**TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES- MANILA** 

**Republic of the Philippines**

**COLLEGE OF INDUSTRIAL EDUCATION**

Covid 19 Pandemic Experiences:

Its Effect among IPT Students 2022

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**Abstract**

**Acknowledgement**

**Context and Rationale**

**Introduction**

This pandemic has certainly disputed and transformed the conduct of many aspects of teaching and learning. The physical restrictions are imposed to prevent the spread of the virus, many school activities need to continue as an essential part of students’ learning experience. One of which is the student teacher internships (IPT) In Campus Practice Teaching. Future educators can gain classroom experience, learn about instructional policy and administration, and be mentored by professionals in the field by participating in teacher internships.

In the Philippines, the Department of Education (DepEd) has adopted a distance learning modality to ensure continuity of learning, including technology and internet connectivity. This allows students to continue their education with remote setup via online / offline platforms, television and radio, and printed modules. Many universities and colleges have implemented flexible learning methods under the Commission on Higher Education (CHED). During and after the pandemic, significant changes in the learning environment are considered in such systems. Online Learning is one of those implemented system in education, as to why the Technological University of the Philippines is offering online classes from its different departments. The College of Industrial Education/Professional Industrial Education Department has a course for the Fourth-Year Student who’s taking Industrial Education course. IPT or the Practice Teaching is the real experience for the students under with the guidance of a competent supervisor. It is an opportunity for the education students to put their educational strategies and specific course material into actual test. The teaching-training curriculum is not enough for the students to confine themselves to discussions, observations, and reading. Students' teachers should be directly experienced in the handling of proper class. It gives them the opportunity to try out their ideas, which seem to be sound as evaluated by their supervising teacher.

Having understood the importance of the above discussions, the objective of this study is to assess the Covid 19 Pandemic Experiences: Its Effect among IPT Students 2022 to 4th Year College Industrial Arts Student of Technological University of the Philippines. This research study analyzed the survey responses gathered from the participants from the Technological University of the Philippines Manila to cover the focused of Covid 19 Pandemic Experiences of IPT Students. It is expected that the findings of this study will help to understand the experiences of IPT students while training for their profession in teaching on this pandemic and to in improving practice teaching preparation, comfort, knowledge, and enlightening the teaching-learning community on the best approach to online learning.

**Background of the Study**

According to UNESCO, 186 countries would have imposed nationwide closures by the end of April 2020, affecting 73.3 percent of all enrolled students (Education: From disruption to recovery, 2020). As a result of the entire lockdown, educational institutions have resorted to online techniques to assure students' learning continuity, as traditional face-to-face learning proved impossible in this unusual situation. School closures, on the other hand, may have an impact on students by disrupting teacher and student networks, resulting in poor performance. Bridge (2020) reported that, in order to reduce strain during the pandemic season, schools and universities are increasingly relying on educational technologies for student learning. As a result, the current study's goal is to design and evaluate a conceptual model of student satisfaction with online teaching during In Campus Practice Teaching, when both students and teachers have no other choice but to use the online platform for learning and teaching without interruption. The Online learning framework has become more popular as a versatile platform for learning and teaching activities (Salloum & Shaalan, 2018). Moore et al. (2011) define e-learning as a new paradigm of online learning that is built on information technology unlike to traditional education.

Understanding teaching starts from developing a viable concept of teaching that goes beyond analyzing teaching methods and describing various activities that go into the process. A working teacher then must know what teaching is since their concept of teaching guides their behavior. Their understanding of teaching serves as guide to all activities them and the learners will engage in. In other words, the patterns of behavior are determined by a teacher’s concept of their role. In the same way, one’s concept of teaching impacts their performance. Teaching is viewed as organized, purposeful and deliberate efforts designed to bring about certain desirable ends in an individual. Thus, understanding teaching starts from developing a viable concept of teaching that goes beyond analyzing teaching methods and describing various activities that go into the process. During the pandemic, the Philippine educational system, like that of other countries, had to make considerable changes in how it delivered educational instruction. Educational institutions were closed and converted to an online learning mode following the Philippine government's declaration of an intensified community quarantine in March 2020. Because of the country's unequal distribution of material resources, institutions who invested heavily in digital infrastructure and integrated technology into professional development programs were able to quickly move to emergency remote learning. Due to limited resources, however, public schools have had difficulty implementing distant learning programs. In response to the challenges of establishing online programs, schools were given the freedom to design their own teaching and learning schemes to meet the demands of a wide range of students (Tarrayo & Anudin, 2021).

The Commission on Higher Education (CHED) in the Philippines requires pre-service teachers (PSTs) to complete direct teaching as a final stage in which they gain experience teaching in actual classrooms. The CHED and the Department of Education (DepEd) issued Joint Memorandum Order No. 39 of 2005 to deliver quality education in the country, which included instructions on the deployment of student teachers (Department of Education, 2005). The internship experience allows PSTs to prepare courses, implement them in actual classes, and interact with more experienced instructors in improving topic knowledge and pedagogical skills for effective teaching in order to immerse recruits in the profession (Cobb et al., 2018; Selcuk & Yontem, 2019). This internship is a critical stage that requires PSTs to apply their learning and teaching skills gained during their teacher education program. This stage requires PSTs to relate theory to practice while performing various instructional responsibilities. One of the most important aspects of becoming a good teacher is gaining firsthand experience with the responsibilities and expectations of teaching (Mante-Estacio & Ugalingan, 2018). A teacher's daily responsibilities include managing classrooms, creating lessons, and evaluating students. PSTs are prompted to consider their immediate future professional and career goals as a result of these experiences. As they gain a more in-depth grasp of an actual classroom environment, the internship encourages the development of PSTs' beliefs and teacher identities. This classroom teaching empowers PSTs to shape and reshape their teaching and learning beliefs by allowing them to realize the realities of the teacher-student interaction (Borg, 2003).

Based on studies, the internship of student teachers was a difficult challenge for teacher education institutes because the internship was not possible (Cho & Clark-Gareca, 2020). While there are few studies that describe the internship during the pandemic, there are a few that are significant in this inquiry. Debrah et al. (2021) conducted semi-structured interviews with Ghanaian student teachers and discovered that online instruction is unproductive due to a lack of infrastructure, high internet data costs, and inadequate internet access. They also suggest that student satisfaction should be considered in course design, as well as assessment and evaluation measures, when measuring the success of online learning. Future teachers in Israel assisted practicing teachers in lesson design and practical teaching as part of a recruiting push during the pandemic. These experiences have formed their teacher identities and contributed to their professional development. Tutorials were also provided by college personnel to assist students (Donitsa-Schmidt & Ramot, 2020). In the United States, Kamhi-Stein et al. (2020) discovered that, despite some limitations, a mixed-reality software called Mursion was effective in substituting pre-service teachers' face-to-face practicum. Two research in Australia used virtual reality software for classroom simulations as well. The first is Ledger and Fischetti's (2020) investigation of 376 PSTs at two Australian universities. Participants discussed their experiences of conducting a 10-minute internship session through a virtual simulation classroom software using a self-efficacy questionnaire. The findings revealed an improvement in self-efficacy as well as benefits and drawbacks. The second study is a pilot study conducted by Sasaki et al. (2020) on 14 PSTs' experiences during a 15-minute virtual classroom instruction session. The pilot study demonstrated that virtual classroom software is a viable choice for teacher education, particularly in light of the new normal. Finally, Hadar et al. (2020) stated that curriculum designers should take into account social-emotional competency training in teacher education programs. Stress management, mindfulness, crisis management, and the utilization of digital platforms for educational support were all rated crucial.

**V. Innovation, Intervention, and Strategy**

This research will propose Covid 19 Pandemic Experiences intervention to studies include key findings from our analysis of students' responses, concrete next steps your institution can take in response to those findings, and opportunities for connecting with peers who are implementing innovative practices. Since the covid 19 disease spread, the world health organization declared that the outbreak of the serve acute respiratory syndrome coronavirus 2 (SARS-COV-2), which is the virus responsible for the corona virus disease 2019 (COVID-19), had reached the level of a global pandemic. The world had almost closed all schools and affected lives of more than a million students around the world. In response to the shutdown of schools worldwide, educational institutions adopted distance learning to ensure that students were still getting an education while the world continued to battle covid 19. This distance learning, which was often achieved through the use of various online resources, was quickly initiated at all academic levels with an uncertain duration. Although many higher education institutions were already familiar with online teaching platforms, most of the teachers and students were left with little to no information on how to transition form in-person teaching to distance learning. As a student or a being a IPT students, were also unprepared for the transition to online learning. There remains a lack of information currently available to fully understand the exact effects of distance learning, which spans more than one year for most students worldwide, on students. Previous studies have shown that the academic performance of children, has significantly decreased throughout the pandemic and that individuals with developmental skills are likely to stop their progress in improved skills. In addition to pointing out the well-documented opportunity and enrichment gaps that exist between high- and low-income student populations, COVID-19 made the socioeconomic healthcare disparities that are present in many parts of the world. that’s why, low-income students were less likely to be equipped with the conditions and resources that were necessary for them to succeed. These gaps, therefore, put low-income students even farther behind relative to their better-off peers. The "digital divide," which is the lack of access that some students and teachers have to the devices and internet services required for online learning, is the result of these opportunity gaps. Low-income pupils are less likely to be competent in digital software programs and computer-based training, in addition to not having the resources for online learning themselves. the students are also developed social and emotional skills in school that play an important part in their development. Some of the important aspects of school that contribute to the development of these skills include the relationships that children make with other students and their teachers, a sense of routine, and after-school activities that support their mental and emotional well-being. some of the students are also experienced sobering realities that they may not have otherwise encountered in their lives. For example, students witnessed their parents worrying about where their next meal or rent payment would come from. A considerable number of school-aged students also witnessed family members fearing that they or someone they love might be in danger of serious illness or death. Students who experienced protracted physical isolation from their peers, teachers, and families as a result of school closures. It is not unexpected that these limitations are having an impact on student's mental health. In fact, when the pandemic has passed, some of the students are more likely to have higher rates of anxiety and depression. The probability of these effects also rises when the length of isolation continues to grow and recur. strategies on how IPt students solved the effect of the covid 19 pandemic. Recognize that it's alright to feel what you're feeling. Feelings of grief, rage, frustration, worry, or all of the above are common during this hectic time. You have the right to express your feelings to others and to feel this way. It is also acceptable to sit through these feelings. Reach out to one of the agencies listed below for additional support if your feelings get so bad that you are unable to carry on with your typical activities. Maintain a routine. Start your day at about the same time each day. Set a goal for coursework to be completed for each morning and afternoon. Maintain adequate nutrition by eating three healthy meals per day; now is a great time to try new recipes! Try to get in at least one physical activity each day. It is very good for your mental health to get some fresh air and go on a walk, run, or bike ride. Maintain a healthy sleep routine. Maintain a regular sleeping routine. 7-9 hours per night should be the target. Reduce your evening screen time, and refrain from caffeine after midday. Relate to others. During this period of staying at home, it is simple to rapidly start feeling isolated from other people. Make an effort to maintain social connections by scheduling frequent phone or video chats with loved ones. Go on a break. Make time each day for yourself. Step away from the news and your homework and engage in a relaxing or reviving activity that you enjoy.

**VI. Action Research Questions**

**DITO PO ATA PAPASOK YUNG OBJECTIVES OF THE STUDY? THEN YUNG INSTRUMENTS OR RESEARCH QUESTIONNAIRE**

**Strongly agree, Agree, Strongly Disagree, Agree**

**Body**

1. I eat healthy and hearty foods to avoid such diseases/symptoms leading to covid 19 ?

2. I do exercise regularly not just to be fit but also to avoid diseases?

3. I sleep 7-9hrs to have a good overall health?

4. I am anxious whenever i get a minimum symptoms of covid 19?

5. I prioritize more my physical health than complying the school requirements?

**Spiritual**

1.My faith became firm during and after pandemic?

2. I joined in a bible study?

3. I've realized the shortness and beauty of life?

4. I read bible/quran in my leisure time?

5. I surround myself to a religious group?

**Mind**

1. When covid 19 arose my mind get sharpen?

2. when pandemic stroke, my critical thinking has been tested for the improvement of my overall health?

3. I have more positive thoughts than the negative one?

4. I practice meditation to have a healthy mind?

5. I read books, magazine, and textbook etc... To broaden my knowledge and to avoid deuteriation of my brain as well?

**School matters**

1.I can't practice well my verbal communication due to its current setting of education?

2.I can't practice well my nonverbal communication in practice teaching due to its current setting of education?

3. It's arduous to facilitate the class in practice teaching course due to its current mode of teaching and learning?

4. In practice teaching course, the student teacher and students relationship was not established well due to its current mode of teaching and learning?

5. I do still prevail in my profession against all odds?

**Action Research Methods**

1. **Participants and/or other Sources of Data**

**Study Design**

This research of the Covid 19 Pandemic Experiences: Its Effect among IPT Students 2022 of 4th-Year Industrial Arts Students from Technological University of the Philippines Manila Campus is assessed using a quantitative methodology with descriptive statistics. According to Nassaji (2015), the purpose of a descriptive study is to describe and characterize the phenomenon. Furthermore, according to Walliman (2011), descriptive research necessitates data collection observation. The research design is a comprehensive, precise, and clear plan for carrying out research. Data collection, analysis, and interpretation, according to Nazir (Nasution, 2004), are "all the activities necessary in the planning and execution of the study, from the preparation phase through the preparation stage of the report."

1. **Sample**

The researchers used the slovin formula and the roasoft calculator to calculate the number of forty-eight (48) respondents with a 0.01 margin of error and a 95 percent confidence level. The total number of 4th-Year Industrial Arts “section A” students from the Technological University of the Philippines Manila is 48. BSIE IA 4A had 32 girls and 16 for a total of forty-eight Industrial Arts students.

The total population of 4th-year BSIE-IA 4A students of TUP Manila 48 pupils.

n= N/(1+Ne²)

n= 48/(1+48×0.01²)

n= 48 ÷ 1.0048

***n= 47.7 or 48 sample respondents***

The researchers determined that quota sampling with a non-probability sampling approach was the best sampling strategy. This indicates that for the sample group, non-random elements of the population were selected, and not everybody in population has the same chance of selection. In response selection, schools, sex, gender, year level, and course all have a part. These groups are formed by the researcher based on their personal assessment. The Pengaruh management control system investigated factors influencing insurance service patronage using quota sampling (Garba J.S 2011).  (Muhammad S., 2020)

Quota samples are chosen by researchers because they allow them to sample a subgroup that is of particular interest to the study. This sort of sampling is suitable for studies that want to investigate a trait or a characteristic of a certain subgroup. It is also effective when conducting a survey that has a limited time frame, the research budget is low, or survey accuracy is not a concern.

1. **Data Gathering Methods**

**Data Gathering Tools**

The researchers employed a self-made survey questionnaire that specifically designed to collect data from the target respondent. The instrument will use to measure INDEPENDENT VARIABLE MAIN of the 4th-Year Industrial Arts students on their In Campus practice teaching in terms of their SUB INDEPENDENT VARIABLE or yung under niya. The survey questionnaire will consist of three (3) parts, the demographic profile of the respondents such as age, course, daily allowance and number of gadgets at home will appeared on the first part of the instrument. The second part will be the INDEPENDENT VARIABLE MAIN that will show how satisfied are the Industrial Arts students to their online In Campus Practice teaching. The third part will describe how Covid 19 impact? their teaching methods. Each part of the survey questionnaire has consisted of ten (10) research questions/statements excluding the first part. The survey will be conducted through google form and will be sent using different online platforms such as Microsoft Teams, Gmail and Facebook messenger.

**Data Gathering Procedures**

To be able to gather information needed for the study, the researchers formulated a pilot test for the twenty-five (25) students of target respondents with the validated research instruments of Dr. Celarta……………………

After testing the survey questionnaire scale's reliability using a Cronbach alpha, its internal consistency is acceptable at \*\*\*\*\*\*\* reliability. The researchers proceeded to send the survey questionnaire to the forty-eight (48) 4th-Year Industrial Arts students from Technological University of the Philippines - Manila using; Microsoft Teams, Gmail, and the Messenger app. The respondents are given enough time to answer the questions and statements with all honesty and accuracy. Before the retrieval procedure, the researchers made sure that all the items in the research instruments including the respondent’s demographic profile were completely answered by the target respondents. The data gathering was conducted in the month of December \*\*, 2022 and was completed in \*\*\*\*\*\* 2022. The gathered data will be checked, recorded, sorted, tabulated, and computed according to the statistical treatment of data.

**Statistical Treatment of Data**

The following statistical procedures were used to interpret the data gathered from the respondents of the study; Frequency and Percentage, Weighted Mean, and Likert Scale.

**Frequency and Percentage** – This will be used to determine the frequency counts and percentage distribution of the respondents personal related variables. The percentage formula will be used to ascertain the demographic profile of the respondents.

**Average Weighted Mean –** This will be used to assess the respondents’ personal profiles. Used to get the average or central value.

**Likert Scale** - A Likert Scale is a rating scale used to assess perceptions or points of view. This scale is utilized to ask respondents to rate items based on their level of agreement. The following Liker Scale serves as the guide for the interpreting the data gathered. Rating Scale; (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree.

**VIII. Discussion of Results and Reflection**

**IX. Action Plan**

**References**

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**XI. Financial Report**