ENGLISH ONLINE LEARNING AND PERFORMANCE AMIDST PANDEMIC

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Abstract

The study was conducted to assess the online learning and performance of ESL learners amidst pandemic. Specifically, this study seeks to attain the following objectives: measure the level of challenges encountered and the level of coping strategies employed by ESL learners in English and its relationship; determine the level of performance of ESL learners and the difference between their performance in 1st and 2nd quarter in English and measure if the challenges and coping strategies significantly affect the students' performance.

The researcher used the descriptive method in determining the level of challenges, coping strategies and performance of ESL learners and employed a survey-type questionnaire; this serves as the main research instrument of the study. The respondents were one hundred (100) ODL students (Grade 7-10) in Junior High School Department of Sta. Catalina INHS in Online Distance Learning.

While, Mean and standard deviation were used to determine the level of challenges, coping strategies and performance of ESL learners. Furthermore, Spearman correlation was used to determine the relationship between the challenges and coping strategies of respondents while t-test was used to determine the difference between ESL performances in English for Quarter 1 & 2. Lastly Spearman Rho was used to determine if challenges and coping strategies significantly affect the students' performance.

The data revealed that ESL learners met challenges at a **Moderate Extent Challenging** in terms of self-regulation, technological and competency, student isolation, mental health challenges and learning environment challenges as indicated by an overall mean of 4.03,3.74, 3.61,3.77 and standard deviation of 1.50,1.65,1.74,1.60. However, in terms of mental health challenges it yielded a mean score 3.36 and standard deviation of 1.65 at **Small Extent Challenging**.

Furthermore, as for coping strategies ESL learners employed in terms of diversions, social/interpersonal coping strategies and coping strategies were marked as **Frequently** as showed by overall mean of 4.63,4.58,4.78 and standard deviation of 1.31,1.44,1.13.

Thus, there is **a weak identified relationship** between the challenges met and coping strategies employed by the ESL learners. Therefore, the hypothesis was rejected. Moreover, the performance of ESL learners in 1st and 2nd quarter in English was verbally interpreted as **Very Satisfactory** with quarterly average at 88.44, 89.37 and standard deviation of 4.30, 3.82. Also, there is **a recognized difference** between the 1st and 2nd quarter performance of ESL learners. Hence, the hypothesis was again accepted. Moreover, there is a weak significant relationship between challenges and coping strategies to the 1st and 2nd quarter grades of ESL learners in e-learning in terms of mental health and learning environment challenges and diversion and social/ interpersonal coping strategies. Therefore, the hypothesis was once again accepted.

Consequently, it is recommended that future researchers should conduct an extension for the quantitative component through surveys and involving a larger sample in the different levels of education.

Keywords: Challenges, Coping Strategies and Performance

1. Main Text

Introduction

English among the academic subjects is being considered as challenging. In the Philippine schools, learners encounter difficulties in English especially when the COVID-19 pandemic experienced all over the globe. Distance learning was implemented as the Department Education mandated to reduce the spread of the virus among schools to protect children. Intensified by the global pandemic. New Normal in Education was introduced. The teaching- learning tasks that had traditionally

been carried out in the school through face-to - face approach moved to the electronic learning approach. English is challenging and become more challenging because of the current situation. Learners are required to adopt in the new normal set-up of education.

In line with this, the implementation of online learning caused different risks, challenges, and obstacles to the students and teachers because despite of all the efforts in continuing education during the covid-19 crisis there are a lot of problems arises.

Given today's uncertainties, it is vital to gain a nuanced understanding of students' online learning experience in times of the COVID-19 pandemic. To date, many studies have investigated this area with a focus on students' mental health (Copeland et al., 2021; Fawaz et al., 2021), home learning (Suryaman et al., 2020), self-regulation (Carter et al., 2020), virtual learning environment (Almaiah et al., 2020; Hew et al), and students' overall learning experience (e.g., Adarkwah, 2021; Day et al).

Therefore, this paper intends to understand these challenges from students' experiences, coping strategies they employed and their performance since they are the one that are ultimately impacted when the issue is about the learning experiences. It also seeks to explore areas that provide inconclusive findings, thereby setting the path for future research.

Background of the Study

Since the global pandemic has shifted every life aspect of people; education took one of its biggest reforms from face-to-face class, Department of Education has proposed the new normal in education.

With this, numerous adjustments have been done from the distribution of the modules, discussing the most essential learning competencies, and other learning resources aligned to the K to 12 curriculum and setting-up online classes.

As mandated by the DepEd *Memorandum No. 18, s. 2020 entitled "Policy Guidelines for the Provision of Learning* Resources in the Implementation of the Basic Education Learning Continuity *Plan",* the Department of Education formulated the Education Learning Continuity Plan to ensure that quality learning opportunities are provided to our learners in a safe manner, through different learning delivery. One among the learning deliveries is the online distance learning, with this mode; the use of technology is more highlighted.

Generally, learners considered English as one of the hardest subjects that worsen by the current situation. Tracing back during the first year of implementation of online distance learning, Sta. Catalina Integrated National High School students from school year 2020-2021 experienced difficulties in adopting in online distance learning which result to poor performance in English Subject. In line with this, the researcher has conducted this research attempting to measure the level of challenges ESL learners encountered and evaluate the level of coping strategies employed by ESL Learners in English; and relate it to the performance of ESL learners in online distance learning.

Moreover, since Sta. Catalina Integrated National High School is adapting the online learning modality for distance learning this study is also conducted for the following reasons. First, the outcome of the study will help learners to familiarize themselves to the challenges and its level in an e-learning set up that will help them in enhancing and improving their learning coping strategies and performance in English. Second, the results may provide insight to the teachers to understand the online needs and styles of the students for them to utilize the best methods and modes to engage and motivate the ESL learners in e-learning in English. Lastly, this information would also be critical in revisiting the typology of strategies in an online learning environment and it will help to develop a strategic plan for the successful implementation of e-learning in English and view technology as a positive step towards evolution and change for the benefits of the students.

Theoretical Framework

The theory and concepts stated herein provided valuable information to the researcher in constructing the study's framework.

This study is supported by Mezirow (1997) **theory of transformative learning**. This theory explains that learning begins when the learners experience an anticipated situation or a discomfort position. The outbreak of the COVID-19 pandemic created dissonance in the education system around the world, and caused paradigm shifts and transformation in higher education. Transformative learning is the expansion of conscience through self-adaption to a changing situation. Mezirow believes that disorienting dilemma causes alterations that leads to cognitive differences and dramatic changes in the education. This theory is suitable for the current paper because it examines students' experience of teaching and learning during a sudden transformation in Philippines education. The theory of transformative learning focuses on experiences of a person to the learning situation. This theory proposes that learners experience challenging tasks during the paradigm shifts so that they should be encouraged to think critically and rationally to measure their understanding of the learning process (Hashemi et al., 2021). Mezirow points out that transformative learning happens when the learners interact with the environment and integrate with the learning process.

Moreover, the potential challenges examined in this study is largely based on Rasheed et al.'s (2020) **review of students' experience in an online learning environment.** These challenges are grouped into five general clusters, namely self-regulation, technological literacy and competency, student isolation, technological sufficiency, and technological complexity challenges

(Rasheed et al., 2020, p. 5). But the researcher only selected three clusters self-regulation, technological literacy and competency, student isolation and adopted another two clusters from (Seplaki et al., 2014; Xue et al., 2020). These are mental health and learning environment challenges.

While for the possible learning strategies employ by the students in connection with the challenges, they encountered in online distance learning the researcher adopted the learning coping strategies suggest by **Blake Flannery's a master list of coping methods and skills organized into categories (2016)**. This includes the following **diversions, social/interpersonal coping and cognitive coping.**

Statement of the Problem

The study aims to reveal the challenges, coping strategies and performance of ESL learners in SCINHS Majayjay.

Specifically, it sought to answer the following questions:

1. What is the level of challenges ESL learners encountered in e-learning in terms of:
   1.1 self-regulation challenges
   1.2 technological literacy and competency challenges
   1.3 student isolation challenges
   1.4 mental health challenges
   1.5 learning environment challenges

2. What is the level of coping strategies of ESL learners employed in e-learning in terms of:
   2.1 diversions
   2.2 social/interpersonal coping
   2.3 cognitive coping

3. Is there a relationship between the challenges in e-learning and the coping strategies of ESL learners.

4. What is the level of performance of ESL Learners in English for Quarter 1 and 2.

5. Is there a difference between the performance of the ESL learners as to their grades in the 1st and 2nd quarter.

6. Do challenges and coping strategies significantly affect the students' performance.

Research Methodology

This study was conducted to address the challenges and the learning coping strategies employed by Junior ESL learners of Sta. Catalina Integrated National High School, Sy-2021-2022. The population consists of ODL students from Grade 7-10. The respondents were one hundred (100) ODL students (Grade 7-10) in Junior High School Department of Sta. Catalina INHS in Online Distance Learning. The students have been engaged in online learning in both synchronous and asynchronous modes. Furthermore, Sta. Catalina INHS is the only school that offers ODL class in Majayjay and nearby Municipalities.

In this study, the respondents were selected using stratified sampling technique. Moreover, in measuring the number of samples in this study, the researcher uses Slovin formula. This formula uses to determining the number of samples from this population. The sample of this study is 100 students.

The researchers secured a permit to conduct the study at Sta. Catalina Integrated National High School. Upon approval, Informed consent was sought from the participants prior to their involvement it is in the 1st part of the google form survey, they were oriented about the objectives of the study and the extent of their involvement. They were also briefed about the confidentiality of information, their anonymity, and their right to refuse to participate in the investigation.

Afterwards, materials were disseminated via Google forms to ODL learners of Junior High School Department of SCINHS to measure the level of challenges and coping strategies they employed in their ODL classes in English.

Moreover, the researcher also, asked the English Teachers of the students participated in the research survey the copy of their 1st and 2nd Quarter grades in English to measure the level of performance of ESL Learners in English in ODL.

Later, data were gathered, recorded, given appropriate statistical treatment, analyzed, and interpreted.

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For the investigation and data collection, an online survey-based questionnaire was designed to estimate the ESL online learning challenges and learning coping strategies they used during the unprecedented health and economic crisis and the possible effect of it to the performance of ESL learners in English. The questionnaire is composed of two parts.

The first part contains 35 questions on the common challenges in online learning by ESL in terms of self-regulation (7 items), technological literacy and competency (7 items), student isolation (7 items), mental health (7 items) and learning environment challenges (7 items).

While the second contains 21 questions intent to get some of the learning coping strategies employed by ESL learners to reduce the effect of the challenges, they encountered during online distance learning in connection with **diversions (7** items**), social/interpersonal coping (7** items**) and cognitive coping (7** items**)**.

The last part is dedicated to rating scale to be evaluated by the respondents: In terms of level of challenges encountered, level of coping strategies employed and level of performance in English.

Once the measuring instruments have been retrieved, the researcher processed the raw data into quantitative forms. Data processing involves input, this involves the responses to the measuring instrument of the subjects of the study.

The frequency distribution was employed in the study for the descriptive presentation of variables after the data were coded, tabulated and analyzed. A frequency distribution is a list, table or graph that displays the frequency of various outcomes in a sample. Each entry in the table contains the frequency or count of the occurrences of values within a particular group or interval, and in this way, the table summarizes the distribution of values in the sample.

Mean can be considered as the center of the gravity of the distribution and is the most appropriate measure of central tendency when the data are in the interval ratio or ratio scale.

Standard Deviation helps to know how a set of data distributes or how disperse the data are. This calculation is useful because it allows for the same flexibility regarding further calculations and yet also expresses variation in the same units as the original measurements.

To test the significant relationship of the responses of subjects, the Spearman rho were utilized to reveal the relationship between the challenges and coping strategies of ESL learners with their performance in English subject.

Results and Discussion

This chapter presents the analysis and interpretation of data gathered that investigated ESL learners' online learning experience in English within the context of the pandemic. Specifically, the researcher identified the level of challenges that learners experienced, how the challenges of COVID-19 pandemic impacted their online learning performance, and the strategies that they used to confront these challenges.

Table 1. Level of Challenges in e-learning in terms of Self-regulation challenges

STATEMENT	MEAN	SD	REMARKS
1. I feel that face-to-face contact with my teacher is necessary to understand more the lesson.	5.23	1.07	very great extent challenging
2. I have limited preparation before an online class.	4.38	1.16	great extent challenging
3. I have poor time management skills during online classes.	3.84	1.39	moderate extent challenging
4. I lack the ability to control my own thoughts, emotions, and actions during online classes.	3.99	1.48	moderate extent challenging
5. I believe an online is possible but for learning English, it would be difficult.	3.75	1.54	moderate extent challenging
6. I fail to get appropriate help during online classes.	3.51	1.55	moderate extent challenging
7. I fail to properly use online peer learning strategies	3.53	1.49	moderate extent challenging

Overall Mean = 4.03
Standard Deviation = 1.50
Verbal Interpretation = Moderate extent challenging

The students at a great extent challenging, prefer face-to-face modality because they feel that they were not fully prepared for online instruction (M=5.23, SD=1.07). While, at very great extent challenging, the students feel that online learning is difficult because they find difficulties in managing their time (M=4.38, SD=1.16). On the other hand, at a moderate extent challenging, they failed to get appropriate help during online class (M=3.51, SD=1.55).

The students met challenges at a moderate extent challenging in terms of self-regulation, as indicated by an overall mean of 4.03 and standard deviation of 1.50.

The ability to effectively employ self-regulation skills may be even more critical in distance education environments than in traditional classrooms because many students find it difficult to manage their learning in distance learning environments.

This finding is parallel with the study of Torres-Pagan & Terepka, (2020). The result of their study reveals that teachers play a countless support, provide feedback and encouragement to the students and they prepared to have a face-to-face learning than virtual learning.

Table 2. Level of Challenges in e-learning in terms of Technological Literacy and Competency Challenges

STATEMENT	MEAN	SD	REMARKS
1. I resist learning technology.	4.02	1.72	moderate extent challenging
2. I perceive technology as a barrier to get help from others during online clas	4.08	1.59	moderate extent challenging
3. I lack knowledge and training in the use of technology.	3.66	1.71	moderate extent challenging
4.I have poor understanding of directions and expectations during online learning.	3.42	1.58	some extent challenging
5. I lack competence and proficiency in using various interfaces or systems allow me to control a computer or another embedded system for studying.	3.71	1.52	moderate extent challenging
6. I lack the ability to effectively use technology to facilitate learning.	3.68	1.66	moderate extent challenging
7. I cannot easily adapt to new and unfamiliar technology use in online class.	3.62	1.70	moderate extent challenging

Overall Mean = 3.74
Standard Deviation = 1.65
Verbal Interpretation = Moderate extent challenging

Among the possible challenges in terms of technological literacy and competency the students considered technology as a barrier to get help from others during online class at a moderate extent challenging (M-4.08, SD=1.59), Also they revealed that they resist in learning technology (M=4.02, SD=1.72) at moderate extend challenging. While they refused to accept that they had a poor understanding of direction and expectations during online class with remarked as some extent challenging (M=3.42, SD=1.58).

The respondents encountered challenges at moderate extent challenging in terms of technological literacy and competency as reflected on a mean score of 3.74 and standard deviation of 1.65.

Technological Literacy and Competency Challenges had additive adverse effects on students' online learning experience. Furthermore, it also shows that during the changed in the educational system students encountered challenges in adopting in the new set up of education using technology as the new mode of learning.

Olesova, Yang, & Richardson (2011) revealed that lack of technology skills and inadequate background experience with online learning are constraints to online learning of the students.

Table 3. Level of Challenges in e-learning in terms of Student Isolation Challenges

STATEMENT	MEAN	SD	REMARKS
1. I feel disinterested during online class.	3.03	1.67	some extent challenging
2. I feel emotionally disconnected or isolated during online classes.	3.28	1.69	some extent challenging
3. I able to go to class at times and locations that I choose instead of being tied to a set time and place.	3.61	1.73	moderate extent challenging

4. I feel unease and uncomfortable in using video projection, microphones, and speakers.	3.37	1.74	some extent challenging
5. I am thinking about the difficult lessons, packed schedules, and slow internet without somebody to talk around makes me feel sick	3.59	1.61	moderate extent challenging
6. I am not comfortable with spending several hours at a time on a computer alone.	3.32	1.73	some extent challenging
7. I wanted to meet my teacher or classmates in person.	5.03	1.21	great extent challenging

Overall Mean = 3.61
Standard Deviation = 1.74
Verbal Interpretation = Moderate extent challenging

As for student isolation the students at great extent challenging emphasized that they wanted to meet their teacher and classmates in person (M=5.03, SD=1.21). They also highlighted at moderate extent challenging that they preferred to have a traditional set up of learning that virtual interaction (M=3.61, SD=1.73). On the contrary, at some extent challenging they stressed that they never felt disinterested during an online class learning (M=3.03, SD=1.67).

ESL learners seen challenges at moderate extent challenging in terms of students' isolation as mirrored on a mean score of 3.61 and standard deviation of 1.74.

Some students feel unmotivated during online class due to isolation that led them to have difficulties in learning. The persona of a teacher is largely influential in ensuring the success or failure of the students. This is because of the strong influence a teacher has on their students by way of consciously or unconsciously guiding the students during their interactions. This matter reinforces that the presence of teachers and face to face learning cannot be replaced using media (platforms)

This is further proven by the study of Nambiar (2020) and Orhan & Beyhan (2020) the study reveals that teachers and learning environment had a crucial role in students' satisfaction in online learning.

Table 4. Level of Challenges in e-learning in terms of Mental Health challenges

STATEMENT	MEAN	SD	REMARKS
1. I sometimes experience lack of focus and motivation and I nurture the idea of giving up	3.62	1.59	moderate extent challenging
2. I feel uncomfortable being the center of attention during online classes.	3.37	1.53	some extent challenging
3. I am overwhelmed with so many tasks or activities from different subjects. It is overloaded.	3.18	1.85	some extent challenging
4. I have a lot of activities that I ended up just answering the activities in the module and did not study the lesson at all	3.54	1.64	moderate extent challenging
5. I cry at times because I do not know which activity to finish and submit first.	3.36	1.67	some extent challenging
6. I am not totally convinced that I will get the same value of education from an online course.	3.01	1.68	some extent challenging
7. I have poor understanding of directions and expectations during online learning.	3.41	1.58	some extent challenging

Overall Mean = 3.36
Standard Deviation = 1.65
Verbal Interpretation = small extent challenging

ESL learners at moderate extent challenging sometimes experienced lack of focus and motivation and nurture the idea of giving up (M=3.62, SD=1.59). Subsequently, at moderate extent challenging they just answered activities without understanding the lessons well (M=3.54, SD=1.64). On the other hand, at some extent challenging the students is not fully convinced that they will get the same value of learning from an online class (M=3.01, SD=1.68).

ESL perceived challenges as for mental health at small extent challenging yielded a mean score of 3.36 and standard deviation of 1.65.

Learners despite feeling uncertain towards the future, express their hopefulness and optimism and see themselves emergent from the pandemic as self-reflective, resilient, and socially responsive individual.

Gonzales (2020) identified mean depressive symptoms with mild symptoms for anxiety among the respondents, while stress levels did not yield any significance and found no effect of the educational level on anxiety, same with the result of this study.

Table 5. Level of Challenges in e-learning in terms of Learning Environment challenges

STATEMENT	MEAN	SD	REMARKS
1. Home set-up limits the completion of certain requirements for my subject (e.g., laboratory and physical activities).	4.06	1.40	moderate extent challenging
2. I experience distractions at home as a learning environment.	3.95	1.57	moderate extent challenging
3. I experience online distraction such as social media during online classes.	3.78	1.56	moderate extent challenging
4. There is no proper space for learning at home. I cannot focus and concentrate.	3.41	1.66	some extent challenging
5. I cannot entirely have a full focus studying since we still have responsibilities at home.	3.83	1.63	moderate extent challenging
6. I have difficulties in selecting the best time and area for learning at home.	3.63	1.71	moderate extent challenging
7. I have limited access to textbooks, worksheets, and other instructional materials.	3.72	1.64	moderate extent challenging

Overall Mean = 3.77
Standard Deviation = 1.60
Verbal Interpretation = Moderate extent challenging

The respondents at moderate extent challenging stated that home set-up limits their completion of certain requirements for their subjects (M=4.06, SD=1.40). While they expressed at moderate extent challenging that they feel distracted when learning at home (M=3.95, SD=1.57). On the contrary, they rejected at some extent challenging that they cannot focus and concentrate during online learning (M=3.41, SD=1.66).

Respondents perceived challenges in terms of learning environment at moderate extent challenging generated a mean score of 3.77 and standard deviation 1.60).

Learning environmental stimuli have been one of the key factors affecting the level learning intention among students. It has shown that environmental stimuli can affect the students' intrinsic learning motivation and hinder them to obtain the required knowledge and skills, thus achieving the scheduled goals.

This is in line with study Jonassen et al. (2013) it reveals that students' engagement in e-learning is obviously lower than in face-to-face teaching he proposes that one possible reason may be that the student attention in e-learning is easily distracted by other factors such as distraction at home, limitations in learning space and facilities.

Table 6. Level of Learning Coping Strategies in terms of Diversions

STATEMENT	MEAN	SD	REMARKS
1. I play an instrument, sing, dance, act.	4.21	1.47	Occasionally
2. I watch television or movie.	4.89	1.18	Frequently
3. I clean and organize my environment.	4.99	0.94	Frequently
4. I do gardening.	3.84	1.29	Occasionally
5. I browse social media like FB, Instagram, and YouTube etc.	5.35	0.97	Very Frequently
6. I play an online game or play indoor games.	4.82	1.34	Frequently
7. I take a walk, or go for a drive/ I take a break or vacation	4.31	1.27	Occasionally

Overall Mean = 4.63
Standard Deviation = 1.31
Verbal Interpretation = Frequently

One of the coping strategy a student can employ to cope with the challenges they encountered is diversion. Based on the result, the students very frequently browse social media (M=5.35, SD=0.97). Moreover, they also frequently clean and organize their environment (M=4.99, SD=0.94). While they occasionally do garden whenever they feel stressed in their online class (M=3.84, SD=1.29).

In terms of diversions, it attained a mean score of 4.63 and a standard deviation of 1.31 and marked as frequently among students.

Though remote learning poses serious educational problems, students still cope by diverting their attention to leisure activities and merrymaking. Students were more likely to use recreational skill approaches to cope with stressful events rather than through physiological or socio-psychological means.

This is in line with the claim of Shamsuddin et al., (2013). This is correspondingly practiced by students who feel stressed they classify it as a coping strategy that are employed to divert attention away from a stressor and toward other thoughts or behaviors that are unrelated to the stressor.

Table 7. Level of Learning Coping Strategies in terms of Social/Interpersonal Coping

STATEMENT	MEAN	SD	REMARKS
1. I talk to someone I trusted about my problem in ODL class.	4.66	1.27	Frequently
2. I spend time with friends and/or family whenever I feel stress.	4.62	1.38	Frequently
3. I ask for help and advice from my teachers and guardians.	4.27	1.50	Occasionally
4. I try to make fun or find happiness on the difficult situations.	4.93	1.23	Frequently
5. I cry whenever I feel stress.	3.87	1.81	Occasionally
6. I pray or meditate.	5.32	0.93	Very Frequently
7. I set boundaries and say "no"	4.42	1.34	Frequently

Overall Mean = 4.58
Standard Deviation = 1.44
Verbal Interpretation = Frequently

Another coping strategy students can used is the social/interpersonal coping strategies. ESL learners frequently pray or meditate (M=5.32, SD=0.93). Furthermore, they try to make fun or happiness in difficult situations (M=4.93, SD=1.23), but they occasionally cry whenever they feel stressed (M=3.87, SD=1.81).

As for social/interpersonal coping strategies it got a mean score of 4.58 and a standard deviation of 1.44 and was marked as frequently.

Considering the sudden migration to remote learning, students also undergo emotional adjustments religious belief, happiness and socialization provides a sense of resolve for socially isolated ESL learners.

This coping strategy is similarly practiced by students in the Baloran (2020), when they are overwhelmed with many tasks, students resort to praying and trying to find happiness in spite difficult circumstances.

Table 8. Level of Learning Coping Strategies in terms of Cognitive Coping

STATEMENT	MEAN	SD	REMARKS
1. I learn to live with the situation by accepting it.	5.15	0.87	Frequently
2. I always try to see something good in difficult situations.	4.99	0.93	Frequently
3. I do something about the situation, I take action to negate stressors.	4.70	1.00	Frequently
4. I accept challenges with a positive attitude	4.99	1.05	Frequently
5. I act opposite of negative feelings	4.55	1.17	Frequently
6. I believe that high quality learning can take place without face-to-face interaction.	4.48	1.28	Frequently
7. I lower my expectations to difficult situation.	4.60	1.35	Frequently

Overall Mean = 4.78
Standard Deviation = 1.13
Verbal Interpretation = Frequently

Students learned to live with the difficult situations by accepting it (M=5.15, SD=0.87). They also cope with stressful situations by trying to see something good on it (M=4.99, SD=0.93) and accept challenges with positive attitude (M=4.99,

SD=1.05). On the contrary, students refused to believe that high quality learning can happened without face-to-face interaction (M=4.48, SD=1.28).

 In general, in terms of cognitive coping strategies it reached a mean score of 4.78 and standard deviation of 1.13 and was revealed as frequently by ESL learners.

To lessen the cognitive stress brought by the new normal in education some students attempt to gain control by influencing existing realities through personal acts and attempt to adapt themselves to existing realities through minimizing their psychological impact. Which imply thinking favorable about the situation and its consequences, maintain a positive relationship with emotions such as compassion, hope, gratitude and joy.

In general, these findings coincide with those found by Baloran 2020 according to his study the main cognitive coping strategies used by students were positive self-focalization and reappraisal.

Table 9. Level of Performance of ESL Learners in English in Online Distance Learning in terms of 1st Quarter

STATEMENT	MEAN	SD	REMARKS
90-100	46	46.00	Outstanding
85-89	34	34.00	Very Satisfactory
80-84	17	17.00	Satisfactory
75-79	3	3.00	Fairly Satisfactory
Below 75	0	1.04	Did Not Meet Expectations
Total	100	100.00	

Overall Mean = 88.44
Standard Deviation = 4.30
Verbal Interpretation = Very Satisfactory

The level of performance of ESL Learners in English in Online Distance Learning in terms of the 1st quarter. Out of one hundred (100) respondents, a total of forty-six (46) or about 46.00% of the population performed on an outstanding level. Thirty-four (34) or about 34.00% of the population performed very satisfactorily. On the Contrary, three (3) respondents performed on a fairly satisfactory level.

Generally, the students' performance in the 1st quarter averaged at 88.44 with a standard deviation of 4.30 and was interpreted as very satisfactory.

In spite of the challenges encounter by ESL Learners in distance learning education they were able to cope up easily with the new set up in education. It is evident on the grades they earned in English on 1st Quarter.

The result of this study is in line with the research of Gonzales et al. (2020). They found out that confinement of students during the pandemic had no significant effects on their performance. They attributed these results to students' continuous use of learning strategies which, in turn, improved their learning efficiency.

Table 10. Level of Performance of ESL Learners in English in Online Distance Learning in terms of 2nd Quarter

STATEMENT	MEAN	SD	REMARKS
90-100	59	59.00	Outstanding
85-89	28	28.00	Very Satisfactory
80-84	13	13.00	Satisfactory
75-79	3	3.00	Fairly Satisfactory
Below 75	0	1.04	Did Not Meet Expectations
Total	100	100.00	

Overall Mean = 89.37
Standard Deviation = 3.82
Verbal Interpretation = Very Satisfactory

The level of performance of ESL Learners in English in Online Distance Learning in terms of the 2nd quarter. Out of one hundred (100) respondents, a total of fifty-nine (59) or about 59.00% of the population performed on an outstanding level. Twenty-eight (28) or about 28.00% of the population performed very satisfactorily. On the other hand, thirteen (13) respondents performed on a satisfactory level.

Overall, the students' performance in the 2nd quarter averaged at 89.37 with a standard deviation of 3.82 and marked as very satisfactory.

In spite of the challenges encounter by ESL Learners in distance learning education they were able to cope up easily with the new set up in education. It is evident on the grades they earned in English on 2nd Quarter.

The finding is similar with the study of González-Gómez et al., (2016). Results of the studies show that the students perform much better in online learning than in traditional learning.

Table 11. Relationship between challenges in e-learning and the coping strategies of the respondents

Challenges	Performance	Computed r value	Strength	p-value	Analysis
	Diversions	0.289	Weak	0.004	Significant
Self-Regulation	Social/ Interpersonal Coping	0.461	Moderate	0.000	Significant
	Cognitive Coping	0.227	Weak	0.023	Significant
	Diversions	0.332	Weak	0.001	Significant
Technological Literacy and Competency	Social/ Interpersonal Coping	0.370	Weak	0.000	Significant
	Cognitive Coping	0.248	Weak	0.013	Significant
	Diversions	0.277	Weak	0.005	Significant
Student Isolation	Social/ Interpersonal Coping	0.477	Moderate	0.000	Significant
	Cognitive Coping	0.226	Weak	0.024	Significant
	Diversions	0.291	Weak	0.003	Significant
Mental Health	Social/ Interpersonal Coping	0.454	Moderate	0.000	Significant
	Cognitive Coping	0.207	Weak	0.039	Significant
	Diversions	0.255	Weak	0.011	Significant
Learning Environment	Social/ Interpersonal Coping	0.448	Moderate	0.000	Significant
	Cognitive Coping	0.194	Very Weak	0.053	Not Significant

The table shows the relationship between the challenges in e-learning and the coping strategies of ESL learners in English.

In terms of Self-regulation, it was detected to have a weak relationship with Diversion (r=0.289) and Cognitive coping (r=0.461) while, it has a moderate relationship with Social/Interpersonal coping (r=0.461).

Similarly, Technology Literacy and Competency was also observed to have a weak relationship with Diversions (r=0.332), Social/Interpersonal coping (r=0.370) and Cognitive coping (r=0.248).

The same is true for Student Isolation it perceived to have weak relationship with Diversion (r=0.277) and Cognitive coping (r=0.2) but has moderate relationship with Social/Interpersonal coping (r=0.477).

Furthermore, Mental Health also yielded to have a weak relationship with Diversions (r=0.291) and Cognitive coping (r=0.207) on the contrary it has a moderate relationship with Social/Interpersonal coping (r=0.0.454).

Lastly, Learning Environment also have a weak relationship with Diversions (r=0.255) and has a moderate relationship with Social/Interpersonal coping (r=0.0.448) while, it was not observed to have any relationship with cognitive coping as evidenced by the p-value exceeding 0.05.

Based on the findings. It is concluded that the following have a moderate relationship with each other self-regulation, student isolation, mental health and learning environment challenges to social/interpersonal coping strategy while, self-regulation, student isolation, mental health and learning environment challenges to have a weak relationship with diversions and cognitive coping strategies. Therefore, the hypothesis of this study was accepted.

Table 12. Difference between the performance of the respondents as to their grades in the 1st and 2nd quarter.

Performance	MEAN	t statistic	Critical t	p-value	Analysis
1st Quarter	88.440	-10.867	1.984	0.000	Significant
2nd Quarter	89.370				

There is difference between the first and second quarter grades of ESL learners. This is due to the computed t statistic of -10.867 which suggests that the 2nd quarter grades are higher than the 1st due to the negative sign.

Therefore, there is identified difference between the 1st and 2nd quarter grades of ESL learners. The hypothesis was again accepted.

Table 13. Significant Relationship between challenges and coping strategies in e-learning and the performance of the students.

Challenges/ Coping Strategies	Performance	Computed r-value	Strength	p-value	Analysis
Self-Regulation	1st Quarter	0.177	Very Weak	0.079	Not Significant
	2nd Quarter	0.166	Very Weak	0.100	Not Significant
Technological Literacy and Competency	1st Quarter	0.194	Very Weak	0.053	Not Significant
	2nd Quarter	0.187	Very Weak	0.062	Not Significant
Student Isolation	1st Quarter	0.213	Weak	0.033	Significant
	2nd Quarter	0.192	Very Weak	0.056	Not Significant
Mental Health	1st Quarter	0.238	Weak	0.017	Significant
	2nd Quarter	0.220	Very Weak	0.028	Significant
Learning Environment	1st Quarter	0.240	Weak	0.009	Significant
	2nd Quarter	0.258	Weak	0.010	Significant
Diversion	1st Quarter	0.316	Weak	0.001	Significant
	2nd Quarter	0.323	Weak	0.001	Significant
Social/ Interpersonal	1st Quarter	0.241	Weak	0.016	Significant
	2nd Quarter	0.224	Weak	0.025	Significant
Cognitive	1st Quarter	0.160	Very Weak	0.112	Not Significant
	2nd Quarter	0.219	Very Weak	0.028	Significant

As for challenges experienced by ESL learners the following findings were observed to have no significant relationship with the 1st and 2nd quarter grades of ESL learners self-regulation 1st Quarter (r=0.177) and 2nd Quarter (r=0.166) , technological literacy and competency 1st Quarter (r=0.194) and 2nd Quarter (r=0.187) and student isolation no significant relationship with the 2nd quarter (r=0.192) but have a weak significant relationship with the 1st quarter (r=0.213).

Furthermore, mental health was marked to have a weak significant relationship with the 1st Quarter (r=0.238) and 2nd Quarter (r=0.220) as well as, learning environment was also manifested to have a weak significant relationship with the 1st Quarter (r=0.240) and 2nd Quarter (r=0.258).

While, in term of coping strategies the following were marked to have a weak significant relationship with the 1st and 2nd quarter grades of ESL learners. diversion 1st Quarter (r=0.316) and 2nd Quarter (r=0.323), social/ interpersonal 1st Quarter (r=0.241) and 2nd Quarter (r=0.224).

On the hand, On the other hand, Cognitive was observed to have no significant relationship with the 1st quarter (r=0.160) and weak significant relationship with the 2nd quarter (r=0.219).

From the findings above, we can infer that there is a weak significant relationship between challenges and coping strategies to the 1st and 2nd quarter grades of ESL learners in e-learning in terms of mental health and learning environment challenges and diversion and social/ interpersonal coping strategies. Therefore, the hypothesis was accepted.

Consequently, the researcher hypothesized that the performance of ESL learners was affected of the sudden change in education brought by covid-19 pandemic.

Summary of Findings

As for the **Level of challenges of ESL learners** (1.1) in terms of self-regulation challenges it attained a mean score of 4.03 and a standard deviation of 1.50 and was "**Moderate extent challenging**". (1.2) as for technological literacy and competency challenges it achieved a mean score of 3.74 and a standard deviation of 1.65 and marked as "**Moderate extent challenging**". (1.3) for student isolation challenges reached a mean score of 3.61 and a standard deviation of 1.74 and was Moderate extent challenging. (1.4) as for mental health challenges garnered a mean score of 3.36 and a standard deviation of 1.65 and manifested as "**Small extent challenging**". (1.5) in terms of learning environment challenges it got a mean score of 3.77 and a standard deviation of 1.60 and showed **"Moderate extent challenging"** among ESL learners.

While **for the Level of Coping Strategies of ESL learners** (2.1) in terms of diversions it attained a mean score of 4.63 and a standard deviation of 1.31 and marked as frequently among ESL learners. (2.2) as for social/ interpersonal coping achieved a mean score of 4.58 and a standard deviation of 1.44 and yielded frequently among the students. (2.3) as for cognitive coping reached a mean score of 4.78 and a standard deviation of 1.13 and was manifested frequently among the respondents.

Furthermore, in terms of **Relationship between challenges in e-learning and the coping strategies of ESL learners** (3.1) It revealed that there is relationship between challenges in e-learning and the coping strategies of ESL learners in English at **0.05** level of significance. Therefore, the hypothesis was "**Accepted**".

Moreover, as for the **Level of performance of ESL learners** (4.1) as for students' performance in the 1st quarter averaged at 88.44 with a standard deviation of 4.30 and it was interpreted as **"Very satisfactory".** (3.2) while for students' performance in the 2nd quarter averaged at 89.37 with a standard deviation of 3.82 and it was described as **"Very satisfactory".**

Additionally, **Difference among performance in 1st and 2nd Quarter.** (5.1) It exposed that there is difference between performance of the students in English in 1st and 2nd quarter. Consequently, the hypothesis was accepted.

Lastly, **Do challenges and coping strategies significantly affect the ESL learners' performance** (6.1) It infer that there is a **"Weak significant relationship"** between challenges and coping strategies to the 1st and 2nd quarter grades of ESL learners in e-learning in terms of mental health and learning environment challenges and diversion and social/ interpersonal coping strategies. Therefore, the hypothesis was **"Accepted".**

Conclusion

In view of the aforementioned findings, the study has drawn the following conclusions:

The challenges identified by the ESL learners in online distance learning are the following **self-regulation, technology literary and competency, student isolation and learning environment challenges.**

While the coping strategies employed by the respondents are the following **diversion, social/interpersonal coping and cognitive coping.** Moreover, ESL learners performed well in English Subject. Furthermore, there are **"Relationship"** between the **identified challenges and employed coping strategies** by the ESL learners as well as a **difference between their performance in English in 1st and 2nd quarter.**

Lastly, there is a "**Weak significant relationship**" between challenges and coping strategies to the 1st and 2nd quarter grades of ESL learners in e-learning in terms of mental health and learning environment challenges and diversion and social/ interpersonal coping strategies**.** Therefore, the hypothesis was **"Accepted".**

Recommendation

Based on the findings and the conclusions, the following are the recommendations are offered:

1. Students may perceive insights and ideas in this study. Thus, they are encouraged to familiarize themselves to other challenges and coping strategies they may encounter and use in e-learning that might help them in enhancing and improving their performance in online distance learning.

2. Future researchers should conduct an extension for the quantitative component through surveys and involving a larger sample in the different levels of education. This approach will provide a broader perspective as regards to the challenges experienced and coping strategies employed of the students amidst challenging times of the COVID-19 crisis.

3. Future studies are advice to include other subjects to access the total performance of the students in an online distance learning.

4. Some limitations in this study need to be acknowledged and addressed one limitation of this study is that it exclusively focused on students' performance. Future studies may widen the sample by including all other actors taking part in the teaching–learning process. Researchers may go deeper by investigating teachers' performance to have a complete view of the situation and how different elements interact between them or affect the others

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