



RESEARCH ARTICLE

LIVED EXPERIENCES OF CSU STUDENTS IN THE CONDUCT OF ASYNCHRONOUS AND SYNCHRONOUS TEACHING MODALITY IN SOCIAL SCIENCE

*Villahermosa, Nizza L.

Caraga State University, Ampayon, Butuan City Philippines

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ABSTRACT

This study aims to study the lived experiences of CSU students in the conduct of asynchronous and synchronous teaching modalities in Social Science courses. The respondents of this study are students enrolled in the subjects, including Ethics, Life, and Works of Rizal, and Readings in Philippine History, in the 2nd semester, AY 2021-2022, in Caraga State University-Ampayon, Butuan City, who have synchronous and asynchronous classes. Based on the findings, six themes emerged namely: challenges, adjustments, interventions, academic supports, good experiences, and other supports. The lived experiences and challenges of CSU students in the conduct of synchronous and asynchronous Social Science have six components: technical preparation, the readiness of instructional materials, teaching delivery from the point of view of students, parent support, social aspect, and mental health, and faculty preparation. The academic support availed among students have six components: institutional support, logistic support, technical support, faculty support, and monitoring and evaluation. Hence, academic supports are support given to the students based on their experiences and challenges shared. The students' lived experiences in synchronous classes are centered on social interactions among themselves. However, their challenges are centered on the medium of instruction and academic sources. In contrast, asynchronous courses have a minor theme in which students have different experiences. Thus, lived experiences of student help are more apparent in asynchronous where the class is not in session and the students are free to discuss themselves. Moreover, this encourages collaborative activities in the classroom setup and provides socialization among the students. Feedback from the faculty is pressed on students' performance and revisiting the objective in the syllabi is highly recommended.

INTRODUCTION

Experiences in online learning teaching-learning modalities teach both the instructor/professor and students to adjust to the situations brought about by the pandemic. The instructor/professor conducted the online classes through synchronous and asynchronous teaching modalities to deliver quality education to the students. Consequently, this study aims to investigate the Lived Experiences among CSU students in the conduct of synchronous and asynchronous modalities in teaching Social Sciences subjects. Learning not only happens in the four corners of the classroom, the chalk and board, and the desk, but this delivers from a far away through the advancement of the technology where health safety is vague. According to Liu (2017), interactive e-learning is essential because it impacts student learning outcomes, engagement, and satisfaction. Online interaction significantly affects the students when they are engaged in classes. Regarding invigorating students' interests, asynchronous environments grant students the freedom to spare and download lecture materials and to watch and audit the contents at their paces online or offline (Raymond, Atsumbe, Okwori, Jebba, 2016).

Thus, the lecture materials are uploaded to the Learning Management System (LMS) by default. Creating quality online courses in synchronous and asynchronous formats will improve students' learning experiences (Sharon Berry, 2017). In addition, quality education is delivered in both synchronous and asynchronous classes for the student's development. According to Ahmad Reza Lotfi and Sayed Mir Hossein Hosseini Pozveh (2019), synchronous and asynchronous teaching functioned superior to specific approaches. There are many studies on asynchronous and synchronous learning in different fields like Chemistry, higher-order thinking skills, communication, Industrial Engineering, cooperative learning, word processing, E- language learning, anaphora, communication technologies, and community, but not in teaching modality in Social Science which is identified as the gap of the study. The highlight of the study focuses on the courses, namely: Ethics, Readings in Philippine History, and Life and Works of Rizal in Caraga State University-Main. The investment theory of Hatcher, Prus, Kryter, and Fitzgerald illustrated the students' satisfaction with their behavior with academic performance from an investment point of view. Thus, students perceive their time, energy, and effort as investments and seek a return. In short, students will satisfy if they are rewarded in connection with the investment they made.

THEORETICAL FRAMEWORK: Teaching social science subjects through synchronous and asynchronous modalities has various implications for CSU students. Thus, social science help people recognize the importance of history, how to connect with the social world-how to control rules and regulations, expand networks, increase government responsibility, and advocate democracy.

The theoretical framework for this study is from the theory of learning known as the connectivism learning theory. The connectivism learning theory was from George Siemens at the University of Manitoba in December 2004 and is called the "Learning Theory for the Digital Age." According to Raymond, Atsumbe, Okwori, and Jebba, 2016, the implications of connectivism theory on synchronous and asynchronous instruction can be summarized into the following: students should be given ample time to revisit topics to strengthen retention and enhance their school performance to promote active learning, instructor/Professor should provide a break between the classes on any e-learning platform, and instructor/Professor should use short words as memory cues on the lecture materials uploaded in the LMS. As a result, connectivism learning theory encourages collaboration and allows different perspectives to support problem-solving, decisions, and a sense of information while using digital technology. The second is stimulus-response (behaviorism). Behaviorism theory highlights the student's behavior. It is from the positivist worldview of cause and effect. In a simple word, the action resulted in a reaction. Frequent feedback through e-learning assessment tools, PowerPoint presentations, and activities in online classes convey helpful information. Lastly, the social capital theory in education is defined as the intangible resources embedded within interpersonal relationships or social institutions. Thus, Coleman (2015) argued that the educational expectation, norms, and responsibility within a family or a community are essential social capital that can impact parental participation and investment, affecting academic success.

Lived Experiences in synchronous and asynchronous teaching in Social Science courses in terms of:

- Technical Preparation
- Readiness of Instructional Materials
- Teachig Delivery in the Point of View of the Students
- Parent Support
- Social aspect and Mental Health
- Faculty Preparation
- Challenges encountered by among the students in terms of:
- Technical Preparation
- Readiness of Instructional Materials
- Teachig Delivery in the Point of View of the Students
- Parent Support
- Social aspect and Mental Health
- Faculty Preparation

Academic Support availed among student to ensure its effectiveness perceived by the students in terms of:

- Institutional Support

- Technical Support
- Faculty Support
- Monitoring and Evaluation

Proposed Intervention

SCHEMATIC DIAGRAM

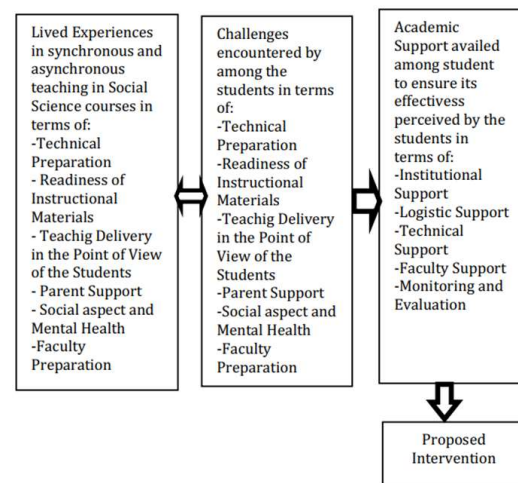


Figure 1. Schematic Diagram of the Study

Figure 1 Schematic diagram of the study shows students' experiences and challenges in synchronous and asynchronous teaching modalities in terms of technical preparation, the readiness of instructional materials, teaching delivery, parent support, social aspect, and mental health and faculty preparation as the independent variable as seen in the first and second box. The two boxes could be intertwined as the students encounter this during their online learning-teaching process. Moreover, the third box is the academic support availed by the students to ensure its effectiveness as perceived by the students in terms of institutional support, logistic support, technical support, faculty support, and monitoring and evaluation as the dependent variable. These are the supports given to the students based on their shared experiences and challenges in online modalities. Consequently, an intervention scheme is proposed based on the study's findings to the lived experiences of CSU students and additional proposed intervention from the academe to fully support the students' challenges.

STATEMENT OF THE PROBLEM

This study investigates the lived experiences in synchronous and asynchronous teaching and learning modalities. Specifically, it seeks to answer the following questions;

What is the Lived Experiences of CSU student in the conduct of synchronous and asynchronous teaching in Social Science courses in terms of:

- Technical preparation;
- Readiness of instructional materials;
- Teaching delivery from the point of view of the students;
- Parent support;
- Social aspect and mental health; and
- Faculty preparation

What challenges are encountered among CSU students in synchronous and asynchronous teaching in Social Science courses in terms of:

- Technical preparation;
- Readiness of instructional materials;
- Teaching delivery from the point of view of the students;
- Parent support;
- Social aspect and mental health; and
- Faculty preparation as perceived by the students

What are the various academic support availed among CSU students to ensure synchronous and asynchronous teaching and learning effectiveness as perceived by the students?

- Institutional support;
- Logistic support;
- Technical support;
- Faculty support; and
- Monitoring and evaluation

What intervention scheme can be proposed based on the study's findings?

SCOPE AND LIMITATION OF THE STUDY

The study was conducted at Caraga State University-Ampayon Campus. Specifically, the study is focused on the College of Humanities and Social Sciences (CHaSS) under the Humanities Division of the Department of Communication and Humanities. The study focuses on the students enrolled in Ethics, Readings in Philippine History, and Life and Works of Rizal in the second semester, Academic Year 2021-2022.

RELATED LITERATURE

After the researcher's comprehensive and detailed search, this chapter introduces the related literature and studies. These include the ideas, finished thesis, generalization, and relevant study in synchronous and asynchronous teaching modalities, which are similar to the present study.

Foreign

Students and instructors/professors conducted the teaching-learning process through a different online modality. Online courses are sometimes categorized as synchronous and asynchronous classes (Shoepe et al., 2020). Synchronous classes are defined as online learning in which the instructor/professor conducts online classes for the students during the class schedule. Furthermore, Berry (2017) concluded that in a learning environment, students work with peers, instructors, and staff to learn collaboratively and care for each other in pursuing academic, social, and emotional goals” (p.2). Indeed, people show empathy and are willing to extend their hands to save others experiencing difficulties during the covid19 pandemic. Nonetheless, asynchronous classes refer to online learning with no fixed schedule. The instructor/professor uploads the activities, videos, and Powerpoint to the Learning Management System, which students can access anytime. Besides, asynchronous distance learning offers flexibility as students do not have to be online simultaneously, and they can self-pace their studies (Hrastinski, 2008; Pang & Jen, 2018).

Therefore, the asynchronous online environment offers more opportunities for students to develop meaningful learning (Lowenthal, Dunlap, & Snelson, 2017). They have enough time to think and plan their activities, giving them better performance. Also, Howard Gardner (2011) stated challenges in any educational system that provides the same pedagogical design, i.e., duplicate content and method of teaching to all students. Thus, it measures the students' multiple intelligences and must consider the instructor/professor Planning the lessons ahead of time ensures the delivery of the teaching and learning process and requires less time and less data consumption.

Local: Online learning aims to facilitate the teaching of the students. University of Santo Tomas (2020) has opted to continue with synchronous and asynchronous online classes and a flexible grading of students' outputs and assessments. Besides, it gives students a sense of support from the university they enrolled in and a way of helping them to stay safe while learning. Ali (2020) recommended that teachers and students have ample support as long as the education sector is engaged. The curriculum and content of the learning module are well-defined and personalized, technological limitations are acknowledged, and user-friendly and enjoyable materials are present. All online academic tools and materials are organized and accessible via the university's learning management system (LMS), AnimoSpace (De La Salle University, 2020b). It helps the students summarize the lesson in 30 seconds and what they have learned based on the tasks. Also, the Philippines's Department of Education (DepEd) Secretary, Leonor Briones, said that education must continue even in times of predicament, whether calamity, catastrophe, emergency, quarantine, or even war, Department of Education (2020). The students' learning must continue and be available at all times as this gives them knowledge and contributes to their well-being. The Philippine Commission on Higher Education (CHED), on the other hand, advised HEIs to continue the deployment of available instruction and different alternative modes of learning instead of on-campus learning, Commission on Higher Education (2020). Villarin (2020) ADMU has postponed synchronous online classes but pursued asynchronous online education so that all students can learn and study in their own comfortable space. Daniel (2016) states that this kind of learning, both synchronous and asynchronous, gives students more freedom to participate in education actively. Also, hearing students explain based on the topics proves that they are ready to learn and accept feedback on their works.

RESEARCH DESIGN

This study is a qualitative research design using phenomenology as the method. This study used the phenomenological study of Creswell and Creswell (2018) to describe the phenomenon of students' lived experiences in their social science subject using synchronous and asynchronous modalities. In addition, Davidson (2013) states that phenomenological research seeks to answer the research question descriptively through interviews or observation of those closest to the phenomenon.

RESEARCH LOCALE

The study was conducted at Caraga State University-Ampayon, Butuan City, which focuses on the College of Humanities and

Social Sciences under the Department of Communication and Humanities, the Humanities Division.



Figure 2. Caraga State University-Main

RESEARCH PARTICIPANTS

The participants were students who enrolled in the second semester, the academic year 2021-2022, in the Ethics, Readings in Philippine History, and Life and Works of Rizal. The criterion for the participants was enrolled in Ethics, Readings in the Philippine History and Life and Works of Rizal in the second-semester academic year 2021-2022. Only 8 participants were picked as representatives for each course. The Humanities Division Coordinator identified those instructors/professors who conducted asynchronous and synchronous teaching modalities in Social Science. Once the participants were identified, an email was sent to them with the Informed Consent Form that includes a description of the research study, research procedures, risks, benefits of participation in the survey, and the participants' rights, and protection of confidentiality. Students who signed the consent form became participants in the study and received details about the interview process and procedures and a copy of the Interview Protocol. Online discussions with the participants concluded when all of the questions were already answered, including the sub-questions, and the information received from the participants began to be redundant. At this point, 24 participants from the three courses had been interviewed.

Table 1. Distribution of Research Participants

Courses	No. of Participants (Students)		Total
	Synchronous learning	Asynchronous learning	
Ethics	4	4	8
Readings in Philippine History	4	4	8
Life and Works of Rizal	4	4	8

RESEARCH INSTRUMENT

In this study, the researcher used open-ended questions. The emphasis of the open-ended questions technique is used to understand the lived experiences of asynchronous and synchronous teaching modalities in Social Science.

According to Susan Farrell (2016), open-ended questions allow the researcher to find more than they anticipate from key informants. Open-ended questions will enable the researcher to get insights into all the students' experiences on the topic. The researcher played the role of a listener, where she facilitated the participants' answers, and follow-up questions were given based on their responses.

DATA GATHERING PROCEDURE

A letter of request to conduct the study was prepared. Letter request for approval was sent to the Office of the Vice President of Academic Affairs, to the Dean and Department Chairperson of the College of Humanities and Social Science. After the letter was approved, the researcher conducted a virtual interview with the participants via Zoom. Initially, the focus group discussion was conducted through online discussion. Then, there were follow-up questions to explore any issues that participants wanted to share. It was clarified that the researcher was there to learn from them and their experiences and assure them that the information they shared in the focus group discussion was anonymous. Also, the researcher asked the participants to refrain from discussing any particular stories that have been shared during the focus group with others – "what is said in the focus group discussion stays in the group." The researcher hoped to create an environment where the participants felt comfortable enough to explore the similarities and differences of the different perspectives of their lived experiences in asynchronous and synchronous teaching modalities as honestly and openly as possible. Speaking with participants emphasizes the individuals who contribute to expanding the researcher's understanding and precise insights and reducing potential bias (Cossham, A. & Johanson, G., 2019). Participants were reminded that the session would be recorded and transcribed verbatim. At the end of the focus group discussion, participants will be asked if there are any issues they deemed necessary that had not been discussed or any problems they would like to know more about (from the instructors/professors and the learning management system (LMS).

ETHICAL CONSIDERATION

Before the focus group discussion, each participant was asked to read and sign a consent form. Focus group discussions were recorded and transcribed verbatim. The researcher assigned each participant a fictitious name to observe confidentiality. All participants were informed that their participation is voluntary and they have the right to withdraw from the process. As a matter of course, focus group discussions begin by letting the participants know that they were not expected to self-disclose beyond their comfort level. The goal is to provide the participants in the study with a safe space to discuss their lived experiences of asynchronous and synchronous teaching modalities.

DATA ANALYSIS

The researcher used the phenomenological approach of Creswell and Creswell (2018). This process includes the five steps in conducting a qualitative research study of which the phenomenological approach is most widely used. First is the transcription; online records will be reviewed several times, searching for trends in the participants' responses. The second

the interviews significant to the study. The third is coding; the codes applied are keywords used to manage text and are considered an essential part of qualitative research (Linneberg, M. & Korsgaard, S., 2019). Fourth is deducing categories; the data will then be analyzed, categorized, and organized into themes and sub-themes that emerged through the coding process. Fifth is identifying common themes and making interpretations; the themes combined are assigned a specific code accordingly. This stage will be involved interpreting the data by identifying any reoccurring themes throughout and highlighting any similarities and differences in the data. Last is maintaining a reflective journal; the final step involves data verification; this process checks the validity of understanding by rechecking the recorded codes until integrated and refining the data until themes are solidified.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data gathered in the study, the results of the interview, and a discussion on the accumulated themes for each modality: synchronous and asynchronous. The data presented was solely on the experiences and challenges of the participants. Thus, it represents the few individuals from a large scale of students who experiences synchronous and asynchronous during this present time and in the future.

Table 2 Profile of Participants

Lived experiences of CSU students in the conduct of

FGD Participants	Method of Data Gathering	Codename	Synchronous	Asynchronous	Total Number of Participants
Ethics Students	FGD	ETH#	4	4	8
Readings in the Philippine History students	FGD	RPH#	4	4	8
Life and Works of Rizal students	FGD	LWR#	4	4	8

Lived experiences of CSU students in the conduct of synchronous and asynchronous teaching in Social Science courses: The experiences of the selected CSU students can be categorized into six organizing themes out of the generated codes from the online interview. These are the challenges, adjustments, interventions, academic support, good experiences, and other support in synchronous and asynchronous modalities.

Technical Preparation

Theme 1: Challenges

The first theme talks about the challenges faced by the students. A handful of the respondents shared that they had different experiences during synchronous and asynchronous teaching in terms of technical preparation. Technical preparation includes the ability of the students to create documents, navigate the online platforms and download files. Thus, online users need technical skills for them to survive this online class modality. However, many academic institutions have not prepared for the pandemic and not all professionals are familiar with the features of the computer. According to the study of Bereb and Muilenburga (2018) that technical preparation in the academe is one of the factors that concern the participants as they perceive barriers to online learning due to their lack of technical skills or the unfamiliarity with online learning tools. Here are some of the experiences of the participants.

“An instructor that doesn’t know how to use meetings platforms that will allow the students to enter the meeting rooms.”LWR#3 (Synchronous)

“Our instructor used asynchronous because he did not know how to use Zoom and Google Meet.”RPH#1 (Asynchronous)

Based on the phrases, teachers are willing to conduct an online discussion to deliver the learning to the students but because of the lack of technical skills in using the online platform, they were not able to perform well their duties. Hence, this would affect the quality of education that students need for their career path.

Readiness of Instructional Materials

Theme 2: Intervention

The second theme is intervention that students believe should be looked upon. Intervention is the actions taken based on the problems or challenges they encountered. The instructional materials are the materials used by the teachers to deliver the content of the course. As Dela Cruz (2019) study showed that inadequate use or utilization of instructional materials in the teaching process negates the objectives of the topic or learning. Teacher who does not use or give effort to instructional materials hide in the cover of none supply of the teaching-learning process.

“They are sufficient but for me they are not complete, so I do some thinking, or questioning on issues. What I did is I do research and watch some documentaries on certain issues.”LWR#3 (Asynchronous)

“They would only submit the modules all the activities right as the midterms draw near. Thus, it is hard for us because we haven’t learned these lessons yet since the lectures weren’t given yet and then and there is a deadline already imposed.”LWR#1 (Synchronous)

The instructional materials in the field of education are used to motivate and encourage the learners to study things around them. Thus, an intervention from the chairperson is needed to address such concern to revisit all the activities uploaded in the Learning Management System and monitor to the task of the instructor as teacher in the field of education.

Teaching Delivery in the Point of View of the Students

Theme: 3 Adjustments

There were a few but huge adjustments—the third organizing theme—that they had to practice and take into hard mentality during the first few weeks of online classes. Adjustments are the changes the participants encountered that led to a comfortable situation. Recent research in online learning identifies that the adjustment for students experience becoming a competent and confident in online learning: self-identify, role of instructor, course design and advanced technology, (Burkle

and Cleveland-Innes, 2020). These are some of the experienced of the participants about their adjustment in teaching delivery of their teachers.

*“There are unexpected quizzes and you may never know when.”*RPH#2 (Synchronous)

*“To learn different techniques on how to study alone or effective ways to study to learn the lessons that were given by the professors.”*ETH#2 (Asynchronous)

“I do have extra research or extra exploration on the internet.” LWR#3 (Asynchronous)

“It is positive in a way that it makes students strive hard to learn the lessons.” RPH#1 (Asynchronous)

Of course, they had to get used to the different online approaches used by their teachers and they had to get used to alternative learning materials that were primarily online based. Also, some students shared that they started studying in advance, and their time schedules felt new but intricate, to the point they had to set multiple alarms.

Social and Mental Health

Theme 4: Good Experience

On the other hand, some shared that synchronous and asynchronous learning helped them learn at their own pace, making them feel less pressured than attending face-to-face classes. Good experience is a boundless or immeasurable experience despite the individual's challenges. In the social and mental health experienced of the participants fall into as good experience. As stated by Kwaske and McLennan (2021) that social interaction in online learning within students can lead to increased students' engagement in the activities, motivation, and help increased student performance. Some are the participants' claims about good experience.

*“I became more empathetic. I know that people have different circumstances and difficulties”*ETH#1 (Synchronous)

“I experience more productive and progressive activities.” LWR#3 (Synchronous)

“I still consider this modality, still effective and efficient for me.” LWR#3 (Asynchronous)

“I have realized: Number one, there is discipline here at home.” ETH#2 (Asynchronous)

*“We are not all the same in case of learnings. We need to be more helpful.”*RPH#1 (Asynchronous)

In this very difficult situation, students practice their social life through extending their help towards other and more understanding of the situation that not everyone is in the same boat. Hence, students were able to feel more productive in their work, and the shared empathy propagated a fruitful student interaction, which is all explained in the third organizing theme. It is widely documented that student support is important for overcoming barriers they experience in learning and ensuring engagement, motivation and success in online learning modalities (Rotar; Muljana and Luo, 2019).

Faculty Preparation

Theme 5: Academic Support

Since many of the students are struggling in a different way, it is only necessary that the teachers should all-out support the experiences faced by their students in the academe. The fifth organizing theme explains the faculty preparation in their support of their student's needs. Education for All can only be realized if every classroom is equipped with a highly effective, trained, and skilled teacher. The accessibility of all around preparation in an online learning, inspired educators, supporting and continuous learning situations are among the elements that prompt powerful teaching and positive learning results (Mackrin, 2021).

“I have an instructor that is very active.” LWR#1 (Synchronous)

*“I can learn my lessons beforehand, even before synchronous class. I have an idea before the instructor discusses.”*LWR#3 (Synchronous)

“I am not pressured with my instructors, because they set the time more than enough to accomplish the tasks.” LWR#3 (Asynchronous)

“It is flexible that students can access materials in their own time.” RPH#1 (Asynchronous)

Students shared that they are very thankful to their active instructors for giving feedback after submitting their requirements. In addition, they are less pressured by the setup because it is flexible on advantage on the part of students since they have a lot of school works to answer and scheduled the time when it is convenient on their part.

Parent Support

Theme 6: Other Support

Other support, which is explained under the sixth organizing theme, namely: emotional, family, financial, and spiritual support. Other support is the support the participants received from their families and university to increase their mental well-being. Hungi and Mahuro (2016) found that parent's participation through committing their time and resources to the education of their children impart a big role in motivating and encouraging students to improve their academic stand. Here is the transcription of the participant, which affirms the claims.

*“First one is financial support. Whenever I ran out of money, they were there to help me. But mostly, I use my own money to aid my needs in online classes since I also have an allowance from my work. Emotional support. They always tell me that I could do it. It means a lot to me. Spiritual support from myself and from my family. Because I feel like all of these happens for a reason.”*RPH#4 (Synchronous)

They shared that they commonly received such experiences from their parents. Also, students shared that they root their motivation by giving themselves their support. Such support signifies that this encourages the students to be more positive in life, be courageous to face any challenges they may experience

along the way and if unnecessary things happen during their journey, parents are the savior to explain things that may be vague and supports them through good times and bad times.

Challenges encountered among CSU students in synchronous and asynchronous teaching in Social Science:

The challenges during synchronous and asynchronous classes refer to the totality of experiences that involve the challenges of the dynamic encountered by the CSU students in terms of technical preparation, the readiness of instructional materials, teaching delivery from the point of view of the students, parent support, social aspect, and mental health, and faculty preparation as perceived by the students in overcoming such problems both in the synchronous, asynchronous class setting.

Technical Preparation

Theme 1: Challenges

It can be said that the participants faced more challenges during synchronous and asynchronous modalities. Technical preparation is defined as the ability to create files using different documents, use processing program, operate the internet and download different software. Users may face technical difficulties and problems which hinder and slow down their teaching and learning process in online modalities (Favale et al., 2020). These are the phrases that affirm the challenges the participants encountered.

“In minor subject like RPH, at first difficult to navigate in LMS. Difficult to locate the activities.”RPH#4 (Synchronous)

“In LMS, there was an orientation before using the LMS but when I open the LMS it is a confusing because I was afraid to click the wrong feature.”LWR#4 (Asynchronous)

In both cases, students shared that an orientation conducted before online classes was implemented but still it is hard for them to navigate the computer because of a lack of confidence that they may click a wrong feature in the LMS which may lead to deleting all the files in the LMS. In addition, according to the participants it was hard to access these materials whenever they experienced a weak internet connection. Moreover, a professor will not meet any of the students. The students relayed their sentiments that it exhausted them, promoted their laziness, became more complacent, and announced their procrastination habits. Hence, these challenges gave additional challenges to the students in their learning process.

Readiness of Instructional Materials

Theme 2: Intervention

Given this support and academic backing, the students expressed the following interventions. The readiness of instructional materials is some of the challenges of the students that should need interventions to check if the objectives were achieved. Instructional materials are tools used in education that is important in increasing student achievements and exploring the knowledge independently as well as providing repetition (Hizon, 2018).

“Things that thrive us including Youtube and we thank them for having materials from it. We rely on those things to have more learning.”RPH#1 (Synchronous)

“The students are not motivated in history subject and the videos are not entertaining, they are hard to understand.”LWR#4 (Asynchronous)

As mentioned in synchronous classes, students were able to appreciate the videos on Youtube because it gives them additional information after conducting synchronous while in asynchronous, it gives students were unmotivated to watch the video because it is boring and entertaining. No follow-up discussion from the teacher, hard to communicate, and the teacher also is unmotivated to teach the subject. Furthermore, students said that asynchronous learning is challenging because it was hard to interact with their instructors; hence, their lack of guidance made it hard for some students to learn the lessons provided by their professors. In addition, a student complained that a professor gave them so many asynchronous activities that it felt like they were only doing the requirements to pass the subject and not learning from any of the activities they conducted.

Teaching Delivery from the Point of View of the Students

Theme 3: Adjustments

The students learned how to be more disciplined. Teaching delivery in online settings is a big adjustment for both students and teachers. The limited teaching delivery of the teachers and the changes to how students learn may impact students' learning process, style, and the possible effect on their preparedness for future practice (Kumar, A., Sarkar, M., Davis, E. et al. 2021). These are some of the phrases of the participants who had challenges in terms of the teaching delivery of their teachers. “We need activities and discussions to be implemented in such a way so as to attract students. We need those activities that need a little bit of pressure and challenge.”RPH#1 (Asynchronous)

There are also instructors who are not good at delivering concepts, and we just have to deal with it.” RPH#4 (Synchronous)

Not all teachers are into the online teaching approach because they still have that practice in the traditional way. Students are not challenged or attracted to the files uploaded because for them there is no motivation for the teaching delivery of the teachers. Also, teachers are struggling with how to teach the lessons online since it requires also technical skills on how to navigate the computer plus the internet connection as shared by the students that weak internet connection is one of their challenges during their classes.

Social and Mental Health

Theme 4: Good Experience

Some students share that they root their motivation by giving themselves their support. The students explain that they are primarily on their own in the learning modality. Good experience is a boundless or immeasurable experience despite the individual's challenges. Social and mental health fall into good experience in the theme. Hence, they can only rely most of the time on themselves, which became helpful in their academic challenges. Outside the online learning environment, students explore in-person social interaction that fell them better and build their self-confidence (Hennessey, 2022).

*"Sometime we laugh at our struggles to lighten the mood and motivate our classmates who are also struggling because it gives us the feel that we are not alone. We most likely forget the difficulty in the activity."*RPH#1 (Asynchronous)

"They're really approachable. I would get help from them most of the time. They are not selfish, they are reminded about deadlines and are really approachable."ETH#2 (Synchronous)
The students shared that they try to have fruitful interactions with their classmates as possible. They practice this by helping each other out. A student shared that whenever a professor has an announcement or a reply to a class inquiry, they will immediately transfer the news in their group chats so that everyone is notified.

Faculty Preparation as Perceived by the Students

Theme: 5 Academic Support

As for the academic support which talks about the faculty preparation in support of synchronous and asynchronous learning, the students shared that some are lucky enough to have active instructors who give feedback as soon as they receive the finished requirements or need to inquire or clarify academic concerns. As stated by the Ecole Globale International Girl's School (2021) that if teachers lack planning in their teaching career, then it will lead to failure. Good teachers are over-prepared, thinking about the next topic, and are continuing the state of preparing and planning.

*"This sem is very challenging but a blessing because they are active. The old professors struggles sometimes but still try their best to give us updates."*RPH#3 (Synchronous)

*"They are also friendly and reply promptly to our inquiries. They are very easy to approach and in every session, they always make their presence felt and announces that they are providing a new video and lesson. They are very active in replying with regard to our inquiries."*RPH#1 (Asynchronous)

"I have instructor who submitted report good for one sem. After the submission of report, as a student, I have loss motivation to attend the class and I admitted it that I become complaisant." RPH#3 (Asynchronous)

Aside from friendly and accommodating instructors, who are a big help for the students to understand their struggles and challenges but still they are teachers who are uploading all their files all throughout the semester without thinking about the learning of the students. Besides, updates and active instructors are very well appreciated, and a blessing as mentioned by the participants. A simple act of kindness and actions are seen by the students because they can feel that the more teachers engage in the learning of the students the more they understand their challenges in their studies.

Parental Support

Theme: 6 Other Support

The students' other support comes from their families, specifically financial support, mental support, moral support, and spiritual support. These parents support gives students a good vibe in the sense that they are motivated to study the lessons and answers their schoolwork because their family is there. Likewise, Borup, Stevens, and Wlaters' (2015)

investigation showed that parental engagement to the online learning of the child in school instruction found parents working to help the student's perseverance, control and focus to the study, time management skills and holistic online guidance through online learning activities.

*"My family they support me all out in my online class. They took out my household chores because I was busy and currently at fourth year, was bit of hectic and a lot of requirements."*LWR#3 (Synchronous)

*"They support me financially, spiritually and mentally. The support helped me survive another year in college."*RPH#1 (Asynchronous)

Such support is vital in moulding students personality and characters. Parent are the role model of their children. Knowing that parent are their to support their child development through ups and down is a big help for them to continue on what they are doing is right. If failure may exist, parents are still their to encourage them to stand and fight for your dreams because no one will help an individual but their self alone.

Various Academic Support Availed among CSU students to ensure Synchronous and Asynchronous teaching and Learning Effectiveness as Perceived by the Students

Institutional Support

Theme: Academic Support

The entire success of an institution depends on how the administrations design their actions according to their decision making. The institution is providing the needs of the faculty and students to continue the learning process through virtual discussions. According to Monika (2018) institutional support is significant factor for the successful implementation of any educational sector. These are the shared experience of the participants which they talks about the institution support to the teaching delivery.

*"In the third year, they established the LMS. It was the one that the University implemented to ensure asynchronous learning."*LWR#1 (Asynchronous)

*"Last year the University President announce that attendance in synchronous meetings will no longer be required at all due to the needs of students that have to be met. Random mental health break 2-3 days rest from classes."*LWR#3 (Synchronous)

In addition, the Learning Management System that the university provided paved the way for a convenient platform for professors to post tasks in an organized manner for students to access. Moreover, the students also shared that the Mental Health Break that they get helped them ease the stress caused by online learning, with the addition that the ease of attendance requirement lessens the hassle that they have to encounter when they get a bad internet connection on the day of a synchronous class.

Logistic Support

Theme: Adjustment

With global problems experienced around the world, the logistic support has become the heart of the supply chain. This

helps students to stay in their homes because the University is coordinating on every barangay of the CSU students where they live. Logistics is an important component of supply chain management. It involves the planning, designing, carrying out and delivering goods, services, information from the origin place to the point of consumption (Michigan State University, 2022). This could lower costs and increase productivity to boost performance. Here is the transcription of participants which talks about logistic support.

“If I remember it right, my teacher shared that the university have this cue in every barangay for the students to copy the files or module from their different barangay to lessen the burden in financial but I think it was not last long because of travel restriction.” RPH#1 (Synchronous)

This is one of the examples of the institutional support to boost the academic performance of the students. This will not only help the performance of the students but also helps the parent to lessen the cost of fare for the student’s expenses in school.

Technical Support

Theme: Challenges

Students shared their different experiences and challenges about the technical issues on how to manage or use the LMS. The technical skills is significant in virtual learning especially you are facing computers, laptop or mobile for the teaching-learning process. To answer the concerns of the students, an orientation was conducted by the University for the Students to be familiar with the LMS. In addition, during college orientation, every college includes the tutorial on how to navigate the LMS for them to refresh their knowledge. Technical support is a form of customer communication to the system use to help the students to get the most out of their learnings (MacDonald 2021).

“In LMS, there was an orientation before using the LMS but when I open the LMS it is a confusing because I was afraid to click the wrong feature.” LWR#4 (Asynchronous)

Indeed, this Learning Management System orientation provides the students to be confident on using the system and to refresh their knowledge every now and then.

Faculty Support

Theme: Good Experience: On the part of the students, they experienced that their instructors are active and friendly to them. They can easily ask them if they have inquiries and concern. In synchronous classes, their teachers recorded the synchronous for them to be able to go back the recorded files if they forgot the explanation and for those who were not able to attend, they can replay the video. Faculty influence student’s experiences in college through interaction that contributes to students’ performance and well-being because of the emotional engagement (Summers, Wilson and Wright, 2020).

“There are recorded videos that I can browse so I have resources to return to during synchronous.” LWR#3 (Synchronous) *“They are also friendly and replies promptly with our inquiries.”* RPH#1 (Asynchronous) *“I admire student-teacher interactions in the synchronous meetings that we have.”* RPH#4 (Synchronous)

The teachers are the heart and blood of the institution. They are

school promises to the students. Also, the teacher’s passion hard work, perseverance and interactions helps uphold the reputation of the institution.

Monitoring and Evaluation

Theme: Intervention

To monitor the performance of the teachers, personnel evaluation system is conducted every end of the semester. This is the key of the students to open their grades for that specific semester. With this, the chairperson can have the knowledge on what the teachers are doing in their classes. This will solve the problems of the students about interactive instructors and those who did not answer student’s inquiries and concerns. Monitoring and evaluation ensures that the information gathered can be a basis for questions and answered accordingly. This would help in providing a source of information from the students to show the teacher’s progress in the school (Miller, 2017).

“We have PES evaluation for our instructor. We evaluate the instructor’s performance.” ETH#2 (Asynchronous)

Hence, the evaluation of the instructors provides data that seeks to check if the teacher is working on the task and ensuring that learning is delivered to students.

Intervention Scheme Based on Findings

In examining the findings on the life experiences that could be intervened, it was shown that the intervention could be placed both at the challenges in the synchronous and asynchronous classes. Furthermore, figure 3 below is the proposed teaching monitoring flow for synchronous and asynchronous modalities to the Humanities Division to strengthen the synchronous modalities, especially for students who have difficulty expressing their queries and questions about the topic online discussion. This also helps the students who could not attend their online class discussion. While in asynchronous classes, this is a big help for students who want to ask questions, especially if they cannot understand the topics from the files sent by the instructors. Students and instructors may post their questions in the forum, and both are allowed to answer the questions posted. These platforms are open to all students enrolled in the different courses. With this, students and instructors are helping one another who are struggling and facing the challenges during this difficult time.

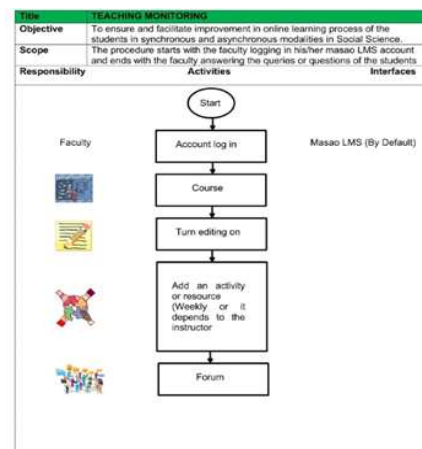


Figure 3. Teaching Monitoring Flow for Synchronous and

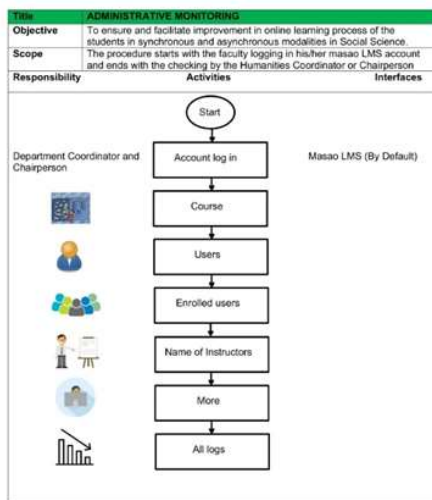


Figure 4 Administrative Monitoring Flow for Synchronous and Asynchronous Modalities

Figure 4 is the administrative monitoring flow where the Humanities Division and Chairperson monitor the instructors to check the instructor's activities in Masao LMS.

SUMMARY

CONCLUSION AND RECOMMENDATION

The lived experiences and challenges of the students vary from synchronous and asynchronous classes. While it is true that both of these classes are done online over the internet, the challenges to both are unique and distinct from one another because both are different methods of teaching online. Students are present with their teachers and students in a virtual setting in synchronous classes. Experiences appear as crucial concepts for understanding the participants' perspectives, thus enhancing the knowledge of the social aspect of the participants and the psychological factors (Forum Qualitative Sozialforschung, 2017). In addition, they can easily ask for assistance from their instructor even beyond the courses because they understand the situation and understand that students and instructors/professors are struggling in these online modalities. Aparajeya (2016) states that communication barriers in the four corners of the classroom certainly make the situation for the students challenging to get the most out experience of their education. Thus, it is recommended that this be thoroughly researched in another study. To facilitate an adequate experience in synchronous and asynchronous classes and to mitigate the challenges in both types of classes, the following recommendations are submitted by the researcher:

Synchronous Class

In synchronous classes, during long sessions, academic breaks or mental health breaks offer the students with reasonable breaks in between and create class schedules that are not tightly fit with one another. Moreover, regular breaks throughout the university increase productivity for the students and provide them chances to develop creativity skills and social skills (Terada, 2018). Digital literacy is the ability of an individual to use technology to find resources, create content, and communicate with the students effectively, Maraville University (2022). It is exceptionally significant to be an influential instructor/professor to be digitally literate in these

geographical handicaps in internet connectivity can go for their online classes.

Asynchronous Class

In asynchronous classes, continuous monitoring is needed for the instructor/professor to execute their tasks well and provide the quality education the students deserve. According to Sing (2022), feedback can help students build their self-confidence, self-awareness, and enthusiasm for learning. It provides students with feedback that help them enhance their school performance in the academe or the fieldwork. Provide a grievance procedure for students who cannot reach out to the faculty so that this incident will not be repeated in the following semester. Extend the guidance counseling services for students who need their mental health and motivation. As Victoria State Government (2022) stated, mental health refers to a person's well-being where people can meet their full potential, cope with the stress they experience, and be connected to community and friends again.

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