STUDENTS SELF-ESTEEM IN NEW NORMAL LEARNING

A Thesis Presented to the Faculty of
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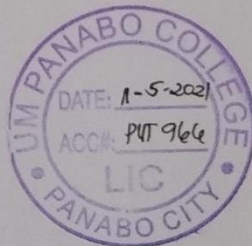
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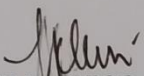Of the Requirement for the Course
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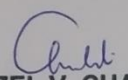**Grace Lyn Joy B. Mayola**

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ACCEPTANCE SHEET

This thesis entitled **"STUDENTS' SELF-ESTEEM IN NEW NORMAL LEARNING"** prepared and submitted by **Marjorie B. Salva, Janelyn D. Pontero** and **Grace Lyn Joy B. Mayola** in compliance with the requirements in the Research Subject under the **Department of Teacher Education**, UM Panabo College, Panabo City hereby accepted.

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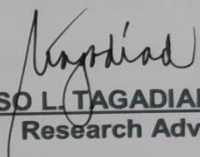UM Panabo College

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This thesis entitled **"STUDENTS SELF-ESTEEM IN NEW NORMAL LEARNING"** prepared and submitted by **Marjorie B. Salva, Janelyn D. Pontero** and **Grace Lyn Joy B. Mayola** in partial fulfilment of the requirements for the course Educational Research has been examined and accepted, and is hereby endorsed.
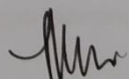
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ABSTRACT

The research conducted studies to determine the self-esteem of the students in a new normal learning. The purpose of the study is to discover their self-experiences, coping mechanism, and insight that can be gain to the tertiary level students in a new normal learning. To gather the qualitative data, there are five (5) informants, who are enrolled on the school year 2020-2021 a tertiary level student who have different course and civil status which were interviewed and the data was recorded. The data were gathered in this qualitative phenomenological study were based on the responses 2 research question. Results were group into theme. The result of the study shows that the tertiary level students experienced difficulties in a new normal learning. When pandemic started the student's experience slow internet connection that affects the performance of the students in an online class. Because of pandemic students also limits their socializing with other people which affect their self-esteem but students are able to manage their self by being optimistic in their perception in life, take a rest, listening to music and pray those are some of the things they cope up their self while learning. However, despite of the problem they face they were able to adapt the situation but also wishing to normalize the way of learning like it was before because face to face learning is much more fun and boost their self-esteem.

Keywords: Self-esteem, new normal learning, experiences, pandemic

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The Researchers

DEDICATION

I dedicate the success of this research to our Almighty God, who has given me the knowledge and wisdom to complete this study. To my family and loved ones, who have always been supportive in my efforts. To my classmates and friends who are always extending their help to do this research and to my research adviser, who gave us tremendous expertise in this study.

Marjorie B. Salva

First and foremost, I would like to dedicate my research to our Almighty Father and my family for supporting and giving me strength to complete this research. To my professor and classmate who are always there for me when I needed them the most. This is one of the things and memories that I will never forget in my life, a journey of having this study is a treasure that never ever be forgotten.

Janelyn D. Pontero

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Grace Lyn Joy B. Mayola

TABLE OF CONTENT

LIST OF TABLES

CHAPTER 1

INTRODUCTION

Distance learning is the immediate response to school closures, with platforms multiplying and knowledge reduced to information to be transferred. Thousands of colleges and universities, and also hundreds of K-12 schools, have closed across the nation. The mass transition serves as a test bed for online learning. Every virtual school student's growth and well-being are influenced by their self-esteem. In this new normal of learning, students' self-esteem is especially important to consider.

Students between the ages of 16 and 25 show stress, anxiety, and depressive tendencies in a global context, according to studies. Regardless of how well they acquire new skills for sustaining relationships, independence, and self-sufficiency, any roadblock might cause denial, self-blaming, discontent, tension, or worry. As a result, social media serves as a coping mechanism due to its ease of use and popularity, despite its negative effects on physical and mental health. A study by Valkenbur, et. al (2006) show that social media can significantly affect self-esteem of users. Thus, with the higher and more frequent usage among students during the pandemic, a problem with self-esteem could be surfacing now.

In a national context, the Philippines current educational situation appears to be depressing. According to the most recent Department of Education data had released in July 2020, the initial enrollment is just over a half of the 2019 27.7 million students as a result of mostly financial factors and inequity of internet access. Millions of learners are faced with enormous

obstacles. While there are some proposed solutions, such as home schooling and online learning, access to technology and the internet, particularly in rural areas, remains an issue. It is not uncommon for students in the public education system to lack access to the internet at home or to be unable to afford to load their phones regularly. Some folks don't have access to computers or phones at all. Because this is a reality that many schools, students, and communities will face, the Department of Education suggests adopting a blend of multiple learning modalities and the Blended Learning method. Blended learning, which combines in-classroom study with individual study/online classroom work, will allow students to learn at their speed while following guided modules (Ancheta R., Ancheta H. 2020).

In the context of the Davao City, Philippines - due to an inconsistent internet connection at her far-away house in Aleosan, North Cotabato, a third-year college student has had to stay up late and get up early to catch up with all the online topics and assignments that have been delayed since the previous month. Due to the coronavirus (Covid-19), the education sector began this school year with the "new normal" of having online lessons, and students have suffered physically and emotionally as a result of this new method of online and distant learning (Cagula, 2020).

All of the aforementioned instances, taken together, represent some of the experiences of students in various areas of the world as they adjust to a new normal of learning. The researchers will use this study to untangle the stories of diverse students' experiences with the new typical setting of providing education, especially the elements that impact students' self-

esteem. Because of the pandemic, this study must establish the insights required to meet the obstacles of new normal learning.

Purpose of the study

The overall goal of this study is to assess students' self-esteem in the new learning environment. This research aims to shed light on students' experiences in a new normal of learning in dealing with the various aspects that affect students self-esteem and academic success. Further, the researchers want to know how these students experiences affect their entire being as people, as well as raise awareness among each individual about the students plight during the pandemic.

Research Question

The following questions help establish the research and further drive the investigation**:**

1. What are the experiences of students on new normal learning?
2. What are the coping mechanism of students on new normal learning?
3. What insight can be drawn from the study?

Theoretical Lens

Within the new normal, every educational leader's decision-making is a significant challenge. Online learning has some unique characteristics in that it involves several of these considerations: It is also a process (through activities) and a tool, and even the environment in which learning occurs. A growing number of courses are being taught and studied online, whether for

convenience or to take advantage of the benefits that online learning provides (Henry, 2011).

According to Karalis (2020), what happens the next day is what needs to be adjusted to be made, the focus of the situation, and how to define the basic properties of informal education systems within an organization amid learning disruptions, are worth studying after making it back to normal.

It is the evaluative component of the self-concept, a broad presentation of individuality that includes cognitive-behavioral aspects as well as evaluative and affective ones (Blascovich & Tomaka, 1991). While the term is most commonly used to describe a general feeling of self-worth, it may also refer to a sense of self-worth in specific fields. Self-esteem is also largely thought to be a characteristic, meaning that it is stable across time in individuals. Much of the research on the relationship between self-esteem and health appears to have focused on how self-esteem affects health-related behaviors. Self-efficacy also refers to one's belief that they can succeed in specific situations or accomplish a task, that they also can produce specific effects, and that they can learn or perform behaviors at specific levels (Bandura, 2006). Moreover, studies on students self-efficacy and their impact on academic performance, conducted long before the arrival of the novel coronavirus, show that academic achievement and course satisfaction are two complementary learning outcomes that are "the face of the same coin" (Tumapon,2020).

Self-esteem is not pursued for its own sake but instead serves a more significant function, according to various theories about its function.

Self-Determination Theory- is a broad theory of human motivation and personality that focuses on people's natural growth patterns and psychological needs. It is concerned with the motivations that drive people's decisions when they are not influenced or influenced by others. A man is born with an intrinsic motivation to explore, absorb, and master his surroundings, according to (SDT), and he has true high self-esteem (Deci & Ryan, 1995 as cited in Ryan & Deci, 2004).   Three basic psychological needs, according to Deci and Ryan (2000), motivate the self to initiate behavior and specify essential nutrients or demands for life for individual psychological health and well-being.   The universal and innate need for autonomy, competence, and relatedness is said to be the source of these needs.

Terror Management Theory- Internalization of cultural values is also a key factor in Terror Management Theory (TMT), in which self-esteem is seen as a culturally-based construct derived from integrating specific societal contingencies into one's own "worldview. High self-esteem has been shown to have good benefits on personal growth, mental health, and coping. According to TMT, it protects against anxiety when we are aware of our imminent mortality and lowers protective anxiety-related behavior. The theory is supported by empirical evidence that high levels of self-esteem reduce anxiety and anxiety-related defensive behavior (Pyszczynski et al., 2004).

Sociometer Theory- self-esteem is a psychological indicator of how much people believe they are relationally valued and socially accepted by others. This ability to predict how others' reactions will affect one's status aids in the establishment and maintenance of a small number of meaningful relationships. Being excluded from a worthwhile relationship harms self-

esteem, whereas being included in a growing number of less meaningful relationships has a positive impact on self-esteem (Leary, 1990; Leary & Downs, 1995 as cited in Leary et al., 1995).

Online Learning

The majority of the sessions are held online, but, owing to their circumstances, some students are unable to participate since they lack the necessary equipment. The term "online learning" refers to education that occurs on the internet. It is a form of "distance learning" as well as an umbrella word for any learning that occurs at a distance rather than in a regular classroom. Any kind of learning that is performed partially or entirely on the Internet is referred to as online learning. Commentators have drawn a contrast between purposefully intended online learning and the emergency methods utilized to transfer all education online in the spring of 2020, using the Covid-19 epidemic as an example. Online learning is a type of distance education in which a course or program is planned to be given entirely online in advance. Faculty employ pedagogical techniques that are particular to learning in a virtual environment for instruction, student involvement, and evaluation (Bates, 2016).

During this Covid-19 pandemic, communication is a key component in decreasing individual challenges. The learner's performance is harmed by a sluggish internet connection. Because online learning is largely asynchronous, visual and verbal cues aren't always obvious, regions of uncertainty and the resulting fast reaction to accuracy aren't always obvious. In online learning, "repair" is more difficult to establish and clarify regions of

dissonance and misconceptions (Xin & Feenberg, 2005). Many students prefer in-person learning over online learning and prefer to study or work on projects on campus. Informing students of the latest rules and preventive measures, as well as new developments, require clear and timely communication.

Significance of the Study

The findings of this study may be beneficial to the following:

Students. This study will help students to become aware of the other situations of their fellow students' conditions and serve as an example of how to be responsible in the face of adversity.

Teachers. The results of this study provide teachers with the information about the different experiences, coping mechanisms and insights of their student. This will also motivate them to strive harder in terms of through new normal learning.

Future Researchers. Lastly, it is important to the future researchers wherein the results of the study will serve as spring board to conduct further research or to conduct parallel research in line with this.

Definition of Terms

The following words are defined for the better understanding of the study, the following terms are defined in the context of this research: operational and conceptual vocabularies that are related to the study and these are the following:

Student self-esteem - the degree to which students feel satisfied with themselves and feel valuable and worthy of respect. Self-esteem and perceived competence are necessary for students to take risks in their learning and to bounce back after failure or adversity.

Self-esteem. self-satisfaction senses what one has in oneself. It is self-assurance and satisfaction, as well as self-respect.

New Normal Learning. this is a type of learning delivery in which face-to-face education is combined with any, or a combination of, modular distance learning, online distance learning, and television/radio-based instruction.

Delimitations and Limitations

This research will focus on the experiences of college students in Panabo City who continue to attend school despite the covid19 epidemic in the school year 2020-2021. This will assist others in comprehending each scenario throughout the pandemic crisis. Furthermore, the outcomes of this qualitative study might be a reference to other goals. This study used a purposive sample method, which reduces the generalizability of the findings.

Furthermore, despite the lower generalizability of the findings in this qualitative study, the findings might be subject to further investigation and could be beneficial.

Organization of the study

The entire report for this phenomenological research was done according to the following layout:

Chapter 1 gives the description and background of the study. This part gives the readers the significant and the purpose why such study is necessary.

Chapter 2 discusses the related literature wherein related articles that contributed to this research can be found. Also, in this section, articles are being supported by different authors about the study.

Chapter 3 contains the description of research design, role of the researcher, data collection procedure, and the manner how the data was being analysed. Here, trustworthiness and credibility are clearly highlighted.

Chapter 4 discusses the result per research questions and the explanation of the informants of the study for the readers to understand the problem.

Chapter 5 presents the discussion and conclusion from the findings of the research.

Chapter 2

REVIEW OF RELATED LITERATURE

Various facts and theories from certain authors and reading materials are presented in this chapter for transparency and easy comprehension for the readers in this study.

Low Self-Esteem

According to Silverstone and Salsali (2003), poor self-esteem has been linked to a variety of undesirable consequences, including depression.

According to Rosenberg and Owen (2001), people with poor self-esteem, are more disturbed by failure and tend to exaggerate negative occurrences. They frequently mistake non-critical statements as critical, for example. They are more prone to suffering from social anxiety and lacking interpersonal confidence. This makes social contact with others difficult since they feel awkward, bashful, conspicuous, and unable to effectively express themselves. Furthermore, people with low self-esteem are negative about other people and groups in society.

Students at all sorts of institutions, according to Boyle (2021), are struggling with the social isolation caused by the Covid19 epidemic. More students are having difficulty. They feel more alone, lonely, and sad. A solitary individual may feel lonely or have low self-esteem. A person may acquire social anxiety, sadness, or other mental health issues over time.

According to (Pekrun et al., 2002), anxiety is the most widely investigated academic emotion in contrast to other academic emotions of

students. In certain situations, pupils are unable to do effectively due to issues affecting their academics. Because of the deadlines that they need to fulfill, they create anxiety in themselves to interact and talk to someone else, but they fail to do so due to the low internet connection, and the limited money of the family to pay for the requirements of the student in this new normal of learning. Studies on social anxiety (Auerbach and Gramling, 1997, quoted in Aysan et al., 2001) demonstrate that students' academic performance and degree of test anxiety are related to the level of social support they get, as well as their coping methods. In academic contexts, students experience a wide range of self-referenced, task-related, and social emotions. Because all of the above-mentioned components are dependent on individual success, the impact of academic learning and academic achievement is critical in every part of life, beginning with social connections, academic careers, and the capacity to manage resources.

Unstable Internet Connection

The Internet has evolved into a powerful instrument for linking people, information, ideas, resources, and services in our digital era. It has become a driving force in the economy, creating jobs, transforming industries, improving infrastructure, and facilitating efficient communication among businesses and individuals all over the world (Salac & Kim, 2016).

According to Kemp (2020), the Philippines had 73.00 million internet users in January 2020, with an internet penetration of 67 percent. Also included are data users with mobile connections. In the Philippines, there were 173.2 million mobile connection ratings in January 2019, but this rose to

about 38 million (+28 percent) from January 2019 to 2020. They discovered that the equivalent of mobile connections represented 157 percent of the entire population of mobile data users. 5.8 million (+8.6 percent) of data consumers are also social media users. Rodriquez (2020) explained why the Internet is so sluggish in the Philippines, based on Oockla's speed test results from August 2020.

One of the issues that most students have when taking online classes is a lack of an internet connection. According to Lynch (2017), a student's academic progress might be jeopardized by a lack of internet connection in a variety of scenarios. Students who do not have a reliable internet connection are unable to communicate with their professors or peers, perform academic research, or seek online homework help. Due to a lack of effective, high-speed internet, the so-called achievement gap among pupils will simply increase.

According to Ahmad (2019), the Internet has great potential to improve educational quality, which is one of the pillars of long-term progress. The internet today plays an important role in aiding everyone in their educational pursuits. Regardless of the degree of education you seek, you may need to use the internet to gain access to critical information.

Time Management

Todorov (2017) asserts that managing your time efficiently is critical while taking an online course since you have complete control over your learning and speed. When learning online, you must put aside some time to study and go through the lessons on your own. This necessitates self-

discipline and a thorough grasp of how to manage your time properly throughout the day. You won't be able to get things done as effectively as you could if you don't learn how to manage your time correctly. You may fall short of your goals, fail to study frequently enough, or fall behind in your classes. Even if you don't have those exact issues, time management is about avoiding stress while balancing everything. Learning time management skills might be a solution to all of these issues.

According to Credé (2008), study habits are mostly external elements that help the study process, such as regular study sessions, reviewing the content, self-evaluating, practicing explaining the information, and studying in a suitable atmosphere.

Relaxing

Stratton and Zalanowski (1984) investigated the function of music in relaxing by having individuals assess their degree of relaxation after 15 minutes of listening to one of five genres of music or sitting in silence. Subjects also assessed the experience's pleasant nature, capacity to empty the mind, and like of the music. No one style of music resulted in considerably more relaxation; nevertheless, atonal music resulted in significantly less relaxation. The degree of liking for music was the most essential element in relaxing; substantial connections were found between liking and relaxation, enjoyment and not thinking. When utilizing music to help relax, personal tastes must be taken into account.

According to one study (Bottiroli et al., 2014), listening to classical music appears to assist older individuals to perform better on memory and processing tests.

According to Raypole (2020), a study from Stanford University School of Medicine 2007, music — especially classical music — can help your brain acquire and process new knowledge more readily. Music does more than simply motivate you. It can also help with stress reduction and promote a more cheerful mindset. According to research, being in a pleasant mood typically increases your learning outcomes. When you're in a good mood, you're more likely to succeed in studying and learning new stuff. Studying may be difficult, especially if you don't completely grasp the topic. If you are feeling stressed or overwhelmed, listening to music might help you relax and work more successfully. If you have trouble making sense of new information, listening to music may help.

Mental and physical care

Defined by the World Health Organization (WHO) as "a state of well-being in which an individual recognizes his or her potential, can cope with normal life stresses, can work successfully and productively, and can contribute to his or her community." The World Health Organization (WHO) defines mental health as a healthy state in which a person is fulfilling its potential can cope with the normal stresses of life, can work successfully and fruitfully, and can contribute to his or her community.

Physical self-care, according to Kruger (2018), consists of behaviors that promote physical health, such as nutrition and exercise. Caring for your

physical health may entail eating more fruits and vegetables to feed your body and staying hydrated. It's also vital to keep active in ways that are enjoyable and gratifying for you. This may be going for a stroll, hiking, participating in a sport you like or attending a yoga session. Mental self-care entails actions that help you clear your thoughts and minimize stress. When life gets hectic at work or school, it may be tough to prioritize your mental health. You can minimize stress and enhance your overall happiness by making time each day to care for your mental health. Everyone's definition of mental health care is different. Reading a book, completing a craft, disconnecting from electronics, cleaning your house, taking a class, or going for a stroll are all simple ways to unwind each day.

Optimism

Positive thinking, according to Cherry (2019), plays an essential part in positive psychology, a discipline devoted to the study of what makes individuals happy and content. According to research, positive thinking may help with stress management and possibly have a part in your general health and well-being. Positive thinkers are more likely to employ an optimistic explanatory style, although how people assign events varies depending on the context. Positive thinking does not always include avoiding or dismissing negative events; rather, it entails making the most of potentially negative situations, attempting to see the best in others, and viewing yourself and your talents from a positive perspective.

According to Goleman (1996), optimism is a strong belief that, despite challenges and frustrations, everything in life will be addressed appropriately.

Optimism is an attitude that helps an individual avoid falling into ignorance, despair, or sadness when confronted with adversity. In other words, optimism is the expectation of good things happening, along with a general optimistic perspective.

Self-esteem

Rosenberg (1965) defines self-esteem as one's positive or negative attitude toward oneself, as well as one's overall appraisal of one's ideas and feelings concerning oneself. Self-esteem is the expression of pleasure, confidence, or self-acceptance that results from the approval of a person's self-concept as a consequence of analyzing his/her perceptions, feelings, attitudes, and experiences obtained from contact with himself and his environment since birth (Rosenberg, 1989 and Leory, 1996). Self-esteem is defined as a psychological attribute that involves self-evaluation based on one's human values (Alesi et al., 2012). Self-esteem entails being conscious of one's value system as well as one's emotional assessment of one's worth (Schunk, 1985).

A high level of social adjustment is indicated by high self-esteem (Martin et al., 2014). A person with high self-esteem and a person with low self-esteem may respond similarly to good information, but they may respond differently to negative input. People with low self-esteem are more likely to display negative responses, whereas those with high self-esteem are less likely to be impacted because they are more likely to reject or limit the scope of negative feedback (Brown & Mankowski, 1993). Reduced self-esteem can eventually lead to social maladjustment since it impairs an individual's

success in social adaption. The link between poor self-esteem and social adjustment has the potential to generate a vicious cycle that has a detrimental impact on the overall quality of life (Konrad et al., 2012).

Furthermore, (Baumeister et al., 2003) viewed good performance in a learning activity as a necessary component of attaining a significant increase in one's self-esteem. According to the Self-Esteem Theory, one's attitude toward oneself is stable over time but can vary owing to environmental factors, with the ultimate objective being to preserve or even increase one's degree of self-esteem (Cast & Burke, 2002).

New Normal Learning

According to (Rosado, 2013), prior research indicates that student academic successes are being thoroughly studied, and numerous elements have been identified as essential to student academic success. In early January 2020, however, scientists discovered a new infectious illness caused by a unique coronavirus. The COVID-19 epidemic has now caused major disruptions in schools and colleges. According to UNICEF, more than 188 nations have adopted national school and university closures as of April 2020, affecting more than 91 percent of the world's student population. During these school closures, all face-to-face classes were canceled, forcing many institutions, including our own, to rapidly switch from face-to-face in-person learning to entirely online teaching. The rapid move to entirely online learning has been unsettling for many instructors and students who prefer in-person education.

Online learning is usually presented as a poor substitute for face-to-face learning, providing a lower-quality education (Hodges et al. 2020). Because of the disease known as "The New Normal Learning," which has altered the way students learn, the government's and teachers' efficacy in dealing with this problem is severely limited. According to (Roy et al., 2020), the psychological and emotional impact of the COVID-19 epidemic has been obvious since its inception. People are concerned about its appearance and spread, which leads to higher levels of worry. It also influenced the educational setting in the Philippines.

According to (Pacheco, 2020), the pandemic ushers in a new normal in which digitalization imposes new modes of working and learning. It pushes education deeper into technology, a trend that has already begun, fuelled by commercialism and the dominant market mind-set. (Daniel,2020) observes that many institutions had planned to increase their use of technology in teaching, but the outbreak of Covid-19 has forced adjustments that were planned to take months or years to be made in a matter of days.

Digital technologies, according to (Koopman 2019), are the visible face of the dramatic changes taking place in society—particularly in commercial society—and in schools. Distance learning is the immediate response to school closures, with platforms multiplying and knowledge reduced to information to be transferred.

CHAPTER 3

METHODOLOGY

This chapter describes how this study realized. It discussed the applicability of qualitative research method, articulates the phenomenological research approach, the research questions, data gathering procedures, data analysis, and issues associated with participant confidentiality, data collection approaches, factors affecting the internal and external validity, and data analysis techniques, and research instrumentation and data coding.

Research Design

A qualitative research design was used for this research project. Qualitative research is descriptive and narrative. Open-ended survey questions were used to obtain written narrative data from participants in this study. Furthermore, qualitative research was chosen as the research design for this study. Throughout the process, qualitative research questions, techniques, and instruments were improved and targeted to provide data that could be combined to advance knowledge of the issue. The sample size was limited, and the research techniques were centered on data organization in preparation for narrative analysis.

According to (Viswambharan & Priya, 2016), the goal of qualitative research was to methodically describe, examine, and evaluate concerns

surrounding an event or scenario from the perspective of the individual or group being researched. The researchers opted to use a qualitative study methodology to learn about the experiences of students at the tertiary level in the context of covid19. The goal of this study was to gain a better understanding of the situation from the perspective of the pandemic's impacted college students.

Role of the researcher

The study aimed to investigate the students new normal learning experience in the tertiary level. This subject, however, sparked our interest as we saw the critical problems and difficulties faced by the students during the reopening of classes, henceforth we concentrated our analysis of this phenomenon in the world of the new normal learning program. In which new ways of learning were implemented and the restricted framework was analysed with a real-life context and tries to explain the pandemic condition of this phenomenon.

Our role in the conduct of the analysis was the research tool to fill out. We were going to perform this interview with the 5 informants. As the center of the discussion of the informants answers. After an interview, we managed the transcript of each informants answers as the basis for our data interpretation and data review.

Research Participants

The respondents of the conducted survey were students of UM Panabo College. There were five (5) respondents chosen by the researchers to be part of their study and by that, researchers made a consent letter to the

offices of the school. The researchers used research questionnaire; the respondents answered it in a sentence form via interview. These respondents were chosen since they have experienced with remote learning setup for more than a year now.

The profiles of the respondents are the following: Respondent 1 is a 22-year-old, female, BEED (3rd year) student; Respondent 2 is a 25-year-old, female, BSED (3rd year) student; Respondent 3 is a 21-year-old, male, BSED (3rd year) student; Respondent 4 is a 27-year-old, female, BSED (3rd year) student; and Respondent 5 is a 21-year-old, female, BSED (3rd year) student. In summary, all five of them are third year students; four are BSED and one are BEED student; four are female and one is male; age ranges from 21 to 27 years old.

Research tool

A series of questions were prepared by the proponents for the students to answer. The questions were matched with the research goals and objectives of this research study. The questions were left open-ended so that the researchers could ask follow-up questions to dive deeper into the issues. Finally, interview was conducted without pressuring respondents to answer each question, to ensure that their identities and responses remained anonymous.

Data Collection

The gathering of data in this study, researchers first created the instrument they would use to conduct their interviews. It came with research questionnaires and a cellular phone that could be used to record their talk.

Researchers classified replies according to the study's sub-problems after collecting data so that they could acquire crucial information and gain new knowledge by evaluating each respondent's answers.

Data Analysis

To analyse the data, the researchers used the transcript as basis for the information collection. As a result, researchers were able to get insight into students perspectives on the new normal of learning. Data collection may be more useful to both the researchers and the readers since it makes the study more trustworthy and valid. After summarizing the data gathered, constant comparison was employed at each level of analysis until patterns appeared. These were then organized and categorized according to topics.

Trustworthiness of the Study

The study's trustworthiness serves an important purpose in that it provides a feeling of correct production research. This is the argument, and it adds to the researcher's and scientist's impact. The actuality of the evidence analysis based on test results is referred to as **credibility**. The conduct of scientific studies that are relevant to a specific context is known as **transferability**. **Confirmability** is opposed to the idea that outcomes are determined by participants' replies without regard to prejudice or personal motive. Finally, **dependability** demonstrates that consistency is necessary for good results.

Susan Morrow (2014) cited the Parallel Criteria of (Guba & Lincoln 2000), credibility (vs. internal validity) refers to the idea that may undergo

internal consistency where preamble issues have been severity in the research process while others collide with communication.

We ensured the **credibility** by conducting a personal interview with the informants in this study. We may not be subjected to any suspected harm throughout the proceedings, and we may be assured that everything go well. However, researchers have a collaborative conversation and other qualitative research expertise with the topic's relevance, as well as study the transcript record and translation to examine our ideas and connections throughout the interviews.

For perusal, transferability with adequate labeling and data retention is crucial. The records that have been put out, on the other hand, be maintained and made available upon request. Other scholars may be able to used the results of these documents to pass on the conclusions of the inquiries and case studies that have been repeated.

Transferability refers to the degree to which qualitative research findings may be used in a different situation with different respondents. It's the equivalent of generalizability in terms of interpretation. According to Gasson (2004), transferability refers to the broad findings of a study that allow readers to create their context and address concerns about the researcher's cohering theory that are related to general applicability.

The transferability of the data, together with adequate labeling and storage, is critical for perusing in this study. Other researchers may be able to transmit the conclusions of the inquiries and repeated case studies as a consequence of the results of these papers. If readers have enough

information about the similarities between the two scenarios, they may now deduce the research findings if they come into a comparable situation.

In the context of confirmability, it decreases the influence of biases in the setting of confirmability, and no personal incentive is involved.

A **confirmability** audit and a dependability audit are done simultaneously, according to Williams (2018), as the auditors ask for the data interpretations produced by the inquirer of supporting materials in the audit to be internally consistent and reflect more than figments of imagination.

All of the responses or answers to the letters during the interview would be our primary source of data for this study. We did, however, use a reflective diary to come up with a rough interpretation of the data. We guarantee that the technique and substance of our research work are dependable once we have double-checked it.

Lastly, **dependability** relates to the procedure's constancy. When the researcher does not satisfy the requirements for an audit trial, however, the study's credibility suffers. Williams, D. (2018).

We made sure that our data was consistent and that all of the observation and review trails were written to be relevant in this study. Our colleagues will examine the method of gathering, analyzing, and interpreting our data to evaluate how trustworthy our study is at this point in the research.

CHAPTER 4

RESULTS

This chapter presents the transaction, translation, and explanation of gathered information that appeared constantly from the observation and language documentation. These language documents are translated into English for conventionalism, yet the original statements are still preserved for validity and credibility purposes.

The results and analysis of the qualitative data, the questionnaire compilation, and the results and analysis of the study's quantitative conclusions are all covered in this chapter. To highlight parallels and differences between this study and prior studies, studies, and literature, the findings are also addressed in light of previous research findings and accessible literature, when appropriate.

Constant comparison was employed at each level of analysis to further distill the data until patterns appeared. The obtained data from the informants' replies at various phases of data collection is shown in this table. The entries in the table are analyzed and grouped into distinct categories before being organized according to different topics.

The replies of the informants were then extensively analyzed about the developing categories. Every piece of data collected from the respondents was categorized into the various tasks to which they were assigned.

Table 1

Experiences of students in new normal learning

DATA	THEME
Informant 1: *I have a low self-esteem now because I experience problems that my parents cannot understand and I can't express it to them.* Informant 2: *It really affects me, especially in myself, its slow my self-esteem in interacting other people at my age. It lessens in me.* Informant 3: *In online learning it affects my self-esteem because when we have online class and having a Wi-Fi it really affect my health because I get addicted to online games even we are having class.* Informant 4: *It affects a lot, like it stops me socializing personally, and it developed myself to be more alone and be myself only.*	**Low Self-Esteem**
Informant 1: *The biggest struggle is the slow internet connection, when we have a zoom meeting and it is time for me to answer,*	

sometimes my teacher cannot hear me or I can't hear my teacher. Informant 2: *It would be the lack of money to sustain my needs in buying a load for my online class and also the slow connection it affects my performance.* Informant 3: *The struggles on the new set-up of learning is the unstable internet connection because I cannot understand if we have class.* Informant 4: *The biggest struggle that I've encounter in this new normal learning is, while we are in an online class, we have this bad internet connection. While I'm listening, I experience some trouble happens like lagging, low audio and disconnection in the class.*	**Unstable Internet Connection**
Informant 1: *Using my time wisely, if it is my time to answer my activities I will finish it before deadline and I won't procrastinate.* Informant 2: *I ready myself and prepared the things I need to use in handling my activities.* Informant 4: *I prepared myself when there is an activity. I just read and read and take notes and all the important details in my lesson.*	**Time Management**

Informant 5: *By simply working the task on time or advance if I had free time.*	

Low Self-Esteem

According to Silverstone & Salsali (2003) low self-esteem has been linked to a range of undesirable consequences, including depression.

According to Rosenberg and Owen (2001) people with poor self-esteem are more troubled by failure and they tend to exaggerate negative occurrences. They frequently misinterpret non-critical statements as critical, for example. They are more prone to struggling with social anxiety and lacking interpersonal confidence. As a result, they feel awkward, timid, conspicuous, and unable to effectively express themselves while engaging with others, making social contact challenging. Furthermore, people with low self-esteem are more negative about other people and groups in society.

The informant supported the experiences of the student as she stated.

I have a low self-esteem now because I experience problems that my parents cannot understand and I can't express it to them.

Another informants, *It really affects me, especially in myself, its slow my self-esteem in interacting other people at my age. It lessens in me.*

The statement of informant emphasizes that online learning have affected her self-esteem in interacting to other people same at her age. She feels a little value of herself.

Among the informants the common among them are having low self-esteem.

According to Boyle (2021) students at all sorts of institutions, are struggling with the social isolation brought on by the Covid19 epidemic. More students are struggling, they feel isolated, lonely, and more depressed.

An isolated person may experience loneliness or low self-esteem. Over time, a person may develop social anxiety, depression, or other mental health concerns.

Unstable internet connection

One of the challenges for most students dealing with online classes, which is the set-up of learning, is an internet connection.

According to Lynch (2017), a student's academic achievement might be affected by a lack of internet connection in various scenarios. Students without a reliable internet connection are unable to communicate with professors and peers, perform academic research, or seek online homework help. Due to a lack of effective, high-speed internet, the so-called achievement gap among pupils will simply increase.

The informant supported the experiences of the student as she stated.

The biggest struggle is the slow internet connection, when we have a zoom meeting and it is time for me to answer, sometimes my teacher cannot hear me or I can't hear my teacher.

Another informant also stated, *It would be the lack of money to sustain my needs in buying a load for my online class and also the slow connection it affects my performance.*

The statement of informant emphasizes that unstable internet connection, is the biggest struggle and a challenge for her because it affects her performance.

Another informant stated, *The struggles on the new set-up of learning is the unstable internet connection because I cannot understand if we have class.*

Among the informants the common among them, are struggling due to unstable internet connection.

According to Ahmad (2019) without a doubt, the internet has great potential to improve educational quality, which is one of the cornerstones of sustained growth. The internet now plays an important role in aiding anyone with their educational goals. You may need to use the internet to acquire vital information, regardless of the degree of education you pursue. As a result, everyone cares about internet speed. In this digital age, where everything is based on technology, there is no need for you to make any compromises.

Time Management

Todorov (2017) claims that when taking an online course, you must properly manage your time because you are in charge of your learning and pace. You'll need to set aside some time on your own to study and go over the classes if you're going to learn online. This necessitates self-discipline and a thorough grasp of how to manage your time effectively throughout the day. You won't be able to get things done as effectively as possible until you understand how to manage your time correctly. You may lose out on

achieving your objectives by failing to study frequently enough and falling behind in your classes. Even if you don't have those exact issues, time management is about reducing stress while juggling several tasks. Learning time management skills might be the answer to all of these issues.

Informant said, *Using my time wisely, if it is my time to answer my activities I will finish it before deadline and I won't procrastinate.*

Informant shared that she uses her time wisely in handing out of activities, she answers it directly before the deadline and won't procrastinate.

One of the other informants also have the same experience on how they approach the new method in handing out of activities.

I ready myself and prepared the things I need to use in handling my activities.

Another informant stated, *I prepared myself when there is an activity. I just read and read and take notes and all the important details in my lesson.*

According to Credé (2008), study habits are primarily external factors that facilitate the study process, such as sound study routines that include how often a student engages in studying sessions, reviewing the material, self-evaluation, rehearsing, explaining the material, and studying in a conducive environment.

Table 2

The coping mechanism of the students in new normal learning

DATA	THEME
Informant 1*: I am taking a break and doing things that I love like listening to music, watching movies, eating delicious foods and praying to God.* Informant 2*: I'm just enjoying myself like video chatting with my friend or sharing some videos that will connect from us even we are far away. Listening a music that will relax me.* Informant 3*: To calm myself from stress is through listening the music.* Informant 4: *I just set back and relax. Take a deep breath that would release negative energy and back to activities again.* Informant 5: *Listening to music and self-talk.*	**Relaxing**

Informant 1: *I smile and laugh, exercise for 10 minutes, never give up and study every day.* Informant 3: *The positive habits of me at home is to exercise, like jogging, eat healthy food and sleep early.*	**Mental and Physical Care**
Informant 1: *I will try to be confident and work hard.* Informant 2: *Just being positive and happy all the time.* Informant 3: *I encountered lots of negative pressure but the best to do is to think positive do not down yourself.* Informant 4: *I just pray and do the things that will avoid negativity. Put myself in a happy environment and people.* Informant 5: *By taking time to calm myself and prayer.*	**Optimism**

Relaxing

According to Stratton & Zalanowski (1984), the function of music in relaxing was investigated by having respondents assess their degree of relaxation after 15 minutes of either listening to one of five genres of music or sitting in silence. Subjects also assessed how enjoyable the event was, how well it allowed them to clear their minds, and how much they liked the music. No one style of music resulted in considerably more relaxation; nevertheless, atonal music resulted in significantly less relaxation. The degree of liking for music was the most important element in relaxing; there were strong connections between liking and relaxation, enjoyment and not thinking. When listening to music to relax, individual preferences must be taken into account.

Informant said, *I am taking a break and doing things that I love like listening to music, watching movies, eating delicious foods and praying to God.*

Informant, *I'm just enjoying myself like video chatting with my friend or sharing some videos that will connect from us even we are far away. Listening a music that will relax me.*

Informant said, *To calm myself from stress is through listening the music.*

Informant: *I just set back and relax. Take a deep breath that would release negative energy and back to activities again.*

Informant, *Listening to music and self-talk.*

Listening to classical music seems to assist older individuals to perform better on memory and processing tasks, according to research (Bottiroli et al., 2014).

Music, especially classical music, might help your brain acquire and process new knowledge more readily, according to Raypole (2020), research from Stanford University School of Medicine (2007). You are not only motivated by music. It can also aid in the reduction of stress and the promotion of a more optimistic mindset. According to research, being in a good mood helps you study better. When you're in a good mood, studying and understanding new information will be easier for you. Studying may be a difficult experience, especially if you don't fully comprehend the subject material. If you're feeling stressed or overwhelmed, listening to music might help you relax and work more efficiently. If you're having trouble making sense of new information, listening to music may help.

Mental and Physical Care

Mental health, according to the World Health Organization (WHO), is a condition of well-being in which an individual recognizes his or her strengths, can manage typical life pressures, can work effectively and fruitfully, and can contribute to his or her community. People with healthy mental health are frequently sad, ill, furious, or unhappy, and this is a natural part of living a complete life. Despite this, mental health is frequently viewed as a wholly positive state characterized by emotions of enjoyment and a sense of control over one's surroundings (Galderisi, et al., 2015).

Informant state, *I smile and laugh, exercise for 10 minutes, never give up and study every day.*

Informant, coping mechanism is to take time for exercise keeping her physical body healthy and mental stability.

Informant said, *The positive habits of me at home is to exercise, like jogging and eat healthy food and sleep early.*

Informant said that physical activities such as exercise, eating nutritious food and having a proper sleep are the positive habits that he develop to improve his self-esteem that can also improve his physical body and reduces mental stress

According to Kruger (2018), physical self-care entails actions that promote physical health, such as nutrition and exercise. Taking care of your physical health might entail eating more fruits and vegetables and staying hydrated. It's also crucial to keep active in a way that's enjoyable for you. Going for a stroll, hiking, playing a sport you like, or attending a yoga class are all options. Mental self-care entails actions that help you clear your mind and minimize stress. When life becomes hectic with work or school, taking care of your mental health might seem impossible. You can minimize stress and enhance your overall happiness by setting aside time each day to look after your mental health. Everyone has a distinct definition of mental health care. Reading a book, completing a craft, disconnecting from electronics, cleaning your house, enrolling in a class, or taking a stroll are all simple methods to unwind each day.

Optimism

Positive thinking, according to Cherry (2019), is essential in positive psychology, a branch dedicated to the study of what makes individuals happy and content. Positive thinking has been shown in studies to help with stress

management and possibly play a role in general health and well-being. Positive thinkers are more likely to employ an optimistic explaining style, although how people assign events varies based on the circumstances. Positive thinking does not imply avoiding or dismissing negative events; rather, it entails making the most of potentially negative situations, attempting to see the best in others, and viewing yourself and your talents in a positive way.

Informant: *I will try to be confident and work hard.*

Informant: *Just being positive and happy all the time.*

Informant: *I encountered lots of negative pressure but the best to do is to think positive do not down yourself.*

Informant: *I just pray and do the things that will avoid negativity. Put myself in a happy environment and people.*

Informant: *By taking time to calm myself and prayer.*

According to (Tamara et al., 2020) an optimistic attributional style is reliably related to high well-being and reduced depression.

With great hopes for Istiqomah and Endang Prastuti (2021). Students academic performance is intended to be maintained, and they will be free to make modifications.

According to Goleman (1996), optimism is a strong belief that, despite challenges and frustrations, everything in life will be addressed appropriately. When faced with adversity, optimism is a positive attitude that helps the individual avoid falling into ignorance, despair, or sadness. To put it another way, optimism is the belief that good things will happen in the future, as well as an overall optimistic perspective.

Insight generated based from the findings of the study

Self-esteem in new normal learning at the tertiary level has a big impact on their self-esteem they tend to have face-to-face interaction while learning and socializing. Unfortunately, the blended learning exposed to a new normal learning environment which affects the performance and self-esteem of the students interacting with other people.

Self-esteem is defined as the belief in one's worth and value. It also encompasses the feelings that people experience as a result of their feelings of worthiness or unworthiness. Self-esteem is crucial because it influences people's choices and decisions. Among the informants self-esteem had been affected as a result of the stress, concern, and issues that came with this new normal method of learning, but they had to adjust to a new learning environment. They developed methods to deal with the obstacles of new normal learning by relaxing and changing their focus to a more tranquil pace.

Despite the stress, worry, and challenges that this new normal of learning brought, tertiary students gradually adapted to it. They're becoming used to being part of a virtual community. In the new normal of learning, students discover methods to cope with stress and challenges by doing activities that calm them and help them maintain a tranquil mindset. Despite the predicament, students seek the bright side and try to acclimate to the new normal of learning.

CHAPTER 5

Discussion and Conclusion

This chapter discusses and concludes potential research projects based on themes identified during data analysis. This study defined its goal clearly: to discover and explain student's self-esteem experiences in new normal learning. Its goal is to highlight and identify the hurdles and challenges to students' self-esteem in new normal learning.

The purpose of the qualitative research interview is to describe the significance of significant themes in the participant's lives. Understanding the significance of what the interviewees say is the most important role in interviewing. Interviews are very effective for learning more about a participant's story. The interview can go deeper into the subject and can be used as a follow-up to specific questionnaire respondents, for example, to further explore their responses.

The five (5) tertiary students from the University of Mindanao Panabo College expressed their opinions and experiences as part of the study. The following qualitative questions were addressed in our quest to understand tertiary students' experiences with new normal learning.

1. What are the experiences of students on new normal learning?

2. What are the coping mechanism of students on new normal learning?

3. What insight can be drawn from the study?

The experiences of students on new normal learning.

Based on the experiences of the tertiary level students, their self-esteem was affected in the new normal way of learning. They feel low self-esteem, struggling, lonely, and unable to share their emotions with others and more depressed. They may have a well-functioning social network but still feels emotionally separated from others.

Tertiary level students, biggest struggle in the new normal learning is the unstable internet connection. They experience low audio, lagging and sometimes disconnection from the class that's why they can't understand the discussion because they can't hear nor participate in online class. Most of them just used mobile data.

Tertiary students who are experiencing to new normal learning, they need preparation and the right mind-set to succeed. They manage their time because it's very easy to spend either far too little time, or far too much time on the class. Set designated blocks of time to work on the class. This will help them to stay up with the assignments and required in most online classes.

The coping mechanism of students on new normal learning.

Stress and anxiety is one of the major experiences of the tertiary level students. One of their coping mechanism is that they are finding a ways to cope up their stress by having different activities that will help them relax and calm their self like listening to music, in that way most of them can relax, can be able to prepare and go back to their activities and online classes.

Students have experience the different challenges when it comes to their physical and mental health in times of pandemic, prayers is their primary source of strength to cope the negativity and do some healthy habits all the time. Despite of the hardship of the college students they are happy and very positive to achieve their goals in life.

Students are optimistic in everything they do even they have experience the different changes when it comes to their routine in learning. Students look for the good and brighter side of life instead of overwhelmed by fear and hopelessness, they are more focusing on the solution that leads to successful outcomes.

Conclusion

We conclude that tertiary level students struggle to achieve their life objectives as a result of the covid-19 epidemic, which affects their self-esteem. Student's self-esteem suffers as a result of continuing stressful existence, such as this epidemic. Every virtual school student's progress and well-being are influenced by their self-esteem. Low self-esteem is a common side effect of anxiety. Another thing that struggling pupils want is confidence.

Despite the stress, worry, and challenges that this new normal of learning brought, tertiary students gradually adapted to it. In the new normal of learning, students discover methods to cope with stress and challenges by doing activities that calm them and help them maintain a tranquil mindset.

Students look for the positive and brighter side despite of the situation and continue to adjust in the new normal learning.

Having positive self-esteem has beneficial effects on mental health, happiness, academic achievement and contentment. Self-esteem comes from learning to accept who we are by seeing the insufficiencies and still choosing to like ourselves. Student's self-esteem grows with each experiences of successful interactions through positive words.

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APPENDICES

A. Guide Questions

Research Questions

To get the experiences, coping mechanism, and insight of the participants regarding to the new normal learning, below are the formulated research questions with the estimated duration 60-90 minutes.

You can answer in vernacular language or any medium you're comfortable to answer.

Research Questions	Interview Questions	Probe Questions

1. What are the experiences of students on new normal learning?	1.1. Have you learned any skills in the past few months in the new normal learning?	1.1.1. In this new normal way of learning, what are the skills that you have been discovering while at home?
		1.1.2. How peaceful is the environment at home while learning?
	1.2. What was the biggest struggle or challenges in the new set-up of learning?	1.1.3. Can you explain how online learning have affected your self-esteem?
		1.2.1. How did you challenge yourself to manage your task?
		1.2.2 How are you managing your time while learning in this new normal times?
	1.3. How are you able to learn efficiently in this new normal way of learning?	1.2.3. What devices or gadgets are you using in helping you learn and study in the new set-up?

		1.3.1. What software's are you using for learning online? And can you share some of the sites that you have been using to assist you in learning online classes? 1.3.2. What skills have you learned or discovered along the way while learning online? 1.3.3. Can you give examples on how you approach this new method in handing out of activities?
2. What are the coping mechanism of the students on new normal learning?	2.1 How do you cope up being alone in learning, without the social interaction with your friends or classmates?	2.1.1. What are the things you tend to do to calm yourself from stress? 2.1.2. Why is it necessary to cope up your stress while

		learning during pandemic?
		2.1.3. How can you rebuild your self-esteem?
	2.2. What positive habits that you develop to improve your self-esteem?	2.2.1. How will you manage your stress that won't affect your performance in class?
		2.2.2. How does self-esteem affect your behavior?
		2.2.3 How do you improve your self-esteem?
	2.3. How do you balance study and personal duty in this new normal learning?	2.3.1. What are the things that makes you pressured?
		2.3.2. How will you face those negative pressures that you encountered?
		2.3.3. Why we should give time and importance when it comes to this situation?

3. What insights can be drawn from the study?		

B. Record Data Interview

Research Questions

To get the experiences, coping mechanism, and insight of the participants regarding to the new normal learning, below are the formulated research questions with the estimated duration 60-90 minutes.

You can answer in vernacular language or any medium you're comfortable to answer.

Informant 1.

1. What are the experiences of students on new normal learning?	1.1. Have you learned any skills in the past few months in the new normal learning?	1.1.1. In this new normal way of learning, what are the skills that you have been discovering while at home?
We experienced more on self-learning and self-monitoring, being independent and experiencing internet connection problems.	*I learned more in technical and digital skills because we are always facing our gadgets and using internet.*	*In the past few years, I really don't know how to cook because I am so busy in school but now that I have more time in our house, I learned how to cook because I am assisting my parents now in our small business.*
		1.1.2. How peaceful is the environment at home while learning?
		No answer.
		1.1.3. Can you explain how online learning have affected your self-esteem?
		I have a low self-esteem now because I experience problems that my parents cannot understand and I can't express it to them.
	1.2. What was the	1.2.1. How did you

	biggest struggle or challenges in the new set-up of learning?	challenge yourself to manage your task?
	The biggest struggle is the slow internet connection, when we have a zoom meeting and it is time for me to answer, sometimes my teacher cannot hear me or I can't hear my teacher.	*By telling to myself that I can do it and I must finish my tasks before deadline.*
		1.2.2 How are you managing your time while learning in this new normal times?
		I have a time management, since my class starts in the afternoon, I work in the morning and do my assignments and study in the evening.
		1.2.3. What devices or gadgets are you using in helping you learn and study in the new set-up?
		I am using my phone and my father's phone.
	1.3. How are you able to learn efficiently in this new normal way of learning?	1.3.1. What software's are you using for learning online? And can you share some of the sites that you have
	By using my time wisely, there is a time for studying and there	

	is a time for my work and doing my household chores.	been using to assist you in learning online classes?
		In school we are required to learn quipper and I am using sites like google scholar, academia and khan academy.
		1.3.2. What skills have you learned or discovered along the way while learning online?
		I learned more about technical skills and digital skills because I explore more on educational sites and software's.
		1.3.3. Can you give examples on how you approach this new method in handing out of activities?
		Using my time wisely, if it is my time to answer my activities I will finish it before deadline and I won't procrastinate.
2. What are the coping	2.1 How do you cope	2.1.1. What are the

mechanism of the students on new normal learning?	up being alone in learning, without the social interaction with your friends or classmates?	things you tend to do to calm yourself from stress?
I am getting enough sleep,time management and accepting my responsibility to finish my tasks.	*By interacting with the people in our house and I am still interacting with my friends through online.*	*I am taking a break and doing things that I love like listening to music, watching movies, eating delicious foods and praying to God.*
		2.1.2. Why is it necessary to cope up your stress while learning during pandemic?
		To remove the negative thinking and focus on what are the important things to do in school and at home.
		2.1.3. How can you rebuild your self-esteem?
		By telling myself that everything is alright and I can do this. I won't compare myself to others and I will do the things that makes me happy.
	2.2. What positive	2.2.1. How will you manage your stress

	habits that you develop to improve your self-esteem?	that won't affect your performance in class?
	I smile and laugh, exercise for 10 minutes, never give up and study every day.	*I will take a deep breath, be calm and pray to God to help me solve my problems.*
		2.2.2. How does self-esteem affect your behavior?
		If I have a low self-esteem, I can't focus in my school and home works and I think about a lot of negative things. But if I have a high self-esteem, I am cheerful and motivated to do my tasks.
		2.2.3 How do you improve your self-esteem?
		By avoiding stress and I must solve my problems quickly.
	2.3. How do you balance study and personal duty in this new normal learning?	2.3.1. What are the things that makes you pressured?
	By doing my works efficiently, time management, will finish	*When my teacher will call me to answer, I feel nervous and when I cannot achieve my goals in life in the present and in the future.*

	my work on time and won't procrastinate.	2.3.2. How will you face those negative pressures that you encountered? *I will try to be confident and work hard.* 2.3.3. Why we should give time and importance when it comes to this situation? *To improve our self and face our problems in life.*
3. What insights can be drawn from the study?		

Informant 2

Research Questions	Interview Questions	Probe Questions
1. What are the experiences of students on new normal learning? *The experience we had in new normal learning is that the mode of learning is very difficult to adjust when it comes*	1.1. Have you learned any skills in the past few months in the new normal learning? *When it comes to skills? I don't think I've learned a lot, because we really don't used our skills in this new*	1.1.1. In this new normal way of learning, what are the skills that you have been discovering while at home? While at home? Maybe

to learning and also the internet connection is very poor.	*normal.*	it's more on doing the activities that we need to pass it, I mean it is really the skill that we developed. 1.1.2. How peaceful is the environment at home while learning? *I don't think, it is peaceful because a lot of distraction specially in an online learning, we can hear the noise of the chickens, dog and many more. So, it is really annoying* 1.1.3. Can you explain how online learning have affected your self-esteem? *It really affects me, especially in myself, its slow my self-esteem in interacting other people at my age. It lessens in me.*
	1.2. What was the biggest struggle or challenges in the new set-up of learning? *It would be the lack of money to sustain my needs in buying a load for my online class and also the slow*	1.2.1. How did you challenge yourself to manage your task? *I challenge myself to be more patience and positive all the time, because everyone has a reason to be in this situation. I know it will*

	connection it affects my performance.	*pass this pandemic.*
		1.2.2 How are you managing your time while learning in this new normal times?
		I set my schedules, especially in my subjects. Prioritize my studies that's more important.
		1.2.3. What devices or gadgets are you using in helping you learn and study in the new set-up?
		Well, I used my desktop, but most of the time I prefer my mobile phone because it is very handy anywhere, I go.
	1.3. How are you able to learn efficiently in this new normal way of learning?	1.3.1. What software's are you using for learning online? And can you share some of the sites that you have been using to assist you in learning online
	It would be doing my assignment and activities in school. I motivate myself that this pandemic is not hindrance in fulfilling my dreams.	

		classes?
		I preferred to use the Google, chrome for searching the different activities in school.
		1.3.2. What skills have you learned or discovered along the way while learning online?
		I really don't have developed a skill during this new normal learning.
		1.3.3. Can you give examples on how you approach this new method in handing out of activities?
		I ready myself and prepared the things I need to use in handling my activities.
2. What are the coping mechanism of the students on new normal learning? *It would be preparing yourself and accept the*	2.1 How do you cope up being alone in learning, without the social interaction with your friends or	2.1.1. What are the things you tend to do to calm yourself from stress? *Listening a music that will relax me.*

fact that it is the new way of learning. Make things that will benefit yourself to grow even there is a limitation in reaching some of the information needed to learn.	classmates? *I'm just enjoying myself like video chatting with my friend or sharing some videos that will connect from us even we are far away.*	2.1.2. Why is it necessary to cope up your stress while learning during pandemic? *Because it will help you to focus your study and also the avoidance of stress.* 2.1.3. How can you rebuild your self-esteem? *By doing the things that I don't do, when there is no pandemic like dancing and drawing.*
	2.2. What positive habits that you develop to improve your self-esteem? *Maybe, being more patient and be happy even you are alone.*	2.2.1. How will you manage your stress that won't affect your performance in class? *For me, watching movie or listening a music.* 2.2.2. How does self-esteem affect your behavior? *Maybe, being so quiet and sensitive.* 2.2.3 How do you

		improve your self-esteem?
		By surfing the net, and watch happy moments that will give me positive vibe.
	2.3. How do you balance study and personal duty in this new normal learning?	2.3.1. What are the things that makes you pressured?
	For me, it would be managing your time. Set your goals in life then you will know how to manage yourself.	*It would be the time and the internet connection.*
		2.3.2. How will you face those negative pressures that you encountered?
		Just being positive and happy all the time.
		2.3.3. Why we should give time and importance when it comes to this situation?
		It is very important to give time all the things that you do because it will reflect yourself and your future.
3. What insights can be drawn from the study?		

Informant 3

Research Questions	Interview Questions	Probe Questions
1. What are the experiences of students on new normal learning?	1.1. Have you learned any skills in the past few months in the new normal learning?	1.1.1. In this new normal way of learning, what are the skills that you have been discovering while at home?
No, answer.	*Yes I have learned a lot because on this new normal learning I develop my own style of answering the questions and also develop my knowledge*	*I discovered my skills while at home is self-confidence to study*

	in technologies.	*more and the spirit of a student to do all works and projects.*
		1.1.2. How peaceful is the environment at home while learning?
		I Think it's not really peaceful at my house because of the noises when I study I am destructed so I make my own way of how to make a peaceful environment.
		1.1.3. Can you explain how online learning have affected your self-esteem?
		In online learning it affect my self-esteem because when we have online class and have a Wi-Fi it really affect my health because I get addicted to online games even we are having class.
	1.2. What was the biggest struggle or challenges in the new set-up of learning?	1.2.1. How did you challenge yourself to manage your task?
	The struggles on the new set-up of learning is the unstable internet connection because I cannot understand if we have class	*I challenge myself to do the task to pass and finish it early.*

		1.2.2 How are you managing your time while learning in this new normal times?
		At morning I'll finish first the household chores, after I finish the work I do study.
		1.2.3. What devices or gadgets are you using in helping you learn and study in the new set-up?
	1.3. How are you able to learn efficiently in this new normal way of learning?	*The number one device is my cellphone because it help me to connect to the new normal situations of the school, second is laptop it can help me more deeply understand my topic.*
	I efficiently learn in the way of understanding deeply the topic because of my course I really need to study more.	1.3.1. What software's are you using for learning online? And can you share some of the sites that you have been using to assist you in learning online

		classes?
		The software I have encountered for now are quipper, google class, zoom these are the software's and the sites that is effective for me is YouTube and Mathway.
		1.3.2. What skills have you learned or discovered along the way while learning online?
		I learn to develop my style of understanding or learn deeply the topic that my instructor discusses in class.
		1.3.3. Can you give examples on how you approach this new method in handing out of activities?
		Through Microsoft word it was useful because I can pass my activity online.
2. What are the coping mechanism of the	2.1 How do you cope up being alone in	2.1.1. What are the things you tend to do to

students on new normal learning? *No answer.*	learning, without the social interaction with your friends or classmates? *Through online apps that I can easily communicate.*	calm yourself from stress? *Through listening the music.* 2.1.2. Why is it necessary to cope up your stress while learning during pandemic? *To calm myself from stress is important because the stress can cause destruction while on class.* 2.1.3. How can you rebuild your self-esteem? *My strategy to rebuild my self-esteem is to eat healthy, sleep early, and exercise to maintain my body actively.*
	2.2. What positive habits that you develop to improve your self-esteem? *The positive habits of me at home is to*	2.2.1. How will you manage your stress that won't affect your performance in class? *Before the class started I will relax myself in one hour to relieve the stress.*

	exercise, like jogging and eat healthy food and sleep early.	2.2.2. How does self-esteem affect your behavior? *It change my behavior because of values and discipline that I can apply to others.* 2.2.3 How do you improve your self-esteem? *In searching more and easy workout to build healthy way. 2.3 In a day I can balance it because working on house takes five hours and after I finish it I will do study.*
	2.3. How do you balance study and personal duty in this new normal learning? *In a day, I can balance it because working on our house takes five hours and after I finish it I will do study.*	2.3.1. What are the things that makes you pressured? *Makes me pressured is on answering exam because it causes stress.* 2.3.2. How will you face those negative pressures that you encountered? *I encountered lots of negative pressure but*

		the best to do is to think positive do not down yourself. 2.3.3. Why we should give time and importance when it comes to this situation? *Because it makes good thoughts and relieve stress.*
3. What insights can be drawn from the study?		

Informant 4

Research Questions	Interview Questions	Probe Questions
1. What are the experiences of students on new normal learning? *A lot of experiences happen because of this new normal way of*	1.1. Have you learned any skills in the past few months in the new normal learning? *To be honest, I don't learn a new skill while learning at home.*	1.1.1. In this new normal way of learning, what are the skills that you have been discovering while at

learning. As a student it is really hard to do something that is new for us. We have this a lot of needs and adjustments.		home? *I don't discover anything because where just sitting right there and listening while our prof talking on us. So, what's the discovering new skill in it?* 1.1.2. How peaceful is the environment at home while learning? *My environment is very noisy, like children playing, chicken whistling and dog barking. It keeps me hard time to focus on my studies.* 1.1.3. Can you explain how online learning have affected your self-esteem? *It affects a lot, like it stops me socializing personally, and it developed myself to be more alone and be myself only.*
	1.2. What was the biggest struggle or challenges in the new set-up of learning? *The biggest struggle that I've encounter in*	1.2.1. How did you challenge yourself to manage your task?

| | *this new normal learning is, while we are in an online class, we have this bad internet connection. While I'm listening, I experience some trouble happens like lagging, low audio and disconnection in the class.* | *I do something, like doing a checklist on my ahead task and put it on alarm. I could easily attach on it.*

1.2.2 How are you managing your time while learning in this new normal times?

Putting notes and alarm.

1.2.3. What devices or gadgets are you using in helping you learn and study in the new set-up?

I usually used my mobile phone. It is very accessible and ready to use anywhere. |
| | 1.3. How are you able to learn efficiently in this new normal way of learning?

Like I'm just in the quite place, sot that I could focus well while our prof teaches us through online class. | 1.3.1. What software's are you using for learning online? And can you share some of the sites that you have been using to assist |

		you in learning online classes? *I usually use equipper, Google meet, pad let and Google to look for more information.* 1.3.2. What skills have you learned or discovered along the way while learning online? *I don't discover a new skill while I'm learning.* 1.3.3. Can you give examples on how you approach this new method in handing out of activities? *I prepared myself when there is an activity. I just read and read and take notes all the important details in my lesson.*
2. What are the coping mechanism of the students on new normal learning? *My strategy would prepare myself for all*	2.1 How do you cope up being alone in learning, without the social interaction with your friends or	2.1.1. What are the things you tend to do to calm yourself from stress? *Just set back and relax. Take a deep breath that*

the lesson they give to us. And be motivated that we all pass these struggles in life.	classmates? *No answer.*	*would release negative energy and back to activities again.* 2.1.2. Why is it necessary to cope up your stress while learning during pandemic? *Because it will affect yourself and your performance in school.* 2.1.3. How can you rebuild your self-esteem? *By convincing myself that I can do all this and be positive always.*
	2.2. What positive habits that you develop to improve your self-esteem? *Be more patience and work hard on my lesson.*	2.2.1. How will you manage your stress that won't affect your performance in class? *Just listening to music and pray always.* 2.2.2. How does self-esteem affect your behavior? *It affects a lot especially to my family, friends and my studies.*

		2.2.3 How do you improve your self-esteem? *By reaching out my friends through social media and talk a lot of stuff.* 2.3.1. What are the things that makes you pressured? *It is the slow connection of the net, time, and money for my tuition fees.*
	2.3. How do you balance study and personal duty in this new normal learning? *Set your priority first at the same time enjoy myself in home like cooking and singing.*	2.3.2. How will you face those negative pressures that you encountered? *Just pray and do the things that will avoid negativity. Put yourself in a happy environment and people.* 2.3.3. Why we should give time and importance when it comes to this situation? *Because giving time to yourself will build who you are. Self-love first*

		before everything.
3. What insights can be drawn from the study?		

Informant 5

Research Questions	Interview Questions	Probe Questions
1. What are the experiences of students on new normal learning?	1.1. Have you learned any skills in the past few months in the new normal learning?	1.1.1. In this new normal way of learning, what are the skills that you have been

It is so hard there are adjustments that we need to deal with it's either emotionally, physically and financially.	*Yes.*	discovering while at home? *Speaking skill and Writing skill.* 1.1.2. How peaceful is the environment at home while learning? *Not so peaceful because of our neighbor who plays 'videoke' while I'm in my virtual class.* 1.1.3. Can you explain how online learning have affected your self-esteem? *It affected my self-esteem in a positive way, because as I'm studying alone I learned a lot without the help of my classmate or even teacher so when the virtual discussion comes I can voluntarily participate to share ideas base on my own understanding.*
	1.2. What was the biggest struggle or challenges in the new set-up of learning?	1.2.1. How did you challenge yourself to manage your task? *Effective time*

	The gadgets that I used.	*management and self-discipline, that's it.*
		1.2.2 How are you managing your time while learning in this new normal times? *Make a schedule.*
		1.2.3. What devices or gadgets are you using in helping you learn and study in the new set-up? *Cellphone.*
	1.3. How are you able to learn efficiently in this new normal way of learning? *By simply working on task on time or advance if I had free time.*	1.3.1. What software's are you using for learning online? And can you share some of the sites that you have been using to assist you in learning online classes? *Just the Google.*
		1.3.2. What skills have

		you learned or discovered along the way while learning online? *Creative thinking skill.* 1.3.3. Can you give examples on how you approach this new method in handing out of activities? *By simply doing the task, positively. I don't stress out myself.*
2. What are the coping mechanism of the students on new normal learning? *Positive mindset and hard work.*	2.1 How do you cope up being alone in learning, without the social interaction with your friends or classmates? *By simply having a strong determination to learn.*	2.1.1. What are the things you tend to do to calm yourself from stress? *Listening to music and self-talk.* 2.1.2. Why is it necessary to cope up your stress while learning during pandemic? *Simply because I don't*

		want to have negative affect my grades or performance in my class.
		2.1.3. How can you rebuild your self-esteem?
		Positive self- talk.
	2.2. What positive habits that you develop to improve your self-esteem?	2.2.1. How will you manage your stress that won't affect your performance in class?
	Just self- talk.	*By taking time to calm myself in in prayer.*
		2.2.2. How does self-esteem affect your behavior?
		It affects it positively.
		2.2.3 How do you improve your self-esteem?
		Self-talk.
		2.3.1. What are the things that makes you pressured?

		Deadlines.
	2.3. How do you balance study and personal duty in this new normal learning? *Effective Time-management.*	2.3.2. How will you face those negative pressures that you encountered? *Prayer.* 2.3.3. Why we should give time and importance when it comes to this situation? *Because we need to continue pursuing our dreams no matter what situation we are in.*
3. What insights can be drawn from the study?		

C. Validation Letters

March 11, 2021

DR. MARIESEL LAUREL
Program Head - BSED
UM Panabo College
Panabo City
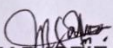
Dear Ma'am

The undersigned are the 3rd year BEED students, who are currently working on their thesis entitled *"Students Self-Esteem In New Normal Learnings"*.

Anent to this, we would like to request your expertise by way of validating the instrument of the above mentioned study. Your comments, suggestions and recommendations are highly appreciated and valued.

Thank you for your valuable cooperation and contribution to this request.

Respectfully yours,

MARJORIE B. SALVA

JANELYN D. PONTERO

For:
GRACELYN JOY B. MAYOLA

Noted by:

CELSO L. TAGADIAD, Ph.D
Research Adviser

March 11, 2021

Dr. AMELIE L. CHICO
Research Coordinator
UM Panabo College
Panabo City
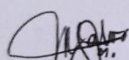
Dear Ma'am:

The undersigned are the 3rd year BEED students, who are currently working on their thesis entitled *"Students Self-Esteem in New Normal Learnings"*.

Anent to this, we would like to request your expertise by way of validating the instrument of the above mentioned study. Your comments, suggestions and recommendations are highly appreciated and valued.

Thank you for your valuable cooperation and contribution to this request.

Respectfully yours,

MARJORIE B. SALVA

JANELYN D. PONTERO

for :
GRACELYN JOY B. MAYOLA

Noted by:

CELSO L. TAGADIAD, Ph.D
Research Adviser

D. Interview Guide Validation Sheet

RESEARCH AND PUBLICATION CENTER

UM — The University of Mindanao

[ ] Main   [ ] Branch _____

VALIDATION SHEET FOR INTERVIEW GUIDE

Title of Research: _Students Self-Esteem in New Normal Learning_

Proponents: _Marjorie B. Salva, Janelyn D. Pontero, Gracelyn Joy Mayola_

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Rating: Number of Yes marks

[ ] 10   Very Good   [ ] 6 – 7   Fair (maybe upgraded if revised)
[ ] 8 – 9   Good   [ ] 0 – 5   For Revalidation

ITEMS	YES	NO
Ethics		
1. Introduction (*Purpose, confidentiality, duration, way of conduct*) closing component (*for additional comments*) are provided.	✓	
2. Informed consent is included.	✓	
Artistry		
3. Script is included/built-in, so interviewer can introduce, guide and conclude the interview in a consistent manner.	✓	
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.		✓
Rigor		
5. Questions are open-ended to encourage in-depth responses; avoiding close-ended questions which are answerable by "yes" or "no".	✓	
6. Questions are stated in the affirmative.	✓	
7. Probe questions are provided.	✓	
8. Questions are logically ordered asking the highest priority questions, first opinion questions follow information questions.	✓	
9. Questions are stated in clear and simple terms.		
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (*probes excluded*), for every research question, except for special cases.	✓	

AMELIE L. CHICO, DM, FRIM

Signature Above Printed Name

E. Letter to Conduct the Study

March 23, 2021

DR. LIEZEL V. CHAN *oh. Chulsh.*
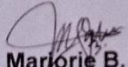Dean
UM Panabo College
Panabo City

Dear Ma'am,

We, Marjorie B. Salva, Janelyn D. Pontero, Gracelyn Joy B. Mayola, BEED Generalist Students of UM Panabo College who are currently conducting a research study entitled **"Students Self-Esteem in New Normal Learning"** as one of the final requirements of the course.

Anent to this, we are humbly seeking for your permission to allow us to conduct our study through virtual interview.

Looking forward for your affirmative response on this request.
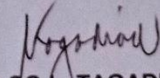
Thank you and God bless.

Respectfully yours,

Marjorie B. Salva

Janelyn D. Pontero

for:
Gracelyn Joy B. Mayola

Noted by:

CELSO L. TAGADIAD, Ph. D
Research Adviser

F. Curriculum Vitae

SALVA, MARJORIE B.

Prk.1 Durian New Visayas, Panabo City

E-mail Address: marjorie.salva1@gmail.com

Mobile No. +639091901657

PERSONAL INFORMATION

Age:	24 y/o
Date of Birth:	October 19, 1996
Place of Birth:	New Visayas, Panabo City
Sex:	Female
Civil Status:	Single
Citizenship:	Filipino
Height:	5'0
Weight:	42kg.

EDUCATIONAL ATTAINMENT

College	University of Mindanao Panabo College
	Bachelor of Elementary Education
	2018-present

High School	Panabo National High School
	Brgy. Gredu, Panabo City
	2012-2013
Elementary	New Visayas Elem. School
	Brgy. New Visayas, Panabo City
	2008-2009

WORK EXPERIENCED

Company	Position	Year
Davao Central Warehouse Club Inc. 2015	Cashier	June – Dec.
Efik Crafts Trading 2016	Promodiser	Jan. – Dec.
Stratton Enterprise	Sales Clerk	Jan.2016-Jun.2018

CHARACTER REFERENCES

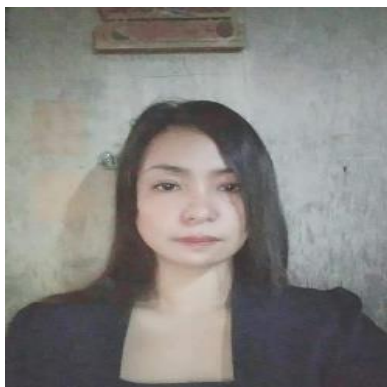**Kimberly B. Libor, LPT.**
09504797327
Teacher

Nherily R. Dumensel, LPT.
09072388246
Teacher

PONTERO, JANELYN D.

Prk. Maharika Gredu, Panabo City

E-mail Address: janelynpontero6@gmail.com

Mobile No. +639467382643

PERSONAL INFORMATION

Age: 31 y/o

Date of Birth: January 27, 1990

Place of Birth: Matina, Davao City

Sex: Female

Civil Status: Single

Citizenship**:**   Filipino

Height: 5'2

Weight: 60 kg.

EDUCATIONAL ATTAINMENT

College   UM Panabo College

                               Bachelor of Elementary Education

                               2018-present

High School   Panabo National High School

Brgy. Gredu, Panabo City

2005-2006

Elementary   Gredu Elementary School

Brgy. Gredu, Panabo City

2001-2002

CHARACTER REFERENCES

Nenita Pollentes

09458519857

Teacher (PNHS)

Rodolfo Barrios

09465832219

Land Broker

MAYOLA, GRACE LYN JOY B.

Prk. Maharika, Gredu, Panabo City

E-mail Address: gracelynjoy10211999@gmail.com

Mobile No. +639266046967

PERSONAL INFORMATION

Age:	21 y/o
Date of Birth:	October 21, 1999
Place of Birth:	Prk. Maharlika, Gredu, Panabo City
Civil Status:	Single
Citizenship:	Filipino
Sex:	Female
Height:	5'1
Weight:	43kg.

EDUCATIONAL ATTAINMENT

College   UM Panabo College

Bachelor of Elementary Education

2018

Senior High	Panabo City Senior High School
	New Visayas, Panabo City
	2017-2018
Junior High	Panabo National High School
	Gredu, Panabo City
	2015-2016
Elementary	Rizal Elementary School
	San Francisco, Panabo City
	2011-2012

CHARACTER REFERENCES

Avelino Kakilgan III
09456636880
Practical Research in PCSHS

Gemabel B. Ayao
09305420190
Teacher II in PCSHS