

# TRAVAILS OF COLLEGE TEACHERS HANDLING LANGUAGE RESEARCH COURSES IN THE NEW NORMAL SETTING: A PHENOMENOLOGY

## ABSTRACT

This qualitative-phenomenological study explored and understand the travails of college teachers in handling language research courses in the new normal setting. The study was seen through the lens Social Career Cognitive Theory, Competence Motivational Theory, and Theory of Work Adjustment. There were (17) participants who participated in this research. Ten (10) were subjected to the in-depth interview and seven (7) participated in the focus group discussion. They were selected through purposive sampling method. A thematic analysis was utilized to extract findings from the data collected. The results uncovered the participants' lived experiences from it (5) themes emerged: problems in communication and interaction, problems of technical readiness and connectivity, concerns on assessment of group members' participation, avenues for self-improvement and sense of practicality. The teachers also shared their coping mechanisms in dealing with the challenges they encountered, from which four (4) themes emerged: possessing positive traits, willingness to adapt, accepting responsibility and bearing sense of accomplishment. Lastly, for the insights of the participants, four (4) themes emerged: a challenge to deal with, demand for teacher's qualification high sense of worth and fulfillment and opportunity to improve teaching practice. The result of the study suggest that college teachers need to embody positive traits and attitude to overcome the adversities in handling language researches courses in the new normal setting.

*Keywords: college teachers, travails, language research, new normal setting, qualitative-phenomenological study, thematic analysis*

## 1. INTRODUCTION

### 1.1 Background of the Study

Teaching research is not a simple undertaking for every teacher assigned to teach it. Research has long been viewed as a tough and time-consuming endeavor since it necessitates a significant amount of time and effort to produce a research result. Research is an exploring phase. The teachers handling research subject need to respond to the problems in conducting research, such as difficulty in selecting topics in research, limited knowledge of the process and methods, and inability to look for existing up-to-date references relevant to the study (Quasem, 2019)

In a study conducted by Buchanan et al. (2019) in the United States, the National Writing Project, and Advanced Placement believe that their students are eager to master good research skills in an international context. However, they acknowledge the difficulty in teaching the said skills. The common issue is the lack of time to design successful courses and teaching techniques in the classroom. Teachers constantly mentioned how challenging it is to teach these abilities while addressing the other subjects they are expected to teach Buchanan et al., (2019.)

Research has become one of the most challenging tasks to most of the teachers especially because it has been an additional work to them that's according to (Bullo et al., 2021). Moreover, in Tuguegarao, Philippines Tindowen et al. (2019) in their study reveals that the inadequate knowledge of research is the primary reason why is hard to teach research courses.

Furthermore, in one of the tertiary institutions in Davao de Oro, some of the college instructors handling language research take time and effort to connect with their students. Due to the pandemic, their only means of communication is through online platforms, which are affected by many factors that include

the availability of resources, location of students, and uncontrolled instances. Because of this, there is a delay in the checking of manuscripts.

The academic institutions' operation was highly affected, and teaching and learning were at stake. An example of this is the implementation of the research courses, which really require hands-on instruction of the teacher. Exploring the travails of college teachers in this issue is a big factor contributing to improvement of the teaching instruction and course implementation.

## 1.2 Theoretical Lens

This study adopted the Social Career Cognitive Theory, Competence Motivational Theory, and Theory of Work Adjustment to base this study on teachers' research capability.

Social Career cognitive theory is inspired by Albert Bandura's Theory of cognitive development in 1986. It was created to explain how people establish career interests, set career objectives, stay in jobs, and achieve job satisfaction. This is one of the more recent career theories designed to explain and forecast how people develop job interests, set goals, and stay in the workforce. Like many other career theories, much of the existing research focuses on college-bound people, college students, or college-educated (Kelly & Foley 2009). This pandemic added to our anxieties and affected our interest since it took away some resources that we all depended on, including spending time with loved ones, creating relationships with co-workers, and getting to experience the world around us (Chi et al., 2021).

Since being a college teacher is a difficult job, this study is based on that premise. We create objectives and transform each student, requiring a high level of attention and concentration. The more job satisfaction we have, the more we become productive to reach the goals and objectives. This theory supports this study because this study is finding out the travails of the college teachers in handling language research. The possible outcomes will probably expose teachers' satisfaction with their job in this time of pandemic and also with their objectives and interest in handling the subject.

Next is competence motivation theory of Harter (1978) a theoretical framework for explaining why people want to engage, persevere, and work hard in any successful situation. According to the theory's basic thesis, each person is drawn to contribute in actions in which they think and feel that they are knowledgeable or proficient. During this pandemic time, college teachers continue to give quality education to their learners. They become motivated in extending efforts, expertise, and competence for the betterment of their students (Psychology Research and Reference, 2016). It also conforms to the idea of accepting responsibility which has the most pleasant side effect of making one more productive. I will help one feel more empowered to take more initiative, and communication will be more effective as a result (Phelps, 2019).

The global pandemic influences the teaching profession. There is a movement in education from traditional to online. The transition is difficult because learners are not yet prepared for the new learning environment. This study is based on competence motivation theory, which suggests that despite the problems posed by the pandemic, teachers attempt to maintain their educational institutions' goal of providing high-quality education. This theory is suited to this study because of the idea that teachers in this time of pandemic persevere. They are doing their best to give quality education at their cost when everything you experience is your responsibility, you have enormous power that can be used to accelerate your growth and evolution (Brady, 2018).

Lastly, this study adopted the Theory of Work Adjustment Dawis and Lofquist (1984) which proposes a link between job happiness and tenure with the person-environment fit. According to TWA, effort rewards play a massive role in determining job's happiness. Work equilibrium occurs when a worker successfully and happily uses their skills to complete tasks that are dictated by the work environment (Kelly & Foley 2009).

Academic employees are more likely to develop expertise in their fields. Work adjustment will lead to job satisfaction and positive relationships between students, co-workers, and the company. Self-adjustment will be in terms of the nature of employment, such as dealing with students online, because this is a whole different setup than the traditional one. Also, adjusting to job needs like filing reports and other paperwork and attending virtual meetings that can be held online. This theory supports this study because

Work Adjustment Theory directly pointed out how the teachers respond to the changes in the teaching-learning process during this time of the pandemic. The teachers' response can somehow make them fulfill their responsibilities even if there is a pandemic. In fulfilling their duty, they can feel job satisfaction which is the key point in this theory.

#### 1.4 Research Questions

1. What are the lived experiences of the college teachers handling Language Research Courses in new normal?
2. How did the college teachers handling Language Research courses overcome the problems they have encountered?
3. What are the insights of college teachers about teaching Language Research in this new normal setting?

## 2. LITERATURE REVIEW

### Teaching Research Courses

According to Budjalemba and Listyani (2020) teacher's capability to teach consisted of the teachers teaching style, classroom atmosphere, materials, writing aspects, approach are the external factor why students experienced the difficulty of writing research.

In relation to this, according to Hannah (2017), people are proud of their work when they feel a sense of success. It is the satisfaction felt after completing a complex task such as teaching language research in this new normal. Having a sense of accomplishment in one's work is a key contributor to job satisfaction that is according to (Seifert et al., 2022). This also conforms to the idea that satisfaction and sense of achievement that comes from a well-done task are the one that motivates person to continue what he or she is doing (Walker, 2017). Additionally, Andersson, (2019) states that employees adopt the character because they believe that their superior, co-workers, and stakeholders demand it of them.

Moreover, students produce sound research output from this requisite:(1) Supervision from someone knowledgeable and passionate about the research endeavor. This may be presented as any of the following: research adviser and or critique, research teacher, resource speaker from the seminar conducted, and well-versed group mates; (2) reference activities conducted such as sample study in the library, and (3) grounded in research as represented by their research critique. The critical areas that are least helpful while library hopping include: having different perspectives and efforts among members, time-consuming for some written works, and examination of important materials. (Whitemyre, 2017).

Research teachers play a vital role in the teaching-learning process. They function as the foundation of instructional methods, strategies, techniques, materials, and evaluation which we now employ. Instructors who are actively involved in research and who base their instructional and pedagogical decisions on that information are more likely to produce desired results' influence on the processes of teaching and learning (Hussien et al., 2019).

Consequently, researching without a subject matter expert's assistance is like doing something with no end goal. The role of research critiques, the research teacher, the source speaker from the seminar, and group members has had a substantial impact on students' learning in conducting and producing research output (Bernal et al., 2021). Moreover, teachers give groups a clear, compelling vision and direction for their research, but the team works on their own (Detweiler-Bedell & Detweiler-Bedell, 2019).

Also, teachers believe that their students are eager to develop excellent research skills, but they also acknowledge that teaching these abilities is difficult. The most common issue is a lack of time to design successful courses and teaching techniques in the classroom. Teachers constantly mentioned how challenging it is to teach these abilities while addressing the other subjects they are expected to lead (Buchanan et al., 2019). Teachers also point out that before they can teach their students these abilities, they must become smart information consumers first. They discovered that teachers' pedagogical content

knowledge or competency, excitement for teaching, and self-regulatory skills had beneficial effects on instructional quality affecting student results. Teachers' technical writing portions of the research paper, use of ICT, and application of ethical principles and procedures are all factors to consider while teaching students to become young research enthusiasts in the case of research instruction (Prof, 2019).

In addition, research training at local institutions is comparable to universities abroad. However, the findings revealed that more work has to be done to increase research ability and skills to a higher degree of proficiency. Teachers should develop the abilities and develop programs that will help students attain their learning objectives (Sicat et al., 2016). The research portions that a teacher samples to students can be used to assess research competency concluded that aspiring teachers and professionals should be aware that writing an abstract is not a minor genre to be overlooked. It is partly the responsibility of the teachers to persuade their student-researchers of the importance of abstract writing. Students should do research and produce an output in their Practical Research subjects to gain experience and master the skill of conducting research, which is an expected skill at the tertiary level (Dorff et al., 2019). Given this challenging task, researchers employ to encourage students to learn about and love research and produce a research output that is both purposeful and publishable. According to the Noguera (2012) research outputs are useless if they are not intended to be shared or published

### **Roles of English Teachers in Handling Language Research Courses**

the ASEAN region; more studies of this type are available from other nations. However, some of these studies have merely looked at teachers' perceptions, beliefs, concerns, and challenges when conducting research (Ulla, 2018). Teachers' attitudes about conducting research are influenced by the instructional strategies used in their classrooms and also according to Ackerman, (2018) your attitudes toward your work, the goals you wish to achieve, and any challenges and obstacles will determine whether or not you succeed. Moreover, Abid et al., (2021) said that employees that have hope and optimism are more likely to succeed at work thanks to improved learning and vitality experiences. The literature has well recognized the impact of researching teachers' professional growth and practices (Hilton & Hilton, 2017). First, it gives teachers and other education professionals the tools they need to figure out the problem in a school and how to address it systematically. Second, it allows instructors to reflect on their teaching methods. Third, it enables teachers to adapt their pedagogical approaches to improve teaching and learning. Finally, it is an excellent way to enhance teachers' lifelong learning and professional growth (Wulandari et al., 2015).

Meanwhile, according to Burn (2015), the conduct of research in education is no new concept that teachers are unacquainted with. Nonetheless, not all research faculty engage in writing and conducting a research study; he added writing and or conducting research has been observed for a long time. Its models revolve around "reflective practice" and "teacher as researcher" to unearth and explain problems in the classroom. This does not infer that the teacher's teaching method is defective or that the teacher is unsuccessful; rather, the focus is on what could have been completed well. Teachers then take on the part of researchers as they investigate and assess their educational situation. This is mostly done to allow teachers to determine whether or not the events taking place in their classrooms are what they desired (Wulandari et al., 2015).

### **Issues on Teaching Language Research Courses**

Higher education's change to online learning needs a reconsideration from both institutions and student expectations. In the context of teaching theoretical and practical courses, for example, the teaching of theoretical classes would fit online. Kang and Zhang, (2020) revealed that online instruction significantly increased students' motivation and learning engagement as compared to traditional classroom instruction. On the other hand, the practical classes are appropriate in-person discussions to ensure that the best teaching and mentoring methods are being implemented or applied. As a resort, the vast classroom will become more responsive to its individual needs through technology (Herman, 2020).

Also, it can help huge classrooms become more adaptive and adapted to individual needs. Establishing communication and learning with students is emphasized in a certain study about the teachers' attitude

towards learning. Sword (2020) believes that effective communication allows you to do or complete your job well, Similarly, in order for online education to be successful, both staff and students must be trained (Almahasees et al., 2021). Part of the consideration is that they must be technically ready. Technical readiness describes as one's willingness to use new technologies to carry out activities. In the case of students, it relates to their capacity to use new technologies to achieve learning objectives specially in this time of pandemic (Lao et al. 2019).

Teachers and learners feel that online learning is better in this pandemic than actual or in-person discussion. The following reason online learning is advantageous because of the following: (1) Students can do self-learning. Learning is meaningful if the teacher allows their student to construct their own learning. This may conform to the idea of Watson (2020) that It is common for the dispute to occur when working with others owing to variations in viewpoints. Some students have a hard time accepting criticism from their peers (2) low prices, is the sense that you are at home, no extra charges as to rent, food allowance and other bills (3) it is convenient as well because you can do multi-tasking that make you flexible. Online learning can be considered a substitute that serves as an option because of COVID-19, but it cannot replace in-person learning (Priscila, 2020). According to Almahasees et al. (2021) blended learning would help create a rigorous learning environment but on the other side, adapting to online learning, particularly for physically disabled students such for deaf and hard hearing students, intrinsically demotivated, problem of resources such the device to be used, data privacy and security, and technical and Internet concerns are some of the frailties of the new normal set up.

### **English Teachers in Handling Language Research Courses**

Commission on Higher assumes granting of degree education institutions to conduct outstanding quality research that contributes to tertiary education and national progress while maintaining the Philippines' educational system's comparability, particularly in the Asian region.). Promises of prizes and incentives have been devised to help teachers build a strong research foundation and generate a considerable amount of research of high-quality research to achieve these goals. (Balila & Narbarte, 2018). Research dissemination initiatives, such as publication and presentation of the paper considered important components of promotion and academic ranking evaluations. Some teachers also teach research subjects and are encouraged to use research-based teaching to help students improve their research skills. In teaching it is important that teacher engage his or her student. According to Mershad and Said (2022), monitoring student engagement is crucial to ensuring the course is delivered successfully. Teachers monitor student research needs (e.g., bachelor's theses) as part of their curricular services so that when students become professionals, they already have the background to be prepared for the complex research agenda that society can profit from (Bernal et al., 2021).

### **Face to Face to Online Learning**

Degges-White and Shoffner (2002) states that working in line with one's circumstances, skills, and hobbies will make one happy and cheerful at work. Some people are naturally highly socialized individuals. They like to have personal encounters with other people, share the fun in any activities, and enjoy the company. Even in school, students used to communicate and talk to other students, gain friends, and do fun activities while learning (College SA, 2018). It is indeed good to engage in a conversation, especially in school where you are with your classmates and friends and shares the fun happenings. Still, about the actual situation, teachers and students who prefer actual and direct instruction have found the sudden transition to online learning to be tremendously unpleasant. This is because to some, learning online is described as a less desirable option that promotes lower-quality education (Denver & Hodges 2020).

EDUCAUSE was made, and the survey shows how unpleasant online learning is to some instructors handling courses online. In the present study of 11 141 teachers in approximately 131 Universities, only 9 % chose to handle the online course. It means that 91 % don't want to handle class in an online setting. Also, 70 % of the EDUCAUSE poll, wherein participated by 40,000 students from 118 universities, prefer to have face to face to the face learning environment. It leads to the impression that the students find learning online ineffective (Bai et al., 2020).

According to (Karimova (2018), making the best decision can be incredibly challenging and complex without having a good understanding of one's own preferences. It is clear that even though learning online already exists, many of us, especially students who used to have regular face-to-face classes, do not recognize online learning and its convenience. It is observed that many instructors are still ignorant and do not know to manipulate educational technology in creating online solutions which respond to the health crisis that the world is experiencing now (Acompanado et al., 2017).

### **Research in this time of Pandemic**

The crisis has brought many changes to our way of living. It allows us to embrace new things, either good experiences at some point or the other way around. Part of the said changes occurs in many educational institutions. Education has also changed dramatically. Traditional teaching, also known as classroom-based teacher-student learning, was common a few months ago, while a few online classes were only known and used by even fewer students/teachers (Global education campaign, 2020). The world experienced a sudden change in human activity because of the lockdown, wherein the action of people was limited. As a result of the CoVid-19 issue, every institution has turned to online learning. Everyone went online, from elementary schools to huge colleges. So much so that some intellectuals have begun to refer to it as an advance in teaching and learning. Universities and governments began to consider making online learning more accessible, friendly, and practical to use (Kundu, 2020).

According to Priscila (2020), some of the reasons online learning is good are: (1) Blended learning ensures that students are constantly involved and in charge of their particular learning. They can learn at their pace. (2) Bended learning is significantly more engaging than traditional learning. Many more senses and talents are involved in the process because it is not all about learning by listening but also compounding old class instruction with sessions online. (3) A learner may study independently or do pre-learning first, then face-to-face encounters, or the other way around. This negates to the idea of Sen (2012) that healthy teacher-student relationship helps students grow socially, emotionally, and cognitively. (4) Knowledge obtained in the classroom can be applied digitally to improve students to think critically, have logical reasoning, and of course, master problem-solving abilities in a specific topic. To summarize, online learning allows for greater flexibility in studying while also placing learners in charge of their education. Blended learning has always been popular, with students visiting libraries for extra learning and institutes holding lectures and training for additional learning. Through the advent of technology and the internet, the alternatives have multiplied, and the possibilities have become limitless (Kundu, 2020).

The reviewed articles and literature allow me as the researcher to understand the teachers' experiences handling research courses online. Even pre-pandemic, there were already identified problems in taking research courses. The experience becomes complicated when an emergency crisis hits the country, such as experiencing a global pandemic. The operation of the academe shifted from traditional classes to online or virtual courses. With this research, endeavors are also affected from teacher and student perspectives. From a teacher's perspective, teaching research is more difficult because of some factors such as internet connectivity, the device to be used, and the students' willingness to take their role as the primary benefactor of the teaching-learning process. Moreover, the literature stipulated above is an excellent help for me to support the phenomenon presented in this study. Thus, it gives a sense of direction for the completion of the study.

## **3. METHODOLOGY**

### **3.1 Research Design**

The study used qualitative design specifically, phenomenological approach to discover and understand the participants' experiences. Also, this explores and understands the experiences, problems, and perspectives of the college teachers handling language research in this new normal setting. Moreover, the participant was chosen through purposive sampling. The data collection process utilized a comprehensive questionnaire. Before data gathering, permission was, and all participants willingly signed a form consenting to their involvement in the study.

### **3.2 Research Locale**

The location of the study was conducted at Davao de Oro State College Montevista Branch, Davao Davao de Oro State College Main Brach- Compostela and Monkayo College of Arts Sciences and Technology

### **3.3 Research Respondents**

A total of seventeen (17) participants participated in the study. Four (5) from Davao de Oro State College Montevista Branch, six (7) fom Davao Davao de Oro State College Main Brach- Compostela and five (5) from Monkayo College of Arts Sciences and Technology.

### **3.4 Purposive Sampling**

The study used purposive sampling in identifying and selecting individuals or groups of individuals who are adept and knowledgeable about a topic of interest. It is most commonly used in qualitative research to find and pick the most information-rich examples to make the most use of available resources (Etikan, 2016). Moreover, the participants were choses using these criteria: (a) college teacher whose field of expertise is English Language (b) participants is teaching in any of the state and local colleges in the province of Davao De Oro (c) participant have an experience of handling language research online.

### **3.5 Research Instrument/ Questions**

A set of supporting questions from the main questions were made and it highlight the participants experiences, coping mechanism and insights. Prior to the interviews, these questions underwent validation by a panel of experts to ensure the credibility and reliability of the self- made questionnaire.

### **3.6 Data Analysis**

In this research, the thematic analysis was made by extracting the participants' responses and categorized according to their similarity and relevance. This is done after the initial coding. The similarity of the core ideas indicates the theme, and for the theme to be valid, it must have at least five core ideas. The formulation of themes will be significant because it will characterize distinct views and experiences that the researcher finds relevant to the study issue from participants' perspectives. (Caufield, 2020).

## **4. RESULTS AND DISCUSSION**

This chapter presents the result of the study about the experiences of the college teachers handling language research courses in the new normal setting. This includes the participants' responses to the study, which emerged through in-depth interviews and focus group discussions. The transcribed data were analyzed thoroughly and eventually extracted the core ideas through the help of experts. Ideas were categorized into major themes in harmony with the research questions in this study. Corresponding to the major themes were core ideas which were generated out of the phrases and statements from interview transcripts.

### **RQ1.What are the lived experiences of the college teachers handling Language Research Courses in new normal?**

From the transcriptions, core ideas were identified, and themes were achieved. These include the factors behind their struggles and the coping mechanisms of the college teachers on certain phenomena. After analyzing participants' responses about their experiences handling language research courses in the new normal setting: five (5) themes emerged, as presented in Table 1. These themes are: (1) problems in communication interaction, (2) problems on readiness and connectivity (3) concerns on assessment of the research participation, (4) avenues for self-improvement , and (5) sense of practicality.

**Table 1.** Shows the different experiences of college teachers in handling language research courses in the new normal setting.

**Major Themes and Core Ideas on the Experiences of College Teachers in Handling Language Research Courses in the New Normal Setting**

Major Themes	Core Ideas
Problem in Communication and Interaction	<ul style="list-style-type: none"> <li>• having difficulty in replying and responding to queries</li> <li>• having difficulty in contacting the students</li> <li>• encountering problem in giving immediate feedbacks and consultations</li> <li>• experiencing student's low comprehension on online feed backing</li> </ul>
Problems on Technical Readiness and Connectivity	<ul style="list-style-type: none"> <li>• having difficulty finding network/internet connection</li> <li>• experiencing poor/unstable connectivity in some areas</li> <li>• encountering in the availability of gadgets and other technical equipment</li> <li>• needing technical skills and readiness</li> </ul>
Concerns on Assessment of Group Members' Participation	<ul style="list-style-type: none"> <li>• being in doubt for the involvement of group members</li> <li>• having a hard time assessing the engagement of the group members</li> <li>• difficulty in monitoring the participation of every member</li> </ul>
Avenues for Self-Improvement	<ul style="list-style-type: none"> <li>• teaching to Learn and vice versa</li> <li>• having a gateway for being resourceful and innovative</li> <li>• obtaining added knowledge discourse</li> </ul>
Sense of Practicality	<ul style="list-style-type: none"> <li>• employing borderless discussion and consultations</li> <li>• having low-cost feed backing</li> <li>• utilizing practicality of time</li> </ul>

## 1.1 Problems in Communication and Interaction

Based on the interview, it can be inferred that the communication and interaction of the college teacher and the students were being challenged. Giving feedback and online consultation might lead to misinterpretations and confusion. Also, responding to queries became uneasy.

**IDI-03** stated that situation, referring to online language research class makes the updates and coordination difficult. She said that:

*“For me, the specific challenge I experienced in teaching research in the new normal is giving feedback to the students. Giving instruction online is hard since I cannot manage my time well.”*

**FGD-05** also mentioned the problems in communication she encountered in handling language researches courses in the new normal. She said that:

*“The interpretation of the idea, especially in the feedbacking part, became a problem. Sometimes after I give my comments and suggestion, the students will return their paper still unimproved, maybe because usually, we communicate through Messenger, unlike in face to face, that is easy to emphasize the parts that need to be understood.”*

From the responses it can be perceived that communication and interaction are essential, especially in the teaching and learning process. Without Interaction and communication between students and the teacher, there will be no learning since these are the center of teaching and learning. Communication and interaction between the teacher and the students are really important because students used to communicate and talk and do fun activities while learning (College SA, 2018). As shown on the results of this study creating fun activities while learning is impossible in the new normal setting. This because of some factors such internet connectivity and lack of gadgets to be used in participating the class.

In confirmation, Sword (2020) asserts that effective communication allows you to do or complete your job well, and on the part of the students, it allows them to progress academically. As result shown that problem of communication arises, we can simply interpret that it has a great effect of learner's development in academic.

## 1.2 Concerns on Assessment of Group Members' Participation

The group usually does the language research course in an undergraduate study. Approximately 3 members per group, and during the study, the researcher could grasp the scope of participants' responses, including the involvement and participation of each member in each research group.

**IDI-02** stated expresses here experience in difficulty of finding signal to attend the class. She said that

*“First is the internet connection which is sometimes difficult unlike face-to-face where it is easier for you to explain the details that they need to know, what they need to do, and their chosen topic and problem. When it comes to online you cannot express yourself because time is limited and at the same time students have poor internet connectivity. Every time we have a discussion, we experience delays. Time and effort have been wasted and it's hard to determine what they want to get from us.”*

**FGD-02** mentioned also about the location of the students that makes them unable to catch signals on the internet. She said that:

*“My specific challenges experience in teaching research in new normal that main challenges in our campus some of the students have difficulties*

*in finding their signal the internet connectivity since the majority of the students do not just live in town area in which they would schedule of the specific time that they will go to town, in which they can find internet with that some of the members are difficult to contact specially that they live in furlong areas.”*

The availability of gadgets, devices, and internet connections affected the participants in delivering the instruction to their students. The giving of advices and guidance were being intervened by the problem of connectivity and technological advancement, which hinders the students' learning. In the new normal setting, the teacher made use of devices that aid teaching. The devices such as laptops were connected to the internet to access websites and educational portals and conduct online classes, virtual meetings. It has been noted that many teachers are still uninformed and unaware of how to use educational technology to develop online responses to the current global health problem (Acompanado et al., 2017) Also According to Almahasees et al., (2021) many students struggle with reliable internet access, and this is the frailties in new normal set up. Since some students are situated in far-flung areas, it is tough for them to participate in the discussion or even in actual research mentoring. Therefore, being unprepared technically will lead to poor learning.

### **1.3 Problems of Technical Readiness and Connectivity**

In relation to the previous theme concerning to the problems in communication, the interview revealed that the problem of the internet as well as the knowledge in manipulating it have direct effect in the instruction. According to the responses online teaching is really a challenge.

**IDI-02** describes the participation of her students. She said that:

*“When it comes to participation, it is not the same, there are groups of participative students, and when it comes to having doubts about their papers, they constantly contact me asking for clarifications asking ideas about these and that).*

In addition, **FGD -04** mentioned about the authenticity of the work they presented and stated that:

*“The only challenge I find during online setup is that on the aspect of verification, on how authentic the work they have presented, especially that we know we already have a background on how the students would craft it. since there were said to be a questionable group if they craft the research or just let someone do it for them. This kind of issue where in, with this limited accessibility cannot really be verified if the work is authentic or not.”*

The data gathered show that the participants have issues with the authenticity of the research presented to students. It is hard for them to assess if they are the ones who craft the research or let someone do it for them. Also, it is hard for them to assess their members' participation in the research. Since group ideas were conducted, some of the research members were not helping and just let their leader do the research. In the context of the study, there are only few students who submit themselves for the development of their research work because of the modality. As supported with Detweiler-Bedell and Detweiler-Bedell, (2019) teachers, give groups a clear, compelling vision and direction for their research, but the teams work on their own. There are students who is very dedicated to accomplish the work even pandemic but there are also those who depend on their group leaders. For the teacher handling language research, they find it difficult who are those honest in doing their research

### **1.4 Avenues for Self-Improvement**

The previous theme reveals that handling research online is difficult but the other participants shared how the mode of teaching such course improves them on salient matter. It allows them to unlock their skills in response to the circumstance brought by the pandemic.

**IDI-09** reveals how online language research teaching improves her. She said that:

*“The positive experience I have in handling research courses in the new normal is how I teach the class with students. By teaching, I also learned a lot of things in language research. Mainly, I can connect what I have learned in my graduate studies and what I have taught my students to their language research).*

Finally, **FGD 5** expressed how handling language research online somehow improves her. She said that:

*“One of the positive experiences that I have experience in handling research courses that added me some idea or knowledge about discourse and with regards to my students I could really see them very eager to feed the language study.”*

The conducted interview reveals that handling language research online can also be good. Despite the difficult experience of the teacher, it opens an opportunity for them to unlock their skills and adapt the prevalence situation of the pandemic. In relation, online teaching can help them save time and provide them the freedom to concentrate on their own personal growth. Handling language research online helps them focus on important issues. In response to the situation that the pandemic has brought about, it allows individuals to unlock their skills Stoeva, (2022.)

### **1.5 Sense of Practicality**

The previous theme shows how challenging managing research online is, but the other participants described how this course's teaching style has been helpful to them.

In line with this, **IDI 9** shares her experience about the other side of the coin about handling research online. She said that:

*“In fairness, I make use of it and I like it even more because I can check their Manuscript even though I am from afar. They do not need to travel just to see me for manuscript checking. I can do it online as far as there is an internet connection.”*

Similarly, **FGD 6** added that:

*“For me, aside from what I said earlier about the convenience part is that what I really like is having a paperless correction like before will I be giving or checking the papers of course I am also the external part of language research so there will be bunch of papers that I need to correct, unlike now I just need to open my email and then correct the soft copy of the research and then give feedback”*

The data gathered show that there are positive results in handling research online there. Some of it are borderless discussion that do not require physical presence and low-cost feed backing since printing the hard copy of the Manuscript is not being required and it can also be the source of motivation. According to Gautam (2021) handling online course is practical because it allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. Teachers from far places will no longer come to school because teaching and learning process takes place virtually. Also, the consultations and feed backing will be done online. It is easy for the student and the teachers because it will not require face to face interaction.

### **RQ 2. How did the college teachers handling Language Research courses overcome the problems they have encountered?**

The participants mentioned their ways to cope with the challenges they encountered in handling language research courses in the new normal setting and elicited themes from the transcriptions made.

Based on their responses, five (4) themes emerged: (1) possessing positive traits, (2) willingness to adapt, (3) bearing sense of accomplishment, and (4) accepting responsibility.

**Table 2.** Table 2 shows the major themes and core ideas on the coping strategies of the college teachers handling language research courses in the new normal setting.

**Major Themes and Core Idea on Coping Mechanisms of the College Teachers  
in Dealing with the Challenges in Handling Language  
Research Courses in the New Normal**

Major Themes	Core ideas
Possessing Positive Traits	<ul style="list-style-type: none"> <li>• extending patience and understanding</li> <li>• showing perseverance in difficult circumstances</li> <li>• keeping the dedication</li> <li>• being resilient in all circumstances</li> <li>• employing reflectiveness and resourcefulness</li> </ul>
Willingness to Adapt	<ul style="list-style-type: none"> <li>• managing well the situation</li> <li>• maximizing the available online tools and resources</li> <li>• practicing self-upgradation</li> <li>• remembering one's responsibility as teacher</li> </ul>
Accepting Responsibility	<ul style="list-style-type: none"> <li>• taking responsibility for students' learning and outputs</li> <li>• looking back at the main goal of teaching</li> <li>• giving what is best for the students</li> <li>• doing one's responsibility as a research teacher</li> </ul>
Bearing Sense of Accomplishment	<ul style="list-style-type: none"> <li>• strategizing and focus to oneself</li> <li>• being a motivator</li> <li>• helping students equates self-fulfillment</li> </ul>

### 2.1 Possessing Positive Traits

Most of the participants expressed that having positive traits enables them to expand their horizon. This allows them to have an optimistic mindset that helps them in some way in achieving their goal. It is an important trait that may lead to growth and success. The participants share how possessing positive traits enables them to surpass the adversities in handling research courses online.

**IDI-02** suggested that having long patience can help in surpassing the problems in teaching research online. He said that:

*“When handling an advisee online, you need to have very long patience, especially since some of the queries have been answered already; still, they keep asking because they did not quickly get the point”.*

In addition: **FGD -06** mentioned about being resourceful and reflective in dealing difficult work. She said that:

*“I became resourceful and, at the same time, reflective. Being resourceful means looking for positive possibilities where I can connect to the students. Being reflective is that maybe there is a part of me that I need to extend so that they can learn as much as I expected them to do.”*

The participant’s response convenes to the idea that possessing positive traits allows them to manage the difficulties they have encountered in handling language courses during this pandemic. The journey of the language research teachers is not easy. Their patience is being tested, and there are times when they lose their appetite thinking about how tedious language research is. They manage their frailties by keeping themselves positive. Being positive is more than just grinning and being upbeat; it also refers to one’s outlook on life as a whole and their propensity to highlight everything positive. Whether or whether you succeed on your attitudes toward your work, the objectives you want to pursue, and any difficulties and roadblocks (Ackerman, 2018).

## 2.2 Willingness to Adapt

To adapt means to adjust to the changes brought by the changing circumstances. According to them, the pandemic leaves them no choice but to adapt the changing phenomenon in order to sustain us in our respective work. In handling language research courses online, the willingness to adapt is really important to manage the learning of the students.

In relation to this, IDI 06 revealed that she is strategic in handling language research courses in the new normal setting as it is her core in teaching. She said that:

*“Stay calm and be strategic of handling the subject. That is the main core I always projected in teaching research”.*

In addition: FGD 05 shares the way of adapting the tough situation. For him remembering one’s responsibility will direct you of helping them. Also seeing their experiences brings learnings. Thus, she said that:

*“It is through reminders. I keep reminding myself that I need to help my students. In that way, I can help myself also by looking at those experiences. I reminded myself of my responsibilities.”*

The conclusions that can be derived from the responses of participants are that, despite how challenging the circumstances are generally in teaching language research online, things will get better if you are prepared to adapt to the changes around you. Although heavy loads will still be heavy, how you carry them will greatly important. If you are open and willing to learn new things and take on new tasks, you have adaptability skills. Being adaptable at work is being able to react rapidly to concepts, obligations, demands, trends, tactics, and other procedures that may change. Possessing soft skills like interpersonal, communication, creative thinking, and problem-solving abilities is another aspect of adaptability (Heritty, 2020).

## 2.3 Accepting Responsibility

Participants shared that, accepting responsibility is somehow building strength to fulfil work. By accepting accountability for their path of action, they are demonstrating that they are committed to achieving something. This permits them to sustain the challenges specially in dealing language research courser in the new normal setting.

**IDI-03** shared that:

*““To seek and give what is the best for my students is the thing that helps me to think the extra mile to help them”*

In line with this, FGD-03 revealed that looking back the main goal in teaching. She said that:

:

*“I was able to maintain such attitude by looking back on my main goal, which is to complete my responsibility as their research instructor”*

The abovementioned responses of the participants showed that they could embrace the responsibilities, which equate to the burden and suffering of the college teachers handling language research online. Considering our present situation wherein instruction is done online, accepting and embracing the responsibility will be the best thing to do. According to Brady, (2018) being responsible means realizing that your current situation is the result of all the decisions you have made in the course of your life. You have reached this point as a result of numerous actions and choices. An extraordinarily potent awakening occurs when you realize that you, as infinite choice makers, have been molding the clay of your experiences into the reality you are currently experiencing, whether consciously or unconsciously. Also, when everything you experience is your responsibility, you have enormous power that can be used to accelerate your growth and evolution.

## 2.4 Bearing Sense of Accomplishment

Having a sense of accomplishment means being eager to do something difficult and worthwhile. This may lead the person to work better, continue the good output, and eventually achieve the goals. In handling language research courses in the new normal, the sense of accomplishment can be seen based on the participants' responses.

, **IDI-07** revealed that helping students in difficult times is self-fulfillment.

*“The thing that motivates me is the idea of helping students in this difficult time. It is a self-fulfillment for me as their language research teacher”*

In line with this, FGD-07 emphasized that the aim of the teacher is to help students. She said that:

*“... to overcome the challenges is the sense of accomplishment and the accountability that I would get after helping the students complete their paper efficiently.”*

Based on the participants' responses, having a sense of accomplishment made the college teachers perform the task productively. Amidst the problem brought by the pandemic handling, language research became manageable. Keeping a sense of accomplishment made them responsible and motivated in handling the courses in the new normal setting. These motivations underlie many of our actions. We work harder even when the cash benefits are delayed or never arrive. Financial success frequently results when we have something to offer, and we do it effectively, but this success is not what ultimately makes us happy or gets us out of bed in the morning. What motivates us the most is the satisfaction and sense of achievement that comes from a well-done task. It is the conviction that we can legitimately affirm, "Yeah, I did it." (Walker 2017.)

### **RQ 3. How did the college teachers handling Language Research courses overcome the problems they have encountered?**

The participants expressed their different insights towards handling language research courses online. From the transcriptions four (4) themes emerged: (1) a challenge to deal with, (2) demand for teacher qualification, (3) high sense of worth and fulfillment, and (4) an opportunity to improve teaching practice.

**Table 3.** shows the insights of the college teachers handling language research courses in the new normal..

**Major Themes and Core Ideas on the Insights of College Teachers in Handling Language Research Courses Online**

Major Themes	Core Ideas
A Challenge to Deal With	<ul style="list-style-type: none"> <li>• dealing with uninterested students</li> <li>• facing the hard transition becoming online discussion from face-to-face</li> <li>• being challenged on technical- online research in online setting</li> </ul>
Demands for Teacher Qualification	<ul style="list-style-type: none"> <li>• being more knowledgeable</li> <li>• being equipped to more knowledge</li> <li>• demands teachers' perseverance and consistency</li> <li>• being adaptive and flexible</li> </ul>
High Sense of Worth and Fulfillment	<ul style="list-style-type: none"> <li>• providing an avenue for learning new things</li> <li>• giving meaningful effect to the institutions and language research body</li> <li>• providing development and improvement to research teachers/instructors</li> <li>• offering convenience in feed backing</li> </ul>
An Opportunity to Improve Teaching Practice	<ul style="list-style-type: none"> <li>• improving teaching method and strategy</li> <li>• upgrading one's recognition to some learning resources online</li> <li>• being acquainted to current trends of language research issues</li> </ul>

**3.1 A Challenge to Deal With**

Language research courses or any research courses require effort, patience, and determination to finish not just the student researcher but also the teacher handling it, especially now in the new normal. The instruction, feed backing, gathering of data, and presentation were changing from the traditional to the new normal. The participants shared their insights about handling language research courses online.

IDI-01 revealed that:

*“It is not easy to teach research during an online setting or online class, times you get frustrated if some of your students were not interested to join the online class. It is not easy also because I feel that the resources limit the students.”*

Moreover, **FGD-01** expressed how challenging handling language research courses online is. She said that:

*“For me it is quite challenging since our students will be following the process of conducting research via online and as I have observed It is quite a new experience to them since there are times that they cannot ask the question directly.”*

Based on the responses, handling language research online is challenging. Factor such as willingness of the students affects the learning process. For them the transition from face to face to online is not easy to deal with. According to Quasem (2019) research is a challenging activity that necessitates in-depth subject knowledge, meticulous planning, and dedicated work by its very nature. Even before pandemic language research became the laborious task of the students because it is based of careful examination and testing of assertions in areas of language and its policies. When pandemic hits the world, the effort of the students in surpassing the course became tripled. On the part of teacher, it became more challenging since it is affected by a lot factors such technical readiness and problems in communication.

### 3.2 Demand for Teacher Qualification

them must have an attribute to surpass the demands of this course, especially in the new normal setting. The participants in their responses name a few of the attributes teachers to need to possess when handling language research courses online.

**IDI-03** pointed out that teacher should be more knowledgeable when it comes to research and its areas. He said that:

*“As an instructor you should be more knowledgeable than your student. You need to guide them. I must be knowledgeable of the different areas of research so that I may be able to simplify this concept for my students, to make them understand easily especially that we are having this new learning setup”.*

Relatively **FGD -02** stated that teaching research online allows her to be adaptive and flexible. She said that:

*“For me, patience, versatility and adaptability. I was able to overcome any adversities in teaching research language online through being versatile and adaptive to any fast-changing environments and problems.”*

Therefore, being competent, adaptive, and knowledgeable are necessary to have a good teaching-learning experience even if there is a pandemic. These attributes are essential in delivering language research courses online worthwhile. According to Whitemyre, (2017) researching without a subject matter expert's assistance is like doing something with no end goal. The assistance of the teacher is really important so that the students will succeed on their research. The saying such “we cannot give what we do not have” is really absolute. In order to teach or educate the students, it is important that we all have those things.

### 3.3 High Sense of Worth and Fulfillment

Teachers handling research courses in the new normal have different experiences, and the denominator of such experience is complex. It is challenging to handle language research courses because of many

factors. Having a high sense of worth is about recognizing the good thing in every challenging situation and believing that those things will enable a person to become better.

**IDI-03** shared that handling the language research courses online has an advantage. It allows him to learn new things and another skill. This is exactly what she said:

*“I look at it as an avenue to learn new things and skills that will help me grow professionally so that by the next time I will handle the subject, I will not start from the scratch but rather from the rich experiences I have both the positive and negative experiences.”*

Finally- **FGD-07** shared how fulfilling to see students who graduated with your guidance. This is what she said:

*“I think it is very fulfilling for us teachers to see our students that they become successful in their works with our guidance.”*

The college teachers develop a high sense of worth in dealing with language research courses in the new normal. The hardship they experience has a meaningful impact on them. Handling language research online enables them to give more than what is asked and what is being required. They find their worth witnessing the success of the students. According to Hannah (2017), people are proud of their work when they feel a sense of success. She described it as a satisfaction felt after completing a complex task such as teaching language research in this new normal. This also conforms to the idea that satisfaction and sense of achievement that comes from a well-done task are the that motivates person to continue what he or she is doing.

### 3.4 An Opportunity to Improve Teaching Practice

Based on the conducted interview, despite negative effects of the pandemic, there were also benefits for education. Some of the participants claim that the pandemic alone made them more creative, resourceful, adaptable, and knowledgeable about contemporary teaching and learning techniques.

**IDI-09** said that:

*“The positive experience I have in handling research courses in the new normal is how I teach the class with students. By teaching, I also learned a lot of things in language research. Mainly, I can connect what I have learned in my graduate studies and what I have taught my students to their language research.”*

Also, **FGD 4** reveals that:

:

*“As for me, I find it very significant not only expanding or exercising my technical knowledge or expertise I would say about research but also an avenue for me to be updated on the trends of the language as our students are offering those recent or the current inputs about how the language or the dynamics of language is currently having.”*

The responses of the participants highlight the advantages of conducting language research courses online. They were given the opportunity to try new things in the advent of pandemic specifically in the instruction. The participants see it as a chance to improve their teaching practice. Moreover, handling research online allows us teachers to discover trend, applications that help us to improve our teaching practice. According to Almahasees et al. (2021) the mode of education has turned into student-centered education, where students became independent learners. This is viewed as a benefit because face-to-face instruction was a teacher-centered approach where teachers taught the students. Students' use of additional resources to develop their independence as learners was spurred on by online learning.

## **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This section presents the summary the summary of findings, conclusions, and recommendations generated from the results of the study.

### **4.1 Summary**

The purpose of this qualitative study was to discover and understand the travails of college teachers in handling language research courses in the new normal setting. The travails of college teachers in handling language research in a new normal setting was generally defined as their lived experiences, coping mechanisms, and insights in their implementation and instruction of language research courses in the occurrence of COVID 19- Pandemic.

In terms of the experiences, the responses were summarized into meaning themes as follows: 1) problems in communication interaction, (2) problems on readiness and connectivity (3) concerns on assessment of the research participation, (4) avenues for self-improvement, and (5) sense of practicality.

In the coping the following themes were generated: (1) possessing positive traits, (2) willingness to adapt, (3) bearing sense of accomplishment, and (4) accepting responsibility.

Finally the insights of the participant includes: (1) a challenge to deal with, (2) demand for teacher qualification, (3) high sense of worth and fulfillment, and (4) an opportunity to improve teaching practice

### **4.2 Implication for Theory**

Social Career cognitive theory is inspired by Albert Bandura's Theory of cognitive development in 1986. It was created to explain how people establish career interests, set career objectives, stay in jobs, and achieve job satisfaction. This is one of the more recent career theories designed to explain and forecast how people develop job interests, set goals, and stay in the workforce. Like many other career theories, much of the existing research focuses on college-bound people, college students, or college-educated (Kelly & Foley 2009). In connection, the result of this study revealed that being a college teacher having huge role in facilitating the language researcher courses, can overcome the challenges by setting career objectives and maintain the career interests.

In addition, competence motivation theory of Harter (1978) was adopted in this study. Its theoretical framework for explains why people want to engage, persevere, and work hard in any successful situation. According to the theory's basic thesis, each person is drawn to contribute in actions in which they think and feel that they are knowledgeable or proficient. This study discovered that despite the problems posed by the pandemic, teachers attempt to maintain their educational institutions' goal of providing high-quality education.

Lastly, this study adopted the Theory of Work Adjustment Dawis and Lofquist (1984) which proposes a link between job happiness and tenure with the person-environment fit. According to TWA, effort rewards play a massive role in determining job's happiness. Work equilibrium occurs when a worker successfully and happily uses their skills to complete tasks that are dictated by the work environment (Kelly & Foley 2009). This study highlights the resilience of individuals in challenging circumstances, demonstrating that even amidst difficulty, people exhibit remarkable productivity by embracing adaptability and flexibility.

### **4.3 Implications for Practice and Recommendations**

This study's findings reflect the college teachers' experiences handling language courses online. In the new standard-setting, the instruction mode changes, resulting in some problems. With all these findings, implications have been drawn in addressing the adversities of the certain phenomena related to the college teachers handling language research courses in the new normal.

The participants expressed their positive and negative experiences in handling language research courses online. The positive experience they have is that they became more resourceful in handling the class because they were exposed to the technologies related to education. Also, they revealed their experience in handling research courses online enables them to be resilient and develop the sense of adaptability in response to the new normal setting of education.

On the other hand, the new mode of teaching language research courses caused struggles to the participant. They experience the following problem First, is that communication, interaction, and the readiness of the student to the new mode of learning are highly affected because of a pandemic. The teacher finds it hard to connect with some students, resulting in poor learning. Another is there is a problem is verifying the student's involvement in language research. Since a group does it, there were chances that some students will depend on the work of their skillful members.

In addition, the participant shares their effective coping mechanism in handling language research courses online. The teacher must possess positive traits such as being resourceful. Being resourceful enables them to find a way of reaching those students in online learning. The study also suggests that being adaptive enables teachers to respond to the needs of students in the new normal setting. Additionally, the study revealed that embodying positive trait such being optimistic, understanding and resilient are the keys in surpassing the challenges in handling language research courses online.

Lastly the varied insights of the of the participants of such (1) it could be an opportunity in improving teaching practice and self-fulfillment. This insight be highly utilized as point of reference about the actual phenomenon experienced by college teachers such as handling research courses online. With or without pandemic, distance education, online learning and or blended learning still be possible in different instance and by having those insights it will became best guide.

## CONSENT

All authors confirm that they acquired written informed consent from the appropriate parties, for the publication of this study and any accompanying images.

## ETHICAL APPROVAL

The authors affirm that ethical principles were diligently adhered to throughout the study. Proper acknowledgment was given to all contributing authors. Additionally, the researchers meticulously reviewed relevant literature, paraphrasing it to support findings while maintaining content integrity. Furthermore, confidentiality protocols were strictly upheld.

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