

Andragogy in Distance Teaching: Instructional Implementation, Challenges, and Teaching Strategies Amidst the COVID-19 Pandemic

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Abstract — This study is conducted at International Institute in Computer Science and Administration (ICSA) to determine the challenges that the instructors experienced in managing instructions in adult education through distance teaching amidst the COVID-19 Pandemic. The Qualitative Method and Interpretative Phenomenological Approach are employed to identify the challenges encountered by the instructors. The Interpretative Thematic Model on the Andragogy of Distance Teaching was crafted based on the responses which indicate that ICSA instructors applied the andragogy principles in distance teaching through the utilization of technological tools and applications to demonstrate the findings of the study. The findings polished that the instructors have undergone three stages where they transitioned to distance teaching without prior preparation, confronting the obstacles, and finally surviving the adversities. Teaching approaches and strategies they used in face-to-face classes were initially applied in distance, and various challenges have impeded instructors' teaching process. Efficient adaptations of strategies, techniques and the acquisition of new approaches were implemented in the succeeding semesters. It is recommended that further analyses be needed to review the effectiveness of the model, which may be utilized by other colleges in strengthening their distance education curricula.

Keywords — **Andragogy, Challenges, COVID-19 Pandemic, Distance Teaching, Instructional Implementation, Teaching Strategies**

I. Introduction

Education stimulates economic growth, increases innovation, and titillates productivity. To achieve a quality life status, individuals have to cultivate their inborn endowments, improve the right skills, practice the God-given talents and utilize them by harboring the benefits that education offers. Educators must have wide knowledge in their field of profession as well as well-trained with technological competencies for them to impart knowledge effectively in handling the delivery of lessons in any form of modality. Teachers should be encouraged to attend seminars on teaching strategies that will develop and facilitate the learning process of students (Volk, 2019).

On 31 December 2019, WHO was informed on cases of pneumonia of unknown cause in Wuhan City, China. A novel coronavirus was identified as the cause by Chinese authorities on 7

January 2020 and was temporarily named 2019-nCoV. The effect of COVID-19 Pandemic impacts big changes to the education sector. The alarming spread of the virus caused havoc in the education system forcing physical educational institutions to shut down. The severe disruption is felt by many families around the world: homeschooling is not only a massive shock to parents' productivity but also to children's social life and learning. Teaching is moving online, on untested waters.

The teaching and learning can take place through traditional face-to-face, distance teaching or hybrid teaching – which is a combination of both. Distance Teaching uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructors synchronously or asynchronously. Distance Teaching has become increasingly common in many universities worldwide (Allen & Seaman, 2017). All students, regardless of age and level are affected by the transition to distance education.

In the global setting, the vast majority of countries have government directives that students and teachers do not go to a physical school. In a few cases, suspension of classes has been indefinite. The following are notable countries that changed their education modalities:

In Portugal, schools responded very rapidly, establishing remote contact with students. They developed a support network with guidance to the preparation of online classes, organizational matters, and a wide array of free open content resources are made available (Reimers, 2020).

In Japan, National Government supports local board of education providing adequate measures to support children's study, such as appropriating home study programs and conducting supplementary lessons. Pure online education is used in Japan.

In the Philippines, the Department Order Number 12 series of 2020 has been issued by the Secretary of Education Leonor Briones while The Commission on Higher Education (CHED) released a set of guidelines on the implementation of flexible learning.

In Finland, considering that it is ranked as one of the best education systems in the world before the pandemic hits, has demonstrated resilience and versatility of the Finnish Education System amidst the COVID-19 Pandemic. Finland closed almost all schools for 2 months and began distance teaching with minimal supervision interruption.

Locally, Kuwait schools and universities were the first spaces to close at the outbreak of the COVID-19 pandemic. The ministry of Education changed the modality used in Kuwait from face-to-Face classes to Digital Teaching as a response of MoE to ensure that education is continuous during the period of the COVID-19 Pandemic. Full closure of all schools in Kuwait has been ordered by the Kuwait Ministry of Education and they have adopted long-distance education (Kuwait Times, 2020).

The same scenario is observed in the International Institute in Computer Science and Administration (ICSA). The school is not an excuse for the current trends of school closures and pivoted instruction being delivered remotely. The usual face-to-face learning modality in ICSA has been disrupted due to the pandemic atop from the MoE order of mandatory closure of physical schools. ICSA has shifted to distance teaching. In the advent of the pandemic, the instructors are not deeply trained to deliver education remotely and they are emotionally new to the state of the pandemic. The ICSA Learning Management System is not well established as a mechanism. Due to unforeseen situations, instructors have different experiences in handling their classes in the distance teaching modality.

The increasing availability of distance teaching in universities became one of the most convenient and safe modalities of teaching over the past two years. The experiences of the instructors of ICSA are never before studied phenomenon as they are far from their families that support their emotional, spiritual and physical well-being. Furthermore, the adult students that the instructors are catering to in ICSA have different experiences compared to the students of previous research that have already been studied. This unique situation posed a variety of new teaching approaches applied. Since there is a scarcity of in-depth investigation into the personal experiences of OFW teachers who were not only professionally challenged to utilize the new mode of teaching but also disturbed emotionally, procedurally, and technologically. This prompted the researcher to explore the instructional implementation, challenges, and adopted teaching strategies utilized in educating the OFW working-students.

II. Methodology

This study utilized the Qualitative Approach using the Interpretative Phenomenological (IP) Method of research. This study was conducted in the International Institute of Computer Science and Administration (ICSA). ICSA is a school in Kuwait that has a Commission on Higher Education (CHED)-Based curriculum. The instructors teaching in the locale of the study are migrant workers from different countries such as the Philippines, Pakistan, and India. The participants in this study are comprised of the entire population of instructors teaching in ICSA, due to the small population of instructors in the institution.

III. Results and Discussion

Thematic Model on the Andragogy of Distance Teaching: Instructional Implementation, Challenges, and Teaching Strategies Amidst the COVID-19 Pandemic

The researcher personally developed the model to easily depict the themes and subthemes of the responses. A myriad of experiences and insights were shared by the instructors about the

sudden transition, and the researcher formulated the thematic model of the collective responses of the instructors who are teaching in a collegiate educational institution in Kuwait.

The following are the main themes developed out of the responses, namely: challenges in distance teaching, resolving obstacles and implementing distance teaching. The model sums up the nature of the current inquiry entitled Thematic Model on Distance Teaching for Adult Learners.

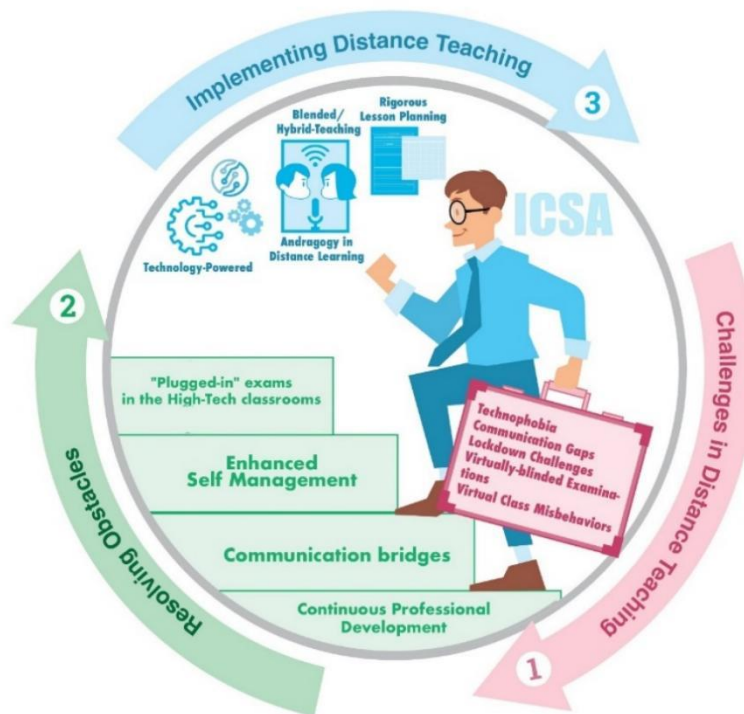


Figure 1. *Thematic Model on Distance Teaching for Adult Learners*

The model demonstrates the experiences of instructors during the transition from face-to-face teaching to distance teaching modality in the International Institute of Computer Science and Administration (ICSA). The **circular clockwise** design signifies that the process is a continuous progressive dynamic cycle like a clock.

The color of each process signifies an in-depth meaning of each process in the model. The red color, which attracts attention more than any other color is also known at times as signifying danger. Challenges in any process are stumbling blocks that impede continuity, yet the color red also signifies enhancement, energy, passion, and love. The *Challenges in Distance Teaching* plays a vital part in the model for the continuous improvement of the structure. The color green encourages growth, vitality, and productivity which indicates the chance to *Resolve Challenges* and create new ideas, innovative principles, and best practices to design a better teaching process. Lastly, the blue color signifies enthusiasm, personal and continuous seeking of meaning and significance in life, which are all embodied in the *Implement* process.

Confronting Obstacles of Distance Teaching

The sudden shift to distance teaching due to the COVID-19 lockdown brought both occupational and personal challenges not only to students but also to the instructors. During the interview, the participants of this study were asked the question, “What are the challenges you have experienced in managing distance teaching amidst the COVID-19 Pandemic?” The following shows the first theme and the underlying subthemes generated from the responses of participants to the said interview questions.

Challenges in Distance Teaching

The challenges found in the current study encompass the challenges experienced by the instructors in implementing modular, face-to-face classes and virtual distance teaching amidst the COVID-19 Pandemic. This general theme is an overarching umbrella to the generated sub-themes found namely: (1) *Technophobia*; (2) *virtually blinded examinations*; (3) *communications gaps*; (4) *social awkwardness among instructors and students*; (5) *lockdown challenges*, and; (6) *virtual class misbehaviors*.

Technophobia

A common problem of both instructors and students was related to technological challenges. These claims are in the same parameters on the findings of a study claiming that knowledge levels are saddening varied levels among educators and students causing them to fear and reject the use of technology (Genet, 2013).

To immediately challenge the switch to full-technology in teaching, educators initially resorted to using the media or method they were familiar with such as PowerPoint presentations and lecturing lessons, some do experienced Technophobia or the fear or hesitance to use technology. The lack of preparation and lack of knowledge on efficient technological tools to use was common among educators who suddenly shifted to distance teaching.

Preparing lessons was a more tremendous challenge during the COVID-19 pandemic lockdown. Five out of the eight participants agreed that they are experiencing challenges in preparing learning materials in distance teaching. Then, all of the 8 participants identified initial struggles at first in adapting and implementing various strategies for distance teaching, which sometimes resulted adversely compared to face-to-face teaching where delivery of content was direct and easier compared with distance teaching.

Communication Gaps

Another challenge sprung under the theme was students' lack of communication among instructors and peers. Despite the great help of technology to make distance education possible, instructors and educational institutions should not forget about promoting the sense of community interactions. All of the participants agreed that there is a difficulty in promoting collaborative

learning among learners, especially during the early onset of the pandemic and the sudden transition to distance teaching.

The sub-theme Communication Gaps is generated from the answers of all 8 participants, in the same prism, when asked “What are the challenges that you have encountered in managing distance teaching amidst the COVID-19 Pandemic?”.

Lockdown Challenges

The instructors responded several challenges relating to lockdown challenges. Disturbances from their family members are observed while the instructors are at the middle of their classes. This are persistent at the beginning of their transition. The imminent health dangers posed by the COVID-19 virus is another indicators of lockdown challenges. Student’s challenges such as work-related distractions, financial problems, and family concerns, are some of the problems that affect the process of teaching and learning. These problems also tend to be the underlying roots of truancy, lack of motivation, and mental health concerns due to lack of socialization among students.

A handful of responses showed that the school management needs to provide further support to the instructors as they implement distance teaching. This has been taken into consideration and used as a basis of recommendation in the next chapter of the current study.

Virtually blinded Examinations

The participants of the study viewed most differences in implementing distance teaching mainly due to differences in terms of assessing and evaluating students’ competencies. The validity of administration of exams, and reliability of exam results are all pressing concerns even in the present days as education remains online. The demographic of ICSA students is from other countries working in Kuwait. A notable figure of students is Domestic Helpers. Domestic Helpers in Kuwait are being closely monitored by their employers as Kuwait is a close and strict country in terms of separation of people between gender.

Six of the participants voiced out the challenges in virtual-blinded examinations in distance teaching. Thus implies the importance of using subjective evaluation was highlighted by most participants, citing the importance of recitation and essays on assessing students, unlike face-to-face classes which usually utilize objective evaluation that assess rote memorization.

Virtual Class Misbehaviors

The Challenges in distance teaching classes in terms of behavior management of students were seemingly scaled to a different level when the mode of education was changed to distance teaching. Typical problems like students’ attentiveness to lessons and more uncontrollable distractions to their learning. Some students tend to be physically present in virtual classes but mentally preoccupied with other duties and responsibilities they have to fulfill in their homes and

jobs. Absenteeism and inattentiveness are proven early warning signs that students need academic and behavior management assistance.

Surviving the Adversities

During the interview, the participants of the study were asked the question, **“What are the strategies that you have adopted to overcome the challenges you have encountered in managing distance teaching among adult learners?”** The following shows the second theme and the underlying subthemes generated from the responses of the participants from the interview questions.

Adaptation from Distance Teaching

The second phase in the Interpretative Thematic Model of the Structure Development in Distance Teaching Amidst COVID-19 Pandemic is the Adaptation from Distance Learning. The question **“What are the strategies that you have adopted to overcome the challenges encountered in managing distance teaching among adult learners?”** was asked to the participants. Four sub-themes emerged from the responses specifically to counter each of the above-mentioned challenges in distance teaching, namely: (1) *Continuous professional development*; (2) *Communication bridges*; (3) *Enhanced self-management*;" (4) *“Plugged in” exams in a high-tech virtual classroom.*

Continuous Professional Development

Through their perseverance and passion for their career and care for their students, they were able to surpass the obstacles that have affected their distance teaching and learning process. Instructors’ of ICSA resolved the challenge in Educational Technology through the provision of the Learning Management System, training, peer tutoring, and self-discovery. The instructors of ICSA were able to resolve challenges of distance teaching primarily through the support of the organization and their colleagues. They have evolved from the challenge they faced by giving in to the situation beyond their control but making sure that learning is continuous. To reflect on the Diffusion of Innovation Theory, the instructors sensed the students’ challenges reflecting on students’ attendance, and became innovators.

Seven of the participants sang in the tune of Continuous Professional Development as the first coping mechanism to the challenges experienced. The instructors improved their talents, abilities, knowledges by learning ways from other people, from organizations and through self-learning methodologies.

Communication Bridges

Thus, some shared that they have developed their personal “netiquette” or internet etiquette in using the official school platforms during and beyond school time. Communication lines were

also reiterated to students as to when and how they can reach their instructors beyond their scheduled virtual classes.

They have strengthened positive reinforcements and promoted encouragements amongst students during classes to develop a nurturing class culture that every student feels comfortable as they learn. As instructors shared, almost everything was made possible by technology, such as providing coaching to students, even though they are behind their monitor screens. They provide encouraging personal messages through messaging applications, to reach out to their students and empower them. The instructors utilize technology to assure that feedback is transmitted and received to both ends. The utilization of MOODLE as a Learning Management System provides the platform of communication as there is an allotted specification where students can communicate to their instructors and vice versa.

Eight (8) participants agreed that communication bridge is a factor that helped them fathom the challenges encountered and “Zoom-Buddies” is a strategy embraced by the instructors to cope up with the challenges.

Enhanced Self-Management

The instructors claimed that in order to cope up with the situation and strategize methods to become effective in distance teaching, act should start from themselves. Hence, the sub-theme Enhanced Self-management emerged. This sub-theme emerged on the benefits of distance teaching claimed by the participants

Another indications of enhanced self-management are proper time management followed by scheduling. These findings imply that teaching remotely and teaching in the comfort of their homes is no longer impossible, rather it is now a part of the new normal. Challenges come along the way but positive outcomes outweigh the obstacles as the quality of time and flexibility offered by distance teaching is much to consider especially for educators who also wanted to be with the families during the time of crisis.

The ICSA instructors also shared that in the advent of the COVID-19 pandemic, they were able to rediscover and improve their own personal teaching perspectives and overall outlook in life. These adopted strategies contributed to the success of the instructors in delivering quality distance teaching among the adult students. Seven of the participant sang to the rhythm of Enhanced Self-Management as a strategy to cope up with the challenges encountered.

“Plugged-in” Exams in a High-Tech Virtual Classrooms

Instructors see assessment and evaluation to be a virtually blinded examination. Thus, this was one of the areas of teaching which was impacted when the transition occurred. This sub-theme discusses on what strategies did the instructors adopted to overcome the challenges. They resorted

to different strategies to make sure that learning outcomes are measured effectively and students are acquiring the knowledge and skills they need.

Recitation and reflective assessments must be also strengthened. Students were given vast opportunities to share their ideas and insights about the lessons tackled. Written reflection papers were also given to students which they may submit on a given schedule through ICSA's Learning Management System or through MOODLE. Another way for the instructors to conduct a one-on-one plugged-in examination is through screen sharing. With the use of TeamViewer application, the students share their screens to the instructors while they are taking the examinations. The employment of oral examination instead of written exam is employed by the instructors to plug-in assessments and evaluation on students learning.

The validity and reliability of learning assessments during the sudden transition of distance teaching posed threats and challenges to the instructors. High-Tech Virtual Classroom means maximizing the use of technology and using its perks to be useful in the transmission of knowledge to the adult students. Dotse (2021) pointed out that every educator has a unique way of applying a teaching strategy and has distinct teaching techniques utilized in carrying out a particular task, in the teaching and learning process. The participants have adopted teaching techniques usable in distance teaching to assure that teaching and learning is effective. They made ways to strategize teaching to become effective. Instructors from ICSA perceived that their challenges from the traditional face-to-face teaching in managing behaviors of students are minimal. This is imperative that educators have monitoring policies and system consistently implemented and students must feel that their learning is facilitated with freedom. Yet, with substantial limitations to make sure that learning occurs.

Transition to Distance Teaching

During the interview, the participants of this study were asked the question, "**How did you implement Andragogic Teaching Methodology in your classes?**" The following shows the last theme and the underlying subthemes generated from responses of participants from the interview questions.

Putting Things into Action

After the instructors of ICSA targeted objectives of adult learning on the basis of Knowles' Andragogy Theory, the instructors have no choice but to implement distance teaching amidst the COVID-19 pandemic. The four subthemes under this theme are clearly illustrated on the model, which are generated from the responses of the participants during the one-on-one semi-structured online interview, which are: *Technology-powered, Rigorous Lesson Planning, Blended/Hybrid Teaching*, and *Andragogy in Distance Teaching*.

Technology-Powered

Information and Communication Technology provides a window for educators to make the distance closer to the learners. When used properly, it improves the engagement of students in the classroom. It makes students more engaged in the classroom activities as it offers enticing activities that promote interaction and collaboration.

To respond to the COVID-19 Pandemic, the International Institute of Computer Science and Administration (ICSA) migrated to distance teaching and help classes virtually. This implies that Information and Communication Technology has played and is continually playing a very important role as a medium of delivering learning. Most of the participants wholeheartedly shared the need to be fully immersed in technology at onset of pandemic.

Challenges confronted the instructors in the implementation and will be discussed in the succeeding parts of the discussions. However, it is imperative for the instructors to accept the change with the perseverance of continuity on the enhancement of their technological skills (Magiera, 2020).

Participants acknowledged the seemingly limitless capability of technology to make distance teaching possible. Instructional materials are all designed through the use of information and communication technology and different online platforms. However, familiarity and adeptness in utilizing online platforms was another struggle for educators as they possess limited knowledge about different online platforms at the beginning of the pandemic.

The instructors implemented the technology-powered instruction by utilizing different information and communication technology creatively as a resource to improve the distance teaching implementation. After digging deeper as to why this sub-theme emerged in the question of the participant, the researcher found three frameworks supporting the claim that Technology-Powered Distance Teaching Classroom is a very important factor to be considered in the Distance Teaching Modality. The three frameworks are the TPACK Model, Bloom's Digital Taxonomy and SAMR Model.

The subtheme Technology-powered is what the instructors of ICSA have harnessed and utilized wisely in the Andragogic Distance Teaching implementation. This has been evident to the responses of all eight (8) participants which has been in agreement to previous studies and consented to explain further through the TPACK Model, Bloom's Digital Taxonomy and SAMR Model.

Blended/Hybrid Teaching

Blended Distance Learning/Teaching is a method of teaching that employs the combination of online distance teaching and/or face-to-face class or even the use of different media in delivering learning. The utilization of video conferencing like Google Meet, Zoom, and other Learning

Management Systems is deemed important in this type of distance teaching class. Other media that can be utilized in the conduct of synchronous classes are Radio-based synchronous classes and Television-Based synchronous classes. What is important in a synchronous class is that the instructor and the students meet at the same time in a certain medium. Synchronous distance teaching is beneficial when the instructor needs to solicit real-time responses from the students.

Blended Distance Teaching is positioned in effect in the International Institute of Computer Science and Administration. The school employs a combination of synchronous and asynchronous classes. The instructors upload their learning materials through the MOODLE, the employed Learning Management System for easy access among students. All materials needed by the students can be seen and downloaded by the students. To name some are Lesson Notes, Video Lectures, Formative and Summative Tests and Assignments (Viray, 2021). Activities are downloaded by the adult learners and work on it at their own pace. According to Viray (2021), a scheduled weekly live class for each course using Zoom Application helps in boosting support to guide students in their studies online. The students of ICSA are Overseas Filipino Workers. The students are dividing their time between working and studying. There are times that their work schedules intersect with the study time. In instances that students do not have access to a strong internet connection or they do not have laptops or tools to connect virtually, students can pick up printed learning modules in the school. In some cases, the class activity is impossible to be done online. The instructors meet the students in the classroom but with proper distancing health protocols.

A study claimed that blended learning improves examination results among adult learners. However, a negative effect is observed that there is an increase of drop-out rate among adult learners due to blended learning (Deschacht & Goeman, 2015). In one study conducted to find the difference of blended distance teaching against traditional face-to-face classroom, it was found that there is no significant difference of equivalent learning outcomes of students learning even the 100% engagement of students in the traditional classroom is reduced to 30-79% of engagement in blended distance teaching (Müller & Mildenberger, 2021). This implies that regardless of modality, an academic institution can be effective as long as the modality implementation is meeting the academic needs of the learners. Hence, in the case of ICSA, the employed Blended/Hybrid Distance Teaching modality is not a basis of its effectiveness. Rather it can be regarded as an advantage as it fills the gap of delivering lessons in spite of the odds of the COVID-19 Pandemic. It is an avenue for the students to continue their studies despite the difficulties posed by the pandemic.

Rigorous Lesson Planning

A lesson plan is a designed guide on what the learners set out to learn, well-thought methods to teach the lesson, and how learning will be measured. A lesson plan can be designed in a detailed daily lesson plan or a course plan such as a syllabus. Since ICSA is a tertiary level, instructors prepare a course plan or a syllabus and submit it to the school President for approval

prior to the start of the semester. Four of the participants claimed that they have not changed their course plans. To verify this claim, the researcher has contacted the School Administrator/President and he implied the same tune.

Preparation of course plans and activities was crucial during the early stage of the transition to distance teaching. In distance teaching in ICSA, the instructors followed the same format and standards on lesson planning as what they usually prepared during the traditional face-to-face classes. This implies that the ICSA instructors used the prepared course plan prior to the pandemic. They did not make new course plans that would fit to the needs of the students amidst the pandemic. However, the participants experienced difficulty in adapting the lesson procedures and lesson materials in making them fit for self-regulatory learning in distance teaching.

The seemingly flawless transition to distance teaching from traditional face-to-face modality brought a myriad of challenges to educators. The format of the lesson plan was the same, as pointed out by some of the participants. However, one study refutes such claims. The study stated that simply trying to retrofit methods and materials to a new delivery (distance teaching) will not, and cannot, result in effective learning (Pryor et al., 2020). This implies that in the dawn of the COVID-19 Pandemic, since there is very minimal preparation, if not with preparation at all, ICSA instructors utilized their lesson plan as this material is already available at hand. If there are minimal changes in the activities and materials, the instructors may alter as it is necessary to improve the instruction and delivery. However, as time passes, the instructors should develop course plans that really fit the distance teaching modality.

The claim of the instructors on the reason why they did not change their existing course plan is because they find the lesson planning or course planning the same regardless if the intended modality is face-to-face or distance teaching. In one study, it is claimed that in preparing the lesson plan during the COVID-19 Pandemic, educators have several obstacles in choosing learning methods or techniques, selecting instruments and evaluation techniques (Wulandari et al., 2021).

However, regardless of the reason, there is a need to revisit the lesson plans and course plans during the migration because of the same reason claimed that “Simply trying to retrofit methods and materials to a new delivery platform will not, and cannot result in effective learning. Eventually, evidence indicated that technology alone did not necessarily equate to good teaching. Students could successfully complete a computer-assisted course but still struggle to apply the information and skills presented in the instruction” (Pryor et al., 2020). This is an implication that the instructors should have reevaluated the course plans used to make it viable in the distance teaching modality. These findings will be the basis of recommendation of the researcher in the Chapter 4 of the current study.

Andragogy in Distance Teaching

When the pandemic hit the education sector, educators responded promptly by utilizing digital education tools to maintain stable lines of communication with students. It has been quoted in the Review of Related Literature in Chapter 1 that “advances in technology made simultaneous interaction between instruction and students possible and were found highly commendable in promoting active interactions towards knowledge gain” (Foti, 2020).

Responses of the participants on the question “How did you implement andragogic teaching methodology in your classes?” Responses highlighted stimulating autonomy of adult students, contrivance of experiential learning, manifestation of the relevance and utility value of learning, emphasis on the real-life application, and emphasis on collaborative learning. Such responses were corroborated with Malcom Knowle’s four principles of Andragogy.

With one mission in mind that providing quality education to the adult learners amidst COVID-19 Pandemic, the instructors of ICSA have transformational leadership ability that developed them from the challenges encountered in managing the distance teaching and rising up through adaptation from the challenges. These adaptations from the challenges are indicators that the instructors are innovators as they adapted these strategies to rise above the challenges they encountered. This study does not measure how fast the instructors adapted the strategies but is only limited to identifying the strategies they have adopted to adapt from the challenges that the instructors have encountered.

IV. Conclusion and Recommendations

The findings derived from the response are used to the conclusions drawn: 1) The sudden shift to distance teaching pose great threats to the educational sector. The challenges shared by the participants proved that lack of preparations in implementing a different mode of teaching, like distance education, which might have created a negative impact on the quality of education and life of both students and teachers; 2) The desire to effectively transfer knowledge, and impart life-long competencies fuel instructors to continuously provide quality education and learning experience to their students. They have spontaneously crafted teaching strategies, and exhaustively invested in all aspects, whether physically, emotionally, mentally, and even financially to deliver lessons within the comfort of their homes, despite experiencing personal challenges brought by the COVID-19 pandemic. 3) The utilization of the same lesson plans and course syllabus during the implementation of the distance teaching is due to the lack of preparation among instructors and the organization itself but this did not pose a negative impact on the teaching principles of educators, as they continued to persevere and render the same principles, and excellence in teaching they have provided before the pandemic.

The researcher proposes the following recommendations based on the analyzed data, findings, and conclusions: 1) The Thematic Model on the Andragogy in Distance Teaching is recommended to be adopted by ICSA in the academic implementation; 2) ICSA should acquire plagiarism software to validate plagiarized written students' outputs. PlagScan and Turnitin are suggested tools to be used in ICSA; 3) The school administration should provide Information and Communication Technology (ICT) units to the instructors of ICSA; 4) The instructors/school administrator, with the approval of the students and proper coordination with the Philippine Embassy in Kuwait, Philippine Overseas Labour Office in Kuwait (POLO) and Kuwait Labour Office, should intervene and communicate to employers to execute Article 22 of the Domestic Worker Law; 5) The instructors should continuously develop their lesson plans or course plans to be utilized in distance teaching; 6) Challenges that impede the continuity of the learning process of students, such as the teaching duties of instructors imply the imperative need for further analyses and review, targeting improvement of on the course delivery, classroom experiences, and overall wellness of both students and teachers; 7) Andragogic approach in distance teaching should focus less on textbook knowledge but rather on experiential and collaborative learning; 8) Business continuity program should be established in ICSA, where the Management prepares for all types of possible risks including pandemic that may affect the continuity of the educational institution; 9) The approaches on the continuous professional development done by the instructors should be maintained and supported by the Management; 10) The Human Resource Department of ICSA should design a wellness program to address the mental health concerns of its stakeholders, both students and employees; 11) A further study on the impact of distance teaching among adult students of ICSA as well as the effectiveness of the instructors' adopted strategies to further develop the designed Thematic Model on the Andragogy of Distance Teaching.

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