Research Article

Hopes, goals, hindrances, and solutions of students on forced digitalization of course learning amid pandemic

Swen Joshryll Acebes, Jaizele Melitante, Nikki Tuble and Cathy Mae Dabi Toquero

College of Education, Mindanao State University, Philippines

Correspondence should be addressed to Cathy Mae Dabi Toquero   iD   cathymaetoquero@gmail.com

The immediate sweep of COVID-19 has jolted the world's education system and propelled educators to switch to an online-based pedagogy instantly. This study examined the pre-service teachers' hopes, goals, hindrances, and solutions regarding the forced digital revolution of course learning. It encompasses strategies for students to cope with the reconceptualization and proactively manage knowledge acquisition in the face of a disease outbreak. The researchers employed a non-probability sampling technique in selecting the unit of analysis. For this qualitative investigation, the study employed summative content analysis to examine how words or passages of pre-service teachers operate within the context of their experience. Fifty learning modules from the first year of pre-service teachers were analyzed through document reviews. Based on the findings, this study enables the educational sector to visualize the configurations and problems that the students encountered during the pandemic. The pre-service teachers could hope to gain in-depth knowledge, have fun and engaging activities, and apply their learning to the real-world setting. Personal growth, becoming an effective teacher, and building connections among peers are what they have desired while embarking on their academic endeavors. As they faced multiple impediments, they became resourceful and found alternatives, asked for assistance from their peers, and reached out to their professors to gain in-depth knowledge about their pedagogy. The COVID-19 virus has substantially affected pre-service teachers' learning; however, empowering one another through online peer collaboration is a prime source of consolation for students who suffer during these rough times. The university should function as a center for students' holistic development and create a conducive, flexible learning environment that will allow students to flourish despite digital experiments. As a result, solutions conspired to alter tribulations into resolutions, and scholars' strategies aid them in confounding the detriments of distance education.

Keywords: COVID-19, online learning, learning goals, challenges, emergency online learning, modular learning

1. Introduction

The world is agitated due to the sudden outbreak of a deadly illness called COVID-19 that has been considered a pandemic (World Health Organization [WHO], 2020). This situation threatened the worldwide education system and compelled educators to turn to an online teaching mode overnight. Many academic institutions that were previously unwilling to change their traditional pedagogical approach now have no choice but to transition entirely to online teaching and learning (Dhawan, 2020).

During the Corona Virus crisis, distance learning, e-learning, online learning, and technology learning (Favale et al., 2020) replaced traditional learning contexts. As a result, academic units are at odds in determining a course of action to avoid this predicament. This occurrence resulted in fearful scenarios, and drafting is critical for educational institutions (Rieley, 2020). During this particular time, the concern is not about whether online teaching-learning methods can provide quality education but how academic institutions will adopt online learning in such a massive manner (Carey, 2020). Novel explanations of institutions can aid in understanding the pandemic's effects (Liguori & Winkler, 2020). In a study (Aguilera-Hermida, 2020), students were not sufficiently prepared to balance their work, family, and social lives with their learning ventures

while living in an online learning environment. Thus, it was found that the students' academic-type competencies and preparedness for e-learning failed badly (Parkes & Reading, 2015).

Added to this, the quality of the digitalization of course learning is indeed a real challenge. It affects students' external factors and has dramatically influenced the internal factors that concern students' learning. Existing literature points to emergency remote teaching (Bozkurt & Sharma 2020) or "emergency eLearning" (Murphy 2020, 492) and difficulties associated with poor online teaching infrastructure, the inexperience of teachers, the information gap (i.e., limited information and resources to all students) and the complex environment at home (Zhang et al. 2020). However, time passes, and there is a rapid role for technological advancement in the educational system. The digitalization of course learning has risen, and it turns out to be more complicated than expected (Toquero et al., 2021). This sudden shift affects students' motivation in education.

Indeed, higher education institutions have been compelled to modify and integrate flexible teaching and to learn in response to the COVID-19 pandemic to guarantee the students' academic continuity (Paguio et al., 2021). This educational problem needs to be promptly deliberated upon so that everybody can be delighted in the satisfaction of high-quality pedagogy through technology (Cojocariu et al., 2014). Institutions should not solely focus on the advantages tied to the enactment of digitalization of learning during crises. Rather, it should also consider developing and enhancing the quality of virtual courses delivered in such emergencies (Affouneh et al., 2020). This health crisis realm brought great lessons and realizations that serve as an opportunity and exercise for emergency remote teaching. Hence, these reasons prompted the researchers to examine the emerging challenges in developing coherent online education strategies in complex emergencies.

In the Philippines, studies have shown several interrelated barriers that students encounter in online learning (Ancheta, 2020; Barrot et al., 2021; Baticulon et al., 2021). Specifically, Barrot et al. (2021) demonstrated that college students' online learning problems were related to their home learning environment, with the largest obstacle being related to their home learning environment. Technical proficiency was their least challenging. The data also suggested that the COVID-19 pandemic had the biggest influence on the quality of learning and the mental health of students.

There are studies on online learning during emergencies regarding the opportunities and challenges of emergency remote teaching based on the COVID-19 emergency (Ferri & Guzzo, 2020), as well as a study that investigates the attitudes of undergraduate students regarding their views on emergency online learning over the first few weeks of the mandatory expansion of online education by COVID-19 (Hussein et al., 2020), and although previous investigations have offered some paths, these do not provide actions for specific actions deriving from lessons learned (Ferri, 2020).

Actions from different institutions will always have a more significant impact on the continuation of students' effective learning. The provision for those students who are in dire need for educational assistance can be granted through the local government units (LGUs). There should be services that can help students during their flexible learning (Asio et al., 2021).

This research looked into students' aspirations and learning strategies aside from the difficulties that they have experienced in online learning. This study aimed to analyze the hopes, goals, hindrances, and solutions of students in the forced digitalization of course learning in the Philippine setting. Thus, this study gives a diverse perspective on the dilemma that the students encountered in the paradigm shift. The insights from this study might aid in the development of relevant learning strategies that could help address the educational complexities. Furthermore, this study enhances students' motivation in learning even if there's a sudden shift in the educational paradigm, as the recommendations can mitigate the unexpected dilemma facing the educational system.

2. Method

2.1. Research Design

Qualitative research entails gathering and analyzing non-numerical data (such as text, video, or audio) to better understand ideas, thoughts, or experiences (Columbia Public Health, 2019). It utilized in-depth insights to generate new research ideas. Researchers have gathered data through a qualitative approach. Thus, researchers employed a qualitative module analysis of the course introduction to obtain data and find solutions to the abrupt shift in course learning. The researchers measured and evaluated the presence, interpretations, and relationships of specific words, themes, or concepts concerning the needed data. Ultimately, researchers utilized a qualitative research approach to improve the analysis and make the study about pre-service students' hopes, goals, hindrances, and solutions to the forced digitalization of course learning and provide more accurate and relevant strategies for the students. The researchers focused on the students' strategies in new learning platforms, such as their hopes, objectives, roadblocks, and solutions during a sudden shift in course learning.

2.2. Sample

The participants in this study are the first-year pre-service teachers who were enrolled in the academic year 2020–2021. This study was conducted at a state university. The researchers employed a non-probability purposive sampling technique for this qualitative study. A purposive sample, also known as judgmental or specialist sampling, is sampling with the primary objective of generating a sample that can be theoretically considered reflective of the community. The researchers chose the participants based on their knowledge of this research endeavor.

In the Module Introduction analysis, the researchers employed a purposive sampling consisting of 17 first-year pre-service teachers of ELGENA and ELGENB and 16 first-year pre-service teachers representing ELGENC. In total, 50 first-year pre-service teachers from the Department of Elementary Education took part in this study. The researchers critically chose the participants of this study on a qualification basis and a target audience that consisted only of pre-service teachers. Modules of the pre-service teachers that did not meet the requirements were not eligible to proceed in the data analysis. The pre-service teachers were asked to fill out the demographic information to ensure that the participants were qualified to engage in this undertaking. Hence, the criteria that the researchers employed to come up with the participants were the following: enrolled in the academic year 2020-2021; voluntarily answered the CPE 100 Module Introduction; and can provide in-depth and detailed information about the phenomenon to significantly contribute to the data gathering.

2.3. Data Collection

Ethical considerations relate to moral standards that researchers should consider in all research methods and all stages of research design. To ensure the virtuous process, researchers obtained the requisite consent and approval from the Dean of the College of Education before executing the research study. After obtaining authorization and permits, researchers begin their scrutiny with regards to the module introduction of the pre-service students under the course CPE 100: Child and Adolescent Growth and Learning Principles. To avoid infringing on their privacy, researchers upheld the respondents' identities with the utmost confidentiality and only used their answers to the given questions in this study. To protect the respondents' identities, no other personal information was revealed.

The researchers collected data using the qualitative module. The researchers used the CPE 100 Module Introduction under the course Child and Adolescent Growth and Learning Principles. This module introduction utilized structured questions about the hopes, goals, hindrances, and solutions of the pre-service teachers in learning the course. The purpose of the module introduction was to identify the commonalities of pre-service teachers' hopes, goals, hindrances, and solutions for learning the subject content amidst the paradigm shift.

2.4. Data Analysis

Qualitative content analysis is a research method for subjective interpretation of text data content using a systematic classification process of coding and detecting themes or patterns (Hsieh & Shannon, 2005). Furthermore, content analysis is a methodology for creating summaries based on qualitative data analysis. In this process, inductive reasoning occurs as the researcher examines and compares the data to identify themes and categories (Patton, 2002). This is in addition to finding group support or alternative opinions. The researchers noted some significant variations or key relations between classes.

Analyzing qualitative data is an involved and collaborative one (Polit et al. 2001). The researchers used the Module Introduction in the subject course entitled CPE 100: Child and Adolescent Growth and Learning Principles as a source to analyze the data. Part of the analysis involved determining the existence of specific words, topics, or concepts in qualitative data (i.e., text). Researchers quantified and analyzed the presence, meanings, and relationships of particular terms or concepts using this data-gathering method.

Moreso, the researchers found the answers based on the students' responses. The Module Introduction categories are repeatable, assisting the researchers in determining the nature of the question.

Figure 1
Module Introduction Analysis Process
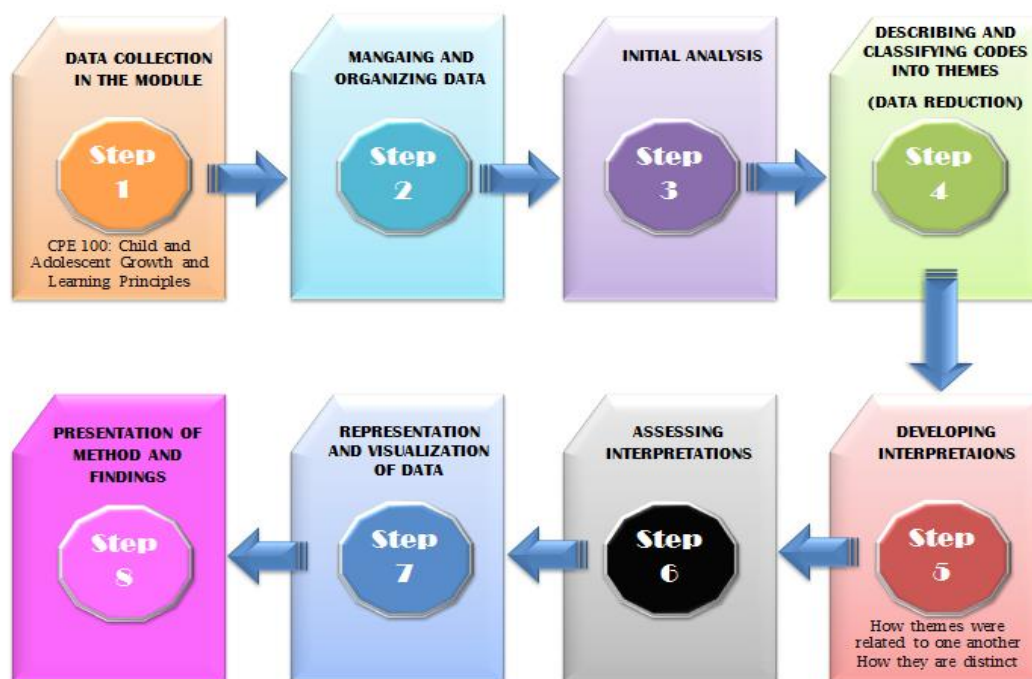
When the researchers finished grouping those small ideas with one core idea, the researchers interpreted what they perceived with their data. The researchers had the opportunity to share what they had gathered. After sharing ideas, researchers formulated conclusions based on the formulated ideas shared with the group. Essential details were documented. Once the researchers had analyzed the data, they identified the codes and categories that emerged from it. The researchers quickly identified the pre-service teachers' expectations, aspirations, obstacles, and strategies. Lastly, the researchers presented the data in tables, with details and information provided for the readers to understand the obtained data from the module.

3. Findings

Based on the analysis of students' hopes, goals, hindrances, and solutions to forced digitalization of course learning in the midst of the pandemic, results show that the pre-service teachers are able

to surpass the challenges they encountered despite the sudden change in learning. Moreover, they are still hopeful to finish and learn from the course to acquire knowledge and skills that can equip them in their future endeavors. However, it is not without difficulty because the education system shifted to online learning, which necessitates internet connections. The situation affects many students because some live in rural areas with poor internet access. Nevertheless, they have been able to create concrete solutions to survive their education during this crucial time.

3.1. Hopes

The summary of students' hopes on forced digitalization of course learning was given emphasis through frequency and percentage (Table 1). Students' hopes during the digitalization of course learning include to acquire learning that is applicable to real-world situations; to finish and learn from the course, and to become better personally and professionally. Additional discussions of the findings are detailed hereafter.

Table 1
Hopes of Students on Forced Digitalization of Course Learning

Category	Description Codes	f	%
Application to real-world situations	Exercising learnings	12	24%
Become an effective educator	Effective Pedagogy	12	24%
Build connections	Connections	16	32%
Finish and learn from the course	Completion of course learning	27	54%
Fun and engaging activities	Fun learning experience	19	38%
Have a good grade	High remarks	3	6%
Personal growth	Confidence and Positivity	20	40%

3.1.1. Application to real-world situations

The results indicate that 12 out of 50 students hope to apply the knowledge gained in the lesson and their experiences throughout the learning process in a real-world context. Student 3, for example, wishes to "apply the knowledge gained in this course to real-world situations and problems" in order to "share her understanding with others." Additionally, students emphasize the significance of the principles and guidelines they acquire upon completing the course. Student 32 stated, "To give importance to the given principles and guide". This relates to areas where a greater understanding of children and adolescents is required. Furthermore, upon learning the course, all the in-depth knowledge gained as they go on learning could be applied to themselves not just in authentic life situations but in the personal context where it helps understand a person. This knowledge is applicable not only for today's use but also for future situations in which it is necessary to comprehend the concept and value existence.

3.1.2. Become an effective educator

As evidenced by the results, pre-service English teachers are adamant about becoming fully equipped educators. Twelve pre-service teachers out of 50 want to be effective in the field. Additionally, teaching is not a profession and it is a fashion where it must be grave in one's heart and mind. Many people desire to be a teacher—not just a teacher, but an effective teacher. Moreover, students hoped that as they acquired in-depth understanding and knowledge with this course, they could unleash their potential to be equipped and efficient teachers. Student 29 quoted, "Unleash my full potential as an educator". They are adamant about becoming fully equipped educators. Twelve pre-service teachers out of 50 want to be effective in the field. Additionally, teaching is not a profession and it is a fashion where it must be grave in one's heart and mind. Many people desire to be a teacher—not just a teacher, but an effective teacher. Moreover, students hoped that as they acquired in-depth understanding and knowledge with this course, they could unleash their potential to be equipped and efficient teachers. Student 29 quoted, "Unleash my full potential as an educator." More than that, it's the student's desire to widen their knowledge with

the course. Student 30 mentioned that "this will widen my knowledge upon learning the course." In that way, they could effectively impart knowledge to the students. Student 16: How would this course help me to be a great educator of young minds in the future? The students wish to acquire adequate strategies and techniques for future classroom instruction. Despite the constraints on actual learning experiences, students believe that this course can provide an enormous opportunity for learning during the pandemic. Above all aspirations, Student 17 stated, "I hope this course will build me to become a good teacher," a teacher who serves as an inspiration, a teacher who motivates, and a teacher who changes someone's lives.

3.1.3. Build connections

Students desired that, upon learning the course, they could be connected with people in the same context. 16 out of every 50 students are concerned with establishing relationships with others. Since everyone is isolated, there is a lower possibility of developing relationships, compared to physical interaction. As they are all in the virtual world, students hope to socialize with other people. Student 32 answered, "Help me how to socialize with people in a better way." There are some instances where misunderstandings occur as they communicate in any medium. However, students want to better understand others, which some students were highlighting. This insight is used to socialize with others more effectively and conveniently than students hoped.

Students also hoped to develop strong communication skills with fellow learners and instructors upon learning. Student 1 highlighted, "To have a good relationship with my instructor and classmates" so that they could effectively learn despite distance learning. The aspirations are to have teamwork, knowing that it is hard to survive with this set-up, believing that acquaintances are a significant factor in attaining a goal. Student 7 mentioned, "Good communication and teamwork between my co-learners and instructor." As a result, the connections between other people will enable them to develop relationships and learn from each other. Hence, students are also hoping to have a professor who is considerate and empathetic to their plight. There is a saying, quoted by John Donne, "No man is an island," where human beings necessarily depend on one another. Furthermore, students also hoped that the professors and instructors were compassionate and considerate of the learning tasks and personal concerns. Student 10 quoted, "The professors who are assigned will be considerate when it comes to my/our concerns."

3.1.4. Finish and learn from the course

Twenty-seven students out of 50 aim to complete the course. (Students 10: I'm hoping to complete this course without any lapses.) This course was created to assist educators in their interactions with children and adolescents. This enables students to develop a comprehensive understanding and knowledge of the course's pedagogy. Moreover, students hoped that they would be able to comply with the requirements needed to finish the course in this course. Students wishing to complete this course to advance to the next level of expertise know that course requirements are vital when hoping for course completion. Since learning is in progress and acquiring new knowledge and skills, students need to surpass all the challenges given during the learning process.

On the other hand, students hope to learn more about the course. Student 18 emphasizes, "Hoping to have a profound understanding of the lessons." They understood the bigger concept of the course. I'm specifically referring to growth, behavior, and thinking. According to student 7, "To determine how growth changes a person in terms of behavior, thinking, etc." and generally about the child's development (student 17: To understand the child's development better).

3.1.5. Fun-Filled Activities

Simultaneously, 19 students out of 50 responded that they wanted to have fun while learning. (Student 11: to include enjoyable activities to assess students' knowledge). Since everyone struggles with this setup, the student has an immense hope of having an activity where they can learn at the same time and have fun while in the learning process. With the abrupt transition in

course learning, students hoped for an activity that would allow them to learn while having fun. According to the student, "regardless of the mode of learning we currently have," she hoped that teachers would fill in the gaps of distant education through virtual activities that are engaging. And fun-filled — believing that having a fun and exciting learning experience and environment will free students from stress. Amidst the digitalization of course learning, students will enjoy learning and also have a stress-free learning process. Because course discussion is one-way and teacher-centered, students are bored and grumpy as a result of the digitalization of course learning. Students want something that makes their imaginative skills and mental activation grow as they go through the course discussion. Many students believe that the learning process is effective if it is discussed in engaging and fun-filled experiences.

3.1.6. High remarks

Many students mentioned that "grades are just a number" as they are taking the course. And so, 3 out of 50 are motivated to earn good grades. According to student 2, he wishes to "have a good grade after finishing this course." believe that good grades really matter when it comes to the professional field. Moreover, student 26 highlighted that he aimed to earn a passing grade and "maintain good grades." A higher grade is always a desired outcome, regardless of how students' learning styles evolve. Students strive to improve their academic performance in English because it is critical for gaining recognition.

3.1.7. Personal growth

Twenty out of 50 students are optimistic about the course, and several highlighted their desire to gain wisdom and values through English learning. Student 9 expressed her hope that this course will shape her into the best possible learner and future educator. Furthermore, teacher education requires not just skills and competencies but also confidence. Many students suffered from building themselves while in the course learning process. The teaching field requires effort in teaching for the students to acquire knowledge along with confidence. Student 3 mentioned, "This course will help me build my self-esteem and confidence." During the process, they already build their guts to teach students and they learn not to be shy to be effective in the teaching field. Moreover, aside from building confidence, student 10 highlighted that "this course will help me grow as a person" where they could be that someone who inspires.

4.2. Goals

Students goals during the digitalization of course learning include mostly on acquiring knowledge and skills, and developing themselves (Table 2). The following categories are hereby discussed in details.

Table 2
Goals of Students on Forced Digitalization of Course Learning

Category	Description Codes	f	%
Acquire Knowledge and Skills	Gain in-depth understanding	30	60%
Involvement	Active participation and connection	11	22%
Complete the learning course	Completion of course learning	17	34%
Experience engaging activities	Fun and enjoyable learning experiences	4	8%
Personal development	Enhancement of one's becoming	25	50%
Share acquired understanding	Knowledge sharing	6	12%
Strive for excellence	Aiming for excellence	6	12%

4.2.1. Acquire and comprehend the learning course

The results indicate that 30 out of the 50 students desired to acquire and comprehend a course that will educate them for today's and future use. (Student 10: To be good at understanding human development, especially in cognitive and emotional development). Thus, a starting point for

comprehending the unique characteristics of children and adolescents will be discussed further. Moreover, students also hope to learn more about the course. They are interested in learning about all of the concepts associated with the education course that will assist them in delivering high-calibrated learning in the teaching environment soon. In that way, students can share their in-depth understanding with other people.

Moreover, students emphasize a greater hope of attaining a more in-depth understanding of developing themselves, particularly their skills. Since it caters to a broad scope of topics and through the process of learning, they could acquire new knowledge about the course. With that learning, students hoped they could apply their understanding of the course in a real-life context (student 9: To be learned and apply learning in a real-world problem).

4.2.2. Involvement

Eleven out of 50 students aim to be actively engaged in the course's learning. (Student 3: To participate in the activities so that I can learn a lot). Despite the distance learning, their goal is to give their total effort in class discussion to acquire a new understanding. Students can quickly adapt knowledge as they progress through the learning process with active participation. Moreover, to gain knowledge during the digitalization of learning, Students are looking forward to developing a bond with someone more than a colleague to share their solicitudes regarding their academic ventures in the pandemic. Together with other people, students aim to build a strong network that will further lead to unity. Student 10 emphasizes "Build a strong network" where they can share acquired ideas throughout the learning process (Student 1:Build connections with other learners while sharing ideas). Thus, cultivating and keeping camaraderie can make college life more prosperous by providing an outlet for your laughter, tears, and enthusiasm.

4.2.3. Complete the learning course

Simultaneously, students desire to pass and complete the educational course. (Student 11: Pass this course with my classmates and proceed to the next semester). Students confidently aim to graduate each semester without getting failing grades. In that way, they can move to another step towards acquiring deep knowledge (Student 6: To pass every semester without failing grades). Thus, they also hope to complete and comply with all of the assigned tasks to receive positive feedback from the teachers in charge of the subjects.

Nonetheless, students promise to complete the learning tasks on time and submit them before the deadline. Aside from that, students strive to get a good grade in their learning tasks in order to receive high marks. Through their efforts, the students will be rewarded for completing all of the tasks.

4.2.4. Experience engaging activities

Simultaneously, teachers face a constant struggle to keep students interested in their online classrooms. Many students are looking forward to the forced digitalization of course learning because they believe it would make learning more fun and interesting. Thus, the student's goal is to enjoy while learning. If you enjoy learning, you could be able to free yourself from the burdens and stress you felt amidst learning. Student 4 remarks that she wanted to have fun while learning and not to stress herself out. With this, teachers must design engaging and enjoyable activities for their synchronous sessions to alleviate students' stress and dispel any tensions with their milieu.

4.2.5. Personal development

Students are enthusiastic about completing the course, and a few have stated that they want to gain knowledge and skills that they can apply in their future endeavours. Upon learning the course, students' goals will be to acquire knowledge where they can improve themselves, especially their skills to be effective educators to their future students. As a result, 16 students hope that taking this course will assist them in acquiring and honing the abilities they will require. Student 11 emphasizes that "Through this course, I will be able to prepare myself for my chosen

profession." The acquired knowledge and skills will be their foundation in attaining success in developing young minds. Aside from acquiring knowledge, students' goal in this course is to develop their critical thinking skills (Student 4: To enhance myself and develop critical thinking). Critical thinking is essential in the decision-making of students in any aspect of life.

Moreover, distance learning has made students so stressed these days. The sudden shift is not easy for students since they need to consider not just one aspect of life but everything. There are a lot of changes to a virtual class, which before was physical classes. This abrupt change brought so much stress to students that it led to anxiety. Moreover, students in distance education have a greater desire to overcome their anxiety and go on with learning amidst circumstances (Student 43: Overcome my fear and anxiety).

4.2.6. Share acquired understanding.

A minority of pre-service teachers share a common goal: to pass on the knowledge gained in this course to future learners. Learning is continuous, and it does not stop. A person can learn in any process. Learning also happens anywhere and everywhere. So, a future educator must acknowledge learning from experts and do it in reverse. Since they know from whom they learned, they should pay back by sharing their knowledge with another generation. Additionally, students also aim to provide information that is beneficial for learning (Student 13: Share the information learned in this course). Thus, this learning can be applied to real-world problems.

4.2.7. Strive for excellence

Six out of 50 pre-service teachers strive for excellence. These students' primary objective is to learn or attain excellence. Students encountered different trials in pandemic times. They are full of learning tasks where they always seem so loaded that they cannot even enjoy life since they are isolated from each other. Student 15 mentioned that "One of my goals for this course is to get better grades." Thus, with these tasks, students' goal is to get better grades since they have already poured all their time and effort into getting what they deserve. Furthermore, these examples teach students that in order to receive positive feedback, they must do their best to complete the tasks, and the rest will follow. And so, giving out their best will surely lead them to excellence in the first place (Student 19: Strive for Excellence).

4.3. Hindrances

On the other hand, students encountered hindrances during the digitalization of course learning such as complexities of the course learning, the need for financial and technological support, and some personal distractions (Table 3). These issues are elaborated below.

Table 3
Hindrances of Students on Forced Digitalization of Course Learning

Category	Description Codes	*f*	*%*
Complexities of the course learning	Lack of understanding towards course learning	10	20%
COVID-19 Pandemic	Experiencing academic strain and burnout	18	36%
Financial support	Inability to support financially the scholastic academe	22	44%
Internet Connectivity	Poor Internet Connection	42	84%
Personal Distractions	Inadequate management of tasks and undesirable Learning Environment	33	66%
Technological issues	Difficulty in using e-learning system	17	34%

4.3.1. Complexities of the learning course

Ten out of 50 students have encountered difficulties due to a lack of understanding of their course learning. Student 3 has stated that she is having difficulty understanding their lesson due to "unfamiliar terminology." Nonetheless, the words and phrases that the teachers used in class were

unfamiliar to the students. Student 5 also quoted that "the mode of learning will be somehow hard to understand with just reading the modules." Having compound reading materials for the learning course is already a burden for the students, and how much more difficult is it to understand those concepts with in-depth words? Ergo, having a grip on the lessons on their own was a complex task to deal with since the pandemic has dramatically driven us to distraction.

4.3.2. COVID-19 Pandemic

Taking a course is exhilarating when one wants to be a professional teacher. However, when faced with a catastrophe, it hampers students and makes them doubt their ability to become one. Specifically, these 18 students out of 50 emphasize that COVID-19 had a more significant impact on their lives. It drastically shifts their learning lifestyle from the traditional setting into a more troublesome structure of remote learning that pushes everyone to digitalize. As such, the students have difficulty finding ways to deal with this pandemic's changes, facing various odds in their lives today.

And student 2 claims that long periods of exposure to technology cause them to have "sudden headaches or migraines." Thus, it was one of the numerous side effects of excessive screen time radiation. However, in this day and age, we can only access our course learning materials through technology, and we cannot neglect this mere fact. Though technology provides us with a wealth of information about various perspectives of our chosen profession, it also jeopardizes our health.

Concurrently, students chimed in with similar sentiments about what they were motivated to do. Because of a "lack of self-motivation," Student 4 has difficulty dealing with this forced digitalization of course learning. Hence, self-motivation is fundamental in attaining your objectives in life because, without it, you won't be able to keep going in the direction you want to go. Nevertheless, students will feel dissatisfied with their education if they lack self-motivation.

Despite all the difficulties, students offer their views on the restrictions they have encountered in distance learning. It is because Student 10 has said that remote learning is not her "preferred way to obtain information." However, students also failed to attend class for personal reasons, and some could not go directly to the synchronous classes because of availability. Henceforth, the effectiveness of this online class made the students feel burdened because of the things they could not control but also could not do anything about.

4.3.3. Financial support

Financial support is one of the things that can drive one to continue achieving goals in life. But 22 students reverberated their susceptibility due to their economic status in these trying times because their parents do not have enough money to buy the resources they will need for this remote learning. Additionally, Student 7 revealed that because her parents cannot sustain her financial needs, it is difficult for her to carry out her activities because she lacks the necessary resources. As mentioned by Student 17, "Limited resources and materials for learning" due to their parents' financial inability to provide the learning tools that they will need in this emergency, remote learning makes them face a more complex situation. Because they only have limited resources, they will be unable to acquire those significant concepts they will need to understand for their future. Hence, this sums up the existing burden that students are currently enduring momentarily.

4.3.4. Internet connectivity

The result shows that 42 of the 50 students are having difficulty connecting to the internet. It is a strong indication that internet connectivity is one of the top priorities' students must have in this remote learning emergency. Due to the challenges the students have confronted because of the unforeseen digitalization of course learning, which requires an internet connection to access their learning course, it adds to the pile of sentiments they are bearing. In particular, Student 12 stated that she could not attend a synchronous meeting because she does not have an Internet connection at home. And, as indicated by student 15, the occurrence of a slow internet connection endangers

their learning because they cannot access the synchronous sessions of their various classes if their connectivity is in turtle mode. Hence, there were still some tribulations, such as a deficient internet connection. According to the pooled findings (Asio et al., 2021; Gadia et al., 2022), a strong internet connection enhances a student's performance; however, scholars need sufficient connections for them to focus to their scholastic goals. Another concern for students is needing high-quality devices at home, such as suitable smartphones, laptops, or desktop computers to finish their academic tasks.

Furthermore, how can they research and download those learning materials if they do not have sufficient connection capacity? These are some of the hurdles confronted by students regarding internet connectivity. Consequently, this puts the students' academic learning on the verge of developing and acquiring the things they need to thrive in becoming future educators.

4.3.5. Personal distractions

Students argued that the distractions they have in their learning environment could easily sway their focus on academic learning. Appertaining to this is having a "Deafening Environment" with Student 9 and, most notably, the disturbance that "social media" can bring with Student 1. Thus, screen time exposure increased significantly during the COVID-19 outbreak, as the findings (Asio, 2022) showed about gadget addiction. The COVID-19 pandemic boosted internet use, which leads to addiction among university students (Zhang et al., 2022). These cases prove that the sudden shift in course learning hinders the students' learning due to their circumstances. Additionally, the institution must consider the student's learning preferences while deciding which system or medium to use in the forced digitalization of course learning. Because the enactment of online learning restricts more geriatric students, those living in rural areas have obligations to their families and jobs and have access to few internet resources, putting them at risk during these trying times. Similarly, Student 2 complains about procrastination, saying it's a problem for her managing her academic duties and responsibilities. Thus, as students studying at these times, they have these plentiful timetables on their palms by which they can do whatever they want without thinking about completing their schoolwork because no one will oppose them. As a result, students procrastinate, and this procrastination is a monster lurking deep within students' psyches, threatening their ability to learn.

4.3.6. Technological issues

Students who have participated in this distance learning program have frequently encountered technical difficulties. And 17 students are gradually facing this kind of hurdle. (Student 6: Due to technological issues, she cannot access Moodle, VLE, or any educational platform required for this online learning.) The results also showed that the lack of preparation for online learning was one barrier (Paguio et al., 2021). Some students lack access to laptops or tablets for learning, which explains why they experience higher COVID-19 anxiety associated with the consequences. The COVID-19 outbreak had an uncomfortable, daunting, and occasionally destructive effect on students. Similarly, Student 10 confirmed that they have "limited knowledge of ICT for technological learning platforms." And that navigating those technologies is stressful since we are challenged with a sudden shift in the learning course that urges everyone to use digital to acquire the various skills that we need to obtain. In that circumstance, forced digitalization of course learning can create havoc due to an inability to anticipate this challenge.

4.4. Solutions

Despite the hindrances, students formulate solutions to face the difficulties during the digitalization of course learning (Table 4). They look for places that have strong connection, maintain self-discipline, and find alternative solutions to deal with their tasks. The categories are discussed in more details hereafter.

Table 4
Solutions of Students on Forced Digitalization of Course Learning

Category	Description Codes	f	%
Communication	Taking initiative	15	30%
Exploration to strong connection	Connectivity	24	48%
Find alternatives	Resourcefulness	20	40%
Financial assistance	Financial support	6	12%
Further research and comprehension	Advance studying	22	44%
Know one's priority	Setting goal	16	32%
Time management	Self-discipline	29	58%
Mind positivity	Keep hoping	10	20%

4.4.1. Communication

Strong communication skills can help students engage both in-person and online with their professors. The findings indicate that fifteen out of fifty pre-service teachers approach their professor regarding their lesson and absence during the synchronous session. It is important to keep teachers informed about the present situation to accommodate students who cannot attend class. (Student 24: I will let my professors know my situation so they can understand, or I will go to places where I can access the internet).

Moreover, some pre-service teachers choose to share information with their fellow students about the course. The pre-service teachers feel that by assisting one another, they will overcome their difficulties in their studies. It also aids in the development of effective communication skills among peers and the formation of tight bonds between them. (Student 50: As much as possible, I will try to connect with my classmates.) Without a doubt, communication is vital in building a good relationship with your colleagues.

4.4.2. Exploration to strong connection

Pre-service teachers face a number of challenges, one of which is intermittent connectivity. Some students travel or go to different barangays in order to have a strong internet connection. It is essential to have a robust internet connection so that pre-service teachers can learn effectively. (Student 32: Travel to the next barangay to get good internet reception).

A majority of pre-service teachers are struggling due to the intermittent internet connection. Student 8, for example, is looking for a "place where there is a better signal, even if it means getting out and going far from their house." As a result, pre-service teachers often struggle to participate in synchronous classes. Internet connectivity will inevitably go down from time to time. If your internet connection is lost, it is essential to have your mobile data. Look for a location with a good signal to ensure that your mobile data will last until the end of the synchronous lesson. (Student: 48 Whenever the WiFi connection is not stable, the data connection is my other choice.

4.4.3. Find alternatives

Being resourceful will enable you to do tasks that are either unavailable or prohibitively expensive for you. Being resourceful implies thinking of new ways to solve problems and solving them quickly and ingeniously. The findings indicate that only twenty out of fifty pre-service teachers consider alternative strategies for overcoming obstacles encountered during course learning. (Student 38: Instead of relying on the teacher, I will make hard copies of modules sent to us so that I can read and study the lessons very well without being distracted by gadgets and getting a headache because of the radiation from the phone).

Pre-service teachers ask their families for help with the materials they need for online classes, such as laptops or mobile phones, which will allow them to succeed in the new learning environment. For instance, Student 6 states, "the very least I can do is borrow a phone or laptop." You must indeed discover alternatives to cover the resources you lack so that you can continue with your responsibilities as a student.

4.4.4. Financial assistance

Not everyone has a golden spoon in their mouth from birth. Many pre-service teachers are having difficulty adapting to the new learning environment, which includes online learning. To attend their synchronous classes in online learning, students will require a laptop, phone, mobile data plan, or WiFi. Not all pre-service teachers come from wealthy households, which is why they ask for financial help. Some pre-service teachers apply for scholarships to help them meet their academic needs. Six pre-service teachers out of 50 indicate that they seek financial assistance to support their online courses (Student 7: Apply for a scholarship).

Some pre-service teachers opt for part-time jobs to help them pay for their education and attain their life objectives. Pre-service teachers balance jobs and studies to have a bright future and become successful and inspiring role models for their future students. "Ask for money or work to have money," Student 42 said.

4.4.5. Further research and comprehension

Pre-service students believe that they will have more time to learn other subjects and participate in extracurricular activities by studying ahead of time. They will also be able to focus on their lessons much better because they will not have to study everything at once. They will have an easier time storing information if they study topics in an organized manner. Several pre-service teachers conduct additional research and advance reading to better understand the subject matter covered in their lessons. Student 15 states that he or she will "seek help in order to comprehend through the use of the internet, dictionaries, or any search engines, as well as educational websites as references."

4.4.6. Know one's priority

Knowing one's priorities will help one understand what is more important to do or deal with. Pre-service teachers establish goals and priorities that will enable them to be more productive and complete their assignments promptly. Student 1 states that he/she should "focus better on all microphones except for the instructor. Nevertheless, if needed, like recitation, better find the most convenient place to stay before the meeting for an effective discussion." Several pre-service teachers direct their attention to the tasks that must be prioritized as they consider their future.

Some pre-service teachers adjust their unhealthy lifestyles such that they are not drowsy throughout the day and can sleep soundly at night. Thus, they can focus on the tasks at hand during the day while also getting the rest they desire at night. "Fix my sedentary lifestyle, so I do not feel sleepy during the day and am able to sleep during the night," stated student 14.

4.4.7. Time management

If they are motivated, pre-service will motivate their bodies to work and complete their assigned tasks. It encourages students to be more optimistic that they will overcome their difficulties, and it assists pre-service teachers in achieving their objectives. Most of the pre-service teachers are committed to their studies. Student 3 advised, "stop focusing on the problems in your life and instead begin focusing on solutions and positive changes." Pre-service teachers are optimistic about completing their chosen course, even when faced with adversity. Pre-service teachers believe that self-motivation will aid them in overcoming obstacles. Student 23 asserts that he or she "must find the motivation to follow new educational trends."

Lastly, the pre-service teachers adhere to a schedule they have devised to complete the task on time. "Make a regular schedule planner. Set a reminder for their courses and self-motivation assignment, "advises Student 12. Time management appears to be one of the strategies that pre-service teachers use to overcome obstacles.

4.4.8. Mind positivity

Pre-service teachers believe that positive thinking does not imply burying one's head in the sand and ignoring life's less pleasant circumstances. Positive thinking means approaching unpleasant

situations more positively and productively. You expect the best, not the worst, to happen. If the majority of the thoughts are negative, they are more likely to have a defeatist attitude toward life. If the pre-service teachers think largely positively, they are probably optimists or believe in positive thinking.

Pre-service teachers said that praying and staying positive helps them overcome the struggles they face during the sudden shift of learning through online learning. Pre-service teachers said that praying and keeping a positive attitude helped them overcome the challenges they were having due to the abrupt shift in online learning. They believe that if they continue to be positive and hopeful in their lives, a better tomorrow will emerge. As a result, positive thinking helps them become a better version of themselves and a teacher full of hope and determination. Student 28 said, "We need to pray together, hoping this will pass soon and go back to normal."

Additionally, researchers hope to establish a framework that is useful for fully grasping students' tribulations during these troubled times. Figure 2 shows the summary of the themes and categories as analyzed from the modules.

Figure 2
Summary of the Major Themes in Course Digitalization of Course Learning
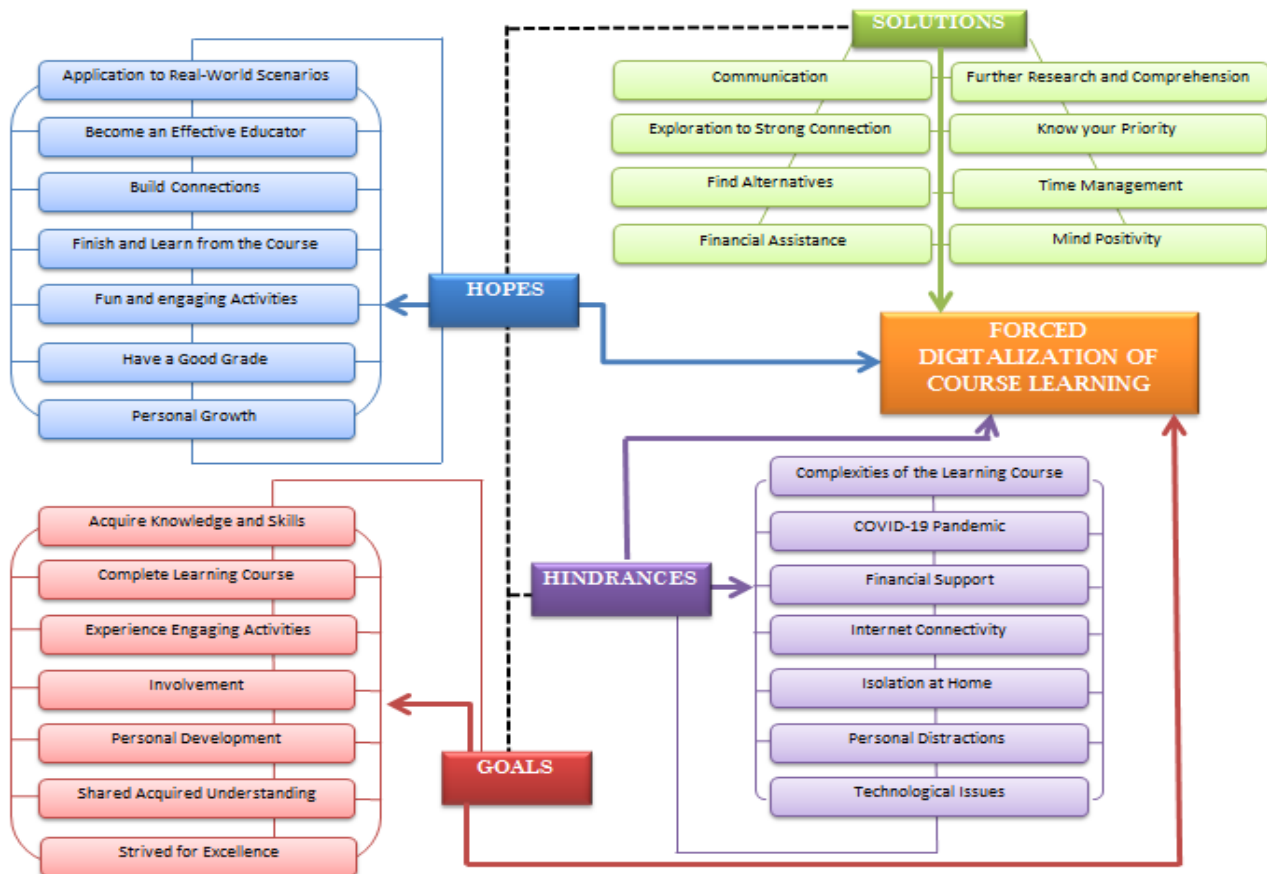
5. Discussion

5.1. Hopes

Research findings indicate that students are unequivocal in their optimism regarding their vision of surviving through digital experiments. The aspirations of students to form relationships with others were emphasized. The importance of social interaction in learning cannot be overstated. Interacting with other people has been shown to help students organize their thoughts, reflect on their understanding, and identify gaps in their reasoning. All human beings require social connections (Carvallo, 2006). Social interaction is the process by which an individual's identity and sense of fulfillment as a person are formed (Gold et al., 2002). Students' desire to socialize with

others leads them to adopt values and attitudes that are necessary for professionalism. Thus, it is necessary to foster a sense of belonging in order for students to envision themselves as active participants in producing knowledge.

Other students throughout the course stressed the importance of developing connections. Fostering interaction among students can help promote an interest in learning and progress (Toquero et al., 2021). Similarly, learning the course should be enjoyable and engaging so that students can effectively acquire knowledge. Students cannot acquire knowledge or develop skills if they are not exposed to or practiced with the material (Good et al., 2009). Students at the university level desire a dynamic and engaging activity that will enhance their educational experience while also directing their attention during a pandemic (Toquero et al., 2021). Nevertheless, it is beneficial to utilize enjoyment and fun, developmental activities, and a supportive social environment (Morgan et al., 2014). Thus, engaging and enjoyable learning experiences can help students achieve the most desired practical learning process. Students must be involved and held accountable for their academic success, allowing them to participate actively and hold themselves accountable for their academic success (Ciobanu, 2018).

Students must maintain their vigorous engagement all through the discussion. As a result, participation in any class activity will almost certainly have an effect on the acquisition of new knowledge and understanding. Ambrose et al. (2010) define learning as the process by which an individual's behavior changes as a result of experience, thereby increasing the possibility of future performance and learning. Students learn best with clear academic and social objectives and in supportive communities. Students must understand that incorrect answers are fine so long as they learn from their errors and misunderstandings. As a result, students value the course because it allows them to concentrate on their professional development, which is critical in the teaching profession. Teaching is critical to learning and social, cultural, and economic development (MacBeath, 2012). It is critical for transmitting and implanting social values such as democracy, equality, tolerance, cultural sensitivity, and respect for each person's fundamental rights.

According to the study's findings, pre-service teachers anticipate receiving a favorable grade upon completion of the course. They speak of themselves as individuals with the potential to learn and earn good grades. As a result, these expectations are due to their parents. As Löfgren and Löfgren (2017) mention, situations in which parents act as normative actors by discussing grades in a variety of ways. While they acknowledge that receiving their first grades and hearing their parents' reactions to them does not always benefit or harm students' sense of educational resilience, they argue that these experiences shape their perceptions of themselves and their future possibilities. While students are constantly bombarded with academic assignments, their desire to earn high marks motivates them to strive for excellence.

The configuration consistently increased students' confidence in their ability to complete the course and earn a high grade. Nonetheless, their optimism for achieving the goal helped students understand that developing their resistance to future allusions is a necessary component of personal growth. Kurtz (2012) defines self-development broadly as acquiring information necessary for one's job; acquiring new information and adaptable skills; learning for the sake of learning; and retaining all of this knowledge throughout one's life. It maximizes an individual's potential and is necessary for growth, maturity, success, and happiness (Ashiq, 2020). Thus, these enhancements will assist the student in becoming a skilled educator once they enter the teaching profession.

Additionally, pre-service teachers view personal growth as a necessary component of effective teaching. They reach their full potential while engaging in educational processes, both academic and holistic, that are genuinely in need of professionalism. Effective teaching can be implemented in a variety of ways, including the teacher's behavior (friendliness, civility, and clarity), the teacher's knowledge (of the subject, of the students), and the teacher's beliefs (Good et al., 2009). As a result, students seek professional development and growth that are necessary for the discovery process. According to Good et al. (2009), the characteristics of teachers, their knowledge, their actions, the way they structure learning formats, and other factors all influence learning. Similarly,

who students are, what they know, and what they value and do all impact what is accomplished in online classroom settings.

Likewise, acquiring new knowledge enables students to put it into practice. As stated by Good et al. (2009), students require ample opportunities to apply and practice new knowledge. Distributed practice with concepts in a variety of contexts improves long-term memory retention. Applying learning to real-world problems requires considerable practice, which is why it is critical to seek out opportunities to do so in daily life. However, when the appearance of problems changes, students are unable to solve them, even if they possess the prerequisite knowledge. Students require extensive practice in order to grasp concepts. Additionally, they require ample opportunities to practice concepts acquired in new contexts (Good et al., 2009).

5.2. Goals

Students and teachers alike were befuddled by the change in the learning environment. Thus, both parties must develop to foster innovation, creativity, and resourcefulness in situations where individuals can rely solely on themselves due to their isolation from others. Thus, they recognized that, while working alone is challenging, they are compelled to stand their ground and effect change from within. As a result, their goals drive them to excel.

It is critical to engage students in learning through interactive activities. According to Syaharuddin et al. (2021), online learning is ideal for providing students with independent learning during a pandemic. What occurs, however, is the loss of a meaningful educational experience. Occasionally, students lose interest in learning the course virtually, which is not the case with physical classes. Online learning does not provide students with a meaningful learning experience during the pandemic. Restriction of students' space in online learning has a detrimental effect on the meaningfulness of their learning experiences, both in terms of interacting with learning resources that face significant obstacles and interacting with the broader environment, specifically with fellow students and fellow students with teachers (Syaharuddin et al., 2021). There are times when students lack sufficient resources, which eventually leads to them becoming active learners rather than passive ones. Thus, pre-service teachers' goals are to gain experience and participate in engaging activities that are both interactive and worthwhile. Unilaterally, students want their virtual class discussions to be enjoyable to achieve a higher level of comprehension. They are willing to foster an atmosphere of interaction in which they will never feel bored. Students must be involved and accountable for their educational success, allowing them to participate actively and take ownership of their education.

Fun-filled learning activities are the catalyst for students' mental development. Thus, participation and involvement have been demonstrated by numerous researchers to be effective in the learning process. Student involvement implies that all college students' experiences are valuable, not just the time spent in class. Students who participate in extracurricular activities outside of the formal setting are more likely to persist toward graduation than their disengaged peers (Pascarella & Terenzini, 2005; Tinto, 2000) and have been shown to develop transferable cognitive and intellectual skills (Dalrymple & Evangelou, 2006). Students' involvement in extracurricular activities has been associated with increased satisfaction with their college experience, academic success, lifelong learning, and persistence. Thus, in addition to active participation and course learning, it must be linked to involvement in all aspects of the learning process, such as participation in learning activities, interaction with teachers, and interaction with peers and fellow students.

Students engage in in-class discussions to achieve academic success, thereby assisting them in developing their competence. The study's findings indicate that students are eager to achieve mastery of the course and acquire knowledge while enrolled in it. Despite the fires surrounding students, not all of them are interested in taking the course. Some students reported a lack of interest and attention during online classes because they were unfamiliar with using smartphones and computers. This proved to be a significant setback for them (Mishra, 2020). According to Kisilcec et al. (2016), individuals with robust self-regulated learning (SRL) abilities, defined as the

capacity to plan, manage, and control their learning processes, can learn more quickly and earn higher grades than those with weak SRL abilities. Brandon (2020) stated that efforts should be made to provide students with free access to online educational resources in order for them to make the best use of their time during the lockdown period. Thus, students must have a thorough understanding of the objectives of this education in terms of student-active and exploratory learning processes.

Additionally, students must acquire knowledge while completing the course. Due to a lack of resources, many students also lose hope of completing the course. Students will encounter a plethora of configurations in this new set-up. Their stress is exacerbated by a lack of resources, connectivity, and location, as well as personal problems at home. Students' motivation to complete the course, on the other hand, motivates them to work even harder. Dweck and Molden (2017) define achievement motivation as the desire to improve one's competence. Competence became ingrained in their self-concept, which became the standard by which students measured themselves.

One of the fundamental goals that the pre-service teachers hope to achieve as they embark on this emergency remote learning experience is to communicate their brand-new knowledge effectively. One of the premises that the minority of students must meet, even if they have had difficulty absorbing academic knowledge, is the ability to share the knowledge they have accumulated with their colleagues, juniors, and, most importantly, in a real-world setting. Silalahi and Hutauruk (2020) emphasized the importance of cooperative learning, even when the students are only communicating through cyberspace, to encourage them to share the knowledge they have obtained and acquire the things they will need in the future. However, for students to learn meaningful and lifelong learning, they must distinctly recognize whatever they are learning and why they are retaining it. The students can use this understanding as a weapon to become problem-solvers for the situations that they come across in their learning process.

On the other hand, field education is an integral feature of social work education and a crucial stage in professional assimilation. It gives students the chance to participate in educationally focused service activities (Bogo, 2015; Wayne et al., 2010). Moreover, one of the categories concluded in the study's findings is the pre-service teachers' personal development. Students have strived to ensure that even when they face difficulties in the abrupt transition of course learning, that forces them to digitize; hence, they remain enthusiastic about achieving it regardless of their circumstances. Nevertheless, as they go through with their academic ventures, they have this strong fighting spirit to succeed and generate beneficial expertise in their future endeavors. Additionally, university students attempt to strengthen intrinsic capabilities such as critical thinking and decision-making skills to overcome the dread and uncertainty they have experienced due to the distance learning we are all partaking in.

Similar to Nagar (2020), the study demonstrates that student teachers have poor digital skills, which must be addressed and improved. Besides that, in parallel to Adams (2016), in his research, he discovered that students have a persistent unfamiliarity with e-learning tools, which is very similar to the above finding. For students to gain personal growth, boosting themselves towards remote learning and having parental assistance to offer optimal learning environments are implications for mastering distance learning experiments (Sahoo, 2020).

Furthermore, increased personal mastery enables students to produce high-quality results and to comprehend and replicate the process by which they produce them. Students desire more consistent tools and strategies that enable them to maximize their time and perform at their best, resulting in excellence. Striking for excellence is a way for students to express themselves in a digital context. In educational terms, quality refers to something distinctive and is associated with notions of excellence (Sing, 2011). As a result, gifted students who strive for excellence and respond positively to errors and imperfections may have a high level of emotional intelligence, as they may gain greater access to the health information and action tendencies contained within emotions and use the information to make sense of their perfectionistic tendencies and behaviors, as well as to guide adaptive coping (Folkman & Moskowitz, 2000). Thus, students must first

cultivate the idea that excellence is a journey, not a destination. They must establish their goals in order to excel.

Every field requires highly qualified individuals (Azhar et al., 2014). The path to success is manifested due to the motivations that drive students to strive for excellence. Thus, this motivation propels students' minds and hearts to rise above their current life circumstances. According to Azhar et al. (2014), socio-economic status is one of the most researched and debated factors affecting students' academic performance.

5.3. Hindrances

Based on our findings, the intricacies of the learning course are one of the significant problems that pre-service teachers confront in this emergency remote learning. Additionally, by just perusing the modules without comprehending the course, students cannot thoroughly learn the information they need to assimilate, considering it is critical to their chosen career. Similarly, Markova et al. (2016) and Ni (2013) express their worries about students' participation in this learning venture. The ineffectiveness of the instruction quality and context of transmission jeopardizes the students' learning efficiency. Nonetheless, academics were unable to keep up with the volume and non-heterogeneity (Casarez & Shipley, 2016; Warschauer & Matuchiak, 2010) of novice learners, directing quality education and resources because of the absence of assistance. Concepts, maxims, and terminologies had such profound meanings that it was indeed complicated to grasp. Students have a tough time grasping the material since the concepts are foreign to them, and they do not understand it in depth in the readings they have undertaken.

Moreover, pre-service teachers experienced academic intensity and burnout due to the COVID-19 outbreak, which drastically transformed the students' lifestyles. As a result of their anxiety about the pandemic, their academic performance was on the verge of faltering. As an illustration of this quandary, students were brought home to unhealthy and unsupportive learning environments, as Brown, S. (2020) affirmed. Furthermore, to make matters worse, students who are inactive in their studies tend to spend more time with their technology, have an irregular sleeping schedule, and have unhealthy eating habits that lead to weight gain and poor cardiovascular endurance (Wang et al., 2020). As a result, the repercussions of remote learning may be even more detrimental to students' health since youngsters hide at home without engaging in any outside activities or peer interactions (Wang et al., 2020).

As the COVID-19 issues became more prevalent, so did the digital disparity toward pre-service teachers, erecting a digital barrier between those who can afford it and those who cannot. Confirming the findings of Code et al. (2020), the research found that students from homes with just one device and restricted internet access had difficulty connecting with their colleagues and professors. It is because of low-income families, limited internet access, a lack of smartphone access, and an intermittent internet connection (Reich et al., 2020). Furthermore, most of the students had limited or no access to resources such as computers, cameras, steady internet, lag laptops, and mobile devices with a total capacity of storage, resulting in a hanging device when used.

For instance, if the professor puts instructions on the course announcement area, students who lack accessibility may find it challenging to follow such instructions since they lack the resources to access the site. Indeed, the most pressing worry about the abrupt transition in course learning is access to resources. As a result, the socioeconomic level, which is a crucial issue especially during the pandemic (Talidong & Toquero, 2021), prevents distant and rural areas from purchasing new technologies and associated software they may employ in their online courses in this abrupt transition in course learning. Pre-service teachers at the institution had the same emotions as Indonesians, who have just 34% access to digital equipment (Li & Lalani, 2020). More specifically, for students who reside in distant places, such as Cambodian students (Sun, 2020), this abrupt switch makes their position more stressful and perceiving remote learning more challenging (Flynn & Himel, 2020). Because of their families' poor socioeconomic level, they cannot purchase

internet connections or technical gadgets that may aid distance learning, such as PCs, laptops, cellphones, or tablets.

As the pre-service teachers embark on the transition of course learning, some of the students have encountered a lack of awareness regarding the use of ICT in this emergency remote learning process. There are brand new applications that are presented to the students. Still, they are unsure of how to use it for various reasons. Sometimes, technical difficulties arise even when they have indispensable matters to attend to, such as accessing Moodle or VLE. Yet, some of their applications are incompatible with the devices they now own. And as such, they must locate a gadget that is compatible with the gateway to gain access. As a consequence of this disruption, although technological advancement has enabled many previously unthinkable feats, the transition to e-learning has not been as seamless as we would want. Confronting the shortcomings of digital learning may be depressing and upsetting for professors and students alike.

5.4. Solutions

The pre-service teachers encountered a variety of difficulties during the abrupt learning transition, and the solutions varied according to the pre-service teachers' coping mechanisms. There is uncertainty about how school closures affected student achievement and how a rapid transition of most instruction to an online platform would affect achievement (Kuhfeld et al., 2020). According to UNICEF (2020), boosting internet access in homes, communities, and schools is vital for future generations to gain the knowledge and skills necessary for a sustainable future. A stable internet connection is critical to the welfare of students because it is one of the components that enables online learning.

Moreover, by creating clear goals, the pre-service teachers believe they understand what they want and how to accomplish it. They can more appropriately measure and monitor their capacity to accomplish the goals. Most importantly, they have a method to guide them and keep them on track; creating goals predicts success and passion for activities (Scherrer et al., 2020). According to Queensland Health data from 2021, most desire to see positive changes. Setting goals can help improve relationships, professions, and mental and physical health. However, students regularly waste valuable time on activities that have nothing to do with the tasks and activities they need to complete. They become easily sidetracked by trivial activities such as social media browsing.

Additionally, pre-service teachers are adjusting to the COVID-19 pandemic, and some pre-service teachers are experiencing varying degrees of difficulties living at home. Professors should assist them and communicate with them about obstacles to learning, which is crucial to their success. They are more than likely to comprehend the situation and give real solutions. Communication is the process of exchanging ideas and information to accomplish a goal or objective more effectively. In other words, it is merely the sender communicating his or her viewpoints to the audience in the most understandable manner possible (Alamwaleh et al., 2020). Apart from the professor, the pre-service teachers sought assistance from family and friends during the pandemic. Wright (2013) asserts that social support from family and friends might help alleviate symptoms of depression and loneliness. Peer support is more powerful than parental support when college students leave home to attend college.

However, when the COVID-19 pandemic abruptly alters the learning style, the pre-service teacher loses hope and feels fatigued, yet they maintain a good attitude in the face of adversity. Apart from weariness and stress, optimism and hope mitigated the negative impacts of stress on well-being during the pandemic (Genc & Arslan, 2021). According to Carver and colleagues (2010), optimism aids in comprehending human behavior and thought. To reduce the strain and worry they are experiencing, pre-service teachers take time to relax and interact with their peers.

Not all pre-service teachers are born with a silver spoon in their mouths. This is why they seek scholarships and sometimes make do with what they have during this trying time—being resourceful means moving beyond adaption and action, from imposed conditions to generating new ones via your capacity to think and act freely. Along with establishing boundaries and communicating effectively through oral, written, and virtual/video communication,

resourcefulness, self-direction, and independence are three critical characteristics for successful remote work for students (Bowen, 2020).

With this in mind, students create study strategies to improve studying quality and set prerequisites for enhancing the efficacy and coherence of their learning process. It has the potential to influence the development of a student who has invested time and energy in studying resources. Stimulating some creative thinking and initiating certain activities related to the materials improves cognitive studying processes and overall study performance (Radosavljevi et al., 2015). As pre-service teachers adjust to the abrupt shift in learning, they have experienced obstacles that have put their abilities as students to the test during these trying moments. As a result, they develop solutions that support and assist them in furthering their career as an educator.

6. Final Thoughts

The COVID-19 outbreak has cast doubt on numerous national and global life aspects, including education. The change in educational settings had a profound effect on students' daily lives. As a result, students adapt and change to thrive in their new environment. Despite the abrupt change, students in the digital experiments emphasize their aspirations and goals. The students' hopes motivate them to succeed and keep them going despite the hindrances and difficulties they experience that are currently preventing them from accomplishing their goals. However, students are driven to excel through the visualization of their goals, which are personally and professionally related to their discipline. Likewise, they found solutions to help them. Hence, setting goals with them provides a road map that outlines a destination and a strategy for getting there. Setting and adhering to goals might help them stay focused on what they have recognized as vital to obtaining their desired outcomes. During these trying times, teachers should foster a respectful, positive, safe, and student-centered online environment. Peer collaboration enhances student engagement in course learning, so students should collaborate in varying types of group online activities. Similarly, learning occurs when students engage in dynamic and engaging activities that enhance their ability to acquire in-depth knowledge for future use. Converting information to knowledge through real-life application is part of the learning process that students must undertake to achieve a successful and effective outcome. Moreover, the institution should sustain flexible learning environments post-pandemic to provide everyone with the opportunity to learn in different settings because the world is going into hyper-flexible learning.

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