

PERCEPTION OF GRADE 3 PUPILS ON THE IMPLEMENTATION OF LIMITED FACE-TO-FACE CLASSES AT OUR LADY OF LOURDES ELEMENTARY SCHOOL



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ABSTRACT

The Coronavirus (COVID-19) pandemic has caused a dramatic disruption in the delivery of education not only in our school but also in our whole nation. With school closures and challenges in the delivery of distance learning, and to be exact in modular distance learning in our school, students learning losses are expected to be enormous. There were many reasons why students making it difficult for them to focus on studying. And after 2 years, Department of Education finally approved the limited face to face learning in school.

The sole purpose of this research is to find out what are the perceptions of Grade 3 pupils on the implementation of limited face to face on our school. The research methodology starts by announcing to parents who are willing to join their child in the limited face to face classes in this time of pandemic. Several standards were given as follows, where student residency is within the Barangay of the School, he/she is walking distance to the school, no history of sickness and illnesses and most importantly is parent's consent.

Parents and students were very much excited on the upcoming limited face to face in Our Lady of Lourdes Elementary School. They were aware on all the health protocols given by the Department of Health. Teachers always reminding parents on the group chat to always remember the health and safety protocol and always remind their child before and after of their schooling.

Having 16 respondents from Grade 3 level will complete the needed respondent of the research. The respondents answered the pre survey in their first day about what they felt on going back to school, attended limited face to face classes. And before end of limited face to face classes, they answered again a post survey about what they felt

in their experienced on attending classes in school after a long time of modular distance learning.

After the limited face to face, teachers, parents, students, and stakeholders were ready to open the school year in face-to-face learning. Because face to face learning is an effective way to learn knowledge and skills because it is often combines different ways of learning including writing, reading, discussion, presentations, group work, demonstration, and practice.

Keywords: perception, attitudes, willingness, standard protocols

INTRODUCTION

Based on DO 017, s 2020 Guidelines on the Progressive Expansion of Face to Face Classes on February 2, 2022 – Given the President’s approval of the recommendation for the progressive expansion of face-to-face classes, Education Secretary Leonor Magtolis Briones has authorized all regional directors to commence the progressive expansion phase of face-to-face classes for both public and private schools.

One of the schools undergo to limited face to face is our school, “Our Lady of Lourdes Elementary School” but before that there are some guidelines we need to prepare before to start the classes and some monitoring needs to pass.

This transition from modular to face to face classes is new challenges to teachers and to the students. With this adjustment of the students from their home to school environment, the learning modality and additional safety protocol will affect the feeling of the students.

Now, on this study we determined the different perception of the students on limited face to face.

As a teacher, we are wonder about the perception of the students after 2 years of staying homes and studying through modular, then at this

time we can go back to face-to-face classes.

It also this study, conducted to help the students to cope-up to the limited face to face classes, to express their feelings to their classmates and teachers, to know attitude of the students during the face-to-face classes. Then, maybe this study may serve as to other teachers as guide for the new action research soon.

DepEd Order No. 014, s. 2020 Guidelines on the Required Health Standards in Basic Education Offices and Schools, in this provision of learning opportunities, the health and safety of our learners, teaching and non-teaching personnel are utmost importance and must protected all times. Now in conducting face to face we need ensure the health student by following the guidelines given by the IATF.

The effectiveness of determining the perception of the pupils in participating to limited face to face.

The main objective of this study is to determine the perception of the students to help them to adopt and to face the new challenges in now adays. Pursuant to the *Department of Education (DepEd) and Department of Health (DOH) Joint Memorandum Circular No.01, s. 2021* entitled “Operational Guidelines on the Implementation of Limited Face

to Face Learning Modality, all schools participating in the pilot implementation of face-to-face learning are enjoined to provide psychosocial support to learners wherein the first five days shall be devoted to/discussion/ facilitation of modules related to mental health. In line with this, on the first week of classes, we can use the Psychosocial Support Activity Pack given by DepEd.

It helps a lot to fulfill the study it answers the main problem which is the perception of Grade III- pupils in Our Lady of Lourdes Elementary School. This study serves as a big help to the student and to the teachers because if we know the perception of the student, we can easily give what their needs.

with that, the combination of any of these that were used to solve the research problem

METHODOLOGY

The participant of the study is the maximum number of Grade III who undergo to limited face to face which is 16 pupils.

The participants will be chosen purposely. The students are enrolled in this school year 2021-2022 in Our Lady of Lourdes Elementary School

A week before to start face to face classes, the adviser of every Grade level was given a survey about who are interested to join the limited face to face, and after answering the survey, they pass it to their teacher. Then the teacher has different criteria to be considered like the students are near to the school, mode of their transportation, the availability of the parent to teach their son/ daughter, health condition of the learners and mostly the students that

most need a help coming from the teachers.

Questionnaire/Survey Form, Parental Consent, Monitoring Tools, Printed Materials aligned to the study and Psychosocial Support Activity Pack

The data gather is based on the result of the activity and survey coming from Grade III pupils. On the first week, learners used Psychosocial Support Activity Pack. The activity is a situational, the learners are given a chance to choose what emoticon they want based on their thinking or feelings about the situation. Maybe it happy, sad, angry, etc. and after answering the questions given, teachers see the Guide for scoring and interpretation.

On the 2nd ,3rd 4th week the teachers are given a different activities and printed materials that help them to boost their knowledge and feeling on limited face to face. The activity conduct before to start the classes, they also materials given before entering to the classroom. This activity record and monitor weekly. Lastly, after the month covered by this study, we are given a survey that they experience on face-to-face classes.

RESULTS

This research was accumulated and gathered data to provide results such as:

Table 1. Results of Survey on Students Readiness in Limited Face-to-face Classes

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am ready for the new normal way of learning in limited face-to-face classes	4	1	0	1
2. I am happy to attend the limited face-to-face classes.	11	4	0	0
3. I am comfortable wearing face mask in the classroom	4	4	2	0
4. I can follow social distancing	13	3	0	0
5. The limited face-to-face is better than online learning modules	7	7	0	0
6. The teaching environment at school help in better learning	4	9	1	0
7. The hygiene was very well maintained at the facility	4	11	1	0
8. I can share my feelings and ideas to my classmates, friends, teacher, parents, and guardian	5	11	0	0
9. When I have difficulty in my studying, I am asking help to the classmates and teacher	7	8	1	0
10. I can share my strengths and talents in school	4	10	2	0
11. When I have problem's encounter, I find a solution to solve it	7	9	0	0
12. I can overcome the feelings of my classmates	13	1	0	0

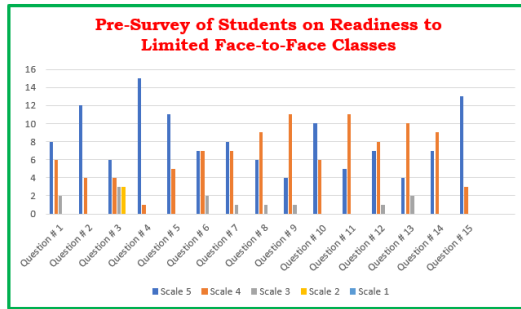


Table 1 shows the survey of Grade 3 students on readiness in limited face-to-face classes. 16 respondents answered the survey. As the result of the survey, for question number 1, 8 students answered totally agree, 6 students answered agree, and 2 students answered neutral. For question number 2, 12 students answered totally agree and 4 students answered agree. For question number 3, 6 students were totally agreed, 4 students were agreed, 3 students were neutral, and 3 students were disagreed. For question number 4, 15 students answered totally agree and 1 student answered agree. For question number 5, 11 students were totally agreed, and 5 students were agreed. For question number 6, 7 students were totally agreed, 7 students were agreed, and 2 students were neutral. For question number 7, 8 students answered totally agree, 7 students answered agree, and 1 student answered neutral. For question number 8, 6 students were totally agreed, 9 students were agreed, and 1 student was neutral. For question number 10, 10 students were totally agreed, and 6 students were agreed. For question number 11, 5 students answered totally disagree and 11 students answered agree. For question number 12, 7 students were totally agreed, 8 students were agreed, and 1 student was neutral. For question number 13, 4 students were totally agreed, 10 students were agreed, 2 students were neutral. For question number 14, 7 students answered totally agree and 9 students answered agree.

And for the last question, 13 students responded totally agree and 3 students responded agree.

The result shows the eagerness of students to attend limited face-to-face classes. Most of them were seen excited based on their responds on different questions about what they felt that they can come to school to attend classes, how to protect themselves from the virus, and what are they plans in attending limited face-to-face classes.

POST-SURVEY ON STUDENTS' PERSPECTIVE IN LIMITED FACE-TO-FACE CLASSES

	5	4	3	2	1
1. I am ready to attend face-to-face classes next school year (Hindi ako muling pumasok sa paaralan sa face-to-face na klase sa susunod na taon)	12	4	0	0	0
2. I am happy attended the limited face-to-face classes. (Masaya akong nakabalik sa face-to-face na klase)	14	2	0	0	0
3. I am comfortable wearing facemask in the classroom (Komportable akong nakasuot ng facemask sa silid-aralan)	12	4	0	0	0
4. I always washed my hands with soap and water (Palagi akong naghuhugas ng aking mga kamay gamit ang tubig at sabon)	15	1	0	0	0
5. I followed social distancing (Sumunod ako sa tamang pagitan sa aking mga nakasalamuha)	13	3	0	0	0
6. The limited face-to-face is better than modular learning modality (Mas maganda ang limitadong face-to-face na klase kaysa sa modular na pamamaraan ng pag-aaral)	15	1	0	0	0
7. Face-to-face learning helps me to learn in easy way (Nakatutulong sa aking pag-aaral ang face-to-face na klase)	14	2	0	0	0
8. The teaching environment at class help in better learning (Mas marami akong natutunan na aralin sa loob ng silid-aralan)	13	3	0	0	0
9. The hygiene was very well maintained at the facility (Napapanatiling ligtas mula sa COVID-19 ang aming paaralan sa pamamagitan ng mga ginagawang pag-lingat)	15	1	0	0	0
10. I protected myself from COVID-19 (Naprotektahan ko ang aking sarili mula sa sakit)	14	2	0	0	0
11. I shared my feelings and ideas to my classmates, friends, teacher, parents, and guardians (Naisabahagi ko ang aking nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang, at tagapag-alaga)	12	4	0	0	0
12. When I got difficulty in my studying, I am asking help to my classmates and/or teacher (Kapag nahihirapan ako sa aking pag-aaral, humihingi ako ng tulong sa aking mga kamag-aral o guro)	12	4	0	0	0
13. I showed my strengths and talents in school (Naisapakita ko ang aking mga kailalanan at kakayahan sa paaralan)	13	3	0	0	0
14. When I have problem/s encountered, I find a solution to solve it (Kapag mayroon akong pagsukob o suliranin, tumutukoy ako ng mga paraan para lutasin ito)	15	1	0	0	0
15. I determined the feelings of my classmates (Natutukoy ko ang mga damdamin ng aking mga kamag-aral)	14	2	0	0	0

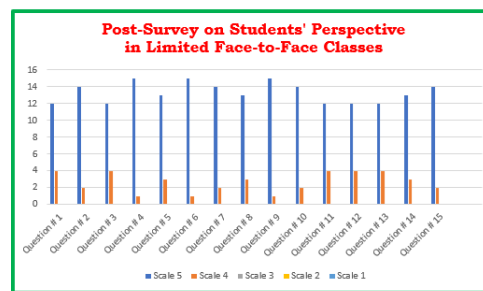


Table 2 shows the survey of Grade 3 students' perspective in limited face-to-face classes. 16 respondents answered the survey. As the result of the survey, for question number 1, 12 students answered totally agree and 4 students answered agree. For question number 2, 14 students answered totally agree and 2 students answered agree. For question number 3, 12 students were totally agreed, and 4 students were agreed. For question number 4, 15 students were totally agreed, and 1 student answered agree. For question number 5, 11 students were totally agreed, and 5 students were agreed. For question number 6, 7 students were totally agreed, 7 students were agreed, and 2 students were neutral. For question number 7, 8 students answered totally agree, 7 students answered agree, and 1 student answered neutral. For question number 8, 6 students were totally agreed, 9 students were agreed, and 1 student was neutral. For question number 10, 10 students were totally agreed, and 6 students were agreed. For question number 11, 5 students answered totally disagree and 11 students answered agree. For question number 12, 7 students were totally agreed, 8 students were agreed, and 1 student was neutral. For question number 13, 4 students were totally agreed, 10 students were agreed, 2 students were neutral. For question number 14, 7 students answered totally agree and 9 students answered agree.

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The result shows how the students enjoyed the limited face-to-face classes. They really loved attended classes in school because they learned more lesson in academic and they socialize with their friends and classmates to show their talents and skills and to have new friends. Students compared a lot from their first day or first week in a short period of time that they attended limited face-to-face classes. They easily adjust to new normal classroom set-up from their last modality which is the modular distance learning.

PRE-SURVEY AND POST-SURVEY OF GRADE 3 STUDENTS
IN LIMITED FACE-TO-FACE CLASSES

	PRE-SURVEY	POST-SURVEY
Question # 1	4.3750	4.7500
Question # 2	4.7500	4.8750
Question # 3	3.8125	4.7500
Question # 4	4.9375	4.9375
Question # 5	4.6875	4.8125
Question # 6	4.3125	4.9375
Question # 7	4.4375	4.8750
Question # 8	4.3125	4.8125
Question # 9	4.1875	4.9375
Question # 10	4.6250	4.8750
Question # 11	4.3125	4.7500
Question # 12	4.3750	4.7500
Question # 13	4.1250	4.7500
Question # 14	4.4375	4.8125
Question # 15	4.8125	4.8750
TOTAL	66.50	72.50
MEAN	4.433	4.833

Table 3 shows the result of the pre-survey and post-survey of Grade 3 students in limited face-to-face classes. 16 respondents answered the survey. As the result of the survey, for question number 1, the pre-survey got a mean percentage of 4.3750 while the post-survey got a mean percentage of 4.7500. With an increase of 0.375 that shows how students' willingness to attend in school. For question number 2, the pre-survey got a mean percentage of 4.7500 while the post-survey got a mean percentage of 4.8750. With an increase of 0.125 that shows how students enjoyed and happy attending the limited face-to-face classes. For question number 3, the pre-survey got a mean percentage of 3.8125 while the post-survey got a mean percentage of 4.7500. With an increase of 0.9375 that shows how students understand the importance of wearing facemask within school premises and even outside school. For question number 4, the pre-survey got a mean percentage of 4.9375 and the post-survey got a mean percentage of 4.9375 also. It shows how students aware the importance of washing hands in school and in their home. For question number 5, the pre-survey got a mean percentage of 4.6875 while the post-survey got a mean percentage of 4.8125. With an increase of 0.125 that shows how students understand the importance of social distancing inside the classroom, inside the school, outside the school, and in any part of the community. For question

number 6, the pre-survey got a mean percentage of 4.3125 while the post-survey got a mean percentage of 4.9375. With an increase of 0.625 that shows that almost all the students agreed that they more liked to go attend face-to-face classes rather than modular distance learning. For question number 7, the pre-survey got a mean percentage of 4.4375 while the post-survey got a mean percentage of 4.8750. With an increase of 0.4375 that shows how students agreed that face-to-face classes helps them to learn much easier and they develop their skills and talents in school. For question number 8, the pre-survey got a mean percentage of 4.3125 while the post-survey got a mean percentage of 4.8125. With an increase of 0.5 that shows students said that they learn more in face-to-face classes not only in academic but also on other areas. For question number 9, the pre-survey got a mean percentage of 4.1875 while the post-survey got a mean percentage of 4.9375. With an increase of 0.75 that shows our school, Our Lady of Lourdes Elementary School was very much prepared in the limited face-to-face classes. Many procedures, monitoring, and preparations done in order for us to have the approval to conduct a limited face-to-face class. For question number 10, the pre-survey got a mean percentage of 4.6250 while the post-survey got a mean percentage of 4.8750. With an increase of 0.25 that shows students proved that they can protect themselves against the virus. For question number 11, the pre-survey got a mean percentage of 4.3125 while the post-survey got a mean percentage of 4.7500. With an increase of 0.4375 that shows how students share their feelings, insights, and ideas to his/her classmates, friends, teacher, parents, and guardians. Because they can share ideas to others, students understand more the lesson and got new ideas from each other. For question number 12, the

pre-survey got a mean percentage of 4.3750 while the post-survey got a mean percentage of 4.7500. With an increase of 0.375 that shows students had the confidence to ask for help to their teachers when they had difficulty in the lesson been tackled. And when they got the answer to their question, it seems that they already understand the lesson. For question number 13, the pre-survey got a mean percentage of 4.1250 while the post-survey got a mean percentage of 4.7500. With an increase of 0.625 that shows how students shows their talents and skills to their classmates, teacher and even to whole school. It helps them to develop their skills and talents. For question number 14, the pre-survey got a mean percentage of 4.4375 while the post-survey got a mean percentage of 4.8125. With an increase of 0.375 that shows how students solve their problems encountered in terms in their lesson, things that they feared of and any difficulty they encountered. For question number 15, the pre-survey got a mean percentage of 4.8125 while the post-survey got a mean percentage of 4.8750. With an increase of 0.0625 that shows how students recognized what their classmates feels in different situations. In that way, they can help each other to have the confidence that the most important thing is to be happy.

DISCUSSION

On the first week of the limited face-to-face classes in Our Lady of Lourdes Elementary School, respondents given a survey on students' readiness.

On the next other week, we provide printed materials design to express the feeling of the learners such as analyzing picture by answering sad face or happy face, situational activity, giving feedback

to the story, create a poster and other activity aligned to the objectives of the study.

The researcher will monitor the learner's weekly using monitoring tool. This research expected to affect to the learners, to enjoy the way he/she learns despite of this pandemic. Regular monitoring to the activity of student, with help of co-teachers, and cooperation of the students this study will be more effective.

Conduct a survey or a questionnaire about the experiences of the students before and after face to face. Find or make a material helps to analyze the feeling of the students. Gather all the data related to this study.

Overall, it shows that students had different feelings on the first day of limited face to face. Some got nervous because they stuck up in their house and had the modular distance learning. Some got hesitations to go in school and attend the face-to-face learning modality because they were afraid on how they will learn in that way. And of course, there were students who excited to attend in the limited face-to-face because they more love to learn new things not only in their house but also in the school together with their teacher and classmates.

But after a few days of schooling, students were easily adjusted on learning in school. They were always very excited to attend their classes and have new learnings every day. Students were not felt nervous and any hesitations anymore in attending the limited face-to-face. The post survey shows that most of the students love schooling.

And because of the positive result of the first batch, our school decided to

have new set of classes to attend the limited face to face learning. And like the first batch, students' reactions were just the same.

I therefore conclude that psychosocial support helps a lot to teacher to be able for them to know what is on the minds of their students. It also helps students to boost their confidence and to feel that there were safe in the school. This activity given by the teacher before he starts the lesson.

I recommended to have limited number of pupils on each section to be able for us teachers to be enhance on each one of them. And most especially for the safety of all the students in this time of pandemic, the possibility to get infected was lessen because we can manage to maintain the distances of every student.

Based on the result, students show the willingness to have their class in face-to-face learning modality rather than modular distance learning because they can easily understand the lesson that there was a teacher that can helps them to answer their questions and further explain the lesson. It really shows that the students are more enjoying attending classes in school not because they learn academic lessons but also, they can interact in their classmates. Sharing ideas on the lesson being discussed makes them more challenging individual.

Having the limited face-to-face learning in our school, many parents were encouraged and willing to join their child in the face-to-face learning because it proves that in school, the welfare of the students were the most important matter. This research was successfully done

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<https://www.definition.com>