

## 07 ORIGINAL RESEARCH

# Coping Mechanisms of Teacher Education FIT Students in Online Based Learning

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## ABSTRACT

**Introduction:** A novel coronavirus (SARS-CoV-2, formerly known as 2019-nCoV) caused the latest COVID-19 pandemic which began in China and almost affected every country in the whole world is one of the most recent public health crises of global concern (Guo et al. ,2020). The spread of COVID 19 has affected the educational system worldwide in particular, on the learning delivery (Toquero, 2020). Due to COVID19 pandemic, countries temporarily interrupted formal education activities in several fields and turned to the distance education method to sustain educational activities in countries that were affected, through the transitioning of course content and related materials to the digital world. Currently, the newest and most popular form of distance education worldwide is the "online-based learning", the type of instruction mediated via the internet and a term to describe an emerging approach to learn at students' own premise through advanced information-communication technologies which can be through synchronous or asynchronous instructions (Yang, 2020). It also covers a wide range of processes and applications, such as web-based learning, computer-based learning, virtual classrooms, and digital collaboration. This includes the delivery of content via the Internet, LAN / WAN (intranet / extranet), audio and videotape, satellite broadcasting, interactive TV, and CD-ROM (Paulsen, 2002). Today, education industries are adopting the technologies available such as digital Video conferencing platforms like Zoom, Microsoft platform, and Webex Blackboard and Google Classroom to enhance online learning globally (Larry 2020). The emergence of this novel coronavirus pandemic brought challenges in the field of education which resulted in the implementation of Online Based Learning (OBL) as one of the learning modalities in the Philippines. However, this learning modality comes with concerns and difficulties that should be addressed, especially to the students who enrolled in OBL.

**Purpose:** This research aims to explore the challenges encountered by Fundamental Integrative Training, particularly Physical Activity toward Health and Wellness- Outdoor and Adventure Activities (FIT-OA) course students at the School of Teacher Education, Saint Louis University, Baguio City, and their corresponding coping mechanisms in an Online Based Learning.

**Methods:** The FIT students who are currently enrolled in online based learning who are willing to participate were the participants of the study. For the administration of the interview, the participants would be informed in advance and guided accordingly. A qualitative phenomenological type of research was utilized in gathering and interpreting the data of the study since it aims to elucidate the meaning and structure as well as the essence of the lived experiences of a person, or a group of persons around a specific phenomenon. The experiences relating to this study were the ones that were thematized as the coping mechanisms of teacher education FIT students in online-based learning.

**Results:** After careful analysis of the data and audio recorded interviews from the six (6) participants, there were five (5) significant themes that emerged as challenges and another five (5) significant themes that emerged as coping mechanisms of FIT-OA students in online based learning. The themes for challenges were summarized as TEENS which stands for Technical Difficulties, Emotional and Mental Issues, Elaboration on lessons is lacking, non-conducive learning environment and Students Lack Discipline. On the other hand, the themes for coping mechanisms were summarized as STORM which stands for Students Fosters Resourcefulness, Time management, Optimistic Attitude, Rest, and Motivation. Results show that despite the challenges that FIT-OA students encountered in online based learning they overcome it with their coping mechanisms.

**Conclusion:** The result of the study can be a source of data and strategies by other students who are also having difficulties during online classes. Moreover, it can also be a guide for the teachers to sympathize and help improve their students' performance despite the difficulties. It can also be used to develop their teaching learning and evaluating strategies in enhancing effective learning process, skills, and attitudes to their students during the online learning.

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