**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 systems 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 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 focus 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 during this pandemic and 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 a guide to all activities they 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 distance 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 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 researchers 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.

**Objectives of the Study**

The current study intends to know and understand the effects of covid -19 pandemic to the experiences of IPT students in Technological University of the Philippines -Manila.

**Specific statement of the problem**

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:

a. Age

b. Sex

c. Device Availability

d. Area

2. What are the experiences of IPT students in the interaction in an online environment in terms of;

a. Lack of in - person communication

b. Limited interaction

3. What are the experiences of IPT students about their confidence in teaching?

a. Self-esteem

4. What are the experiences of the IPT students about the issue of technical difficulties in teaching process in terms of;

a. Lack of materials resources

b. Internet Connectivity

5. What are the experiences of IPT students in teaching process/methods in terms of;

a. Live Online Class

b. Pre - record Lectures

**Scope and Limitation of the Study**

This study aims to know and understand the effects of covid -19 pandemic to the experiences of IPT students in Technological University of the Philippines -Manila. It will be conducted at Technological University of the Philippines – Manila year 2022-2023 for the 4th-Year Bachelor of Science in Industrial Education Major in Industrial Arts. In this study, the researcher will use survey questionnaires through Google Forms to the Industrial Arts IPT students respondents in section A. The study will be limited to College of Industrial Arts, 4th yr. students. The other students which do not fall as part of this are not within the scope of this research.

**Significance of the Study**

The study will contribute to the knowledge in understanding the effects of Covid-19 pandemic to the experiences of IPT students in Technological University of the Philippines -Manila and will be beneficial to the following:

**To Technological University of the Philippines** – This study will give insights to the members and staff of the University on what the students experiences and the effect in IPT amidst the Covid 19. Also, on how they will make it much better than ever.

**To the future students of BSIE IA –** The study will give them the overview of the Experiences:Its Effect among IPT Students. If this affects their time of staying inside the University.

**To the future researchers** – The study will help and give an insight about the topic to other future researchers who are conducting similar studies.

**To the proponents** – The study will improve the proponent’s knowledge on the Experiences:Its Effect among IPT Students and will help the analysis studies recommended to the Technological University of the Philippines Manila Campus.

**V. Innovation, Intervention**

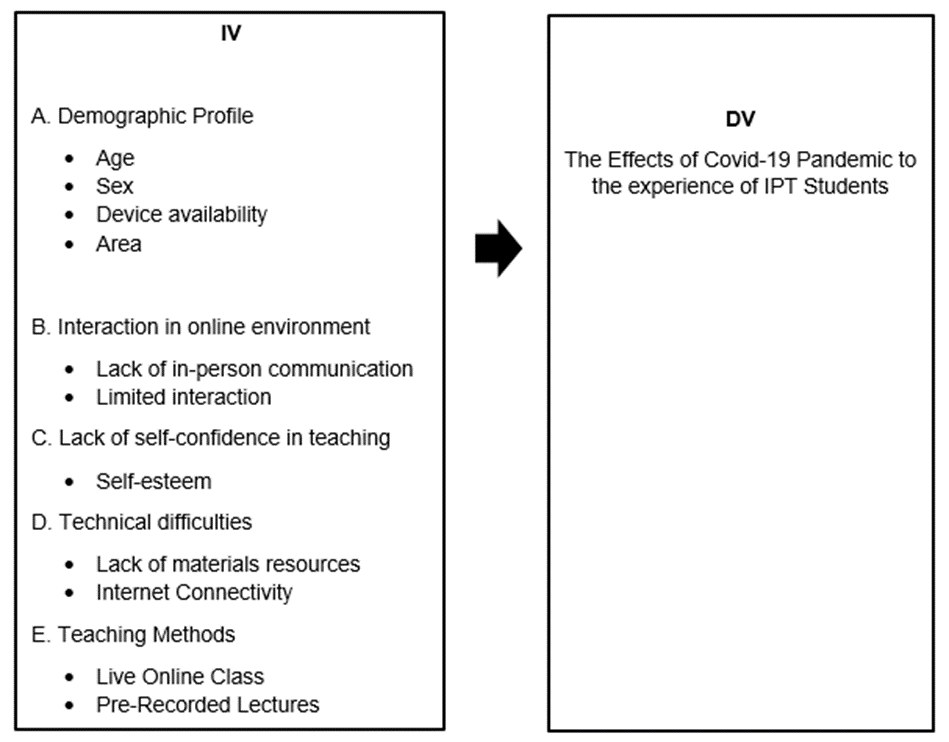
This research will propose the covid 19 pandemic experiences and its effect among the IPT students in technological university of the Philippines-manila. At this moment, Some students have shown that academic performance has drastically decreased throughout the epidemic and that those with developmental potential are likely to quit furthering their abilities. In addition to the opportunity and enrichment inequalities that exist between high- and low-income student groups, COVID19 has brought attention to the socioeconomic health care discrepancies that are present in many children. As a result, low-income students were less likely to have the conditions and resources necessary for their success. Therefore, these variations further separate low-income students from their more privileged peers. One result of these opportunity disparities is that some children and teachers do not have access to the Internet and computers are required for online learning. In addition to missing the resources for online learning, low-income students are less likely to be adept at computer-based training and digital software applications. Additionally, the students gained social and emotional competencies at school that are crucial to the formation of their routines, as well as through extracurricular activities that promote their mental and emotional health.

**Strategies**

In fact, when the pandemic has passed, some of the students are more likely to have higher rates of anxiety and depression. Recognize that it's alright to feel what you're feeling. You have the right to express your feelings to others and to feel this way. Reach out to one of the researchers listed below for additional support if your feelings get so bad that you are unable to carry on with your typical activities, Maintain a healthy sleep routine. Maintain a regular sleeping routine. During this period of staying at home.

**VI. Action Research Questions**

This study aims toassess the Covid 19 Pandemic Experiences: Its Effect among IPT Students 2022 to 4th Year College Industrial Arts Students 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 focus 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 in improving practice teaching preparation, comfort, knowledge, and enlightening the teaching-learning community on the best approach to online learning.



**Respondents Profile**

Guaranteed that the study will strictly perform ethical research practice.  The data and information you will provide will be used by the researchers for the research purpose ONLY.

**Part 1:** Respondent’s Demographic Profile

**Instructions:** Provide the following information.

Name (Optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sex: \_\_\_\_\_\_\_\_\_\_

Device availability: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 2:** Covid-19 Experiences in terms of; Interaction in Online Learning, Lack of Confidence in teaching, and Technical difficulties

**Instruction:** Put a check on the corresponding questions that suit you the best.

The researchers used a Likert scale which is a type of psychometric response scale in which responders specify their level of agreement to a statement typically in five points: *(5) Strongly Agree; (3) Neutral; (4) Agree; (2) Disagree; (1) Strongly Disagree.*

| **Indicators** | **Strongly**  **Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| --- | --- | --- | --- | --- | --- |
| **Lack of Interaction of in-person**  **communication** | | | | | |
| 1. It’s hard for me to communicate with my students in online setting. |  |  |  |  |  |
| 2. I find it difficult to monitor my students' progress. |  |  |  |  |  |
| 3. I know the weakness and strength of my students |  |  |  |  |  |
| 4. I listen to my students when they are speaking |  |  |  |  |  |
| 5. I make sure that my students are listening during my discussion |  |  |  |  |  |
| **Limited Interaction** | | | | | |
| 1. My students in class are not active nor participative |  |  |  |  |  |
| 2. During recitation time, there are no volunteers among the class |  |  |  |  |  |
| 3. I used a lot of ways to choose a student in class like using a roulette wheel or in alphabetical order |  |  |  |  |  |
| 4. As a student teacher, I utilized comment section to have at least an interaction. |  |  |  |  |  |
| 5. Prior to my discussion, I create a nice atmosphere and encouraged the students to participate |  |  |  |  |  |
| **Self-esteem** |  |  |  |  |  |
| 1. I portrayed a shy-type person in class |  |  |  |  |  |
| 2. I felt awkward whenever I speak/teach in class |  |  |  |  |  |
| 3. I am anxious to my quality of my voice |  |  |  |  |  |
| 4. I often stutter, when I am nervous during my discussion |  |  |  |  |  |
| 5. I am not well-prepared enough to discuss my topic (pre-demo or final demo) in class |  |  |  |  |  |
| **Lack of materials resources** |  |  |  |  |  |
| 1. I have limited resources for my discussion |  |  |  |  |  |
| 2. Its hard for me to get a reliable resources |  |  |  |  |  |
| 3. I tend to get information for my discussion on the internet |  |  |  |  |  |
| 4. I prefer to rely on the internet rather than to buy a book for my resources |  |  |  |  |  |
| 5. I don't have budget to buy a book for myself |  |  |  |  |  |
| **Internet Connectivity** | | | | | |
| 1. It is arduous for me to sustain my needs for data/Wi-Fi |  |  |  |  |  |
| 2. My Gadget/s is/are in a bad condition |  |  |  |  |  |
| 3. I lived in a place that has poor connectivity |  |  |  |  |  |
| 4. My data/Wi-Fi provider often have a disrupting issues |  |  |  |  |  |
| 5. I always have poor connectivity during my discussion |  |  |  |  |  |

**Part 3:** Effects in Teaching Method

**Instruction:** Put a check on the corresponding questions that suit you the best.

The researchers used a Likert scale which is a type of psychometric response scale in which responders specify their level of agreement to a statement typically in five points: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

|  | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Stronger Disagree** |
| --- | --- | --- | --- | --- | --- |
| **Live Online Class** | | | | | |
| 1. My students are more productive during live online classes |  |  |  |  |  |
| 2. I can keep track of my students' learning by using interactive reactions in live online classes. |  |  |  |  |  |
| 3. Live online classes helps me acknowledge and know my student’s participation on class. |  |  |  |  |  |
| 4. I prefer the live lectures so my students can ask/clarity the question they have for my lesson. |  |  |  |  |  |
| 5. I enjoy live online discussion during my IPT, because it improves my communication skills |  |  |  |  |  |
| **Pre-Recorded Video Lectures** | | | | | |
| 1. I prefer pre-recorded video lectures because it's convenient on my schedule and can also benefit my student in re-thinking and reorganizing their thoughts about the lesson. |  |  |  |  |  |
| 2. Pre-recorded video lectures makes me look confident on my discussions. |  |  |  |  |  |
| 3. I prefer pre-recorded lectures because it's not hassle in terms of technical problems like lagging and internet connection. |  |  |  |  |  |
| 4. I prefer the pre-recorded lectures so my students can replay the video presentation anytime they need to. |  |  |  |  |  |
| 5. I enjoy making pre-recorded video lectures because its time wise and efficient for both student and us. |  |  |  |  |  |

**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 females and 16 males 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 was specifically designed to collect data from the target respondent. The instrument will be used to measure the effects of COVID-19 Pandemic to the experience of 4th-Year Industrial Arts students on their In Campus practice teaching in terms of their Interaction in online environment, lack of self-confidence in teaching, technical difficulties and teaching methods. The survey questionnaire will consist of three (3) parts, the demographic profile of the respondents such as age, section, sex, device availability, and area that will appear on the first part of the instrument. The second part will be the interaction in the online environment, lack of self-confidence in teaching, that will show how they are as an Industrial Arts students to their online In Campus Practice teaching. The third part will describe how Covid 19 effect their technical difficulties and 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. Cristina Celarta the course facilitator of In Campus Practice Teaching (IPT) of the researchers. After testing the survey questionnaire scale's reliability using a Cronbach alpha, its internal consistency is acceptable at 0.7666261 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 28, 2022 and was completed in January 5, 2023. 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 Likert 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.

1. **Ethical Issues**

**Ethical Considerations**

The protection of survey respondents through the application of appropriate ethical principles is important in all research studies. Various ethical considerations are considered when performing the study. Respect for the study participants is the first and most essential ethical consideration that is observed in this study. It's because the study's participants serve as a foundation for various ethical principles. Based on this ethical consideration, it is the right of the participants to be treated as human beings who have the right to be respected in a significant manner. In general, participants are not only a means of gathering data. Another ethical aspect used in the study is the participants' free choice to engage in the survey and informed permission. They were required to fill out a consent form before being granted permission to answer a survey. This form includes information regarding the motive of the study and what participation contains. In addition, they are given total discretion over how they choose to engage in the academic process. In addition, the completed survey form informs the respondent that the researcher intends to record the information obtained through the Google forms and that they have been given permission to participate in this process. Additionally, they are given the power to inquire to guarantee the effectiveness and accuracy of the study. Consequently, it can be claimed that the research honored everyone's choice of whether to engage in the study.

**VIII. Discussion of Results and Reflection**

**Discussion of Results and Reflections**

This section presents and analyzes and interprets the data gathered through an online

survey of selected fourth-year industrial arts students from Technological University of the Philippines A.Y 2022-2023 on how covid 19 experiences affects IPT Students.

Covid 19 virus was spread worldwide, and many establishments, including schools, decided to close to avoid the virus. The government decided to continue the academic year by implementing online classes. Students and teachers have a huge adjustment to this new implementation that can affect their academic performance. The table below shows how covid 19 experience can affect for the 4th year IPT Students

This section presents the finding and the discussion of research study Covid 19 Pandemic Experiences: Its Effect among IPT Students 2022 of the Fourth year Industrial Arts student at Technological University of the Philippines Manila. There are four sections including the Age, Sex, Device availability, and Area.

***Table 1. Frequency and Percentage Distribution of the Respondents’ Profile***

| **Characteristics f %** |
| --- |
| **Age** |
| 0-12 years old 0 0%  0-13 years old 0 0%  19-59 years old 48 100%  60 years above 0 0% |
| **Sex** |
| Male 15 31.25%  Female 33 68.75% |
| **Device Availability** |
| Cellphone/Smartphone 37 77.08%  Laptop 11 22.92%  Desktop 0 0%  Others 0 0% |
| **Area** |
| Rural 9 18.25%  Urban 39 81.25% |

***Table 1. Frequency and Percentage Distribution of the Respondents’ Profile***

This table shows the frequency and percentage of the Demographic profile of Fourth year Industrial Students here at Technological University of the Philippines Manila, and for the Age 19-59 years old students from TUP manila who are taking the higher percentage (100%) while in Sex, Male got 31.25% together with Female who got 68.75% and now we are going to the Device availability and Cellphone/Smartphone who have the hughes percentage of students who are using their availability in gadgets and this percentage have 77.08% to be followed by laptop with 22.92% and desktop and others device who got 0%. Lastly, for the area of the respondents many of them who answered rural with 81.25% and rural with 18.25% and this survey gathered by the Industrial Arts students at Technological University of the Philippines Manila

**Table 2. *The Mean and Standard Deviation of Covid-19 Experiences in terms of; Interaction in Online Learning, Lack of Confidence in teaching, and technical difficulties***

| **Statement** | **M** | **VI** | **SD** |
| --- | --- | --- | --- |
| **Interaction in Online Learning** | | |  |
| **1. It’s hard for me to communicate with my students in online setting.** | **3.35** | **MA** | **0.66** |
| **2. I find it difficult to monitor my students' progress.** | **3.60** | **A** | **0.93** |
| **3. I find it difficult to monitor my students' progress..** | **3.52** | **A** | **0.82** |
| **4. I listen to my students when they are speaking.** | **4.25** | **A** | **0.69** |
| **5. I make sure that my students are listening during my discussion.** | **4.31** | **A** | **0.65** |
| **Limited Interaction** | | |  |
| **1. My students in class are not active nor participative.** | **3.35** | **MA** | **0.93** |
| **2. During recitation time, there are no volunteers among the class.** | **3.43** | **MA** | **0.96** |
| **3. I used a lot of ways to choose a student in class like using a roulette wheel or in alphabetical order.** | **3.83** | **A** | **0.72** |
| **4. As a student teacher, I utilized comment section to have at least an interaction.** | **4.12** | **A** | **0.63** |
| **5. Prior to my discussion, I create a nice atmosphere and encouraged the students to participate.** | **4.14** | **A** | **0.68** |
| **Lack of Confidence in teaching: *Self-esteem*** | | | |
| **1. I portrayed a shy-type person in class.** | **3.18** | **MA** | **0.95** |
| **2. I felt awkward whenever I speak/teach in class.** | **3.16** | **MA** | **0.97** |
| **3. I'm anxious about the quality of my voice.** | **3.54** | **A** | **0.84** |
| **4. I often stutter, when I am nervous during my discussion.** | **3.68** | **A** | **0.74** |
| **5. I am not well-prepared enough to discuss my topic (pre-demo or final demo) in class.** | **3.00** | **MA** | **1.09** |
| **Technical difficulties: Lack of materials resources** | | | |
| **1. I have limited resources for my discussion.** | **3.62** | **A** | **0.84** |
| **2. Its hard for me to get a reliable resources.** | **3.52** | **A** | **1.05** |
| **3. I tend to get information for my discussion on the internet.** | **3.97** | **A** | **0.78** |
| **4. I prefer to rely on the internet rather than buy a book for my resources.** | **3.70** | **A** | **0.96** |
| **5. I don't have budget to buy a book for myself.** | **3.64** | **A** | **0.81** |
| ***Internet Connectivity*** | | | |
| **1. It is arduous for me to sustain my needs for data/Wi-Fi.** | **3.56** | **A** | **0.71** |
| **2. My Gadget/s is/are in a bad condition.** | **3.20** | **MA** | **1.05** |
| **3. I lived in a place that has poor connectivity.** | **3.10** | **MA** | **0.99** |
| **4. My data/Wi-Fi provider often have a disrupting issues.** | **3.56** | **A** | **0.79** |
| **5. I always have poor connectivity during my discussion.** | **3.27** | **MA** | **1.02** |
| **Legends**  **M= Mean**  **VI= Visual Interpretation**  **SD= Standard deviation** | | | |

***Table 2. The Mean and Standard Deviation of Covid-19 Experiences in terms of; Interaction in Online Learning, Lack of Confidence in teaching, and technical difficulties.***

As stated in Table 2 shows the covid 19 experiences of fourth-year industrial arts students in terms of *Interaction in Online Learning.* Most respondents answer Agree (A) that during in-campus teaching they have different difficulties and experiences while interacting with online learning. As the results, the total mean of this table was 3.08 while the standard deviation is 0.45 which implies experiencing covid 19 has an effect on IPT Students. While limited interaction 47 of the respondents answered Agree (A) That they have limited interaction while conducting online teaching. The total mean for this limited interaction was 3.88 while the standard deviation was 0.47 That can show the limited interaction for the IPT students who experience online learning. Additionally, respondents also experienced for having a lack of confidence in teaching majority of the respondents answered Agree (A) for having a lack of confidence while teaching, the total mean was 3.31 while the total standard deviation was 0.72 Which means they agreed that the effect of covid 19 experience can affect for the confidence of the respondents in teaching. Since the online class was already implemented, we also use technology or gadgets as our tools in the online class, but the 4th year students were also experiencing technical difficulties while attending online classes, majority of the respondents answered Agree (A) by experiencing technical difficulties the total mean was 3.69 while the standard deviation was 0.70 Which means the respondents experienced technical difficulties in the online class. In terms of Internet Connectivity a large percentage of the students Agree (A) that they experience internet connectivity in an online class similar to how they experience technical difficulties. As the results, the total mean was 3.34 while the standard deviation was 0.71 internet interruption has a huge effect on the online class that can affect IPT students while having in-campus practice teaching.

***Table 3. The Mean and Standard Deviation of Covid-19 Experiences in terms of; Effect in teaching Method***

| **Statement** | **M** | **VI** | **SD** |
| --- | --- | --- | --- |
| ***Live online class*** | | |  |
| **1. My students are more productive during live online classes** | **3.5** | **M** | **0.79** |
| **2. I can keep track of my students' learning by using interactive reactions in live online classes.** | **3.70** | **A** | **0.71** |
| **3. Live online classes helps me acknowledge and know my student’s participation on class.** | **3.77** | **A** | **0.75** |
| **4. I prefer the live lectures so my students can ask/clarity the question they have for my lesson.** | **3.93** | **A** | **0.75** |
| **5. I enjoy live online discussion during my IPT, because it improves my communication skills** | **3.93** | **A** | **0.69** |
| ***Pre-Recorded Video Lectures*** | | |  |
| **1. I prefer pre-recorded video lectures because it's convenient on my schedule and can also benefit my student in re-thinking and reorganizing their thoughts about the lesson.** | **3.85** | **A** | **0.74** |
| **2. Pre-recorded video lectures makes me look confident on my discussions.** | **3.91** | **A** | **0.70** |
| **3. I prefer pre-recorded lectures because it's not hassle in terms of technical problems like lagging and internet connection.** | **4** | **A** | **0.74** |
| **4. I prefer the pre-recorded lectures so my students can replay the video presentation anytime they need to.** | **4** | **A** | **0.65** |
| **5. I enjoy making pre-recorded video lectures because its time wise and efficient for both student and us.** | **3.89** | **A** | **0.72** |
| **Legends**  **M= Mean**  **VI= Visual Interpretation**  **SD= Standard deviation** | | | |

**IX. Action Plan**

**References**

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**XI. Financial Report**