

Differences in the Problems That the Participants Experienced Toward the Abrupt Shift to Online Learning During the Pandemic When Grouped According to Their Demographics.

Table 5. Differences in Teacher's Response on Problems Experienced and Their Demographics.

Sex			
Variable	U Test	p-value	Remarks
Problems Experienced	2724.500	.512	Insignificant
Highest Educational Attainment			
Variable	H Test	p-value	Remarks
Problems Experienced	12.807	.063	Insignificant
Years in Service			
Variable	H Test	p-value	Remarks
Problems Experienced	12.717	.079	Insignificant
Specialization			
Variable	H Test	p-value	Remarks
Problems Experienced	5.245	.387	Insignificant

Mann-Whitney = U test, Kruskal-Wallis = H test

According to Table 5, statistical analysis of the data using the Mann-Whitney U test and Kruskal-Wallis test found no statistically significant differences among the participants' responses when they were grouped according to their demographics as all p -values are greater than .05, sex ($p=.512$), highest educational attainment ($p=.063$), years in service ($p=.079$), and specialization ($p=.387$), in terms of the problems they experienced when switching abruptly to online learning during the pandemic.

Differences in the Expectation of the Participants Relative to Educational Practices in Post-COVID Educational Setting When Grouped According to their Demographics.

Table 6. Differences on Teacher's Response in terms of Expectations and Their Demographics

Sex			
Variable	U Test	Sig.	Remarks
Expected Changes for Post-COVID Educational Setting	2853.500	.847	Insignificant
Highest Educational Attainment			
Variable	H Test	Sig.	Remarks
Expected Changes for Post-COVID Educational Setting	6.857	.425	Insignificant
Years in Service			
Variable	H Test	Sig.	Remarks
Expected Changes for Post-COVID Educational Setting	6.953	.434	Insignificant
Specialization			
Variable	H Test	Sig.	Remarks
Expected Changes for Post-COVID Educational Setting	5.163	.396	Insignificant

Mann-Whitney = U test, Kruskal-Wallis = H test

In accordance with Table 6, statistical analysis of the data using the Mann-Whitney U test and Kruskal-Wallis test did not reveal any statistically significant differences in the participants' responses when they were grouped according to their demographics as all p -values are greater than .05, sex ($p=.847$), highest educational attainment ($p=.425$), years of service ($p=.434$), and specialization ($p=.396$), in terms of the participants' expectations in relation to educational practices in post-COVID educational settings.

Discussion

This study examined the perspectives and experiences of the teacher participants in several junior high schools in Taguig City, Philippines. The study found out that the teacher participants were generally in agreement that they experienced problems during the abrupt shift to online learning brought about by the pandemic in terms of: the speed of the shift, the preparation for online practices, the infrastructure for online learning, connectivity, the technical expertise of the teachers regarding online learning, the support of the administration, and the environment for online learning. There have been several issues with school infrastructure, including the cost of acquiring pricey data packages and the lack of an internet network that all schools previously had, particularly in rural areas (Bakalar, 2018). Akin to other countries, while most students have mobile phones and utilize them to access the Internet, relatively few have their own PC or laptop, and others have financial difficulties, making it challenging to work and learn online at home because the equipment must be shared (Sahu, 2020). According to Arora and Srinivasan (2020), teachers encountered fewer "tangible benefits" than they had anticipated due to issues with the internet, a lack of training, and an insufficient knowledge about online learning. During the COVID-19 epidemic in the Netherlands, Van der Spoel et al. (2020), looked at teachers' expectations for and experiences with online instruction and their findings showed that a number of teachers had some issues adopting distant learning tools since they were unfamiliar with them. Accordingly, because they were unprepared for online learning, British teachers showed negative emotions including worry and terror, according to la Velle et al. (2020). This implies that wealthy nations have also experienced issues same with Filipino teachers, in terms of the abrupt shift to online learning during the pandemic.

On the other hand, teacher participants concentrated on their understandings of their expectations regarding educational practices in post-COVID educational settings, which primarily revolve about the qualifications of the teachers, the environments for online learning, the capacity of the teachers with regard to online learning, the infrastructure budget for online learning, the motivation of the students, the psychological characteristics of both students and teachers, and the facilitation of learning. Others think the change has managed to bring about a "new normal" that has produced priceless experiences and accomplishments, such as providing adequate training process will continue even when students are not present in class, enhancing learner-lecturer interactions through online one-to-one communication, and boosting students' self-confidence because they were allowed to voice themselves in a study environment (Worth, 2020). These expectations can create a more prepared and better online learning environment in the future. As Lin and Hsieh (2001) pointed out that online programs offer a great deal of flexibility compared to classroom settings, which is crucial during the pandemic. Particularly for students with impairments and those with medical issues, such as being infected with COVID-19 and other diseases, online classes offer a wider reach and better access to education according to (Migocka-Patrzałek et al., 2021). Conversely, Lin and Nguyen (2021) described how regular emails increased learner-lecturer engagement in the new online learning environment. The expectations for how educational practices will be applied in the future create a variety of opportunities for the educational sector to improve educational environments so that teaching and learning are not compromised even in the event of a pandemic.

Preparations in the future have also highlighted in this study. According to the teacher participants, preparations shall focus on internet accessibility, teacher preparation, use of a learning management system, collaboration between students, parents, and teachers, curriculum improvement, effective decision-making from educational leaders, and remodeled educational practices. Nwagwu (2020), in his study found out that teachers' opinions were key determinants of whether institutions were prepared to adopt e-learning, along with factors such as money, training, ICT equipment, and e-learning content development. Conversely, Gulbahar and Kalelioglu (2015) stated that successful e-learning implementations depend on qualified instructors, and they should possess the necessary knowledge and expertise to execute e-learning and blended learning in an efficient manner.

There were no significant differences in the responses of the participants with regard the problems they faced during the abrupt shift to online learning and their expectations with regard to the educational practices in the post-COVID educational setting and their demographics, indicating that all the teachers who participated in the study experienced the shift to online learning in a similar manner and anticipated similar initiatives with regard to the educational practices in the post-COVID setting. It is a pretty prevalent issue and with agreement that teachers oppose and are indifferent to technological integration (Arinto, 2016). A study also cited the agreements of teachers to voiced worries about students' effectiveness in online classrooms and their need for technical support (Wingo et al., 2017). As study conducted by Lloyd et al., (2012) also found out that barriers to online education from an institutional, interpersonal, training, technological, and cost-benefit perspective shall be examined. Therefore, to enhance faculty perceptions of teaching online and potentially lessen their resistance to the adoption of online education, it is necessary to change or rectify the unfavorable preconceptions that are frequently held by teachers (Felege & Olson, 2015).

Conclusions

In response, the teacher participant referenced a number of issues they had with the sudden switch to online learning during the pandemic, including the speed of the change, the preparation for online practices, the infrastructure for online learning, internet connectivity, the technical proficiency of the teachers regarding online learning, the support of the administration, and the environment for online learning. Similar to this, there were a number of things they wanted to see when the post-COVID educational system was implemented, including teacher qualifications, environments for online learning, teacher capacity for online learning, infrastructure funding for online learning, student motivation, psychological traits shared by both students and teachers, and facilitation of learning. The teacher participants also generally concurred that strict measures must be taken to prepare for a potential outbreak in the future, with a particular emphasis on internet accessibility, teacher preparation, use of a learning management system, collaboration between students, parents, and teachers, curriculum improvement, effective decision-making from educational leaders, and modified educational practices. The viewpoints and experiences of each respondent are the same. This is demonstrated by the lack of statistically significant differences between their responses and their demographics.

Recommendations

There is an urgent need to concentrate emphasis on getting ready for the upcoming major health outbreak. Many nations were not well prepared for the COVID 19 pandemic that we are currently experiencing. The education sector was one of the areas that was seriously impacted. Thus, it is recommended that educational administrators concentrate their efforts on improving internet accessibility, teacher preparedness through technical trainings, support for the use of learning management systems in schools, empower parents to collaborate with teachers, modify the curriculum to make it relevant to the needs of the digital era, efficient and effective decision-making from educational administrators, and develop new instructional strategies that emphasize technology-driven instruction. Students could be the subjects of future studies. Other researchers may also look into the phenomenological difficulties that teachers and students face when learning online and how teachers evaluate their students in these circumstances.

Limitations

There are a few limitations to this study, therefore more research is required. The cross-sectional method of data collecting makes it impossible to monitor changes in teacher perspective over time. Additionally, this study used an online survey with an average response rate and a standard sample size. However, the findings of this study can be used in the educational programs that are being developed by the schools as they adjust to the new educational norm.

Authorship Contribution Statement

Garcia: Conceptualization, design, analysis & writing. Delos Santos: Data acquisition & supervision. Buraga: Editing, concept & design.

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