Challenges Met By The Ispsc-Cte In The Use Of E-Learning Materials In The New Normal Education

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Abstract

This study investigated the challenges or problems in using e-Learning Materials in the new normal education from the ISPSC-CTE students and parents of Tagudin Campus for the School Year 2021-2022.

Specifically, it answered the following sub-problems: What is the profile of the ISPSC-CTE students of Tagudin Campus in terms of age, sex, course, year level, and family monthly income? What are the different platforms or modalities used by teachers in teaching their students during this new normal education? What communication devices or learning gadgets do teachers and students use during this new normal education? What are the common problems or challenges met by the teachers and students in the New Normal Education, particularly in using e-learning materials?

The following were disclosed: The student-respondents are a blend of different or varied personal profiles. It can be proven once again that teaching is a feminine world, the females dominated the number of males with 77.78 percent or a total of 301 out of 87 rspondents.Majority were from the lower years from age range of 20-21 years or 52.97 percent. This can be due to the reason that they were those who felt the need for internet connection assistance because they started college during a pandemic period. Further, the table reflects that most of the students had families with less than Php 10,000 family monthly income with a total of 290 students or 74.94 percent. This can be one of the reasons why the parents can not afford to support the internet connectivity expenses of their children. The instructors of ISPSC-CTE Tagudin Campus are using blended learning with the use of online softcopies coupled with hardcopies and through google meet. As to communication devices, majority of the instructors are patronizing the use of the google classroom and group chat. Several students are experiencing slow internet connectivity in their respective barangays or localities.

The following are highly recommended: Resolve the problem on slow internet connectivity by establishing a Community Satellite Wifi Station on the different LGU's as service areas of the ISPSC, Tagudin Campus. This can be accessed by students of the whole campus who experience the said problem. The campus can come up with a Memorandum of Agreement (MOA) with the concerned LGU's in terms of financial sharing. Monitor and evaluate the project in terms of its accessibility and serviceability.

Keywords: Challenges met, e-Learning Materials, New Normal Education

1. INTRODUCTION

The School Year 2020-2021 started later than usual due to the world pandemic dominating. Many normal events had changed; for instance, distances between two people increased, fostering the economy stopped in the meantime, businesses started to decrease workers, lockdown appeared, and many families suffered once again for it was difficult to seek food. Face-to-face education became modular and online education. It became even more complicated when reports about the lack of learning devices, time, and money for the new normal education were reported. In Ilocos Sur Polytechnic State College, particularly in the College of Teacher Education, Tagudin Campus, modular learning became the most effective learning option while students are in their own homes and are not allowed to go outside. Modular learning uses learning modules in printed or soft copy forms as the most recommendable thing to guide and give students instructions. It is ideal for those students who are struggling in searching for learning gadgets. Learning modules, coupled with the help of the parents, also help the students in vitalizing their learning skills while staying in one house. While teachers cannot reach out to their students or visit them individually, they can only make connections with them through gadgets like laptops and phones.

In the School Year 2022-2023, ISPSC, Tagudin campus was not yet able to observe the 100 percent

face-to-face modality because of the campus's physical transformations, particularly on the construction of high-rise buildings. Hence, blended or hybrid learning is still observed this school year.

Modular distance learning is an Individualized education that allows learners to use self-learning modules (SLMs) in either print or digital format/electronic copy, depending on their needs. Other resources such as learners' materials, textbooks, activity sheets, study guides, and other study materials can be used by the learners. Teachers are usually responsible for providing adequate learning resources. Learners can also get electronic copies of these sources by downloading them to their computer, tablet PC, or smartphone. Learners can also ask for help from their teachers by e-mail, phone, text message, and other forms. On the other hand, parents or other family members can act as guides or teachers for learners at home (Malaya, 2020).

Most learners prefer to employ the 'modular' remote learning option out of all the different learning modalities available from the Department of Education (DepEd) in the school year 2020-2021. According to the partial results of the Learner Enrollment and Survey Forms (LESFs) distributed during the learning period, 7.2 million enrollees prefer modular distance learning, TV and radio-based instructions, and other modalities for School Year: 2020-2021, while only 2 million enrollees prefer online (Hernando- Malipot, 2020). In the same article, the DepEd secretary explained that DepEd would prioritize self-learning modules as a key learning tool for all learners, which can then be combined with various learning delivery modalities available to the learner.

Learners can be educated through self-paced learning modules by following properly written guideposts that tell them what to do next. The learning module's contents adhere to a specific learning model that has been shown to improve instruction effectiveness (Regoniel, 2021).

ISPSC engages in modular learning, and is indeed efficient for every student. In addition, the faculty were asked to prepare their instructional materials in e-modular forms, subjected to review by the local Instructional Materials Evaluation Committee (IMEC) before its actual use by the students. Despite lacking discussions from the teachers, students can understand their lessons just by relying on the contents of the learning modules handed over to them. For parts of the modules that cannot be understood, teachers are expected to give further explanations through the group chats created or any other platforms. In the absence of the teacher, it is also likely that parents should give their children guidance, support, motivation, and advice to help them gain knowledge, sharpen their performance and skills, and achieve their character development. During this pandemic, it is the parents' time to help their children as a substitute for the teacher.

Likewise, during this School Year 2021-2022, the College of Teacher Education faculty were asked to meet their students virtually at least once a week. Other than just using learning modules, the faculty reach out to their students using learning gadgets, and they perform online examinations, quizzes, and discussions to help their students understand the topic they are dealing with. Many ISPSC-College of Teacher Education students attends the online classes assigned to them. However, many students also cannot participate due to problems they face, such as financial problems, insufficient time, unstable internet connection, lack of devices, and other personal issues. Still, the student is excused if they have valid reasons to communicate or tell their teachers, allowing them to know why the student is unable to make it to their class. Online class doesn't always happen to the ISPSC-CTE, but teachers always ensure that their students can reach out to them for their queries.

Nevertheless, the researchers were encouraged or prompted to conduct a study concerning the challenges of using self-learning modules in the new normal education from the ISPSC- CTE Tagudin Campus financially, academically, and socially. Based on the stated problems, this study also focuses on the mechanisms given to the learners to receive and access printed modules. For example, they observed that many students find it hard to absorb new information because no one is there to guide them. However, when the lesson becomes too much, it can contribute to anxiety and depression. This is the very reason why the researchers undertook this study to understand the side of the students and their parents on this modality of learning being used in the College of Teacher Education, Tagudin Campus.

Review of Literature

Modalities Used by Teachers
The Self-learning method is also called the individualized method of learning. The students who are not in direct contact with the teacher use self-learning modules, referred to as the distance mode of education. It helps students who cannot attend a given location at a

given time, students who proceed at their own pace, where many students are taught simultaneously and conveniently. This approach is mainly useful for students who cannot attend classroom teaching due to work commitments or because of travel distance. In addition, self-learning modules are designed for both regular students who come in direct contact with teachers and distance students. As far as possible, most of the contents have to be self-explanatory. In addition, self-learning modules for regular students are designed to supplement the teaching-learning process in the classroom, laboratory, or fieldwork. Most print materials are meant for self-learning but are not intended with self-learning features.

Learning Gadgets or Communication Devices

Is this "new normal" really new, or is it a reiteration of the old? Digital technologies are the visible face of the immediate changes in commercial society and schools. The primary solution to the closure of schools is distance learning, with platforms proliferating and knowledge demoted to exchange information (Koopman 2019). Digital technologies and economic rationality based on performance are significant determinants of the commercialization of learning. Moving from physical face-to-face presence to virtual contact (synchronous and asynchronous), the learning space becomes disembodied, virtual, and not actual, impacting student learning and the organization of schools, which are no longer buildings but websites. Such change is not only coterminous with the pandemic, as the Education 2030 Agenda (UNESCO 2015b) Limitations of the Modular Learning

DepEd and SUC's are well aware of the situation between students and teachers. Not everyone is privileged enough to own a laptop or a phone or to have a stable, uninterrupted internet connection or data. The modular learning approach is hanging by a thread. With so many students, especially in public schools, it would be hard to give each one equal and undivided attention. Modular learning was the band-aid solution to these economic shortcomings. But they failed to consider that every student's home life is different. In families where both parents are absent, trying to make ends meet, and no one has gone to school because of poverty, modular learning might not work at all. Lessons are limited to what's written on paper. Without another more knowledgeable person who can explain these complicated concepts, the student will have difficulty absorbing their lessons. The possibility of anyone genuinely learning anything is low.

Challenges Met by Teachers

With the availability of different platforms and online educational tools, the users—educators and learners—face frequent hiccups while using or referring to these tools. Some of the challenges identified and highlighted by many researchers are summarized as follows:

Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning, and educational policy (Murgatrotd, 2020). Many countries have substantial issues with reliable Internet connection and access to digital devices. While economically backward children in many developing countries cannot afford online learning devices, online education poses a risk of exposure to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, as both parents work. There are practical issues around physical workspaces conducive to different ways of learning.

The innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. As a result, some academically competent learners from economically disadvantaged backgrounds cannot access and afford online learning.

The student's academic performance level is likely to drop for the classes held for both the year-end and internal examinations due to reduced contact hours for learners and lack of consultation with teachers when facing difficulties in learning/understanding (Sintema, 2020).

Student assessments are carried out online, with much trial and error, uncertainty, and confusion among the teachers, students, and parents. The approach adopted to conduct online examinations varies as per the educators' convenience and expertise and the learners' compatibility. Appropriate measures to check plagiarism are yet to be put in place in many schools and institutions mainly due to the large student population. The lockdown of schools and colleges has affected internal assessments and examinations for the main public qualifications like the General Certificate of Secondary Educations (GCSE). A level has also been canceled for the entire cohort in the UK. Depending on the duration of the lockdown, postponement or cancellation of the entire examination assessment might be a grim possibility (United Nations, 2020). Various state-level board exams, recruitment exams, university-

level exams, and entrance exams have been postponed across India due to the COVID-19 outbreak and national lockdown. Various entrance examinations (such as BITSAT 2020, NATA 2020, CLAT 2020, MAT 2020, and ATMA 2020) have also been postponed/rescheduled. The education system in schools, colleges, and universities across the country has been severely impacted due to the ongoing situation.

According to Saavedra (2020), as of March 28, 2020, the COVID-19 pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries, close to 80% of the world's enrolled students. Also, according to him, three things should be worried about in this phase of the crisis that might have an immediate impact on children and youth: 1) losses in learning; 2) increased dropout rates, and 3) children missing their most important meal of the day. These impacts will be felt disproportionately by poor children.

"While we understand the need for learning to continue, the different circumstances of students across universities are not ideal and conducive for such." For example, the petitioners argue that "access to the internet connection and learning devices continued to be a privilege to this day, placing those with poor internet access at a disadvantage when it comes to online classes." Public schools do not have access to the internet (Jones, 2019)].

Furthermore, "adding more workload for the students increases their burden and contradicts the purpose of the lockdown, which is to help their families prepare and adjust to the situation at hand." Finally, there is an issue about the "lack of environments conducive to learning at home and the effectiveness of the online lectures."

Characteristics of e-Learning Modules/Materials

A well-designed self-learning material must have these highlights:
It should indicate what the learner should be able to do before he can start with the new unit; provide prerequisites. It should indicate to the learner what he would be able to do after completing the lesson/unit; provide objectives. It should indicate to the learner whether he is making progress on the lesson/unit by providing a progressive evaluation of learning; providing self-checks, and feedback on the same. It should indicate to the learner that he has achieved the unit's objectives; provide assignments and feedback if necessary. It should make the learner active; provide activities and feedback. It should break the unit/lesson

into manageable parts for study. It should use a simple and direct style of writing. It should have logically embedded content that students can use without a teacher's help. It should unpack difficult concepts and relate these to the experience of learners. It should converse with students in a lively and interesting style. It should have proper access devices like heading, contents, objectives, etc., so a student can enter the content at the desired location.

On New Normal Education

Unpredicted except through science fiction, movie scripts, and novels, the Covid-19 pandemic has changed everyday life, caused wide-scale illness and death, and provoked preventive measures like social distancing, confinement, and school closures. It has struck disproportionately at those who provide essential services and those unable to work remotely; unemployment has terrible consequences in an already precarious marketplace. The pandemic is now the chief sign of globalization and deglobalization, as nations close borders and airports sit empty. There are no departures and no delays. Everything has changed, and no one was prepared. The pandemic has disrupted the flow of time and unraveled what was normal. The emergence of an event (think of Badiou 2009) restarts time, creates radical ruptures and imbalances, and brings about a contingency that becomes a new necessity (Žižek 2020). Such events question the ongoing present.

The Covid-19 pandemic has submerged us all in the tsunami-like economies of the cloud. The allegro rhythm of adaptation to the Internet of Things (Davies, Beauchamp, Davies, and Price 2019). To Latour (2020),

Education reflects what is now and anticipates what is next, recoding private and public responses to crises. Žižek (2020) suggests that "values and beliefs should not be simply ignored: they play an important role and should be treated as a specific mode of assemblage." As such, education is (post)human and has its (over)determination by beliefs and values encoded in technology.

Some Legal Bases of the New Normal Education: Phil. Setting

Due to the restrictions on face-to-face interactions and social events, CHED MEMORANDUM ORDER No.04 Series of 2020-Guidelines on the Implementation of flexible Learning was implemented, In accordance with the pertinent provisions of Republic Act (RA) No.7722, otherwise known as the "Higher Education Act of 1994", Republic Act No. 11469, otherwise

known as the "Bayanihan to Heal as One Act," and under Commission en Banc (CEB) Resolution No. 412-2020, series of 2020, the Commission on Higher Education (CHED) as a result of this adopts and promulgates the Guidelines on Flexible Learning (FL) to be implemented by public and private Higher Education Institutions (HEIS).

For its primary mission to provide efficient and high-quality education to Filipino students, it insists that education must continue despite the pandemic. As a result, flexible learning was implemented. Flexible Learning is a pedagogical approach allowing flexibility of time, place, and audience but is not solely focused on the use of technology (Khan, 2007). Although it commonly uses the delivery methods of distance education and facilities of education technology, this may vary depending on the technology, availability of devices, internet connectivity level of digital literacy, and approaches.

The design and delivery of programs, courses, and learning interventions address learners' unique needs regarding place, pace, process, and learning products. It involves the use of digital and non-digital technology. It covers both face-to-face or in-person learning, out-of-classroom learning modes of delivery, or a combination of modes of delivery. In addition, it ensures the continuity of inclusive and accessible education when traditional modes of teaching are not feasible, as in the occurrence of national emergencies.

The foregoing literature and studies helped the researchers strengthen the framework and the interpretations of the findings of this study later.

2. METHODOLOGY

This study used the quantitative-qualitative or mixed method coupled with a descriptive survey to assess the challenges of using e-Learning Materials in the new normal education in teaching the ISPSC-CTE students of Tagudin Campus. The developmental research design was used to develop the proposed output of the study, a Community Wifi Station.

Valdez (2012) defined descriptive research as concerned with the description of data and characteristics about a population, averages, frequencies, and similar statistical calculations. This study described the profile of the ISPSC-CTE of Tagudin Campus students in terms of age, sex, year level, residence or municipality, and family monthly income and learning gadgets available from the students. The learning modalities used by the teachers during this new normal education are the communication devices used by teachers and students.

In the qualitative part, it used the phenomenological design. According to Creswell (2013), the design deals with the similarities of a lived experience in a particular group. Thematic analys isemployed to generate new ideas to createmerging themes Creswell (2007); Gandeza(2020); Gandeza (2022). The researchers used the FGD to assemble a group of individuals to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions, and attitudes of the participants through a moderated interaction The aim was to arrive at a description of a certain phenomenon.

As postulated by Richey (2012), developmental research has been defined as the systematic study of designing, developing and evaluating instructional programs that must meet the criteria of internal consistency and effectiveness criteria. This developmental research design is very useful in this study. Based on the findings of this study, there is a need to develop and formulate an extension activity catering to the student's needs, specifically those with problems with learning gadgets and poor internet connectivity.

2. 2. 1 Respondents and Locale of the Study

Since three (3) groups were involved: BSED Program, BEED Program, and BPED, total enumeration was observed on the part of the students because of their minimal number and to come up with a more conclusive investigation. With the efforts sxerted by the researchers, there were only 387 who responded on the online questionnaire.

2. 2. 1 Participants of the study. Since the study observed the mixed method, the study utilized purposive sampling as a technique for selecting participants, as this allows the selecting of participants who have robust knowledge of the phenomenon (Frechette et al., 2020). Hence, the researchers selected a sample from the students based on their knowledge and experiences about the study. In addition, there were five (5) students each from the different programs, a total of fifteen (15). In addition, the researchers notified the participants about the current investigation to seek their consent for participation. Finally, the participants who agreed to participate in the research venture were interviewed online and face-to-face. To be more scientific, Focal Group Discussion (FGP) was also observed.

All gathered responses were subjected to analysis. The researchers developed themes based on the participants' challenges in using self-learning modules pertinent to the research questions. Thematic analysis is an effective technique when analyzing different respondents' perspectives and developing insights. (White et al. 2017)

2.4 Categorization of Data

For the Challenges Encountered by the Students During the Pandemic

Numerical rating	Description	
1	Not a problem	NP
2	Minor problem	MP
3	Moderately serious problem	MSP
4	Serious problem	SP
5	Very serious problem	VSP

3. RESULTS and DISCUSSIONS

This part presents the results and discussions of the findings, conclusions, and recommendations based on the gathered data.

Profile of the Respondents

The personal profiles of the student respondents are disclosed in tables. Table 1 considered their sex, present age, course or program, year level and family monthly income. Table 2 presents the teaching and learning approaches mainly used by their instructors. Likewise, Table 3 discloses students' communication devices and mechanisms to receive and access online modules.

Under the profile, it can be proven that teaching is a feminine world, as seen in the table, that the females dominated the number of males with 77.78 percent or a total of 301 out of 387 rspondents.

2.3 Statistical Treatment of Data

The following statistical tools were used to describe the data descriptively and statistically. All four sub-problems were treated with simple frequency count and percentage. For the challenges, the mean value was used.

Despite the fact that answering the questionnaire was required before taking the final examinations, many students still did not cooperate. As a result, majority students from the lower years from age range of 20-21 years or 52.97 percent responded to the survey. This can be due to the reason that they were those who felt the need for internet connection assistance because they started college during a pandemic period which is called the New Normal Education. Further, the table reflects that most of the students had families with less than Php 10,000 family monthly income with a total of 290 students or 74.94 percent. This can be one of the reasons why the parents can not afford to support the internet connectivity expenses of their children.

Table 1. Profile of the ISPSC-CTE students of Tagudin Campus

Profile Variables	Frequency	Weight (%)	Rank
a. Sex			
-Male	86	22.22	2
-Female	301	77.78	1
Total:	387	100%	
b. Age			
-18-19 years old	120	31.01	2
- 20-21 years old	205	52.97	1
- 22-23 years old	47	12.14	3
- 24 years old and beyond	15	3.88	4
Total:	387	100%	
c. Course and or Program			
-BSED	250	64.60	1

-BEED	127	32.82	2
-BPED	10	2.58	3
Total:	387	100%	
d. Year Level			
-First Year	168	48.41	1
-Second Year	90	23.26	3
-Third Year	121	31.27	2
-Fourth Year	8	2.07	4
Total:	387	100%	
e. Family Monthly Income			
-Below P10,000	290	74.94	1
-P10,001 -P15,000 P15,001-	80	20.67	2
P20,000	7	1.81	3
-P20,001-P25,000	5	1.29	4.5
-P25,001-P30,000	-	-	
-P30,001-P35,000	5	1.29	4.5
-Beyond P35,000	-	-	
Total:	387	100%	

Platforms or Modalities Used by the Instructors

Table 2 discloses the platforms or modalities used by the instructors in teaching their students during the new normal education. Online modular instruction in softcopies was mostly used, coupled with google meet and blended instruction.

Table 2. Platforms or modalities used by the instructors in teaching their students during the new normal education.

Teaching and Learning Approaches	Frequency	Weight (%)
A. Modular Approach		
O -Online (Softcopies)	372	96.12
-Offline (Hardcopies)	15	3.88
Total:	387	100%
B. Virtual Classes		
-Google Meet	327	84.50
-Zoom	55	14.21
-Recorded Lectures and or Videos	5	1.29
Total:	387	100%
C. Blended Learning (Combination of Modular and Virtual Approaches	387	100%

Communication Devices or Learning Gadgets Used

The communication devices or learning gadgets used by instructors and students were also disclosed in Table 3.

Online chat (Group Chat) was mostly favored for use by both groups. Likewise, google classroom was the mechanism for students to receive and access online learning.

Table 3. Communication devices or learning gadgets used by instructors and students.

Indicators	Frequency	Weight (%)	Rank
A. Communication Devises MOSTLY Used by Instructors -Electronic mails (e-mail) -Online chat (Group Chat) -Instant messaging (Text) -Audio-Video Chats Total:	116 266 4 1 387	29.97 68.73 1.03 0.27 100%	2 1 3 4
B. Mechanisms given to students to receive and or access online learning -Google Classroom -Electronic mails (e-mail) -Online Messenger Total:	298 79 10 387	77.00 20.41 2.58 100%	1 2 3

Challenges or Problems Met by the ISPSC-Tagudin Campus in the Use of E-Learning Materials

The study's main concern is to assess the challenges or problems met by the ISPSC-Tagudin Campus in using e-learning materials in the new normal education. There were 16 item statements considered in the said evaluation. Not surprisingly, "slow internet connectivity" came out to be the top rank, "difficulty in submitting activities or outputs in hardcopies during lockdowns' was second in rank, and "experience financial challenges when accessing learning resources and technology" was third in rank among the listed 16 possible problems. These top three problems were statistically described as "serious problems."

The findings were validated by the qualitative part through interviews the complain of students that for localities with access to the internet, it was too slow, and for some time, the connection was out. The instructors also experience the same problem during their virtual meetings or classes. On average, not even 75 percent can join online classes, specifically on General Education subjects where more than 50 students were enrolled in that subject. This implies that students who cannot access the services of the internet are those same students who cannot pass their outputs in hard copies. Hence, they are given an "In Progress (IP) " grade.

Likewise, the problem is aggravated by the financial challenges when accessing learning resources and technology because many families lost their jobs because of "lockdowns" imposed.

Table 4. Common problems met in the use of e-learning materials.

Indicators	MV	DER	RANK
1. Not familiar with educational materials that have to be adapted for use with a blended learning environment.	2.37	MP	16
2. Have difficulty in accessing supplementary educational materials through the Internet.	2.86	MSP	10
3. Lack of regular communication with my instructors through the net.	2.73	MSP	13
4. Slow internet connectivity	3.59	**SP**	1st
5. Fluctuating internet connection	3.37	MSP	4
6. Opening the camera consumes greater bandwidth	3.04	MSP	7
7. Limited hands-on activities or no manipulative devices used in online learning.	2.84	MSP	11
8. Not knowledgeable on how to use computer-based techniques to create multimedia (text, animation, graphic art, sound, video).	2.54	MP	14
9. Insufficient time to answer all modules provided by instructors.	3.36	MSP	5
10. Frequent brown-outs that delay the preparation and encoding/printing of outputs.	3.10	MSP	6
11. Difficulty to communicate with the instructors because there is no cellphones or laptop and/or no load.	2.74	MSP	12
12. Difficulty in submitting activities or outputs in hardcopies during lockdowns.	3.59	**SP**	2nd
13. Lack of competence and proficiency in using various interfaces or system that control a computer or another embedded system for studying.	2.92	MSP	8
14. Experience difficulties when using video for learning.	2.91	MSP	9
15. Experience technical difficulties in completing assignments.	2.47	MP	15
16. Experience financial challenges when accessing learning resources and technology.	3.41	**SP**	3rd
Overall Mean:	2.99	**MSP**	

Legend:
MP- Minor Problem
MSP- Moderately Serious Problem
SP- Serious Problem

According to Koopman (2019), digital technologies are the visible face of the immediate changes in society, commercial society, and schools. The immediate solution to the closure of schools is distance learning, with platforms proliferating and knowledge demoted to information to be exchanged.

Murgatrotd, (2020) also mentioned that many countries have substantial issues with reliable internet connection and access to digital devices. While in many developing countries, economically backward children cannot afford online learning devices. In the same vein, Sintema, (2020) also claimed that the level of academic performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to reduced contact hours for learners and lack of consultation with teachers when facing difficulties in learning/understanding.

Problems encounter in relation to the use of e-learning materials in this new normal education

a. On materials to be used like lack of gadgets, poor connectivity, and technical issues, and
b. On student factors like time management, lack of understanding of the lessons in the module given by their instructors, and there is no clear instruction of these modules.

Cabrera (2020), in her article "students face lack of gadgets, unstable connections in online

education," stated that students face huge challenges from the lack of gadgets to unstable internet connections. Even teachers lament these difficulties brought about by distance learning which has forced some students to drop out of school. Another is the inability to access gadgets as well as the unstable internet connection easily.

On students' factor, an article on Time Management skills improves student learning November 2019. Time is a finite source, and it needs to be effectively managed. It is about planning and controlling the amount of time spent on a specific task. These skills are needed to manage time effectively, like goal setting, prioritization, organization, and stress management. Good time management allows students to make the most of their abilities and enjoy the satisfaction of accomplishment. As Kinrillov et al. (2015) stated, time management is a technology for increasing usage efficiency for task performance.

An article on career development (2019) states that management of understanding direct students increases productivity, make them simplify decision-making, increases collaboration, and increases objectivity.

Paying attention to these theories played a key role in establishing standards and procedures, eradicating specific problems with e-learning materials usability in this new normal education.

Help from parents, friends and others.

Once if understood, sometimes, twice, or thrice if not clear, but there is more "once" than the other answers. As an innate force drives students to be actionable, the ability to use force for the persistence to do work is referred to as motivation needs. The need to be physically or mentally active are inherent abilities that must be present. Individual needs are also needed, like Maslow's Hierarchy of needs gives three distinct categories the Existence Needs- psychological and material well-being. Relatedness needs- the desire for satisfying personal relationships and Growth needs- The continued psychological growth and development Francis (2016) learning theories in management. Motivation theories rely on how people behave to motivate themselves to complete a task. It is a belief that individual needs must start from the bottom, the physical security and material desires. If a person is satisfied with the material desires he/she is motivated to advance to the next ladder until he/she reaches self-actualization. There may be factors along the way that help her/him get the goal, like rewards and outside and

inside desires, but the ultimate aim is to achieve goal setting.

The idea of self-efficacy can be cultivated through learning. As educators instill a sense of mastery in their students through many individual and collaborative exercises, the latter must take and receive the instilled help to become holistic learners.

Effects brought about by the use of e-learning materials in this new normal education

The result of the interview on the positive effects of using e-learning materials came out that students practiced active, independent, and self-directed learning. Thus, they could save money in going to school because they stayed home. Constructivist theories suggest that knowledge is created by the learner rather than being imparted is transferred. Learners have ownership and control of their learning, meaning they are responsible for constructing and carrying out their learning, monitoring their progress toward achieving their learning goals, and self-assess the learning outcomes. Meyer et al. (2008) Similarly, independent learning is practiced where learners have ownership and control of their learning. He can set goals, make choices and decisions about how to meet their learning needs, take the responsibility of constructing and carrying out his learning, monitor his progress toward achieving his learning goals, and self-assess the learning outcomes. Livingston (2012)

Regarding the negative effects of using these e-learning materials, materials are hard to understand, leading to a lack of comprehension of learners. Materials can't replace the presence of a teacher in the classroom to explain and guide his students. That's why the schema theory is very significant because its fundamental principle assumes that written text does not carry meaning. Rather, a text-only directs readers on how they should retrieve or construct meaning from their own previously acquired knowledge (An 2013). In the same way, Behaviorism is concerned with observable stimulus-response behaviors, as they can be studied in a systematic and observable manner. If learners do an excellent job, like being interested and responsible in these e-learning materials, they will naturally receive positive reinforcement and are signaled out for recognition (Khalil 2016). It also goes with the Humanism theory- a learner-centric approach focusing on the learner's potential rather than the method used. It focuses on creating an environment conducive to self-actualization. If learners are determined to meet their needs, they can set their own

goals while the teacher assists in meeting those learning goals.

Conclusions

The study came up with the following conclusions:The student-respondents are a blend of different or varied personal profiles; The instructors of ISPSC-CTE Tagudin Campus are using blended learning with the use of online softcopies coupled with hardcopies and through google meet.; As to communication devices, majority of the instructors are patronizing the use of the google classroom and group chat. ; Several students are experiencing slow internet connectivity in their respective barangays or localities.

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