Embracing A New World: The Learning Experiences of Students in the "New Normal" Education

Jomar S. Gatchalian[1]*, Rossinie T. Pasco[2], Jennica L. Camo[3], Rose Ann S. Alcoriza[4],
Allan M. Manaloto[5], Jerome D.R Gabriel[6]
[1,6]* San Roque National High School, Paombong, Bulacan, Philippines
[2,3,4,5] Bulacan State University, City of Malolos, Bulacan, Philippines
*Corresponding author email: gatchalianjomar2@gmail.com

Abstract

Aim: This study aimed to explore the lived experiences of Bachelor of Technology and Livelihood Education (BTLEd) students in new normal education. It also described participants' recommendations for better learning and survival in the new normal education system.

Methods: A descriptive phenomenological research design was used in the study. Data were gathered from 20 participants at different year levels from the Bachelor of Technology and Livelihood Education Program. It was collected through individual, semi-structured interviews with the main question, "Tell me your learning experiences in new normal education." It utilized the phenomenological analysis method of Colaizzi (1978).

Results: Findings revealed major themes, which included: (1) Abrupt Transition of Education System; (2) Unfiltered Experiences: Faces of New Normal Education ;(3) Learning Routine: The Educational Pattern of the Students and (4) Enlightening the Path: Enriching the Students in New Normal Education, and minor themes of the 2nd, specifically: (a) The Roller Coaster Adventure in the New Normal; and (b) Wiping Off: Dealing with the Challenges. Minor themes of the 3rd, specifically: (a) Learning Routines of Students Before, During, and After Online Class.

Conclusion: The abrupt transition from face-to-face to new normal education created an unforeseen setting that resulted in negative experiences for participants who faced various challenges. Along with that, positive experiences emerged as they learned to cope with the current situation. To deal with the changes, students have developed a diverse learning routine to balance their responsibility as students and as part of their families.

Keywords: New Normal Education, BTLEd students, Learning Routine, Descriptive Phenomenology, Education

INTRODUCTION

Before the pandemic, the instructor moderated and regulated the flow of information and knowledge in the traditional classroom and taught the students face-to-face (Top Hat, 2020). Students attend school to learn and connect with their peers and teachers. However, as COVID-19 spread worldwide by March 13, 61 countries from Africa, the Middle East, Asia, North America, South America, and Europe beyond China announced or implemented school and university closures (UNESCO, 2020). According to Simbulan (2020), all non-essential business establishments, schools and universities, public transportation facilities, and malls, among others, were ordered to close during the lockdown. Despite the pandemic, academic departments are attempting to find solutions to this difficult issue. As a result of this dilemma, many teachers have supported online education as a remedy (UNESCO, 2020). As the Philippines' Department of Education (DepEd) Secretary, Leonor Briones quipped, "Education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war" (Department of Education, 2020). The Philippines' Commission on Higher Education (CHED), on the other hand, advised HEIs to continue the "deployment of available flexible learning and other alternative modes of delivery in lieu of on-campus learning" (Commission on Higher Education, 2020). That is why they exercised other alternatives, and the usual solution was to have online learning or classes, as the technology is relevant and accessible.

According to Monica (2015), learning routines are "the consistent inclinations and activities that one exhibits during the process of learning knowledge." The process is well-planned, and it has a pattern of behavior to employ on

Thank you for embracing the culture of research with us!

a regular and consistent basis to complete particular daily classroom activities. As the pandemic changed the educational system, the new normal began to be implemented. Therefore, the student's learning routines were adjusted (Trung et al., 2020). According to Hinampas (2021), the new normal is an online learning platform designed especially for students in public and private schools. It is an online-based alternative learning method that seeks to be responsive and valuable to students throughout the extended community quarantine (ECQ) time. As part of the new normal, the Department of Education created the Basic Education – Learning Continuity Plan (BE-LCP) to safeguard students, instructors, and personnel's health and safety from the pandemic. The program intended to deliver high-quality online learning through the use of digital self-learning modules, radio, television, and the internet (Enicola, 2021). In addition, online learning has served as an alternative way to educate every student and sustain the education system at all levels. Therefore, students can interact with numerous individuals independently to attain their learning objectives through online learning (Hwang et al., 2020) and allowed students to pursue their schooling even during the pandemic.

In the implementation of virtual or online classes, the Internet was not available to all students. Even instructors have limited access to it, especially if the location in which they are located has a sluggish or non-existent internet connection (Guadalquiver, 2020). According to Assistance and Care for At-Risk Youth (ACAY) Missions Philippines (2020), some students in rural areas traveled a few kilometers to receive an internet signal. The Philippines has one of, if not the slowest internet connections in ASEAN (Barriers, 2020). And the truth is that smartphones are not accessible to all students (Angkarini, 2021). Therefore, the new normal for them was not easy due to the problems and issues they encountered.

According to the preceding literature, the logical progression was to know about the BTLEd students' life experiences amid the pandemic. The importance of such an investigation was threefold: to explain the participants' various experiences to recognize both successful occurrences and obstacles, with the goal of improving practice and directing needs, add to the existing evidence on the experiences of BTLEd students in the new normal setting in a State University in Bulacan; and provide critical recommendations that may be used to advise and enlighten teachers, school leaders, policymakers, and administration in the field of practice..

Research Questions

The purpose of this study was to explore the experiences of participants in the field of learning. The central question of the study was: "What are the learning experiences of students in a new normal education? It also explored the supporting question: "What are the learning routines engaged by the participants in this time of the pandemic"?

METHODS

Research Design

This The study used qualitative technique, specifically descriptive phenomenological research design. In this design, the researcher can analyze the insights, perspectives, understandings, and sentiments of those who have experienced or lived the phenomenon (Creswell & Creswell, 2018). Using the phenomenological process, knowledge is learned by experience, and the researcher explains participants' experiences in a specific situation (Manyam & Panjwani, 2019). The study of how phenomena are experienced is the focus of descriptive phenomenology, which was aligned with the present study. The researchers described the actual and complete experiences of the participants. Transcendental subjectivity is a stage in Husserl's transcendental phenomenology (also known as the descriptive method) in which "the impact of the researcher on the inquiry is continually appraised, and prejudices and preconceptions neutralized, such that they do not affect the object of research" (Lopez & Willis, 2004). The researchers must remain objective and not allow personal preferences to influence the descriptions provided by the subjects (Davidsen, 2013). To rigorously engage in transcendental phenomenology, regardless of approach, the researcher must be careful in his or her bracketing work just so the researcher's subjectivity does not influence data processing and interpretation (Neubauer et al., 2019).

Population and Sampling

The study participants were twenty (20) college students (data saturation achieved) with a Bachelor of Technology and Livelihood Education degree, random year level, and currently enrolled in school year 2021-2022 in a state university in Bulacan. Pseudonyms were assigned to them for confidentiality purposes. It aided the researchers in gathering substantial and rich data from the participants based on their shared experiences. Those interested in participating in the interview were accepted regardless of their year level, sex, civil status, religion, or economic status.

Instrument

A semi-structured individual interview was used as the primary data collection procedure for the study. It usually involves a conversation between the researcher and the informant, led by a flexible interview technique and reinforced by follow-up questions, probes, and comments (DeJonckheere & Vaughn, 2019). It is flexible in scope and easy to use in terms of compiling a detailed description of the participant's perceptions of the occurrence (Galletta, 2013; Greeff, 2011).

This interview question that served as broad guidance for the researcher was: "Tell me about your learning experiences during the new normal education". Participants were also asked ancillary questions to urge them to elaborate on their experience, such as: "Tell me more about your learning routines in the new normal". Through these questions, participants were asked to share the good and negative parts of their experiences throughout the pandemic's educational session.

Data Collection

Participants were asked for their pseudonym, age, college year, and section before each interview since this allowed the researchers to identify them and confirm that they met the researchers' requirements. Before the interview, the researcher asked each participant for permission to use an audio recorder throughout the talk (for verbatim transcription of the data), which was utilized for data analysis.

Data Analysis

The phenomenological analysis (descriptive) technique of Colaizzi (1978) data analysis approach is comprehensive and resilient, making it a qualitative method that assures the credibility and dependability of its conclusions. It enabled researchers to identify emerging themes and their interconnected links through which the core structure of an experience is to be studied (Wirihana et al., 2018). The data were personally reviewed in the study (hand coding).

Ethical Considerations

This research involved human participation through one-on-one online interviews with BTLEd students. Measures were observed to ensure the privacy, confidentiality, autonomy, and integrity of participants, adhering to relevant guidelines, regulations, and standards in accordance with the Philippine Data Privacy Act and the Philippine Health Research Ethics Board. Informed consent was obtained from all individual participants included in the study.

RESULTS and DISCUSSION

The data analysis process, as described above, generated codes, grouped and further reduced, until ten (7) initial codes surfaced (original). Further analysis led to the development of subthemes and finally, four major themes emerged.

The study sought to answer the question "What are the lived experiences of students in New Normal Education?" In the process, the journey of BTLEd students prepared was captured in four major themes, depicted in figure 1: (1) Abrupt Transition of Education System; (2) Unfiltered Experiences: Faces of New Normal Education; (3) Learning Routines: The Educational Pattern of the Students; and (4) Enlightening the Path: Enriching the Students in New Normal Education. Under the 2nd major theme, minor themes surfaced, specifically: The Roller Coaster: Adventure in the New Normal, Wiping Off: Dealing with the Challenges. Under the 3rd major theme, a sub-theme surfaced, specifically: Learning Routines of students before, during, and after online class. All these themes answered the research question central to the study, each of which tackles participants' experiences in the new normal education.

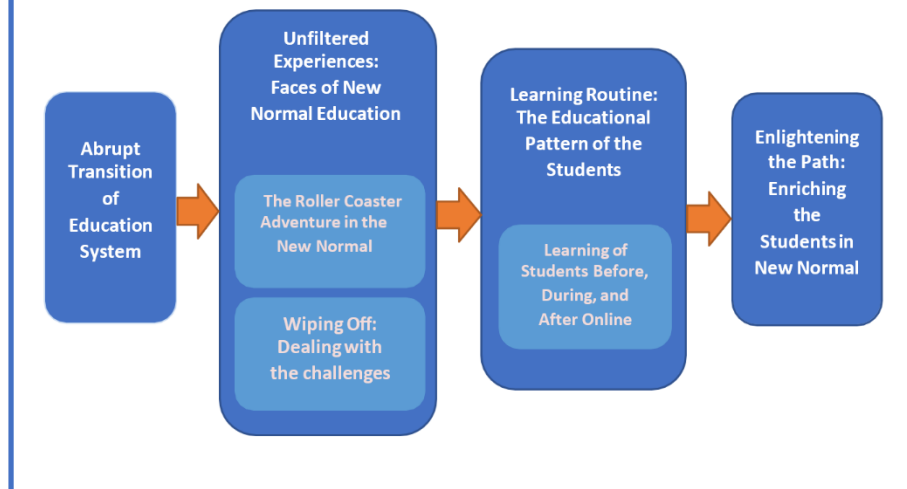*Thank you for embracing the culture of research with us!*

Figure 1. Thematic Tree/ Conceptual Framework developed

Abrupt Transition of Education System

It referred to the experiences that most of the participants have been experiencing of difficulties in the transition of the educational system as described by these statements, [H.10] *Nung new normal, na-shock ako kasi parang biglaan nung naging online*. In first hand they felt [R.1, N.1, B.6, I.1] *Mahirap po siya lalo po ngayon online class*. The transition made huge changes and adjustments, [P.1, B.1, P.11] *mahirap pong mag adjust*. [K.1, O.1, A.1] *Syempre madami pong struggle na naencounter*. [C.11] *Most especially sa mga students like hindi masyadong techy*. [K.84] *It is a challenge talaga yung new normal way of learning na 'to*. It takes time to learn and familiarize the new learning platforms it is because. [Q.1] *Hindi po ako pamilyar nung una po sa Google Classroom*. [R.2] *Hanggang ngayon naman po lahat tayo nag aadjust sa bagong platform na MS 365*. Even though, [K.22] *Sobrang kulang na kulang yung preparation para mag transition tayo*. Because of that transition, there are a lot of changes that support with this statements [B.8] *napakaraming adjustment na ginagawa, hindi lang kasi sa educational system kundi sa ating mga ginagawa outside the school*. [B.9] *So dun sya naging mahirap kasi nagkaroon tayo ng iba't-ibang routine*. [G.25] *Everyday kahit online class, marami kang ginagawa, marami kang iisipin na acivities pero dati parang hindi naman ganon*. [M.3] *Dito kasi sa online class, papasok tayo sa time ng schedule natin tapos may mga kanya-kanya pa tayong gawain sa bahay*. [I.3] *Pero along the way parang a lot of adjustment have been made*. [I.4] *We were able to adjust and adapt to the new normal and in many aspects*.

Unfiltered Experiences: Faces of New Normal Education

Following the initial experiences and accomplishments of BTLEd students as they explore the new normal. At this point in their journey, they can be described as. [C.3] *Madami pong advantages and disadvantages po ako na experienced*. At the same time, [E.8] *hindi mo alam kung tama ba yung ginagawa mo or hindi*. There are a lot of uncertainties that might happen in the new normal. It can be further understood by two subthemes: (a)The Roller Coaster Adventure in the New Normal; and, (b) Wiping Off: Dealing with the challenges.

(a) The Roller Coaster Adventure in the New Normal

The willingness to adapt in new normal has an affiliation hesitation, [K.39] *na parang kahit gusto mo. Parang hindi talaga kaya*. [K.40] *kasi may mga hindrances na hindi mo rin naman mapipigilan*. [K.2] *unang-una na po is yung kakulangan ng resources, yung gadgets, and yung internet na kakailanganin para makacope or makasabay sa new normal way ng pagkatuto*. These are the statements about lack of resources. [T.2, L.52, P.18] *I'm having difficulty with the resources*. They are trying to make a way but [P.20] *mahirap pong manghiram*. [C.50] *definitely yung financial din talaga* [C.51]

like sobrang hirap maghanap ng pera. In other supporting statements, the issue is not on the resources, but rather on its resource's capability. [K.4] *hindi naman po sa pagiging ungrateful,* [K.5] *may laptop po na ginagamit pero hindi po enough yung specification nya.* [L.58] *katulad nung hindi ako makapag-download ng MS Teams kasi nga luma yung laptop ko.* [H.51] *and ang hirap lalo na sa cellphone.* As aligned to this problem, the participants encountered another issue, which is [L.30, P.14, S.19, H.20,] *Connection problem.* To dive deep into the topic of internet connectivity, here are the following statements that support the claim [N.16] *bigla pong nadi-disconnect yung internet.* [G.10] *Yung tipong habang nagkaklase ka, habang nagre-report ka biglang mawawala yung internet connection and yun yung pinaka worst* [N.20, J.8] *tapos meron din pong times na yung may klase po pero hindi ka po makakapasok kasi wala pong signal o wala pong internet.* [Q.12] *Madalas din po ako naa-out sa meet.* Due of that scenario, performing some school related tasks are affected [S.17] *meron akong hindi na sagutan na quizzes last time kasi nga na sabay siya doon sa internet problem.*

Learning space has a significant role in the learning process of a student, especially in this time of pandemic. Nonetheless, the participants experienced as described [P.30] *Yung distraction po yung hinding-hindi po mawawala.* The common factor that caused distractions is [L.62, E.21] *environment,* [E.22] *kasi di ba sa house maraming distractions* [E.23, L.64, N.30] *especially yung noise coming from people or vehicles.* [E.24] *ako, katulad ko na sa tabing kalsada lang yung bahay namin.* [F.25] *yung mga aso na tahol ng tahol minsan.* [F.26] *may natatapat minsan na may handaan sa kapitbahay so may videoke, yung ingay po ang number 1 na kalaban.* [A.23] *kaya minsan yung oras dapat na may klase is nauuwi sa mga family gatherings kapag may mga birthday ganon so nakikinig ka lang.* Also [I.63] *other factors like unstoppable things or like the unpreventable thing.* [B.12, H.35] *kasi ang dami nang distraction kapag nasa bahay ka kasi nandyan si facebook, nandyan si YouTube, nandyan ang higaan.* [B.22] *nandyan ang katamaran kasi you're in the comfort zone.* It becomes more challenging because of the opposite perception of other people that contradict to each other [H.70] *Hindi kasi lahat ng family maiintindihan na nag-o-online class ka.* [M.6] *di ba ang sinasabi ng mga teacher, nasa bahay kayo kumbaga nasa teritoryo ninyo kayo* [M.7, M.5] *Nagagawa ninyo yung gusto niyong gawin, matatapos ninyo mga activity na dapat niyang tapusin within the given time.* [M.8, P.35] *Ang sinasabi naman ng mga kasama natin dito sa bahay, nasa bahay ka kailangan gawin mo yung mga dapat mong gawin dito.* [M.4] *so parang nagsasalubong yung sched natin* [M.13] *dahil nga dun sa mga activities na sabay-sabay sinesend sa Google Classroom tapos mga utos dito sa bahay na sunod-sunod ding binibigay.* Overload of tasks leads to chaotic thinking.

[A.15] *Kapag may negative syempre meron din po dapat na positive effect.* First, it sustained the education in a new normal set up [C.24] *nacontinue nyo yung education even in the midst of the pandemic.* The following statements made by the participants would describe and elaborate on its beneficial effects. [B.15, B.17]*, Una, Accessibility of information* [P.7] *one click away na lang po yung mga learning materials* [J.11, F.4] *yung maaaccess nyo po ng mas madali yung mga materials na binibigay po ng teachers.* [J.12] *kung may part ka na di naintindihan mababalikan mo sya.* Modern technology mastery plays a vital role in new normal education. [K.16, L.28] *na improved po talaga yung technological skills* [N.23] *nafully maximize yung ICT devices* [E.5] *Naka-discover ako ng mga applications and software na very reliable and useful for us Education students* [H.46] *mas nagamay or mas' expert ako sa paggamit ng mga iba't-ibang online platforms na ginagamit o ini-introduce rin ng mga prof natin sa online class.* [T.11, G.3] *So mas naging malawak yung kaalaman ko about different online applications* [D.33]*,* [G.2] *nalaman ko po yung paggamit ng interactive apps like kahoot, quizzes, nearpods, and padlet.* [H.45] *Nagiging creative pa yung mga projects.*

They are studying at their own pace and making the most of their time. [E.81] *mas safe and convenient time.* [N.2, N.3] *in away na nasa bahay lang po tayo* [J.6, N.8] *kasi hindi mo na kailangan mag travel pa para pumasok sa school.* [E.38] *hindi mo na rin kailangan mag-ayos.* [J.5] *kumbaga hindi na gumagastos pa ng money.* [L.1, H.36, N.13, I.20, H.41] *in terms of time management siguro dahil mostly hawak natin yung sarili nating oras.* [I.18, M.12, L.2, E.17] *of course, time management has been improved.* [E.6] *binigyan tayo ng convenient time to do the task given to us,* [G.5] *mas marami tayong time para mas mag-aaral.* Convenient time leads to self-improvement, [A.10] *na eenhance po yung self-study.* [I.27] *mas responsible ako as a student to learn more and to expand my own learning with my own effort.*

(b) Wiping Off: Dealing with the Changes

Overcoming various difficulties or challenges associated with the new normal education. [S.7] *maraming adjustment talaga na nangyari since na nag-undergo tayo ng new normal education.* [B.107, L.67] *sa internet problem my only solution would be preparing internet source.* [C.6, I.89] *one thing na ginagawa ko is nakikiwifi lang po ako sa mga kapit-bahay or sa mga classmates ko po.* [I.81] *I should be the one to initiate to ask my classmates* [I.83] *because my internet is fluctuating, it's disconnecting.* [L.71] *for the devices pag kaya naman ng phone, sa phone na lang ako.* And [L.74] *I sometimes ask for my friends to lend me their laptop.* Trying to escape from an unsuitable situation, as described from participants' statements [E.26] *So, usually, gabi ako gumagawa.* [K.52, E.27] *Since dun ako mas nakakapag-concentrate*

Thank you for embracing the culture of research with us!

dahil tahimik tapos hindi mainit. And [E.28] *walang masyadong distraction.* If there is no choice [L.78] *with regard to the noise, I politely asked the neighborhood na for the specific time "Please po".* Organizing the tasks in order to achieve balance [S.6] *so, kailangan talaga andun yung pagba-balance ng time, lalo na sa panahon natin ngayon.* [S.47] *time scheduling and yung space for learning talaga yun.* [H.82] *hinati namin yung gawaing bahay ng mga kasama ko dito para makapag-online class ng maayos.* [H.88] *ginagawa ko na talaga siya at sine-set ko na din sa sarili ko na gawin na s'ya agad at least hindi ko siya makakalimutan.* Letting other people boost the morale of participants [T.53] *I seek for the help of my family and my friends, when it comes to my Mental Health.* [T.57] *nandyan sila para kausapin ako.* [T.58] *kasi I think yung pinaka best way para matulungan ako.* [T.67] *ina-advicesan nila ako na mag-pahinga muna.* And [T.68] *wag i- pressure masyadong sarili.* The changes might be difficult and challenging, but still we can survive in coping with the new education system.

Learning Routine: The Educational Pattern of the Students

As the educational system changed, the learning routine or practices of the students also adapted to the immediate transition. [S.48] *ang laki ng difference* [G.22, J.20.] *Yung new learning routines ko sa new normal is paggising sa umaga, imbis na mag almusal bubuksan muna yung laptop kasi mayroong online class.*

(a) Learning Routines of Students Before Online Class

Daily preparation before attending an online class discussion [N.38] *yung pag che-check ko sa GC po namin para malaman ko kung may klase po o wala,* [T.80, I.135] *tapos I regularly check yung mga post ng mga teacher.* After checking the learning platform [K.55, M.34, T.89, G.27, H.100, O.32, C.95] *Nag- a-advance reading po ako before umattend ng online class* [P.43, I.140] *Parang hinahapyawan ko na lang po yung mga nasa MS teams bago po mag class para po meron po akong maging idea.* [L.100, H.91] *Tapos, I always review the lesson from the previous week kasi takot ako na matanong ako tapos hindi ako makasagot.* Participants assured that all the necessary things needed were ready to be used. [T.86] *Chine-check ko muna kung okay yung internet connection* [L.96, T.87, F.33] *I always ensure na yung gadgets and devices na gagamitin ko ay fully charged* [L.97] *that my audio and camera are both working.* After all of this preparation, participants never forget to include themselves in the preparation process. [P.44] *Inaasikaso ko muna po yung sarili ko,* [T.92] *maliligo muna bago sumalang sa onine class,* [L.98, P.45] *to ensure na presentable rin ako pag nagpa-open cam, hindi ako mukhang gusgusin.* [P.47] *Kasi po klase parin naman po yung aattenand ko.*

(b) Learning Routines of Students During Online Class

Participants focused on important detail by jotting notes as described [H.95, N.39, P.45, D.8, F.37] *talagang kumukuha ako ng ballpen at papel para magsulat at makinig.* [Q.37] *Syempre po tutok na tutok po talaga ko dun sa topic.* [O.33, P.56, F.36, L.102, S.63, C.74, E.45, D.21, T.94] *Kapag nagdi-discuss na po nagte-take down notes din po ako. Kasi feeling ko po mas effective po sakin and mas maiintindihan ko kapag nakikita ko po.* Another method of tracking lectures, [S.68] *bukod dun sa lecturing, nagrerecord din ako* [S.67] *sa laptop yun screen recording para na babalikan ko sya.* Active participation is always encouraged throughout the discussion to ensure lively interaction within an online class. [K.56] *I try my best po to participate* [I.142, H.104] *as much as I can, like recitation or questions and answers during the class discussion.* To keep focused on an online class, [H.94] *iniiwasan ko talagang wag hawakan yung cellphone ko.* [T.99] *Minsan talaga hindi ako gumagamit ng social media account para ma-avoid ko yung sarili ko na ma-distract.* Securing evidence for attendance [T.98] *tapos nag-screenshot ako nang ng klase para lang proof na pumasok ako nung araw na yun.*

(c) Learning Routines of Students After Online Class

The most important thing to remember after the virtual class is to take a break. [H.116, L.114, B.71,] *So, ang unang una talagang ginagawa after online class is magpahinga.* After taking a break, the next thing to do is to review and reduce the assigned task. [T.111, N.46, F.42, I.143] *chine-check ko talaga if may pinost na yung teacher natin or professor natin sa Google classroom or sa Microsoft para magawa ko na s'ya agad para hindi na maabutan ng due date.* [N.49] *Inaayos ko sa sarili ko pong schedule kung kelan ko po gagawin* [L.117] *yung task na kailangan kong tapusin for that specific day.* Nighttime is the most prepared and convenient time to work [H.129] *mas pinipili ko kasi talagang gumawa ng mga activities pag gabi kasi para sakin mas-active yung utak ko at mas-feel ko Re- write and gather further information regarding the class discussion.* [G.31, H.125, T.108] *makikipag chat din ako sa mga classmates ko, hindi para makipagdaldalan talaga*

Thank you for embracing the culture of research with us!

kundi magtanong kasi baka may nakalimutan. [T.110] *Nag-eexchange kami ng information na pwede naming magamit.* [I.103] *Bago ako mag rest ng evening magbabasa ako ng konti tungkol sa mga namissed kong subject* [T.104] *tinitignan ko talaga if may natutunan dun sa subject na yon.*

Enlightening the Path: Enriching the Students in New Normal Education

Gaining motivation helps the participants to survive in the new set-up of education. [C.113, P.69] *Sa mga kabataan naman o sa mga students like me humanap kayo ng mga bagay na mag momotivate din sa inyo* [C.1114] *kasi sometimes hindi natin kayang imotivate yung sarili natin* [S.83, N.52, H.140, P.64, I.148] *First thing po that keeps me motivated amidst a pandemic most especially in studying in online class is my family po talaga* [K.70] *Alam nyo po yung hindi namin ganung ka afford pero binibigay po nila yung best nila para maprovide po yung mga kailangan ko for online class* [P.62] *Parang ito na lang po muna yung kaya kong gawin for now.* [P.63] *Yung mag-aral po ng mabuti kahit po pandemic* [J.32] *makapagtapos po ng pag aaral and then matulungan yung family ko.* [N.53] *Gusto ko po kasing maibalik Kila mama yung nabigay po nila sa'kin.* [L.121] *Another probably friends,* [T.117] *kahit na sinasabi na namin na "oy Suko na ako di na kaya".* [T.118] *syempre at the end of the day, iche-cheer up namin yung isa't isa na kailangan makapasa ka.* That's why [H.140] *Sila yung pinaka motivation ko, yung family and friends ko.* Another source of motivation to keep going [H.135] *Yung pinakanagmo-motivate sakin is yung dahilan ko kung bakit po sinimulan ito, kung bakit ako nagpakahirap pumila or makakuha ng slot sa school* [N.51, L.119, H.136, E.53] *and also yung goal ko din na makatapos* [T.113, N.58] *or my passion to become a teacher in the near future.* Therefore, to make it come through [E.57] *kailangan magsikap talaga.*

Following the participants' advice may assist other students in achieving their goals. [Q.49] *laban lang kaya natin tong lahat.* [Q.50] *kahit mahirap po yung journey makakarating din po tayo* [K.86, E.69] *dahil lahat naman 'to magiging worth it at the end.* There are still ups and downs in the new normal education system that students may encounter. [T.125] *always see the brighter side of everything that is happening around us.*

The country is still in the midst of a crisis that is affecting a variety of sectors. The shift of teaching strategies in the new normal education has affected most students' learning in higher education (Diez et al., 2021). Despite the pandemic, education must continue to meet its objectives. Many issues arise in the new normal education system; the main problems are internet connection and gadgets, not only in the Philippines but also in other countries. It implies the statement of Agung et al. (2020) that more than two-thirds of the students in rural Indonesia reported issues of unstable internet, insufficient internet data, and incompatible learning devices. Challenges may impede students, but they must develop strategies to deal with them. Students must be encouraged to continue their studies through inspiration and advice from other people around them, such as family and friends.

Students' learning experiences in the new normal education brought about by the pandemic are not easy to cope with the enormous changes in the new way of learning; thus, (1) Abrupt Transition of the Education System. This is the outcome of the pandemic in the education system. Because of the unprepared transition of education to the new normal, students recognized it as challenging to adapt and adjust to the changes. Divergent viewpoints and statements of BTLEd students are perceived negatively based on how they are addressed. In support of that, the COVID-19 situation caught them off guard, and students struggled to adjust to the new normal in learning (Aucensillo, 2021). Moreover, it also stated that virtual classes are less compelling due to the lack of physical connection to teachers and classmates, which may have an adverse effect on the learning experience (Collado et al., 2022). Nevertheless, there is no other option but to embrace the new normal of education. As a result, during the new normal period, students must adjust to new learning arrangements and reconfigure themselves to see reality (Aucensillo, 2021).

The second major theme identified is (2) Unfiltered Experiences: Faces of New Normal Education. Embodied in this are the two minor themes, first, The Roller Coaster Adventure in the New Normal. This stage of the BTLEd students' positive and negative experiences in the new normal education, where they shared their unfiltered journey. Second, Wiping Off: Dealing with the challenges, where the BTLEd students take action in response to the difficulties and challenges they face. Students appreciate online learning for its ability to organize learning materials clearly and consistently, enable self-regulated learning, and transfer knowledge. However, the students experienced different problems, such as insufficient internet connections and difficulty in setting up online learning platforms, which are particularly troubling in terms of technology (Agung et al., 2020; Basuony et al., 2020). Noise from their environments, such as animals, vehicles, or neighboring sounds, is also a concern (Barrot et al., 2021). Because of difficulties in income at this time of the pandemic, finances are also an issue. Students regularly cited a lack of financial resources as a barrier to accessing the Internet, instructional materials, and online learning equipment. (Barrot et al., 2021) While on the other hand, Online learning has a lot of benefits in terms of flexibility. (Bączek et al., 2021, Basuony et al., 2020). Controlling the schedule allows them to be more adaptable and use their time freely. Additionally, Online learning

has helped the students build independent learning abilities. (Harvey et al., 2014). Individual learning capabilities are boosted and not defended by other students. The BTLEd students experienced both sides of the new normal education. In keeping the environment friendly while having an online class. Changing the learning environment by moving to a different place or area may be beneficial in avoiding distractions that may obstruct the learning process.

The new normal changed the lives of many people, especially students, in their education. From face-to-face going to online classes, this transition surprised participants with a new learning routine developed to survive in this type of education setup. Therefore, it explains the major theme (3) Learning Routine: The Educational Pattern of the Students, and it elaborates more on its subtheme: Learning Routines of Students Before, During, and After Online Classes. The results show that students developed different patterns of learning time, place, and access to content, which indicates that flexibility was used substantially. Students' achievements were significantly related to patterns of learning time and access to learning resources (Soffer et al., 2019). First is the Learning Routine of Students Before Online Classes. It is stated here that students check their group chat to see if there's an announcement of class, prepare themselves and their gadgets, and scan their notes to review and read in advance the material given to them for their next discussion. Reading ahead of time allows you to better understand the material and consider your points of view and opinions (Kurther, 2019). Next is the Learning Routine of Students During Online Classes. Students focus on listening to the discussion and securing the lesson by taking some notes, taking screenshots, or recording the whole class discussion. Students who take notes are indirectly teaching their brains to retain a few essential ideas, ensuring that no important knowledge is lost or that it may be recalled at any time (Anonymous,2021). The last subtheme is Learning Routine of Students After the Online Class. It is the part where students prioritize themselves by having a break even for a short period of time, doing their other activities to lessen their schoolwork, and confirming the knowledge they gained by communicating with their friends or classmates—also checking their lectures by going back to the recordings or PowerPoint presentation. When presented with a problem involving a difficult concept, students frequently prefer to "solve independently by searching online" or "rewatch recorded lectures" rather than consult with their teachers or peers (Yan et al., 2021).

Motivation enables one to overcome challenges. It is the force that motivates us to persevere in the face of adversity and to achieve objectives (Burnie, 2020). Motivating factors from those around them can increase participants' willingness to continue their education and encourage them to do their best. The last major theme identified is: Enlightening the Path: Enriching the Students in New Normal Education. It refers to the external and internal motivators that have the greatest impact on a student's academic success. The external source of motivation includes the support and guidance of students' significant associations such as family and friends, to share goals with friends and family to discuss what should be working on (WebTeam, n.d.). Moreover, the study of Khajehpour and Ghazvini (2011) found that parental involvement in educating their children has a significant impact on their performance as the primary educator. While internal motivation is about students' determination and reason to pursue their educational goals. The ambition is to learn and gain new knowledge (Gustiani & Sriwijaya, 2020). Students must actively participate in motivating themselves because the only way to motivate oneself is from within (Costaños et al., 2020).

The participants made the following suggestions: (1) The priority should be self-care; being physically and emotionally healthy is far more important than the other priorities. When times are tough, taking a break before continuing to strive for the best is a good idea. However, don't be too harsh. (2) When it comes to scheduling time, be mindful. Having good and healthy time management is a solution to avoid cramming and procrastinating. As soon as possible, accomplish activities ahead of time to prevent unwanted problems with meeting deadlines. (3) Stay focused; full attention is a must in the new normal. There are a lot of distractions that may hinder students from learning the discussion because classes are now online. (4) Students must be independent in this pandemic because no one can help them quickly. Self-study is important to learn how to work alone. (5) Don't rely solely on the materials provided. Learn how to gather information and materials from the internet and other sources. All resources are now easily accessible. Make time to read and be responsible for your learning. (6) Despite the problem that the country is experiencing, students should not lose hope and should continue their education positively to survive and become successful amidst the pandemic. Negative thoughts do not help pursue a goal. (7) God is at the center of everything, and prayers are most effective when directed toward Him. This advice would assist students in dealing with the current changes in the educational system

Conclusions

The abrupt transition from face-to-face to new normal education created an unforeseen setting that resulted in negative experiences for participants who faced various challenges. Along with that, positive experiences emerged as they learned to cope with the current situation. To deal with the changes, students developed a diverse learning

Thank you for embracing the culture of research with us!

routine to balance their responsibilities as students and as part of their families. As they pursued their bachelor's degree, their support system served as a foundation and motivation for them to stay on track to attain and achieve their objectives and goals. This helped the participants embrace the new normal and continue normalizing their learning during the pandemic.

Recommendations

People in the participants' immediate environment must encourage and support them to enhance their confidence in their ability to achieve their goals. Despite the country's ongoing crisis and difficulties, students are encouraged to continue their schooling to gain the knowledge and skills required for their major. Students in education must develop learning strategies that will allow them to be more productive and organized when scheduling activities at school and home. All advisers, professors, school administrators, and program coordinators should continue to provide quality education to all students; they will be able to do so through innovative teaching and learning strategies to accommodate students with diverse learning needs.

Future researchers should do a full replication to confirm the findings of this study or to obtain a different outcome or produce a different outcome. They may also think about partial replication with changes, such as using a different setting or participants from other colleges to compare research results using a different qualitative design, such as interpretive phenomenology, or a different approach to data analysis, such as Van Kaam's (1966) or Giorgi's (1970) methods. For the research design, one can use grounded theory to develop a model of the "Unfiltered Journey".

REFERENCES

Agung, A. S. N., Surtikanti, M. W., & Quinones, C. A. (2020). Students' perception of online learning during COVID-19 pandemic: A case study on the English students of STKIP Pamane Talino. SOSHUM: Jurnal Sosial Dan Humaniora, 10(2), 225–235. https://doi.org/10.31940/soshum.v10i2.1316

Angkarini. T. (2021). Study Habits of Undergraduate Students During Pandemic of Covid-19, Journal of Learning and Instructional Studies

Anonymous. (2020). Studying In The Time Of New Normal. (ACAY Missions Philippines)

Anonymous. (2021, December 14). Tips for better note-taking during your online classes. Online Manipal. https://www.onlinemanipal.com/blogs/tips-for-better-note-taking-during-your-online classes.

Aristovnik, A. Keržič, D., et.al. (2020). Impacts of the COVID-19 Pandemic on Life of Higher Education Students: A Global Perspective. (Research Article, Sustainability)

Aucensillo, J. (2021). Embracing new normal education amid COVID-19 health crisis. (n.d.). PIA. https://pia.gov.ph/features/2021/11/11/embracing-new-normal-education-amid-covid-19-health crisis

Bączek, M., Zagańczyk-Bączek, M., Szpringer, M., Jaroszyński, A., & Wożakowska-Kapłon, B. (2021). Students' perception of online learning during the COVID-19 pandemic: A survey study of Polish medical students. Medicine, 100(7), e24821. https://doi.org/10.1097/MD.0000000000024821

Barrot, J. S., Llenares, I. I., & del Rosario, L. S. (2021). Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. Education and Information Technologies, 26(7321–7338). https://doi.org/10.1007/s10639-021-10589-x

Baticulon, MD, R., Sy, J. J., Alberto, N. R., et.al. (2021). Barriers to Online Learning in the Time of COVID-19: A National Survey of Medical Students in the Philippines, Med Sci Educ

Basuony, M. A. K., EmadEldeen, R., Farghaly, M., El-Bassiouny, N., & Mohamed, E. K. A. (2020). The factors affecting student satisfaction with online education during the COVID-19 pandemic: An empirical study of an emerging Muslim country. Journal of Islamic Marketing. https://doi.org/10.1108/JIMA-09-2020-0301

Thank you for embracing the culture of research with us!

Burnie, M. (2020, March 9). Motivation and online study. Students. https://students.unimelb.edu.au/academic-skills/explore-our-resources/learning online/motivation-and-online-study

Cabual, R. A. (2021). Learning Styles and Preferred Learning Modalities in the New Normal. (Open Access Library Journal)

Cohen, D., & Crabtree B. (2006) "Qualitative Research Guidelines Project."

Collado, Z. C., Landagan, M. D., Villareal, M. G. B., Rescober, A. A. S., Baral, G. D., Pantaleta, F. O., Banaria, D. B., & Cortez, C. P. (2022). Embracing the "New Normal": exploring readiness among Filipino students to engage in virtual classes. Learning: Research and Practice, 8(1), 5977. https://doi.org/10.1080/23735082.2022.2032288

Commission on Higher Education. (2020). COVID-19 Updates - Advisory 6. (Quezon City, PH: CHED)

Costaños, A. M. M., Moneva, J. C., & Malbas, M. H. (2020). Family Status and SelfMotivation in Studies. International Research in Education, 8(1), 124. https://doi.org/10.5296/ire.v8i1.16456

Chen W., Chan, T. W., Wong, L. H., et.al. (2020). IDC theory: habit and the habit loop. (Article from SpringerOpen)

CHED. (2020). CHED COVID-19 ADVISORY NO. 3. (Memorandum)

Crawford, J., Henderson, K., Rudolph J., et.al. (2020). COVID-19: 20 countries' higher education intra-period digital pedagogy responses. (Research Article, Jalt)

Creswell, J, W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). (Sage Publications)

Davidsen AS. (2013). Phenomenological approaches in psychology and health sciences, Qualitative Research in Psychology

DeJonckheere M. and Vaughn L. (2019). Semi Structured interviewing in primary care research: a balance of relationship and rigour, Fam Med Community Health

De Moura, V. F., De Souza, C. A., & Viana, A. (2021). The use of Massive Open Online Courses (MOOCs) in blended learning courses and the functional value perceived by students. (Computer and Education)

Department of Education. (2020). Learning While Staying At Home: Teachers, Parents Support DepEd Distance Learning Platform. (Pasig City, PH: DepEd, 2020)

Department of Education. (2020). Learning while staying at home: Teachers, parents support DepEd distance learning platform. (Department of Education, 20 March 2020)

Diez, J., Ebro, E., Dequito, R. J., & Diquito, T. (2021, August 7). Uncovering Learners' Experiences to New Normal Education: Implications of Asynchronous Instruction in GE 5 Course Teaching. Papers.ssrn.com. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3900954

Elkissia, R. (2021). Distance Learning During the Pandemic. (Thesis, Research Gate)

Enicola, P. (2021). Online Classes in The Philippines: Redefining Pedagogy

Farooq, M. U. and Javid, C. Z. (2012). Attitude of students towards E-learning: A study of English language learners at Taif University English Language Centre, NUML Journal of Critical Inquiry

Thank you for embracing the culture of research with us!

Galletta A. (2016). Mastering the Semi-Structured Interview and Beyond: (Research Design to Analysis and Publication. NYU Press Scholarship Online)

Geddie, J. & Sipalan J. (2020). To Mask or Not to Mask: Confusion Spreads over Coronavirus Protection. (News Article, Reuters, 31 January 2020)

Guadalquiver, Neil. The New Normal in the Philippine Education System. (Journal from ResearchGate, 2020)

Gumede, L. & Badriparsad, N. (2021). Online teaching and learning through the students' eyes – Uncertainty through the COVID-19 lockdown: A qualitative case study in Gauteng province, South Africa. (Article in Press, Radiography)

Gustiani, S., & Sriwijaya, P. (2020). Students' motivation in online learning during covid-19 pandemic era: A Case Study. Holistics journaL, 12(2). https://jurnal.polsri.ac.id/index.php/holistic/article/view/3029/1235

Greeff, M. 2011. Information collection: interviewing. In: DE VOS, A.S., STRYDOM, H., FOUCHÉ, C.B. & DELPORT, C.S.L. (eds), Research at grass roots: for the social sciences and human service professions (4th ed). Pretoria: Van Schaik Publishers, 341-374.

Hafeez, M., Ajmal, F., and Kazmi, Q. A. (2021). Challenges Faced by the Teachers and Students in Online Learning. (International Journal of Innovation, Creativity and Change. www.ijicc.net)

Harvey, D., Greer, D., Basham, J., & Hu, B. (2014). From the student perspective: Experiences of middle and high school students in online learning. American Journal of Distance Education, 28(1), 14 26. https://doi.org/10.1080/08923647.2014.868739

Hermida, P. (2020). College Students' Use and Acceptance of Emergency Online Learning Due to COVID-19. (International Journal of Educational Research Open)

Hinampas, G. (2021). DepEd Commons becomes the "new normal". (Online Article, Regional Office XI F. Torres St., Davao City)

Hwang, G. J., Wang, S. Y., & Lai, C. L. (2020). Effects of a social regulation-based online learning framework on students' learning achievements and behaviors in mathematics. Computers and Education. (2020)

Kamarianos, I., Adamopoulou, A., et.al. (2020). TOWARDS AN UNDERSTANDING OF UNIVERSITY STUDENTS' RESPONSE IN TIMES OF PANDEMIC CRISIS (COVID-19). (European Journal of Education Studies)

Kuther, Tara, Ph.D. (2020, August 26). 6 Reasons to Read Before Class. Retrieved from https://www.thoughtco.com/reasons-to-read-before-class-1686430

Khajehpour, M., & Ghazvini, S. D. (2011). The role of parental involvement affect in children's academic performance. Procedia Social and Behavioral Sciences, 15, 1204 1208. https://doi.org/10.1016/j.sbspro.2011.03.263

Lopez KA, Willis DG. (2004). Descriptive versus interpretative phenomenological: their contributions to nursing knowledge. (Google Scholar, PubMed.gov, Qualitative Health Research)

Maqableh, M. & Alia, M. (2021). Evaluation online learning of undergraduate students under lockdown amidst COVID-19 Pandemic: The online learning experience and students' satisfaction. (Children and Youth Services Review, September 2021)

Manyam, S., and Panjwani, S. (2019). Analysing Interview Transcripts of a Phenomenological Study on the Cultural Immersion Experiences of Graduate Counselling Students. (SAGE Research Methods Datasets Part 2)

Thank you for embracing the culture of research with us!

Maqableh, M. & Alia, M. (2021). Evaluation online learning of undergraduate students under lockdown amidst COVID-19 Pandemic: The online learning experience and students' satisfaction. (Children and Youth Services Review)

Maulana, H. A. & Iswari, R. D. (2020). Analisis Tingkat Stres Mahasiswa Terhadap Pembelajaran Daring Pada Mata Kuliah Statistik Bisnis di Pendidikan Vokasi. (Jurnal Ilmiah Kependidikan)

Monica, O. E. (2015). Influence of study habits on the academic achievement of students in home economics in junior secondary school in Enugu State. (International Journal of Innovative Education Research)

Mpungose, C. B. (2020). Emergent transition from face-to-face to online learning in a South African University in the context of the Coronavirus pandemic. (Article, Humanities and Social Sciences Communications)

Nartiningrum, N., & Nugroho, A. (2020). Online Learning amidst Global Pandemic: EFL Students' Challenges, Suggestions, and Needed Materials. (ENGLISH FRANCA Academic Journal of English Language and Education)

Neubauer, B., Witkop C., Varpio L. How phenomenology can help us learn from the experiences of others. (Springer Link, Perspective on Medical Education, April 05, 2019)

Nymia Pimentel Simbulan. (2020). The Philippines – COVID-19 and Its Impact on Higher Education in the Philippines. (The Head Foundation)

Paules, Marston, & Fauci. (2020). Coronavirus infections—more than just the common cold. (Book,Jama)

Polit, D. F., & Beck, C. T. (2010). Essentials of nursing research: Appraising evidence for nursing practice (7th ed.). (Philadelphia: Lippincott Williams & Wilkins)

Top Hat. (2020). Traditional Classroom Definition and Meaning. Retrieved from https://tophat.com/glossary/t/traditional classroom/#:~:text=A%20traditional%20classroom%20is%20where,them%20face%2Dto%2Dface.

Thojampa S. and Klankhajhon, D. R. (2021). Learning's habits during COVID-19 Pandemic. (Indonesian Nursing Journal of Education and Clinic)

Tri Angkarini. Study Habits of Undergraduate Students During Pandemic of Covid-19. (2021). (Journal of Learning and Instructional Studies, 2 April 2021)

Trung, Tran, Anh-Duc Hoang, Trung Tien Nguyen, Viet-Hung Dinh, Yen-Chi Nguyen, HiepHung Pham. (2020). Dataset of Vietnamese students' learning habit during COVID-19. (Elsevier)

Rezaeinejad, M., Azizifar, A., Gowhary. H. (2015). The Study of Learning Style and its Relationship with Educational Achievement Among Iranian High School Students. (Procedia - Social and Behavioral Sciences)

Sanders, C. (2003). Application of Colaizzi's method: Interpretation of an auditable decision trail by a novice researcher. (Contemporary Nurse Journal, 14(3), 292- 302., 2003)

Soffer, T., Kahan, T., & Nachmias, R. (2019). Patterns of Students' Utilization of Flexibility in Online Academic Courses and Their Relation to Course Achievement. The International Review of Research in Open and Distributed Learning, 20(3). https://doi.org/10.19173/irrodl.v20i4.3949

Speziale, H.J. and Carpenter, D.R. (2007). Qualitative Research in Nursing: Advancing the Humanistic Imperative, (4th ed.). (Philadelphia. Lippincott, Williams and Wilkins. 2007)

UNESCO. (2020). COVID-19 educational disruption and response. (New Article)

*Thank you for embracing
the culture of research
with us!*

Vagle M. (2018). Crafting phenomenological research. (London and New York: Routledge Taylor and Francis Group; 2018)

V, A. (2020, June 19). 10 Online Learning Challenges & How to Overcome These Problems. Embibe Exams. https://www.embibe.com/exams/online-learning-challenges-and-solutions/

Victor Barreiro Jr. (2017). "How fast are internet speeds in ASEAN countries?". (Rappler, 9 November 2017)

WebTeam, L. (n.d.). Guides: Online Learning: Motivation for Online Learning. Guides.lib.uoguelph.ca. https://guides.lib.uoguelph.ca/OnlineLearning/Motivation Al-Dossary R.N., (2022). Leadership Style, Work Engagement and Organizational Commitment Among Nurses in Saudi Arabian Hospitals, Journal of Healthcare Leadership, 14, pp. 71-81

Wirihana L, Welch A, Williamson M, Christensen M, Bakon S, Craft J. (2018). Using Colaizzi's method of data analysis to explore the experiences of nurse academics teaching on satellite campuses. Nurse Res, 25(4):30-34. doi: 10.7748/nr.2018.e1516. PMID: 29546965.

Yan, L., Whitelock-Wainwright, A., Guan, Q., Wen, G., Gašević, D., & Chen, G. (2021). Students' experience of online learning during the COVID-19 pandemic: A province wide survey study. British Journal of Educational Technology, 52(5). https://doi.org/10.1111/bjet.13102

Yazdani, K., & Godbole, V. S. (2014). Studying the role of habits and achievement motivation in improving students" academic performance, European Online Journal of Natural and Social Sciences

Thank you for embracing the culture of research with us!