

UNPACKING THE EMOTIONAL JOURNEY: TEACHERS' INSIGHTS ON TRANSITIONING FROM MODULAR TO FACE-TO-FACE LEARNING

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ABSTRACT

This study explores teachers' emotional journey on emergent transition from modular to face-to-face learning at Tboli 1 District, South Cotabato. There are 15 participants were invited for in-depth-interview (IDI) and 10 participants for focus group discussion (FGD). This study employed phenomenological research method. The data gathering tool contained formulated interview guide that asks questions about their thoughts on probing lived experiences on emergent transition of learning for in-depth-interview (IDI) and focus group discussion (FGD). The results revealed upon thematic content analysis that a teachers' emotional journey on emergent transition have three emerging themes which includes difficulties on the delivery of teaching and learning; character building and personality development and efforts made in response to the ongoing challenges. Themes were discovered that can be connected to practical implications of this study when dealing with teachers' emotional journey on the emergent transition from modular to face-to-face learning. It can be concluded that researchers, educators, and legislators must choose long-term solutions that take years to create over immediate gains on tests that gauge children's enthusiasm and readiness to learn if they hope to improve the learning capacities of children. An early and persistent focus on the development of background knowledge, vocabulary, inference, and comprehension monitoring skills is necessary to improve children's learning throughout grade levels. Teachers rarely use evidence-based teaching strategies in the classroom, despite decades of study on students' motivation to learn. Education leaders must improve professional development and teacher preparation programs to guarantee that educators are equipped to satisfy the literacy demands of their pupils through the application of evidence-based methods.

Keywords: *Emotional Journey, Teachers' Insights, Modular Learning, Face-to-Face Learning, Phenomenological Study, Tboli 1 District, South Cotabato*

INTRODUCTION

The outbreak of COVID-19 was deemed a public health emergency of international concern by the World Health Organization (WHO) in January 2020. This led to the closure of schools occasionally until March 2020, affecting ninety-one percent of pupils worldwide. Governments all over the world have turned to learning continuity plans and learning modalities that will not expose students to the pandemic's threat but

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will nevertheless enable them to continue their education in spite of it, in response to the ongoing rise in established cases and recognition of the importance of education despite the pandemic.

In addition, as reported by Chinazzi et al. (2020), the pandemic has caused widespread disruptions, including travel restrictions, the implementation of community quarantines and border controls, a global economic recession (Fernandes, 2020), political disputes (Barrios & Hochberg, 2020), racism (Habibi et al. 2020), misinformation, controversies, and an increase in the spread of fake news (Enitan et al., 2020). The educational sector is one of the most impacted (Tria, 2020; Viner, et al., 2020).

According to the United Nations (2020), a child's capacity to learn can be seriously impacted by disruptions to class time. Children from marginalized backgrounds are less likely to return to school the longer they stay absent. The likelihood of primary school dropout is already about five times higher for children from the poorest households than for those from the wealthiest. The likelihood of adolescent pregnancy, sexual exploitation, child marriage, assault, and other hazards rises when a person is not in school. Prolonged closures also interfere with vital school-based services like school lunches, mental health and psychosocial support, and vaccination programs. In addition, the disruption of routines and loss of peer interaction can lead to stress and anxiety (Baloran, 2020; Henaku, 2020; World Health Organization, 2020b).

Returning to school in the Philippines during this pandemic presents challenges for everyone involved, including the principal of the school, instructors, support staff, parents, students, and the community at large. But regardless of how difficult things get, education must always come first, with students' health and safety being the primary concerns (Department of Education, 2020a).

In an effort to protect this right, the Department of Education (DepEd) issued DepEd Order No. 12, s., which guarantees students' access to education even during the COVID-19 pandemic. 2020, or the Department of Education's 2020b "Adoption of the Basic Education Learning Continuity Plan for School Year 2020–2021 in the Light of the COVID-19 Public Health Emergency." New approaches to education, particularly those centered around online and TV/radio-based instruction, modular instruction, and online learning, will be welcomed under the BE-LCP. This, in order to be achieved, requires new attitudes, abilities, and knowledge (Tria, 2020).

Because of this, the majority of schools in the country—especially those in Region XI—have chosen to use modular instruction as their standard method of educating pupils who reside far away. In order to implement modular instruction, a division's teachers were assigned to write self-learning modules (SLMs) that would be sent to schools. In addition, teachers were required to create weekly home learning plans, which would be sent with the SLMs and act as a guide for parents as their children learn at their own pace (Department of Education, 2020c).

The researcher is encouraged by the aforementioned manifestations to investigate teachers' emotional journey on emergent transition from modular to face-to-face learning. Although the literature has shown a few interventions or programs

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that target on how teachers cope with the transition, no research has been found that focus on the strategies and coping mechanisms used by teachers worldwide. Thus, the goal of this study may be to identify some outstanding or superior strategies and methods to cope up with the transition. The review also demonstrated the paucity of research and literature on the lived experiences of Filipino teachers in relation to the growing transformation in education. It is therefore advised to look into the whats and hows of emergent transition of learning in order to create explicit policies that will support their professional development and help them to fortify their identities.

FRAMEWORK

Transactional Distance Theory serves as the main foundation for this investigation. This theory of distant learning programs was created by Moore (1983) to look into two factors: the autonomy of the students and the distance between the students and professors. The learner and the educator/teacher connection are the focal points of the theory. According to Moore's interpretation, the transactional distance is crucial since the perception is based on distant learning inside a social framework rather than on traditional distance learning. The student's autonomy is the subject of the second component of Moore's theory, as the student must take ownership of his own education due to the distance between him and his teacher (Abuhassna & Yahaya, 2018; Hanson et al., 1997).

Furthermore, the Theory of Constructivism forms the basis of this investigation as well. According to Lee and Lin (2009), the primary duty of learners is to build their own understanding through the process of interpreting and distilling meanings from the many experiences offered by educators and their surroundings. According to constructivism, learners are ultimately in charge of their own education, with professors serving only as intermediaries. When teachers use modular instruction, they give students self-learning modules that serve as learning experiences.

METHODS

The Methods as Used in Human and Social Science

In this study, a qualitative design was used. To ascertain the significance that participants attach to the various research topics that they have or are experiencing, the study conducts qualitative research (Grundmeyer, 2012).

Qualitative research was employed because the researcher wants to study the natural setting to make sense of or interpret it, that is, in order to give description of the routine or problematic moments (Aspers & Corte, 2019). Additionally, qualitative research is adaptable, allowing the researcher to construct and deconstruct the methodology as needed, allowing it to move back and forth in its executions. Hence, if the data is not saturated, which is required for triangulation, the researcher can establish the data's credibility by retracing her steps. The researcher also examined people's lived experiences using the qualitative approach described by Creswell (2013). Likewise, the goal of this qualitative research method is to shed light on specific instances.

Gathering of Lived Experiences

The public schools in South Cotabato's Tboli 1 District, Division, served as the study's sites. Since the purpose of this study is to unfold stories of teachers with multiple ancillary functions, it was limited to a few schools in the Tboli 1 District that had a high concentration of instructors going through this process.

The research participants of this study were the 25 teachers who are currently teaching in the Department of Education (DepEd) – Tboli 1 District, Division of South Cotabato.

The interview guide served as the primary tool used in this investigation. This functioned as the main data source. The interview guide's questions focused on getting teachers to share their emotional journey on the transitioning from modular to face-to-face learning.

The responses provided by the participants during the interview were used to create the data for this study. To make sure the participants were comfortable and safe, the interview was conducted in a variety of ways.

The researcher secured a letter of permission from CMC's Graduate School Dean prior to data collection to make sure that my paper has already been examined and that my instrument is ready to use. The CMC's Ethics Review Committee examines to determine whether my instrument is consistent with my research objectives and the overall context of this study.

To collect the data needed for this research, the researcher followed a DepEd protocol and request permission through the office's line of authority. The researcher asked first permission to conduct this study in a letter to the Superintendent of Schools' office (SDS). The researcher will send the letter, along with the SDS's approved letter, to the principals of the schools in Tboli 1 District. After being approved by the SDS, the researcher then sent a letter to the participants, along with the prior letters of approval and the informed consent, in which I explain the nature of my study and their role.

Process of Doing Phenomenology

The researcher first coded the interview transcripts using the theoretical lens on which this study is based in order to conduct a thorough analysis of qualitative data. This is the phase of the analysis in which the researcher identifies topics, issues, similarities, and differences by interpreting the participants' narratives. This procedure can assist the researcher in comprehending the world and how participants construct reality in relation to their personal perspectives (Sutton & Austin, 2015).

Following the identification and classification of the codes, the researcher started the process of theming the data set, which entails putting together the codes from transcripts in a logical and significant manner. As a result, when organizing the findings for presentation, the themes could be utilized as the heading of a section in the report, while the codes can be placed beneath, supported by the researchers' interpretation (Sutton & Austin, 2015).

Reading the textual data from the interview transcripts and outlining the parts of the text that appear to be related to the predetermined codes described by the theory in the study are the steps in carrying out Colaizzi's descriptive phenomenological method.

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Based on the predetermined codes for clustering, the data codes would then be classified or thematized (Hsieh & Shannon, 2005; Assarroudi, Heshmati-nabavi, Armat, Ebadi, & Vaismoradi, 2018).

RESULTS AND DISCUSSION**Narratives****Challenges on the Delivery of Teaching and Learning During the Transition from Modular to Face-to-Face Learning**

Through the thematic analysis that was performed, the researcher was able to identify an overabundance of basic themes which have been arranged into specific clusters in order to efficiently categorize them under their respective organizing themes. For this research question number one, the researcher has found out that the informants were able to identify the common problems and difficulties they have encounter during the transition of learning. It was found out that the informants clearly determine what specific difficulties burdens them to provide an effective and efficient teaching during the transition of learning. The organizing themes which have been found are: (i) students' attitude; (ii) classroom management; (iii) health assurance and learning commitment at home. From the table below, it could be gleaned that there were a lot of basic themes which have surfaced from the responses of the participants.

Table 1. Challenges during the Transition

| Emergent Theme | Organizing Theme | Basic Theme Cluster |
|--|------------------------------------|--|
| Difficulties on the Delivery of Teaching and Learning | <i>Students' Attitude</i> | <ul style="list-style-type: none"> • Students' Misbehavior • Interest of Learning • Diverse Attitude • Willingness to Learn • Lack of motivation • Absenteeism • Lack of Attention • Lack of Prior Knowledge |
| | <i>Classroom Management</i> | <ul style="list-style-type: none"> • Learning Gap • Speaking Difficulties • Language Barriers • Diverse Students • Implementing Rules • Utilization of Learning Materials |

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| | |
|--|--|
| | <ul style="list-style-type: none"> • Performance Assessment |
| <i>Health Assurance and Learning Commitment at Home</i> | <ul style="list-style-type: none"> • Utilization of Safety Protocols • Learning at Home • Assurance of Learning • Students' Commitment in Learning |

Students' Attitude

Drawing inferences from the responses of the participants which have been identified in the basic theme cluster, it was determined that the participants had disclosed a number of issues they had run into when switching from modular to in-person instruction. Both the pupils' performance and the teachers' ability to teach were badly impacted by the issues and difficulties they faced. This was clearly stated on their responses during the interview.

Furthermore, the participants shared that some of the behaviors of the students are not changing thought they step up on the higher level of education. They also identify that they have troubles in the learning ability of the students to cope up the lessons and the interest to learn. They further added that some of the students are unwilling to take their classes and they feel uneasy and embarrassed so that others skip their classes.

The IDI and FGD participants conform to the abovementioned theme as revealed:

I witness mischievous conduct from the pupils, and even though they are in high school, they continue to act in the same manner as they did in elementary school (IDI5,11,15 & FGD9, Q2)

IDI2&12 and FGD3 also had these statements as support:

Face-to-face classes were extremely challenging because a number of students were falling behind in their academic performance and did not know how to write and read (IDI2,12 & FGD3 Q2)

Moreover, IDI8 & 10 also added:

Since they haven't attended classes in a few years, I've seen that students felt uneasy and embarrassed during the face-to-face classes (IDI8 & 10, Q2)

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For IDI9 & 14's response, it was mentioned that:

I see that during the transition, students' learning competence is declining, and I have to work very hard to get their learning back to where it was before (IDI9 & 14 Q1 & 2)

Further, IDI9 also concluded:

It appears that the students did not receive enough attention to help them learn, which makes it difficult for us both to help them with their reading and learning (IDI9, Q1)

In similar, IDI12 clearly emphasized:

In contrast to modular learning, it appears that students are more attentive during face-to-face instruction and I'm not really sure how much they are learning at that moment (IDI12, Q1)

On the other hand, IDI12, 14 and FGD5 added that:

*Even when some of my students skip class because they no longer care to go, I still manage to have a conversation with them about the value of education in their lives.
(IDI12, 14 & FGD5, Q2)*

The research by Nooruddin and Baig (2014), which outlines how managing student conduct is one of the difficulties teachers encounter in their few in-person classes, lends credence to the aforementioned claims. Teachers find it difficult to help pupils who feel alienated from their surroundings during this pandemic. Due to the learner's setup during the few in-person classes, the teacher's workload may increase with ordinary teaching responsibilities such as designing lessons, assigning homework, and providing lectures. Due to the epidemic, controlling the pupils is essential, but the school head is in charge of creating this environment for the teaching and learning process.

Furthermore, Horváth et al. (2022), presenting the situation of their pupils, believe that online platforms are efficient and cannot envisage another way for them to learn. Conversely, some students expressed dissatisfaction with their online experience and expressed a desire to discontinue it during the pandemic. Anzaldo (2021) mentioned that because they had only had face-to-face instruction for nearly two (2) years, they also had trouble keeping students' attention.

Classroom Management

Participants were also able to express about their experiences in handling instruction during the emergent transition of modular to face-to-face learning. The participants identify some of the challenges that are significantly related to classroom management. As reported in the result of the study, participants have difficulties in keeping track the attendance of the students, their learning gaps and how they

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perceived their lessons during the class. Moreover, other issues and problems are identified such as difficulties in teaching, problems caused by the previous pandemic, and the quantity of learners reporting to class during the face-to-face learning.

FGD 2 conforms that:

I find it difficult to keep track of the students' attendance, especially when they don't fully realize that face-to-face classes has already started again (FGD 2, Q1)

This is added by IDI3 & 7:

I struggle with my students' learning gaps because some of them struggle to understand the lesson, and I have to work hard to help them get better at knowing and understanding it (IDI3,7 Q1)

Furthermore, IDI 8 and 14 asserted that;

I faced difficulties throughout the transition since my students find it difficult to function in the classroom and it feels like we are going back to the fundamentals (IDI8, Q1)

For me, the transition was difficult and stressful since I had to go above and beyond in my instruction because the pandemic was impairing my students' ability to study (IDI14, Q1)

And also, FGD 4 mentioned that:

In face-to-face classes, I have a lot of trouble since I find it hard to picture myself instructing just three students on the first day, and I become quite frustrated when that happens (FGD4, Q2)

Shonert-Reichl (2019), who found that many teachers had felt stressed and anxious as a result of the switch to fewer in-person classes, lends credence to these themes. The most demanding job that contributes to a high rate of burnout is teaching. Teachers were anxious because they made sure their students had the help, they needed in the few in-person classes and were concerned about a student who might be having academic difficulties. Teachers felt overworked by the demands of school administrators to implement the new safety requirements, despite the many obstacles they faced.

According to Terrazola (2018), instructors experienced worry, despair, and an unhealthy lifestyle as a result of being overloaded with reports, lesson plans, and classroom preparations.

Health Assurance and Learning Commitment at Home

The exploration in this study had also discovered another set of significant themes on the teachers' lived experiences on the emergent transition from modular to

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face-to-face learning and this pertains to health assurance and learning commitment at home. Specifically, this includes the implementation of safety and health protocols, assurance of the teachers on the students' learning at home and the learning situation of the students during modular sessions.

In addition, IDI8, 1, 7, 9 & FGD 1 expresses that:

Even though I had fewer difficulties during the transition, the main issue we have is adhering to the required health standards because the majority of the pupils in the school have not yet received vaccinations (IDI8, 1, 7, 9 & FGD1, Q1 & Q3)

Further, IDI18 stated that:

My students' performance has decreased because no one has been checking in with them or helping them with their academics while they have been learning modular at home (IDI8, Q1)

FGD7, 8 & 10 supports that:

Since some of the students allowed their parents to answer during modular learning process, I'm not sure if the pupils actually completed the modules. This raises questions about their learning. (FGD7, 8, 10, Q1)

These results are consistent with a study by Trans (2021), which found that maintaining public health and safety protocols is one of the difficulties posed by reducing the number of in-person sessions. This presents another problem for learning facilitators. It might be difficult to maintain socially segregated classrooms and health practices in educational environments while adhering to COVID-19 safety prevention and management requirements. Even if COVID-19 protection procedures are not followed correctly, issues still need to be resolved. Schools need to fulfill their goals and objectives (Sintayehu & Hussien, 2021).

Teachers confronted numerous trials during the shift from modular distance learning to limited face-to-face classes, including ensuring quality instruction due to varying circumstances and difficulties with personal and family security, time constraints, health risks, and the transfer of quality learning. Remarkably, the absence of in-person lectures for the past two years and the fact that parents have completed the courses mean that only a partial assurance of high-quality learning can be made (Anzaldo, 2021).

Feelings of Being an Academic Parent during Transition

In this research question, the analysis has revealed that the overall experience of the teachers during the emergent transition of learning from modular to face-to-face is on the different factors pertaining to the character building and personality development, and how these attributes influence their teaching ability and the learning capability of the

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students. Moreover, the identified specific characteristics are highly relevant to the teaching and learning process.

Through the analysis performed, the researcher was able to exhume the embedded themes found in the responses of the participants. The emergent for this research question was the character building and personality development to the said teachers. Drawing inference from the basic theme cluster, it was deduced that there were two organizing themes arrived which are: (i) recognition and acceptance of inevitability of the circumstances, and (ii) ability to adjust in the face to adversity.

In order to gain a clearer understanding, the identified organizing themes are discussed comprehensively below along with the triangulation through the use of the responses drawn from conduct of a focus group discussion.

Table 2. Feelings of Being an Academic Parent during Transition

| Emergent Theme | Organizing Theme | Basic Theme Cluster |
|--|---|--|
| Character Building and Personality Development | <i>Recognition and Acceptance of Inevitability of the Circumstances</i> | <ul style="list-style-type: none"> • Being Responsible to Students' Learning • Accepting Challenges and Situations • Willingness to Teach • Filling of Learning Gaps • Care for Students' Wellbeing |
| | <i>Ability to Adjust in the Face of Adversity</i> | <ul style="list-style-type: none"> • Giving Efforts and Understanding • Being Passionate • Being Strong and Firm • Being Ready and Prepared • Being Physically Healthy |

Recognition and Acceptance of Inevitability of the Circumstances

Through the responses of the participants, it was extracted that the teachers found that recognizing and accepting the challenges are significant on character and personality development. Relate to this, it was found out that being responsible, have willingness to teach and giving care to the learning of students are the essential part of teaching process. It is also reported that being aware to students' learning needs and being happy to students' achievement are the greatest pleasure of the teachers towards their profession.

IDI3 & 10 mentioned that:

Although that I am aware that occasionally my students find it difficult to understand the material and the circumstances, it is my duty as a teacher to support my students' learning (IDI3, 10 Q1 & Q2)

FGD 1 & IDI 15, 12, 7 & 1 further added that:

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During face-to-face learning, I was happy to finally be able to impart my knowledge to my students, but I am also a little discouraged by the fact that, despite my best efforts, some of them show no desire in learning (FGD1 & IDI15,12, 7, 1, Q1 & Q2)

IDI12, 6, & 8 supported same idea:

I acknowledge that these are my students and that the only thing I can do is help them learn more effectively in the classroom (IDI12, 6, 8, Q3 & Q1)

Further, IDI 10 confirmed that:

I view the learning process as a trial-and-error process, since, I have to closely monitor my students' performance in class to determine what competencies are appropriate for their learning (IDI10, Q3)

Some of the participants are hoping that the challenges brought by the previous pandemic will not happen again as IDI 15 also stressed that:

I sincerely hope that this circumstance won't arise again because I know how difficult it was for both our students and us as teachers (IDI15, Q1)

The aforementioned outcomes agree with the conclusions drawn by several writers and organizations. Anzaldo (2021) shows that teachers carry on serving and instructing children in order to give them a high-quality education, even in the face of a risk to their life. Indeed, regardless of the situation, teachers are obligated to perform their duties.

However, in order to lessen the strain of having their kids at home for longer than a year, teachers like to see their students enjoying in-person education. In response to the physical return of courses, a number of parents and educators had divergent opinions, as reported by the Philippines News Agency (Moaje, 2021).

Ability to Adjust in the Face of Adversity

Participants of the study were also able to express that due to the problem brought by the pandemic, still, teachers are able to give them proper education and composure. In some point, the love and desire of the teacher towards students' learning are still on the track and they willing to adjust their teaching standards and expectation to meet students' learning needs. In similar point, the participants are able to face the challenges in transition. These includes being ready and prepared in delivering lessons to the classrooms.

IDI2 conforms that:

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Since my students are still learning after the pandemic, I observe their performance in face-to-face classes with composure (IDI2, Q3)

This is added by IDI 3 & 5:

I have a strong love for both my work and my students' education. Despite the fact that I have a lot of extra responsibilities as a teacher, I am completely committed to helping them learn, and I am patient with them (IDI3,5 Q3)

Further, FGD 5 & IDI 9 also expressed that:

In order to accommodate my students' learning needs, I reduce my standards, and I adjust my expectations in response to their performance and learning outcomes (FGD5 & IDI9 Q3)

IDI 11, 4, 15, & 10 stressed that:

I gradually got ready for the transition by reviewing my lesson, looking for teaching methods that improve student learning, and coming up with class activities that motivates students to participate (IDI11,4, 15, 10, Q3)

Moreover, IDI14, 5 & 10 added that:

In order to fill up the remaining learning gaps, I must plan my lessons according to how my students absorb the lesson in face-to-face classes. (IDI4,5,10 Q1)

Cardullo et al. (2021), who stated that teachers are adaptable and flexible in times of crisis, lend credence to these themes. This encourages them to come up with creative ways to engage with their students. To improve their ability to instruct, teachers received training. Teachers are making every effort to adjust to the new normal while still facilitating learning in spite of the obstacles.

Additionally, according to Secuya and Abadiano (2022), teachers' adaptive determinants in educational transition demonstrate a knowledge that teachers need to be resilient in difficult situations, recognize and understand their role as educators, and adjust to certain initiatives in order for learning continuity to thrive amid the current challenges and other adversities. Future educational leaders and institutions may find these efforts useful as a framework.

Coping Strategies to Overcome the Challenges Encountered

In the last research question, the analysis has revealed that the overall coping strategies of the teachers on the challenges encountered during the emergent transition of learning provides significant contribution on the teaching and learning process as well the contribution of these strategies to improve better the teaching and learning experience of the students on face-to-face classes. They expressed that there are some

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contributing factors in the utilization of coping mechanisms and these contributing factors can guarantee good outcomes and result for the upcoming interventions for school programs and developments.

Through the analysis performed, the researcher was able to exhume the embedded themes found in the responses of the participants. The emergent for this research question was the efforts made in response to the ongoing challenges. Drawing inference from the basic theme cluster, it was deduced that there are two organizing themes arrived which are: (i) provision of learning materials and effective teaching, and (ii) appreciation, collaboration and engagement.

In order to gain a clearer understanding, the identified organizing themes are discussed comprehensively below along with the triangulation through the use of the responses drawn from conduct of a focus group discussion.

Table 3. Coping Strategies to Overcome the Challenges Encountered

| Emergent Theme | Organizing Theme | Basic Theme Cluster |
|--|---|---|
| Efforts Made in Response to the Ongoing Challenges | <i>Provision of Learning Materials and Effective Teaching</i> | <ul style="list-style-type: none"> • Giving Sufficient Activities • Performance Evaluation • Teaching Basic Skills • Giving Constant Reminders • Conducting Action Research • Setting Classroom Rules • Using Body Gestures • Maximizing the Usage of Learning Materials and Activities |
| | <i>Appreciation, Collaboration and Engagement</i> | <ul style="list-style-type: none"> • Engaging in Training and Schooling • Asking Guidance and Advice • Coordination with others • Build Connections • Giving Rewards and Recognition |

Provision of Learning Materials and Effective Teaching

Drawing inferences from the responses of the participants which have been identified in the basic theme cluster, it was deemed that the participants shared that they have identified a lot of coping strategies which they consider as effective in overcoming the challenges during the transition of learning is the provision of learning materials. This was clearly stated on their responses during the interview. Furthermore, the participants shared that in order for them to cope easily, they must need to implement variety of activities and methods for them to effectively manage the classroom and the teaching process. In addition, they stressed that through giving reminders, conducting action research and setting classroom rules and regulations will

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help them to easily overcome the challenges encountered during the transition of learning.

The IDI participants conform to the abovementioned theme as revealed:

*I establish guidelines to prevent violence in the classroom and urge students to love and care one another as if they were family.
(FGD8 & IDI15,14,11,10, 9, Q2)*

IDI 14 also had these statements as support:

*My solutions involve returning non-readers to basic education, helping struggling readers with their reading comprehension, and providing interventions to help them gain more information and comprehension
(IDI14, Q3)*

Moreover, IDI 13, 10, 4, 7, & 15 also added:

*To get my pupils involved in class, I use a variety of activities, including games, puzzles, and question-and-answer sessions (IDI13,10,4,7,15
Q3)*

For IDI 9 & 15's response, it was mentioned that:

I carried out an action research project that centered on the students' proficiency and frequency, and I developed an intervention that would help them to the transition (IDI9, Q3)

I use vocal reminders to correct my students' behavior and to address their academic performance in class as a kind of punishment (IDI5, Q2)

On the other hand, IDI 14 added that:

I take time to go over and assess my students' work, making sure to provide them good instruction – especially for those who lacked certain skills (IDI4, Q3)

The Pozo-Rico study from 2022 lends credence to the aforementioned claims that teachers modify and prepare their methods to make sure no child is left behind. Owing to the pandemic, students require assistance in order to comprehend instructions. When the teachers were informed about the sudden shift to fewer in-person classes, they became tense and nervous.

New approaches to education, particularly those centered around online and TV/radio-based instruction, modular instruction, and online learning, will be welcomed under the BE-LCP. This, in order to be achieved, requires new attitudes, abilities, and knowledge (Tria, 2020).

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Appreciation, Collaboration and Engagement

Participants of the study were also able to express that appreciation, collaboration and engagement helps them to cope easily in the challenges they encountered during the transition of modular into face-to-face learning. This coping mechanism includes the use of giving rewards and recognition, engaging in educational programs and trainings, asking guidance and advice to colleagues and school heads, coordination with others and building connections.

This theme was also validated by FGD9, 1, 2 & IDI 11, & 7 as revealed:

In the course of modular learning, we acknowledge and reward students who achieve high grades. On the other hand, in face-to-face classes, it appears that their expertise is incomplete and shaky (FGD9, 1, 2 & IDI11, 7, Q1 & Q2)

IDI 15 also shared that:

Because of the situation, the majority of the students are not doing well in class, thus I advise my school's head to undertake a study aimed at enhancing the students' capacity to learn (IDI15, Q2, Q3)

Likewise, when IDI 11 shared that:

I have conversation with my coworkers and brainstorm potential future actions to bring attention to resolve the issues and concerns (IDI11, 6 Q3)

Further, IDI 7 expressed that:

In order to meet the needs of the children as we move from modular to face-to-face learning, I collaborate and coordinate with the parents and other relevant parties (IDI7, Q1)

On the other hand, IDI 3 added that:

I devote myself to education and training in order to grow personally and expand my comprehension and expertise in the field of teaching (IDI3, Q3)

The aforementioned outcomes are corroborated by research by Zaalouk et al. (2021), which found that teachers employ restricted face-to-face instruction as a coping strategy for stress management and that peer community learners' (PCL) participation is one such strategy. In order to keep their lives in balance, teachers in this setting learn coping skills.

As confirmed by Bartle (2007), stakeholder engagement entails working together with people to achieve set goals and objectives while making the most of their available resources. As emphasized by Cranston (2001), schools should always be prepared to

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speak with community stakeholders to address any deficiencies in school plant facilities and resources.

IMPLICATIONS

During the analysis, themes were discovered that can be connected to practical implications of this study when dealing with teachers' emotional journey on the emergent transition from modular to face-to-face learning. The instructors' transitional experiences can be ascribed to a number of things, such as issues and challenges, the development of personalities and character, and the attempts taken to address the obstacles. Furthermore, based on emergent theme and its associated organizing themes, another implication can be inferred that the teachers who participated in this study are convinced that our current educational system requires a large number of support and educational provision to maintain the quality of education in the Philippines.

Since, our students and teachers are still on the coping process after the pandemic, it is the responsibility of the government to assure the support and provision of educational materials in all schools of the country as well as the health of our teachers and students. This is in line with the directives and strategy developed by the Department of Education (DepEd), which issued DepEd Order No. 12, s., to build the Basic Education Learning Continuity Plan (BE-LCP) for 2020–2021, which guarantees students' learning continuity during the COVID-19 epidemic. 2020 or "Adoption of the Basic Education Learning Continuity Plan for School Year 2020- 2021 in the Light of the COVID-19 Public Health Emergency". New approaches to education were welcomed under the BE-LCP, particularly in the areas of blended learning, homeschooling, and other distance learning delivery modalities. These will be put into practice in accordance with the local COVID Risk Severity Classification and minimum health standards compliance (Agarin, 2021).

Finally, this study has also posed implications to essential aspects of the educational system of the country such as: (1) working collaboratively with school personnel, parents and other relevant sectors especially in improvement and development of school reforms and provide programs and activities that is relevant to the transition of learnings, (2) collecting relevant source of information and knowledge that will help teachers improve their teaching in in face-to-face classes, (3) consistent and timely assessment and evaluation of students' performance (4) creating strong teamwork among other school staff that helps for the improvement and development of teaching and learning process at the time of face-to-face classes and (5) monitor students' mental health and wellbeing especially those who are affected with the previous pandemic.

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