

# Journey Into the Lives of Social Studies Teachers in Flexible Learning Modality

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**Abstract**— *The gradual return of face-to-face classes under the Department of Education is pleasing news that teachers and parents have long awaited. This event is an answered prayer for those guardians wanting relief from the modular classes and teachers longing for relaxation from producing the self-learning modules. However, trials tested the resilience of the teachers whose problem underly from the fact that teaching is done two hours of actual contact with students per week, twice a month. This study of the lived experiences of social studies teachers in limited face-to-face classes will use qualitative phenomenology. Eight selected teachers in the District of Pilar underwent intensive one-on-one interviews with the investigator. The interview shall cover the strategies and techniques of the teachers in handling the subjects and the untold stories of experiences they encountered in dealing with the students' attitude toward their studies. From the 72 significant statements collected and analyzed, the study reveals four major education features that are highlighted: Sophist Ingenuity, Diversified Molders, Patriotic and Committed Social Catalysts, and School-Community Collaborators. The theme Sophist Ingenuity implies the skill of social studies educator to sort activities that the students love, like watching videos and even enjoying participating in classroom activities. Meanwhile, the theme Diversified Molders highlights the OCSRA Technique, which stands for Oral pre- test and post-test, Contextualization, Summarization, Remediation, and Advance lesson. Moreover, the theme Patriotic and Committed Social Catalysts explains that teacher's diversity in the field of teaching helps them focus more on the discussion, while the theme School-community Collaborators explicates that students need the help of the parents and other entities in their development as social individuals.*

**Keywords**— *Master of Arts in Education major in Social Studies; Social studies teachers; Qualitative-descriptive Phenomenology; Professional Development; University of the Visayas Cebu City Philippines.*

## I. INTRODUCTION

Following the two years of absence of educators and learners in school, it is undeniable that both entities lost track of the importance of face-to-face teaching and the learning process. The in- person classes are extremely necessary to uphold the quality of education, especially in the basic education curriculum. The limited face-to-face classes of the Department of Education pose a significant challenge to teachers in relevance to the appropriate teaching strategies to employ for the discussion to effectively happen.

While the world continuously fluctuates its seemingly changeable phases, it still holds health threats, massive economic downturns, and limited educational opportunities; after the Covid19 sprouts, the Philippines took turns bringing

the schools back to life. From numerous feedback gathered by the Department of Education (DepEd) on distance learning, particularly in modular classes, Inquirer.net reported that President Rodrigo Duterte finally announced his decision to open classes at the basic education level (Aguilar, 2021). President Rodrigo said, "nothing can get in the way of instruction and formation of our learners, not even a pandemic."

The research of Dealagdon (2021) on the study of children learning the mother-tongue based, children studying Chavacano have difficulties comprehending mainly in the instruction part added to lacking pictures. The DepEd has seen the parents' struggles who served as home tutors despite lacking knowledge. The parents also have to learn and relearn the lesson, subject to mastery- a role that the teachers should perform. DepEd believes that remote teaching in the Philippines is inadequate for students' learning experience. One solid example is the printed modules discovered by parents containing errors that left them worrisome about their children's future (Adonis, 2021). With the limited face-to-face classes, various strategies are yet to be regarded to satisfy the students' and teachers' overall learning experience.

After two years of immense silence due to the absence of students, selected schools from elementary and secondary levels opened their doors in November of 2021 for the student's arrival after the beginning of lockdown. DepEd emphasized that only schools from lower-risk areas that have passed their ocular inspections shall reopen (Deiparine, 2021). After applying and undergoing thorough inspection from the officials of the Department of Education, Pilar National High School (PNHS) in Pilar, Camotes Cebu, has joined the other 100 schools in the country to pilot tests in the limited face-to-face classes (Montemayor, 2021). PNHS made a historical achievement as one of these seven schools in the entire division of Cebu Province and the only school in the Camotes islands to participate.

Although the thought of reopening the schools in limited may sound pleasing to the ears of the parents, it is still barred with various challenges. Some parents hesitate to send their children back to school (Moaje, 2021). Nevertheless, health authorities are on guard to schools implementing the program to instill the health protocols at all costs while keeping the DepEd's goal to maintain the quality of education delivered at its finest. Most importantly, the challenge to devise a teaching strategy to provide the lesson for one hour per week, a practice

that is far-fetched from what the teachers had experienced back then.

Meanwhile, social studies play one of the most critical areas in junior high school levels deemed necessary to be accentuated. The majority of courses taught in senior high schools are Humanities and Social Sciences that have prerequisites in junior high school. Moreover, the learning area itself requires explanations from the expertise of teachers since it tackles current events, history, and culture, which are subject to accuracy. Modular learning alone cannot dive deep into the students' learning acquisition since the modality couldn't immediately justify the topic being discussed.

One awful scenario in students' history knowledge recently got a trend on social media after the country's infamous reality tv show *Pinoy Big Brother* aired live on April 11. A quiz bee in history where the housemates asked the collective name of the three martyr priests whom Garrote executed during the Spanish period (Licsi, 2022). The housemates answered *Majoha* instead of Gomburza, while they nicknamed Jose Rizal J. Rizal instead of *Pepe*. The bridge that connects Leyte and Samar islands was called SLEX instead of the San Juanico bridge. The shocking answers of the teen housemates called the attention of DepEd to bring back the history subject to the junior high school to rehabilitate the "basic nuggets" the students need (Bautista, 2022).

This study on the limited face-to-face classes explores the underlying truth in discovering the teachers' techniques in handling the lessons within a limited time, limited topics to incorporate, and a limited number of students to participate. This research study will tap the help of the interviews with the secondary school teachers in the district of Pilar handling social studies based on their experiences in the teaching under the limited face-to-face classes.

From this study, the researcher will have the opportunity to take into the accounts of the teachers who have experienced limited face-to-face learning and reflect these experiences as factors in improving their profession. Further, this limited face-to-face encounter is a great avenue to improve the teacher's learning milieu regarding personal growth and professional and interpersonal development with the students. The study will also aid in refining the educational curriculum if enhancement is needed since a new kind of learning is being introduced.

#### *Domains of Inquiry*

This study explores the lived experiences of public school teachers teaching social studies in-person classes in Pilar District, Cebu Province Division, for the school year 2021-2022 as a basis for proposed professional development. Specifically, it seeks to answer the following:

1. How did social studies teachers manage to handle the limited face-to-face classes?
2. What essential learning did the teachers receive after the experience?
3. What kind of professional development could the study infer?

## II. METHODOLOGY

This chapter discusses the research methods utilized to carry out its purpose. It includes discussion on the research design, environment, the selection of the informants, sampling technique, instrument, data collection, data analysis, and ethical consideration, which serves as the guidelines for the conduct of the study.

#### *Design*

This study utilized qualitative-descriptive phenomenology. Phenomenology targets: (1) delving deeper into the core of people's daily encounter in life (Polit & Beck, 2002) and (2) directing the understanding of occurrence of phenomena which is determinedly experience by people themselves (Merriam & Tisdell, 2015). Following the research study describing the experiences and reflections of teachers on their actual face-to-face learning encounter with students as the sole true purpose of the phenomenology (Speziale & Carpenter, 2007), the researcher shall use Husserlian Descriptive Phenomenology.

Husserlian has conceptualized by the father of phenomenology himself, Edmund Husserl. The underpinning truth of Husserlian is that solid human experiences become the foundation of science that will attest to the validity of everyday lived experiences (Dahlberg et al., 2001). The conception of phenomenology is through first-hand experiences to broaden personal boundaries as a basis for emerging the truth (Tassone, 2017).

This study fits the teachers' accounts who experience the phenomenon. A phenomenon that is very new to the traditional or standard way of teaching and learning inside the classroom. The investigator uses phenomenology to sketch the stories told by the informants to bring out rich and meaningful themes from the experiences encountered by the teachers.

Moreover, descriptive phenomenology often brings viewpoints, involvements, morals, beliefs, and identity to the data collection and analysis process (Lee et al., 2014). Using Husserlian Descriptive Phenomenology, the researcher has an in-depth knowledge that this design could make a difference and produce reliable results further in the study.

#### *Environment*

The district of Pilar, where locals once addressed as Ponson island, belongs to one of the four island municipalities of the province of Cebu, which has a composite name of Camotes Islands. Pilar alone is situated between Leyte's island (facing the city of Ormoc directly) and the colossal island comprising the other three municipalities of the Camotes group of Islands, Poro, San Francisco, and Tudela.

Locals of Danao can reach the island through a motor vessel- the only motor vessel that sails directly to Pilar from Danao. To get to the island, a traveler will spend three and a half hours on board the ship while enjoying the occasional dancing waves of the Camotes sea and the inviting white beaches on the nearby coast. Those who live in Ormoc may reach the island for about an hour and a half via ship. The island is famous for Isla d' Tambayan- an all-in-one dining and entertainment place, and Cawit Resorts and Café- a bed and

breakfast inn, both situated on the most famous shoreline of Ponson.

The district of Pilar is spearheaded by one District Supervisor, a doctoral degree holder. Four secondary schools Pilar National High School (PNHS), Don Filomeno M. Torres Memorial National High School (DFMTMNHS), Lanao National High School (LNHS), and Dapdap National High School (DNHS) serve the junior and senior high school students who live in adjacent barangays. PNHS has 32 Teachers, 3 ADAS, and 1 Head Teacher with 378 Junior High Students and 189 Senior High Students; DFMTMNHS has 14 Teachers, 1 ADAS, 1 Teacher-In-Charge, 260 Junior High Students, and 112 Senior High Students; LNHS has 20 Teachers, 1 Teacher-In-Charge, 331 Junior High Students, and 150 Senior High Students; while DNHS has 11 Teachers and 1 Teacher-In-Charge with 113 Junior High Students, and 51 Senior High Students.

### *Informants*

Eight teachers from four secondary schools in the District of Pilar, Cebu Province Division, participated in the interview. The researcher considers the following inclusion criteria: secondary school teachers specializing in social studies and teaching the subject in the junior high school or teachers who are non-social studies majors but have been handling social studies for more than five years and are willing to participate. The selection of participants was based on the mastery of teaching the subject matter regardless if it is not the specialization of the teacher. To gather rich and meaningful experience, the researcher had widen the scope of the study by choosing at least two participants from each secondary school.

Guest et al. (2006) further explain that saturation of data can be achieved by as little as six interviews depending on the sample size of the populace. Data saturation provides the basis for how many informants should be catered to, whether informants vary from both sexes, and, if possible, from different schools. Hence, the final number of informants will be based on the data saturation that will be applied. The principle of saturation is the researcher's basis for discontinuing the data collection or analysis (Saunders et al., 2017) if the researcher is satisfied with the result.

The one that is being used in the study is purposive sampling. This sampling comes with fairness when picking the informants and is ideal to be generally proportionate. The investigator's goal should be the attainment of saturation which occurs when adding more participants to the study does not result in additional perspectives or information. Qualitative sample sizes should be large enough to obtain enough data to sufficiently describe the phenomenon of interest and address the research questions. According to Bowen (2009), researchers are frequently believed to attain a representative sample using sound verdict to save time, effort, and logistics. Glaser & Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies.

### *Instruments*

The instrument used in this study is a semi-structured questionnaire; however, in a conventional interview, the researcher is the main instrument aside from being the human instrument, according to Wa-Mbaleka (2020). This type of questionnaire is a form of guided questions that will aid the researcher during the interview. Semi-structured interviews are a flexible type of interview where there are no specific questions to be followed; instead, the interviewer supplies follow-up questions, probes, and comments (DeJonckheere & Vaughn, 2019).

The researcher gathers the data and gains understanding from the interview. Open-ended questions were raised during the interview. Although there are guide questions provided and prepared by the researcher who interviewed, still the interview is strictly semi-structured in format.

The interview begins by introducing the interviewer to the informants; it follows the background and the purpose of the study, and the intention of the interview. The researcher also stated the interview's goal and explained what they wanted to achieve for this interview. Lastly, the interviewer built a rapport to ease the tension between the interviewer herself and the informants. The researcher may ask how the teacher is doing, for example. Finally, the investigator informed the participants that the interview is recorded to transcribe.

The investigator may start by asking open-ended questions to the informants, such as, What are the challenges in teaching social studies subjects during this pandemic? What strategies did you employ in conducting social studies? Tell me how you plan to assess your students? Raise questions to which the informants could relate and that contain facts only. The investigator can make follow-up questions that pave the informants to prove their point.

Lastly, close the interview with something to ponder. From all these experiences, how do you become effective in social studies? The researcher engages in an in-depth, face-to-face interview with the informants, lasting for 40-50 minutes per interviewee, with permission from the informants to record the interview.

### *Data Gathering Procedures*

The data-gathering procedure should consist of pre-data, actual, and post-data collection. In the pre-data collection stage, the researcher complied with the necessary documents to be submitted to obtain permission to conduct the study through interviews. After getting approval from the higher authorities of the UV Grad School of Education and the Department of Education, the researcher can proceed to the actual data gathering. The actual data gathering is the interview portion by the researcher with the informants. These should be recorded with the consent of the informants. The post-data-gathering stage is when the recorded data are transcribed and analyzed.

*Pre Data Collection.* The researcher carried out the following steps to gather the necessary data—primarily the presentation of the title defense. Asking permission from the Dean of Graduate School of Education of the University of the Visayas is sought by the researcher. After the approval of the title by the graduate school dean, the Dean endorsed the title to the

assigned thesis adviser, who will supervise and assist the researcher in crafting the manuscripts. The design hearing came next after finishing chapters 1 and 2. After close inspection of the panelists and defense with the panelists, the researcher adhered to the panelists' suggestions. The suggested advice of the panelists, which is congruent with the recorded proceedings, must be followed before the endorsement by the Institutional Review Board (IRB). The IRB shall oversee the manuscripts one more time and check if the researcher followed the panelists' suggestions. After seeing everything in order, the IRB accepted the manuscripts and inform the researcher to proceed to the data gathering procedure with an NTP certificate.

Transmittal letters informing the conduct of the study were sent separately to the Dean of the Graduate School of Education and the Schools Division Superintendent where the teacher is currently assigned, which will be cared for by the District Supervision. Another transmittal letter informing the school head to conduct the study to be sent to each of the four secondary schools in the district. The letter contains information about the survey conducted by the Pilar National High School teacher regarding the experiences encountered by the social studies teacher under the limited face-to-face classes. The letter will also address the social studies teacher to conduct online interview with the researcher regarding the study. Online interview is conducted if the teacher or the researcher is not available for an actual face-to-face interview. Therefore, the participants have the option whether to participate in an online or face-to-face interview.

*Actual Data Collection* The researcher prepared an interview schedule, eventually guiding them in managing a structured interview. From the beginning, descriptive phenomenology was employed. Prior to this, a letter was sent to the school head asking their permission to interview two social studies teachers to participate in the study.

Meanwhile, during the interview, the researcher closely scrutinized the informants during the interview. These shall play very important in the responses' accuracy, validity, and honesty. These too should be included in the transcription.

*Post Data Collection.* Data was gathered for 3-6 months, almost the end of the last quarter of the school year. The researcher served as an interviewer. The researcher tapped the help of a phenomenologist to understand the informants' statements better.

The recorded data was transcribed after completing the desired number of informants used in the study. After transcribing the audio into text, translating the text into English followed (if the responses are not in plain English). To transcribe correctly, the researcher used a digital tape recorder or a video recorder after permission was asked from the key informants. The process of transcribing the data was assisted by a phenomenologists to ensure the accuracy of the result. Finally, after the analysis and interpretation, to ensure security, privacy, and confidentiality, the record of the interviews were kept and restored in a safe place.

The recorded data from the interview will be stored by the researcher until the end of the graduation rites. These shall be

disposed of once the researcher has graduated. Only the researcher has total access to the data.

#### *Data Analysis*

The data recorded from the interview were transcribed. After transcribing the audio into text, translating the text to English is the next step (if the responses from the interviews are bilingual). The researcher must carefully analyze the informants' responses verbatim English translation.

This research study employed Colaizzi Phenomenological Data Analysis. According to Wirihana et al. (2018), Colaizzi's (1978) method of data analysis is a rigorous and robust qualitative method. Morrow et al. (2015) and Reiners (2012), as cited by Kaufmann (2020), clarified that this method guides researchers to reveal themes of tangled relationships by providing a rich and logical process through which this general structure of experience can be explored. Turunen et al. (1994) and Morrow et al. (2015) summarize the seven steps of Colaizzi's method as follows:

*Phase 1 Familiarization.* The researcher reads and understands the informants' accounts several times. They comprehend the informants' descriptions to get a complete sense of the informant's lived experiences. The process generally includes listening to the audio being recorded, transcribing the audio, and acquiring the transcripts (Tabassum et al., 2020). The researcher shall recall or remember what happened during the interview, including the facial gestures and mannerisms executed by the informants. These non verbal actions are part of understanding the responses of the participants.

*Phase 2 Identifying Significant Statements.* Based on the informants' responses, the researcher extracts the essential statements relevant to the phenomenon being studied and investigated. The significant statements must surely answer the domain of inquiry. These statements must profoundly impact the researcher's target goals and address the research problems. They are highlighted and numbered for the purpose of categorizing them later in the analysis part.

*Phase 3 Formulating Meanings.* From the significant statements of the informants, the researcher shall identify the meanings relevant to the phenomenon. It is suggested that bracketing is vital to the researcher's beliefs. According to Suryani et al. (2016), the researcher should consider the explicit and implicit connotations of the arising statement in formulating meaning. Two processes are involved: intuiting, exact interpretation, and reflexivity (moving back and forward between the informant's significant statements to the initially framed definitions) (Suryani et al., 2016).

*Phase 4 Clustering Themes.* The researcher then clustered these into themes that are similar among the accounts from the formulated meanings. To validate them, read the original statements or significant statements again. Take note of the discrepancies among or between clusters to avoid the data that no longer fit (Abalos et al., 2016).

*Phase 5 Developing Exhaustive Description.* The researcher comprehensively described the phenomenon based on the clustered themes produced in step 4. It should include a detailed description that clearly describes the theme being

demonstrated. This phase will lead to developing the fundamental structure in phase 6.

*Phase 6 Producing the Fundamental Structure.* The phenomenon's essential structure is created from the detailed description that the researcher condensed and narrowed down. This phase will lead us to discover the true meaning of this study because they are the foundation of the collective statements of experiences gathered.

*Phase 7 Seeking Verification of the Fundamental Structure.* The researcher returned to all the participants with the fundamental structure to seek verification if the researcher has genuinely captured their experience. This is to determine whether the study findings reflect the informant's experiences.

### III. RESULTS AND DISCUSSION

The return of the limited face-to-face instruction under the K-12 Basic Education Curriculum of the Department of Education has had a massive impact on the learning process of teachers and students. The social studies community has resorted to strategies to effectively deliver the lessons to the students by keeping them motivated and hardworking individuals. Their role in the learning community is crucial in the students' life-changing aspects, especially now that face-to-face classes are gradually embraced.

The investigator discovered that teachers use the OCSRA technique in limited face-to-face teaching. OCSRA is an acronym for Oral pre-test and post-test, Contextualization in the lesson, Summarization of the topic, Remedial instruction, and Advanced classes to give. It was also found that students appreciate anything that can be seen, making them participative in-class activities. Social studies teachers are becoming diverse that they tend to squeeze the lesson and focus mainly on the meat of the topic. While students become lazy at accomplishing their tasks, hence they need help from parents. On the other hand, the discussion becomes meaningful if the students can relate their experiences to the class.

The gradual opening of face-to-face instruction helps the learners slowly gain the confidence they left during the pandemic. Physical, emotional, and mental aspects must be considered for the students to be completely ready amidst the challenges they face in the new normal learning. Moreover, this study on the lived experiences of social studies teachers in the limited face-to-face classes will help retool their areas of weaknesses through personal development seminars and professional development programs.

#### *Social Molders*

Social studies teachers interviewed then be named social molders, who also share their thoughts and insights into the ins and outs of the teaching cycle inside the classroom. Big thanks to these eight brave social molders who fearlessly faced the instigator in divulging their secrets in handling the social studies subjects under the limited face-to-face classes. The following vignette describes the personal insights of their teaching career and highlights their personal goals and motivation for teaching.

#### *Informant 1. The Socio-Numerologist*

The socio-numerologist was originally a Mathematics major and has been enthusiast for almost four decades. Handling the social studies subject for so many years was something that this teacher enjoyed because the lessons were nearly relevant to societal issues of the community. For this teacher, social studies is simply a dish that could be shared along with the everyday battles in life. With social studies, this teacher could simply ask the students for their spare time watching the news for them to relate.

#### *Informant 2. The Econo-Mathematician*

The Econo-Mathematician was also a Mathematics major assigned to teach Social studies 10 for three years. Being a novice in social science makes this teacher more vigorous to avoid disappointments from a colleague since her loyalty was dedicated chiefly to teaching mathematics. Although there are topics to which this teacher could relate since it is still societal issues, to be specific, this still struggles to pad through the surface of its nature.

#### *Informant 3. The Joker and the Philosopher*

The Joker and the Philosopher is a certified philosophy and religious person with a solid foundation in World Religious and Beliefs and Intro to the Human Person. A person who nearly spent almost ten years in the industry. A person who could talk about anything about life, human existence, philosophical views, and much more. Social Studies was a piece of cake for this young philosopher who could not just teach but could also play the piano. One of the few strategies this young teacher could share to ease the tension in the class.

#### *Informant 4. From a City to an Island Teacher*

From a City to an Island, this teacher had lived in mainland Cebu and was assigned to Pilar to teach, and served the island students for almost five years now. Embracing the island life was totally outlandish since this teacher's life is molded primarily in the city where their innocence was abducted. Training in the public school surprised this teacher very much because this teacher's first experience was spent in a private school. Nevertheless, this teacher has slowly adopted the trueness of teaching social studies on the island.

#### *Informant 5. The Sassy Socialite*

The Sassy Socialite is not a native of Pilar; this teacher came from mainland Cebu. Apparently this teacher has fallen in love with the island's tropical vibes. Teaching the social studies subject was easy peasy for this teacher as long as the students were in the same boat with them. This teacher continues to row the delicate raft and bustle the fierce waves because they believe it is a way to successfully conquer the challenges of life.

#### *Informant 6. A Family Culture*

A family Culture was undeniably a family-oriented person by heart and deeds. This teacher is a perfect example of a parent who handled children with discipline and care combined. That is why teaching social studies was not new to this teacher. They can simply relate the lesson to daily situations, a family issue.

#### *Informant 7. The Social Scientist*

The social scientist is a Biology major and, surprisingly, was assigned to teach social studies subjects. This brainer with less than 4 years of experience undoubtedly had the wittiest

answer. Oral questioning is the ultimate weapon this teacher used in introducing the topic. This teacher believes that the same energy must be tolerated when teaching both subjects (science and social studies), although they are unrelated. Although Biology and Social Studies are both inseparable specializations, this teacher believed in the power of the interdisciplinary method.

*Informant 8. The Social Navigator*

The social navigator was originally a non-education graduate and has a solid background experience in business administration. Currently with almost seven years of teaching experience in the field. This teacher was fearless at facing the challenge imposed by the Covid19. A techie in nature who loved to inject various activities in class, such as video presentations, to easily connect with the students. This teacher believed that being close to students will dramatically improve the teachers' broad perspective.

*The Emergent Themes*

Four emergent themes grew from 73 significant statements of the informants. These four themes are based on the four aspects of teaching: The instructional materials used in the class, the teaching process utilized by the teachers, the teachers' attitude or character toward the teaching process, and finally, the impact on the students. Four aspects related to teaching and learning experiences as emergent themes from the utterances of the informants. These are the following: To Theme 1. Sophist Ingenuity (Instructional Materials), Theme 2. Diversified Molders (Pedagogical Aspects which include the OCSRA technique discovered through this study), Theme 3. Patriotic and Committed Social Catalysts (Teaching Character and Attitude) and Theme 4. School Community Collaborators (In relevance to the Students' Impact)

**THEME 1. SOPHIST INGENUITY**

Punjani (2013) thought teachers should be able to foster higher-order thinking abilities through conversation and questions to create an intellectually stimulating environment. In the case of social studies, one way of stirring the students' highest form of knowledge is by engaging them in instructional materials that help them remember. The theme clearly reflects the cleverness of teachers as they sort to teaching materials that students can recognize and understand. The principle of "I see, and I remember, I do, and I understand" that is anchored in the teachings of Confucius is highlighted in this theme.

*Video Clips And Visual Aids Help To Teach*

Remember the famous adage we used to say when we forget things, "I see, and I remember". According to the Societal Movers, students appreciate materials they can see and hear since most of the teaching materials used in social studies are texts. As social studies teachers, I highly suggest to add more photos and illustrations as examples to the students' modules.

*"In engaging my students, I show video clips and pictures for them to process on." –A Family Culture, Lines 35-38*

*"In delivering the modules, I also included photos related to the topic observable in our area, the*

*island, and some parts of the Philippines." –The Joker and the Philosopher, Lines 11-13*

As a researcher and social studies teacher, it is my role to bring my students to what the real world looks like. If I found out my students had never been to this place or had not seen it in real life, I would show it to them through photos and video clips, so they could appreciate the bounty of our mother earth. We teachers always believe in the power of visually witnessing the beauty of the surroundings, students easily remember from these.

*Activities Still Work In Limited Face-To-Face*

Meanwhile, social studies, dubbed by many as one of the most boring subjects in high school, is becoming more controversial after many teenagers lack knowledge of history. Teachers look for ways to engage the learners to pay attention to these subjects. Thus, they inject short activities the students could participate. Some activities include photos and videos to be shared with their teachers.

*"I used brainstorming activity by dividing the questions to them so they could discuss it." –*

*The Socio Numerologist, Lines 66-69*

*"Since group activities are restricted, I asked them to send a video of their outputs." –A Family Culture, Lines 31-32*

It is evident that short activities are injected even in this limited short time, and these were enjoyed by the students. The activities introduced will stir the class participation. It leads to a more engaging discussion.

**THEME 2: DIVERSIFIED MOLDERS**

This theme tackles the systematic approach used by social studies teachers in the implementation of limited face-to-face teaching. The researcher had analytically arranged the parts in the delivery of the lesson; thus, she came up with the OCSRA technique. OCSRA stands for Oral pre-test and post-test, Contextualization, Summary of the discussion, and Remediation.

Suppose you want to be a good teacher. In that case, you must comprehend and appreciate culture's crucial role in the teaching and learning process (Sheets, 2009). The character played by pedagogical diversity adjusts to the need of the environment; thus, it pushes the teachers to discover and devise ways to deliver the lessons effectively.

*O-Ral Pre-Tests And Post-Tests Engage Open-Ended Questions*

Due to the limited time, teachers gave pre-test and post-tests to the students orally. These oral questioning may also allow students to engage in open-ended answers, which help them assess their knowledge skills. One may also consider oral questioning as spring board to the topic to be discussed.

*"Pre-tests are given orally, not through paper and pen." –The Sassy Socialite, Lines 57-58*

*"I gave a quiz at the end of my discussion; it could be an objective type or subjective like an open-ended question." –The Social Scientist, Line 56-59*

Oral questioning is familiar in a classroom whose area of interest requires an explanation. Through this, the students can deepen their understanding of the subject matter. As for the

teachers' advantage, oral questioning will bridge the gap of what was being studied from what was missing in the class discussion.

*C-Contextualization Works In Social Studies*

Many teachers believe that for the students to relate to the topic, they must localize the context of the lessons. The students could easily connect, motivating them to participate in class discussions. Moreover, the idea of knowing the topic well, will lessen the teachers' discussion.

*"As a teacher, I feel sad if the students know nothing and happy of the opposite. I really want them to learn about the history that's why I contextualized the lesson." –From a City to an Island Teacher, Lines 25-29*

Social studies teachers want their students to immerse in reality; thus, they look for ways to share practical examples useful in learning history. For example, the Japanese occupation in the Philippines was memorable to the lives of the people in the island of Pilar and had huge impact to the history of the locals of Barangay Dapdap. The teacher may use the story of the people of Dapdap being slaughtered inside the church.

*S-Ummary Of The Discussion Allows Reflection And Verifies Understanding*

The Societal Movers believe summarizing or wrapping up the class discussion will help assess the students' lesson engagement. Summarizing of lessons can be accomplished in many forms such as sharing them to the class orally or writing them on reflection notes.

*"I used activity sheets where they could write a reflection, a summary of the learning on that day. I only entertain questions after the discussion." – The Social Navigator, Lines 44-47*

*"To wrap up the discussion, I will focus on the main topic, the main issue of the discussion, in wrapping up the lessons since I only have one hour." –The Joker and the Philosopher, Lines 33-35*

Wrapping up the lesson or summarizing the entire topic is not something new to teachers. But yes, they are effective strategies in measuring how far these students have gone as far as their understanding is concerned. One advantage also in summarizing or wrapping up the lesson is that teachers may no longer recapitulate the lesson for the next discussion.

*R-Mediation As Grade Enhancer*

The teachers also believe remediation will help students who struggle to understand the class discussion. Remediation is done right after giving the summary. Moreover, the scores of the students who took the remediation will be added to their grades. Finally, if the students still fail in the remediation, they are again undergoing another remediation.

*"I provide remediation based on the lessons that they are less likely to excel." –The Econo Mathematician, Lines 74-75*

*"We gave remedial classes to those struggling students. Meanwhile, we schedule the day for the pre-test." –The Socio-Numerologist, Lines 55-57*

*A-Dvanced Delivery Of Lessons Optimizes Class Time As Unfinished Tasks Are Completed At Home*

Aside from focusing on the main topic, Social Movers discovered a new technique for condensing the lesson by providing the students with additional learning materials, such as self-learning modules and book references. Other teachers offer instructional videos to the Group Chat for them to study, so the teacher and students could simply interweave into the shared lessons. Instructional videos too will widen the students' and teachers' perspectives prior to bringing these to the class for discussion.

*"Let the students read the module in advance so that by next week they have the idea of what to do." – The Socio-Numerologist, Lines 47-51*

On the other hand, teachers give the performance tasks to students to be accomplished at home. Since most of the group tasks are still restricted, they are given the liberty to perform these in the comforts of their home or where they feel comfortable. Therefore, even assessments can be considered as assignments too.

*"Assessments are brought home by the students just like in modular classes." –The Econo-Mathematician*

To address the following concerns effectively, it is best to share these practices exercised by the Social Molders with the community of teachers as part of their professional growth and development. Based on the order of the OCSRA technique and the statements of the social molders, the investigator concluded to give emphasis on contextualization and summarization. Contextualization and summarization will play crucial roles in the teaching and learning process.

**THEME 3. PATRIOTIC AND COMMITTED SOCIAL CATALYSTS**

The emblem of social studies written on their hearts and soul is an undeniable truth that they are social catalysts for change. Through this, they become the true model of patriotism. The passion for sharing history, culture, and current events runs naturally in their blood, coupled with a love for the country and stirred to change the phase of the society. This makes them diversified teachers. The desire to uplift the economy and build a stronger community is the true calling of their profession in the longing to satisfy their whole as a person.

*Diverse Teaching Improves Focus On The Primary Point Of Discussion*

Modular classes show concrete evidence of teachers' diversity in teaching and learning. The transition from distance learning to limited face-to-face classes made the teachers flexible in their teaching and learning styles. However, social studies teachers tend to focus more on class discussion by extracting important and relevant topics to incorporate since limited face-to-face classes are impossible to achieve.

*"Teachers must be able to make use of everything, to crack jokes related to the topic and then insert informative jokes if that's the right term." –The Joker and the Philosopher, Lines 60-63*

Diversity does not limit to the teaching process and application but also to the character. It is important to note that

teachers know how to crack jokes and break the ice if class discussions become monotonous. Finally, social studies becomes an interesting subject if one is able to pull the legs amid the class.

*“I will go directly to the lesson’s content that should be discussed because one hour per week is not enough. There are lots of concepts to be explained, especially in economics.” -The Social Scientist, Lines 17-19*

#### THEME 4. SCHOOL-COMMUNITY COLLABORATORS

One of the few factors that hinder distance learning is the lack of support from the community. The students’ answers to the modules show that they were actually learning independently, even if it is of poor quality. When, in fact, it should be collaboratively aided by parents or other entities who could help them understand further. These attitudes possessed by students are brought to the class and are the primary source of their demotivation. Students do not tend to finish their assignments at home.

Collaboration with other stakeholders must be stressed, especially to the parents, by letting them understand the need to back up their students. Teachers may do constant home visitation regularly, especially for the needy students.

#### *Students Lose Motivation To Complete Academic Assignments*

The modular classes resulted in the students procrastinating on their assignments and home tasks. They rely primarily on the answers found on the web, making their jobs more accessible and more convenient to finish. However, as they returned to gradual face-to-face classes, teachers found out that students wanted to accomplish their activities faster without considering the accuracy of their answers.

*“Students’ good grades under modular classes turned them lazy; they like easy tasks.” -The Econo-Mathematician, Lines 10-13*

Students tend to procrastinate, an attitude they used to inherit during modular instruction. Teachers should stress the importance to students that sending quality works will eventually help them become better learners. They too became independent on the answers of Mr Google, which made them lazy learners.

#### *Personal Experiences Engage Student Motivation*

Social studies teachers discovered that to connect to the students holistically, they should raise questions that students can relate to. Questions allowing students to share their experiences will stir the class momentum. Further, they also found that students are enthusiastic when issues featured in the class relate to their past experiences.

*“Bring out those issues the students are experiencing to appreciate the discussion.” -The Joker and the Philosopher, Lines 71-72*

*“I start my topic using inquiry based method and behaviour management. I asked of they experienced this kind of situation for me to easily relate my topic and the concept about it and as I go on through my discussion.” -The Social Scientist, Lines 10-13*

Inject topics that are relatable to students- because these topics are often the star of the lessons. Moreover, begin the lesson by narrating a story or asking questions about the topic. If not, raise questions to allow students open up and share their worthy stories connecting to the lesson.

#### IV. IMPLICATIONS

The post-pandemic era produces a new breed of learners. This alteration was made possible through how distance education was implemented during quarantine. Like any other machines that function overtime, teachers, too, require retooling and refurbishing to adapt to the changing milieu. In teaching, retooling provides teachers with enough knowledge of the newness of the curriculum. At the same time, refurbishing gives a new look to the image of the teachers in their professional battles. And since teachers must perform varying tasks to be effective in their professions, they must undergo professional development programs. These ideas can only be realized with the help of the pillars of the Department of Education.

As implicated, the professional growth and development of social studies teachers and other fields will be given much attention after the investigator’s thorough analysis. These undertakings shall include seminar workshops and new curriculum implementation from the pillars of the department of education. Team-building activities that may tackle issues regarding teaching styles and handling students’ character and other professional activities to participate in may be given much attention.

After presenting this study to the panelists and gaining approval, the researcher may also offer the study to the school district during the In-service Training. During the presentation, the school’s district supervisor may invite some department heads from the DepEd Cebu Province, who will oversee the presentation’s flow. The said undertaking will provide an open forum on whether the proposal is widely acceptable or appropriate and specific to social studies teachers only.

On the other hand, the OCSRA technique proposed by the researcher may undergo a further study to test its effectivity. The researcher may tap the help of other teachers or researchers to extend the validity and reliability of the technique using experimental research designs.

#### V. RECOMMENDATIONS

The investigator developed four emergent themes; Sophist Ingenuity, Diversified Molders, Patriotic and Social Catalysts, and School-Community Collaborators.

One of the few discoveries that sprouted from this study is the OCSRA technique, under the theme of Diversified Molders. Although it was not presented systematically, the investigator logically arranged the order of these. OCSRA is a combined strategy collected from their statements, which stands for Oral pre-test and post-tests, Contextualization, Summarization, Remediation, and Advance lesson to give.

Oral pre-tests and post-tests are used to maximize the allotted time. Oral quiz is practical since they lessen procrastination. Teachers can immediately suspend the



questions the moment it is done. The teachers have complete control over when to finish the tests through oral examinations. Contextualization is vital in the teaching of social studies, they say. Contextualization is basically embedded in the discussion or during the main debate since most teachers go directly to the central idea of the topic. After the main topic is discussed by the teacher, now is time to summarize the topic. The Social Movers use summarizing or wrapping up the lesson to assess the student's grasp of knowledge. Were they able to understand the teacher? Through summarization, students can explicitly share their learnings on that day. After summarizing the lesson, non-performing students shall undergo the remediation, that is, right after the conduct of the oral post-test. Remediation is only given to students who haven't reached the passing score. Quizzes can be repeated or modified. Lastly, the teachers shall provide additional references to use by the students for the next class. Advanced giving of lessons will help the students prepare for the next class meeting. Teachers do this through self-learning modules or books; sometimes, they give instructional videos for the next topic.

The theme of Sophist Ingenuity explains that students appreciate the subject of social studies if they can see and interact. Video clips and pictures help in keeping the pace of the lesson. Short Activities are also possible under the limited face-to-face classes.

As for the theme, Patriotic and Committed Social Catalysts means that being different from others will help them focus more on things that require so much attention. Societal Movers want to be direct in their teaching and focus mainly on the lessons that need emphasis and mastery. Moreover, the theme also mirror to the real role of social molders; love for the nation and society changer.

As for the theme School-Community Collaborators; teachers found that students are more participative if they can relate the experience to the lesson. Meanwhile, assignments cannot motivate students; thus, teachers seldom give assignments to students. They instead provide performance tasks to be done at home. These notions mean that parents, community, and stakeholders are plus factors in the development of the students' learning. Teachers also need help from these entities.

In general, the findings of this study will benefit the social studies community and teaching force in general by upgrading professional growth and development in the form of workshops and seminars. Curriculum planners may also consider the introduction of lesson enhancement following the OCSRA technique used by social studies teachers. Finally, the researcher wishes to have the social studies curriculum by introducing these discoveries she has found.

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