

Readiness of BCU Senior High School Students on The Implementation of Limited Face-To-Face Learning

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ABSTRACT

As the COVID-19 global outbreak was wrecking havoc in December 2019, the education sector was greatly impacted. As the outbreak progressed, education shifted to distance learning, and soon after the restrictions loosened, it already transitioned to blended learning. The study aims to identify the needs of the students in preparation for face-to-face classes. A self-made questionnaire was sent via Facebook Messenger to the respondents. Of the 220 Grade 12 Baguio Central University senior high school students, 209 responded to the questionnaire which is 95% of the total population. Moreover, a focus group discussion was used to explore the meanings of survey findings that cannot be explained statistically. There were eight (8) participants from each strand having a total of 32 students. The findings of the study showed that the BCU senior high school students were moderately ready for the implementation of limited face-to-face learning. And, the challenges they have encountered are moderately serious. Based on the findings, the conclusions were drawn, that the BCU senior high school students have satisfactory preparedness for the implementation of limited face-to-face learning. And, the challenges they have encountered are manageable due to the assistance from their teachers, and as Gen Zers they are already customized to the use of technology. Therefore, it is recommended that the students are ready for full face-to-face learning.

Keywords: Limited Face-to-Face Learning, Readiness, Senior High School, Baguio City

INTRODUCTION

The COVID-19 pandemic has changed the world. Due to the nature of the virus, particularly how it is transmitted, it has altered human behaviors, relations, and lifestyles, and had profound impacts on the economic, political, and cultural landscapes of societies across the world (Simbulan, 2020). As the Covid-19 global outbreak that started in late December 2019 is wreaking havoc across the world, education was not spared; it is one of the sectors that is greatly impacted. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), over 800 million learners from around the world have been affected, one in five learners cannot attend school, one in four cannot attend higher education classes, and over 102 countries have ordered nationwide school closures while 11 have implemented localized school closure. In the United States, at least 46 states have shut down their schools, sending more than 50 million children home. School closures pose especially serious challenges for students with disabilities, children who rely on schools to provide breakfast or lunch daily, and families who lack reliable internet access or computers. Meanwhile, educators across the country are trying to figure out how to serve students from a distance, effectively, and equitably (Scher, 2020).

As the outbreak is spreading from China to the rest of the world, the Philippines implemented preventive measures to delay the entry of the virus into the country. Despite the efforts of the government, President Rodrigo Duterte signed Proclamation No. 922 on March 8, 2020, declaring a state of a public health

emergency, and a few days later the entire Metro Manila was placed on community quarantine as the government scrambled to contain the spread of the Coronavirus. Eventually, on March 16, 2020, the president decided to implement an Enhanced Community Quarantine (ECQ) for the entire island of Luzon, and on the next day, March 17, 2020, the President signed Proclamation No. 929, declaring a state of calamity in the country for six months “unless earlier lifted or extended as circumstances may warrant.” (Baclig, 2021). Moreover, the Inter-agency Task Force for the Management of Emerging Infectious Disease (IATF) defined Enhanced Community Quarantine (ECQ) as the implementation of temporary measures imposing stringent limitations on the movement and transportation of people, strict regulation of operating industries, provision of food and essential services, and heightened presence of uniformed personnel to enforce community quarantine protocols. The ECQ instructed all residents to stay at home, and the closure of all non-essential business establishments, schools and universities, public transportation facilities, malls, shopping centers, churches, and other faith-based institutions. Checkpoints were set up in various parts of Metro Manila and throughout Luzon as a means to control the movement of people throughout the island. In essence, the ECQ meant the suspension of freedom of movement (Simbulan, 2020).

Furthermore, at the onset of the Corona Virus outbreak, the Department of Education (DepEd) responded by issuing Department Memorandum 15, s. 2020, stating the first set of policy directives of Task Force nCoV, which includes postponing all national and regional activities involving learners and/or teachers for February. As the outbreak progressed leading to the declaration of a state of calamity, the education sector, caught unprepared has a lightning speed shift to distance learning. Wherein, distance learning is an educational process where students receive instruction through online classes, video recordings, video conferencing, or any other audio/visual technology medium. It enables people to receive an education without having to be physically present in a classroom. Distance learning is not a recent phenomenon. The origins of distance learning can be traced back to the advent of the modern postal system and the mass production of printed publications, which made it possible to spread information rapidly throughout the world (Loveless, 2022).

Preparing for the opening of the school year 2020-2021, the Department of Education met with the IATF and drafted The Basic Education Learning Continuity Plan of the Department of Education (DepEd). One of its guidelines calls for the adoption of various learning delivery options such as, but not limited to face-to-face, blended learning, distance learning, and homeschooling. Other modes of delivery shall be implemented depending on the local COVID Risk Severity Classification and compliance with minimum health standards. Conduct of curricular and co-curricular activities involving gatherings such as science fairs, a showcase of portfolios, trade fairs, school sports, campus journalism, the festival of talents, job fairs, and other similar activities are canceled, except those conducted online. The Department of Education Secretary Leonor Briones further stated that “given the anticipated disruptions in the face-to-face holding of classes, and the need for social distancing, distance learning will be a major component of learning delivery for the incoming school year”. “I similarly acknowledge the fears and apprehensions of our learners, parents, and teachers, that we might not be ready for distance learning, with issues about access to online platforms and the availability of gadgets. I assure everyone that we are working double-time to ready our system, at the central and field units, to deliver accessible and quality distance education.”

Also, with the adaptation of distance learning, DepEd integrated Self-Learning Modules (SLMs) with alternative learning delivery modalities (modular, television-based, radio-based instruction, blended, and online) to ensure that all learners have access to quality basic education. “The SLMs and the other alternative learning delivery modalities are in place to address the needs, situations, and resources of every learner and will cover all the bases in ensuring that basic education will be accessible amid the present crisis posed by COVID-19,” DepEd Secretary Leonor Briones said. From the confines of their homes, teachers and administrators were put to the task of revising and adapting course syllabi and requirements as they shifted to alternative or remote teaching modalities, both synchronous and asynchronous. Where students

and teachers had access to electronic devices and reliable Internet connections, learning management systems such as Canvas, Moodle, Blackboard, and applications like Google Hangouts, Zoom, and Skype, were used. But where students had limited access to computers or unreliable access to the Internet, teachers and students used smartphones to exchange messages, notes, and materials, through text messaging, e-mail, Facebook Messenger, and Twitter (Simbulan, 2020).

As the education system moves toward remote learning, teachers are struggling to integrate technology to support learning. These new circumstances meant teachers have to use virtual platforms and methodologies with which they may not be familiar. Most teachers have not only had to re-plan and adapt education processes—including adjusting methods and curricula, designing materials, and diversifying the media, formats, and platforms used—but have also had to take part in activities to safeguard the material safety of pupils and their families, such as distributing food, health products, and school materials. Teachers and educational staff have had to face the demands of providing socio-emotional and mental health support to pupils and their families, which is an aspect of their work that has become increasingly important during the pandemic. In performing their teaching activities and meeting these new demands teachers often find themselves with inadequate training and resources to address the challenges of adapting teaching content and formats to pupils in disadvantaged situations (ECLAC-UNESCO). Students are also struggling to cope with the “new normal”. Emotional health was a rising priority for educators even before the coronavirus epidemic. Now it has become critical. Shielding children from the news is nearly impossible. They have been asked to shelter at home and avoid physical interaction with their friends (Scher, 2020).

As most areas are being placed under Alert Level 1 and restrictions are being lifted with more public mobility, the call for students to go back to school needs attention. 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 on February 2, 2022. Following the directive by Secretary Briones for Regions to conduct the readiness assessment in all schools during the pilot implementation period, the Regional Directors have submitted a list of 6,686 schools nationwide that have passed the SSAT, of which 6,586 are public schools and 100 are private schools. This list will progressively increase as the rest of the schools can address their respective SSAT gaps. The face-to-face classes are limited only to four hours daily and are divided into two sets with a maximum of 20 students per classroom. (DepEd. 2022).

During the pilot run of limited face-to-face which took place from November to 22nd December 2021, 287 schools participated in the program. Education Secretary Leonor Briones said that “the pilot run was highly successful and no recorded confirmed case of Covid-19 in all participating schools”. There is a high level of confidence to expand and continue limited face-to-face classes. At the onset of the year 2022, more schools in public and private institutions are being assessed and approved for limited face-to-face learning. In April 2022, the basic education programs of Baguio Central University (Elementary, Junior High School, and Senior High School) were approved for the limited face-to-face program with the safety seal given by the Local Government of Baguio.

Purpose of the Study

The main purpose of this study is to inform teachers and administrators about the readiness of BCU Senior High School students for the implementation of limited face-to-face learning. As stated by Widodo et al (2020), learning readiness influences the learning success of students.

Research Questions

This study aims to determine the readiness of BCU senior high school students for the implementation of limited face-to-face learning

Specifically, it sought to answer the following questions:

- What is the level of readiness of the BCU senior high school students for the implementation of limited face-to-face learning?
- What are the challenges encountered by the BCU senior high school students on the implementation of limited face-to-face learning?

Significance of the Study

The result of this study would be used as a basis for the need analysis of the students in preparation for the full face-to-face classes. Moreover, this study is conducted to benefit the following:

Students. As the participants of this study, they would benefit positively since this study looked into their needs during the implementation of limited face-to-face learning.

Teachers and Administrators. This research will serve as their guide in formulating measures for BCU senior high schools in preparation for face-to-face classes.

Future Researchers. This study can provide a valuable resource for future researchers. They can use the study's methodology as a guide for conducting their own research. They can learn from the study's strengths and weaknesses, and use this knowledge to design better studies in the future.

Overall, this research will aid Baguio Central University, specifically the senior high school department: the students, teachers, administrators, and future researchers.

Scope and Limitations of the Study

This study focuses on the readiness of senior high school students for the implementation of limited face-to-face learning at Baguio Central University. The data collection was conducted on Grade 12 students only for the school year 2022 to 2023 since they were the ones who experienced the limited face-to-face classes of the said university. The Grade 11 students were not covered as part of the participants of the study.

Moreover, this study did not include the financial preparedness of the respondents due to the differences in the status of the students. Each of the respondents was given the same questionnaires to answer, and the results of the study was only applicable to the respondents of this study and will not be used as a measure to the readiness of the students who did not belong to the population of this study. The main source of data will be the questionnaire which is prepared by the researchers.

Definition of Terms

Key terms used in this study are herein defined.

Readiness. The state of being prepared for something, taking on challenges ahead, and making the most of the opportunities for learning. Being ready means, you are equipped with skills to deal with what lies ahead and to learn from as well as contribute to what is happening (Blyth, 2015).

Limited Face-to-Face Learning. It is an educational approach where students attend in-person classes on restricted or limited bases. It is a combination of distance learning modality and an in-school face-to-face setup (Segarra et al., 2022). It utilized self-learning materials and classroom learning "thrice a week", for a maximum of four hours a day.

Senior High School. It refers to the last two years of the K to 12 Basic Education Program, Grades 11 and 12. Under this program, students are required to go through a core curriculum and subjects under a track of their choice (Deped, 2016).

REVIEW OF RELATED LITERATURE

This study finds support from the different theories and concepts which is very important to have a better understanding of the study.

According to Schiff (2021), who based it on Pruitt (2005), Readiness Theory, which is a new theoretical strand, enables us to identify and map numerous factors which influence and reinforce each other within the dynamics which change adversaries' perceptions about the option of negotiating and reaching an agreement with the other side. Readiness fosters a wide range of conciliatory behaviors dependent on the readiness level. As the readiness level rises, the party's behavior becomes more conciliatory and may take the form of an agreement to a ceasefire or to enter into negotiations. In addition, according to this theory, readiness is dependent on two necessary psychological variables which are motivation and optimism. The theory further argues that motivation and optimism are related in several ways and that motivation to end the conflict can foster optimism through some mechanisms which have the potential to generate a confidence-building cycle that may lead to negotiations.

Another one is the Cognitive Theory, which is based on the work of Jean Piaget published in 1936, who rejected the idea that learners are passive and simply react to stimuli in the environment. This theory seeks to explain how the mind works during the learning process. Like a computer, the mind takes in information, processes that information, then uses that information to produce learning outcomes (Padgett, 2020).

And lastly, the Bioecological Theory of Human Development which was formulated by Urie Bronfenbrenner (1994) posits that human development is a transactional process in which an individual's development is influenced by his or her interactions with various aspects and spheres of their environment (Patel, n.d.).

Blended Learning Approach

In today's educational world, blended learning has become a popular teaching and learning approach. According to Llego (2021), the blended learning approach refers to a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV or Radio based instruction. Thus, students learn from home by using technology in their flexible time and the classroom. This approach will enable the schools to limit face-to-face learning, ensuring social distancing, and decreasing the volume of people outside the home at any given time. In addition, Ghimire (2022) emphasized that the most important consideration to have in blended learning is collaborative learning environments where students can more easily collaborate and station rotation models take a more balanced approach to the learner-content, learner-learner, and learner-instructor interactions.

Learning Readiness

According to Widodo et al (2020), one of the most important aspects that must be considered before determining the learning model is the condition of students which is closely related to the student learning itself. Learning readiness is the physical, motor, socio-emotional, behavioral, linguistic, and cognitive skills indicating preparedness to receive formal educational instruction (Millians, 2011). It indicates the learners'

ability to receive purposeful instruction. Moreover, learning readiness is not only related to physical conditions but most important is psychological readiness. And, many factors influence a learner's readiness to learn that can affect their ability and motivation, which is anything that affects physical or psychological comfort such as pain, fatigue, anxiety, or fear (Teachers License Dubai UAE, 2020).

Learning readiness can be grouped into two categories. The first category relates to the level of development of a person who allows them to have the ability to learn. While, the second category deals with readiness in terms of cognitive, social, linguistics, and certain skills so that they can learn well. Also, learning readiness can be interpreted as a willingness to carry out learning activities (Widodo et al, 2020). Therefore, the readiness of learners is essential because it talks about the condition of students in conducting learning activities consciously.

Learning Skills

Learning skills describe the tasks involved in learning which include time management, note-taking, reading effectively, study skills, and writing tests. With regards to this, in the 21st century, there are 4 C's of learning skills identified which are critical thinking, creative thinking, communicating, and collaborating. First, critical thinking is being focused and having a careful analysis of something to better understand it. Some of the main critical thinking abilities are analyzing, arguing, classifying, comparing, defining, describing, evaluating, explaining, and problem-solving. Second is creative and expansive thinking, having open-ended invention and discovery of possibilities. Some of the common creative thinking abilities are brainstorming, creating, designing, entertaining, imagining, improvising, innovating, overturning, problem-solving, and questioning. Third is communicating which is deciding the most appropriate way to deliver a message, ranging from a face-to-face chat to a 400-page report. And the last one is collaborating which is brainstorming ideas in a group that involves rapidly suggesting and writing down ideas without pausing to critique them (Royal Roads University, 2022).

Learning Loss

Due to COVID-19 which disrupted learning, directly and indirectly, learning loss has progressively taken place. Learning loss is any specific or general loss of knowledge and skills or reversals in academic progress, most commonly due to extended gaps or discontinuities in a student's education (Huong, L.T & Jatturas, T.N, 2020). This is already observed beforehand but made more recognized today due to the abrupt shift from face-to-face learning to online learning because of worldwide lockdowns.

In addition, according to Huong and Jatturas (2020), there were three possible ways in which learning loss due to the pandemic crisis can occur. First is the reduction in the level of learning, wherein mission school impedes skill improvement and augments the disparity in learning which was observed in the effects of COVID-19 on the "learning curve" by the World Bank. Second is the unequal levels of learning, which stated that even if learning can continue through distance modalities, learning loss is still inevitable as several national examinations have been postponed or rescheduled, thereby creating delays or information gaps on student learning advancement without recognizing their efforts. This led to misinformed or biased decisions on their educational progression. And lastly, is the dropout or non-attendance during and after the school closures due to prolonged absence from classes of learners who will drop out of schools or universities. And, even if some students manage to reintegrate into schooling and eventually graduate, they will expectantly plunge into underemployment and unemployment as they graduate into the pandemic. This results in the loss of years and resources they have invested in earlier education (Huong, L.T & Jatturas, T.N, 2020).

These theories and concepts were used as a basis throughout the research.

METHODOLOGY

Research Design

This study used the descriptive research design using the mixed method. A descriptive research design is a procedure in research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2014). The researchers chose the survey questionnaire and focus group discussion (FGD) to collect the data needed to answer the specific problems of this study. A focus group discussion brings together a small group of people to answer questions in a moderated setting (George, 2021). It is used to explore the meanings of survey findings that cannot be explained statistically. These methods allowed the researchers to collect data from the respondents.

Locale and Population of the Study

This study specifically focused on the Grade 12 students of BCU Senior High School Department for the school year 2022 to 2023 because they were the ones who transitioned from distance to limited face-to-face learning. The total enumeration was used for the survey questionnaire. The distribution is shown in the table below:

Table 1. Distribution of Respondents

Strand	Number of Grade 12 Students	Number of Respondents	Percentage
ABM	30	28	93.33%
HUMSS	67	63	94.03%
STEM	80	78	97.50%
TVL	43	40	93.02%
TOTAL	220	209	95.00%

Source: BCU-SHS Principal's Office

Table 1 shows the distribution of respondents and response rate by the strand of the BCU-SHS grade 12 students Batch 2022. Out of 220 students, 209, or 95% responded to the questionnaire in a Google form sent through Facebook Messenger.

On the other hand, for the focus group discussion (FGD), according to Central Connecticut State University (n.d.), the ideal size for a focus group is 8 to 10 subjects, plus a facilitator, and a note-taker. Therefore, the researchers have 8 participants on each strand for the focus group discussion having a total of 32 students.

Data Collection

The researchers used a survey questionnaire with open-ended questions to gather the data needed for this study. It is a self-made questionnaire that is formulated by the researchers parallel to the statement of the problem which is crafted based on various readings of literature, journals, and online resources. A questionnaire is a research instrument consisting of a series of questions to gather information from the respondents (McLeod, 2018).

There were two parts of the questionnaire in this study of which, Part I is the level of readiness of the BCU senior high school students on the implementation of limited face-to-face learning. And, Part II deals with the challenges encountered by BCU senior high school students in the implementation of face-to-face learning. A focus group discussion was conducted with selected representatives for each strand using an interview guide.

Reliability and Validity of the Instrument

The validity of the questionnaire was established when it was presented to the members of the panel. Then, it was tested for reliability in thirty (30) grade 11 students of BCU senior high school. The researchers used Cronbach's Alpha to ensure that the various items measuring the different constructs deliver consistent scores, which were calculated using MS Excel. The Cronbach Alpha resulted in 0.83 which means that there is a good intercorrelation among the items measuring the concept.

Data Gathering Procedure

Upon the approval of the research, the researchers sought permission to conduct the study from the President of Baguio Central University and the Vice President for Academic Affairs. Then, they asked for the permission of the university's Senior High School principal.

A letter to the respondents/ participants was attached to the questionnaire ensuring the confidentiality of the respondent's responses. The researchers administered the questionnaires by sending them to the respondents' Facebook messenger using a Google form. Upon retrieval of the questionnaires, data were grouped accordingly, then the researchers tallied, assessed, and interpreted the data gathered. Then, the researchers chose 8 representatives per strand to participate in the focus group discussion. Throughout the process, the researchers observed confidentiality and honesty.

Treatment of Data

Data gathered in the study were presented in a series of tables, classified, and analyzed. Descriptive statistics such as frequency count, percentage, and ranking were used to analyze the data that were taken from the respondents' answers to the questionnaire.

For Part I of the questionnaire, which is the level of readiness of BCU senior high school students, the statistical tools used were frequency count, mean, and ranking. The following scales were used for the said part:

Numerical Value	Statistical Limits	Descriptive Equivalent	Symbol
5	4.21-5.00	Very Highly Ready	VHR
4	3.41-4.20	Highly Ready	HR
3	2.61-3.40	Moderately Ready	MR
2	1.81-2.60	Slightly Ready	SR
1	1.00-1.80	Not Ready	NR

For Part II of the questionnaire, which is the challenges encountered by the BCU senior high school students, the statistical tools used were the frequency count, mean, and ranking, by using the scale below:

Numerical Value	Statistical Limits	Descriptive Equivalent	Symbol
5	4.21-5.00	Very Highly Serious	VHS
4	3.41-4.20	Highly Serious	HS
3	2.61-3.40	Moderately Serious	MS
2	1.81-2.60	Slightly Serious	SS
1	1.00-1.80	Not Serious	NS

Ethical Considerations

The data collected during this study were kept confidential at all times. There was no information released about the respondents/ participants to the public. All data and electronic documents were saved in a password-protected folder which was made accessible only to the researchers. The researchers handled all data gathered in compliance with the Data Privacy Act of 2012. And, there was no compensation for respondents/ participants who participated in this study. Moreover, the data collected will be retained for study recordkeeping purposes. After one year, the researchers will delete the softcopy files stored on their laptops. And, the data disposal process will be recorded for audit purposes.

FINDINGS AND DISCUSSIONS

Level of Readiness of BCU Senior High School Students on the Implementation of Limited Face-to-Face Learning

Table 2 presents the level of readiness of BCU senior high school students for the implementation of limited face-to-face learning. It has been found that the respondents are moderately ready ($M=3.29$) for the implementation of limited face-to-face learning. The findings indicate that the students have adequate enthusiasm and willingness for the implementation of limited face-to-face learning. As stated by the readiness theory, many factors influence a student's readiness to learn. And, learning is dependent upon the learner's readiness to act which facilitates the strengthening of the bond between stimulus and response.

Moreover, Table 2 also shows that the respondents are highly ready ($M=4.10$) for the required COVID-19 vaccines of up to 2nd dose. This could be due to the encouragement and motivation of the local government and the Department of Education (DepEd). In terms of the respondents' ability to take charge of their learning, the participants have stated that they are moderately ready ($M=3.39$) which means that they still need assistance most especially with the use of Google. They have also stated that they are moderately ready ($M=3.27$) physically because they have already completed the required vaccines but then they encountered problems like their sleeping patterns. During the focus group discussion, they also mentioned the physical fatigue that they are experiencing due to transportation problems and the distance they walked to and from school. While, with regards to the availability of a strong internet connection, they have stated that they are moderately ready ($M=3.05$) because some of the students do not have a stable strong internet connection. This result also agrees with the statement of Simbulan (2020) when he stated that students had unreliable access to the internet, which is also the same with the teachers.

In addition, the respondents/ participants stated that they are moderately ready emotionally ($M=2.97$) and mentally ($M=2.94$). They are emotionally prepared for the implementation of face-to-face learning because they are already teenagers and seniors but then some students suffered from separation anxiety. One of the participants during the focus group discussion says that students who lived in the province with their families during the closure of schools due to the pandemic are not that ready emotionally during the transition from modular to blended learning. They are also mentally prepared during this transition because

learning does not stop during the pandemic. They have modules and google classroom as an avenue for teachers to impart learning to the students. As stated by the cognitive theory, whatever the situation in the environment, the mind could take in information, and process it to produce learning outcomes.

Hence, the findings of this study confirm the students of BCU senior high school are moderately ready for the implementation of face-to-face learning.

Table 2. Level of Readiness of the BCU Senior High School Students on the Implementation of Limited Face-to-Face Learning

Level of Readiness of the BCU Senior High School Students on the Implementation of Limited Face-to-Face Learning	5 (VHR)	4 (HR)	3 (MR)	2 (SR)	1 (NR)	Mean	Descriptive Equivalent	Rank
1. Availability of a strong internet connection	15 (75)	52 (208)	86 (258)	40 (80)	16 (16)	3.05	Moderately Ready	4
2. Completed the required vaccines (up to 2 nd dose)	120 (600)	41 (164)	14 (42)	17 (34)	17 (17)	4.10	Highly Ready	1
3. Ability to take charge of their learning	17 (85)	70 (280)	104 (312)	14 (28)	4 (4)	3.39	Moderately Ready	2
4. Mentally prepared	15 (75)	35 (140)	104 (312)	32 (64)	23 (23)	2.94	Moderately Ready	6
5. Emotionally prepared	15 (75)	42 (168)	94 (282)	38 (76)	20 (20)	2.97	Moderately Ready	5
6. Physically prepared	28 (140)	55 (220)	83 (249)	31 (62)	12 (12)	3.27	Moderately Ready	3
Grand Mean						3.29	Moderately Ready	

Challenges Encountered by BCU Senior High School Students on the Implementation of Limited Face-to-Face Learning

Table 3 presents the challenges encountered by BCU senior high school students in the implementation of limited face-to-face learning. It has been found that the challenges encountered by the students are moderately serious (M=2.91). It implies that the challenges or problems met by the respondents during this time are manageable or controllable. As stated in the results of the study by Jumani et al. (2018) about the challenges in blended learning, teachers shared that their students were experiencing difficulty most especially in grasping the technicalities of their learning management system (LMS) software. And this is

evident at the beginning of online classes because some of the students were also reluctant in using technology. However, with the help of assisted practice and training sessions, students enhanced their learning.

In this table, keeping up with the class schedule has the highest mean ($M=3.18$) which is moderately serious. During the focus group discussion, the respondents stated that their class schedule during the limited face-to-face learning is exhausting because in a day the students would meet their eight (8) subjects continuously which is why they prefer full face-to-face classes. On the contrary, one group says that they prefer limited face-to-face learning so that they could have time to work especially for self-supporting students.

Lack of time management for two learning modes has the second highest mean ($M=3.11$) which is moderately serious. It means that managing their time to do all their activities from their different subjects is indeed challenging for them. And, they have stated that even if they are struggling, they were still able to submit their activities on time.

The third challenge encountered by the respondents based on their mean ($M=3.03$) is the knowledge gap or learning loss. This is evident during the pandemic since there are discontinuities in a student's education most especially during the abrupt shift from face-to-face learning to online learning because of worldwide lockdowns. As agreed by Huong and Jatturas (2020), there is a learning loss due to the reduction in the level of learning which was observed as one of the effects of COVID-19. But then during the focus group discussion, they stated that regardless of this challenge, they could still cope with their subjects.

On the other hand, the challenge that has the least mean ($M=2.55$) is the lack of mastery of the use of technology which is still slightly serious. It could be implied that Gen Zers are considered to be digital natives as stated by Seymour (2019). They were the first to be born into a time when technology existed, so there would be no problem regarding their use of technology. As stated by the participants, the challenge is their internet connection because if they would have an unstable connection it would affect their mastery of the use of technology.

Hence, the findings of this study confirm that the challenges encountered by BCU senior high school students on the implementation of limited face-to-face learning are moderately serious.

Table 3. Challenges Encountered by the BCU Senior High School Students on the Implementation of Limited Face-to-Face Learning

Challenges Encountered by the BCU Senior High School Students on the Implementation of Limited Face-to-Face Learning	5 (VHS)	4 (HS)	3 (MS)	2 (SS)	1 (NS)	Mean	Descriptive Equivalent	Rank
1. Inaccessible transportation	14 (70)	33 (132)	97 (291)	46 (92)	19 (19)	2.89	Moderately Serious	7
2. Lack of time management for two learning modes	20 (100)	38 (152)	106 (318)	35 (70)	10 (10)	3.11	Moderately Serious	2
3. Difficulty in hearing teacher's voice due to wearing of facemask	11 (55)	36 (144)	76 (228)	61 (124)	25 (25)	2.76	Moderately Serious	10

4. Keeping up with physical distance protocols	19 (95)	37 (148)	91 (273)	45 (90)	17 (17)	2.98	Moderately Serious	4
5. Keeping up with the class schedule	20 (100)	51 (204)	92 (276)	38 (76)	8 (8)	3.18	Moderately Serious	1
6. Knowledge gap/ Learning loss	18 (90)	28 (112)	112 (336)	44 (88)	7 (7)	3.03	Moderately Serious	3
7. Inability to clarify lessons and ask questions	10 (50)	35 (140)	106 (318)	49 (98)	9 (9)	2.94	Moderately Serious	6
8. Inability to study and focus in the classroom	15 (75)	38 (152)	94 (282)	47 (94)	15 (15)	2.96	Moderately Serious	5
9. Separation anxiety	14 (70)	38 (152)	75 (225)	50 (100)	32 (32)	2.77	Moderately Serious	9
10. Lack of mastery of the use of technology	9 (45)	24 (96)	79 (237)	58 (116)	39 (39)	2.55	Slightly Serious	11
11. Difficulty of online interaction with teachers and students	19 (95)	35 (140)	79 (237)	50 (100)	26 (26)	2.86	Moderately Serious	8
Grand Mean						2.91	Moderately Serious	

CONCLUSIONS

Having the best learning is not only by conducting face-to-face education but also through online platforms. And, being aware of the preparedness of the students on the implementation of limited face-to-face learning is beneficial for the teachers and administrators for them to know what measures are needed in preparation for face-to-face classes. Hence, this study concluded that BCU senior high school students have satisfactory preparedness for the implementation of limited face-to-face learning. And, the challenges encountered by the BCU senior high school students on the implementation of limited face-to-face learning are manageable due to the assistance from their teachers, and as Gen Zers they are already accustomed to the use of technology. Therefore, the teachers and advisers of the students, in coordination with the guidance counselor and university physician, could conduct seminars, training, and workshops to enhance the students' preparedness physically, mentally, and emotionally. While the senior high school principal could provide consultation hours and strategize class schedules to the needs of the students. It was also recommended that the students are ready for full face-to-face learning.

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