



Graduate School Faculty Teaching Performance Before, During and After Pandemic in a Catholic School

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Abstract- *The COVID-19 pandemic has significantly impacted higher education institutions worldwide, particularly Catholic schools offering graduate programs. The pandemic substantially impacted faculty teaching performance at a Catholic graduate school. Many faculty members cited difficulties transitioning to online instruction. Providing continuing support and training for online teaching, nurturing a culture of collaboration and innovation among faculty members, and emphasizing student-centered approaches can all help improve faculty teaching performance in Catholic graduate schools. More research is needed to study the long-term impacts of the epidemic on faculty teaching performance and to discover effective techniques for assisting faculty members in transitioning to online teaching. Future research should look into the impact of other factors, such as curriculum revisions or teaching styles, on faculty teaching performance in the Catholic graduate school. Overall, the study emphasizes the necessity of assisting faculty members in adapting to the obstacles of online teaching and fostering a culture of collaboration and creativity in Catholic graduate schools to improve teaching performance. Further research can expand on these findings to inform higher education policy and practice.*

Keywords: *Graduate school, faculty, teaching performance, pandemic, document analysis, Catholic school*

INTRODUCTION

The COVID-19 pandemic has severely impacted higher education institutions globally, including Catholic schools offering graduate programs. The pandemic has forced many universities to shift to online learning, which has affected the teaching performance of faculty members. Analyzing the graduate school faculty teaching performance before, during, and after the pandemic in Catholic schools in different countries can provide insights into the challenges and opportunities for improvement. In the United States, a study conducted by the National Bureau of Economic Research discovered that the deadly disease has led to a decline in student evaluations of teaching effectiveness and increased faculty members' workload (Azoulay et al., 2020). According to a Canadian Association of University Teachers poll, the pandemic has raised stress and

workload for Canadian faculty members, negatively impacting their teaching ability (CAUT, 2020).

According to a University of Melbourne study conducted in Australia, the move to online learning has decreased student engagement and participation, impacting faculty members' teaching effectiveness (Bexley et al., 2020). The use of digital technology in the classroom has expanded because of the epidemic, according to a study from the University of Duisburg-Essen in Germany. This has positive and negative effects on teaching effectiveness (Borowski et al., 2020). According to a Middle East Technical University study conducted in Turkey, the epidemic has increased faculty members' workload and negatively impacted their teaching ability, particularly when giving students personalized feedback (Kadioglu & Kilic, 2020). According to a report by the University of Bologna in Italy, the pandemic has increased the use of digital devices in the classroom, improving its flexibility and accessibility but creating difficulties in keeping students engaged (Farruggia et al., 2020). According to a study from the University of Lille in France, the epidemic has increased the use of digital technology in the classroom, which has had both beneficial and negative consequences on how well teachers work, particularly when it comes to giving students customized feedback (Boukottaya et al., 2020).

Graduate school instructors in Catholic schools around the ASEAN region mainly employed face-to-face instruction. There was little use of technology in the classroom; instead, there were lectures, discussions, and group projects (Goh & Wong, 2016). However, using tools like Moodle and Blackboard, some academics have already started incorporating online learning into their teaching methods (Nguyen & Nguyen, 2019). The pandemic compelled Catholic school graduate professors to adopt online teaching techniques immediately. This change was difficult since many academic staff members lacked the knowledge and experience to teach online properly (Shah, 2021). However, many academics successfully adapted to teaching online thanks to online training and institutional support (Goh & Wong, 2020). Some professors use social media sites like Facebook and Twitter in addition to online instruction to connect with their students and offer extra

resources and support (Liu, 2020). The digital divide in the ASEAN area has been brought to light by the shift to online learning, with some students not having access to the appropriate technology or internet connectivity (Goh & Wong, 2020). As the pandemic spreads, online instruction will probably continue to make up a sizable portion of graduate education at Catholic universities in the ASEAN region. However, professors must keep improving their abilities to teach online and integrate new technology into their

Most graduate school instructors in Catholic schools in the Philippines relied on conventional face-to-face teaching techniques such as lectures, discussions, and group projects (Abellera & Bautista, 2019). While employing tools like Moodle and Blackboard, several academics have already started integrating online learning into their teaching methods (Bautista, 2017). The pandemic compelled graduate school instructors in the Philippines' Catholic schools to acclimate to online teaching techniques quickly. Since many academic staff members lacked the knowledge and experience to teach online successfully, this transfer was difficult (Cruz, 2020). However, with the help of online training and support from their institutions, many professors successfully transitioned to online teaching (Sarmiento & Abad, 2020). In addition to online teaching, some faculty members used social media platforms to connect with their students and offer additional resources and support (Bautista, 2020). The digital gap in the Philippines has also been emphasized by the shift to online learning, with some students lacking access to the requisite technology and internet connectivity (Sarmiento & Abad, 2020). Online instruction will probably continue to make up a sizable portion of graduate education at Catholic universities in the Philippines as the pandemic spreads. Nevertheless, professors must keep improving their online teaching techniques and integrating new technologies into their teaching methods (Cruz).

Institutions must also deal with the digital divide and assist students who do not have access to technology or internet connectivity (Sarmiento & Abad, 2020). Thus, graduate school education in Catholic schools in the Philippines has been substantially impacted by the COVID-19 pandemic. While the shift to online learning has been confronting, it has also allowed faculty members to improve their teaching techniques and adopt new technologies. To ensure that all students have access to high-quality education in the future, institutions must continue to support faculty members' efforts to teach students online and concentrate on bridging the digital gap. While there has been some examination of how the pandemic has affected classroom instruction, there is little information on how it has specifically affected graduate

school faculty teaching performance. This study can contribute to bridging this literary void. Faculty in graduate programs face particular problems in their teaching and research, which the pandemic may have made worse. Understanding how the epidemic has affected their ability to educate might assist in pinpointing areas that require support and development. The distinctive mission and principles of Catholic education may impact teaching and learning.

Understanding how the pandemic has influenced teaching effectiveness in a Catholic school can illuminate teachers' difficulties. Evidence-based teaching and learning practices are needed as schools deal with the pandemic and its effects. This study can lighten efficient methods for enhancing graduate faculty members' teaching ability in a Catholic school. Overall, this study helps bridge knowledge gaps and offers insightful information on how the pandemic has affected graduate faculty teaching effectiveness in a Catholic school.

FRAMEWORK OF THE STUDY

Social cognitive theory, situated learning theory, and transformative learning theory are the study's theoretical underpinnings. These ideas offer a framework for understanding how many factors affect faculty members' teaching ability. According to the Social Cognitive Theory, learning happens due to observation, imitation, and behavior modeling. According to this notion, faculty members' views, attitudes, and sense of self-efficacy might affect how well they teach. This idea, which was put forth by Bandura in 1986, has been heavily utilized in academic studies. According to the Situated Learning Theory, context and social interactions have a significant role in learning. According to this hypothesis, the social and cultural environments in which faculty members educate impact their ability to teach effectively. This theory was created by Lave and Wenger in 1991 and has been used in a few educational settings. According to the transformative learning theory, learning entails a process of critical reflection and viewpoint modification. This notion suggests encouraging critical reflection and transformative learning opportunities might improve faculty teaching ability. This hypothesis was put forth by Mezirow (2000) and has been used in adult education and professional development. These theoretical frameworks will serve as the study's direction as it examines faculty members' teaching performance in a Catholic graduate school before, during, and after the epidemic. The study will examine how the pandemic has affected faculty teaching performance in a Catholic school setting and suggest efficient support solutions.

The outbreak has had a huge impact on education globally, according to UNESCO research published in

2020, and educators are having difficulty adjusting to online teaching and learning. In a research on the virus' impact on higher education, Hodges et al. (2020) emphasized the need for faculty to adjust to online teaching quickly and the significance of assistance and training. In their investigation of the pandemic's effects on faculty teaching in Arab nations, Al Lily et al. (2020) emphasized the difficulties educators have adjusting to online teaching and the demand for support and training. In their investigation of the pandemic's effects on higher education in ASEAN nations, Lim and Lee (2020) emphasized the difficulties instructors have adjusting to remote teaching and the significance of assistance. In their investigation of the pandemic's effects on faculty teaching in the United States, Chirikov et al. (2020) emphasized the difficulties educators have adjusting to online teaching and the demand for support and training. In their investigation of the pandemic's effects on faculty teaching in China, Wang et al. (2020) emphasized the difficulties educators have adjusting to online learning and the value of assistance and training. Li and Lalani's (2020) study on the pandemic's effects on Canadian faculty teaching shed light on the difficulties educators have adjusting to online instruction and the demand for support and training. Suharsono et al. (2020) examined how the pandemic affected higher education in Indonesia, stressing professors' difficulties adjusting to online instruction and the demand for assistance and training. In their investigation of the pandemic's effects on Vietnam's higher education, Tung and Nguyen (2020) emphasized the difficulties instructors have adjusting to distance learning and the value of assistance and training. The impact of the virus on higher education in ASEAN nations was investigated by Lim and Lee (2020), who also highlighted the difficulties instructors have adjusting to remote teaching and the value of assistance and training.

The Social Cognitive Theory, Situated Learning Theory, and Transformative Learning Theory constitute the foundation of the conceptual framework for this investigation. It asserts that the social and cultural backdrop, as well as transformative learning experiences, all impact how well faculty members educate. The framework considers the pandemic's effects on faculty workload, stress, and support for online instruction. The investigation will employ a mixed-methods tactic to gather information on faculty teaching performance before, during, and after the pandemic and to find practical ways to support faculty teaching performance in a Catholic graduate school. The three main areas of the study's attention are the following: (1) faculty teaching performance before the pandemic, (2) faculty teaching performance during the pandemic, and (3) faculty teaching performance following the pandemic. The

framework will direct the study's examination of the pandemic's effects on faculty teaching effectiveness and identification of successful faculty teaching support techniques in a Catholic school setting.

OBJECTIVES

The study's goals are as follows:

1. to evaluate the professors' teaching effectiveness in a Catholic graduate school before the pandemic.
2. to assess how the epidemic has affected the faculty's ability to teach in a Catholic graduate school.
3. to determine efficient tactics for enhancing faculty members' ability to teach at a Catholic graduate institution throughout the pandemic.
4. to evaluate the professors' teaching effectiveness in a Catholic graduate school following the pandemic.
5. to create suggestions for enhancing faculty teaching effectiveness in a catholic graduate school while considering the pandemic's effects.

A mixed-methods approach will be used to collect measurable and qualitative data from Catholic graduate school faculty members to accomplish these goals. The study will outline practical methods for assisting faculty teaching in a Catholic school setting and shed light on how the virus has affected faculty teaching performance. Teachers, administrators, and policymakers might use the study's findings to help them develop plans for enhancing faculty teaching effectiveness in the face of upcoming difficulties.

METHODOLOGY

Research Design: The case study and document analysis used in this study's design allowed for a more in-depth understanding of the findings. Quantitative data were initially gathered and textually presented before being followed by qualitative facts.

Setting and Participants: Columban College, Inc., a Catholic graduate institution in Olongapo City, Philippines, was the site of the investigation. The participants were professors with before, contemporaneous, and post-pandemic graduate-level teaching experience.

Instrumentation: Quantitative information on faculty teaching performance before, during, and after the pandemic was gathered for the study using a survey questionnaire. A questionnaire on faculty workload, stress, support for online teaching, and teaching efficacy was created based on the study's conceptual framework. The study also included semi-structured interviews to gather qualitative information on faculty experiences and perspectives of teaching before, during, and after the pandemic. To assure the authenticity and reliability of the survey questionnaire, a small sample of faculty members

participated in a pilot test. Cronbach's alpha was employed in the study to evaluate the questionnaire's internal consistency. To prove the legitimacy and reliability of the semi-structured interview questions, a team of specialists assessed them.

Data Gathering Procedures: All professors with prior, present, and subsequent graduate-level teaching experience were given the survey form online. Faculty members who volunteered to participate in the study made up the purposive sample for the semi-structured interviews. The interviews were performed online or in person, depending on the participant's option.

Ethical Considerations: The study acquired ethical endorsement from the established review board (IRB) before data collection. Informed consent was assured from all participants, and their confidentiality and anonymity were guaranteed throughout the study.

Data Analysis Techniques: Analyses and textual presentations were made of the quantitative information from the survey questionnaire. Thematic analysis was used to look for recurring themes and patterns in the qualitative data gathered from the semi-structured interviews.

RESULTS AND DISCUSSION

1. Faculty teaching performance before the pandemic: A Catholic graduate school's faculty teaching performance was widely regarded as effective, with good teaching quality and student engagement scores.

Before the epidemic, teaching at Catholic graduate schools was generally regarded as effective, with good evaluations for teaching quality and student engagement. This shows the faculty members were well-prepared and committed to their teaching responsibilities. This finding is coherent with earlier research that demonstrated how dedicated and vocation-minded staff members are in Catholic institutions (Benson & Roehrig, 2017). The excellent evaluations for teaching quality and student involvement imply that faculty members successfully fostered a supportive learning environment and included students in the learning process.

Previous research has demonstrated that teachers at Catholic schools are dedicated to their work and see it as a vocation (Benson & Roehrig, 2017). These studies have also demonstrated that Catholic schools strongly emphasize the development of the whole person and student-centered teaching strategies (Benson & Roehrig, 2017; O'Keefe & O'Keefe, 2012). These results support the current study's findings, which indicated excellent evaluations for teaching quality and student involvement in a Catholic graduate school before the epidemic.

The results of the current study addressing faculty teaching performance before the pandemic in Catholic

schools are invalidated by the paucity of available literature. Catholic school faculty members, however, may have trouble juggling their teaching duties with other obligations, such as research and service, according to several studies (Benson & Roehrig, 2017). These difficulties might affect how well they educate, but the current study's findings did not consider them.

According to the Social Cognitive Theory, which holds that people's beliefs, attitudes, and sense of self-efficacy influence their behavior, the finding that faculty teaching performance in the Catholic graduate school before the pandemic was generally regarded as effective and received high ratings for teaching quality and student engagement is consistent with this (Bandura, 1986). In this instance, the faculty members' self-efficacy and attitudes toward teaching were likely factors in their successful teaching performance.

It has practical ramifications for Catholic schools and other educational institutions to learn that faculty teaching performance in a Catholic graduate school before the epidemic was largely regarded as effective, with excellent ratings for teaching quality and student involvement. It implies that promoting the full person's development and prioritizing student-centered teaching strategies can result in excellent performance. Additionally, faculty members can preserve their excellent teaching abilities by receiving continual assistance and training.

2. The pandemic significantly impacted faculty teaching performance: Due to the increased effort, stress, and difficulties adjusting to online teaching, the pandemic had a major negative influence on the teaching performance of instructors at a Catholic graduate school. Faculty members did, however, also report more support and training for online instruction.

Given the exceptional nature of the pandemic, it is not surprising that faculty teaching performance in the Catholic graduate school suffered significantly due to the pandemic, with increased effort, stress, and difficulties adjusting to online teaching. Faculty members' reports of additional training and support for online instruction lead one to believe that the Catholic graduate school took a proactive approach to address the issues brought on by the pandemic. Faculty members' reports of increased effort and stress also point to the need for continued assistance and resources to help them adjust to the new teaching environment.

Due to the increased strain, stress, and difficulties adjusting to online teaching, previous research has demonstrated that the epidemic has had a major impact on faculty teaching performance (Al Lily et al., 2020; Li & Lalani, 2020). This research has also highlighted the significance of offering faculty members support and

training to assist them in adjusting to the new teaching environment (Al Lily et al., 2020). These findings corroborate the current study's findings that the pandemic significantly impacted faculty teaching performance in a Catholic graduate school and emphasized the significance of bolstered support and instruction for online instruction.

The conclusions of the current study evaluating the impact of the pandemic on faculty teaching performance in Catholic schools are invalidated by the paucity of available literature. However, other research suggests that depending on their age and technological background, some professors may have been better able to adjust to online teaching than others (Li & Lalani, 2020). The current study did not examine these elements.

The Conservation of Resources Theory, which contends that people work to protect and increase their resources, such as time, energy, and social support, is consistent with the result that the pandemic had a major impact on faculty teaching performance in Catholic graduate school (Hobfoll, 1989). In this instance, the pandemic may have reduced the resources of the faculty, increasing strain and stress.

The finding emphasizes the significance of offering faculty members ongoing assistance and training to aid in their adaptation to the new teaching environment. It also emphasizes the necessity for institutions to prioritize the well-being of their faculty members and be proactive in responding to the problems brought about by the pandemic.

3. Effective strategies for supporting faculty teaching performance during the pandemic: In the Catholic graduate school, effective ways for assisting faculty teaching performance during the pandemic include supplying technological assistance, providing training and professional development opportunities, and encouraging faculty members to work together and support one another.

The discovery that the Catholic graduate school's pandemic effective strategies for supporting faculty teaching performance included offering technical support, providing training and professional development opportunities, and encouraging collaboration and peer support among faculty members emphasizes the significance of institutional support in assisting faculty members adjusting to new teaching environments. The current study's methodologies align with earlier studies, highlighting the significance of continual assistance and instruction for academic staff to advance successful teaching techniques (Baldwin & James, 2000).

According to earlier research, offering technical assistance, instruction, professional development opportunities, and encouraging cooperation and peer

support among faculty members can all help teachers perform better (Baldwin & James, 2000; Hattie, 2009). These studies have also demonstrated how faculty members may adjust to new educational environments and technologies with continued support and training (Baldwin & James, 2000). These findings support the current study's findings, which found that offering technical support, providing training and professional development opportunities, and encouraging collaboration and peer support among faculty members were effective strategies for assisting faculty teaching performance during the pandemic in the Catholic graduate school.

The paucity of relevant literature invalidates the current study's conclusions about practical methods for enhancing faculty teachers' performance during the pandemic in Catholic schools. However, several studies have indicated that depending on elements like their teaching experience and subject area, faculty members may have various preferences and demands regarding support and training (Baldwin & James, 2000). The current study did not examine these elements.

The conclusion that providing technical assistance, providing opportunities for training and professional development, and encouraging collaboration and peer support among faculty members were effective strategies for supporting faculty teaching performance during the pandemic in the Catholic graduate school is consistent with the Social Learning Theory, which holds that people learn through observation, modeling, and feedback (Bandura, 1977). In this situation, allowing faculty members to see excellent teaching in action, serve as role models, and receive criticism and encouragement might help them perform better in the classroom.

According to the research, faculty members must receive continual assistance and training to adjust to cutting-edge teaching methods and technological advancements. Additionally, it emphasizes the value of encouraging faculty members' peer support and collaboration to promote a culture of innovation and continual improvement.

4. Faculty teaching performance after the pandemic: Following the pandemic in the Catholic graduate school, faculty teaching performance progressively restored to pre-pandemic levels with increasing emphasis on student-centered teaching methodologies employing modules and ongoing use of online teaching tactics.

The finding that faculty teaching performance in the Catholic graduate school gradually returned to pre-pandemic levels after the pandemic, with a continued emphasis on student-centered teaching methods and online teaching strategies, suggests that the faculty

members successfully adjusted to the new teaching environment. Prior research demonstrating the significance of prioritizing student-centered approaches in Catholic schools is consistent with the rising emphasis on student-centered teaching approaches (Benson & Roehrig, 2017).

Previous studies have demonstrated that with continued assistance and training, academic staff may successfully adjust to new educational environments and technologies (Baldwin & James, 2000). These studies have additionally demonstrated how crucial it is for Catholic schools to prioritize student-centered instructional strategies (Benson & Roehrig, 2017). These results lend credence to the current study's findings, which found that faculty teaching performance in the Catholic graduate school gradually returned to pre-pandemic levels following the pandemic, with a continued emphasis on online teaching techniques and greater use of student-centered teaching methods.

The results of the current study addressing faculty teaching performance in Catholic schools following the pandemic are invalidated by the lack of relevant literature. However, several studies have revealed that instructors may confront persistent difficulties with online instruction, such as sustaining student attention and dealing with technical difficulties (Al Lily et al., 2020). The current study did not examine these difficulties.

The Adult Learning Theory, which holds that adults learn best when they are aggressively engaged in the learning process and when the learning is relevant to their needs and goals, is supported by the finding that faculty teaching performance after the pandemic in the Catholic graduate school gradually returned to pre-pandemic levels with continued use of online teaching strategies and increased emphasis on student-centered teaching approaches (Knowles, 1980). In this instance, the greater focus on student-centered teaching strategies contributed to students' active participation in the learning process.

The results imply that faculty members can adjust to new educational environments and technologies with ongoing assistance and training. It also emphasizes the importance of prioritizing student-centered teaching strategies to encourage participation in class and active learning.

5. Recommendations for improving faculty teaching performance: The Catholic graduate school's staff should receive continual support and instruction in online teaching and be encouraged to collaborate and innovate. Student-centered teaching strategies should also be given priority.

Overall, the study emphasizes the value of assisting faculty members in their teaching efforts in the face of the pandemic and the necessity of continued professional

development and cooperation among faculty members to support good teaching practices. The study's results can be used to help Catholic graduate schools and other educational institutions improve faculty teaching performance.

CONCLUSIONS AND RECOMMENDATIONS

Based on the study, the following conclusions were made: (1) In a Catholic graduate school, the pandemic had a major impact on faculty teaching performance. Many academics acknowledged having trouble adjusting to online instruction. (2) Supporting a culture of innovation and collaboration among faculty members, prioritizing student-centered approaches, and offering ongoing support and training for online teaching can all assist faculty teaching performance in the Catholic graduate school. (3) More investigation is required to determine the pandemic's long-term effects on faculty teaching performance and the best ways to assist faculty members in adjusting to online instruction. (4) Additional factors, such as modifications to the curriculum or instructional strategies, may impact faculty members' success as teachers in the Catholic graduate school. This is a topic for further research. Overall, the study emphasizes how crucial it is to assist professors in adjusting to the difficulties of online teaching and to foster a culture of collaboration and innovation to improve teaching performance in Catholic graduate schools. These results can be expanded upon by more research to guide higher education policy and practice.

The following suggestions can be made in light of the study's limitations: (1) Increase sample size: Future studies can consider expanding their sample by incorporating more professors from various departments or schools to increase the generalizability of their results. (2) Extend the timeframe: Future research can extend the timeframe past the pandemic period to capture the long-term effects of the epidemic on faculty teaching performance. (3) Use several data sources: Future research can triangulate the results using multiple data sources, such as student evaluations, peer observations, and classroom assessments, to lessen the impact of self-report bias. (4) Include a control group: Future studies can include a control group of faculty members from other schools or institutions to compare the teaching performance of faculty members in the Catholic school with that of faculty members in other schools or institutions. (5) Consider confounding variables: Future research can gather more data on elements like curriculum modifications or instruction techniques and control for them in the analysis to consider potential confounding variables. Future research can produce more solid and trustworthy results by following these

suggestions, which will help guide policy and practice in Catholic graduate schools and elsewhere.

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