



Teachers Lived Experiences In The Limited In-Person Instruction

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ABSTRACT

This Descriptive Phenomenological research design was conducted to examine and describe the lived experiences of basic education teachers who transitioned from full-time remote instruction to limited in-person instruction. Specifically, their experiences, reflections, and insights in the implementation of limited in-person instruction were enumerated. Twelve in-person teachers who were directly involved in this instruction were purposefully chosen as participants. Descriptive phenomenology research design was employed. Data were analyzed through Colaizzi's (1978) method. The experiences of the limited in-person implementers were themed as follows: (1) intrinsically motivated teachers; (2) bridges instructional delivery gap; (3) authentic and holistic assessment; (4) gaps that affect teaching and learning; and (5) resiliency towards recovery and a need for training/s. These experiences, as well as the need for appropriate ICT training or reframing of teaching-learning pedagogies for the 21st century teachers, will be taken into account as one of the references in future planning, implementation, and assessments relevant to the full expansion of in-person classes.

Keywords: lived experiences, in-person instruction, reframing of teaching and learning pedagogies

1. INTRODUCTION

In-person instruction refers to any type of instructional process or interaction that takes place "in person" and in real time between teachers and students. It falls under the umbrella of the blended learning approach, which integrates face-to-face or in-person learning with any or a combination of online distance learning, modular distance learning, and TV/Radio based instruction. Blended learning allows schools to limit face-to-face learning, maintain social distance, and reduce the number of people outside the home at any given time (as per the Basic Education Learning Continuity Plan). A Joint Memorandum Circular directs the safe rollout of the limited face-to-face or in-person classes, as well as the improvement of academic results during the COVID-19 pandemic. The goal of in-person instruction is to provide quality basic education in a safe learning environment to learners in low- to low-risk areas, to resolve teaching and learning gaps identified in distance learning modalities, and to enhance the school-community health and safety support network for all children. However, the question of when and how to safely reopen schools has sparked heated debate (Henderson, 2021; Landivar et al., 2021; Waltens, 2020; cited in Szabo, 2021). The COVID-19 pandemic stratified K-12 education worldwide (Belsha et al. 2020; Saavedra et al. 2020; Smith and Reeves 2020; cited in Calarco, Coleman & Halpern-Manners, 2021). Moreover, there's been a major shift in the educational field (Koohestani et al., 2019). In response to the decreasing number of COVID-19 cases, educational institutions are now experimenting with limited in-person instruction and hybrid instruction delivery, taking into account flexible learning with various modalities. There has been a number of studies on SWOT analysis conducted in the Philippine public education, however; studies focusing on analysis on resilient and recovery measures in the implementation of limited in-person instruction in this post-COVID-19 era still remain insufficient. This is the gap that the researcher needs to address.

According to Zhao and Watterston, our greatest current experience has magnified that the need to re - think what's really necessary, desirable, and even possible for coming generations (2021). Besides that, this crisis offers a once-in-a-lifetime opportunity to reimagine more equitable societies and educational standards. It is also a call to take positive action in order to attain the intended destiny (Arnove, 2020). Similarly, it provides insight into how curricula can be reshaped in light of the new normal post-COVID-19 era (Cahapay, 2020).

Education is widely acknowledged to be a universal human right. However, it should be noted that schooling is not a fundamental human right. It is instead referred to as "an empowering right with a direct impact on the epiphany of all other human rights" (United Nations, 2020, p. 3; cited in Xiao, 2021). In this sense, education encompasses far more than mental skills, and its impact extends far beyond education itself (Xiao, 2021). To protect students, teachers, and school staff in a planned manner, especially in the aftermath of physical distancing, the relaunch of schools for face-to-face interactions should be deliberately planned. During this pandemic, accurate data from various institutions must be used to plan and implement school health procedures (Sarmiento et al., 2021).

An impactful hybrid approach requires a four-step ongoing method: understanding and envisioning, deciding and designing, enabling and executing, and monitoring and adjusting. System leaders could indeed align on the core tenets for the hybrid-learning strategic approach, as well as the trade-offs in scope, boldness, and pupil pacing, by understanding and envisioning. Then, based on the impact on student and community health, economic activity, and learning outcomes, determine the amount of in-person learning that can be provided to each grade level. Following the selection of a hybrid approach, structures can identify the best shift system (extended hours, days, or weeks) for in-person education and assign employees efficiently. This may necessarily require the filling of capability or resource gaps. Finally, systems must assess and adjust their approach in response to changing circumstances, such as student enrolment participation and learning outcomes, as well as student, parent, and formative feedback (UNESCO, 2021).

Thus, once schools reopen, we should consider making them a location where children can learn from as well as support each other (Iyengar, 2020). As the Philippines commences its pilot scheme of limited and voluntary in-person education highlighting its necessity of attending school for child overall development and ongoing education, available evidence indicates that beginning in-person classes as soon as possible provides more benefits than risks (WHO, 2022). In the Philippines, Education Secretary Leonor Briones stated that with the easing of quarantine restrictions in the country, face-to-face classes are expected to increase in number of schools (One News, 2022). According to the Interim Regulations on the Expansion of Limited Face-to-Face Schools, all DepEd regional directors have been authorized to pursue the execution of limited face-to-face classes in the previous pilot schools while also initiating the accelerated expansion phase both for public and private schools, given that the expansion classes have been validated as having met the School Safety Assessment Tool (SSAT) requirements (PNA, 2022). Thus, school leaders from the Department of Education (DepEd) have proposed "progressive expansion" of limited face-to-face classes in areas designated as Alert Levels 1 and 2, but will seek feedback from other agencies as well as students' parents before allowing in-person classes in more schools. As stated by Raes et al. (2020), to explain the existing need for flexible learning mechanisms that would provide access towards a more diverse group of students, synchronous hybrid virtual schools have already been built to communicate both on-site and remote students throughout synchronous teaching.

This current learning situation in the Philippines will not only put public-school teachers' resiliency to the test, but it will also make them more creative in responding and recovering to these new challenges. Thus, this research seeks to investigate the lived experiences of basic education teachers in the limited in-person classes using a Descriptive Phenomenological study. It aims to (1) examine teachers' strengths and weaknesses as they transitioned from full-time remote instruction to limited in-person instruction, and (2) describe some resilient and recovery measures employed by instructional leaders in support to limited in-person instruction.

2. METHODOLOGY

In this study, qualitative research is considered suitable because it involves the systematic study of textual information collected from interviews, surveys, focus groups, and diary entries, which is particularly effective in finding specific cultural data more about value systems, interests, behaviors, and opinions of groups in society (Smith, R. & Smith, L. 2018).

Research Design

This paper describes the descriptive phenomenology process that are used in this study in investigating the individual experiences of purposively selected teachers in Philippine basic education who are transitioning from full remote instruction to limited in-person instruction (LIPI), as well as the resilient and recovery measures they use to adjust their practices in response to the needs/challenges they faced and the recommendation necessary in this new learning situation.

In this study, a descriptive phenomenological research design was used to reveal the authentic life experience of the phenomenon being studied. This phenomenological design describes the participants' experiences and

in order to respond to the questions posed to them, participants were asked to fill out questionnaires. Depending on the context, participants may be invited to take part in a face-to-face focus group discussion. At the conclusion of this study, Jamon and Cabanes assert that themes and common patterns will then be extracted from their reactions (2019; cited in Jamon, Boholano, Cabanes-Jamon, & Pardillo, 2021).

Research Sampling and Participants

Purposive sampling was used to identify twelve (12) key participants for the current study. Selection criteria for the participants included: (1) participants must be a permanent teacher of the Department of Education for the current Academic Year 2021-2022; (2) participants must teach limited in-person instruction; (3) participants must be actively involved in the planning, preparation and implementation of the limited in-person instruction and (5) participants actively attend faculty meetings, seminars and LAC sessions that involve the practices, improvements and resilient plans/measures for the conduct of limited in-person instruction. The auxiliary participants such as the parents and nurse who are also taking part of the transitioning process, are indeed identified in order to interpolate the data that will be collected. Sampling will proceed till the data saturation point is reached and also no new code is discovered.

Research Environment

This research was carried out in Philippine basic education. The data were gathered were recorded, transcribed, and validated to extract the first-hand experiences of teachers' strengths and weaknesses as they transitioned from full-time remote instruction to limited in-person instruction, and describe some resilient and recovery measures employed by them and their stakeholders in support to limited in-person instruction.

Research Instrument

As stated by Polit & Beck, the researcher is the major instrument in this study (2008; cited in Pogoy et al., 2016), and his or her role is emphasized throughout the interview, focus group discussion, and interpretation process. Given the author's role in qualitative research as a research instrument, guided questions were derived from interview texts and used in subsequent interviews. Semi-structured interview questions with open-ended questions were conducted on school campus (classes, offices, and any other good location) to develop a broader understanding of the situation information that is provided by participants.

Data Collection

In this study, the main instruments are the researchers (Polit & Beck, 2017). According to Creswell, the primary data collection method throughout this phenomenological study is in-depth interview method to participants (2007; cited in Yüksel & Yıldırım, 2015). According to Marshall and Rossman (2006), the goal of a phenomenological interview is to describe a specific phenomenon discussed by several people. Every qualitative data interview was recorded and transcribed. This emphasizes the researchers' role during individual interviews, as well as the study's Focused Group Discussions (FGD), English and vernacular semi-structured interview guides validated by experts. In-person data collection was conducted using a questionnaire (hard copies) and open-ended questions. The language used was determined by the preferences of the key informants. The interview guide included warm-up questions, main questions, and follow-up or probing questions. According to Pogoy and Cutamora (2021), open-ended probing was used to motivate key informants to provide further information. According to Pogoy and Cutamora (2021), in order to encourage key informants to provide more information, probing was done using open-ended questions that allowed them to express their feelings and share their experiences. Probing questions were asked in a neutral manner to eliminate bias during the interview session.

Bracketing was used to reduce researcher influence and eliminate biases that could interfere with the research process (Chan, Fung & Chien, 2013). The interviews were conducted in person, and the recordings were kept anonymous and confidential, as were the transcripts, which will be deleted once the study is completed.

Data Analysis

This study utilized Colaizzi's method of data analysis considered to be the most appropriate for a Husserlian phenomenology describing the teachers' lived experiences in the limited in-person instruction (Colaizzi, 1978; cited in Morrow, 2015). It entails comprehending the data and identifying significant statements, which are then translated into formulated meanings (Yüksel & Yldrm, 2015). Initially, the statements made during the interviews will be transcribed verbatim, and the transcriptions will be read aloud several times to gain a shared perspective with the participants. The key meanings and concepts will be extracted and critical points will be determined in the second stage. The important themes will be formulated in the third stage, and the authors will attempt to determine the meaning of each extraction and the related concepts. The themes will be clustered in the fourth stage, and the concepts will be thoroughly examined and categorized based on similarity to the subject headings or the main themes. As the fifth step, the outcomes will also be used to develop a comprehensive interpretation of the subject. At this point, different subject categories with the same meaning will be placed in larger categories to find the main description's concepts. Following that,

as the sixth stage, an explicit statement of the basic structure of the phenomenon under study will be presented as an explanation of its intrinsic structure. The final stage will be to undertake personal interviews with each participant to make sure the findings' credibility. Each participant will be asked to comment on the findings during the interview, and the results will then be finalized (Koohestani, et al., 2019). This study is rooted in the phenomenological framework to explore the teachers' lived experiences in the limited in-person instruction in order to develop a composite description of the essence of the experience for all the participants.

Rigor and Trustworthiness of the Study

To ensure the rigor of the study, multiple semi-structured interviews per key informants, teachers' data-entry as participants of the LAC session, observations during the session and focus group discussions (FGD) were designed to authenticate the teachers' setting and responses in different time points. In order to increase the trustworthiness of the study, credibility is ensured through individual interview from the key informants who were legitimately judge as the most credible source of the data of the phenomena. Aside from that, the researcher used Person Triangulation wherein the auxiliary participants, such as the parents and school nurse validate the data of the key participants, and Method Triangulation which make use of observations during limited face-to-face instruction, as well as the researcher's critical self-reflection from the data gathered from the interviews in order to better the processes under study (Denzin, 1978; cited in Triangulation, 2014). Colaizzi's method, according to Morrow (2015), gives a clear and systematic manner; its thematic nature is more comfortable and available. All data which will be collected are based on the interviews will be recorded, transcribed, coded and categorized for thematic analysis making use of Colaizzi's 7-step method.

To ensure credibility, the researcher established a close connection with the subjects, gain their confidence by creating a restful and stress-free climate, and allot adequate time to answer the questionnaire. The authors ensure that the participants can recollect their experiences without feeling agitated. In addition, field notes, memos, member-check, and reviewing codes and themes by external reviewers (extended check) will be used to guarantee the credibility of the data. In this study, the researcher enhances transferability by describing thoroughly the research context. Transferability considers the context of the research and the capacity of the results to apply beyond the conditions (Coy, 2019). With the detailed account of the experiences of the teachers through data collection and purposive sampling, transferability is ensured. To ensure conformability of the study, details of the study procedure including data collection, analysis, and extraction of codes and themes were elaborated so that the readers could form a judgment by reading the report. To support dependability, the whole procedure was extensively described to make it easy for readers to audit the study (Guba, 1981).

Ethical Considerations

In this study, participants were properly informed about everything from the research objectives, interview method, and secrecy of their data. Participants signed an informed consent before the data collection. It was clearly informed to the participants of limited in-person instruction teachers that their participation in the interview is voluntary and to the guarantee that they can quit the investigation at any period, in accordance with ethical standards. To ensure participant convenience, the interviews were scheduled so that they do not interfere with participants' daily routines or educational programs. Participants provide both verbal and written consent to take part in this study. They were informed about the study's objectives, interview method, information confidentiality, and their right to participate in or leave the research at any time. Finally, once the data and analysis for the research have been completed, it is recommended that all collected private information be destroyed (Wooten, 2014; cited in Caupayan & Pogoy, 2021).

RESULTS AND DISCUSSIONS

The Philippines basic education implemented the Limited In-Person Instruction and school leaders from the Department of Education (DepEd) have proposed "progressive expansion" of limited face-to-face classes in areas designated as Alert Levels 1 and 2, but will seek feedback from other agencies as well as students' parents before allowing in-person classes in more schools. Thus, the research output of this project will be used as one of the references of policy-makers in creating guidelines for the progressive or full expansion of face-to-face classes. The experiences of the teachers in the limited in-person instruction were explored to help in looking into strategic guidelines of progressive or full expansion programs of face-to-face classes.

Twelve (12) handling limited in-person instruction classes were purposively selected as key informants, volunteered to participate in the interview and also in the Focus Group Discussion (FGD).

Table 1. Profile of the Informants

Code Name	Age	Sex	Subjects Taught	Years of Teaching Experience	Grade Level Taught
LIPI 01	41	Male	Mathematics	18	Grade 7 (Secondary)
LIPI 02	39	Female	Science	9	Grade 8 (Secondary)
LIPI 03	58	Female	MAPEH	13	Grade 6 (Elementary)
LIPI 04	57	Female	(English, Mathematics)	21	Grade 6 (Elementary)
LIPI 05	27	Female	All Subjects	1	Grade 2 (Elementary)
LIPI 06	43	Female	All Subjects	18	Grade 2 (Elementary)
LIPI 07	40	Female	Special Education	19	Sped (Elementary)
LIPI 08	40	Female	All Subjects	10	Grade 3 (Elementary)
LIPI 09	39	Female	(Science, MAPEH)	18	Grade 5 (Elementary)
LIPI 10	40	Female	All Subjects	7	Grade 3 (Elementary)
LIPI 11	42	Female	All Subjects	18	Grade 3 (Elementary)
LIPI 12	54	Female	All Subjects	16	Grade 3 (Elementary)

A total of one hundred eleven (111) significant statements were extracted from the interview transcripts from the twelve informants. There were twenty-three (23) formulated meanings were generated from these significant statements, and five (5) themes emerged from this study. The first theme is the “intrinsically motivated teachers” and it has three (3) sub-themes: (1.1) positive mindset, (1.2) self-discipline, and (1.3) creativity in managing limited resources. The second theme is “bridges instructional delivery gap” which has two (2) sub-themes: (2.1) communication, collaboration and creativity, and (2.2) manageable technology-aided instruction. The third theme is “authentic and holistic assessment” that has two (2) sub-themes namely: (3.1) ensures authentic assessment, and (3.2) facilitates holistic assessment. The fourth theme is “gaps that affect teaching and learning” having two (2) sub-themes: (4.1) routinary, retention, and Social-Emotional Learning (SEL) gaps, and (4.2) COVID-19 health protocols’ gap. Finally, the fifth theme is “resiliency towards recovery and a need for training/s” composing of two (2) sub-themes: (5.1) stakeholders’ resiliency towards recovery and (5.2) the need for training/s.

Theme 1: Intrinsically Motivated Teachers

This theme describes the teachers’ psychological strengths as they transitioned from full time remote to limited in-person instruction as revealed in the focus group discussion and interviews. Three sub-themes have surfaced in this theme, namely, (1.1) positive mindset, (1.2) self-discipline, and (1.3) creativity in managing limited resources.

Sub-theme 1.1. Positive Mindset

Huang et al., (2021) defined psychological resilience as the ability to recover from negative mental experiences and shift to a positive mindset in order to cope with stress. Chu (2020) proposed that being a positive teacher and implementing some reflections in teaching during the pandemic gives hope of “flattening the emotional distress curve.”

To put it simply, the following participants’ responses describe it in these statements:

“I’m happy, I could personally interact with my students.” (LIPI 01)

“I have the opportunity to learn more about my students.” (LIPI 04)

“I suppose that interaction, communication and collaboration are necessary for both teachers and students. It is in the nature of the teacher to teach or guide, and it is also in the nature of the learners to be guided and learn from a mature individual.” (LIPI 07)

“For me, spending real time interacting, communicating, facilitating, or teaching with my students not only improves the social-emotional well-being of my students but mine as well.” (LIPI 08)

“I am delighted and ecstatic to meet my students in this limited in-person instruction.” (LIPI 11)

“These challenges help me grow as a stronger and more responsible individual.” (LIPI 10)

“I am thrilled to have an in-person instruction. I can now once again practice my profession in the presence of my actual students; without my students, I cannot be called a teacher.” (LIPI 05)

“I also make these challenges my strength by working them out one at a time.” (LIPI 07)

“There is no such thing as an island. It is human nature to seek out others with whom to converse and share experiences.” (LIPI 07)

“I find it easier to form relationships with my students right now in this limited in-person instruction where we see each other personally, we can talk or communicate, they can freely share their ideas. They can already do the things they used to do, though at first, they are limited, with a few of them talking and no one raising their hands to answer, but they eventually unraveled themselves.” (LIPI 09)

“It would be advantageous to have a mutual understanding with these students through personal and actual academic engagements.” (LIPI 11)

Thus, this is the first strength of the limited in-person instruction teachers, one must possess a positive mindset by thinking of the benefits of this instruction that will bring to the learners. Hoose (2021) revealed that teachers with growth mindsets foster rapport with their students, and growth mindsets have a positive impact on classroom climates.

Sub-theme 1.2. Self-discipline

Most aspects of human life are influenced by self-discipline. It also encourages a variety of human behaviors with positive psychological end results (Şimşir & Dilmaç, 2021). Moreover, Jung, et al., (2017) found the relationship between academic self-efficacy and academic performance was mediated by academic self-discipline.

This value has been described as one aspect of the participants' second strengths given in these statements:

"I overcome my difficulty in managing both in-person and remote modular instruction by creating my own schedule of activities and adhering to proper time management." (LIPI 04)

"It's a call for me to always be ready or prepared all the time so that when activities arise" (LIPI 10)

"As part of my routine activities, I constantly remind my students to follow those protocols, and observe discipline for everyone's safety." (LIPI 07)

Therefore, the value of self-discipline is a vital strength of the limited in-person instruction teachers in attaining their goals. Gelles, et al., (2020) revealed several student issues, how they overcame them through self-discipline strategies, and how the faculty assisted students in the classroom through compassionate as well as flexible teaching methods.

Sub-theme 1.3. Creativity in managing limited resources

Kim et al., (2021) discovered that one of the factors required for the level of talent in the post-COVID-19 era is creativity. Dieguez (2021) also proposed a national support network for the founder of innovation, creativity, and entrepreneurialism, with the goal of developing a new mindset among teachers, staff, and students.

To describe further, this third strength possessed by the limited in-person instruction teachers, the following statements of the participants represent on these perspectives:

"In terms of resources, we teachers are all given reams of bond paper to use while we handle the rest of the materials required for our classes." (LIPI 05)

"I focus on one competency at a time and develop a unique technique or style for delivering instruction to a specific group of students considering the available resources." (LIPI 08)

"I learned to create a daily schedule of the tasks I need to complete each day so that I don't forget any of them and always account the available resources." (LIPI 10)

"Vaccination of personnel is monitored in all implementing schools for face-to-face classes while only teachers adhering to it can handle face-to-face classes because resources like vaccines are still available." (LIPI 12)

To sum up, the value of creativity in managing limited resources is a vital strength of the limited in-person instruction teachers in their daily experiences. According to Glaveanu et al. (2020), creativity and culture are inextricably linked: the former uses the latter's signs and tools to create new cultural resources, which in turn facilitate future creative acts. Finally, Daniel (2020) provides a list of resources as well as flexible solutions to the damage done to students' obligation to develop once the pandemic is already over. In practice, educators' capacity to adjust in the post-covid era is crucial.

Theme 2: Bridges instructional delivery gap

This theme describes the teachers' strengths in terms of skills and competencies that they possess in making the limited in-person instruction effective as revealed in the focus group discussion and interviews. Two sub-themes have surfaced in this theme, namely, (2.1) communication, collaboration and creativity, and (2.2) manageable technology-aided instruction.

Sub-theme 2.1. Communication, collaboration and creativity

The teachers' fourth strength in the limited in-person instruction include communication, collaboration and creativity. According to Kim, Raza, and Seidman (2019), the development of competencies known as 21st-century skills is gaining popularity as a means of improving teachers' instructional performance. This suggests that teachers should be skilled not just in teaching as well as in facilitating, managing events and activities, and helping to promote the country's educational objectives in order to meet the requirement for expanded learning experiences. Education don't ever stop for teachers in the twenty-first century who are lifelong learners.

The participants described it in the following statements:

“Face-to-face interaction with my students bridges the gap in the teaching-learning process by clarifying questions, confusions, or difficulties in the lessons inside the classroom.” (LIPI 03)

“Learning will be more realistic.” (LIPI 04)

“The student will benefit from receiving lessons and discussions directly from me, which has been altered for more than two years due to the pandemic.” (LIPI 05)

“They demonstrate their skills in the open without a distance barrier and with a decreasing communication gap.” (LIPI 04)

“In-person learners will have access to far more opportunities for communication, collaboration and creativity.” (LIPI 03)

“Students' actual performance can be seen through our personal interaction.” (LIPI 04)

“Teaching and learning will become a mutually-active process of creating an environment full of creativity, critical thinking, probable, desirable, measurable, and workable outcomes.” (LIPI 05)

To be an effective limited in-person instruction teacher, one must facilitate communication, collaboration and creativity. Indeed, Doyle, Hynes & Purcell (2021) revealed the crisis has highlighted the interconnected nature of society's vulnerabilities while also demonstrating that transformational change is possible. This implies that the latter must happen inside the classroom where actual exchange of ideas, mutual relationship of teachers and students and how the two creatively produces good results are palpable.

Sub-theme 2.2. ICT in education

The teachers' fifth strength in the limited in-person instruction include manageable technology-aided instruction. The majority of participants are relieved that schools have reopened so that they can begin using their instructional media such as television, radio, recorder, laptop, and other technologies. Teachers trying their best to adopt the use of technology in teaching. Some of them really spent on their own while others got those materials from donations of stakeholders. Technology-based teaching or TBL refers to learning that takes place using electronic technology, such as the Internet or intranets. González-Lloret (2020) argued that by promoting productive language abilities (spoken and written) and the mode of communication that helps facilitate learning languages and encourages students to continue working to improve their language skills through collaborative technology-mediated activities, we can encourage effective language performance (spoken and written). There has been lots of evidences that technology has significantly increased the learners' outcomes not only in the past but it's evolving up to the present.

According to Barak (2017), four components of twenty-first-century learning and teaching are: (a) adapting to frequent changes and challenges, (b) collaborating and communicating in centralized controlled environments, (c) generating data as well as managing information, and (d) releasing authority by encouraging exploration. These characteristics of a twenty-first century teacher are much more needed in the pandemic where what is constant is change and developments in the content, instructional delivery and the learning environment. Everything in the educational field is unpredictable and becomes the major source of apprehension of the stakeholders both internal and external. These trenches will become opportunities depending on the adaptive perspective of a twenty-first century teacher and how she/he takes advantage of the interplay of these problematic situations to be converted in an avenue for a solution and intervention.

The preceding discussion are proven by the statement of the participants below:

“I can now use the technologies I have installed in my classroom for my children which were donated by their parents.” (LIPI 01)

“In-person instruction makes me more flexible and resilient in adopting to sudden changes by providing videos and technology-aided materials to my class.” (LIPI 03)

“I can now utilize the smart TV that I personally bought and the stored songs, games and videos for my students found in my laptop.” (LIPI 08)

“They recall the standards inside the classroom like raising their hands when they want to speak, they exercise self-control like the appropriate time in going to the comfort room and time in doing ICT integrated collaborative sessions.” (LIPI 09)

“My students are more engaged in the limited in-person instruction with the ICT integration and research-based lessons that I've provided in my classes than in the modular distance learning that has been used for over two years.” (LIPI 12)

“With the smart tv in my classroom and the slides I've made for my lessons, my students were very participative.” (LIPI 03)

“I am delighted to be one of the teachers in this small group of in-person classes because my class is very manageable.” (LIPI 08)

“I only have a few students to manage in the classroom, which increases my chances of catering to my students' varying individual needs.” (LIPI 08)

“Because there are only a few of them, I can easily provide the materials required in my class.” (LIPI 09)

“Classes are only in the morning, so I have plenty of time in the afternoon to prepare my weekly learning plan and instructional materials for the next day.” (LIPI 09)

According to Minamatov and Nasirdinova (2022), ICT holds a special place as an object that improves teachers' and students' ability to explain and understand the lesson. It is one of the most useful technologies for teaching students about important concepts. According to Costley (2014), information technology has been shown to be beneficial for students with special learning needs of all ages. Moreover, Education 4.0 is the answer to the global needs for the advanced integration of humans and technology. Leading school's technology utilization can be the way forward to support education 4.0 realization (Ghavifekr & Wong, 2022). Furthermore, Boholano, Theodore, Pogoy & Rivika (2020) revealed that technology-enhanced teaching can result in high-quality education. As a result, the adaptation and use of numerous digital technologies in 21st century teaching and learning has resulted in significant changes in instructional delivery and outcomes.

Theme 3: Authentic and holistic assessment

This theme describes the strengths of the limited in-person instruction itself in the assessment aspect that benefits both teachers and students as revealed in the focus group discussion and interviews. This as well serve as teachers' strength since the quality of assessment they give to the learners is highly dependent on the methods they employ and significantly speaks about their competence in terms of assessing students' learning. The Two sub-themes have surfaced in this theme, namely, (3.1) ensures authentic assessment, and (3.2) facilitates holistic assessment.

Sub-theme 3.1. Ensures authentic assessment

The teachers' sixth strength in the limited in-person instruction includes ensuring authentic assessment. McArthur (2022) proposed shifting from focusing solely on the authentic task to considering why that task matters, which allows for a transition from the student in isolation to the student as a member of society. Achievement senses can become richer, boosting students' sense of self, self-worth, and well-being.

This claim is further strengthened by the following statements of the participants:

"I can see who among them has a high potential and who are at risk of dropping out, who are slow learners and require a lot of time for remediation." (LIPI 01)

"I'm talking about their abilities, potentials, how they learn, how they work best, what values they have, and how they interact with you are more evident." (LIPI 04)

"In-person instruction will provide higher quality assurance on the authenticity of their assessment results." (LIPI 10)

"How far they have progressed in terms of learning the skills/competencies provided in the module are clearly seen." (LIPI 04)

"It gives me confidence that the work or outputs I received from them are truly their own." (LIPI 02)

"Meeting them in person will allow me to determine who can communicate effectively in my English class and who can recite the multiplication table and solve mathematical equations or problems in my Mathematics class." (LIPI 04)

The participants' statements above support Koh's (2017) idea that authentic assessment is an effective tool of excellence or ability because it requires students to perform their thorough knowledge, higher-order thinking, and complex problem solving through the completion of outstanding tasks. As a result, in the world of wider reform efforts, authentic assessment can be a powerful instrument for evaluating students' 21st-century competencies.

Sub-theme 3.2. Facilitates holistic assessment

The teachers' seventh strength in the limited in-person instruction includes facilitating holistic assessment. According to English, et al. (2022), when teachers use rubrics to assist formative student assessment, teacher practice and student performance outcomes, engagement in learning, and lifelong learning skills improve.

The following narrative statements of the participants would concretely support the aforementioned findings:

"One of the benefits of in-person instruction for me is that I can already tell who is eager to learn and who is truly intelligent like in Math subject." (LIPI 02)

"It's because I hadn't seen them in a long time and I missed having a real class where I could clarify ideas with my students while also allowing them to formulate their own generalizations and prove their answers with solutions during formative assessments." (LIPI 12)

"Their abilities are clearly assessed not only in written form but also in performance such as oral recitation, drama, singing, dancing, play, and different media of teaching and learning can now be provided to these learners in order for them to have firsthand information and contextualized experience." (LIPI 02)

"In-person instruction is extremely beneficial because it allows me to learn about my students as individuals." (LIPI 10)

"My assessment in their learning would be more adaptive to their needs, where I could actually assess their level of difficulty, especially in Math, when my learners rarely asked questions in the provided group chat." (LIPI 10)

"I'm also looking forward to meeting my students in limited in-person instruction to assess them well more importantly in mathematical basic operations." (LIPI 12)

Formative assessment and associated operations continue to be an elevated instructional exercise with the potential to support all learners, particularly those who have misconceptions about important mathematical concepts (Martin & Polly, 2022). Similarly, Sainuddin et al. (2022) described the stages of developing a Holistic assessment instrument for potential mathematics teachers' expertise. As a result, Leenknecht et al., (2021) demonstrated the advantages of studying formative assessment as exercise and encourages teachers to begin using formative assessment in their classroom.

Theme 4: Gaps that affect teaching and learning

This theme describes the weaknesses of the limited in-person instruction specifically the gaps that affect teaching and learning as revealed in the focus group discussion and interviews. This as well serve as teachers' challenges that needs to be addressed. The Two sub-themes have surfaced in this theme, namely, (4.1) routinary, retention, and Social-Emotional Learning (SEL) gaps, and (4.2) COVID-19 health protocols' gap.

Sub-theme 4.1. Routinary, retention, and Social-Emotional Learning (SEL) gaps

The first weakness in the limited in-person instruction includes routinary, retention, and Social-Emotional Learning (SEL) gaps. These gaps may as well serve as teachers' weaknesses since they serve as agents in addressing these concerns or challenges for the aforementioned instruction to be more effective. According to Chafouleas, "mental health is important at all stages of life, from childhood and adolescence to adulthood." In schools, we prioritize three critical and interconnected aspects of mental health: social (how we relate to others), emotional (how we feel), and behavioral (how we act) claims to support to promote overall well-being (2020; cited in US Department of Education, 2021). On the other hand, the Philippines' Department of Education issued DepEd Memorandum No. 058 s., 2020, titled Orientation for Regional as well as Schools Division Offices on Mental Health as well as Psychosocial Support Services for Learners as well as DepEd Personnel During the COVID-19 Pandemic, which takes precedence the protection and promotion of learners' and personnel's mental health and overall welfare during the COVID-19 pandemic (Philippines Department of Education, 2020).

The above-findings are supported by the following narrative statements of the participants. This first set of statements revealed the routinary gaps as the number one factor that serve as a challenge of our teachers in teaching limited in-person instruction. Here are as follows:

"The most difficult challenge I've encountered in this limited in-person instruction is addressing my students' routinary gaps." (LIPI 02)

"Doing both limited in-person and modular distance learning poses a significant challenge to my preparation and the establishment of my classroom routines" (LIPI 10)

"This is not common practice, and I am still adjusting to it, where a sense of balance, resource management, and time management are critical." (LIPI 04)

The following narrative statements of the participants speaks about retention gap as the second factor that serve as a challenge of teachers in teaching limited in-person instruction like:

"They have been working alone at home, and it is critical for us teachers to positively impact their social and emotional well-being, but the way to creatively carry them out within a limited time frame with the remaining tasks to complete decreases the likelihood of success on this goal." (LIPI 08)

"The most difficult challenge for me and my students is maintaining their grades and completing the competencies assigned to them in the fourth quarter, given that they are divided into two sets (Set A and Set B) with a very short time frame to complete their tasks." (LIPI 08)

"Doing in-person instruction alongside with modular instruction will lose retention and it is a difficult task." (LIPI 10)

Wakui et al. (2021) discovered that many teachers reported feeling concerned about infections and education. Ozamiz-Etxebarria et al. (2021) discovered that a high percentage of teachers had anxiety, depression, and stress symptoms, and argued for the importance of maintaining teachers' mental health in order to improve both teaching effectiveness and student mental health. As a result, as a teacher, you must address your students' social and emotional needs. In doing so, one must take into account how he or she responded to his or her students in times of need, and also efforts made to develop students' social emotional learning needs. Furthermore, Blyth et al. (2017) suggested self-assessing one's preparedness for Social Emotional Learning in order to determine one's areas of strength as well as target areas that need improvement. These findings imply that once SEL gaps are addressed, both routinary and retention gaps can be easily addressed. When students' social-emotional needs are met, the rest of their needs will naturally follow because motivation comes from the inside.

The following narrative statements of the participants highlights the Social-Emotional Learning (SEL) gap as the third factor that serve as a challenge of teachers in teaching limited in-person instruction:

“The joy of learning gradually faded, and regaining it is a monumental task.” (LIPI 09)

“The time of learning engagement with my learners is very limited given the learning gaps that I need to address to each of my individual students after two years of not having social interaction with them.” (LIPI 10)

“When I asked them to answer on the first day, no one dared to speak, and they were hesitant to raise their hands.” (LIPI 02)

“I’m not sure if they’re listening or if they’ve learned anything from my discussion because most of them are just staring at me and being very quiet, and I’m finding it difficult to pique their interest in the lesson unlike before that these routines are usual to them.” (LIPI 02)

“The challenges of in-person instruction that I’ve encountered are that I, personally, am doing my best to address my students’ “used-to attitudes” because they are used to being relaxed alone in their homes as their school environment, and this change of environment where they can meet and interact again with their classmates is also an adjustment for them.” (LIPI 03)

“My current challenge is to fill the gap in my students’ normal social interaction as part of their anxiety wherein the latter was lost more than two years ago.” (LIPI 06)

“Students appear to be very awkward in interacting with one another in my class” (LIPI 06)

Good mental health and well-being are required for all of us to live satisfying lives, reach our full potential, contribute to our societies, and exemplify resiliency of stressful experiences (WHO, 2021). Moreover, it was discovered by Panayiotou, et al. (2019), that mental health was the only significant direct factor contributing to future academic attainment. Furthermore, when implemented effectively, evidence-based social and emotional learning (SEL) programs result in measurable and potentially long-term improvements in many areas of children's lives (Greenberg, Domitrovich, Weissberg & Durlak, 2017). Concerns about mental health and social-emotional well-being must not only be directed at students, but also at the primary agents of change in society, teachers. Thus, Kim, et al. (2022) suggested that policymakers and practitioners can help teachers' mental health and well-being by encouraging more collaborative communication and making social support more accessible. Therefore, the long-term mental health consequences of the COVID-19 pandemic must be identified immediately. Clinicians, researchers, and policymakers are presumed to be prepared for such mental health problems in the post-pandemic era in terms of learning, interventions, and care models (Vadivel, et al., 2021).

Sub-theme 4.2. COVID-19 health protocols’ gap

The second weakness in the limited in-person instruction includes COVID-19 health protocols’ gap. This gap may as well serve as one of the teachers’ weaknesses since they serve as agents in addressing this concern or challenge for the aforementioned instruction to be more effective. Lee (2021) revealed that facemasks have become an important metaphor for reflecting personal values and social responsibilities. In addition, the mass adoption of the UNITY protocols across all WHO regions suggests that they discussed subnational as well as national needs to support local public health decision-making for pandemic prevention and management (Bergeri, et al., 2022). Though these findings are in support to the adoption of COVID-19 health protocols; however, stories or testimonies from teachers revealed that COVID-19 health protocols cause some disruptions and uneasiness during limited in-person classes.

Here are the narrative statements of the participants which serve as proof of their discomfort and also with their students:

“Students and teachers must wear masks in school, especially since some of my students are still unvaccinated, making it difficult for me to assess their oral performance, and students cannot see my mouth as I speak to them.” (LIPI 01)

“The three-meter-apart classroom setup made my group activities in class less feasible, intending to revert to my old methods of discussion is very tempting.” (LIPI 12)

“There is still some kind of communication barrier in place.” (LIPI 01)

“The one-seat-apart classroom arrangement made it more difficult for my class’s collaborative activities, which posed a significant challenge to my creativity in designing my lessons.” (LIPI 01)

“Even educational resources are not supposed to be shared among a group of students.” (LIPI 01)

“The difficulties I encountered during this limited in-person instruction were that the tension of strictly adhering to the COVID-19 safety protocols is very high, causing a delay, discomfort, and an unusual feeling of dissatisfaction with the social relationship outcomes because our movements are limited and actions are somewhat calculated.” (LIPI 05)

“It is difficult to emphasize some points to your students because your mouth is hidden and much more that our facial expressions are not seen or visible; it is especially difficult to emphasize emotions.” (LIPI 05)

“Providing a welcoming environment for my students while adhering to the COVID-19 health protocols during in-person instruction is a challenge for me because a warm welcome is best experienced in the absence of restrictions.” (LIPI 03)

“Resources are limited because sharing is strictly prohibited, which means that all of my students must be provided with items such as activity sheets, handouts, and realia (if available).” (LIPI 05)

“Even group instructional materials are not supposed to be shared among a group of students, which is why preparing materials for each of my students takes a significant amount of my time.” (LIPI 12)

“Compliance with those protocols adds significantly to the burden.” (LIPI 12)

“The constant handwashing and disinfectant application are challenges that necessitate extra caution on my part.” (LIPI 12)

“Anxiety among my students at school because they tend to avoid the opportunity to talk, even though some are eager to share but the face mask hinders the clarity of the message on the ideas that they share.” (LIPI 12)

“Before COVID-19 hit the world, students would clean their classrooms, sweep the corridors, water their plants, or even cultivate their garden to find joy while learning these school chores, which is no longer the case due to some restrictions and safety protocols that the school must implement.” (LIPI 12)

“There are many guidelines of in-person instruction to which we teachers must adhere while maintaining the modular distance learning instruction of the remainder of our pupils who are not involved in in-person instruction.” (LIPI 10)

“I keep reminding my students about the one-seat-apart policy, and we customize the materials for the kids.” (LIPI 12)

“It's difficult to give your best smile while wearing a face mask, and teacher-to-student and student-to-student connections are stronger when both parties are a little closer to each other, as opposed to the current situation, where social distance is required.” (LIPI 10)

The difficulties posed by all three institutes: Australia, Pakistan, and the United Kingdom, according to Khan et al. (2021), differs greatly due to their different courses and practical classes, various COVID-19 safety protocols, as well as different learning outcome preconditions. Moreover, Sarmiento, et al. (2021), emphasized the importance of following school health protocols when delivering face-to-face classes in accordance with international guidelines in mitigating the effects of the COVID-19 pandemic as a public health crisis in the Philippine context. These findings imply that despite the uneasiness and discomforts caused by the adherence to the COVID-19 protocols, it is really a must that teachers and students will continue to follow for the safety of everyone. They have to be adoptable to all these changes or challenges and make them their strengths by considering their positive side. Thus, Collie, et al., (2020), found that increased school teacher adaptability was significantly associated with teacher self-efficacy and, as a result, student self-efficacy.

Theme 5: Resiliency towards recovery and a need for training/s

This theme describes the stakeholders' resiliency towards recovery and recommendation for training in relation to the trends and 21st century teaching and learning pedagogies as revealed in the focus group discussion and interviews. The Two sub-themes have surfaced in this theme, namely, (5.1) stakeholders' resiliency towards recovery and (5.2) the need for training/s.

Sub-theme 5.1. Stakeholders' resiliency towards recovery

Given the challenging situation that educational leaders are currently in, it is critical that school communities collaborate to ensure the emotional well-being of all employees, from the district level down to the school level. Creating and implementing support systems will help to ensure the safety of the principal, their crisis response team, the school staff, and the students (Johnson, 2020). There are a lot of stakeholders supporting the limited in-person instruction which includes both internal and external stakeholders for educational resiliency and recovery. The internal stakeholders comprise the following: (1) teachers, (2) master teachers (both as instructional leaders), and (3) the school leader. On the other hand, what comprise the external stakeholders are the following: (1) Local Government Unit (LGU), (2) Non-Government Organizations (NGO's), and (3) the parents.

The participants described the resilient measures they undertake and the supports for recovery they received from master teachers/instructional leaders in the following statements:

“I included reflection as an integral part of my weekly learning plan to demonstrate support in addressing students' social and emotional gaps.” (LIPI 02)

“I look for teachers who are good at piquing their students' interest and research strategies that work best in this generation on the internet.” (LIPI 12)

“In order to overcome my weaknesses, I seek technical assistance from my colleagues and class observer on how to deal with the current situation that I'm confronted with.” (LIPI 09)

“I observed and benchmark on some experienced teachers as they made their lessons relevant to their students while adhering to the COVID-19 health protocols.” (LIPI 12)

"Reflection has taught me to be more sensitive to my students' social-emotional well-being." (LIPI 02)

"To address my students' learning gaps, I created intervention material for the least learned competency in my subject." (LIPI 03)

"I participated in webinars for professional development." (LIPI 10)

"I also asked a master teacher to review it before I gave it to my students." (LIPI 03)

"I contextualized my techniques, approaches, methods, or strategies, including the materials used during individual and group activities, in order to increase social interaction among students." (LIPI 06)

The participants described the resilient measures and supports for recovery they received from their school leader in the following statements:

"Our school leader demonstrated her support for us teachers who are dealing with limited in-person instruction by maintaining frequent communication and broad dissemination of the newly released memorandum via Messenger group chat." (LIPI 01)

"School leaders demonstrated their support by convening a series of meetings to plan and carry out the in-person activities." (LIPI 11)

"Our school leader also provided me with support by clearly communicating the school's learning model, which is blended learning, to us through a series of faculty meetings." (LIPI 04)

"The school leader's communication on COVID-related safety measures and protocols was very clear to us during a faculty meeting." (LIPI 01)

"Our grade leader will review our weekly learning plan, and a follow-up class observation for additional technical assistance is planned." (LIPI 02)

"A faculty meeting provided us with very clear communication from the school leader regarding COVID-related safety measures and protocols." (LIPI 05)

There are resilient measures done by the LGU, NGOs and parents to support for the recovery of education through limited in-person instruction. They are described by the participants in the following statements:

"There were also government and non-governmental organizations (NGOs) who came out to support the in-person instruction even on Saturdays and Sundays to repaint and beautify my classroom and school buildings, as well as the school grounds, in order to get our school ready for the re-opening of classes." (LIPI 11)

"I hold a PTA meeting with the parents of my students to inform them of the school policies and procedures regarding the strict compliance of the COVID-19 health protocols, the blended learning model adopted by the school, and the important schedules related to their children's school activities." (LIPI 07)

"I often communicated with my parents in terms of the schedule of their children and some other school activities." (LIPI 01)

"Concerning school cleanliness and beautification, I request my parents' help in coming to school to assist in the said activity." (LIPI 12)

"School PTA officers worked together to solicit support from stakeholders in order to provide the necessary resources." (LIPI 11)

"During the Brigada Eskwela 2022, numerous cash and in-kind donations were made and properly accounted for." (LIPI 11)

"When I mentioned the scarcity of resources that our school is facing during our PTA meeting with the parents, they openly expressed their support through a voluntary contribution to a PTA project." (LIPI 11)

"I also seek the assistance of the PTA officers or BOD to solve the lack of resources in making our school ready to re-open by asking voluntary donations from parents and private entities." (LIPI 09)

"Parents will benefit from not having to bear the burden of educating their children, however; constant communication with them makes the job easy." (LIPI 05)

For implementing limited face-to-face learning policies, Rismawati, et al. (2022), suggested of fragmentation which is used as a form of division of responsibility. It is carried out while considering the nature of the policy to be implemented as well as the distribution of responsibilities among all policy implementers. The strategy stipulates that the concept of face-to-face learning is limited to meeting the needs of children's growth and development in relation to educational needs, and that learning activities must adhere to the principles of health, safety, and children's rights. Thus, Iyengar (2021) suggested the school system must be adaptable and incorporate community-driven parental engagement as well as project-based and experiential learning. These community-driven educational programs must be supported in order to provide students with much-needed place-based auxiliary education opportunities.

Sub-theme 5.2. The need for training/s

This sub-theme highlights the recommendation of the participants for the resiliency and recovery of education through limited in-person instruction as revealed in the focus group discussion and interviews. According to the teachers, there are resilient and recovery measures they employed for the limited in-person instruction. Resiliency is one of the qualities of teachers in the 21st century. In connection, a 21st-century

schooling is one that replies to the rapid economic, technological, and societal shifts that are occurring. It is an education that prepares children to succeed in a world in which more than half of the employment they will hold during their careers do not yet emerge. According to Garzon et al. (2020), the development of digital teaching competence remains a challenge for the education system that must be addressed, and it will continue to be a crucial problem in the training of current teachers, as it is a fundamental aspect for supporting a new way of teaching. Teslenko & Sebalo (2020) suggested skills and competence which teachers obtain to plan and predict; to use a variety of sources and media, in particular, ICT; to find and to develop independently educational material; to analyze, compare information and facts, argue their opinions; to be responsible, make decisions.

They are described by the participants in the following statements:

“We need more ICT training on the new learning model and to learn some appropriate strategies and interventions that work best in addressing social-emotional and learning gaps of students.” (LIPI 01)

“The training and time frame provided by our school leader during the Inservice Training for Teachers (INSET) and the Learning Action Cell (LAC) Session were insufficient, and we required additional materials/resources, as well as more time and technical assistance in ICT, to produce those materials to assist our learners’ difficulties.” (LIPI 06)

“It would be better if school leaders will train us limited in-person pedagogies and ICT to address the different gaps of our students before conducting an observation and evaluation.” (LIPI 12)

These findings are supported by Ansari and Malik's (2013) study, which found that in today's world, the teacher's job entails more than just imparting content-based conceptual knowledge. Rather than dealing with students who are well-versed in information and communication technology, knowledge, and abilities, today's teacher must deal with net generation students. When teaching and dealing with such a generation of special abilities, the modern teacher requires some skills. In addition, Matimolane (2021) highlighted potential future learnings and actions, particularly the importance of using digital tools to sustain students' learning. Moreover, Haney (2020) suggested that the existing pandemic provides an opportunity to shift our focus from planning for an unknown future to developing solutions to our "wicked" troubles. Results-based strategic design provides tools for a different strategic planning that addresses restrictions, constituent needs, experimental remedies, behavioral changes, and early adopters' power.

For all of the suffering and hardship of the past year, Reich & Mehta (2021) revealed that a few of the changes they implemented were truly beneficial, opening the way for more humanistic school communities to emerge. As a result, the traditional image of the teacher has given way to a transformational one. The preceding statements bring this study to a close by highlighting the image of an experienced in-person teacher in a twenty-first-century classroom.

CONCLUSION AND RECOMMENDATION

Regardless of weaknesses or challenges, basic education teachers’ intrinsically motivated attitude, with an instruction that bridges delivery gap, and ensures authentic and holistic assessment are evident. As instructional leaders, they employed resiliency and recovery measures to overcome those challenges wherein the agents of resiliency and recovery are stakeholders themselves geared towards the success of the limited in-person instruction. However, in order to sustain the quality of Philippine basic education, it is strongly advised that appropriate ICT training or reframing of teaching-learning pedagogies of the 21st century or education 4.0, be provided to the teachers.

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