

# Lived Experiences of the Graduate School Professors in Albay amidst Covid-19 Pandemic

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## ABSTRACT

Everyone affects by the COVID-19 pandemic. The pandemic would have a vastly different impact on each professor. This study aimed to analyze the lived experiences of graduate school professors in private higher education institutions in the second district of Albay and the challenges experienced during the Covid-19 pandemic. Primarily, this research investigated the experiences brought by the shift to different modes of delivery of education from the traditional face-to-face. This study used qualitative and quantitative research designs interview guide, and a survey questionnaire to obtain necessary data and information. The study found that the majority of professors encountered the same challenges encountered power interruption and low internet connection. The study concludes that the respondents can effectively manage their time and pace because of a new way of instruction on the use of the internet. In regards to and in line with the findings, the professors experienced more negative reactions about internet connectivity and technical difficulties, thus hindering them from fully benefiting

from the new learning. Professors should be reflective and adaptable in terms of Instructional delivery, learning environment, time management, and student assessment. They may have had to learn how to use different technological tools through the internet and ensure that it can be delivered effectively online.

**Keywords** — Social Science, lived experiences, COVID-19, professors, descriptive survey, phenomenology research, Philippines

## INTRODUCTION

The pandemic has caused significant disruption globally, particularly among students and professors. They must deal with the inability to see friends, the transition to online education, and the loss of face-to-face contact with teachers, to name a few issues. The pandemic would have a vastly different impact on each professor. Everyone affects by the COVID-19 pandemic, which started in December 2019, regardless of age, gender, or socioeconomic status. The world came to a stop, all businesses closed, and the economy stopped. Most nations closed schools, colleges, and institutions to curb the virus's spread (Adedoyin & Soykan, 2020).

The crisis affects the economy as a whole as well as the health and education sectors. Due to the fact that courses are still in session, the disruption is severe when the Philippine government orders the closure of all educational institutions. The quick action and strategy are to minimize the shutdown while maintaining high quality. The sudden transition to online schooling sparked a heated discussion in the Philippines, highlighting the student's deplorable living conditions (Ancheta & Ancheta, 2020).

Commission on Higher Education (CHED), in accordance with the provisions of Republic Act No. 7722 known as the "Higher Education Act of 1994," and the Republic Act No. 11469, known as the "Bahamian to Heal as One Act," implemented the Flexible Learning (FL) on both private and public Higher Education Institutions HEIs (Commission on Higher Education Memorandum Order No. 04, 2020).

Al-Hariri and Al-Hattami (2017) assert that technology is crucial in facilitating learning. It assists in effectively applying various educational techniques, such as independent and collaborative learning. Additionally, it assists in bringing together individuals with various schedules and locations. To improve and achieve learning, assessment and feedback can also be supplied right away.

In this pandemic, schools, colleges, and other universities are utilizing a new mode of instruction, which is flexible learning, blended learning, and online learning. Since COVID-19 is still ravaging and endangering everyone's health, the graduate school relied heavily on online learning via Google Meet, group chats, and Google Classroom. Because of the diverse learners from Masbate, Sorsogon, Rapu-Rapu, Legaspi, Daraga, and other places, virtual learning is an efficient and effective way to ensure that lessons are clearly explained and delivered to the students. Despite difficulties with virtual learning, the school prioritized nurturing the mind, which the students deserved. More importantly, this new mode of learning achieves the school's vision, mission, and goals. However, online learning can be inconvenient for professors at times because it requires them to perform virtual instruction in every meeting, and some problems are encountered, such as being unable to attend due to poor internet connectivity and power interruptions.

According to Gayon and Tan (2021), the government disseminated information about the suspension of classes (March 2020) due to the catastrophe that the country is experiencing. The government, the Department of Education (DepEd), and the Commission on Higher Education work together and communicate about how they will respond to this situation, which leads to the development of an alternative solution, which is to change the instructions to the new form of education. They wanted to continue students' learning despite the pandemic, so teachers and students used technology as a virtual channel of instruction and study. They stated that traditional instruction would resume if COVID-19 was no longer present and that they wanted to ensure the safety of the students until vaccines were available.

Joaquin et al. (2020) discussed in their article that higher education in the Philippines implemented policies to continue education to respond to the needs of learners. Online learning is modified and improved. One of the schools that used online learning is De La Salle University (synchronous and asynchronous). There are other options to comply with the course requirements for the students who cannot join or participate in the online classes. Despite changes made by Philippine Higher Education with alternative learning modes and technologies to deliver education, there are still delays and provocations to students' responses.

Moving down to Bicol Region, specifically in Graduate School Private Higher Institution in the Second District of Albay, implemented online learning as an approach to continuing education for its students in accordance with the CHED Memorandum Order No. 04, s. 2020. Some professors discuss their lessons through google meet, zoom, and other platforms. This major shift in

education certainly affects the professors' challenges and experiences during the Covid-19 pandemic in the new system of education, particularly in the aspect of instructional delivery, learning environment, time management, and student assessment. Also, understanding course expectations require self-discipline and a lack of instant feedback.

In Albany, graduate school professors likely had to adjust their teaching methods to suit online learning platforms. They may have had to learn how to use different technological tools, such as video conferencing software, to conduct classes and hold meetings with their students. They may have also had to adapt their curriculum to ensure can be delivered effectively online. The COVID-19 pandemic has brought significant challenges and changes to the education sector, including the experiences of graduate school professors in Albany. However, the resilience and adaptability of educators have allowed them to continue providing quality education to their students amidst the pandemic. This serves as the driving force for researchers to conduct this study.

## **FRAMEWORK**

This study entitled lived experiences of the Graduate School Professors in Albany amidst Covid-19 Pandemic. It seeks an answer to the following objectives raised in this study: Determine the profile of the private higher education institutions in graduate school; determine the challenges experienced by graduate school professors in Private Higher Education Institutions; analyze the lived experiences of the professors in coping with new normal; share lessons learned by the graduate school professors from their experiences. Professors are crucial in supporting students' learning. In order for students to learn extremely effectively and to satisfy the learning methods, they must be able to approach the students using various teaching strategies that will make them satisfied.

Higher Education institutions have shifted their work setup into new modalities to continue learning. Today's learning strategy can be an opportunity and challenge to a professor, but as long as they are working and adjusting well, they will get used to it and give opportunities to some because they have learned a lot from this new setup. They learn to adapt to new technology, which is also a benefit. There is a high percentage that even after the pandemic, it will still be popular, and every company is open to it since the world is being modernized. The result of this study provides feedback about concrete data and figures out the current situation in an educational system based on the experiences and challenges of the professors amidst the COVID-19 pandemic.

## OBJECTIVE OF THE STUDY

The study aimed to (1) determine and analyze the lived experiences of the Graduate School Professors in Albay amidst the Covid-19 Pandemic along with Program offering, the number of Enrolment per program, and the Number of Faculty members, (2) determine and analyze the live lived experiences of the Graduate School Professors in Albay amidst Covid-19 Pandemic along with Instructional Delivery, Learning Environment, Time Management, Student Assessment; (3) Share the lessons learned by the graduate school professors from their experiences, the researcher after its assessment to the data, propose an action plan to be adopted by the Graduate School Private Higher Education Institutions.

## METHODOLOGY

### Research Design

The mixed method design is used in the study. According to the definition of Creswell and Plano Clark (2011), studies with at least one quantitative and one qualitative strand. The goal of this type of research is to understand a research problem or issue more thoroughly than either research problem could be understood on its own.

### Research Site

The study was conducted in the Second District of Albay, which includes Divine Word College of Legazpi and Bicol College. These were chosen by the researcher because they are part of the Graduate Private Higher Education Institutions in the Second District of Albay. In other municipalities, Camalig, Manito, and Rapu-Rapu, these municipalities did not have private graduate school higher education institutions.

### Research Respondents

The respondents of this study are full-time and Part-time professors in Private Graduate Schools and Higher Educational Institutions within the second district of Albay. There were five (5) regular full-time professors and twenty-seven (27) part-time professors. Supported by the study of (Saxena, 2017) stated that setting selection criteria for participants are essential to achieving the goals of a survey, so it is imperative to identify the appropriate respondents. Responses came from the survey questionnaire and interview guide.

## **Instrumentation**

Private graduate schools and higher education institutions in Albay provided their responses as the study's main information sources. A survey questionnaire and an interview question were developed by the researcher to gather useful information from the respondents. To gather the desired data from a respondent, a questionnaire is a printed research tool (Schaefer et al., 2017). This study used a multi-method of research due to it utilizing both qualitative methods (nominal data) and quantitative methods (discrete data). The results, on the other hand, are those gathered from responses based on the survey questionnaire and interview guide.

The research instrument was composed of four (4) parts. The first part focused on the profile of private higher education institutions and the profile of the respondents; Part II of the questionnaire was a checklist to know the challenges experienced in coping with the new normal. The third part focused on the challenges experienced by graduate school professors. Five-point indicators were provided in the different areas to determine the respondents' Challenges Experienced during the covid-19 Pandemic with the Likert scale.

Part IV of the questionnaire was a follow-up or an open-ended question wherein respondents could express their opinions. This serves as another data source to identify the challenges encountered by graduate school professors in coping with the new normal.

## **Data Gathering**

As to gathering the data from the respondents, the researcher observed the following procedure. The researcher underwent a title proposal. Upon approval, the researcher identified the target respondents from the different private graduate schools and Higher Institutions in Albay. The data-gathering procedure began with the approval from the president of Bicol College and Divine Word College of Legazpi to get the total number of enrollment, the total number of offerings, and a total number of part-time and full-time professors. Also, prepare a protocol letter to the Dean of graduate school to allow the researchers to collect the information needed for the study. The study was divided into three (3) stages, namely: (1) the analysis phase or preliminaries; (2) the development of the survey questionnaire and interview guide and (3) the survey phase and data gathering of the Graduate School Professor in Private Graduate School higher educational institution.

### **Data Analysis Plan**

The researcher used frequency counting to total the data received from the respondents in order to validate and produce an accurate analysis and interpretation of the data collected. Based on the frequency discovered, a percentage was determined. Secondary data is derived from publicly available resources such as journals, theses, published research, and other printed and online materials. This information was obtained through local and international research. Once approved, the researcher will prepare the instrument for inspection by the adviser. In addition, Percentage is used to interpret objective number one (1). However, the checklist is used in objective two (2) to analyze the experiences of the professors in coping with the new normal to the benefit of the Graduate School Higher Institution in Albay.

The study employed the frequency count and percentage to determine and tally the received data from the respondents in terms of the year of service and educational attainment. Weighted mean was used significance to determine the challenges experienced by graduate school professors in Private Higher Education Institutions. Follow up interview guide used for objective number four (4), the qualitative data gathered from the respondents to identify the experiences of graduate school professors.

### **Ethical Considerations**

As to gathering the data from the respondents, the researcher observed the procedures in that the participant/respondents of this study voluntarily participated and with their consent. The researcher obtained an interview protocol in adherence to the data privacy act of 2012 (R.A. 10173), all data and information collected, and assured them that the responses would be treated with utmost confidentiality.

## **RESULTS AND DISCUSSIONS**

This part presents the results and findings based on the responses provided by 32 respondents to the study. The study employed the total number of enumerations of professors in graduate school in Albay. This section provides a thorough analysis of the study's findings and results.

### Personal Profile of the Respondents

The profiles of the respondents, along with their profile, cover respondents' (a) Name, (b) position and designation, (c) years in teaching graduate school, (d) highest educational attainment, and (e) employment status.

The majority of professors were graduates of a doctoral degree in terms of percentage; 87.50% of them finished the doctoral degree. Only a few professors, or 9.38 %, were graduates with master's degrees. The professional profile of the respondents in two private graduate schools in Albay. Among the thirty-two (32) professors, eleven (11), 34.38% are teaching ten (10) years and above, and this was followed by 31.25%, which are in the range of seven (7) to nine (9) years. Based on the years in teaching graduate School, 21.88% were four (4) to six (6) years in teaching, and lastly, 9.38% belonged to one (1) to three (3) years.

Table 1. Program Offering and Number of Enrollment per Program (Bicol College)

| Program offering | Number of Enrolment per program and Semester |                 |                 |                 |                 |                 |
|------------------|--|-----------------|-----------------|-----------------|-----------------|-----------------|
|                  | AY 2022-2023                                 |                 | AY 2021-2022    |                 | AY 2020-2021    |                 |
|                  | 1 <sup>st</sup>                              | 2 <sup>nd</sup> | 1 <sup>st</sup> | 2 <sup>nd</sup> | 1 <sup>st</sup> | 2 <sup>nd</sup> |
| EdD              | 18   |                 | 20              | 20              | 19              | 17              |
| MA               | 120  |                 | 87              | 78              | 48              | 76              |
| MED              | 97   |                 | 58              | 82              | 27              | 48              |
| MM               | 152  |                 | 125             | 131             | 84              | 100             |
| MSCJ             | 29   |                 | 16              | 15              | 24              | 22              |
| MSCRIM           | 1  |                 | -               | -               | 3               | 2               |
| PhD              | 14   |                 | 25              | 25              | 18              | 15              |
| Total            | 431  |                 | 331             | 351             | 223             | 280             |

The program offers a number of enrolments in Bicol College and has 7 program offers. In the academic year 2020-2021, there are 223 total enrolled students in graduate school in the first semesters and 280 students in the second semesters. For the academic year 2021-2022, there are 331 enrolled students in the first semester and 351 in the second semester. The academic year 2022-2023 had the biggest number of students enrolled in the first semester, 431.



Table 2. Program Offering, Number of Enrollment per Program, and Number of Faculty Members (Divine Word College of Legazpi)

| Program offering | Number of Enrolment per program and Semester |                 |                 |                 |                 |                 |
|------------------|--|-----------------|-----------------|-----------------|-----------------|-----------------|
|                  | AY 2022-2023                                 |                 | AY 2021-2022    |                 | AY 2020-2021    |                 |
|                  | 1 <sup>st</sup>                              | 2 <sup>nd</sup> | 1 <sup>st</sup> | 2 <sup>nd</sup> | 1 <sup>st</sup> | 2 <sup>nd</sup> |
| MM               | 70   |                 | 69              | 62              | 39              | 52              |
| MBA              | 31   |                 | 33              | 26              | 28              | 34              |
| Total            | 101  |                 | 102             | 88              | 67              | 86              |

The program offers a number of enrolments in Divine Word College of Legazpi and has two (2) program offers. In the academic year 2020-2021, there are sixty-seven (67) total enrolled students in graduate school in the first semesters and eighty-six (86) students in the second semesters. For the academic year 2021-2022, there are one hundred two (102) enrolled students in the first semester and eighty-eight (88) in the second semester. The academic year 2022-2023 had a total number of one hundred one (101).

### Instructional Delivery

The strategy to be adopted to use in coping new normal in terms of instructional delivery is the use of a new learning platform that is easy and accessible to all students with the sum of the frequency of eleven (11). It was followed by the embraced the needs of the time sought help from friends on how to effectively deliver classes online, which obtained nine (9) sum of frequency. The third strategy to be adopted equipped me with the skills needed to deliver classes via online platforms, which has seven (7) responses. The fourth coping strategy is the need to continue to explore and study different learning platforms, which has four (4) responses.

Joaquin et al. (2020) discussed in their article that higher education in the Philippines implemented policies to continue education in order to respond to the needs of learners. A new mode of learning is modified and improved.

The result implies the challenges faced by graduate school professors may need to adapt their instructional methods. For example, if there are technical difficulties with online teaching platforms, instructors may need to use alternative methods of delivering content, such as pre-recorded lectures or interactive quizzes.

## **Learning Environment**

In terms of learning environment coping strategies adopted to address coping in the learning environment. The table shows the first strategy to be adopted is supporting professors-students with the sum of the frequency of 13. Communicating efficiently and effectively 7 sum of frequency. The third strategy addresses learner variability and needs 6 responses. The fourth coping strategy is creating a new instructional design with 5 responses. Moreover, in line with the article by Valtonen et al. (2021) entitled “Learning environments preferred by university students: a shift toward informal learning environments,” There are appropriate academic pursuits that can enhance educational requirements where they conflict with difficulties and develop pedagogical approaches in adaptable learning environments.

It implies that professors can seek resources and support from their institution or colleagues to help address challenges in the learning environment. This may include professional development opportunities, access to counseling services, or support from other faculty members.

## **Time Management**

In terms of time management and there are also 4 factors listed. The table shows the first strategies to be adopted continued to explore and enhance the settings of the instructions used with the sum of the frequency of 23. It is followed by preparing a plan that helps you stay focused on your most important to accomplish the first 4 sums of frequency. Spending time with family and friends can help you cope with stress 3 responses. The fourth coping strategy is setting a time frame for activity 1 response.

A study by Owusu-Agyeman and Amoakohene (2020) states this type of education was designed to provide learning opportunities in time to all teachers and students, regardless of their circumstances. Flexible time is needed. It was assumed that distance education could increase educational access through distribution and economies of scale.

It implies the professors may identify the most critical tasks that require their attention and prioritize them accordingly. They can use tools like a to-do list or task manager to keep track of their priorities. Graduate School Professors can benefit from developing a time management strategy that works for them, incorporating techniques that prioritize their most important tasks and goals while managing interruptions and taking care of their well-being.

## Student Assessment

In terms of student assessment, rank 1 Building personal connection with your students, which has 14 sums of frequency. Followed by Identifying and supporting struggling students with 9 responses. The third challenge in student assessment is connecting students with independent learning tools with the sum of the frequency of 8. And the last strategy is improving learners' motivation and engagement with the frequency of 1.

Illanes et al. (2020) found that students faced a variety of experiences during sessions and online exams, including methodological, content perception, technical, and behavioral issues.

The result implies that professors can use technology to assist students in assessment, such as online quizzes and grading tools, which can help reduce grading time and provide immediate feedback. Instead of relying solely on exams, professors can use a range of assessment methods, such as essays, projects, presentations, and group work. By adopting these coping strategies, professors can overcome the challenges associated with student assessment and ensure that their assessments are fair, valid, and reliable measures of student learning.

Table 3. Challenges Experienced by the Professors during COVID-19 in terms of Instructional Delivery

| A. Instructional Delivery   | 5  | 4 | 3  | 2  | 1 | Weighted Mean      | Adjectival Interpretation |                       |
|---|----|---|----|----|---|--------------------|---------------------------|-----------------------|
| Lack of technological facility to deliver the learning  | 4  | 9 | 11 | 8  | 0 | 3.28               | Sometimes Experienced     |                       |
| Lack of resources such as laptops, computers, internet, etc., to deliver learning to students | 5  | 7 | 10 | 10 | 0 | 3.22               | Sometimes Experienced     |                       |
| Most of the faculty are not technologically able to cope and deliver learning.                | 10 | 8 | 2  | 12 | 0 | 3.50               | Often Experienced         |                       |
| Insufficient training on the use of technology to deliver teaching modality                   | 3  | 7 | 10 | 12 | 0 | 3.03               | Sometimes Experienced     |                       |
|   |    |   |    |    |   | General Assessment | 3.25                      | Sometimes Experienced |

The researcher utilized 4 indicators under instructional delivery. The table shows the responses of the graduate school professors on instructional delivery. Most of the faculty are not technologically able to cope and deliver learning 3.50 mean rating was rated as sometimes experienced as unanimously checked by the respondents. This was followed by a lack of technological facility to deliver the learning with 3.28, as sometimes experienced. Lack of resources such as laptops, computers, internet, etc., to deliver learning among students have 3.22, and among the indicators under instructional delivery, Insufficient training on the use of technology to deliver teaching modality with a mean 3.03 mean score. Based on the data, the level of instructional delivery of the experiences of graduate school professors in private higher education institutions in Albay is supported by the overall weighted mean of 3.25 with an adjectival interpretation sometimes experienced.

Caratiquit and Caratiquit (2022) say the pandemic has forced many professors to rely on technology for instructional delivery. It's important to become comfortable with new tools and platforms, such as online learning management systems, video conferencing, and digital assessment tools.

The result implies and is shown in the table mentioned above. It can be deduced that since the majority of the graduate school professors were on a part-time basis only, it is of the high assumed that they still have employment outside their respective colleges, probably as a professor also or in the industry.

Table 4. Challenges Experienced by the Professors during COVID-19 in terms of Learning Environment

| B. Learning Environment  | 5  | 4 | 3  | 2  | 1 | Weighted Mean | Adjectival Interpretation |
|--|----|---|----|----|---|---------------|---------------------------|
| Weak data or signal in the area to support or deliver learning at home | 5  | 2 | 15 | 10 | 0 | 3.06          | Sometimes Experienced     |
| Difficulty in coping with the required continuity of Education.        | 5  | 7 | 10 | 10 | 0 | 3.22          | Sometimes Experienced     |
| Distraction from the environment                                       | 11 | 5 | 4  | 12 | 0 | 3.47          | Often Experienced         |
| Frequent Power interruption  | 6  | 7 | 9  | 10 | 0 | 3.28          | Sometimes Experienced     |
| General Assessment   |    |   |    |    |   | 3.26          | Sometimes Experienced     |

Among the indicator provided, Distraction from the environment got the highest weighted mean of 3.47. At the same time, frequent Power interruption has a weighted mean of 3.28. Difficulty in coping with the required continuity of Education got 3.22. Weak data or signaled in the area to support or deliver learning at home, with a weighted mean of 3.06. Data shows that the respondent professors in private graduate schools, in terms of the learning environment, only got over all weighted mean of 3.26, and this is rated as sometimes experienced.

Raziq and Maulabakhsh (2015) said that the learning environment is one factor that significantly influences how employees feel about their work, including the setting, social features, physical conditions, workplace relationships, collaboration, efficiency, and employee health. To increase effectiveness and efficiency, productivity, and employee job commitment, the institution must satisfy the needs of its employees by providing good working conditions and an environment.

The result implies that in the graduate schools in Private HEI, the two graduate schools involved the common study problem is the distraction from the environment. However, the provider still is strengthened, especially weak data or signals in the area to support or deliver learning at home because this is a type of learning that can be adopted today, and as graduate students, learners need to be dependent already.

Table 5. Challenges Experienced by the Professors during COVID-19 in terms of Time Management

| C. Time Management  | 5  | 4 | 3 | 2  | 1 | Weighted Mean      | Adjectival Interpretation |                   |
|---|----|---|---|----|---|--------------------|---------------------------|-------------------|
| Setting up class meetings takes time                                      | 8  | 9 | 6 | 9  | 0 | 3.50               | Often Experienced         |                   |
| Lack of time to prepare instructional material.                           | 6  | 9 | 9 | 8  | 0 | 3.41               | Often Experienced         |                   |
| Running of time because of chasing a deadline such as grades and reports. | 11 | 8 | 2 | 11 | 0 | 3.59               | Often Experienced         |                   |
| Lack of time for family and friends.                                      | 4  | 9 | 8 | 11 | 0 | 3.19               | Sometimes Experienced     |                   |
|   |    |   |   |    |   | General Assessment | 3.42                      | Often Experienced |

In terms of time management, running time because of chasing a deadline, such as grades and reports and got an overall highest weighted mean of 3.59. Among the indicators, setting up class meetings takes time, got 3.50. Lack of time to prepare instructional material received a weighted mean of 3.41. Lack of time to family and friends with a weighted mean of 3.19. This data reveals that the professors in private graduate schools in higher education institutions in terms of time management often experienced, supported by the overall weighted mean of 3.42. This finding shows that the professors in graduate school at PHEI experienced different difficulties in terms of managing their time during the time of the pandemic.

Furthermore, the adaptability and opportunity of time management can crash understudies who have not dominated time the professors' abilities. The main connected indicator is time scheduling (Razali et al., 2018). This implies graduate school professors during the time of pandemic part-time/full time may face unique time management challenges related to the new nature of teaching online courses. They may need to spend more time responding to student emails and grading assignments, as well as managing their schedule to ensure that they are available during the times when students are most active.

Table 6. Challenges Experienced by the Professors during COVID-19 in terms of Student Assessment

| D. Student Assessment   | 5 | 4  | 3 | 2  | 1 | Weighted Mean      | Adjectival Interpretation |                   |
|---|---|----|---|----|---|--------------------|---------------------------|-------------------|
| Lack of student Self-motivation   | 7 | 9  | 5 | 11 | 0 | 3.38               | Sometimes Experienced     |                   |
| Working too many roles at the same time                                 | 7 | 7  | 8 | 10 | 0 | 3.34               | Sometimes Experienced     |                   |
| Lack of knowledge in using technology like share screen, post and, etc. | 7 | 11 | 6 | 8  | 0 | 3.53               | Often Experienced         |                   |
| Lack of learning through adequate instructional tools                   | 6 | 9  | 8 | 9  | 0 | 3.38               | Sometimes Experienced     |                   |
|   |   |    |   |    |   | General Assessment | 3.41                      | Often Experienced |

In terms of student assessment, lack of knowledge in using technology like share screen, post and, etc., got the highest weighted mean of 3.53. Lack of student Self-motivation and lack of learning through adequate instructional

tools. The respondents almost similarly gave the same responses, and it is got mean got a 3.38. Lack of knowledge in using technology like share screen, post and, etc., rated with a mean of 3.34 and has an overall weighted total of the weighted mean of 3.41, and has an adjectival interpretation often experienced.

According to Geverola et al. (2022), the major challenge for professors in this new normal has been ensuring the integrity of assessments. With remote learning, it can be difficult to monitor student behavior during exams and prevent cheating.

The result implies that based on the years of teaching experience as graduate school professors may have different expectations of their students, which can make it challenging for students to know what is required of them in assessments. For example, some professors may expect students to have a deep understanding of the subject matter, while others may focus more on memorization and recall.

This result was the actual transcript of the interview through open-ended questions conducted by the researcher.

### **Instructional Delivery**

Statements of respondents are the same answers to the question what did you do to be able to teach even without a face-to-face class? And how did the student meet it? According to graduate school professors, they stated that: there is a common answer the respondent is using online digital platforms using zoom, google met, and use virtual means, and students were able to cope in the class.

Learning can be used to plan a wide range of instructional strategies, from professors' lectures to hands-on student-centered activities. Furthermore, as a result of using this process, teachers should be able to develop effective instruction that will assist students in learning and remembering more information (Isman, 2011).

Data revealed professors might learn how to modify everything, including their way of life, as a result of Covid-19. Additionally, the pandemic caused some significant adjustments, particularly in the educational sector.

### **Learning Environment**

Respondents in terms of learning environment have the same answer focusing on the challenges I encountered are poor internet connection experienced, and internet connection is weak, and the lesson/reporting interrupted. Frequent Power interruption is also a major problem in Albay. Distraction from the environment also.”

According to a study by Delgado and Arellano (2021) entitled “A Phenomenological Study of the Lived Experiences of Graduate Students Adapting Flexible Learning Modality Due to COVID-19 Pandemic” stated that in this time the pandemic, empowering students to adapt and choose how, when, and where they learn them to combine work and study and complete their learning tasks in the safety of their own home.

Data revealed that despite facing survival challenges, professors could overcome them by adapting to changes in their environments.

### **Time Management**

Responses gathered from the private graduate school, and higher institution professors, share their experience in how they manage their time during the pandemic times. Managing time during the pandemic has been challenging for many people due to the disruption of daily routines, increased distractions, and the impact of mental health issues. However, there are strategies and tools available to help manage time effectively, such as creating a schedule, minimizing distractions, and seeking social support.

The adaptability and opportunity of time management can crash understudies who have not dominated time the professors’ abilities. The main connected indicator is time scheduling (Razali et al., 2018).

Data revealed with remote learning. It can be easy to blur the lines between these two domains; while the new mode of teaching has presented many challenges for professors, many have been able to adapt and thrive by using time management strategies and self-care practices.

### **Student Assessment**

All of the respondents of the respondent’s majority of the answer focusing on the issue of copy-paste via the internet copy to google and pasting it as answers. Most professors gave assessments via google forms. Usual problems encountered that there is a such time of frequent power interruptions during the time of assessment also malfunctioning computers. A new mode of learning can present challenges, but with proper planning, communication, and support, professors can help students succeed in the digital learning environment.

The study of Mojica (2021), “The Lived Experiences of Teachers Amidst the Pandemic,” sought to reveal the lived experiences of teachers and students participating in remote learning. Respondents must have prior experience with remote learning. When the survey results are considered, it is clear that a lack of



a reliable internet connection is one of the most significant challenges educators and students face. As a result, communication between the two, as well as communication among the students, is hampered. This leads to a slew of issues caused by a lack of connectivity.

## CONCLUSIONS

The profile of the respondents varies in personal, professional, and years in teaching graduate school. The majority were part-time or 84.37% of them, and only 15.63% were full-time and highly qualified with a doctorate holder. The result implies that the majority of faculty in the graduate school were part-timers meaning a sense of accountability and responsibility is at stake. It is also not surprising that the result was like that because the majority of the faculty members are connected to other agencies / belong to an aging population and are no longer interested in committing themselves to become full-time due to legal repercussions and other hindrances like coping with the new system of education through the use of educational technology.

As stated in this thesis paper, the pandemic situation of 2020 caused changes, particularly in graduate school (both positive and negative). In the education system, instructional delivery, learning environment, time management, and student assessment is part of the professor's learning process. It turns out that there are some adjustments that must be made. The study concludes that the respondents can effectively manage their time and pace because of the new way of instruction to the use of the internet. In regards to and in line with the findings, the respondents experienced more negative reactions about internet connectivity, power interruption, and technical difficulties, thus hindering them from fully benefiting from the new learning.

The COVID-19 pandemic has had a significant impact on the lived experiences of graduate school professors in Albay. It has required them to adapt to new teaching methods and balance their personal lives with their work. However, it has also presented opportunities for innovation and new ways of engaging with its students. Online meetings, while providing the opportunity to virtually see each other, may give professors the impression that they do not have the same responsibilities as when they come face-to-face with their students.

## TRANSLATIONAL RESEARCH

The result of the study could be translated through journal article for international publication.

### **Proposed Action Plan to Address the Problems Discovered in this Research.**

This action plan was created using all of the information gathered from the respondents. The researcher created this to address pressing issues discovered through scientific research. It was divided into four (4) items: the Areas of concern Instructional Delivery, Learning Environment, Time Management, and Student Assessment.

### **Major Final Output**

| <b>Propose Action Plan to Address Challenges Experienced by Graduate School Professors in Albay Amidst Covid-19 Pandemic</b> |   |  |   |   |
|--|---|--|---|---|
| <b>Areas of Concern</b>  | <b>Instructional Delivery</b>   | <b>Learning Environment</b>  | <b>Time Management</b>  | <b>Student Assessment</b>   |
| <b>Objectives</b>  | To Improve the instructional Delivery ability to use trend strategy                       | To promote self-improvement among experiences of professors<br>Demonstrate basic proficiency in productivity instruction | To promote coping strategies and techniques in dealing with time.         | To Improve the Professors' assessment ability to use trend strategy to identify the forms and purpose of student assessment in the teaching and learning process. |
| <b>Activities</b>  | Conduct workshops and seminars for Training sessions to improve computer literate skills. | Conduct a lecture and workshop through webinar/ face to face   | Conduct a webinar about time management to improve dealing with conflicts | Conduct workshops and seminars for Training sessions to give professors assessments for students.   |
| <b>Person Involved</b>   | Professor, IT, and students   | Professor, IT, and students  | Professor, Professional psychologist                                      | Professor   |
| <b>Source of Fund</b>  | School Budget for workshop and seminar  | School Budget for workshop and seminar   | School seminar budget   | School Budget for workshop and seminar  |
| <b>Amount</b>  | Php 65,000  | Php 50,000   | Php 50,000  | Php 30,000  |

|                         |   |   |  |  |
|-------------------------|---|---|--|--|
| <b>Expected Outcome</b> | Improve the instructional Delivery in ability to use technology | Incorporating continuous changes and adapt the new environment. | Enable the Time Management t to be productive. | Students will be guided based on the lecture seminar/ workshop |
| <b>Time Frame</b>       | 5 hours   | 3 hours   | 3 hours.                                       | 3 hours  |

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