Research Article

Teaching during Pandemic Years: Faculty Experiences from Government-Funded Universities in the Philippines

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ABSTRACT

Due to this significant and disruptive change in teaching and learning, teachers, who serve as frontline educators, are faced with several difficulties. This study employed a qualitative phenomenology methodology to investigate faculty members' experiences while lecturing at public universities and colleges in the Philippines during the pandemic and the pedagogical solutions they employed to overcome these difficulties. According to the study, five themes surfaced from instructors' real-life experiences: (1) students' negative attitudes toward learning; (2) health-related issues; (3) inaccessibility and poor internet connection; (4) limited flexible learning pedagogies; and (5) unavailability and/or insufficiency of ICT resources. Negative student attitudes, health-related problems, poor internet accessibility, a lack of flexible learning pedagogies, and an absence or limited availability of ICT resources are all significant predictors of how well students will engage in and how well teachers will perform when delivering high-quality instruction during a pandemic. It has been determined that the difficulties faced by the faculty play a significant role in predicting how well student engagement and teachers' ability to deliver high-quality instruction during pandemics will fare. Therefore, the government must allot enough money to modernize the facilities and internet connectivity to deliver online instruction, as well as to provide instructors with training and professional growth in online tools and pedagogy. It is possible to implement and sponsor a training program that will provide the faculty with the tools they need to meet the challenges of the new normal.

***Keywords**: Flexible learning, New normal, Pandemic, Teaching experiences, Teaching strategies*

Introduction

The global epidemic brings in a "new" normal in which digitization imposes new approaches to working and learning. This opened the door for a fundamentally different learning environment, one that shifted from face-to-face teaching to flexible instruction. The "new normal" emphasizes two concepts: competency-based learning and a new framework for learning that is built on digital technology. Both concepts are already well established and are driven by commercialism and the prevailing market mindset.

The educational system in the Philippines was badly damaged. Classes have been cancelled, the office is closed, and employees and students have been told to stay at home. Despite this, administrators of the nation's higher education institutions must come up with strategies for preserving learning continuity despite the pandemic. Reimers and Schleicher (2020), cited in Gonzales (2020), addressed the issue of preventing necessary social isolation from impairing academic performance. The Commission on Higher Education (CHED) has mandated that universities and colleges use flexible learning alternatives beginning in SY 2020–2021 (Philippine News Agency (PNA), 2020). Be cautious as a result.

A webinar series was held to train teachers on the various modalities of learning in the new normal, and teachers received training on the creation of both print and non-print instructional materials. Planning for the implementation of flexible learning systems in educational institutions also took place. The greatest approaches to ensuring that learning never stops are now online learning platforms, modular distance learning, and blended learning.

Teachers faced a challenge because of this significant and disruptive change in teaching and learning, even though flexible learning was seen as the most appropriate and safest pedagogical strategy during the pandemic. According to Bao (2020), a whole online course needs a detailed instructional design, educational materials like audiovisual content, and managed services teams. However, given COVID-19's sudden emergence, most faculty members are struggling because they lack experience

teaching online, weren't ready in time, or didn't have the help of educational technology teams. In their study, Carisen et al. (2020), which was quoted by Lansangan & Gonzales, they described the experiences, challenges, and possibilities that teachers faced (2020). According to Carisen et al., even though everyone is dealing with uncertainty, educators still have obligations to take equality, inclusion, and the significance of access for all students into account (2020). Will (2020), cited by Gonzales (2020), highlighted the difficulties educators face when learning shifts to the digital environment. He explained that several instructors needed to use the unoccupied parking lots at the school to get more reliable Internet access. The author claims that the challenges instructors confront are the same as those associated with Internet access in the Philippines. The teachers will therefore struggle to convert all their lectures to the digital environment.

Even though it has been a year, the benefits of COVID-19 are still being felt by the teachers. According to Toquero (2020), public universities confront real challenges in the design, operation, and evaluation of their programs, notably in the Philippines. On a more encouraging note, the global epidemic gave the nation a chance to enhance its system for delivering education and shift its emphasis to cutting-edge technologies. Higher education institutions must therefore take advantage of the possibility of creating their own evidence-based procedures. Lagua asserts that since online learning is becoming more and more essential, instructors are more likely to adapt or migrate their traditional teaching methods to the virtual community (2020). But adopting this new approach will require a mental adjustment. What is effective in a classroom may not always be effective in a distance learning environment. For the instructor who is working their first shift online, this poses a considerable obstacle. Teachers must sensitively and intelligently adjust to the online medium. The issue is how to design interesting activities that will keep students interested.

The experiences and difficulties faced by teachers ranged from creating modules and other print materials for Google Classroom, de-

veloping digital resources, teaching online using a variety of tools, controlling behavior in virtual classes, and evaluating student work. There have been a few study projects conducted globally, covering everything from the preparation of the new normal of teaching to the challenges and problems that professors and students have encountered. It's not that there isn't a lot of research on the feelings of professors who teach in institutes of higher education.

This study's goal is to present the results of research on the pandemic experience of academic staff members who work in Philippine public universities and colleges. This study will examine the challenges professors faced in the "new normal" of teaching, the instructional approaches they utilized to address these issues, and the recommendations that might be made considering the findings. These encounters examine the positives, negatives, opportunities, and threats associated with the "new normal" of teaching. The results of this study will be utilized to determine the best ways to deal with the problems academics encounter during the planning and implementation stages. The findings will also offer recommendations for how to restructure flexible learning and teaching methods to the directors of the flexible learning committee and instructional materials creation. Two of the university's research and development objectives will be the focus of this project: creating research that transforms culture, society, politics, and the economy; and creating a research culture through sufficient training and support. The research findings from the study might be applied to the development of training programs on the application of suitable and inventive teaching tactics as well as assessments in the new typical classroom. The study's conclusions might serve as the foundation for the development of instructional resources that teachers might utilize as a manual or resource for instructing in the new normal, such as sourcebooks, teaching aids, or monographs. The term "experiences" in this study refers to the difficulties and problems that lecturers or professors encountered while carrying out their duties during the epidemic.

Theoretical Consideration

The research's theoretical framework is the self-efficacy theory of Albert Bandura. The term "self-efficacy" was first used by Stanford University psychologist and Canadian-American Albert Bandura (1977, as quoted in Lopez, 2020). Self-efficacy is, to put it another way, a person's belief in their ability to succeed in a given scenario. In his own words, he initially proposed the idea as a personal assessment of "how well one can execute courses of action required to deal with possible crises." A strong sense of self-efficacy can support motivation, wellbeing, and personal accomplishment. Ahktar (2008) asserts that there are four main factors that affect people's perceptions of their own efficacy:

The first thing that springs to mind while considering mastery is mastery experiences. The oldest and most significant source of self-efficacy is mastery experience. However, nothing may increase self-efficacy more than having first-hand knowledge of competence. A victory, such as completing a task successfully or maintaining control over a situation, will increase confidence in that area, but a setback would reduce it. You must have accomplished things that required a lot of effort and commitment in the past if you want to feel confident in your own abilities.

Vicarious experiences are a form of experience where another person has gone through a similar situation. Our observation of others in our environment, particularly those we view as role models, serves as the second source of self-efficacy. When we observe what people who are similar to us accomplish as a result of their persistence, our confidence increases. We think we can also pick up the abilities required for success in that field.

Words are used to persuade. Parents, teachers, bosses, and coaches who have a significant impact on our lives may encourage us to believe that we are capable of success. When we have confidence in our ability to complete a task, we are more likely to put forth the effort and persevere through challenges.

The fourth and fifth aspects to take into account are emotional and physiological states. Your current situation affects how you judge your self-efficacy. Depression, for instance, can

stifle confidence. Stress responses and tension are viewed as indicators that we might not be able to perform well, whereas positive emotions can boost our self-assurance.

Methods

In this study, a qualitative research approach combined with a descriptive phenomenology study will be used to characterize the experiences of academics in the "new normal" of teaching. According to Giorgi, as stated in Groenewald (2004), the important phrase in phenomenology research is "characterize." The study's purpose is to describe the occurrence as accurately as possible, avoiding any preconceived perspectives. The 15 participants in the study were specifically chosen based on the following standards: They are doing "new normal" teaching and (a) are full-time professors at a public college or university. An equal number of individuals with various service histories, ages, and periods of service were chosen from SUCs across the Philippine islands of Luzon, Visayas, and Mindanao. To assure ethical research, informed consent was requested. At the beginning of each interview, subjects were given the "informed consent agreement" form, which contained information about the research's purpose (without mentioning the primary research question), methods, risks, rewards, voluntary nature of participation, and methods for maintaining confidentiality. An extensive, unstructured phenomenological interview was held. Regarding the participants' experiences in the "new normal" classroom, two important questions were brought up regarding the challenges met. Each participant in the interview was coded to protect their privacy. Every interview was performed over the phone and through a Messenger video chat, and all of them were audio recorded. Following each interview, the keywords, phrases, and comments were swiftly transcribed to preserve the voices of study participants or informants.

To assess the depth of the material gleaned from an interview and to offer the participants the chance to express themselves on these themes, they were also asked to write a 2-paragraph essay on the difficulties they had encountered in teaching during the pandemic.

The essay was sent using their work emails. Giorgi's phenomenological approach, used in the Holroyd investigation, was employed in this study (2001). The phenomenological approach seeks to explain the meaning structures that develop from the subject of the experience. The data were discarded after the study. Three language teachers looked at each unique explanation of the data for inter-coder reliability, talked about where they were similar and where they were different, and then came up with overall themes.

Results and Discussion
Challenges the teachers faced throughout the pandemic

The following themes regarding how professors and instructors taught during the epidemic emerged from the phenomenologically unstructured in-depth interviews and thematic analysis.

Students' dissatisfaction with learning. The switch from the conventional classroom teaching approach to online education was initially undertaken gradually while maintaining the schedule. As a result of the lockdown during the pandemic, everything was switched to an entirely online system, which caused issues for the professors. Some courses were held online, and modules were delivered. According to the teachers, most of the students had demonstrated some unfavorable attitudes toward learning throughout the epidemic. Inattentiveness, lack of response, submission of unfinished work, academic dishonesty, tardiness, procrastination, and absenteeism were among these unfavorable attitudes. This entails that they do not pay attention in online classes, neglect to check their email, visit group chat, and respond to text messages, regularly miss class, disregard the deadlines, continually seek extensions, arrive late for class, and do not attend consistently. Academic apathy is one of the most alarming unfavorable student attitudes—the integrity with which the students approached their coursework, including essays, reflection papers, narrative reports, literary analyses, and research articles. The teachers found it challenging to determine if the students were the ones who created it due to

distance learning and a lack of plagiarism detection software to assess the originality of the students' efforts. These arguments are supported by the following:

"Because they are off-camera and on mute, it is difficult to determine whether the students are learning. During Zoom Meet, they turn off their cameras, saying that the connection is unstable." (Participant 1)

"I think that all the learning activities and assessments were not answered by the students alone. It is difficult to determine if it was the student who accomplished the tasks or their parents, siblings, and relatives. Even questions that need very practical answers are still copied and pasted from the net." (Participant 12)

"My frustration came from the fact that some of my students are abandoning school, such as by failing to turn in assignments, turning off their webcams, and neglecting to log on for class." (Participant 4)

The low financial circumstances of students contribute to these unfavorable attitudes. Some of the students have financial obligations and familial issues, as the participants revealed. Part-time students do exist. They lack the funds to purchase mobile data, cellphones, laptops, computers, or other technology. Because they must work in the morning or at night and their parents don't have any additional money to pay for their online education, the pupils find it difficult to concentrate at home.

The findings confirmed Male et al.'s (2020) findings that students dislike web-bbased learning and prefer to switch back to conventional teaching techniques. The teachers observed that the students' negative attitudes influenced their learning engagement, which led to their dropping and failing the course. According to Nasr et al. (2011), learners' perspectives even during classroom activities have an effect on their learning outcomes. Academic progress and student participation are closely related. Once students are aware of the emotional factors that can increase their engagement in a course, they can easily trust the learning process (Mahbub, 2020). Their views toward the learning process are more upbeat, the

better the results. Children's attitudes about learning are greatly influenced by their teachers. This can be accomplished by offering comprehensive educational materials, adequate and clear directions, and fair and simple evaluation procedures. In other words, the instructor can create instructional materials that are user-friendly, attractive, accurate, and thorough in terms of both presentation and content.

In addition, it's critical to provide feedback and assess student progress if you want them to come to class. According to the research by Gunlock (2014), student observation forms and student discussion forms showed that students demonstrated a better degree of motivation for learning, involvement in the classroom, and skill acquisition. Students were able to perform self-evaluations and peer assessments utilizing the feedback from the rubrics and target statements, which encouraged engagement and self-motivation. Students get more involved as a result and self-driven in their education, which enhances their capacity to master the required abilities. This illustrates that the learning outcomes are better the more frequently students participate in class. This is consistent with Karabyk's (2019) claim that increasing student achievement and student engagement are two important aspects of language learning. To improve student learning outcomes, it is crucial to figure out how to help students become more adept at self-evaluation as well as what we can do to support them as they transition from a defensive reaction to feedback to engagement and interest. As a result, teachers are urged to give feedback on students' work, distribute learning materials, return assignments and tests, remind students of deadlines, keep track of their contributions online or off, talk to parents about their children's progress, and include them in the orientation process.

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Health-related issues. Based on the participants' replies describing the health-related problems they encountered during the epidemic, an interesting finding was discovered. Teachers are now in an unpredictable and challenging situation as a result of the COVID-19 pandemic. The lockdown has accelerated the transition from traditional to online learning strategies, and relationships have been altered as a result of avoiding direct contact with others, which has implications for their mental and physical health. They reported feeling worn out, having eyestrain, body discomfort, tension, immunization anxiety, and concerns about contracting an infection. This indicates that teaching during pandemics negatively affects the faculty's physical and emotional wellbeing. It was depleting of energy, difficult, and laborious to prepare instructional materials, video-aided lessons, PowerPoints, summative exams, monitor student output and other course requirements, and attend many webinars. The increased workload caused by the lockdown has also been blamed for the observed higher levels of anxiety in instructors. These statements are corroborated by the following responses:

"IATF protocols have restricted our mobility to enter or cross borders to certain localities because some of us are not fully vaccinated. Personally, I kept on postponing getting vaccinated because of my fears and worries about the effects." (Participant 6)

"I experienced back pains and body pains because I needed to check a bulk of students' output. Added to that, the intensive preparation of 3–4 modules being assigned was so stressful and gave me a lot of pressure." (Participant 11)

"I cannot regularly monitor my students' output and check their submissions on time because of so many things I do. Same with the other faculty; they have many teaching loads and many designations. Overlapping of schedules and conflict of activities with so many webinars and Zoom meetings, I felt exhausted and drained." (Participant 15)

Exercise and physical activity may be able to help teachers at state universities and colleges lessen the detrimental impacts of the current crisis on their mental and physical health, based on earlier experiences. As it may help in the prevention of psychiatric or mood disorders (Kwan et al., 2012) and increase quality of life by minimizing the detrimental psychosocial effects of COVID-19 (Slimani and Associates, 2020), physical activity should be strongly encouraged. Studies show that instructors who work out more on their own or in their own time have better health both physically and mentally (Bogaert et al., 2014). Teachers should consider the value of physical activity to their general health and well-being while the school is on lockdown.

In summary, it is critical to encourage regular exercise at home and at school by adopting or improving physical health activities in order to prevent serious illnesses among instructors in future scenarios that are similar, like Zumba, sports activities, walking, and jogging in the afternoon. Additionally, there might be a need for improved management of how teaching loads are distributed, and professors with similar areas of expertise need to collaborate to create

online and offline consumable instructional resources.

Inaccessibility and a poor internet connection. Another problem brought up by the participants that affected the procedures of instruction and learning was the difficulty of connecting to the internet. The growth of numerous traditional and digital platforms, such as "Google, news programs, sources, recorded lectures, and internet media," helped to establish the new standard in education (UNESCO, 2020, as cited in Tria, 2020). Fish and Gill (2009) contend that mastering a variety of online and offline platforms will enable teachers to have distinctive and fulfilling educational experiences. Many teachers incorporate technology into their classrooms by using various social media platforms to provide high-quality instruction in the absence of conventional teaching techniques. However, both teachers and students face significant challenges due to the lack of internet connectivity, unpredictable signal, and poor internet connection. Their comments make this issue clear:

"One of the challenges I encountered was the students' internet connectivity, which sometimes hinders them from attending virtual classes, submitting outputs late, and accessing learning materials sent online. Also, if I am working at home, I cannot check the output of the students because I don't have internet." (Participant 14)

"In teaching other courses, the problem is attendance. Most of them do not have a stable internet connection. My students and I struggle with poor internet connections; others do not even have signals or gadgets for online classes. It is really frustrating on our part that the materials, especially the video lessons, cannot be viewed by the students. (Participant 1)

"Checking the students' output online, conducting research, and viewing the videos submitted by students requires a strong internet connection. We have an internet connection at school, but most of the time, the videos cannot be viewed right away; they are still loading. Perhaps during these times, faculty used the internet at the same time, which caused a slow connection." (Participant 9)

Despite the country's internet access having steadily improved over the preceding 10 years, the speed of the connectivity is still the largest challenge while utilizing a virtual social environment (Perreras, n.d., as referenced in Jamon et al., 2021). In comparison to other emerging nations in Asia, the Philippines continues to fall behind in terms of internet access, according to a study by Salac and Kim (2016, as referenced in Jamon et al., 2021). The online world has an incredibly huge ability to strengthen schooling, which is one of the cornerstones of sustained development. There are consequently more chances for learning both in and out of the lecture hall. It provides access to a wealth of information, knowledge, and educational resources. Online resources are used by both instructors and learners to organize lessons and increase their scope of understanding.

Appropriate instructional strategies backed by the net enable teachers to concentrate more on the needs of individual students while promoting group learning. This may help to overcome the academic inequalities experienced by women and girls. The use of the Internet by educational administrators lowers costs and raises standards in schools and colleges (Internet Society, 2017).

The primary factor for policymakers at the institution is an internet connection to support the delivery of teaching. And these funds shall be allocated appropriately by the national budget. Monthly cell phone cards could be given to instructors with a suitable budget, especially those who work from home and have comorbid conditions. Budgets should consider both the capital and operational costs of ownership. On the other hand, creating instructional materials could be seen as helping our students who are having trouble with their schoolwork because of inadequate internet connectivity. Before classes begin, they might be given out to the pupils. As a result, government funding is required to print modules for distribution to those who chose the modular learning modality.

Limited Flexible Learning Pedagogies. The restricted flexibility of the learning pedagogies gained by the instructors, particularly the freshly employed teachers, the part-timers, and the visiting lecturers, is another concern

that the faculty has encountered when teaching during pandemics. The demand for new conventional pedagogies and the requirement for teachers to be tech-savvy were discovered to be two subthemes. Participants admitted to having minimal understanding of and expertise in online education; some are unprepared technologically, untrained, have little familiarity with other online platforms, and only possess fundamental ICT abilities. These are backed up by the subsequent responses:

"I have difficulty interacting with my students online. I know some engaging activities and how to operate the computer, but I am not knowledgeable about what appropriate online tool I will use. "I have no experience with distance learning or online teaching." (Participant 15)

"In an evaluation that I conducted about my teaching, some commented that the online lectures and discussions are boring. I really have difficulty interacting with my students. because I do not have the ability to use the appropriate platform for online learning, and perhaps my knowledge is too basic that's why they are not excited anymore. So, I have this difficulty with how to make online classes engaging. (Participant 7)

"I do not know how to conduct authentic assessment or performance-based assessment using online tools. I am used to having them perform face-to-face. My knowledge of various e-learning applications, ICT, and other internet software and apps for online learning is limited. Thus, I kept on utilizing the same online tool in most of my activities." (Participant 2)

According to Hassan and Akbar (2020), university teachers had 87.70% less proficiency in technical ideas and operations, communication and teamwork, and digital citizenship, while they had 52.0% less proficiency in technological and engineering literacy abilities. It is one of the causes of the absence of functional computer laboratories at universities.

Students are drawn to using digital gadgets, the newest gear, and software because they provide an engaging learning environment that has a big impact on their academic progress. Students can customize technology because of its participatory nature. There are digital books and other literacy applications that alter the reading level and speed based on the responses of the students. This facilitates the ability to work with different students and ensure that those who are working alone are doing so in their zone of proximal development. When teachers use technology to help students create, students grow in their ability to be productive, literate individuals. It may be incredibly motivating for students to be in charge of their own computer literacy development. Apps can be used by students to ponder, plan, compile, produce, and share information (University of Texas Arlington, 2015).

As a result, the academic success of kids was significantly predicted by instructors' technology literacy. Based on the findings, the study suggests that institutions create digital labs, guaranteeing a vibrant environment, hire technologically savvy staff, and offer ancillary advantages to meet the expectations of 21st-century technical literacy for students' success. To further improve the ICT abilities of the faculty, particularly the newly employed instructors, part-timers, and visiting lecturers, a training course on the use of online tools may be offered once a year. To make this happen, the government must set aside money to pay for the faculty's professional growth.

Unavailability and/or Insufficiency of ICT Resources. Schools need laptops, tablets, and other technical equipment that is cleverly incorporated into the classroom environment to make the most of Internet-enabled learning. These require upkeep, upgrades, and cybersecurity. Lack of support for mobile data, software, and devices was one issue the faculty faced in the new normal, though. They claim there is no budget set aside for mobile data, which makes it difficult to build IMs and assessments if they are at home or there is a brownout. Additionally, not all professors received laptops, there was no cash allocated for communication expenses, there was a dearth of software, and computers and laptops are out-of-date. The following responses support such assertions:

"Part-timers and VL have no budget for mobile data. There's no communication allowance, and gadgets are provided to select faculty. I hope the administration may provide communication allowances or cell cards to the faculty." (Participant 13)

"I am struggling financially; thus, I cannot afford to buy a laptop. I envy other faculty who have their own laptops, which they could use at school and at home. Also, Deped provided their teachers with cell cards every week, but in our institution, there's no support for that." (Participant 4)

"In developing and revising the material, I cannot check if the material is free from grammar issues because the school has no subscription for grammar checks. Also, it's difficult to determine if the work submitted by the students is original because the school has no plagiarism checker." (Participant 8).

Two key topics emerged from a study by Munje and Jita (2020): (1) the value of ICT in teaching and learning; and (2) the effects of a shortage of ICT resources on teaching and learning. According to Padayachee (2017), a lack of ICT learning tools may affect the quality of education students receive, which may have an impact on their performance. Learning is more enjoyable when ICT tools are available and well utilized in the classroom because students are more engaged, motivated, and invested in what they are doing (Hilton, 2018, as cited in Munye and Jati, 2020).

The biggest barrier to teaching and learning continuity for academic institutions that have chosen online learning as a teaching modality can be technological challenges like internet access, especially in areas without signals. The alternative learning models should therefore be supported by a well-designed technological and logistical implementation plan during the pandemic (Edizon, 2020). Additionally, a supportive workplace improves instructors' performance and output. As a result, the administration may plan its approach to solving this problem. To ensure that professors are encouraged to perform their duties, the budget for purchasing laptops, computers, and software,

as well as the communication allowance, might be given more prominence.

Conclusion
Negative student attitudes, health-related problems, poor internet accessibility, a lack of flexible learning pedagogies, and the non-aavailability or scarcity of technological devices are all significant predictors of how well students will engage in and how well teachers will perform when delivering high-quality instruction during a pandemic. It has been determined that the difficulties faced by the faculty play a significant role in predicting how well student engagement and teachers' ability to deliver high-quality instruction during pandemics will fare.

Flexible learning is facilitated using cutting-edge, captivating, and interactive strategies and techniques, as well as by introducing faculty to the various online tools, software, applications, and platforms to accommodate different learning modalities and the growing integration of technology in student performance evaluation. The assessment process can be revitalized to become more adaptable and efficient at the same time by expanding our use of various technologies and tools that relate to assessment and feedback. To get the students excited about coming to class, feedback and supervision are also crucial.

The institution may also assist the faculty in developing the curriculum by holding workshops on how to improve the creation of printed and digital instructional materials, enhancing the preparation and review of instructional materials by submitting the material for external review and plagiarism check, enhancing connections with alumni and other agencies, and offering incentives to faculty who have copyrighted instructional materials. In addition to introducing the faculty to various online tools, software, applications, and platforms to cater to different modalities of learning, the institution may hold seminar workshops to provide the faculty with knowledge and skills on how to provide flexible delivery to the clientele through the use of innovative, engaging, and interactive strategies and techniques. The institution may also integrate technology into

assessing the students' performance to facilitate flexible learning. Teachers and instructional designers might think about implementing a plan for summative evaluation. The flexible learning committee may also hold training sessions to give faculty members the necessary tools for creating formative and summative exams that are pertinent to students' needs and consistent with learning objectives. As a last point, the conduct of a training program is designed to equip the faculty with the tools they will need to meet the challenges of the new normal.

Therefore, the government must allot enough money to modernize the facilities and internet connectivity to deliver online instruction, as well as to provide instructors with training and professional growth in online tools and pedagogy. It is possible to implement and sponsor a training program that will provide the faculty with the tools they need to meet the challenges of the new normal.

Acknowledgement

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