

Exploring Interpersonal Relationships And Study Habits Of English Major Student Interns During The Pandemic

Honey Lou V. Mahinay¹, Clyrel Juna M. Juegos², Arnold C. Faburada³, Dayanara R. Gaan⁴, Alfer Jann Tantog⁵, Mario F. Alayon⁶

¹Saint Columban College, Pagadian City, Philippines, hvmahinay.cteas@sccpag.edu.ph

²Saint Columban College, Pagadian City, Philippines, cmjuegos.cteas@sccpag.edu.ph

³Saint Columban College, Pagadian City, Philippines, acfaburada.cteas@gmail.com

⁴Saint Columban College, Pagadian City, Philippines, dayanaragaan@sccpag.edu.ph

⁵Saint Columban College, Pagadian City, Philippines, alferjann@gmail.com

⁶Saint Columban College, Pagadian City, Philippines, marfalayon@sccpag.edu.ph

Abstract: This study sought to explore the interpersonal relationships and study habits of English major students during the pandemic. The study used a qualitative research design aided by an interview guide as the main method to obtain information from the participants. Through the purposive sampling method, the researcher selected nine (9) English major student interns. It was found that the interpersonal relationships and study habits of the participants were greatly affected by the COVID-19 pandemic. They revealed their challenges with regard to their interpersonal relationships and the hindrances to maintaining their study habits. Furthermore, the themes that emerged in interpersonal relationships included *challenges in connecting with others, striving to establish a connection, setting boundaries, and building positive traits*. Meanwhile, the themes that emerged in study habits included *watching video lessons, reading informative materials, browsing relevant sources, cultivating time management, and taking down notes*. Moreover, there are various aspects that still remain in their study habits that are useful even before the pandemic, but during the pandemic, most of them prefer to browse the internet for its broad access and the fact that a lot of relevant information can be found there. Hence, despite the challenges and hindrances, they remain strong in facing all of those.

Keywords— *Interpersonal relationships, Study habits, English major student interns, Pandemic*

1. INTRODUCTION

The world has been stunned by the outbreak of COVID-19, a disease carried on by the coronavirus. Accordingly, the World Health Organization (WHO) declared the outbreak a worldwide epidemic. The virus, which is said to have started spreading in Wuhan, China, is currently spreading alarmingly to almost every country worldwide. Globally, the virus has caused thousands of deaths and hundreds of thousands of infections. The difficulty of controlling the outbreak has prompted international leaders to enact stringent regulations to stop the chain of Covid-19 spread. Covid-19 not only causes deaths but also affects every aspect of human life (Dong et al., 2020).

The field of education is one of the sectors that was affected by this occurrence. The learning process must be done at home, transitioning from face-to-face instruction to online education (Mahitsa & Mahardini, 2020; Mishra et al., 2020). Online learning takes place away from the classroom and is more adaptable to accommodate the students' preferences. Students can interact autonomously with many people throughout online learning to accomplish their learning objectives (Hwang et al., 2020). Online learning will have a favorable effect if it is conducted systematically, set up with the proper system, and supported by a learning component.

The sudden and rapid transition of teaching and learning from open classrooms to closed homes and the prolonged closure and confinement to homes during the pandemic affect

the students' study habits. The unexpected transition has also brought about a lot of changes and had an impact on students' study habits in a variety of ways. Every student already has a long-standing study habit that they created as they progressed through their education. A study habit is often thought of as a learning technique that a person acquires throughout their academic coursework. It significantly affects future success and improved study habits (Ebele & Olofu, 2017). Every student may need to establish new study habits while adjusting to the transition in order to still perform well academically given the present individual circumstances faced in an online learning environment.

Additionally, the growth of teachers and students in education depends on the quality of interpersonal relationships, such as those between peers in the classroom, between parents and teachers, between school administrators and teachers, and between teachers and students (Stephanou et al., 2020). Interpersonal relationships and the self-development of college students are intrinsically tied, and they are crucial to students' success. On the one hand, healthy interpersonal relationships allow college students to express their negative feelings, lessen the stress of their academic and social obligations, and develop positive and optimistic character traits. College students who develop interpersonal relationships may have a broader perspective and knowledge base (Wang et al., 2018). College students can better understand themselves through interpersonal relationships and so better carry out self-improvement and self-development (Zheng, 2022).

However, due to the pandemic, abrupt changes were made to allow the continuing education process including the study habits and interpersonal relationships of students. There is limited information regarding students' experiences with regards to their interpersonal relationships and study habits related to these changes. Thus, this qualitative research study aimed to explore English major students' interpersonal relationships and study habits during the COVID-19 pandemic using a case study.

1.1 *Interpersonal relationships*

Interacting with people and forming relationships with others is one of human beings' fundamental needs. Along with understanding others and being willing to be understood by them, establishing, maintaining, and sustaining interpersonal relationships provide significant and beneficial benefits to an individual's psychological well-being.

In EFL classes, most of the EFL teachers used Gao (2021) and Xie and Derakhshan (2021) nine key positive interpersonal communication skills/strategies, namely care, clarity, credibility, rapport with students, stroke, immediacy, confirmation, humor, and praise in connecting with EFL students. The term care describes a combination of compassion, openness to other people's needs, empathy in communication, and proximity between a caregiver and the person receiving the care. The provision of genuine support to students, demonstrating an interest in their learning, and exhibiting empathy for them are all examples of teacher care in the context of EFL. Care is intended to meet students' psycho-emotional needs by establishing a positive environment (Laletas & Reupert, 2016). Next, the term clarity refers to several techniques and methods that EFL teachers and students use to make sure that their thoughts and ideas have been properly received by other parties (Bolkan, 2017). Clarity in discussions and explanations is crucial in interactive courses where students and teachers co-design the learning experience. Additionally, credibility in this context refers to an interlocutor's level of believability or students' perceptions of their teachers' competency, concern, and reliability (McCroskey and Young, 1981). Furthermore, rapport is the positive interaction between a teacher and student that is marked by joy, respect, and trust (Delos Reyes & Torio, 2020).

Moreover, the idea of a stroke is related to one's innate need for other people to notice them. Teachers are the strokers and students are the strokes in an EFL classroom. Students naturally look for their teachers' approval or praise, and when it isn't present, they feel deprived of the opportunity to learn (Xie & Derakhshan, 2021). Immediacy is a rapport-building technique that focuses on the proximity, closeness, and approachability of the teacher and the students. In this situation, their actual and physical separation is shortened. Additionally, the term confirmation refers to numerous linguistic efforts made to demonstrate students' worth. It shows up in ways like responding to queries from students and giving comments, showing enthusiasm for their education, and using an interactive teaching approach (Ellis, 2000).

Students naturally seek the approval of their teachers for their ideas, emotions, and endeavors in class. Humor is another technique for building relationships since it transforms and enlightens the classroom's environment and influences the emotional climate, making it suitable for learning. Last but not least, teacher praise describes the favorable reaction to students' actions and performances that go beyond simple feedback but instead confirms or approves of learners' efforts, increasing their motivation and participation in the classroom.

1.2 *Study habits*

The terms "study habits" are a combination of the two phrases "study" and "habits." Separately viewed, the study is the path to learning (Husnul, 2021). Additionally, it is possible to believe that the study is how someone would focus on learning in a class and gain knowledge. The formation of a habit is then planned, scheduled, and does not take secondary or optional place in one's life. It might be argued that a habit is anything done frequently, often at the same place and time but occasionally at other locations and periods. It is a pattern of habitual behavior that has nearly become automatic as a result of repetition. According to Husnul (2021), habits are not innate and inherited; instead, they are executed consistently every time, with great ease and facility, which results in correctness in the action, and with little to no attention. The nervous system is the main source of information regarding habits.

As a result, study habits are ways that people behave when they are studying (Yazdani & Godbel, 2014). They are deliberate study methods that have been successfully implemented by students in order to comprehend academic material and pass exams (Kaur & Phatania, 2015). In addition, study habits are all the established routines, predetermined goals, and mandatory activities that a person must master (Radha & Muthukumar, 2015). According to Onuekwe (2015), study habits are the ingrained tendencies and patterns one exhibits while acquiring new material.

According to the definition given above, study habits can be characterized as routines for studying. Study habits are generally used to describe the extent to which students will regularly engage in studying activities marked by proper studying routines (such as reviewing information) that take place in a learning-friendly atmosphere (Husnul, 2021). Good study habits are important for students, particularly college or university students, according to Lee (2010), whose requirements include time management, note-taking, internet skills, distraction elimination, and assigning a high priority to study

Method

2.1 Research Design

A qualitative case study was performed in this research. Merriam's (1998) qualitative case research design model was employed in the study, which goes into great depth about how to design qualitative research. It investigated the phenomenon

through a variety of lenses to reveal multiple facets of the phenomenon. In a case study, a real-time phenomenon is investigated in its natural setting, understanding that the setting would vary (Kaarbo & Beasley, 1999). This study used a single case: English major students' interpersonal relationships and study habits during the pandemic.

2.2 Research Environment

This study was conducted in one of the Catholic academic institutions in the city run by the Catholic Diocese of Pagadian. It is known as the most prominent private school in the city because, aside from the college department, it also has a junior high school, grade school, and graduate school.

2.3 Research Participants

This study covered nine Bachelor of Secondary Education (BSED) major in English student interns under the College of Teacher, Arts and Sciences (CTEAS) department enrolled in the school year 2021-2022.

2.4 Research Instruments

The researcher considered themselves the primary research instrument, aided by an interview guide, observation, and record analysis to gather data for the study. The participants' interview responses would serve as preliminary data, which is subject to analysis and interpretation. The interview guide consists of engaging, exploratory, and exit questions. The interview guide focused on the interpersonal relationships and study habits of English major students during the pandemic. The interview guide was peer-reviewed by experts in the field to ensure its relevance and avoid biases.

2.5 Data Gathering procedure

First, the researcher wrote a formal letter to the Dean of the College of Teacher Education, Arts and Sciences (CTEAS) to conduct the study. Second, they prepared the validated interview guide used for the interview. After that, the researchers interviewed ten English major student interns face-to-face or in an online interview, ensuring that the participants were informed and agreed to the interview guidelines through the attached informed consent. Lastly, responses to serving data will be analyzed.

As to observing the data-gathering techniques, health protocols are performed.

2.6 Data Analysis

Merriam's data analysis was utilized to assess the data based on the researcher's referred and published case studies, which altered the model in data structuring. Data analysis, according to Merriam (1998, p. 178), is "the act of making sense out of the data," which entails "consolidating, minimizing, and interpreting what people have said and what the researcher has seen and read - it is the process of making meaning." Merriam's (1998) analytical induction was

employed in this research. This method was used to describe idea units from the data segments, primary/secondary concepts or sub-themes, and macro concepts or themes. Confirm the data's reliability; an audit trail technique was implemented. Using Merriam's Case Study paradigm, the researcher then offered a holistic description, interpretation, and analysis of a case, such as the experiences of a group of people who belong to a social unit.

Ethical considerations

The researchers ensured that every piece of information presented herein is true and correct, and whatever data gathered is treated with respect to intellectual property. In addition, the researchers assured to regard all the involved participants by asking permission from the highest authority. Then afterward, the researchers individually asked the identified participants to answer their questions. All information is treated with the utmost confidentiality and should be solely for this study's purpose.

2. RESULTS AND DISCUSSION

The current study sought to answer two specific questions about English major student interns' interpersonal relationships and study habits during the pandemic.

2.1 Interpersonal relationships of English major student interns

In education, establishing a good rapport is crucial in strengthening your interpersonal relationships among the school's stakeholders. The researcher interviewed nine English major student interns. These themes are *difficulty in connecting with others, striving to establish a connection, setting boundaries, and building positive traits*.

Difficulty in connecting with others. This refers to the difficulties and challenges that English major students encounter in connecting with their students, colleagues, and cooperating teacher during their internship course. Some factors make it difficult for them to communicate with others. One factor is the emergence of the pandemic which challenges them because most interactions are done virtually. The participants answered:

In the private school, my cooperating teacher is not approachable. She did not encourage her interns. We made mistakes as interns. We are not perfect. – P1

I communicated with my cooperating teacher through chat and I find it very difficult. With the students, we only communicated online, we didn't see each other personally and it's very difficult." – P2

There is really a big difference between face-to-face and online. There are instructions which are

difficult to understand. I record in order for me to listen to it again. – P3

It's difficult because we have different schedules. It's challenging to set time. – P5

During my on-campus, we don't interact much because I only see them during classes. – P6

The first-hand attachment with your students is challenging because that is when you sympathize with them as a teacher. – P7

We have different responsibilities as interns, and there are times that we have misunderstandings because of stress that creates a communication barrier. – P8

Meanwhile, it's not difficult to communicate with their off-campus cooperating teacher. Still, the problem is when their cooperating teacher is away and they are tasked to manage the class, there are times that some instructions given are unclear and not detailed. With that, they have to message the teacher via text or chat, and they will have to wait for the response. Another problem is when the area doesn't have a stable internet connection or phone signal. They need to have the initiative in dealing with such issues. That is why there are some interns who, when their cooperating teacher is giving them instructions, record it to listen to it again when they forget some instructions.

Differentiated schedules and responsibilities are also the problems regarding their interpersonal relationship with their colleagues. They carried different responsibilities and were given a different schedule for classes. There were times when their schedule didn't match, making it difficult for them to see each other.

Despite the fact that teacher-learner rapport is an essential component of any learning situation, some experienced educators find it difficult to establish and maintain a positive rapport (Strachan, 2020). Understanding the cycles of fundamentally successful teacher-learner connections is so crucial.

Striving to establish a connection. This refers to how English major students sought to establish relationships with their students, colleagues, and cooperating teacher during their internship course. People are uniquely different; connecting with them takes courage and compassion. Establishing a connection needs constant adjustments and understanding between parties. The participants added:

I communicated with my student with a soft vibe and in a good way. I was a teacher and, simultaneously, like a sister to them. I keep connected with them and give them praise and appreciative words. – P1

During my off campus, if they don't have classes, I chit-chat with them. Every time they have to sweep outside, I will help them and join their chit-chat. That's the reason why we are very close. – P2

It's important to understand, consider, and have patience with them. The important thing is that you understand each other. In addition, through teamwork, we build unity and allow us to share ideas. – P3

I am using code-switch/code mix. I used English, Filipino, and Vernacular. Meanwhile, in building a good relationship with my students, first, I tried to know them personally to gain their sympathy, state of mind, feeling, and attention. Next, talk to them during break time. I always open my mind and heart for suggestions and accept them. – P4

If free time, we will meet each other. We talked about what needs to be discussed. We will set time despite busy schedules. – P5

Help and respect each other. – P6

I get to have this interest with them because there will be an interaction when I have caught this interest with my students. I also appreciate them and listen to them. I pay attention to them whenever we discuss them with the group. I will make time for everybody, and I respect them. – P7.

It's essential to go with the simplest words or straightforward sentences that are very comprehensive. Talk slowly in an understandable way. You also have to engage yourself during classes. You need to interact with them to establish a good relationship as a teacher and student. Don't be too strict because if you do, your students will remember you as a strict teacher, not a good one. You need to be approachable and friendly. – P8

Talking with them regularly, not ignoring them, listening to their queries every time they have questions, and maintaining a good attitude. – P9.

Based on the data gathered, patience, understanding, respect, and simply keeping in touch are the values they used in establishing a good relationship with their students, colleagues, and cooperating teacher. The participants also used simple words and code-switch/code mix to understand each other better.

In addition, the data gathered showed how the student interns build rapport with their students in order to establish a connection among them. According to Delos Reyes & Torio

(2020) rapport is the positive interaction between a teacher and student that is marked by joy, respect, and trust.

Moreover, immediacy is a rapport-building technique that focuses on the proximity, closeness, and approachability of the teacher and the students (Xie and Derakshan, 2021). One of the approaches enacted by student interns is making time to have a conversation with the students like helping them when they are sweeping and when they have breaks.

According to Widia & Putri (2016), in the teaching and learning process, the primary reason for teachers to use code-switch is to facilitate student's learning and increased students' understanding of teaching materials. In addition, for lower-level students, it provides them with comprehensible input (Tahir et al., 2016). Furthermore, Kustati (2014) added that, using code-switch improved classroom engagement because students understand the instruction better.

Setting boundaries. This refers to the boundaries set by interns in communicating with their students, colleagues, and cooperating teacher. Setting boundaries is essential in order to maintain a good relationship with others. It is important to know your limitations. It is more likely to respect one's space and time. The participants shared:

I have a close relationship with my student, but there are still boundaries. It's not good to be too close; there should be a gap. On the other hand, I communicated with my cooperating teacher as a mentor, but still I set boundaries. You should be humble and don't be the attitude. – P2

Be friendly but not in a way that they are already abusive. Understand and know your limit. – P4

In my on-campus, I already know her since she was one of my seniors when I was 2nd year and 3rd year, but I didn't think of her as someone I knew and that she would give me special treatment. I really instilled in my mind that she is my teacher and I am an intern. I set boundaries. I need to be obedient and cooperative with her when she's giving instructions. I really need to be attentive. – P6

Respect should always be there because they are higher than you, they are your mentor, always show respect to them. – P8

I communicate with my cooperating teacher with respect and boundaries. I shouldn't go beyond my limitation just because they are my cooperating teacher. There should be a limitation. – P9

Based on the data gathered, respect is the most important thing to consider in maintaining boundaries between interns and their cooperating teachers. The participants displayed high respect for their cooperating teacher. They also know their limitations and keep their feet on the ground.

Maintaining boundaries leads to developing a harmonious relationship with their cooperating teacher.

Students develop emotional bonds with their teachers and peers. Hence this notion is relevant to the field of education. According to Attachment Theory, students who form a close emotional bond with their teachers are more at ease learning and interacting with others (Bergin & Bergin, 2009). Furthermore, rapport is the positive interaction between a teacher and student that is marked by joy, respect, and trust (Delos Reyes & Torio, 2020).

Building positive traits. It refers to the characteristics shown by the participants in dealing with their students, colleagues, and cooperating teacher. Positive traits are one of the factors that keep you connected with others. If you show positive traits to others, they will more likely maintain good relationships with you. The participants said:

Be humble and extend your patience. Maintain a good relationship with your colleagues, students, and cooperating teacher. – P1

You should be approachable and treat them nicely. Also, treat them equally without favoritism. – P2

You should be kind and humble. Although they have expectations because you came from Saint Columban College, if they have suggestions, accept and respect them. – P3

With formal address (formality) but the bond is still there. – P4.

I can make good relationships by being approachable so they feel comfortable and shouldn't hesitate to ask questions anytime. Stay down to earth and maintain a good relationship with my cooperating teacher. – P5

Showing positive attitude to them because if the students see it in you, they will feel the comfort that their teacher is kind and warm. It would help if you were positive so that it would come back to you. With the teacher, it's also important to respect them and value their time. If ever they are not available, you should wait when they are available for you to talk with each other. Build trust and be responsible. – P7

You have to be patient to avoid stress. Especially with face-to-face, differentiated learning is present. There are different types of learners that you should cater. You have to be patient to cater them all in the most comprehensive way. – P8

You have to be patient and understanding because it's not easy to be a cooperating teacher. You have to be patient all the time. – P9

Evidently, showing a positive attitude, patience, understanding, and being approachable are some of the participants' positive traits to maintain a good relationship. These traits are essential in order for others to find comfort when they are around you. Most especially when you are an educator, these traits will be helpful in your working environment with your students, colleagues, and teachers.

Socio-affective refers to a teacher's ability to establish positive relationships with students, by being passionate, positive, and creative in the classroom to promote a stress-free environment. In addition, Zarei et al., (2019) added more characteristics of socio-affective strategies of teachers. These includes being compassionate, supportive, approachable, interesting, and friendly; and teachers' immediateness, politeness, and fairness in both verbal and nonverbal communication.

2.2 Study habits of English major student interns

In teacher education, study habits are essential to be prepared for the lessons you will be sharing with your students. You cannot give what you do not have, so it's essential to study the tasks ahead of time. The researcher interviewed nine English major students who are taking their internship courses. With these themes emerged: *reading informative materials, watching video lessons, browsing relevant sources, cultivating time management, and taking down notes during class discussion.*

Reading Informative Materials. It refers to the study habits that the participants do to broaden their knowledge on the topics they are about to discuss with the class and their vocabulary development. The participants shared:

Through reading books. I have books about major subjects. – P2

Read what is related to the major. Also, reading books and magazines – P5

Read about the topics. – P6

I always read text or material that is needed for my classes. I read text, especially that on my on-campus, I taught literature. –P7

My study habit is reading. I always read to maintain my vocabulary development. – P8

Reading News and Articles – P9

The participants read relevant materials that will help them understand the topics they need to discuss, especially when they are having their class demonstration. They also make this habit to maintain their vocabulary development because learning is continuous.

According to Palani (2012), "reading is a key component of efficient learning and reading, which are interconnected with the entire educational process, and hence, academic success demands reading habit."

Watching video lessons. It refers to the participants' study habits where they watched video lessons to help them practice for their class demonstration. The participants said:

Watching English movies. My purpose is to enhance my speaking skills and other English terms. – P1

Watching videos on Youtube – P2

Watching videos sa Youtube and Facebook – P5

Mostly, I visited Youtube tutorials because it is helpful when I need some idea. – P9.

Video-based learning allows students to learn the subject at their convenience in the most effective way. The widespread notion that watching television and videos is a passive activity in which viewers are only superficially responsive to what they are protecting is being contested more and more frequently.

According to Nacak et al., (2020), videos are great resources for supporting evidence-based discussion and instruction when used properly. Through the availability of video clips, YouTube can serve as a virtual library and as a platform for creating learning communities for students. Millions of people now watch videos quickly and easily from mobile devices, desktops, and portable PCs thanks to advancements in internet technologies. In addition, using video sharing websites, sharing videos to complement lectures, and having groups follow along with instructional videos will all significantly improve educational quality (Nacak et al., 2020).

Browsing relevant sources. Refers to information that may be found almost everywhere, including blogs, media, encyclopedias, personal experiences, books, journal and magazine articles, and websites. The participants answered:

When you study, don't forget to seek other sources for the information and more knowledge. – P2.

If you make lesson plans, don't forget to look for other resources. – P4

Browse the internet and explore whatever possible information you can get given that almost all of the data are there on the internet. Therefore, explore other sources and don't base only on one basis. You need to explore more from different resources. You need to have Plan A and Plan B. – P5

Don't focus only on one basis. You have to extend your knowledge. Read more books and more resources and watch from youtube regarding the lesson that you will demonstrate because there is a lot of information that comes from YouTube. – P6

Based on the data gathered, the participants highlighted the importance of browsing relevant sources that are useful for them. They said that spreading your knowledge is essential and not limiting your ability with only one source. Browsing broadens their knowledge of things they are not so knowledgeable about.

Internet research can provide quick, immediate, and worldwide access to information. However, results may be affected by unrecognized bias, difficulties in verifying a writer's credentials, and whether the teacher has sufficient skill to draw.

The internet today plays a significant role and holds great potential in educational life. Internet is employed in education because it makes learning, teaching, and communication easier. When a student is seeking to research information for a college assignment or for homework, it can be a good resource (Deore, 2012).

Cultivating Time Management. Refers to the division of time used by the participants to manage their time well. They need to effectively manage their time because they have busy schedules and can't afford to waste any time. They need always to be productive. The participants added:

Time management is the only thing I did, I already arranged my specific task on the time if this time I will study and other time I will watch something, the plan is already arranged accordingly. – P1

I do the sandwich method. Study 10-15 minutes, sleep 10 minutes, then study again. – P3

Having time management. – P5.

I always have this time management. I balance everything that I do. – P7.

According to Roberts et al. (2006), setting goals, completing deadlines, using time management tools like lists, dealing with change, establishing plans, and efficiently managing one's time are all part of time management. Studies show that time management abilities may be learned

(MacCann et al., 2012), and they also suggest that cognition (such as goal-setting and intention) and context may have an impact on time management (e.g., the role of the study environment). This is consistent with the call for including personality traits and external influences in time management research (Claessens et al., 2007).

Taking Down notes during class. Refers to the participant's way on how to keep every detail in place and avoiding forgetting any piece of information from the instructions. The participants shared:

I always have my notebook beside me because I always take down notes whenever I encounter some crucial details. During class discussions, I will always take notes. – P7

It's important to know how to manage your time in order to avoid bulk workload. – P9

Students can begin their studies with the help of good notes. When studying, students frequently don't know where to start, thus taking good notes can enable them to comprehend both the primary and secondary information. Taking notes helps students stay on track with their studies, keeps them organized, and gives them direction (Husnul, 2021).

In addition, Husnul (2021) asserts that students who practice good study habits, including taking notes, can retain knowledge for a longer period of time. Additionally, taking notes while studying helps students concentrate better and learn material more quickly.

3. Implications of the Study

COVID-19 pandemic has given tons of changes in whole aspects of life. All people must be aware of this phenomenon because the challenges and actions lie in the pursuit of overcoming the different encounters brought about by the pandemic. Challenges like the change of jobs, inconsistent patterns of economic activities, the health status of the community, the adaption of new roles, learning and developing educational practices, the change of lifestyle, empowerment of technology, and many more. These changes are manifestations of human actions that have positive and negative consequences.

The field of education was greatly affected by the pandemic. The sudden shift from face-to-face classes to online classes shocks the students as well as the teachers. There are so many adjustments that were made to cope with the changes. The students' interpersonal relationships and study habits were also affected by the sudden shift in education.

Furthermore, the English student interns face challenges regarding their interpersonal relationships with their students, colleagues, and cooperating teachers. The shift to virtual classes creates a barrier to building good interpersonal relationships with their students. They would see their

students only when there were classes. Nevertheless, during the online courses, they cannot force the students to open their cameras, so it is difficult for the student interns to feel the presence of their students. And with this, the interns should do their best to establish an interactive virtual classroom where students feel comfortable engaging themselves. When it comes to their relationship with their cooperating teacher, some encounter challenges, but what they did was keep their face straight to their goals. That's the spirit they build for them to succeed. With their colleagues, the challenge is time because they do not have the same schedules, so it is difficult for them to be together.

In addition, the department head must ensure a good relationship between their interns and their assigned cooperating teachers to establish a good rapport that benefits both of them.

Moreover, although there are challenges that hinder their study habits, they still strive hard to maintain all of those. The findings showed that their study habits were beneficial to them even before the pandemic.

Hence, future researchers should focus on the specific details of the challenges and the coping mechanism of the student interns. Also, they should explore the differences between the student intern's on and off-campus journeys.

4. CONCLUSION

Interpersonal relationships and study habits of English major students were significantly affected by pandemics. There were challenges that made it difficult for them to build connections, and hindrances hindered them from maintaining their study habits. More than that, they're still able to continue and take small steps to overcome the problems.

With the challenges brought by the pandemic in building their interpersonal relationships, the participants find ways to keep the connection. They have shown all their positive traits to establish rapport. They extended their patients and became more understanding and considerate. They have shown Respect among their students, colleagues, and cooperating teacher, and they keep in mind their limitations and boundaries.

In addition, maintaining their study habits during the pandemic is a challenge since they are given their own pace and time when they want to study. There are hindrances like social media, household chores, and laziness. But despite all of these hindrances, they keep going and strive hard to maintain good study habits because it is very necessary for them, especially since they are teachers and have to pour their knowledge into the students. They cannot give what they do not have. So, they maintain their study habits by watching video lessons, reading informative articles, browsing relevant sources, being strict in their time management, and note-taking that is beneficial to keep them detailed.

Hence, despite their challenges, they continue to work on overcoming them. That's the spirit that they instilled in their minds. No matter how hard it is, they do everything to keep going when the goal is to finish.

5. REFERENCES

- Alzebaree, Y., & Zebari, I. (2021). What makes an effective EFL teacher: High school students' perceptions. *The Asian ESP Journal*. <https://ssrn.com/abstract=3887039>
- Bergin, C., & Bergin, D. (2009). Attachment in the classroom. *Educational psychology review*, 21(2), 141-170. <https://doi.org/10.1007/s10648-009-9104-0>
- Bolkan, S. (2017). Development and validation of the clarity indicators scale. *Communication Education*, 66(1), 19-36. <https://doi.org/10.1080/03634523.2016.1202994>
- Cai, H., Xu, B., Jiang, L., & Vasilakos, A. V. (2016). IoT-based big data storage systems in cloud computing: perspectives and challenges. *IEEE Internet of Things Journal*, 4(1), 75-87. [10.1109/JIOT.2016.2619369](https://doi.org/10.1109/JIOT.2016.2619369)
- Claessens, B. J., Van Eerde, W., Rutte, C. G., & Roe, R. A. (2007). A review of the time management literature. *Personnel review*. <https://doi.org/10.1108/00483480710726136>
- Daniel, M., Gordon, M., Patricio, M., Hider, A., Pawlik, C., Bhagdev, R., ... & Stojan, J. (2021). An update on developments in medical education in response to the COVID-19 pandemic: a BEME scoping review: BEME Guide No. 64. *Medical teacher*, 43(3), 253-271. <https://doi.org/10.1080/0142159X.2020.1864310>
- Delos Reyes, R. D. G., & Torio, V. A. G. (2021). The relationship of expert teacher-learner rapport and learner autonomy in the CVIF-dynamic learning program. *The Asia-Pacific Education Researcher*, 30(5), 471-481. <https://doi.org/10.1007/s40299-020-00532-y>
- Deore, K. V. (2012). The educational advantages of using internet. *International educational E-journal*, 1(2), 111-112. <https://www.oijr.org/ejournal/Jan-Feb-Mar2012IEEJ/20.pdf>
- Dong, D., Xu, R. H., Wong, E. L. Y., Hung, C. T., Feng, D., Feng, Z., ... & Wong, S. Y. S. (2020). Public preference for COVID-19 vaccines in China: A discrete choice experiment. *Health Expectations*, 23(6), 1543-1578. <https://doi.org/10.1111/hex.13140>
- Ebele, U. F., & Olofu, P. A. (2017). Study habit and its impact

- on secondary school student's academic performance in biology in the Federal Capital Territory, Abuja. *Educational Research and Reviews*, 12(10), 583-588. DOI: 10.5897/ERR2016.3117
- Ellis, R. (2000). Task-based research and language pedagogy. *Language teaching research*, 4(3), 193-220. <https://doi.org/10.1177/13621688000400302>
- Husnul, K. (2021). *An Analysis of Study Habits of The Sixth Semester Students of English Department of Muhammadiyah University of Mataram* (Doctoral dissertation, Universitas_Muhammadiyah_Mataram). <http://repository.ummat.ac.id/id/eprint/2085>
- Hwang, T. J., Rabheru, K., Peisah, C., Reichman, W., & Ikeda, M. (2020). Loneliness and social isolation during the COVID-19 pandemic. *International psychogeriatrics*, 32(10), 1217-1220. <https://doi.org/10.1017/S1041610220000988>
- Kaarbo, J., & Beasley, R. K. (1999). A practical guide to the comparative case study method in political psychology. *Political psychology*, 20(2), 369-391. <https://doi.org/10.1111/0162-895X.00149>
- Kache, F. and Seuring, S. (2017), "Challenges and opportunities of digital information at the intersection of Big Data Analytics and supply chain management", *International Journal of Operations & Production Management*, Vol. 37 No. 1, pp. 10-36. <https://doi.org/10.1108/IJOPM-02-2015-0078>
- Kustati, M. (2014). An analysis of code-mixing and code-switching in EFL teaching of cross cultural communication context. *Al-Ta'lim Journal*, 21(3), 174-182. 10.15548/jt.v21i3.101
- Laletas, S., & Reupert, A. (2016). Exploring pre-service secondary teachers' understanding of care. *Teachers and Teaching*, 22(4), 485-503. <https://doi.org/10.1080/13540602.2015.1082730>
- Li, F., Wang, C., & Yue, X. (2022). Impact of doctoral student training process fit on doctoral students' mental health. *International Journal of Mental Health Promotion*, 24(2), 169-187. <https://doi.org/10.32604/ijmhp.2022.020034>
- MacCann, C., Fogarty, G. J., & Roberts, R. D. (2012). Strategies for success in education: Time management is more important for part-time than full-time community college students. *Learning and Individual Differences*, 22(5), 618-623. <https://doi.org/10.1016/j.lindif.2011.09.015>
- Mahardini, M. M. A. (2020). Situation analysis of the use of google classroom in physics online learning. *Journal of Physical Education*, 8(2), 215-224. <https://garuda.kemdikbud.go.id/documents/detail/2205764>
- McCroskey, J. C., & Young, T. J. (1981). Ethos and credibility: The construct and its measurement after three decades. *Communication Studies*, 32(1), 24-34. <https://doi.org/10.1080/10510978109368075>
- Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education. Revised and Expanded from "Case Study Research in Education."*. Jossey-Bass Publishers, 350 Sansome St, San Francisco, CA 94104. <https://eric.ed.gov/?id=ED415771>
- Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, 1, 100012. <https://doi.org/10.1016/j.ijedro.2020.100012>
- Nacak, A., Bağlama, B., & Demir, B. (2020). Teacher candidate views on the use of youtube for educational purposes. *Online Journal of Communication and Media Technologies*, 10(2), e202003. <https://doi.org/10.29333/ojcm/7827>
- Onuekwe, E. M. (2015). Influence of Study Habits on the Academic Achievement of Students in Home Economics in Junior Secondary Schools in Enugu State. *International Journal of Innovative Education Research*, 3 (4), pp15, 21. <https://seahipaj.org/journals-ci/dec-2015/IJIER/full/IJIER-D-3-2015.pdf>
- Palani, K. K. (2012). Promoting reading habits and creating literate society. *Researchers world*, 3(2), 90. https://www.didarnews.ir/files/fa/news/1398/8/21/129559_545.pdf
- Radha, N., & Muthukumar, C. (2015). Analysis of study habits of college students in Villupuram district. *International Journal of Applied Research*, 1(13), 353-356.
- Rathore, M. M. U., Paul, A., Ahmad, A., Chen, B. W., Huang, B., & Ji, W. (2015). Real-time big data analytical architecture for remote sensing application. *IEEE journal of selected topics in applied earth observations and remote sensing*, 8(10), 4610-4621. 10.1109/JSTARS.2015.2424683

- Roberts, B. W., Walton, K. E., & Viechtbauer, W. (2006). Personality traits change in adulthood: reply to Costa and McCrae (2006). <https://doi.org/10.1037/0033-2909.132.1.29>
- Robinson, E. H., Wilson, E. S., & Robinson, S. L. (1981). The effects of perceived levels of warmth and empathy on student achievement. *Reading Improvement, 18*(4), 313.
- Stephanou, G., & Athanasiadou, K. (2020). Interpersonal relationships: Cognitive appraisals, emotions and hope. *Interpersonal relationships: Cognitive appraisals, Emotions and Hope, 3*(1), 13-38. [10.12973/ejper.3.1.13](https://doi.org/10.12973/ejper.3.1.13)
- Strachan, S. L. (2020). The case for the caring instructor. *College Teaching, 68*(2), 53-56. <https://doi.org/10.1080/87567555.2019.1711011>
- Tahir, A., Fatima, I., & Abuzar, N. (2016). Teachers' and Students' Attitude Toward Code Alternation in Pakistani English Classrooms. *JEELS (Journal of English Education and Linguistics Studies), 3*(1), 85-108. <https://doi.org/10.30762/jeels.v3i1.175>
- Vaterlaus, J. M., Shaffer, T., & Pulsipher, L. (2021). College student interpersonal and institutional relationships during the COVID-19 pandemic: A qualitative exploratory study. *The Social Science Journal, 1*-14. <https://doi.org/10.1080/03623319.2021.1949553>
- Vijay, K. (2021). Collaborating the textual reviews of the merchandise and foretelling the rating supported social sentiment. *Journal of Cognitive Human-Computer Interaction, 1*(2), 63-72. <https://doi.org/10.54216/JCHCI.010203>.
- Wagner, J. (1983). Integrating the traditions of experiential learning in internship education. *Journal of Experiential Education, 6*(2), 7-14. <https://doi.org/10.1177/105382598300600202>
- Wang, Y., Kung, L., & Byrd, T. A. (2018). Big data analytics: Understanding its capabilities and potential benefits for healthcare organizations. *Technological forecasting and social change, 126*, 3-13. <https://doi.org/10.1016/j.techfore.2015.12.019>
- Widia, N., & Putri, D. (2016). The Use of Code Switching by Teacher and Students in The Process Of Learning Indonesian Language At Smk Negeri 1 Padang. *Journal of The Faculty of Teaching and Educational Sciences, 5*(2). <https://ejournal.bunghatta.ac.id/index.php/JFKIP/article/view/7257>
- Xie, F., & Derakhshan, A. (2021). A conceptual review of positive teacher interpersonal communication behaviors in the instructional context. *Frontiers in psychology, 2021*, 2623. <https://doi.org/10.3389/fpsyg.2021.708490>
- Yazdani, Kambiz, and Varsha Sane Godbole. "Studying the role of habits and achievement motivation in improving students' academic performance." *European Online Journal of Natural and Social Sciences* 3, no. 4 (2014): pp-827. <https://european-science.com/eojnss/article/view/1184>
- Zarei, N., Saeidi, M., & Ahangari, S. (2019). Exploring EFL teachers' socioaffective and pedagogic strategies and students' willingness to communicate with a focus on Iranian culture. *Education Research International, 2019*. <https://doi.org/10.1155/2019/3464163>
- Zheng, Y., Zheng, S., & Bao, L. (2022). Investigation and Interpersonal Relationship of College Students with Intelligent Big Data. *Scientific Programming, 2022*. <https://doi.org/10.1155/2022/2780841>
-