

FLEXIBLE LEARNING PROCESSES AND LEARNING OUTCOMES AMID THE PANDEMIC

KRISTINE MAE CULTURA-SADANG

<https://orcid.org/0000-0001-8018-1507>

krisculturajones@gmail.com

Isabela State University-Jones Campus
Barangay 1, Jones, Isabela, Philippines

DOI: <https://doi.org/10.54476/ioer-imrj/737785>

ABSTRACT

Understanding the phenomenology of flexible learning processes and learning outcomes in the context of the pandemic affecting college students at Isabela State University, Jones Campus, is the goal of this study. The study focused on 30 fourth-year students pursuing a Bachelor of Science in Agriculture with a major in Animal Science and Crop Science, namely their flexible learning processes and learning outcomes. Due to some inescapable conditions including bad connections, financial concerns, and family issues, only 26 of the 30 enrolled students responded to the reflective journal. Thematic analysis was used to handle the data. Factors leading to the following topics in the content analysis: financial aspect, educational aspect, the personal aspect, emotional aspect, technological aspect, and moral aspect. With these factors, a suggested program was developed on the adaptable learning objectives and procedures during the pandemic.

Keywords: Pandemic, phenomenology, flexible, learning outcomes and aspects

INTRODUCTION

Since the emergence of the COVID-19 pandemic, the education sector seems to have been worst hit due to the closure of all learning institutions worldwide, as a way of containing the spread of the disease. Consequently, most institutions have adopted remote learning and online learning as an alternative to offering education to learners.

Nearly every area of activity has been affected by COVID-19, but teaching and learning have seen the most significant effects. Higher education institutions' responses to the pandemic typically fall into one of three categories (Hodges et al. 2020; Smalley 2020): maintaining in-class teaching with social distance, developing hybrid models (blended learning, limiting the number of

students on campus), or switching to online instruction.

Additionally, the Commission on Higher Education (CHED) committed P15 billion to support state-led efforts to combat the COVID-19 epidemic and to aid the poor and vulnerable populations that will be hardest hit by the economic consequences of this international health disaster. Apparently, Magsambol B., (2020), the DepEd will begin using blended learning for distance learning. Students can learn via web, television, radio, and print resources while using a blended learning strategy. The change to online instruction and modular learning is a result of distance learning, which means that lessons will be offered outside of the conventional face-to-face setting. As learning facilitators, the teachers in this situation had more

work to do and obligations to both the students and their parents and guardians, which made their job more difficult (Kraft and Simon 2020). Teachers must spend twice as much time planning the activities and materials that the kids will need (Hargreaves, 2020; Punzalan, 2020; Kim, 2020). Additionally, the students must have internet-connected devices including laptops, PCs, tablets, and cell phones for use online.

OBJECTIVES OF THE STUDY

Generally, the purpose of this study is to understand the phenomenology of the flexible learning processes and learning outcomes amid the pandemic of the college students of Isabela State University, Jones Campus. Specifically, it aims to determine the demographic profile of the respondents in terms of the following circumstances: Age, Gender, Residence, Number of siblings, Ordinal position in the family, Occupation of parents, and Family income. Identify the challenges to the flexible learning processes and learning outcomes amid the pandemic and Proposed to address the concerns on the flexible learning processes and learning outcomes amid the pandemic.

RESEARCH METHODOLOGY

The research uses an autobiographical research design that combines quantitative and qualitative methods. Because quantitative research is more objective in thoroughly evaluating data using graphical approaches, this was studied both quantitatively and qualitatively. This fundamental benefit, which also establishes its fundamental distinction from quantitative research, is that it provides an exhaustive description and analysis of a research issue without restricting the scope of the study or the type of participant replies (Collis & Hussey, 2003).

Additionally, a phenomenological method is used. A qualitative research methodology known as phenomenology focuses on the shared aspects of a group's life experiences (Chambers, 2013). The approach's main objective is to come up with a description of the nature of the specific phenomena (Creswell, 2013). Specifically, interpretive phenomenological analysis.

The research investigation was carried out at the Jones Campus of Isabela State University. The Jones Campus was located in the north among the university's 11 campuses. There are 5 programs available: Bachelor of Science in Information Technology, Bachelor of Science in Agriculture, Bachelor of Science in Criminology, Bachelor of Elementary Education, and Bachelor of Secondary Education. There were 665 students enrolled in this institution.

The participants in this study were 30 students enrolled in the Animal Science and Crop Science combine as one Bachelor of Science in Agriculture program. Some of the students reside in the downtown, the surrounding neighborhoods, and the villages of San Agustin Isabela and Quirino.

Modules, lectures, activity sheets, reflective diaries, and other teaching tools were used together with the data collection tool. A basis/accomplishment report on how these are shared and provided to the class was based on how classes are conducted and how Flexible Teaching Learning Modules (FTLM) are delivered.

The creation of a Facebook group where synchronous and asynchronous learning activities and topics are posted. To provide the students enough time to complete the assigned lectures, assignments, and activities, a flexible time frame was provided. Every topic was created online.

Thematic analysis was used to handle the data. Moore & McCabe (2005) claim that in this kind of research, the information acquired is divided into themes and sub-themes so that it may be compared. Additionally, content analysis allows researchers the capacity to organize the qualitative data they have gathered in a way that satisfies the achievement of research objectives. However, since there is a chance that researchers will misinterpret the data acquired, leading to the generation of erroneous and unreliable findings, human error is heavily implicated in content analysis (Krippendorff & Bock, 2008).

RESULTS AND DISCUSSION

1. Profile of the Respondents

The pandemic presents difficulties for both students and instructors, who must overcome



obstacles and seize possibilities. In this study, data from 30 Agricultural students were gathered. Participants were asked to enter their names, ages, genders, places of residence, the number of children they had, their normal family positions, their parents' occupations, and the family's annual income.

Table 1
Percentage distribution of the respondents

Profile	Percent
Age	
22-23 years old	42.3
24-25 years old	34.6
20-21 years old	15.4
Gender	
Female	50
Male	50
Residence	
Barrio	27
Town/Centro	37
Number of Siblings	
1-2	19.2
3-4	15.4
5-6	19.2
7-8	11.5
9-10	11.5
Ordinal Number in the family	
1 st -2 nd	26.9
3 rd -4 th	15.4
5 th -6 th	11.5
7 th -8 th	15.4
Occupation of Mother	
Government Employee	11.5
Housewives	19.2
Private Company	11.5
Self Employed	34.6
Occupation of Father	
Government Employee	23.1
Farming	11.5
Private Company	11.5
Self Employed	38.5
Parent's Income	
5,000-15,000	42.3
16,000-30,000	30.8
Total	100

These results indicate that there are 30 respondents in the class. It was reduced to 26 respondents due to a bad connection and financial constraints. The demographic profile was answered by the students using a Google Form, and they did a good job of it.

Results from Table 1 show that respondents' ages, were as follows: 42.3% were between the ages of 22 and 23, followed by 34.6% between the ages of 24 and 25, and 15.4% between the ages of 20 and 21. Out of the 26 respondents, 50% of men and 50% of women responded, which reflects the respondents' gender. The data also indicates that 27% of the population resides in the barrio and 37% lives close to the schools. The largest proportion of siblings was found to be 19.2%, which includes both 3 and 5 siblings, followed by 15.4% which includes 4 siblings, 11.5%, with 1 sibling,

Further analysis of the family's ordinal numbers reveals that the first child accounts for 26.9% of the total, followed by the second and fifth children at 15.4% each, and the third and fourth children at 11.5% each. Moreover, housewives (19.2%), workers for private enterprises (11.5%), and workers for the government (11.5%) had the lowest rates of self-employment compared to the mother's occupation, which had the greatest percentage (34.6%). Also, when the father's occupation was displayed in a table, it was found that 35.8 of fathers were self-employed, followed by 23.1% of government workers, 11.5% of farmers, and no connection to any companies.

The parent's income, on the other hand, is depicted in the table as having the highest percentage of income, at 42.3%, followed by the incomes of 5000–10,000, at 30.8%, and the remaining percentage, at 20,000–30,000.

The findings and experiences of the students during the epidemic are analyzed and interpreted in the next section. The financial aspect, educational aspect, personal aspect, emotional aspect, technological aspect, moral aspect, and spiritual aspect were the themes used to categorize it in the content analysis. The students had both pleasant and negative experiences. Due to some inescapable situations like bad connections, financial concerns, and family issues, only 26 of the 30 enrolled students returned the reflective journal.

All facets of society, including mental and physical health, are being significantly impacted by the coronavirus disease 2019 (COVID-19) pandemic (Siddaway 2019). The media has talked about a "pandemic of severe mental health disorders" (Holmes 2020).

According to Qiongni C., et.al. (2020), employees "refused any psychiatric counseling and indicated that they did not have any concerns." It's important to recognize the language of defiance; instructing individuals what to think or how to think will probably only lead to or aggravate mental health issues.

Along with this study, the topic is also present in the students' experiences as parents, siblings, and students, among other facets of their lives.

2. Financial Aspect

The financial factor that they incorporate into it is one of the issues with this pandemic. The following student comments provided support for this idea:

S3 – "Life is difficult for my family during the epidemic, but we have made it through the day by working hard. Our family enjoys spending time together by doing tasks around the house, eating meals together, and watching television."

S6 – "With the exception of my mother's business having to close due to the lockdown, the pandemic has not had a significant impact on my family. My father keeps going to work because he works for the government. My siblings and I are remaining at home during the lockdown to complete our online coursework.."

S7 – "As a mother of three, this pandemic helped me realize that there are things I can teach my children, such as doing the dishes, making their beds, cleaning the house, and playing with them most of the time."

S9 – "My family and I developed stronger bonds and more trust through the Pandemic. It also educates us to be more concerned with our health to prevent COVID 19."

S15 – "During the epidemic, my family and I already through a great deal of hardship since we needed to find money to meet our requirements. The epidemic prevents us from doing whatever we want, so even if we are all together, things are still sad."

S18 – "Due to this coronavirus, my family and I are staying home."

Financially, this Covid-19 has an impact on students' lives. Despite this, they were able to handle the impending situation. Even though Covid 19 has a downside, they maintain their optimism despite how challenging it is for them to deal with this circumstance.

A rapidly growing collection of literature on the economics of the epidemic has resulted as a result of this. More research is required to inform monetary policy as the research landscape is still rapidly changing, especially in light of the fact that the majority of central banks in countries with severe economic hardship are already at or very close to the effective lower bounds of their policy interest rates. Jenuwine and Sewon (2020)

Students' experiences with the financial side include a lack of funding for their studies. However, because they are financially free to study with the government, they must beg their parents for money to study online during this pandemic.

The COVID-19 pandemic response efforts are being supported by a P15 billion contribution from the Commission on Higher Education (CHED), which will also help the poor and vulnerable people that would be hardest hit by the economic effects of this global health disaster. President Rodrigo Duterte asked the entire country to raise money to support mitigating strategies in response to the current health crisis, and CHED's contribution of P15,317,631,000 was one of the largest, if not the largest single agency support, according to CHED Chairman J. Prospero E. De Vera III. <https://ched.gov.ph/covid-19-updates>.

3. Educational Aspect

They encounter both a financial and an educational aspect in addition to the former. The following statements made by my students backed up those claims.

S12- I wasn't prepared for the classes to move online. As far as I'm concerned, online classes are simple, but when they began, I found that several of my courses were difficult to follow due to the weak signal in our area. As a result, I made the decision to travel to this school to continue some of my subjects. Even

some of my classmates struggle with signal strength, but our teachers find ways to help them learn.

S13 – “Even though it's incredibly challenging, I'll do my best. I miss coming to school and seeing my friends, teachers, and classmates. I also miss being a student leader.

S14 – “I miss going to class, getting up early, and seeing my classmates and teachers. We are unable to communicate with one another because to the pandemic, but our school's faculty encourages us to pursue our goals.”

S24 – This is my final year of school and my final year of being a student, however as a graduating student, this is a tremendous nightmare for me because you miss a lot of things if you don't attend every day, especially during the school days. This is why I am so dissatisfied with how things are right now.”

S25- “It is now extremely difficult to adjust to daily life because students are no longer allowed to attend school. I truly missed coming to school. I missed all the instructors who handed us homework, quizzes, exams, and debating answers with our classmates.”

S26 – “The current state of affairs is challenging, particularly because there are many things that we students experience that we are unable to do, such as cleaning at the same time as eating in the canteen and not being able to participate in sports activities or other necessary activities or group projects.”

S30- “ I'm worried about my academic achievement as a result of the outbreak because I can't admit to going to class on this particular occasion and I'm not sure if the pandemic will prevent me from graduating this year.”

Because the students find it difficult to communicate with their lecturers, the students are apprehensive about their education. Without face-to-face instruction, some people were unable to comprehend the lesson. They worry about failing their classes as a result. "Education can and must help create a new vision of global development that is sustainable." (UNESCO, 2015).

The flexible way that lessons are delivered, higher education will not ignore the students' educational concerns.

4. Personal Aspect

During COVID-19, students are conscious of this part of their uniqueness. They would become better people if they could take care of themselves. These are reinforced by the kids' subsequent statements.

S3 – “Why can't we sacrifice too if our professors make sacrifices for our benefit so that we can learn? ”

S6 – First, not all students have access to the internet, so it's challenging. Second, you'll read a lot of the distributed modules. Third, the device you're utilizing for your online class may distract you.

S12 – “I'll train myself to have greater patience when it comes to the things we do at school.”

S15 – “I can still complete the assignment given by our professor. With the support and tenacity of our teachers, I also anticipate passing all of my subjects.”

S18- Keeping myself and my family safe requires that I exercise sufficient responsibility. I'm not allowed to leave the confinement during the quarantine without first getting approval from the authorities. Meeting up with your friends won't be possible. Furthermore, you no longer have unrestricted access to other locations. Studying and learning cannot be done at school.”

S24. “ My ability to effectively manage my time and continue to be productive throughout the day has been significantly hampered by the abrupt end of in-person classes. Additionally, a student must become used to studying largely at home with less guidance from a teacher, even though this could inspire them to try new study techniques.”

As a result, even though an online course is incredibly challenging, students are nevertheless willing to take the chance to do well in their studies. Even the current crisis, which is not just about the



student's experiences, may present an opportunity for personal development and family unity, but there is also a chance that the drawbacks will outweigh the advantages. (Fegert, JM, Vitiello, B, Plener PL and Clemens V. (2020)).

5. Emotional Aspect

The student encounters this component during flexible learning emotionally. These are backed up by the subsequent claims:

S12 – "I sincerely hope that individuals will develop greater empathy for others."

S14 – "Because of this pandemic, life is challenging."

S25 – "Additionally distressing is being at home. I need to make an adjustment or manage my time better so that I can accept what the epidemic did to the environment and not feel stressed."

S13 – "Even though this is our first experience with a pandemic, we will attempt to adjust as it's face-to-face, even though it's not easy."

S26 – "I will work as hard as I can just to pass every class, and this pandemic won't stop me from getting my degree."

S30 – "I felt anxious because I was unsure if I would march to the stage, I'm afraid about my academic for this pandemic."

Even while emotions weaken people, they can still control their emotions and constructively interpret the circumstance to fit into the flexible online learning environment's new normal. Baron's 2013 proposal, educators should employ the most up-to-date understanding of human development and social interactions to guide classroom instruction and impart social relations expertise.

According to the research, children were more prosocial, had more issues with peer connections, and had greater digital skills during the pandemic, but there were no differences between the two periods in terms of emotional symptoms, behavioral issues, or hyperactivity.

Moriguchi, Y. Meng X, Sakata C, and Todo N. (2020).

6. Psychological Aspect

These experiences included a psychological component, which was substantiated by the following claims:

S3 – "Always keep in mind that LIFE IS SHORT and that we must look after ourselves. "

S4 – "Just because you are enrolled in remote education and have plenty of free time, doesn't mean you can unwind and have fun."

S9 – "This pandemic needs to find a reason to exist amid this shroud of darkness that can give us new life."

S15 – I should also get ready for the future because I don't know if I'll ever go through what we are going through today. I have gained a lot of knowledge during this pandemic, such as the lesson to "never give up because GOD has given us this kind of trouble to be strong enough for the next struggle."

S24 - "I find it more difficult to effectively manage my time and continue to be productive throughout the day."

The students continue to focus on the positive aspects of this pandemic. This implies that even though the students are upset, they would choose to see the bright side by believing that these difficulties have improved them as people. Dr. Tedros Adhanom Ghebreyesus, Director-General of the World Health Organization stated that "Good mental health is fundamental to overall health and well-being".

7. Technological Aspect

Since the students spend their entire learning time online, technology is required. They require Wi-Fi connections and data from their cell phones. These are supported by the students' claims, which are listed below:



S13 – *"The terrible internet connection prevented me from downloading the topic that our Professor gave,"*

S14 – *"I reside in the barrios, where they don't even have internet access. At Centro, the internet connection can be spotty at times."*

S25- *"I know the online class is simple, but when it started, several of my courses were hard for me to follow due to the weak signal in my village."*

S26 – *"Because not all students have stronger connections, the activities are available for submission."*

S130- *The pandemic had an impact on my subjects. It was challenging, particularly while using a laptop to complete our tasks and when the signal was weak.*

The students continue to keep themselves updated and make every effort to fully comprehend their studies even when the internet connection is problematic. They would make an effort to stay in the session despite the challenging technology since doing so helped them feel better and kept them connected. The learning experience of the students will be more meaningful if a feeling of community is fostered in online classes, and it can also help them maintain connections throughout the course. Alawamleh, M and Al-Twait, L.M. & Al-Saht, G.R. (2020).

8. Spiritual Aspect

Finally, praise God because the students made sure to pray for guidance during this flexible learning, as seen by the following statements:

S7- *"My parents have more time to feed us and take care of our basic requirements because they don't work. This pandemic has made me consider how kind God has been to our family."*

S6 - *"I've learned a lot during this epidemic, including not to give up since God allowed this kind of difficulty for us so that we would be prepared for the next battle."*

S12 – *" God exhorts us to continually practice patience, despite having this sickness. In all we do, we remain loyal to ourselves and achieve our goals. We are able to overcome this illness if we keep praying and putting our faith in God."*

S18- *" more solitary time with God."*

God is very strong in the middle of this catastrophe for those statements. We are programmed to believe that God will provide for us during this pandemic and that my pupils would pray to God for wisdom so that this too shall pass. Their trust in God will be of enormous assistance. In Washington, D.C., real estate salesperson Kay Bajwa (2020) says, "This whole ordeal is bringing us closer together and closer to Allah." It is comforting to spend time with him and in prayer.

9. Moral Aspect

The students preserve their moral integrity as they consider how to handle the issue created by COVID-19. The following statements lend credence to that.

S3 – *"For our future in the midst of this pandemic, we must assist one another with this new learning method."*

S6– *"Distance learning doesn't imply you can unwind and play; neither does having a lot of free time."*

S9 – *"In order to give us new life, this epidemic needs to discover a reason to exist."*

S12– *"The pandemic also made it easier for my family to have a stronger bond and to trust one another."*

S15- *"With the support and tenacity of our professors, I can pass all of my subjects,"*

S18 –*"I can't leave the house without a government official's permission."*

The students morally abide by the guidelines for flexible learning provided by the university. According to a CHED Memo on flexible learning, "COVID-19 produced interruptions in all spheres of society, generating a chain reaction of



repercussions affecting most particularly the economic position of every household or family and even the psycho-social and mental health of everyone,"

CONCLUSIONS

Covid-19 has a significant positive influence on the lives of many Filipinos, particularly students. Students nowadays are adjusting to the quick shift in learning from in-person instruction to online learning, from synchronous to asynchronous. The study focused on the flexible learning strategies and learning results of the 30 fourth-year students enrolled in the Bachelor of Science in Agriculture program with Animal Science and Crop Science as their majors. It was reduced to 26 responses due to a bad connection and money being available.

In terms of demographics, 42% of the student's family's income was between 1,000 and 5,000, while 19.2% of families had three or more children. The demographic makeup of my pupils does not produce a result that is in line with the many requirements they have for their academic work. On the other hand, despite receiving scholarships from CHED and the government, regardless of their academic standing, recipients still struggle to get by in daily life.

The themes are broken down into the following categories: financial, educational, psychological, moral, emotional, personal, spiritual, and technological. Trials and problems force them to learn well and convince them that the pandemic will pass. Most importantly, despite these problems in life, they did not pause to pray or call on God. With these considerations in mind, a program proposal was prepared that focused on flexible learning methods and learning objectives in the biotechnology and society subject matter amid the pandemic.

RECOMMENDATIONS

The following are provided based on the problems and worries that students have regarding flexible learning procedures and learning outcomes amid the pandemic: In order to prevent mental health issues and avoid feeling left behind, it is important for existing online learners to

strengthen their relationships with their professors and peers and additional researchers can do prospective studies on the people's lives before, during, and after (the development of the vaccine) Covid-19.

REFERENCES

- Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2020). The effect of online learning on communication between instructors and students during COVID-19 Pandemic. *Asian Education and Development Studies*, Ahead-of-Print. <https://doi.org/10.1108/AEDS-06-2020-0131>
- Baron, D.M. (2013). *Social and emotional learning: An argument for religious pluralism* Loyola University Chicago. https://ecommons.luc.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1498&context=luc_diss
- Collis, J. and Hussey, R. (2003), *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*, Palgrave Macmillan, Houndmills, Basingstoke, Hampshire
- Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among Five Approaches* (3rd ed.). Thousand Oaks, CA: SAGE.
- Fegert, JM, Vitiello, B, Plener PL and Clemens V. (2020) *child and adolescent psychiatry and mental health: A narrative review to highlight clinical and research needs in the acute phase and the long return to normality.* https://www.researchgate.net/publication/341332281_Challenges_and_burden_of_the_Coronavirus_2019_COVID-19_pandemic_for_child_and_adolescent_mental_health_A_narrative_review_to_highlight_clinical_and_research_needs_in_the_acute_phase_and_the_long_return
- Hargevans, A. (2020). What's next for schools after coronavirus? Here are 5 big issues and opportunities. <https://www.shankerinstitute.org/blog/whats-nextschools-after-coronavirus-here-are-5-big-issues-and-opportunities>
- Hodges, C., Moore S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online



learning. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

Holmes E.A., O'Connor, R.C., Perry, V.H. (2020) Multidisciplinary research priorities for the COVID-19 pandemic: a call for action for mental health science. *Lancet Psychiatry* 2020; 7: 547–60.

Jenuwine, H. and Sewon, M.(2020). Lessons on the economics of pandemics from recent research. economic commentary (Federal Reserve. DOI: 10.26509/frbc-ec-202011

Kraft, M. & Simon, N. (2020). School organizational practices and the challenges of remote teaching during a pandemic. <https://www.shankerinstitute.org/blog/school-organizational-practices-and-challengesremote-teaching-during-pandemic>

Krippendorff, Back, M.A. (2008). The content analysis reader. https://www.researchgate.net/publication/304011705_The_Content_Analysis_Reader

Punzalan, J. (2020). *Education in the time of coronavirus: DepEd Eyes Lessons Via TV, Radio Next School Year*. Quezon City, PH: ABS-CBN News.

Magsambol, B. (2020). No student left behind? During a pandemic, education is 'only for those who can afford it'. <https://rappler.com/newsbreak/in-depth/education-only-for-people-who-can-afford-coronavirus-pandemic>

Moriguchi, Y. Sakata C, Meng X, Todo N.(2020) Immediate impact of the COVID-19 pandemic on the socio-emotional and digital skills of Japanese children. Graduate School of Letters, Kyoto University, Yoshidahoncho, Kyoto 606-8501, Japan

Smalley, A. (2020). Higher education responses to coronavirus (COVID-19) <https://www.ncsl.org/research/education/higher-education-responses-to-coronavirus-covid-19.aspx> Retrieved September 9, 2020, from National Conference of State Legislatures

Siddaway AP. (2019) Adverse childhood experiences research: commonalities with similar, arguably

identical literatures and the need for integration. *Br J Psychiatry* 2019; published online Oct 30. DOI:10.1192/bjp.2019.191

Qiongni, C., Mining, L. Yamin, L., Jincai, G., Dongxue, F., Ling, Wang, Li, H., Caihua, S., Yiwen, C., Xiaojuan, L., Jianjian, W., and Zhanzhou, Z. (2020). Mental health care for medical staff in China during the COVID-19 outbreak. *Elsevier Public Health Emergency Collection. Lancet Psychiatry*. 2020 Apr; 7(4): e15–e16. Published online 2020 Feb 19. doi: 10.1016/S2215-0366(20)30078-X

AUTHOR'S PROFILE

Kristine Mae Cultura-Sadang is an assistant professor and biologist at Isabela State University, Jones Campus. Ms. Sadang finished her Bachelor of Science in Biology and Master of Science in Biology at Isabela State University-Main Campus. Presently, she is a candidate of Doctor of Philosophy in Science Education major in Biology at St. Mary's University. Also a recipient of CHED Scholar under Scholarships for Staff and Instructors' Knowledge Advancement Program (SIKAP). She is also one of the authors in a refereed journal entitled "Performance of broiler chickens fed diet with different levels of anabiong (*Trema orientalis (Linn) Blume*) leaf meal" in the *Philippine Journal of Veterinary and Animal Sciences*.

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).