Challenges and Adaptation Mechanisms of International Students, Its Relationship Towards Flexible Learning in Cavite State University Academic Year 2020-2021

Dennis Nyambane Momanyi[1] and Evelyn M. Del Mundo, RN, MAN, PhD[2]

Cavite State University, Indang, Cavite, Philippines

modenyambane1@gmail.com[1]; evelyndelmundo@cvsu.edu.ph[2]

Abstract: The study was conducted to determine the challenges and adaptation mechanisms of international students, its relationship towards flexible learning in Cavite State University. Quantitative method, simple random sampling technique, and a questionnaire with a Cronbach alpha of 0.913 were used through a google-form link. Statistically analyzed with frequency distribution, percentage, mean, Fisher's Exact Test, and the Spearman Rank Correlation Coefficient.

Results revealed that international students were "highly challenged" (mean of 3.09). in six dimensions: teaching and learning strategies, mode of flexible learning, completion of requirements, social relationships, communication/connectivity, graduation and other ceremonies. Respondents used diverse adaptation mechanism categorized as avoidance-oriented, emotion-oriented, and task-oriented with a mean of 2.85 to 3.33. There is no significant relationship between the challenges of the respondents to flexible learning with Fisher's Exact Test. p- value = 0.662 > 0.05 level of significance. Similarly, there was no significant relationship between the adaptation mechanisms of the respondents to flexible learning, p- value of 0.2946 > 0.05 level of significance. There was a moderate positive correlation between the adaptation mechanisms and the challenges of the respondents at 0.615, p- value =0.000 <0.05 level of significance.

Future researchers may conduct a similar study in other countries with different populations, methods, and research design. University administrators to devise programs that offer online counseling and orient new international students to the local language and English words.

Key words: Adaptation mechanisms, Avoidance-oriented, Challenges, emotion-oriented, task-oriented.

INTRODUCTION

The world's demand for internationalization and globalization has caused the number of international students in the Philippines to more than double recently [1]. Commission on Higher Education (CHED) reports that as of April 2016, there are 8,202 foreign students from 115 different countries enrolled in the Philippines Higher Education Institutions (PHEIs) with 5,199 males and 2,912 females. The number comes from India (2,083), Korea (1,207) and Nigeria (1,046).

Only the privileged and wealthy students are encouraged to participate in international education experiences due to the cost and other restrictions related to access to education in general [2].

Recent policies provide evidence of advocating increased access to international education experiences for everyone [3].

However, the experience of international students in higher education institutions (HEI) is still a topic of ongoing debate [3]. with limited studies that accounts for the international student experiences in the Philippines.

Findings of this study may stimulate international students to be aware of the challenges and encourage them to come up with ways of coping, making them more in tune with their emotions, surroundings and self to become physically and psychologically independence. Filipino students, to maintain pleasant Filipino attitude like the trait of being hospitable, welcoming foreign visitors, willingness in helping one towards any situation, and easy to be friends with. The faculty members may address the concerns of international students in the flexible learning environment. Results may enable the family members to be sensitive, supportive and understanding in keeping the big picture in mind so they can cope with changes together. This can be an eye opener to health care providers to document the present mental condition of international students that need help in order to foster additional opportunities for their wellness. It may be used by an administrator as a guide in identifying gaps or problems that need to be addressed and intervened. This may serve as a

reference and a lead for inquiries of those future researchers who will utilize the same topic.

Hence, the relevance of this study that intended to determine the challenges and adaptation mechanisms of international students, its relationship towards flexible learning in Cavite State University A.Y. 2020-2021.

OBJECTIVES OF THE STUDY

Generally, this study was conducted to determine the challenges and adaptation mechanisms of international students, its relationship towards flexible learning in Cavite State University academic year 2020-2021. Specifically, the study aimed to: describe the socio-demographic profile of the respondents in terms of: age; sex; civil status; educational program; religion; and monthly family income; determine the respondent's challenges in the flexible learning in terms of: teaching and learning strategies; modes of flexible learning; completion of requirements; social relationship; communication/ connectivity issues; and graduation and other ceremonies; identify the adaptation mechanisms of the respondents to flexible learning; determine any significant relationship between the challenges of the respondents to flexible learning; relationship between the adaption mechanisms of the respondents to flexible learning; and the relationship between the challenges and adaptation mechanisms of the respondents to flexible learning.

MATERIALS AND METHODS

This study focused on the challenges and adaptation mechanisms of international students, its' relationship towards flexible learning in Cavite State University academic year 2020-2021. The scope includes international students aged 18 years old and above; willing to participate in the study by e-signing the written consent; currently enrolled in the Cavite State University AY 2020-2021; able to read and speak English. Due to the emergence of a global pandemic the researchers considered this scenario as one of the limitations of the study.

Quantitative descriptive correlational method was the research design of the study. Simple random sampling was utilized in selecting the participants. This sample method provides equal opportunities for all members of the population selected for the study. In determining respondents, sample size was mathematically determined using a 95% confidence interval and 5% error page.

Before conducting the study, the research paper was submitted and approved by the Ethics Review Board. Research instrument was checked and validated by experts: one from University of Minnesota Physician; one from Luther Seminary University USA, and one Statistician from Cavite State University; a certified Psychologist, a Filipino teacher and three faculty members form the College of Nursing.

The questionnaire was adapted and modified from Saubert [3] study; also based on previous literature related to study. It has three parts: Part I, the respondent's socio-demographic profile showing age, sex, civil status, educational program, religion, monthly family income, and school affiliation. Part II, the challenges faced by international students in flexible learning and Part III, the adaptation mechanisms of the respondents. Pilot testing was done to 15 international students in a university before the actual implementation with good reliability result and Cronbach Alpha of 0.913.

The researchers surveyed 37 foreign students between the ages of 18 and older enrolled at Cavite State University A.Y 2020-2021. It was conducted through an online survey using the questionnaire to get insights from the respondents. Before conducting the study, the researchers obtained an approval from the dean of the College of Nursing at the Cavite State University and the Office of Student Affairs. The University President of the Foreign Student Association was contacted to share a link to the respondents. Then the researchers contacted the participants individually through social media (Facebook, and WhatsApp), introduced self, greeting each one, explained the nature, process, purpose of the study, and shared the link to the survey. The respondents signed the informed consent form through the electronic signature on the Google form before conducting the research.

DATA ANALYSIS AND TREATMENT

Quantitative data collected were analyzed using descriptive statistics, frequency distribution, percentage, weighted mean, describing the socio-demographic profile of respondents according to age, sex, social status, education system, religion, and monthly family income.

Frequency distribution is a systematic order of data classified according to the magnitude of the observations. By creating the frequency distribution, the researchers summarized the data completely. It is a

way of presenting information in a concise manner about the demographic profile.

The Fisher's Exact Test was used to determine any significant relationship between the challenges and the respondents and an important relationship between the adaptation mechanisms and the respondents. Fisher's direct testing was used in the analysis of small samples like in this study but was actually applicable to all sample sizes.

The Spearman's rank correlation coefficient was used to determine any significant relationship between the adaptation mechanisms of the respondents and the challenges. While the Pearson Correlation Coefficient measured the frequency of the relationships and the variables.

Socio-demographic profile of the study

Table 1. The respondents' socio-demographic profile in terms of: age; sex; civil status; educational program; religion; and monthly family income

SOCIO-DEMOGRAPHIC PROFILE	FREQUENCY	(%)
Age		
18-24 years old	21	63.7
Sex		
Male	20	60.6
Civil Status		
Single	32	97
Ethnicity		
Africa	32	97
Educational Program		
BS Nursing	7	21.21
Religion		
Seventh Day Adventist	13	39.5
Family Monthly Income		
Below $10K	15	45.5

Table 1. shows that majority (63.7 %) of the international students age belonged to 18 – 24 years which implies that the transition period from the adolescent period to adulthood while studying now occupies a greater part of the life course more than ever. It was confirmed that the most (60.6%) of the international students were males while 13 (39.4%) were females. Majority (97%) were single which implies that young people generally go to school longer and get married later [4]. Also, there were 32 (97%) African students. Commission on Higher Education (CHED)'s April 2016 report as used by Ramirez, [5] affirmed that Africa is among the leading senders of international students to the Philippines (1516).

In terms of educational program**,** seven (21.21 %) international students belonged to nursing program, while six (18.18%) industrial engineering students and four (12.12%) in medical technology program. Others were enrolled in different 4years courses in the university. Ramirez, [5] said that international students are mainly studying in health and related subjects. Mostly were Seventh day Adventist (39.5%). This affirms the positive influence of religion as a source of strength, comfort, hope and a sense of community and belonging [6]. The 15 (45.5 %) respondents' family earned $10K and below monthly

Challenges of International Students in Flexible Learning at Cavite State University

The study revealed a grand mean score of 3.03 which implied that the international students in Cavite State University were highly challenged on how they perceived the teaching strategies that they had experienced from their teachers in the flexible learning. The respondents agreed that their instructors encouraged online class discussion and helped students by providing learning activities asynchronously ($\bar{x}$ =3.24). The students also agreed that their instructors have the necessary skills to teach in their online courses and were supportive ($\bar{x}$ =3.21). The respondents believed that they possessed a positive control of their online studies ($\bar{x}$ =3.15) and were able to understand course related information presented in the video format ($\bar{x}$ =3.09). Similarly, Dhawan (2020), affirmed that international students face challenges while they try to study course related materials on their own when it was presented in a video format. Dhawan further asserts that students experience problems associated with modern technology ranging from downloading errors, issues with installation, login problems, and audio, and video presentation problems.

Although the respondents perceived that the workload outweighed them compared to face-to-face classrooms ($\bar{x}$ =2.91), they agreed that they like asynchronous learning ($\bar{x}$ =2.88) and are satisfied with the new learning method ($\bar{x}$ =2.77). In addition, the respondents felt motivated to prepare adequately for their online studies ($\bar{x}$ =2.64). Contrary to the results of Baticulon (2021), that listed student's challenges during flexible learning as follows: students have difficulty adjusting to learning styles, poor communication or lack of clarity from instructors, inimical environment for studying and mental health problems.

In terms of the mode of learning a grand mean score of 3.00 revealed that the respondents were "highly challenged" on how they perceived the mode of learning in the flexible learning experience. The respondents agreed that they learn better when guided in a face-to-face learning modality ($\overline{x}$ =3.45) and were complacent with course materials provided in presenter notes ($\overline{x}$ =3.24). Additionally, the respondents agreed that they received instructional materials for their subjects asynchronously ($\overline{x}$ =3.03) and synchronously ($\overline{x}$ =2.82), respectively. The international students agreed to enjoy flexible learning modality ($\overline{x}$ =2.79) and believed that they gained a lot via online classes ($\overline{x}$ =2.79), respectively. However, the respondents disagreed course in audio format ($\overline{x}$ =2.36). Dhawan, (2020) study revealed that some students find online teaching to be boring and unengaging. However, other students enjoyed asynchronous learning and find it comfortable with the new online learning styles.

Furthermore, in terms of completion of requirements, a grand mean score of ($\overline{x}$ =3.10) inferred that the international students in Cavite State University were highly challenged on how they perceived completion of requirements in the flexible learning. The students agreed that they had insufficient time to submit their outputs and other requirements ($\overline{x}$ =3.15). Moore [9], recommended that online students needed to do their best to comply and work independently.

Concerning social relationships, the mean score of ($\overline{x}$ =3.07) signaled that the international students in Cavite State University were highly challenged socially. Some of the students preferred to study on their own time ($\overline{x}$ =3.12) and communicated with their family members about their studies ($\overline{x}$ =3.12) Besides, the respondents' teachers instructed them to follow guidelines on effective communication and interaction in an online class ($\overline{x}$ =3.09). This shows that students were facing a high degree of social challenges in the flexible learning modality. Similarly, a study by Novikov, P. (2020), analyzed various socio-cultural, technical and other challenges faced by international students after a seamless transition to distance learning in one day and their impact on attendance records, motivation, and their academic performance.

The results further indicated that the respondents were "highly challenged" in terms of communication/connectivity during flexible learning modalities, grand mean score of ($\overline{x}$ =2.90). Some international students agreed that they faced difficulties understanding the main languages used by people in the community ($\overline{x}$ =3.58) and also able to communicate effectively with others using online technologies like email, chat, discussion board ($\overline{x}$ =3.30). The majority of the respondents attended their classes using their cellphones and laptops. ($\overline{x}$ =3.27), connected to Wi-Fi for both synchronous and asynchronous ($\overline{x}$ =3.15). Furthermore, the students agreed to have a conducive home learning environment. ($\overline{x}$ =3.12). Also, the respondents agreed to be connected to unreliable internet connection ($\overline{x}$ =2.82) with limited access to *e-books* and online learning material from the university. ($\overline{x}$ =2.79). The results of this study were aligned with that of Mejri, [10] which asserts that traveling abroad to pursue a tertiary education was interesting but encumbered by unprecedented and complex challenges.

The students also agreed to use mobile data for their synchronous and asynchronous which may be relative slow and even get depleted amidst of the synchronous learning ($\overline{x}$ =2.70). The students also used the Internet cable for their synchronous and asynchronous ($\overline{x}$ =2.55) and disagreed on using the university learning management system as platform for online learning. ($\overline{x}$ =2.33). Mejri, [10] again affirms that international undergraduates experience various challenges which impact their success at American and Asian universities.

Results inferred that the international students in Cavite State University were highly challenged in terms of graduation and other ceremonies in the flexible learning, grand mean score of ($\overline{x}$ =2.99).International students strongly agreed to miss the university games ($\overline{x}$ =3.58) and other ceremonies that required face- to- face and mass gatherings. Also, they agreed to graduate on time ($\overline{x}$ =2.97). However, they disagreed to graduate virtually ($\overline{x}$ =2.42). This implies that during the COVID-19 pandemic, the school management system and CHED postponed graduation, internships, and other university ceremonies, such as scholarship days to curb the spread of the virus. This resulted to higher expenditures on visas and other fees [11].

_____

Table 2. shows the summary of perceived challenges of international students to flexible learning in Cavite state university. The grand mean score of ($\overline{x}$ =3.09) implies that the international students in Cavite State University were highly challenged in terms of completion of requirements ($\overline{x}$ =3.10), social relationship ($\overline{x}$ =3.07), teaching strategies ($\overline{x}$ =3.03), and mode of learning ($\overline{x}$ =3.00). Moreover, the students faced challenged regarding delay of graduation which means increasing time spent in college ($\overline{x}$ = 2.99), and the students also were challenged on communicating with community, classmates and instructors with connectivity issues ($\overline{x}$ = 2.90). The finding was supported by Baticulon (2021), who mentioned that the biggest challenge of flexible learning was the difficulty in adapting to learning styles, having to perform duties at home, poor communication or lack of clarity with educators, lack of physical space conducive to learning, and mental health difficulties. In addition, the availability of fast and reliable internet connections became another challenge.

Table 2. Summary of perceived challenges of International Students to flexible learning in Cavite State University.

CHALLENGES	MEAN	VI
Teaching Strategies	3.03	Agree
Mode of Learning	3.00	Agree
Completion of requirements	3.10	Agree
Social Relationship	3.07	Agree
Communication/ Connectivity	2.90	Agree
Graduation and other ceremonies	2.99	Agree
Grand Mean Score	**3.09**	**HC**

Legend: *3.40- 4.00 - Strongly agree- Very Highly Challenged (VHC); 2.60- 3.39 – Agree - Highly Challenged (HC); 1.80- 2.59 – Disagree- Less Challenged (LC); 1.00- 1.79 - Strongly disagree - Not Challenged (NC)*

Adaptation Mechanism of International Students to Flexible Learning in Cavite State University

Table 3. indicates the adaptation mechanism of international students to flexible learning in Cavite State University. The grand mean score of 3.22 implies that the international students in Cavite State University were able to highly adapt to flexible learning modalities that they have experienced from their teachers in the Cavite State University.

The respondents were able to accept responsibility as a student when they always stick to a study schedule of the online course ($\overline{x}$ =3.67). International students always listen to other online tutorials when they do not understand the textbook and other instructional materials from their instructors ($\overline{x}$ =3.64), and always respected the opinions and information provided by others in online communities ($\overline{x}$ =3.58), though they always preferred time alone when overwhelmed with demanding activities ($\overline{x}$ =3.45). This implies that the international students in Cavite State University were very highly adapting to flexible learning modalities by being responsible, self- independent, creatively using available learning resources and coping through self-reflection. Furthermore, they often used different adaptation mechanisms with mean score ranging from 2.85 to 3.33. The international students often like concentrating to their lectures online and often seek help from others to understand their assignment ($\overline{x}$ =3.33), respectively. The respondents discussed with their course mates the hard-to-understand topics ($\overline{x}$ =3.24) and often cooperated well with in doing assignments virtually ($\overline{x}$ =3.21). However, they were seeking social support when stressed with flexible learning styles. ($\overline{x}$ =3.09), while other respondents often used their leisure time to study in advance hard topics ($\overline{x}$ =3.06). Some international students responded high adaptation but they often became tired in studying in the online modalities ($\overline{x}$ =2.85). This indicated that the respondents felt that the workload during flexible learning outweighed them compared to face-to-face learning.

Relationship between Challenges of the International Students to Flexible learning in Cavite State University

Results of the Fisher's Exact Test. *p*- value of 0.662 with > 0.05 level of significance for challenges of the international students to flexible learning in Cavite State University. Therefore, the null hypothesis was accepted. This means that even there were more challenges experienced by the international students, this does not affect the flexible learning of the respondents. Contrary to the study conducted by Dabalos, [12] in the Philippines, revealed that challenges in flexible learning pose risks of not coping with the new normal setting in the teaching-learning process. The immediate transition from the face-to-face delivery to flexible learning also brings out the

resiliency in the management, faculty and students in coping with the new normal [12].

Relationship between Adaptation mechanisms of the International Students to Flexible learning in Cavite State University

As shown in the study, the Fisher's Exact Test *p-* value of 0.2946* with > 0.05 level of significance for the adaptation mechanisms of the International Students to flexible learning in Cavite State University. Therefore, the null hypothesis "there is no significant relationship between the adaptation mechanisms of the respondents to flexible learning" was accepted. This means that the adaptation mechanisms done by the international students, does not affect their flexible learning.

Significant relationship between adaptation mechanisms and challenges of the International Students to Flexible learning in Cavite State University

Results of the study shows the Spearman Rank Correlation Coefficient of 0.615* with 0.000** significant at 0.05 level. The results indicate that the relationship between the adaptation mechanisms and the challenges are significant at 0.05 level. Hence, the null hypothesis, there is no significant relationship between the adaptation mechanisms and the challenges was rejected. This implies that the adaptation mechanisms influenced the challenges of the respondents to flexible learning. This means that the higher the adaptation mechanisms of the international students in Cavite State University, the lower the challenges experienced.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
Summary

This study was conducted on a sample of 33 respondents from the Cavite State University, who autonomously agreed to answer the online survey distributed via Social media. The majority (63.6%) of the respondents belonged to the 18-24 years old age bracket, male (60.6%), single (97%), (39.5%) Seventh day Adventist, 45.5 % monthly income bracket of below $10K, (21.21%) taking BSN nursing and 97% of African origin.

A reliability test was tested before subjecting the questionnaire to the actual study with the *Cronbach Alpha* result of 0.913. All data were tallied and analyzed using the frequency distribution, percentage, mean, and a 1- 4-point scale. Results revealed that international students irrespective of their demographic profile, agreed to experienced numerous challenges during flexible learning. The challenges identified in this include difficulties in adjusting to new learning styles, and new learning modalities, difficulty comprehending instruction materials,

Furthermore, respondents agreed feeling lonely, missing University social activities like games due to community quarantine. A strain to interact with both peers and the instructor, delay of finishing course due to postponed graduation and other ceremonies were also noted. Meanwhile, in terms of connectivity and communication, they agreed that they were encountering it, language barrier with the residential communities, poor connection and inadequate resources for both asynchronous and synchronous studies

Also, financial strains of some students from medium income families who connected internet using mobile data bundles for their studies. Respondents also experienced unengaging multimedia tools that deprived students' essential skills. These challenges include: teaching strategies, mode of learning, completion of requirements, social relationship communication/connectivity, graduation and other ceremonies.

Respondents confirmed that they sometimes use adaptation mechanism approaches like task oriented, emotion oriented and avoidance to cope with the changing situation. The results confirmed that respondents used the same adaptation mechanisms such as task-oriented, avoidance-oriented, and emotion-oriented. Respondents agreed to concentrate during synchronous online lessons, accepting responsibilities as students, collaborating with peers, seeking help from mates and instructors and seeking family support. Some other responses indicated that respondents sometimes avoided their task as student. This study found out that other respondents sometimes tend to stay alone when stressed.

Further results revealed that there is there is no significant relationship between the challenges and the respondents to flexible learning, since the *p-value* was 0.622 > 0.005, value of significance. With no significant relationship between the adaptation mechanism and the respondents since the *p-value* 0.2946 >0.05 value of significance. Furthermore, this study results revealed that the *p- value* of 0.000 which is <0.05 level of significance has a moderate Positive correlation interpreted as there is a significant

relationship between adaptation mechanism and the challenges of the respondents, therefore the hypothesis was rejected.

Conclusions

The majority of the respondents belonged to the 18-24 years old age bracket, male, single, with Seventh day Adventist religion, with monthly family income bracket of below $10K, taking BSN nursing and with African origin. The respondents affirmed that they highly experienced challenges during flexible learning in terms of teaching strategies mode of learning completion of requirements social relationship, communication/connectivity, graduation and other ceremonies; The results confirmed that once the respondents highly experienced challenges during flexible learning, they sometimes utilized different adaptation mechanisms approaches like, task oriented, emotion oriented and avoidance. It was concluded that when the challenges increased, the use of adaptation mechanisms increased.

There is no significant relationship between the challenges and the respondents to flexible learning; no significant relationship between the adaptation mechanisms of the respondents and flexible learning the challenges experienced and the adaptation mechanism used by the respondents does not affect their flexible learning

There is a significant relationship between the adaptation mechanisms and the challenges of the respondents to flexible learning. The higher the adaptation mechanisms of the international students in Cavite State University, the lower the challenges they experienced.

Recommendations

The following are the recommendations of the study:

The University/colleges may host seminars to aid international students familiarize with Filipino colloquial English, basic *Tagalog* and other commonly used *slang* words for them to adapt in terms of communication during flexible learning. The University administrators and faculty members may start online counseling services where international students can set up appointments to talk about their concerns and be advised accordingly.

It is recommended that students should find creative ways to reach out and interact with classmates, instructors, family and other friends using online podiums.

Newly admitted international students may be encouraged on orientation day to join student associations, the on-campus writing center, recreational clubs, Filipino students' social media groups for interaction and practice of the local language. Students and faculty members may develop healthy routines such as healthy eating, exercise, and adequate sleeping to upkeep their mental and physical health.

Instructors should alternate online podiums, for better synchronous learning, that do not deplete limited data. And to secure strong internet connections at an affordable price. Updating the instructional materials for International Students and Filipino students on flexible learning modalities to be more in tune with students' self dependence and life long learning.

Future researches may be continued in other developing countries with focus on a vast sample to allow further analysis of data on the international students' experience on flexible learning, across diverse academic disciplines, and level.

REFERENCES

[1] Hou, C., & Du, D. (2020). The changing patterns of international student mobility: A network perspective. *Journal of Ethnic and Migration Studies*, 1-25.

[2] Choudaha, R. (2017). Three waves of international student mobility (1999–2020). *Studies in Higher Education*, *42*(5), 825-832.

[3] Saubert, S. B. (2014). *Phenomenological Exploration of the Experiences of International Students.* Dissertation submitted to The University of Leeds

[4] Sale, J. A. (2020). *Early School Start Times and the Readiness to Learn: A Detailed Perspective of Adolescent Students* (Doctoral dissertation, Grand Canyon University).

[5] Ramirez, V. (2017). *Migrant Education in Philippine Higher Education Institutions*: Drivers, Experience and Challenges to Continuous Quality Improvement. PACUCOA 28th Annual General Assembly book.

[6] Malone, J., & Dadswell, A. (2018). The role of religion, spirituality and/or belief in positive ageing for older adults. *Geriatrics*, *3*(2), 28.

[7] Dhawan, S (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, *49*(1), 5-22.

[8] Baticulon, R. E., Sy, J. J., Alberto, N. R. I., Baron, M. B. C., Mabulay, R. E. C., Rizada, L. G. T., ... & Reyes, J. C. B. (2021). Barriers to online learning in the time of COVID-19: A national survey of medical students in the

Philippines. *Medical science educator*, *31*(2), 615-626.

[9] Moore, C., & Greenland, S. (2017). Employment-driven online student attrition and the assessment policy divide: An Australian open-access higher education perspective. *Journal of Open, Flexible and Distance Learning*, *21*(1), 52-62.

[10] Mejri, S. (2018) *Examining the Correlation between American Students' Cultural Intelligence and Their Social Distances from Their International Peers at a Private Midwestern University* (Doctoral dissertation, Northcentral University).

[11] Yang, J., Moyle, B. D., & Kralj, A. (2021). Destination Australia: To study or not to study? *Danish University Colleges*, 63.

[12] Dabalos, J. (2021). Making Ends Meet: A Survey on Adapting Flexible Learning amidst the COVID-19 Pandemic of the BSIT Program in Davao del Norte State College. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(3), 4735-4739.

COPYRIGHTS