



**PRACTICALLY INGENIOUS TEACHING: INSTRUCTIONAL  
BEHAVIOR OF TEACHER EDUCATION FACULTY MEMBERS IN A  
PHILIPPINE PUBLIC STATE UNIVERSITY AMIDST COVID-19  
PANDEMIC**

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**Abstract**

Abrupt as it was, the onslaught of COVID-19 pandemic brought major disruptions in the operations of Philippine educational systems and institutions which necessitates shifting from the traditional mode of instruction to a flexible-blended mode of teaching-learning to further contain the spread and avoid the perils of the virus. The sudden shift from traditional face-to-face instruction brought problems and difficulties in system of education and learning. The objective of this study is to explore and investigate the instructional behavior of the Teacher Education Faculty Members of the Ifugao State University-Potia Campus under flexible-blended learning amidst the COVID-19 pandemic. Glaser's Grounded Theory method of research was used to study the experiences of the faculty members in light of instruction, felt problems, and techniques in resolving encountered problems in facilitating teaching-learning at the brunt of the pandemic. Data collected from twenty-five (25) faculty members of the College of Education through series of individual oral interviews. Employing the processes of the grounded theory method, the study discovered that despite the plight and adversities brought by the pandemic, the teachers are 'practically ingenious' in teaching their classes. Thus, it is hereby recommended that the College of Education must plan and provided for support measures to enhance teachers' competence and capacitate them in light of performing their instructional tasks under the flexible-blended mode of teaching and learning amidst this COVID-19 pandemic

**Keywords:** Flexible-blended learning, apprehensiveness, inconsistency, ingenious teaching

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## **1. Introduction**

With the scurrying onslaught of the COVID-19 virus turning into a global pandemic, it brought major unprecedented disruptions of operations of national and global industries, business firms, manufacturing factories, multinational companies, and even impede the operation of education systems throughout the globe affecting ninety four per cent of the world's student population especially from the low and middle income countries were significantly affected inclusive of mass closure of learning institutions and schools, (UN Policy Brief, August 2020). With this, our global situation necessitates a paradigm shift of education culture and structure that can strongly cope with the demands as well as with new emerging trends and challenges of learning experience under the global new normal. At the brunt of the pandemic crisis, disparities in education between and among global citizens continue to foster. Students from high-earning income families have the capability to afford and continue their education than those of the marginalized and vulnerable members of the larger society who cannot able to continue their education training and studies, (UN Report 2020: Education beyond Normal). Correspondingly, in the context of higher education institutions, there are about 89.4% of the total enrolled students who are greatly affected primarily due to the closure of higher education institutions in one hundred eighty five (185) countries, (IAU Global Survey Report, 2020).

Contextually, the Philippines is in no way exempted from the devastating effects of the virus on which it likewise extremely affected most of the sectors of the country. In fact, the education sector and schooling experienced considerable significant disruptions at all levels. As anchored on the provisions of Republic Act No. 11469 otherwise known as the "Bayanihan to Heal as One Act" (CEB-Resolution No. 412-2020), the Commission on Higher Education released CHED Memorandum Order No. 4 series of 2020 that promulgated guidelines on the implementation of flexible learning in lieu of a traditional face-to-face instruction, as well as on well-defined provisions on providing learners support in all tertiary learning institutions in the country both public-run and private regulated beginning on Academic Year 2020-2021.

As defined, Flexible Learning according to the Philippine Commission on Higher Education (CHED) is a design and mode of delivery of programs, courses, and learning interventions that address learners' unique needs in terms of differences in place, lesson pacing, learning process, and outcomes and products of learning. It involves the use of digital and non-digital technology, and covers both face-to-face/in-person learning and out-of-classroom learning modes of delivery or a mixed modes of teaching-learning delivery.

Aware of the aforementioned CHED Memorandum and other national directives in the conduct of classes through flexible learning, Ifugao State University (IFSU) s one of the public Higher Education Institutions issued IFSU Academics Advisory No. 7 or the Conduct of Classes in the New Normal. The said advisory covers series of guidelines to be followed in the conduct of classes amidst this pandemic in line with the guidelines enshrined in the CHED Memorandum pertinent to the conduct of flexible learning. To be abreast with the demands

and to cope with challenges in the education landscape under the ‘new normal’, Ifugao State University (IFSU) in partnership with University of the Philippine-Open University conducted and sponsored webinar and workshops on June 2-19, 2020, and on August 8-13, 2020 to further capacitate its faculty members and the whole institution in preparation and equip all its working personnel with the necessary skills and essential knowledge needed to cater students with their academic, technical, and emotional needs under the flexible-blended mode of learning. In addition, pursuant to the mandate of the Commission of Higher Education, the University issued IFSU Academic Advisory No. 7, s. 2020 which mandates and directs its faculty members to strategize teaching-learning, design and develop learning modules integrating real life and practical activities as one of the primary learning materials to be provided for students, in lieu with the pure online learning mode of instruction. Combined with the use of Learning Management System, learning modules, set of activities, pre-recorded videos are uploaded regularly, specifically in a weekly basis on which students are given personal log-in credentials to access the uploaded materials. Constructivist by approach which leads to self-directed mode of learning, the students can study at their own pace, time, and place which enable them to construct their own learning based on their own experiences, intrinsically driven to signify meaningful learning.

Since IFSU-Potia Campus is situated in the eastern Cordillera region, surrounded by chain mountain ranges and steep rolling terrains, poor and unstable internet access and connection is one of the prevailing encountered problems in relation to the conduct of flexible learning modality. However, while distance-online education is not a foreign concept IFSU community, it was sought as the most convenient mode of instruction to employ under the “new normal” to pursue education of students, but still there are difficulties and challenges in its adoption and implementation as alternative approach in delivering instruction e.g. unstable internet connection, poor signals, and other ICT-related problems. Likewise, students residing in remote areas of the region like in some areas of Mt. Province, Kalinga, and Ifugao experience the same problem, wherein they find difficulty in attending scheduled online discussions and unable to fully access and completely download the uploaded materials in the school’s LMS and to other used online learning platforms primarily because of slow mobile signal and poor internet connection. Likewise, faculty members encounter the same problem on which they experience difficulties in uploading learning modules, set of activities, and other instructional media in the school’s LMS because of its incapacity to store files especially to large-sized documents. Similarly, in submission of accomplished activities, the same problem was encountered. Students cannot able to upload in the school’s LMS and other used learning platform due to poor and unstable internet connection. Such recurring problem obviously impacted the experience of both students and teachers in their experience in the course. Consequently, this has caused anxiety and undue stress on students which affected their well-being and resulted to emotional and psychological related problems such as worrisome, fear of academic failure, low self-efficacy and esteem, and trust and confidence problems. In the light of financial aspect, most of them experience financially inadequacy on

which they asserted that they cannot afford to buy phones and laptops needed used for online access of learning materials. Despite of the equipped workforce of the institution, still problems prevails challenging human dispositions, pedagogical creativity and teaching innovative skills amidst this unprecedented pandemic, putting all aspects of instruction problematic.

Within the parameters and demands of education practice in the new normal, the College of Education of the Ifugao State University-Potia Campus continuously take responsive measures to pursue its set educational goals amidst the onslaught of the COVID-19. As spelled out, faculty members are prepared through undergoing extensive trainings to be equipped with the necessary skills and essential knowledge relevant to the conduct of classes in the flexible-blended mode of instruction. As per College Memorandum No. 6, series 2020 and CED Memorandum Order No. 33, s. 2020 which are in line with the IFSU Academic Advisory No. 7, s. 2020 which strictly prohibits the conduct of a traditional face-to-face mode of learning, the faculty members of the College of Education are hereby mandated and directed to strategize in facilitating classes and manage the distribution of learning packs, modules and any learning materials as well, since pure online-virtual classes are also discouraged.

It is interesting to note that at inevitable times brought by unexpected and anticipated intervening factors that results to structural disruptions to learning and education as a whole, it is imperative to conceptualize substantive and responsive solutions and system of support to continue facilitate effective and efficient teaching-learning process, (Hughes, 2004).

Therefore, it is the intention of this study to contribute into the existing body of generated knowledge on which its locus is on investigating the patterns of behavior of the faculty members of the College of Education as they are being paddled and pressed with the predicaments and difficulties in light of their pedagogical roles and instructional tasks amidst the brunt of the COVID-19 pandemic. It is also the objective of this study to generate and derive theoretical statement through intensive and critical analysis of the narratives of teachers' experiences in teaching which include their problems felt and resolution strategies to cope with the demands of education under the "new normal". Further, this research is primarily concerned on the real experiences of teachers, hence, it employed the established Grounded Theory (GT) theorized by Barney G. Glaser to generate distinctive theory that is fundamentally grounded on the teachers' primary pressing problems, their instructional and teaching practices in general, and how do they resolve instructional problems they encounter which describes and characterize their predominant teaching and instructional behavior. Thus, this study is clearly anchored and focused on theory discovering and theory building on the experiences, problems, instructional behavior and practices, and conceptualized set of solutions spelled out by and among the faculty members of the College of Education of the Ifugao State University—Potia Campus.

It must be then vividly understood that the intention and philosophy of the study in directed towards allowing the emergence of a practical, and functional, and substantive theory based

from the generated data. Therefore, this simply means that resorting to review of existing body of research studies and related literature was not undertaken by the researchers primarily because this study is fundamentally designed to employ inductive approach along the course of the investigation since this is a qualitative research inquiry. This therefore assumes the perspective that the researchers carefully paid attention and listened to the expressed ideas coming from the teacher-respondents rather than attempting to impose preconceived and researcher-driven ideas which potentially misrepresent the collective sentiments, opinions, and thoughts gathered, (Glaser, 1978). Thus, extrapolating a theoretical and conceptual framework is not taken into paramount consideration in this study. This comes from the fact that theoretical and conceptual framework is defined and structured based on the findings and results of the study as generated in the gathered data. The main thesis of Grounded Theory advances theory-discovery and theory-development rather than theory testing and imposing preconceived and known ideas and facts as the primary processes quantitative research design and studies, (Glaser and Strauss, 1967; Glaser, 1978). This definitely means that the theory to be derived in a study is strongly based and grounded on the personal ideas, narratives of their experiences, and expressions of encounters and accounts of certain life experiences which are directly elicited from the prospective informants and participants. In addition, since Grounded Theory approach of research follows a systematic processes and logical procedures of theory-building based from the relevant corpus of data, this enable researchers to establish and discover a “fit, operational, and relevant” theory with novelty. It is also equally to consider that Grounded Theory allows the independence of researchers towards becoming empowered due to the fact that this design necessitates constant of data comparison and competence in theoretical sensitivity, thereby making researchers as theorists likewise. Correspondingly, conducting research using grounded theory maximizes time and resources of data gathering on which one must have to consider the different series of periods and stages in theory discovering, hence, this is guided and established upon the precepts of scientific research inquiry.

The fundamental question in this research is that, what theory or theoretical statement than can be derived, discovered, and generated that will generally become the blueprint of extrapolating theoretical structure and framework towards characterizing and understanding the experiences of the faculty members of the College of Education and their instructional or teaching behavior amidst this COVID-19 pandemic.

## **2. Research Questions**

This research study focused on the following questions:

- a. What pressing problems do the faculty members of the College of Education of the Ifugao State University-Potia Campus encounter in teaching amidst the COVID-19 pandemic?

- b. How do the faculty members of the College of Education of the Ifugao State University-Potia Campus resolve their encountered problems which characterize their behavior as they perform their instructional tasks amidst the COVID-19 pandemic?

### 3. Methodology

#### 3.1 Research Design

The research adopted and used the Grounded Theory approach by Barney G. Glaser (1967). As discussed, this study has no pre-established theoretical paradigm and conceptual framework which could give the researchers a blueprint that guides them through the course of the research. This is driven by discovering the pre-dominant and real instructional behavior as they engage into the teaching-learning process and intentionally attempt to address and resolve their felt problems in their teaching amidst this COVID-19 pandemic. Following the inductive process of the investigation, gathering of data were first undertaken by the researchers followed by focusing on the critical and theoretical analysis of the research problems to further discover and establish an emerging theory. It was only after saturating data and discovering the emerging theory that the final research title of this study is thus formulated and articulated.

In this, the research work employing the grounded theory is thereby reflected and described in the chart below:

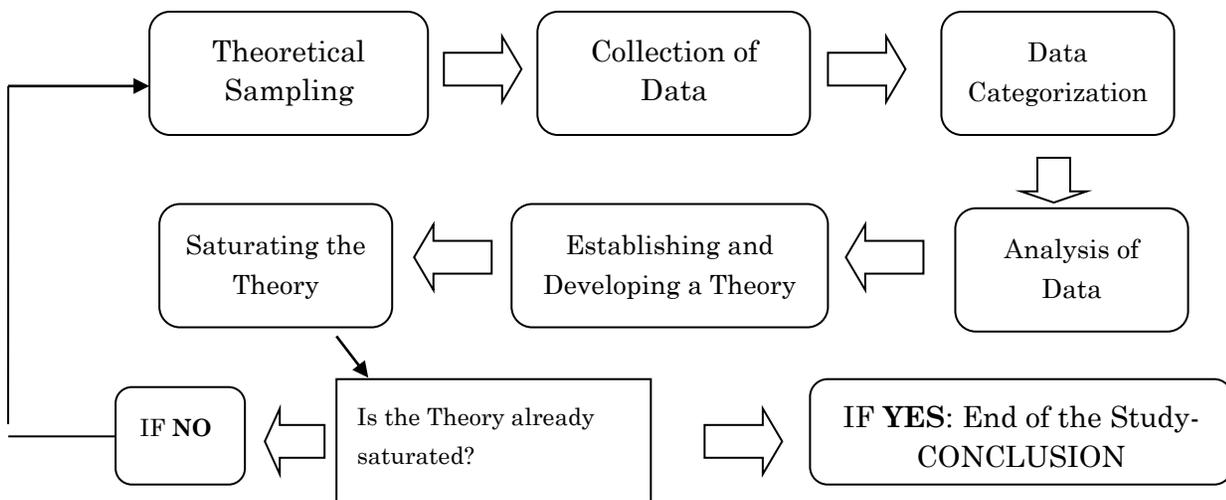


Figure 1: The Research Processes and Procedures towards Theory-Developing and Theory-Building

As extrapolated in the flowchart, the first stage of the study is theoretical sampling to further identify prospective teacher-participants of the study. It was followed by data gathering and collection phase which is directed towards data categorization and ordering. The purpose of this is to logically identify codes that are fit and operational to the development of theory constructed from the accumulated data. Data analysis followed after identifying themes and ended up with data and theory saturation on which additional gathered data have already no “added value” to the emergence of a novel and relevant theory. This point, the researchers, deemed as the ground theorists shall now seek to demonstrate in-depth understanding on the ongoing reality within the parameters of the “substantive area” (Glaser, 1967; 1978).

### **3.2 Research Participants and Sampling Procedure**

The Faculty members of the College of Education are purposively chosen as the key participants of the research study. The prospective teacher-respondents/participants are all adopting the flexible-blended mode of instruction by which different learning platforms and auxiliary modalities like Learning Management System, Google Classroom, Schoology, and Edmodo, MS-Teams and among others are used to facilitate classes and ensure an accessible and effective instruction under the new normal. Accordingly, the researchers had carefully chosen the key participants taking into paramount consideration the objectives of the research study and the parameters of the research problems and questions irrespective of their age, number of years in teaching, and on how many platforms of learning they use in delivering lessons online. This is anchored to the theoretical sampling typically used in selecting participants in qualitative inquiry which guided the demands theory-discovery and development. It is from this vantage point that new participant was interviewed to seek answers to questions and considerable hypotheses that arise along during each level of data analysis. In conducting interviews, informed consent was first sought from the teacher-respondents. Also, the principle of anonymity and confidentiality were observed, hence their responses were kept confidential and their views were utmost respected in consonance with the ethical principles and considerations in research. Analysis of data conducted through series of interviews and higher level of abstraction is intentionally develop and integrate the emerging new theory. In the case of the College of Education, there are preliminary sample size of eighteen (18) research participants contributed to the study and served as the fundamental reference and starting line of the study. After determining the sample size, theoretical saturation was applied. Theoretical saturation underpins the idea that in discovering and building the theory, data must be continuously collected through series of semi-structured interviews until it reaches thematic or category saturation, (Munhall, 2007). Contextualizing in our study, we had already conducted initial data analysis after each scheduled interview sessions until all the data and themes generated were already saturated. Conversely, research-

participants increased to twenty-five (25) as the study continues to advance and the final number of key participants was eventually finalized during the last phase of data analysis.

Inasmuch as there is no established set of rules on how to select and choose key participants on grounded theory, groups are chosen considering their theoretical implications and significance primarily to landscape thematic categories to further transpire from the gathered data, (Patton, 2002; Polit & Beck, 2012; Hall & Roussel, 2014). However, it is interesting to note that the basic criterion to determine final sample size is theoretical saturation, (Glaser & Strauss, 1967; Strauss & Corbin, 1990, 1998). It is within the judicious decision and the criteria depending on the researchers' reasons on what for them is worth learning, objective and purpose of the study, utility of data targets, reliability of data, availability of funds, and plausible time constraints anticipated, (Krueger & Casey, 2000; Patton, 2002; Hall, 2014). The rigor and strength of a qualitative inquiry depends not necessarily on the quantity of respondents and participants involved in the study, but mainly on the capacity and competence of the researchers to theoretical sensitivity and effectively and logically gather, interpret, analyze, and efficiently and widely disseminate data for information sharing.

### **3.3 Instrumentation**

Semi-structured constructivist and emotionalist interview through printed handouts and face-to-face sessions were used to gather information on teachers' experiences, problems felt, and instructional behavior amidst COVID-19 pandemic. They are requested to answer questions in the printed interview forms given to them. For the purpose of validating their written responses as well to obtain an in-depth detail of their experiences, face-to-face interview was employed. With the consent of the research-participants, all of the interview sessions were recorded using Smartphone's voice recorded application to restore, preserve, and retrieve the data if needed. The researchers believe that this kind of gathering data is not conventionally suggested and practiced in doing grounded theory, but it was only made for ease of analysis, accessibility of data, and expediency purposes. Data transcription were made in order to clearly define the parameters of their responses and to prepare the study into the next level of the study.

### **3.4 Data Gathering Procedure**

The researchers prepared the Transmittal Letter addressed to the Campus Executive Director and to the Dean of the College of Education of the Ifugao State University-Potia Campus to seek approval to the conduct of the study. Also they prepared the needed instrument for the gathering of data and information from the respective participants of the study. After the

finalization of the data gathering tool, it was floated to teacher-participants for without no definite and fixed period of allotted time, hence, they submitted the printed research tools with their responses. Series of multiple individual face-to-face interview sessions followed after the printed interview forms were all collected.

Below is the diagrammatic illustration of the flow how the research study is conducted:

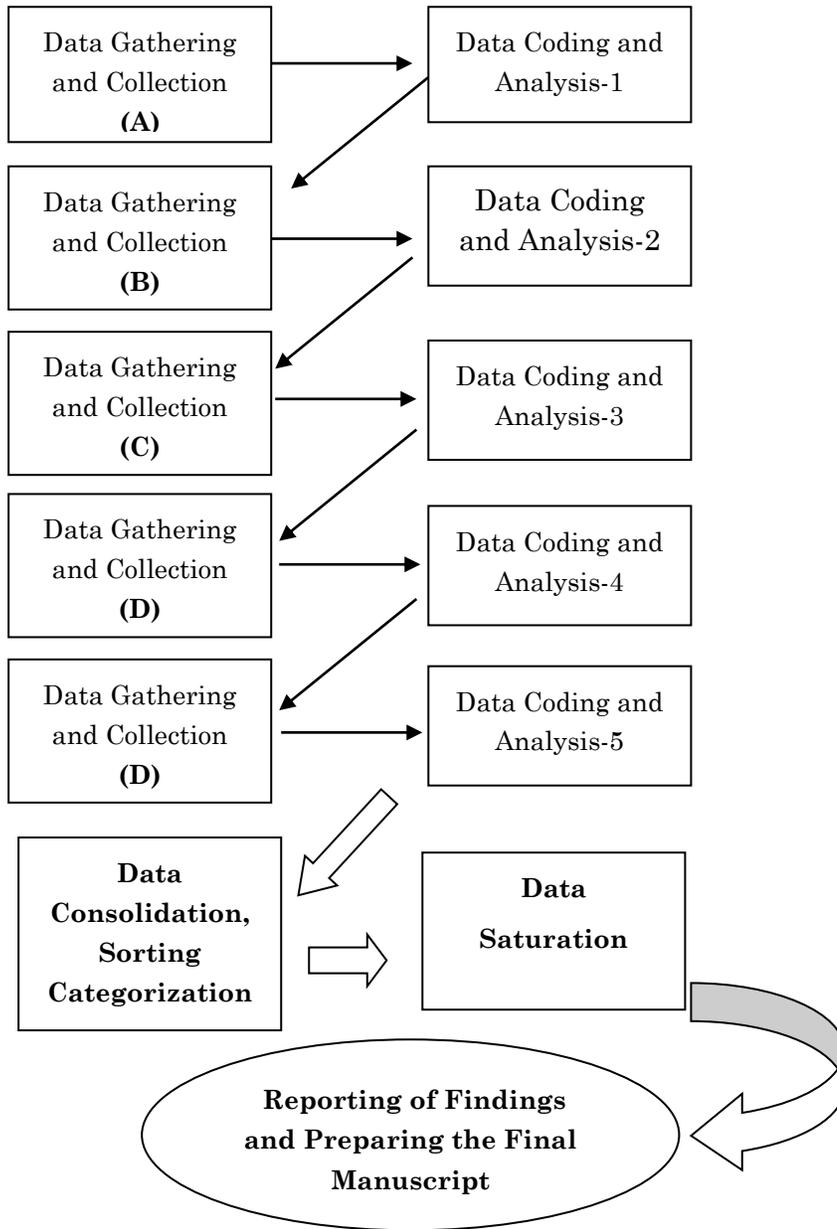


Figure 2: Flowchart of details of the procedures of the Research Study

Using semi-structured and individual face-to-face oral interview to gather data, the researchers were able to extract personal encounters and experiences of the teacher-respondents as they were being ingenuous and participative during dialogue sessions. As illustrated, the research procedures systematically followed a cyclical mode on which data coding and analysis which also encompass synthesizing of data, categorization, and thematic analysis is made right after every stage of data gathering. Sorting was done after thematic analysis to synthesize all of the identified themes out of the responses of the participants to enable to further create and outline the general perspective and structure of the teachers' instructional behavior, problems, and experiences amidst this COVID-19 pandemic. Though we are still at the battle against this pandemic crisis, interview sessions were conducted individually observing however the health protocols of the University. The researchers opted to still do an on-site actual data gathering since they are part of the core faculty members of the College of Education as well as allowing them to gather an in-depth and detailed facets of needed information coming from the teacher-participants, (Creswell, 2002).

### **3.5 Data Analysis**

Treating the qualitative statements and responses of the teacher-participants were made along the processes of the study. As spelled out, initial data analysis were conducted every after phase of data gathering e.g. interview sessions and not necessarily at the final phase of the study. As a matter of fact, gathered data must be analyzed before proceeding into the next data gathering phase to appropriately follow and apply the method of theoretical sampling and make necessary revisions on the interview guide questions whether or not items must be eliminated or augmented. Data gathered in each phase were subjected to open and theoretical coding on which themes and categories based from the statements of the participants were created. Respectively, using inductive technique, rigor of analysis towards creating codes was imperatively taken into account, hence, critical review of the participants' responses and statements was made to have an in-depth grasp and understanding of their actual experiences and instructional behavior and to put conceptual quotations into proper context and evaluate their relevance and appropriateness to be grouped in certain categories. Along with this stage of the study, there are already emerging predominant themes and categories identified by the researchers, on which deductive consolidation of categories was undertaken which helps them to discover preponderant instructional behavior and experiences of the teacher-participants. Further, created themes and categories along every data gathering phase were constantly compared with one another to create pathways towards data saturation. The researchers ceased to gather data when the data were already saturated which signifies that the additional data from other possible target participants have no longer "added value" or significance to the development of theory.

#### 4. Results and Discussion

Below is the tabular presentation of the initial data analysis gleaned from the teacher-participants employing open coding and categorization technique:

No.	Data-Responses from the Teacher-Participants	Codes	Categories
1	<ul style="list-style-type: none"> <li>▪ <i>Unstable/slow/poor/weak internet connection</i></li> </ul>	Technical Problems - Glitches	Technological Problems
2	<ul style="list-style-type: none"> <li>▪ <i>Laptops are not provided</i></li> <li>▪ <i>Limited Pocket WiFis</i></li> </ul>	Gadgets/technology	
3	<ul style="list-style-type: none"> <li>▪ <i>No licensed software for plagiarism check</i></li> </ul>	Lack of technical support	
4	<ul style="list-style-type: none"> <li>▪ <i>Limited online resources</i></li> </ul>	Lack of Learning Resources	Pedagogical and Instructional
5	<ul style="list-style-type: none"> <li>▪ <i>No instructional learning support and resources</i></li> <li>▪ <i>Non-performance of laboratory exercises</i></li> </ul>	Lack of instructional support	
6	<ul style="list-style-type: none"> <li>▪ <i>No standardized template of modules per subject to save time and resources</i></li> </ul>	No standardization of instructional materials	
7	<ul style="list-style-type: none"> <li>▪ <i>Limited knowledge on the use of online resources</i></li> <li>▪ <i>Does not know how to use and navigate online platforms of learning e.g. Google Classroom, LMS, etc.</i></li> </ul>	Skill Difficulty	Low Competence
8	<ul style="list-style-type: none"> <li>▪ <i>No financial support to purchase virtual laboratory for Science subjects</i></li> </ul>	Financial constraints	Inadequate financial assistance
9	<ul style="list-style-type: none"> <li>▪ <i>No webinars to capacitate teachers for online learning set up</i></li> </ul>	Limited teacher training	Teacher Retraining Opportunities

Table 3: Problems felt and difficulties of the teacher-participants in teaching amidst COVID-19 pandemic

**Research Problem 1:** What pressing problems do the faculty members of the College of Education of the Ifugao State University-Potia Campus encounter in teaching amidst the COVID-19 pandemic?

The problems encountered by the teachers in teaching amidst this COVID-19 pandemic is two-fold: input component problems and outcome problems. Input-component problems, as used in this study pertains to the primary difficulties encountered by the teacher-participants along with the domains of technology, pedagogy, psychological, and cognitive purviews on which these are causal and contributory to the problems and difficulties besetting the students and other component of the instructional system. It was further discovered through the study that the faculty members of the College of Education have encountered and are still encountering three major problems in teaching amidst COVID-19 pandemic: 1) Technological problem, which includes technical glitches, lack of technical support, and limited gadgets or technology provided; 2) Pedagogical and Instructional problem which comprise lack of learning resources, lack of standardized template for instructional materials, and limited instructional support; 3) Low competence which primarily include skill difficulty in navigating the platforms for online learning; 4) Inadequate financial assistance; and 5) Teacher retraining opportunities on which teacher-participants attested that they had no webinars and training opportunities to further capacitate them in the fundamentals of flexible-blended learning.

Teachers are found wanting in terms of instructional needs under the flexible-blended learning amidst the COVID-19 pandemic. They are pressed with problems that actually compromise their competence to facilitate smooth and teaching-learning process which might eventually result to the disruption of meaningful learning experience. They are apprehensive and uncertain in the light of their instructional roles and tasks as they encounter wide arrays of difficulties which are definitely problematic along their teaching practice in this time of pandemic. With the sudden shift from traditional face to face instruction to a flexible-blended learning, their knowledge on the fundamental dynamics of the new modality as to how teaching-learning remains to be effective and efficient was challenged resulting to feeling of apprehensions, anxiety, indecisions, discomfort, and even distress, which stimulates low self-confidence and self-efficacy as well as demonstrating incompetence into the domains of instruction under the new normal of education. Such behavior is referred to as instructional apprehensiveness. Apprehensiveness is operational defined in this study as the feeling or tendency of being anxious with assigned and expected tasks resulting to indecisive actions. The abrupt and unexpected paradigm shift in global education, putting emphasis to the role of technology to facilitate learning had caused instructional task apprehensiveness among the faculty members that lead to academic setbacks and obstructions that continuously beset systems of education, putting premium to teachers and students as they are the direct key players within the processes of instruction.

As an effect, such aforementioned problems problematizes related repercussions referred to as outcome difficulty problems which mainly include 1) miscommunication between teachers

and students; 2) misunderstanding in giving instructions; 3) reduced or truncated content of the subject-matter taught to students; 4) misconceptions and misrepresentation of basic concepts of the lessons; 5) miscomprehension of details of the lesson, poor academic achievement; 6) learning anxiety; 7) stress and distress; 8) misguided learning; 9) and the inevitability of compromised quality of learning in general. This is generally characterized as instructional task inconsistency. Instructional task inconsistency as used in this study pertains to the tendency of uncontrolled and irregularity of instructional tasks and activities due to unpredicted intervening factors. This results to systemic complexities of the teaching and learning experiences of both the teachers and students as they are both engulfed with instructional difficulties which necessitates crafting flexible and responsive measures to mitigate their unwanted experiences during the pandemic. Along the way, given with the uncertainty if when face-to-face instruction will be allowed to take place, such mentioned problems vary in degree and impacts to teachers and students as they gradually adopt with the trends of education under the new normal and attempt to revolutionize teaching and learning experience which they both can find worth and meaning. Further, inclusive of the outcome problems that are experiencing by the teachers include unmet learning objectives and outcomes, inadequate feedbacks, assessment and evaluation constraints, and a slim chance to modify, enrich, and improve the quality of instruction.

**Research Problem 2:** *How do the faculty members of the College of Education of the Ifugao State University-Potia Campus resolve their encountered problems which characterize their behavior as they perform their instructional and pedagogical tasks amidst the COVID-19 pandemic?*

To cope with the pressing challenges of education amidst the COVID-19 pandemic, it is indispensable to revisit and examine the source of problems that continuously beset the teachers- that is instructional apprehensiveness and instructional inconsistency. These foundational problems must be resolved first as essential in resolving other consequential and recurring problems.

The faculty members of the College of Education constantly resort to realistic and practical ways of delivering lessons and in effectively facilitating teaching-learning process. This include the use of low-profiled technologies like cell phone and radio. Video call conferences were made between the teachers and students primarily because of the accessibility and ease of delivery of lessons. Further, teachers are forging connections with radio stations on which selected lessons were aired and streamed live via Facebook. As a result, students can easily access lessons rather than attending virtual meetings via online platforms like Zoom, Google Meet, Jitsi Meet, and among others which is considerably costly. Such initiative by the

teachers lessens the burden of the students as to the financial expenses and learning anxiety because of the minimal economic costs and ease of accessibility of lessons. Further, teachers are also collaborating with local government units of different municipalities in the Eastern Cordillera to distribute learning modules for students residing in their locality. With this, students with poor internet connectivity can still cope with the pacing of lessons.

Another way of resolving the instructional problems by the teachers is that, contextualized learning modules are developed. They exercise autonomy in designing and developing instructional materials with substantive subject-matter content, formulated learning outcomes, set of learning tasks, assessment activities, and evaluative and enrichment activities, to engage students into interactive and guided learning experience. Further, activities embedded in the instructional modules are concretely contextualized enabling students to use existing resources within their reach as the main instructional resources and materials. This simply means that activities are pragmatic, experiential, real-life laden, and existentially contextual relative to the existing and available resources in respect to the situation of the learners. Students are not being forced by their teachers to attend synchronous online classes knowing that online learning is not suited for everyone, hence leniency and flexibility in teaching is highly encouraged. Rather, teachers prefer to use existing available resources and uniquely innovating them into instructional materials, compiled and provided for students.

Correspondingly, activities enshrined in the instructional materials and learning modules are grounded on the cultural background of the students, making their cultural practices, traditions, and indigenous knowledge as the contextual structure and conceptual reference of the substance and content of the subject-matter. Thus, students learn within the realm and parameters of their own culture which basically suits their inclinations and interests and incites meaningful and exceptional learning.

Therefore, teachers are practically ingenious in their instructional practices despite the plight in facilitating teaching-learning amidst this COVID-19 pandemic crisis. It was discovered that the teachers, even though confronted with problems and difficulties brought by instructional apprehensiveness and instructional inconsistency, they were able to effectively teach students using existing available resources and try to innovate them which enables students to get engage not only in a theoretical fashioned manner of learning but also to a pragmatic and hands-on activities as teachers provide experience-driven and real-life related academic tasks. “Practically Ingenious” subscribe to the act of creatively conceptualizing of systemic procedures using existing available resources and context-based and culture-relevant real-life situations that are practically executed. On the other hand, “teaching” as used in this study refers to the very expression and act of instruction which involves essential roles, tasks, and academic activities. The faculty member-participants of this study persistently explore positive opportunities to make learning meaningful out of becoming resourceful, indigenizing

instruction, and providing concrete life related academic tasks and activities. Thus, being “practically ingenious” in teaching is characterized by 1) exercising instructional autonomy; 2) resourcefulness; 3) keep on innovating; and 4) hands-on and pragmatic. Thus, the predominant and preponderant instructional behavior of the faculty members of the College of Education amidst this pandemic is “Practically ingenious teaching”- that is instruction is planned using existing available materials which are innovatively modified and creatively executed to primarily address the needs of the students imbued with pragmatic and real-life based situations to realize meaningful and exceptional learning experience.

### **5. Conclusions and Recommendations**

In the course of the study, a theory was discovered primarily based on the personal accounts and narratives of the faculty members of the College of Education as to their felt and encountered problems in light of their teaching experiences that characterize their instructional behavior in resolving their difficulties in teaching amidst the COVID-19 pandemic. A theory is essentially important to describe and explain the recurring situation and reality that constantly beset them and other elements of the whole instructional system, and on how do they strategize to deal with occurring inevitable difficulties and to resolve them through responsive, creative, and practical interventions. It is important to note that the theory generated is a representation of the teachers’ personal ideas and stories and not necessarily on the preconceived idea and interpretation of the researchers, otherwise it will result to cognitive bias.

The researchers discovered that the faculty members of the College of Education are resourceful and pragmatic in providing instruction for them to efficiently deliver lessons for students. They independently take appropriate measures to deliver lessons ensuring the smooth delivery of lessons and flow of learning, assuring that students’ cognitive gains, efficacy in learning, and creative self-expression are well-equipped and developed. It is therefore the contribution of this study on which the theory of ‘practically ingenious teaching’ was generated as the defined behavior of the faculty members of the College of Education amidst the COVID-19 pandemic. Thus, the College of Education should consider planning and providing support measures to further equip them with relevance knowledge, enhance their skills, and capacitate them in light of their instructional competence to effectively teach amidst the COVID-19 pandemic.

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