



**EXPERIENCES AND ACTIVITIES OF SCHOOLS FROM DISTANCE
LEARNING MODE TO FACE-TO-FACE CLASSES: BASES FOR
LEARNING RECOVERY PLAN**

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ABSTRACT

The descriptive-qualitative study determined the experiences and activities of schools from distance learning mode to face-to-face classes as bases for learning recovery. It was found out that internal stakeholders encountered issues on reading and numeracy skills, lack of learning resources, many educational changes, stakeholders' support, and psychological and health issues, while external stakeholders encountered issues on internet online services, lack of close supervision, issues on reading and numeracy skills, numerous things to address, health issues, and lack of facilities. The activities that were done by internal stakeholders during the transition from distance learning mode to face-to-face classes were: holding literacy and numeracy programs, conducting meetings, orientation, and simulation activities; providing support and conducting psychosocial activities; working hand in hand; and conducting home visitation, while the external stakeholders provided support, promoted mental wellness and sports activities, worked hand in hand, and provided budget.

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Keywords: *Experiences, Activities, Transition, Distance Learning Mode, Face-to-Face Classes, Learning Recovery*

INTRODUCTION

Background of the Study

The COVID-19 pandemic has brought many challenges and problems, not only in the Philippines but throughout the world. Specifically, the life-threatening viral catastrophe greatly impacted local schools and the educational system. It has changed education for learners of all ages all over the world. Shifting from face-to-face classes to modular learning was a big challenge for the education sector, which resulted to adjustments to the prevailing situation. The Department of Education has implemented different modalities in distance learning depending on the suitability and availability of the learning mode applicable to both learners and location.

The Department of Education has made every effort to provide high-quality instruction in spite of shifts, difficulties, and the threat posed by COVID-19 (The Department of education Mission). Through various adopted modalities, the Department of Education was able to uphold its purpose of protecting and promoting every Filipino's right to a quality and fair education from the start of the 2020 up to school year 2022. With the development of vaccines against COVID-

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19, the education sector slowly shifted back to its routine in schools. With this development school administrators, directors of schools, teachers, parents, learners in particular had to adapt to the new standard of education, which included face-to-face instruction only in limited settings, distance learning, and in-person instruction.

The transition of classes from modular learning to face-to-face caused numerous challenges, which appeared and emerged towards full implementation. One problem that caught the attention of internal and external stakeholders was the literacy and numeracy skills of learners. The two years of modular learning have harmed learners' literacy and numeracy skills instead of advancing their education, particularly for those who already required assistance with reading and counting before to the pandemic. Learners' academic performance decreased after the implementation of Modular Distance Learning (MDL) according to the findings of Dargo and Dimas (2021). If left unaddressed, this developed into a significant issue that would lower the caliber of learners that schools produced.

The study attempted to determine the activities and experiences of both internal and external stakeholders and how they were able to carry out their duties despite the challenges brought about by the pandemic, as well as the activities they initiated and engaged in to cope with the problems and challenges they were facing in educating learners in the new normal of education.

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MATERIALS

Research Methodology

This chapter presents the research method, research design, participants in the study, data-gathering procedures, research instrument, and data analysis used in the study. This study aimed to determine the experiences and activities of schools in the Second Congressional District of Iloilo from distance learning to face-to-face classes during the school year 2022-2023.

Research Method

The research method utilized in the study was qualitative research using in-depth interviews.

To ensure that participants were well-oriented and ready for their involvement in the research project, the researcher held a brief orientation session before to the interview.

During the interview, the interviewer and the interviewees were allowed to sit together at a distance and think about the questions on specific issues. The aim was to get the participants' central or necessary views on a particular issue in a social context through the participants' responses to the questions in the interview schedule.

The interview was carried out in a relaxed, conversational manner to effectively encourage participants to share their thoughts, feelings, and opinions in an honest and open manner.

With the participants' consent, the researcher used an audio or voice recorder to capture, record, and document their answers during the interviews.

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Following a series of interviews, the researcher combined the data that had been gathered, and then used a thematic technique to evaluate the information for patterns, themes, and recurrent concepts.

Research Design

The study used the phenomenological research design. Phenomenology can be considered a philosophical approach to qualitative research. The purpose of phenomenology is to understand how others see the world and how that view can deviate from the main views, focusing on the subjective interpretations of a person of what they experienced. Phenomenology is conducted by interviewing subjects to obtain their impressions and is often used in fields such as psychology, sociology, and social work.

Trymata (2023) defines phenomenological qualitative research as an approach to research that centers on comprehending and investigating people's living experiences of a certain event. Phenomenology, which has philosophical roots, aims to understand the nature of human experiences and how people interpret their surroundings. Phenomenology in qualitative research explores the subjective and individualized interpretations that people ascribe to their experiences, going beyond just reporting observable behaviors.

Participants in the Study

The study involved sixteen(16) internal stakeholders, which included school principals and teachers, and eight (8) external stakeholders, all of whom were members of the Sangguniang

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Bayan responsible for the education of their local government. The total number of respondents was 24, drawn from the eight municipalities of the 2nd Congressional District of Iloilo: Alimodian, Leganes, Leon, New Lucena, Pavia, San Miguel, Sta. Barbara, and Zarraga.

The researcher deliberately chose the participants who satisfied the inclusion requirements and were thought to be most likely to offer insightful commentary on the research issue, based on the established norms.

The chosen participants were picked on the basis of their capacity to offer a variety of perspectives and to reflect a range of experiences and activities they have involved in or participated during the transition of modular learning to face-to-face classes in the Schools Division of Iloilo in the Second Congressional District of Iloilo in the school year 2022-2023.

Sampling Design

A purposive sampling design was used in the study. A purposive sample is a non-probability sample that is selected based on the population's characteristics and the study's purpose. Purposive sampling is also called judgmental, selective, or subjective sampling.

The researcher conducted interviews with sixteen (16) internal stakeholders for the study, including teachers and school principals from the Schools Division of Iloilo's Second Congressional District. They were selected at random from the Second District of Iloilo's ten (10) Schools District. Every school district has two (2) respondents. As external stakeholders, eight (8) Sangguniang Bayan Members who oversee education in each municipality within the Second Congressional

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District were interviewed. The interview schedule questions that were approved by the group of experts were utilized by the researcher.

Research Instrument

The research instrument utilized in this study was a researcher-made interview schedule. The interview schedule had three questions focusing on the purpose of the study.

Depending upon the participants' permission, voice and video recorders were also used for data gathering and documentation.

Validity of the Research Instrument

Before the determination of the validity of the interview schedule made by the researcher, the adviser, the Dean of the Graduate School, and a panel of jurors who were considered for their expertise in the field of research, testing, and assessment, and Science were requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and a sample of the subject to be measured, and it is also helpful in validating the items in the questionnaire (Fraenkel & Wallen, 2007).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

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Data-gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally visited the schools/communities/places convenient for the participants to conduct the interviews.

The researcher conducted the interviews with the participants, but before this, the researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study.

In-depth interviews and voice and video recorders were provided to capture the interviewees' words completely. The researcher consolidated all of the collected data after the series of interviews.

Data Analyses

The information gathered was analyzed using a thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire and Delahunt (2017), thematic analysis aims to identify essential or exciting themes, such as patterns in data, and to use these themes in a research paper or topic.

This is summarizing, analyzing, interpreting the data gathered, and making sense of them.

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RESULTS AND DISCUSSIONS

The study determined the experiences and activities of schools from distance learning mode to face-to-face classes in the Second Congressional District of Iloilo, Schools Division of Iloilo, during schoolyear 2022-2023.

The research method utilized in this study was qualitative, using in-depth interviews, and the research design was phenomenology.

The participants in the study were the 16 internal and eight external stakeholders, for a total of 24 participants purposely chosen from the eight municipalities in the 2nd Congressional District of Iloilo.

A researcher-made interview schedule was used as instrument to gather data.

Depending upon the participants ' permission, voice and video recorders were also used for data gathering and documentation.

The questionnaire underwent content validation by a panel of experts. The Criteria for the Content Validation by Fraenkel and Wallen (2007) was used to determine the validity of the questions in the interview schedule. The researcher considered all comments and suggestions relative to the validation of the tool. After the questionnaire was found valid, permits were prepared to allow the researcher to start conducting the in-depth interview.

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Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/communities/places convenient for the participants to conduct the interview.

The researcher consolidated all collected data after the series of interviews. The information was gathered, analyzed, and interpreted using the thematic approach.

The following are the findings of the study:

Based on the in-depth interview with the internal stakeholders on their experiences encountered during the transition from distance learning mode to face-to-face classes, results revealed the following: issues with reading and numeracy skills, lack of learning resources, many educational changes, stakeholders' support, and psychological and health problems.

Based on the in-depth interview with the external stakeholders on their experiences encountered during the transition from distance learning mode to face-to-face classes, results revealed the following: issues with online internet services, lack of close supervision, problems with reading and numeracy skills, numerous things to address, health issues, and lack of facilities.

Based on the in-depth interview with the internal stakeholders on their activities during the transition from distance learning mode to face-to-face classes, results revealed the following: conducted literacy and numeracy program; conducted meetings, orientation, and simulation

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activities; provided support and conducted psychosocial activities; worked hand in hand and drove home visitation.

Based on the in-depth interview with external interest groups on their activities during the transition from distance learning to face-to-face classes, results revealed the following: offered support, promoted mental well-being and sports activities, worked hand in hand, and provided budget.

Insights

Based on the findings of the study, the following insights were drawn:

The majority of internal stakeholders experienced similar problems, particularly with the learners' reading and numeracy abilities. This issue needs to be taken seriously by the government, specifically by the Department of Education.

Given that they are also acclimating to the new norms of education, teachers want additional learning resources that they can employ in the teaching-learning process.

In addition to the difficulties of instructing in face-to-face, educators must deal with a plethora of curricular modifications. They must conduct educational interventions to remedy the learning deficits that COVID-19 has caused in students. These are only a few of the numerous adjustments they need to make and focus on. To reduce the gaps in their students' education, they are working

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hard and taking their time with remediation. Full support should be given to them especially in their teaching-learning materials.

The "Bayanihan spirit" of the Filipino people was revived in schools during this pandemic. During the face-to-face class implementation, the schools received full support from the stakeholders. It should continue and inspire all stakeholders to participate actively.

In addition to teachers, school children's psychosocial and health concerns should be addressed.

For online classes and student and teacher research, internet access is essential to the teaching-learning process.

The need to address a number of difficulties, particularly reading and numeracy, was also discovered by external stakeholders.

Since not everyone was vaccinated and the virus is still around, health issues must also be taken seriously. Those who are not vaccinated should be encouraged.

Lack of facilities also affects and hinders the effectiveness of the learning-teaching process. Classrooms conducive to learning contribute to the success of the teaching-learning process. The school administrators should give focus to this problem.

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Internal stakeholders conducted literacy and numeracy programs to help those lagging learners deprived of what they should have learned in school for two years or more due to the pandemic.

Meetings, orientations, and simulation activities were conducted to discuss the strategies and techniques needed in implementing the face-to-face classes.

Teachers and learners were supported and attended psychosocial activities for their mental health and well-being.

Teachers and parents worked together and conducted home visits to check the learners' progress and to tap the parents' cooperation in their children's education.

External stakeholders fully supported the renewed implementation of the face-to-face classes, especially the SB Member in charge of the Committee on Education.

Mental wellness and sports activities were also provided to the teachers and the learners.

The Local Government worked hand in hand and provided the budget to implement the face-to-face classes.

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RECOMMENDATIONS

In light of the findings and insights arrived at in this study, the following recommendations are advances:

To deliver effective remedial reading and numeracy treatments, teachers ought to have the necessary training. The activities in the remediation program should be designed to help the learners who require remediation improve their literacy and numeracy abilities.

Teachers should be given access to educational materials, and these materials should go through strict quality assurance and control procedures along with content analysis. Instructors ought to be motivated to create their own instructional materials; nevertheless, they must pass rigorous quality assurance and content analysis procedures.

Hiring local school board teachers who would focus on the literacy and numeracy skills of the learners in the remediation program and act as reading experts would help alleviate the workload of instructors.

All parties involved should be encouraged to embrace the Filipino "Bayanihan" spirit in order to meet the needs of the school that cannot be met by the MOOE or school funding.

In order to address and alleviate, if not completely eradicate, the anxieties and depressions

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experienced by educators and students, psychosocial and health activities must become a part of the new normal in education.

Given that we are now in the digital and technical age of education, DepEd authorities should place a high priority on accessibility and reliable internet connectivity.

It should be possible for parents to help their kids at home. In addition, they ought to be acknowledged and valued for their efforts in maintaining their passion and interest in the school and the education of their kids.

To monitor their children's academic progress, parents are advised to stay in close contact with their teachers.

To reduce the fear of contracting COVID-19 in schools, campaigns targeting individuals who have not received the vaccination should be launched.

Sports and mental health must be included in the new standard education. Exercise releases endorphins, which are neurotransmitters that reduce pain and anxiety, and lowers the stress hormones cortisol and adrenaline. Sports are a good way to manage stress.

It is essential that the local government and the school have a positive working relationship and communicate openly. When it comes to increasing productivity and including the community in school programs and activities, local governments are powerful allies.

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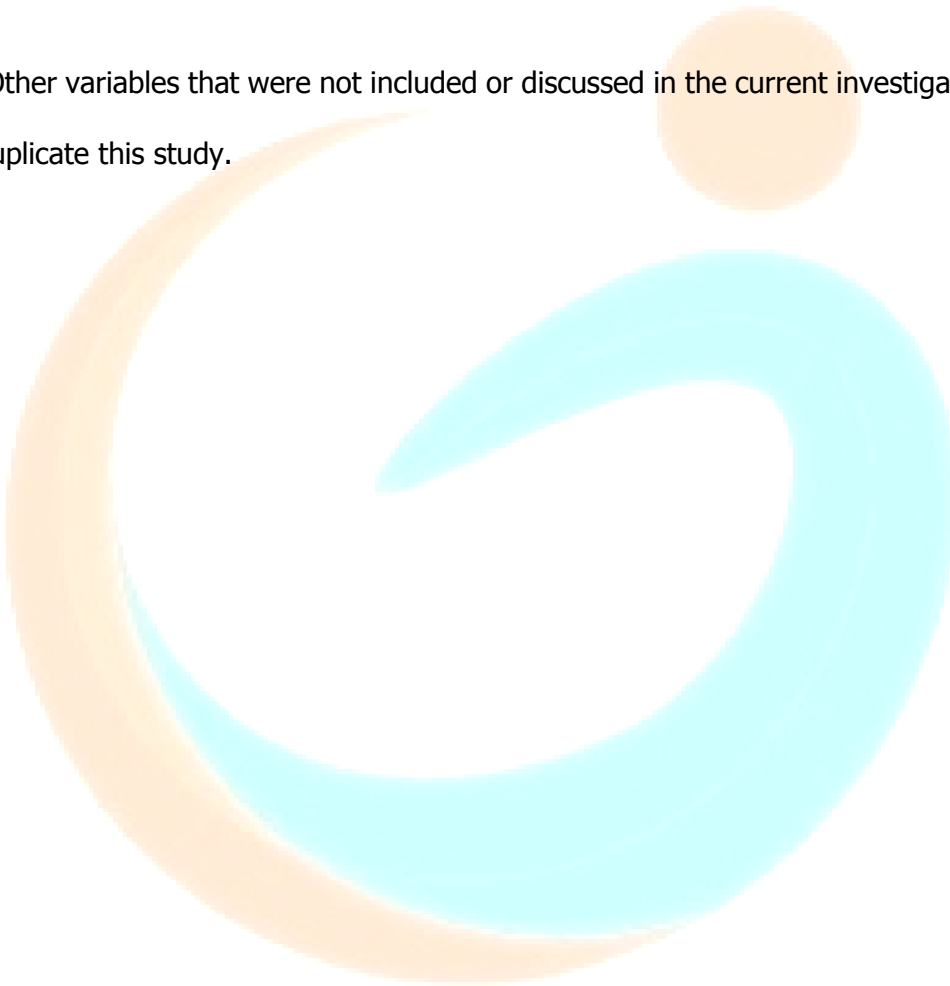
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For approval and execution, a copy of the Learning Recovery Action Plan should be delivered to the Central, Regional, and Schools Division offices.

School heads are urged to implement this suggested Learning Recovery Action Plan on a local arrangement basis in the event that it is not approved.

Other variables that were not included or discussed in the current investigation could be used to duplicate this study.



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