



Traversing The Struggles And Coping Strategies Of Students In The New Normal: The Case Of Cagayan State University

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Traversing The Struggles And Coping Strategies Of Students In The New Normal: The Case Of Cagayan State University

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ABSTRACT

The COVID-19 epidemic has caused major disruptions in the sphere of education, requiring a swift shift to distance learning and the adoption of the "new normal" in higher education institutions. This investigation examines the coping mechanisms used by students at Cagayan State University, a prestigious institution in the Philippines, with a focus on the difficulties they confront in adjusting to the new normal. Data was gathered using a mixed-methods approach to better understand the difficulties students faced and the coping mechanisms they used during the shift. Undergraduate students from a range of academic fields and disciplines made up the participants from College of Business, Entrepreneurship and Accountancy. The research found that the new normal presented students with a variety of difficulties in their academic, social, and psychological lives. Academic challenges included acclimating to online learning environments, having little access to dependable internet and equipment, and lacking in-person connections with students and teachers. Social difficulties resulted from a lack of possibilities for social interaction, a sense of loneliness, and diminished motivation brought on by the absence of a physical campus setting. Students also spoke of psychological difficulties such as elevated stress, anxiety, and a feeling of uncertainty about the future.

Keywords: struggles, coping strategies, new normal, distance learning, academic challenges

INTRODUCTION

The COVID-19 epidemic has caused unheard-of difficulties and interruptions in many areas of our lives, and education is one crucial area that has been greatly impacted. Students found themselves coping with a variety of challenges that had a significant impact on both their academic and personal lives as educational institutions around the world were forced to adjust to the "new normal," with remote learning replacing in-person instruction as the main method of instruction. Supporting students' achievement and well-being in the face of this ongoing crisis requires understanding the nature of these problems and identifying effective coping mechanisms (Straud & McNaughton-Cassill, 2019).

The COVID-19 pandemic has created a new normal for students, one that has had a severe negative influence on both their academic and personal life (Douglas & Prince, 2022). Students have faced particular difficulties as a result of the shift to remote learning and the disruption of traditional classroom settings, including having to become used to new forms of instruction, technologically dependent learning environments, and a lack of social interaction. In this section, we'll talk about some of the major challenges students have encountered in the new normal and examine the coping mechanisms they've come up with to deal with these challenges (Talidong & Toquero, 2020).

One is the technological barriers. With varying access to dependable internet connections, laptops, and other essential gadgets, the unexpected transition to online learning has highlighted the digital gap among students (Bonuan et.al 2020). It may be harder for students from underprivileged backgrounds to access and use technology properly, which limits how completely they can participate in online learning. Students have used a variety of techniques to deal with this problem, including requesting help from schools or community organizations to obtain the necessary devices, utilizing open Wi-Fi hotspots, or utilizing mobile devices for online learning (Anderson et.al, 2020).

Another is increase academic workload. Students' academic workloads are frequently enhanced by the higher demands of independent study and self-directed learning that come with distance learning. In a less regulated learning setting, managing deadlines, juggling many tasks, and maintaining motivation can be stressful. Students use a variety of coping mechanisms, such as learning good time management techniques, making study plans, dividing activities into smaller, more manageable chunks, and asking for help from peers and teachers via online forums (Ghani, 2020).

Moreover, the lack of social interaction. Students have lost a considerable amount of social ties as a result of not interacting with classmates and teachers in person. This lack of socialization can result in feelings of loneliness and isolation as well as a loss in mental health. Students have turned to virtual platforms to interact with their peers, take part in online study groups, partake in virtual extracurricular activities, and keep in touch with teachers and classmates using messaging apps or video conferences in order to cope with this issue (Ghani, 2020).

Furthermore, reduced motivation and engagement. Students' motivation and involvement in their academic work may decline in a remote learning environment (Manjula & K, 2021). A loss in learning enthusiasm may be caused by the lack of instant feedback, less accountability, and the repetition of online classes. Students have used a variety of coping mechanisms to deal with this struggle, including goal-setting, designating a study area, implementing active learning strategies, looking for additional resources and online learning opportunities, and maintaining regular communication with teachers for support and guidance.

Finally, mental health challenges. The new normal has had a significant effect on students' mental health. Mental health issues may be exacerbated by the pandemic's stress, anxiety, and uncertainty as well as by the academic demands and social isolation. Students can use self-care techniques like exercise, meditation, and hobbies as coping mechanisms (Ghani, 2020). They can also use online counseling or therapy services, connect with support groups, and keep aware about the mental health services offered by educational institutions.

Lastly, blurring boundaries between personal and academic life. The lines separating personal and academic life have become more hazy as a result of remote learning, making it more challenging to strike a healthy work-life balance. Establishing routines, setting limits, and scheduling downtime for leisure activities may be difficult for students. Setting clear boundaries with family members or roommates, developing a disciplined daily routine, designating specialized locations for learning and recreation, and exercising self-discipline to maintain a healthy balance are all examples of coping mechanisms.

It is critical to recognize the variety and context-dependence of the difficulties and coping mechanisms that kids face during the new normal. The experiences of each student are distinctive and influenced by elements including age, socioeconomic background, availability of resources, and support systems. Educational institutions, policymakers, and families may create targeted interventions and support systems that foster resilience, well-being, and academic performance despite the difficulties of the new normal by understanding these obstacles and the coping mechanisms used by students (Bergs, 2018).

This research aims to offer practical insights that can positively shape educational practices and policies, promoting the holistic development and well-being of students in the face of ongoing disruptions, through an in-depth exploration of the struggles and coping mechanisms of students during the new normal. Hence, this study conceived.

STATEMENT OF THE PROBLEM

This research study intends to explore the struggles and coping strategies of CBEA students in the new normal. Specifically, it seeks to answer the following questions:

1. How do the students access online class?
 - 1.1 Devices available at home
 - 1.2 Type of internet connectivity
2. What are the struggles of respondents towards online learning in the new normal?

METHODOLOGY

The goal of the research study examined the difficulties that students encounter in the new normal and to throw light on the coping mechanisms they use to deal with these unusual situations. To establish targeted interventions and support systems that are suited to the requirements of students in this difficult time, this study intends to give significant insights to educational policymakers, administrators, and practitioners by acquiring a thorough understanding of their experiences.

In order to examine the difficulties students face and the coping skills they have acquired to deal with the new normal, this research took a qualitative method. engaged with a varied sample of students from various educational levels and backgrounds through in-depth interviews, questionnaires, and focus groups. We were able to capture the subtleties and complexity of their experiences using this method, giving us a deep and comprehensive insight of the difficulties individuals encounter.

A mixed-methods research strategy is used in the study on students' problems and coping mechanisms during the new normal in order to provide a thorough grasp of the subject. Combining qualitative and quantitative methodologies enables a more comprehensive examination of students' experiences and offers insightful information about their challenges and coping mechanisms. the following approaches were specifically used in this study:

1. Interview

A smaller selection of students are subjected to in-depth qualitative interviews to better understand their difficulties and coping mechanisms. Researchers can learn more about the students' irrational experiences, feelings, and opinions thanks to these interviews. Semi-structured interviews allow participants to freely share their thoughts and experiences while still providing a framework for debate. Thematic analysis is used to find recurring themes, distinctive viewpoints, and nuanced portrayals of problems and coping mechanisms in the data gathered from interviews.

2. Focused Group Discussion

Focus group discussions entail assembling a small group of students to participate in assisted conversations on their experiences during the new normal. This approach promotes a lively exchange of ideas by encouraging participants to share their ideas, opinions, and experiences with one another. Focus group talks shed important light on common issues, group coping mechanisms, and social dynamics surrounding distance learning. To find reoccurring themes, group dynamics, and developing patterns, focus group data is thematically examined.

The study looked into a variety of concerns that students face in the new normal, including technical obstacles, a heavier course load, a lack of social interaction, a decrease in motivation, problems with mental health, and the blending of personal and academic life. The study also looked at the coping mechanisms used by students to lessen these difficulties, such as time management tactics, peer support networks, self-care routines, online learning tools, and participation in virtual communities.

STATEMENT OF THE PROBLEM

This research study intends to explore the struggles and coping strategies of CBEA students in the new normal. Specifically, it seeks to answer the following questions:

3. How do the students access online class? (Check 1)
 - 3.1 Devices available at home
 - 3.2 Type of internet connectivity
4. What are the struggles of respondents towards online learning in the new normal?

METHODOLOGY

Qualitative method was employed un the study. Researcher can used a range of research approaches while examining students' struggles and coping strategies in the context of the new normal. The following are some popular approaches for examining these aspects: First, interview was made evidential. In-depth one-on-one or group talks with participants are conducted during qualitative interviews in order to thoroughly examine their experiences, viewpoints, and coping mechanisms. Researchers can learn complex, nuanced insights about people's challenges and coping techniques through interviews. Participants can express their thoughts and feelings more freely in semi-structured or open-ended interview forms, which promotes deeper understandings. Furthermore, focus group discussion was made possible. Focus groups entail gathering a small number of people for facilitated conversations about their challenges and coping mechanisms. Participants are encouraged to share their stories, swap concepts, and build on one another's insights in these group settings. Focus groups can reveal shared coping strategies, group challenges, and social dynamics associated with the new normal.

Discussion of Result and Findings

Depending on their access to technology and the resources offered by their educational institutions, students access online classes through a variety of techniques. The following are some typical methods for which students access online courses

Computers or laptops

Many students use computers or laptops to access online classes. A better user experience is made possible by the larger screen and increased processing capability of these devices. Through web browsers or by installing particular software or learning management systems (LMS) suggested by their institutions or colleges, students can access their online lessons.

R13 iterated about how they use laptop, Ginagamit ko ang laptop ko pero lagi na rin naghahang at nakakaraos naman po. (I always use my laptop during online class though the laptop use to hang but still I survived.)

R34 stated to use computer during online classes, Computer po ginagamit ko na hinihiram ko sa kapatid ko po. Ito ang dahilan bakit nakasurvive ako sa online classes. (I used computer during online classes which I used to barrowed from my brother. This is the reason why I also survived synchronous classes of my teachers.)

Smartphones and tablets: Students who don't have access to PCs or laptops are more and more likely to use smartphones and tablets as a means of accessing online courses. With the flexibility and convenience of mobile

devices, students can take part in online classes from any location with an internet connection. Through mobile apps or web browsers designed for mobile viewing, students can access their lessons.

R6 vibrantly affirmed the use of his tablets during online classes, Most of the time, ginagamit ko ang smartphone ko para sa online classes ko po. Hindi man perfect ang pandinig ko sa sinasabi ng teachers ko pero nagtiyaga na lang ako kasi wala naman akong ibang option na gagamitin kundi smartphone lang po. (Most of the time, I used smartphone during my online classes. It may not be a perfect classes specially during the time of discussion because I cannot hear some but still I persevered to finish because I do not have any options except to use my smartphone.)

R15 asserted also that she used tablet during online classes, No choice ako eh,, bigger than my phone ang tablet kaya yan na lang ang gagamitin ko po. (I have no choice, tablet is bigger than my phone that why I need to use this.)

Insinuated by R12 that he used tablets during synchronous and asynchronous activities during online classes conducted, Eto na lang po pwede ko gagamitin para malampasan ko ang sems nay un. Thankful naman ako dahil kahit papapaano ay nakasurvive pa rin po. (Tablets was used by me in order to overcome the difficulties of online classes. I am still thankful that I survived the semesters.)

Internet Connectivity: Students must have a reliable internet connection in order to access online courses. Several methods, such as private Wi-Fi networks, open Wi-Fi hotspots, or mobile data connections, can be used to do this. Depending on the location and resources accessible to students, the accessibility and dependability of internet connectivity may change.

R1 out of his dismay apprise how internet connectivity gave life to his studies during new normal , Nakakabagot at nakakainis talaga ang internet connectivity sa pag-aaral. Gustong gusto ko mang matuto pero ang hadlang talaga ay internet connections. Hindi talaga nakatutulong yan, kundi problema naming lahat na estudyante ang bagal!. (So frustrating because of the slow internet connectivity during online classes. We really like to study well but internet connection hindered us. This did not really helped us instead a nuisance for all of us students who really wanted to learn.)

R8 ascertained his experiences during new normal, Ito yung time na ihahanap namin ang phones or tablets namin kung saan pwede magandang signal o makakasagap ng signal. Gusto ko talagang matuto. Walang may gusto ng pandemic eh. Pero sana naman sa Pinas internet connectivity eh priority ng governo lalo na biglaang may ganitong pandemya. (These were the times that we used to look for a place where internet connection is really possible. No one really wants pandemic but here in the Philippines, this must be the priority of the government especially that it deals with learners.

R18 mentioned about her experiences during new normal, Eto yung time nanaranasan kong makikonek sa diko kakilala para lang makapasok ako sa online classes ko, nagmamakaawa ako ganyan at buti na lang at may mabuting loob na nagbibigay ng password ng kanilang internet.

Many educational institutions use online platforms or learning management systems (LMS) created expressly to provide courses and support online learning. These platforms offer a central location for students to access course materials, turn in assignments, engage in conversations, and communicate with teachers and fellow students. Moodle, Canvas, Blackboard, and Google Classroom are a few well-known LMSs.

R15 allude to his experience on how their professors use platforms during online classes, Iba't ibang teachers naming iba iba ding platforms ang kanilang ginagamit. (Different teachers used different platforms during online classes.)

R4 raised his issues during his online classes such as this, Yung mga teachers namin, gumagamit ng google classroom kapag my asynchronous activities kami pero kapag my meeting of students online eh zoom ang ginagamit. (Some of our teachers use google classroom during asynchronous classes and use Zoom when synchronous classes.)

Video Conferencing Tools: Video conferencing systems are frequently used to enable in-person engagement and virtual classroom sessions. Students can participate in live classrooms, participate in conversations, ask questions, and communicate with classmates and instructors using platforms like Zoom, Microsoft Teams, Google Meet, and Webex. These applications frequently have features like screen sharing, chat capabilities, and group activity breakout rooms.

R3 quoted about her exposure to her online classes as this, Kadalasan google meet ginagamit ng mga teachers namin. (Most of the time, our teachers used google classroom).

R6 mentioned his encounters with online lessons such as, Meron naman gumagamit ng MS Teams na teacher pero di friendly ang apps po. (There was one teacher who used MS Teams, but its apps is not friendly.)

R11 cleared his thought of saying, Magandang platforms ang Zoom, so friendly sa mga smartphones and at the same time agad nakakasagap ng signal. (Zoom is a good platform, it is so friendly and can easily grasp signals or data.

Email and Communication Channels: Updates, notifications, and directions from instructors can still be provided to students via email, which is still a vital communication tool. For students to ask questions, get

answers, and engage with teachers and classmates outside of live class sessions, educational institutions may also use alternative communication channels like messaging apps, forums, or specific platforms inside the LMS. R20 stated her acquaintance with his online classes and this, Mga teachers namin, nagbibigay ng notifs sa google classrooms di usually sa email, may mga group chats kami usually. (Some of our teachers usually give notifications via google classrooms not usually in emails, we usually get notifications through group chats.)

R25 propounded her adventure regarding her online class, Masaya at active kami sa group chat lalo na kapag may binigay na activities ang teachers naming, per subject meron kaming group chat po. (We are happy and active in participating in the group created each subjects because teachers are giving activities to be done by us at specific time.)

It is significant to remember that different students may have varying degrees of access to online courses. Others could find it difficult to access personal gadgets, reliable internet connections, and helpful technical surroundings, compared to those who may have these resources at their disposal. In order to ensure that all students from underprivileged backgrounds have equal access to online learning, educational institutions and policymakers have been trying to overcome the digital gap by giving students from these backgrounds gadgets, internet connection, and other required support.

The difficulties faced by students at Cagayan State University during the transition to the new norm of online learning are varied and complex. The following are some typical issues respondents have, along with the coping mechanisms they use:

Limited Access To Technology And Internet

Many Filipino students have difficulties as a result of their limited access to technological tools like laptops or cellphones as well as their poor or insufficient internet connectivity. This limits their capacity to use digital learning tools and take full part in online classes. The use of public Wi-Fi hotspots, mobile data plans, and assistance from educational institutions or government programs that support devices and internet connectivity are some coping mechanisms.

R23 opined that, Aminin na natin na very poor po ang access natin lahat sa technology and internet kaya kahit gustuhin man ng mga teachers na magturo nang maayos at kaming mga studentgustong matuto ay di pa rin po talaga sapat. Ito lagi ang problema sa online classes.(We need to admit that we have poor access of technology and internet in as much as our teachers also wanted to give quality teaching to us and in as much as we students really wanted to learn.)

R19 believed that , Sa aming komunidad, pumupunta kami sa barangay hall para makiwifi doon. MARIHAP man man pero kailangan din naming mag-aaral sa kanila ng lahat po. Limitado po talaga . (In our community, we used to go to barangay hall and share their WI-FI hotspot . It may be difficult but we need to study. It is also limited internet connectivity.)

R22 discerned, Sobrang hirap ng bagal ng internet lalo na data lang po ginagamit namin.

(It is very difficult to compete with super slow internet connectivity here especially that I used to pay the load for a data connection.)

Lack Of Digital Literacy Skills

Due to a lack of digital literacy, some students may find it difficult to use digital tools, navigate online platforms, or participate in online learning activities efficiently. In order to improve their digital competences, coping techniques include using online resources and tutorials, attending webinars or workshops on digital literacy, and asking teachers for advice and training.

R16 stated, Nung una diko alam ang Zoom, google classroom, google link at kung anu ano pa. Syempre alam ko eh face to face lang na makita ko mga teachers ko eh. (At first when the start of known OLC I never knew what is zoom, google classroom, google link and etc. Of course, I only had known face to face interaction with my teachers.

R17 coined her adventure during online classes , Lagi ako depended sa ibang classmates ko lalo na sa pag-open ng google link. Di ako matechi po kasi. (I was always depended to my classmates especially when I needed to open the google link which was sent by my teachers. I am very poor about technology.)

Reduced Engagement And Interaction

Reduced engagement and fewer chances for peer contact and cooperation might result from the absence of face-to-face interaction and the conversion to virtual classrooms. Students could find it challenging to actively participate in discussions or group activities. Participating in online forums or group projects, using chat capabilities, actively participating in virtual discussions, and using video conferencing facilities to connect with peers and promote collaborative learning are all examples of coping mechanisms.

R8 complimented on his undertakings during online classes, Natatawa ako kasi diko nararanasana yung Q & A sa klase. Parang lahat eh bitin during discussions sa online lalo na kapag recitation di kami pinapayagan na

mahabang magsalita. (I laugh my experiences during online classes because of the Q&A in the class. All are still hanging during discussions because our professors do not allow most of the time for a long time recitation. R5 talked about her awareness of her online classes, Di active ang klase sa online, lahat nakikinig lang kay Sir. Parang nakukulangan kami sa time tapos bigla pang stop ang data dahil ubos na pala. (Our online classes are not so active as it is, It was just barely listening to our professor. We lack time during online then suddenly my data is out.)

R10 expected pointed out , Mas active kami sa GC namin, private message. Pero kapag sa discussion sa zoom eh kulang po. Namimis ko yung chikahan sa katabi ko.(It is more active in our group chat , a private message. I missed our rendezvous when face to face .)

Increase Screen Time And Fatigue

Online learning frequently requires students to sit in front of screens for lengthy amounts of time, which can cause eye strain, screen fatigue, and a reduction in attention span. Coping approaches include taking frequent breaks, following the 20-20-20 rule (looking at something 20 feet away for 20 seconds every 20 minutes), establishing suitable lighting and ergonomic arrangements, and doing eye exercises or relaxation methods to ease stress.

R14 stressed out, Nakakasakit din po sa mata lalo na smartphone po gamit ko sa online classes ko. There were times na 6 hours po ang online classes naming and exposed po kami sa screentime. Lakas ng radiation din po. (My eyes easily get irritated with my exposure during online classes especially that I only use smartphone. There were times I used to be exposed in 6 hour online classes. Somewhat, had a strong radiation.)

R12 espoused his management during online classes, In fact, mas nakakapagod pala ang online class kesa face to face. Lalo na yung paghihintay if my signal. Di rin po healthy. (In fact, online class is so tiring compare it with face to face. More especially when I use to wait for the internet connectivity. It is not healthy.

Time Management And Self-Discipline

The adaptability of online learning might make it difficult to manage time wisely and uphold self-discipline. Students could have trouble organizing their time, meeting deadlines, and avoiding interruptions at home. Creating daily or weekly study timetables, prioritizing certain objectives, using time management tools or techniques, and setting up a dedicated study area are all examples of coping mechanisms.

R12 revealed, natuto ako dito sa online na magmanage ng time. At kailangang on time talaga lalo na sa discussion time po.(I learned from online classes and I learned how to managed time. I need to be on time during discussion.)

R6 explained, di maganda ang online nakakawalan ng gana po. Nakakawalan din po ng focus sa pag-aaral. Lalo na di ko nakikita ung actual na pagtuturo po. (Online class is not good, I am indisposed. I do not have focus in studying, especially that I cannot see the actual teaching.

Mental Health And Well-Being

The mental health and general wellbeing of Filipino students have been greatly impacted by the new normal. The pandemic and the difficulties of online learning can cause feelings of loneliness, worry, and tension. Engaging in self-care practices like exercise, mindfulness, and relaxation techniques, asking for help from family and friends, participating in online social interactions, and using educational institutions' mental health resources or professional counseling services as needed are all examples of coping strategies.

R34 revealed her adventure, Mas nakakapagod ang online, daming kailangang gawin. Bawat subjects may ginagawa kaming mga activities. Then send to the professors. (Online classes is more tiring , more things to do. Each subject has things to do and we were obliged to send it to our respective professors.)

R26 addressed his sentiments, Madaming loopholes ang school kasi di sapat mga facilities. Mga teachers na iba nangangapa di sa dilim dahil di sila ready eh. May teachers di pa nga nagtuturo puro na lang may pinagagawa sa asynchronous. (The school had lapses and facilities are not enough to sustain the needs of the students. Teachers also lack instructional materials to deliver the needs of their students. Some teachers do not teach they just give asynchronous activites to us.)

It is significant to highlight that these difficulties and coping mechanisms may differ among Filipino students depending on their unique situations, resources, and support networks. To ensure that Filipino students can overcome these challenges and succeed in their educational journey under the new normal, educational institutions, governmental organizations, and communities are working to address these issues by facilitating access to technology, digital skills training, mental health support, and fostering a supportive online learning environment (Bonuan et al,2021).

CONCLUSION

As a result of the new normal, students were facing a variety of issues in both their personal and academic life, prompting the creation of coping strategies. Students were dealing with a variety of issues during this time,

including limited access to technology and the internet, a lack of digital literacy skills, decreased engagement and interaction, more screen time and weariness, problems with time management, and mental health issues. Nevertheless, despite these difficulties, students have proven their tenacity and adaptability by using a variety of coping mechanisms.

Students have sought aid from educational institutions and government programs, used open Wi-Fi hotspots, and taken use of mobile data plans to get around limited access to technology and the internet. Students have sought advice from teachers, participated in training sessions, and researched online resources to improve their digital competencies in order to solve issues with digital literacy. Students actively participate in virtual discussions, make use of chat features, and use video conferencing facilities to communicate with peers in order to fight decreased engagement and connection. They have also embraced methods for controlling screen time and exhaustion, such as taking frequent breaks, putting in place ergonomics and lighting, and practicing relaxation techniques (Rehr & Nguyen, 2022).

Dedicated study rooms, goal-setting, and the development of study timetables have all been used to address time management and self-discipline issues. By engaging in self-care activities, asking for help from family and friends, and using mental health services offered by educational institutions, students have also placed greater emphasis on their mental health and wellbeing. These coping mechanisms help students become more resilient as a whole, helping them to negotiate the new normal and continue their academic path despite difficult circumstances.

It's critical to understand that students' difficulties and coping mechanisms in the new normal depend on their unique situations, resources, and support networks. To close the digital divide, offer the resources and support that are required, and promote an inclusive and encouraging online learning environment, educational institutions, policymakers, and communities must keep up their efforts. Stakeholders may create tailored interventions, policies, and support systems that foster resilience, well-being, and academic performance in the new normal by comprehending the difficulties students experience and the coping mechanisms they use. In the end, students can overcome obstacles and flourish in the changing educational environment through group efforts and adaptable techniques.

Recommendation

1. CSU needs to put in place a thorough support structure that can accommodate all of the needs of its student body. This can be done by improving the student counseling center and making sure that it has qualified staff who can offer academic, psychological, and emotional support. Implementing a peer mentorship program can also be advantageous because seasoned students can act as mentors and resources for freshmen, assisting them in navigating university life and overcoming obstacles.
2. In order to successfully address students' difficulties, academic support needs to be improved. Students can plan their curriculum, manage their academic load, and set realistic goals with the help of academic advising sessions. In order to offer additional academic support, particularly in difficult areas, tutoring programs might be formed. Additionally, granting access to internet tools like e-libraries and educational websites can promote independent study and research.
3. It's crucial to create a welcoming and positive learning environment. By fostering polite interactions, appreciating variety, and attending to the needs of specific students, teachers should be encouraged to foster an inclusive learning environment. A sense of community and belonging can be promoted by setting up extracurricular activities, clubs, and groups that cater to different student interests. Additionally, eradicating stigma and fostering understanding can be achieved by increasing awareness of mental health concerns through campaigns, events, and educational resources.
4. CSU may adapt flexible learning strategies can take into account the various learning preferences and styles of students. Different students' needs can be met by offering a range of learning modes, including blended learning, online courses, and recorded lectures. To resolve any issues or difficulties relating to the delivery of the course and the assessments, it is also essential to create chances for feedback and open contact between students and teachers.

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