



# THE LIVED EXPERIENCES OF BEED STUDENTS ON THE ACADEMIC TRANSITION FROM DISTANCE EDUCATION TO LIMITED FACE-TO-FACE LEARNING MODALITY: A QUALITATIVE INQUIRY

Juvy U. Eguia<sup>1</sup>, Perla C. Padro<sup>2</sup>

Master of Arts in Elementary Education, St. Mary's College of Tagum, Inc.  
Graduate School Department, Tagum City, Philippines

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## ABSTRACT

*The purpose of this study was to discover and understand the lived experiences of BEED students on the academic transition from distance education to limited face-to-face learning modality. This study used qualitative research specifically phenomenological approach. Fourteen BEED students participated in the in-depth interview (IDI) and focus group discussion (FGD). The participants were chosen through purposive sampling technique following the inclusion criteria. The data were analyzed through coding and thematic analysis. Results of this study shows the following experiences of the participants: poor internet connection, issues on managing time, financial struggles, online academic dishonesty, and struggles on the changes with the transition. To cope with the challenges that they have encountered, they use the following strategies: peer-powered learning environment, effective utilization of online search engine, proactive studying practices, active note taking, being faithful to God, positive mindset. Furthermore, based on their experiences, the following insights of the participants emerge: consideration and support from teachers, embracing face-to-face learning, nurturing social interactions, resilience and perseverance, positive outlook. The data on this research was limited only to the BEED students who experience distance education to limited face-to-face learning modality. The results of the study suggest the significance of face-to-face interactions as BEED students expressed their preference for having limited face-to-face classes due to the social connections that would enhanced learning experiences. Moreover, the perseverance and resilience displayed by the BEED students emphasize the importance of fostering a growth mindset and equipping students with the skills to adapt to change and embrace new challenges.*

**KEYWORDS:** Education, academic transition, learning modality, BEED students, phenomenology

## INTRODUCTION

The academic transition caused by COVID-19 in higher education has been diverse, important, and distinctive for each institution and nation, as seen by the fast return to in-person teaching and learning and the stability of enrollment trends. Many chances for innovation in virtual modality and collaboration were created by the abrupt change. Yet, it also affected educational quality because staff and infrastructure usually lacked prior experience in teaching and learning in online settings (UNESCO, 2021). Now that COVID-19 cases are decreasing and everything already started with the new normal, some colleges and universities started to go back to limited face-to-face classes. As they move to this academic transition, many BEED students encountered problems academically and with the learning modality.

In Taiwan, university campuses have started reopening, and after a time of social distancing, many students have been returning to in-person classes. This has brought students back to the new normal, where they modify their attitudes and actions to continue participating in educational activities while limiting the spread of illness (Cheng et al., 2020). Moreover, due to unreliable internet connections and outdated digital technology, Malaysia faced technological challenges. Social challenges were caused by a lack of family understanding, competing roles

and responsibilities, the need for emotional support, and an unfavorable learning environment (Kamaludin & Sundarasan, 2023).

Similarly, in the Philippines, the change from online education to limited face-to-face instruction is also experienced by the students. Throughout this shift, it became clear that the loss of cooperation and instructional time, the difficulty understanding the courses and activities, and the adjustment period were the key challenges for students in having limited face-to-face classes (Bordeos et al., 2022).

Based on first-hand experience, in one of the private schools in Tagum City, BEED students are having problems with the academic transition from distance education to limited face-to-face learning modality. One of that was the implementation of the modality was abrupt and the students were not able to adjust easily. In distance learning, they still have to secure a strong internet connection to listen to the discussion. While during their onsite classes, they have to wake up early and others need to find a boarding house to reduce their expenses. They prefer to have the face-to-face classes everyday because they can focus on listening to the discussions, they can participate well, and it makes them motivated to learn.



The academic transition from distance education to limited face-to-face learning modality presented some problems that affect the academic performance of the students. With this, the pressing concern of this study is to identify the common problems encountered by BEED students and how they cope with these problems. Moreover, the problems encountered by the BEED students during academic transition need to be articulated for the teachers, administrators, and other stakeholders to help them address their problems. In addition, this study may help society and the academe to provide programs, activities, and better plans that may help the students to adjust to the academic transition. Programs and activities that may address their emotional problem.

### PURPOSE OF THE STUDY

The purpose of this phenomenological study was to discover and understand the lived experiences of BEED students on the academic transition from distance education to limited face-to-face learning modality in three colleges and university in Tagum City. Moreover, it aims to articulate how BEED students cope with the challenges being encountered and insights on the academic transition from distance education to limited face-to-face learning modality.

At this stage in the research, the academic transition of the BEED students from distance education to limited face-to-face learning modality refers to the shifting from distance education to limited face-to-face learning experienced by the BEED students.

### RESEARCH QUESTION

The study aims to answer the following research questions:

1. What are the lived experiences of BEED students on the academic transition from distance education to limited face-to-face learning modality?
2. How do BEED students cope with the challenges encountered on the academic transition from distance education to limited face-to-face learning modality?
3. What are the insights drawn from the experience of BEED students on the academic transition from distance education to limited face-to-face learning modality that can be shared to others?

### METHODS

This study employed qualitative research particularly using the phenomenological approach which sought to explore the lived experiences of BEED students on the academic transition from distance education to limited face-to-face learning modality. Phenomenological study was used to describe and understand the lived experiences of BEED students on the academic transition from distance education to limited face-to-face learning modality. Besides, phenomenological study could interpret the perception and beliefs of the BEED students.

The participants of this study were the 14 selected BEED students from three tertiary education in Tagum City. According to Creswell (2013), a phenomenological design should be carried out with a diverse group of at least three and no more than 15 participants. Having this number of participants would be enough to get the needed information.

Seven participants would undergo In-Depth Interview (IDI) and seven participants would have the Focus Group Discussion (FGD). The interview was done virtually through an online platform such as Google Meet or Zoom. The participants of this study was chosen through a purposive sampling technique. The following criteria was used in selecting the participants: (a) a second year and third year BEED student; (b) BEED students who are enrolled in S.Y. 2022-2023; and (c) BEED students who experience the learning modality from distance education to limited face-to-face learning modality.

Furthermore, thematic analysis is a qualitative data analysis method that involves reviewing a data collection (such as transcripts from in-depth interviews or focus groups) and looking for patterns in meaning throughout the data to extract themes. Thematic analysis is a reflective method that depends on the researcher's personal experiences to interpret the data (Delve, 2020).

### REVIEW OF RELATED LITERATURE

#### Academic Transition of BEED Students

After the adoption of Modular Distance Learning (MDL), Dargo and Dimas (2021) found that learners' academic performance had decreased. This merely indicates that one-on-one training is more efficient and advantageous for the students. Additionally, it was shown that Modular Distance Learning (MDL) had more adverse consequences than advantageous ones. The participants claim that there are a number of reasons why modular distance learning is bad for students' learning. The teacher and pupils are not being engaged with one another. Also, the modules contain an excessive number of tasks and activities.

In contrast, while online learning has drawbacks researchers also found that it offers a number of benefits, including the capacity to reduce costs associated with traditional education and the ability to continue learning throughout one's life. But without a question, the absence of a subpar internet connection and, more importantly, the absence of antiquated equipment, were the most desired reactions. As a result, it is difficult to complete learning tasks at home. Bad motivation is distinct from poor time management. In a blended learning environment, students are regularly required to utilize technology outside of the classroom (Ando et al., 2022).

#### Challenges of BEED Students on the Academic Transition

Notwithstanding the difficulties students faced while switching from traditional classroom instruction to online instruction, the digital divide continues to be the primary barrier to students accessing quality e-learning. Additionally, even though there may be a number of obstacles preventing students from fully utilizing e-learning, other strategies seem to be the best option in the context of COVID-19, including providing free data bandwidth, making both physical and online resources easily accessible, and using a blended learning center (Mpungose, 2020).

Along with, developing the skill of note-taking is vital for students to effectively record and comprehend course materials. With modern technology during the pandemic, students now



have the option to take notes manually or digitally using devices like mobile phones (Murtafi'ah et al., 2020). The Covid-19 pandemic has brought significant changes to the way students learn, with virtual gatherings for online learning becoming the new norm and replacing traditional face-to-face activities. In response to the challenges of online learning, concerns have been raised about economic conditions and the overall impact of virtual education on students (Simamora, 2020).

**Insights on the Academic Transition**

The modifications made to how learning outcomes are assessed in online environments are also important to note. Several educators have changed evaluation processes, eliminating assignments, and measuring student achievement in different ways (Johnson, 2020). These developments include the study of learning strategies that take use of the online delivery mode, such as interactive conversations, use of games, and the student-led learning to boost motivation and focus. More student choice in assessment techniques, more flexible or extended deadlines for assignment completion, and more realistic experiences involving the meaningful application of recently learned skills and information are some specific trends that are likely to continue (Vaughan et al., 2013).

Furthermore, several instructors were forced to look into online training because of the continued outbreaks and approaching

lockdowns. Online training can be provided in one of three ways: synchronously, asynchronously, or as part of a blended learning paradigm. To provide lectures on the subject via synchronous online lectures, teachers and students gather online utilizing a virtual platform during designated class hours (real-time). Students may speak up or use live text chat to ask questions at any time throughout the lectures. Asynchronous lectures involve lecturers shooting lectures and posting them on YouTube or the Blackboard LMS for students to see at their convenience (Lapitan Jr. et al, 2020).

Furthermore, instructors' views of their students' emotional and intellectual obstacles experienced during the pandemic in online learning indicate the detrimental implications of the missing interactions (Jeliska & Paradowski, 2021). Moreover, some students suffer from inappropriate study surroundings at home as well as poor internet connections (Kapasiaa et al., 2020). During the pandemic in spring 2020, students were pushed into online learning environments with short period to acquire the technology tools and interface that had suddenly become mandatory components of their courses. It stands to cause that computer phobia may impact students' impressions of their transitioned online classes as well as their performance in such courses (Garris & Fleck, 2020)

**RESULTS AND DISCUSSIONS**

**Table 1**  
**Major Themes and Core Ideas on the Experiences of the BEED Students on the Academic Transition from Distance Education to Limited Face-to-face Learning Modality**

Major Themes	Core Ideas
Poor Internet Connection	<ul style="list-style-type: none"> <li>• having no internet connection when raining</li> <li>• having laggy internet connection</li> <li>• experiencing signal issues due to lacking WIFI</li> <li>• losing internet connection during the exam</li> <li>• having oral recitation interrupted by internet disconnection</li> <li>• having difficulty in learning due to internet connection problems</li> <li>• being not able to listen well due to slow internet connection</li> </ul>
Issues on Managing Time	<ul style="list-style-type: none"> <li>• struggling to manage time for class and the requirements for submission</li> <li>• having done a lot of adjustments in the time schedule due to difficulty waking up early</li> <li>• having adjustments in managing time for daily routines</li> <li>• having adjustments on daily routines due to time constraints</li> <li>• being late to school due to inadequate time management</li> <li>• having difficulty balancing time between family and meeting with groupmates</li> </ul>
Financial Struggles	<ul style="list-style-type: none"> <li>• sacrificing personal belongingness and relationships to finance oneself with education</li> <li>• experiencing financial difficulties that prevent one from affording a boarding house</li> <li>• having an expensive fare</li> <li>• having financial problems because of internet connection and fare</li> <li>• spending money every day for allowance and expenses</li> <li>• using one's savings to purchase necessities and supplies for activities</li> </ul>
Online Academic Dishonesty	<ul style="list-style-type: none"> <li>• copying the answers on the module</li> <li>• being able to cheat during exams</li> <li>• cheating during online classes due to lack of strict monitoring</li> <li>• being able to search for answers on Google to get a perfect score in exam</li> <li>• sharing ideas and answers during exams and quizzes through google meet</li> <li>• being able to search and share answers</li> </ul>

Struggles on the Changes with the Transition	<ul style="list-style-type: none"><li>• being not able to prepare due to sudden transition</li><li>• being shocked by the new environment</li><li>• not anticipating a return to limited face-to-face interactions</li><li>• being shocked by the adjustment</li><li>• trying to adopt and accept the changes</li></ul>
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### Poor Internet Connection

*One of the problems is the internet connection. IDI-01*  
*You cannot learn well because of the internet connection and the exhaustion of going to school. IDI-07*  
*During online classes, students are not listening because of poor internet connection. FGD-06*

Students encountered issues with incompatible devices, sharing devices with family members, shaky internet connections, limited or unavailable internet access, data costs, the need to buy new appliances, programs, or apps, a lack of ICT experience, a lack of ICT skills, and inadequate learning platforms (Rahiem, 2020).

Furthermore, Henaku (2020) found that there are several factors that affect students' overall academic performance at educational institutions in Ghana, including online learning, connectivity issues, internet bundle costs, device problems, household production, and general perceptions of e-learning.

### Issues on Managing Time

*It is very hard to manage our time in attending classes and submitting the requirements on time. IDI-06*  
*I have to make adjustments during face to face learning modality by setting my time schedule and waking up early for class. FGD-01*  
*The thing that I had sacrifice is the time. I have to divide my time for my family and meeting with my groupmates. FGD-07*

Students in the limited face-to-face classes experienced learning difficulties due to a lack of instructional time, poor teamwork, a lack of understanding of the lessons and activities, and a transition period. The need for instructional time was the biggest barrier for the students who attended the limited face-to-face classes. (Bordeos et al., 2022).

Raman et al. (2021) said that at the end of each group meeting, give the students small deliverables to turn in. Make cold calls to distant students during the group meeting, especially those whose cameras are off. Do this through the computer screens of the group members who are present. Allocate time in the classroom for student groups to have "candid peer talks" about the behaviors that they believe are appropriate and inappropriate for group interactions across all instructional modalities.

### Financial Struggles

*At that time, ma'am, I need to sacrifice my motorcycle and sold it for paying my tuition. IDI-01*  
*I prefer online classes because they are very costly in terms of the internet connection and the fare. IDI-05*  
*I have to use my savings to buy my needs and materials for activities. FGD-01*

The students who found it hardest to access online resources were those who were low-income, from rural areas, had struggling families, or lived far away (Neuwirth et al., 2020). Toquero (2020) highlighted the suspension of distance learning in the Philippines due to the unpreparedness of Higher Education Institutions (HEIs) in implementing online learning systems. Similarly, Higher Education Institutions (HEIs) in countries with reliable internet connections faced financial difficulties in investing in tools and online licenses (Marinoni et al., 2020).

### Online Academic Dishonesty

*I just copied the answers and honestly, during exams, we just send answers to each other. IDI-03*  
*You can cheat during exams, so you do not need to study. IDI-05*  
*We can share ideas and answers during exams and quizzes through Google Meet. FGD-04*

In an online setting where no one is watching the students, the chance of cheating is increased. A good technique to guarantee that students may receive a fair evaluation is to use proctoring software (Alessio et al., 2017).

Baber (2020) claims that one barrier to online learning is the absence of social contacts. In order to overcome some of the limits of blended learning, it is inferred that lecturers might construct interactive assignments to boost students' participation, motivation, and academic achievement in online situations (Baber, 2021; McHone, 2020).

### Struggles on the Changes with the Transition

*It was a sudden transition because we were not prepared. IDI-06*  
*The academic transition from distance education to limited face-to-face learning modality was shocking. FGD-03*  
*We are really shocked by the adjustment from distance education to limited face-to-face. FGD-04*

Several new innovations in education may have resulted in broad adoption of online learning by the year 2020. The absence of Internet availability in some places, mainly rural areas, and the fact that various family members have changing expectations for how to use technology at home are just two examples of the persistent challenges this sector faces. Yet, creative approaches have emerged to provide students and families with the tools they need to engage in and successfully complete academic work (Darling et al., 2020).

In general, learners must have been informed of the situation and that the educational environment is changing to a virtual one. In order for learners to really believe in the applicability of the change, they must also thoroughly comprehend how it will be put into practice and what strategies will be employed to



enhance online learning. Embracing change enhances the likelihood that it will be implemented effectively. Students must also consider change as a realistic way to accomplish

educational goals in today's world and act as change agents if they want to develop professional abilities (Du et al., 2020).

**Table 2**  
**Major Themes and Core Ideas on the Coping Mechanisms of BEED students on the Academic Transition from Distance Education to Limited Face-to-Face Learning Modality**

Major Themes	Core Ideas
Peer-Powered Learning Environment	<ul style="list-style-type: none"> <li>• having friends and classmates who motivate</li> <li>• brainstorming with classmates to share ideas</li> <li>• consulting classmates for assistance on assignments</li> <li>• having collaborative learning with peers in the absence of teacher guidance</li> <li>• seeking counsel from peers to make ethical choices</li> <li>• having friends to help clarify the discussion</li> <li>• having a supportive social circle for encouragement and happiness.</li> <li>• having friends who will cheer you up</li> </ul>
Effective Utilization of Online Search Engines	<ul style="list-style-type: none"> <li>• utilizing Google for conceptual clarity</li> <li>• searching on Google when making reports or essays</li> <li>• watching YouTube to learn the proper way of demo teaching</li> <li>• watching YouTube to understand lessons</li> <li>• searching the lessons on YouTube</li> <li>• searching on YouTube to understand the lesson</li> <li>• utilizing online references for word definitions</li> </ul>
Proactive Studying Practices	<ul style="list-style-type: none"> <li>• preparing ahead by reading for oral recitation</li> <li>• making sure to study and review the lesson</li> <li>• having independent studying to clarify lessons</li> <li>• studying hard during face-to-face classes</li> <li>• choosing the best time and routine when studying</li> <li>• having an advanced study to answer the quiz or exam</li> <li>• doing self-study to understand the lesson</li> </ul>
Active Note Taking	<ul style="list-style-type: none"> <li>• being able to take notes from teacher's discussion</li> <li>• taking notes while listening to the discussion</li> <li>• reading the lesson and writing it on a paper</li> <li>• taking down notes from the PowerPoint</li> <li>• taking notes and highlighting the important words</li> <li>• taking note to easily remember the information</li> <li>• taking notes while the teacher is having a discussion</li> </ul>
Being Faithful to God	<ul style="list-style-type: none"> <li>• surrendering everything to God</li> <li>• finding solace through surrendering to God</li> <li>• seeking divine guidance and miracles</li> <li>• finding strength in the Lord</li> <li>• communicating with God</li> <li>• having a care group on the church</li> </ul>
Positive Mindset	<ul style="list-style-type: none"> <li>• telling myself to keep on fighting</li> <li>• confronting challenges to prevent escalation.</li> <li>• fostering a positive mindset in achieving goals</li> <li>• removing negativity from your mind</li> </ul>

**Peer-powered Learning Environment**

*It was my friends and classmates who motivated me. IDI-01*  
*We do brainstorming with my classmates to share ideas about the topic. IDI-02*  
*Having classmates and friends who will help me during discussions and motivate me. FGD-03*

Technology in distant learning has the benefit of allowing students to see lectures in advance and participate in more

engaging activities in the classroom. Additionally, they have the option to work together with their peers and rely on the teacher as a facilitator rather than a lecturer. Because online videos may be made and shared with the rest of the class online, it also enables a consistent delivery of content (Vasquez et al., 2017; Bell et al., 2017). Moreover, synchronous interaction enabled students to participate in online learning and supports research findings that interaction boosts motivation for learning



in the pandemic-related environment (Lin & Gao, 2020; Meulenbroeks, 2020; Muthrupasad et al., 2021).

### Effective Utilization of Online Search Engines

*If I feel that there is something lacking, I just search for it on Google to understand more. IDI-01*

*I just search it on Google, ma'am. IDI-03*

*I searched on the internet or use Merriam Webster when there are words that I do not understand. FGD-05*

Students who participate in interactive online learning can learn new things through browsing websites and digital libraries. Distance learning enables the global distribution of information and knowledge when new technologies are brought to the field of education (Hasifah, 2020).

Many students avoid asking professors questions in the conventional face-to-face classroom situation. We saw that the students were asking us more questions, either out loud or through the Google Meet chat window. Using this mode of communication appears to reduce the obstacles to inquiry in a typical lecture situation. This tendency might be explained by the fact that students are more inclined to ask questions when they are not present in the "virtual" classroom (Lapitan Jr. et al., 2020).

### Proactive Studying Practices

*Whenever we have reportings, I always make sure to study and review the lesson. IDI-03*

*I just do self-study whenever I do not understand the lesson instead of asking questions to my teachers. IDI-04*

*I just do self-study. FGD-04*

Learners may engage in activities from their own houses instead on campus in no face-to-face courses. Online learning facilitates real-time interactions among students and professors, enabling seamless communication and collaborative engagement. Additionally, online platforms provide students with access to up-to-date learning resources and cutting-edge knowledge that may not be readily available within their school's physical library. Moreover, online education extends learning opportunities to individuals who lack access to formal on-campus education, enabling a more inclusive and flexible approach to learning. People's rates of receiving and gaining access to education would grow as a result of these initiatives (Kanik, 2021).

### Active Note Taking

*I took notes in my notebook. IDI-05*

*When I read the lesson, write it on paper, and then read it again. IDI-06*

*My strategy to understand the lesson is by taking notes and highlighting the important words. FGD-04*

The majority of the time, taking notes in class helps students retain the content and prepare for tests (Witherby and Tauber, 2019). Furthermore, students benefit from taking notes strategically since it offers a specific approach to study and can improve a student's performance in classes. Strategic note-taking is seen as a crucial ability that is required in a collegiate context. Active listening, information processing, and writing

are all part of taking strategic notes. Theoretically, a student's deliberate and thorough note-taking can result in improved performance and accomplishment (Salame & Thompson, 2020).

Likewise, note-taking is a widely recognized and commonly used strategy to retain information and plays a crucial role in every student's academic journey. As technology's potential to enhance note-taking practices gains attention, it is essential to acknowledge the cognitive demands involved in this process. Mobile technologies are praised for their portability and potential value in enriching students' educational experiences. However, it is crucial to recognize that they can also become distractions and hinder the learning process, impacting how information is processed and stored (van Wyk & van Ryneveld, 2018).

### Being Faithful to God

*We all know that we just have to surrender everything to God and pray for it. IDI-01*

*It was the Lord who gave me strength to solve my problems. FGD-04*

*It was the Lord, whom I can talk with and who made me calm. FGD-05*

Research findings have indicated that religiosity and resiliency play essential roles in promoting well-being during the pandemic (Jackson, 2021). For example, resilience has been found to positively impact the subjective and psychological well-being of faculty during the COVID-19 period. When considering students during COVID-19, stress and wellness have been enduring concerns (Copeland et al., 2021). Studies have shown correlations between depression and students' well-being amid the pandemic, yet it was also noted that coping was more effective when students displayed greater levels of resilience.

In addition, persons who go through challenging life experiences are more prone to seek solace in religion and use it as a coping mechanism (Al-Hadethe et al., 2016; Francis et al., 2019; Koenig et al., 1988; Pargament et al., 1990).

### Positive Mindset

*I always say to myself, "Just keep on fighting, I can do it. IDI-05*

*I try to solve them so that it will not become a bigger problem. IDI-07*

*Having positive mindset that we can do it and having focus in achieving goals. FGD-03*

People who have a positive mindset are better able to cope with stressful situations and manage their emotions (Jegathesan et al., 2016). According to Liu et al. (2019), the learning status of college students who are facing unfavorable occurrences will be greatly impacted if they are unable to successfully control their emotions. Students can make use of their growth mindset to modify their cognition and lessen their perceptions in order to bravely face and adapt to COVID-19 settings. Additionally, those who are very aware of bad occurrences find it difficult to control and deal with their negative emotions, which have been

shown to positively predict learning burnout in college students (Liu et al., 2019).

Additionally, Tan (2020) study indicates that there is a lot of hostility to this change in teaching and learning methodologies since the environment of distance learning

provides both pedagogical and technological challenges. Students will pay less attention to the distance or online learning process if they lack the knowledge about how to use online media tools and specialized media that the teacher cannot effectively transmit.

**Table 3**  
**Major Themes and Core Ideas on the Insights of BEED Students on the Academic Transition from Distance Education to Limited Face-to-Face Learning Modality**

Major Themes	Core Ideas
Consideration and Support from Teachers	<ul style="list-style-type: none"> <li>consider by acknowledging the presence of a slow internet connection</li> <li>hard time in messaging the teacher for clarification</li> <li>seek to understand the learners in having a hard time</li> <li>must have an approachable teachers</li> <li>struggle to comprehend the subject due to lack of guidance</li> <li>should have considerate and understanding of teachers</li> <li>patience in dealing with students</li> </ul>
Embracing Face to Face Learning	<ul style="list-style-type: none"> <li>prefer to choose face to face classes than online classes due to sleeping and playing games</li> <li>embrace limited face-to-face for better social interaction</li> <li>face-to-face surpasses online classes</li> <li>prefer having limited face-to-face</li> <li>learn and strive for more in face-to-face classes</li> <li>appreciate having face-to-face classes for better learning</li> </ul>
Nurturing Social Interactions	<ul style="list-style-type: none"> <li>interaction and communication with classmates</li> <li>interactions boosts happiness</li> <li>learn through interaction among teachers and classmates</li> <li>interact with our professor and classmates</li> <li>enhance classroom engagement among peers and instructors</li> <li>understand complex concepts and developing social skills</li> </ul>
Resilience and Perseverance	<ul style="list-style-type: none"> <li>become stronger to overcome problems</li> <li>put a lot of effort to learn</li> <li>persevere regardless of getting tired</li> <li>need extra effort in studying</li> <li>be prepared and flexible in any changes in life</li> <li>be organized and have clear goals</li> </ul>
Positive Outlook	<ul style="list-style-type: none"> <li>feel anxious but happy for face-to-face classes</li> <li>tired but happy in the presence of classmates during face to face classes</li> <li>like learning new experiences despite getting exhausted</li> <li>enjoy bonding with classmates amidst having many tasks</li> <li>nice experience amidst tiring moments</li> </ul>

**Consideration and Support from Teachers**

*It is hard to text our teacher because they will not reply, so when they are still there you have to ask question immediately. IDI-02*

*They have to consider because there are students who cannot easily understand the lesson. IDI-04*

*I recommend that our teachers will be more considerate and understanding. FGD-03*

The academic switch to emergency distance learning during COVID-19 was not voluntarily made, which may have damaged students' motivation to study (Hsu et al., 2019). Similarly, the unexpected switch to online learning brought on by the epidemic also caused pupils to feel

uneasy and worried (Ghazi-Saidi, 2020; Meulenbroeks, 2020).

Subsequently, Iqbal et al. (2022) found that lack of instructor assistance during online learning resulted in students' dissatisfaction and demotivation; facilitating was connected to suitable and ongoing recommendations, motivation, and instructor follow-up to improve the students' academic performance. In order to encourage greater participation and connection with instructors and classmates, online learning activities were also recommended (Li, 2022).



### **Embracing Face-to-Face Learning More**

*Limited face-to-face classes is better because it allows for social interaction. IDI-03*

*Face-to-face is more effective than online because we do not really learn in online classes. IDI-04*

*Face-to-face classes encouraged me to learn and to strive for more. IDI-07*

Face-to-face instruction has several benefits since it enables in-person, real-time interaction between instructors and students as well as between students themselves. Innovative discussions and questions may result from this encounter. At traditional brick and mortar schools before the outbreak, the majority of instruction were only given in person. Throughout the classroom, pupils are given the chance to ask questions and obtain responses (Paul & Jefferson, 2019).

Furthermore, face to face instruction is preferred and more motivating for students. Students prefer Face to face than blended learning because they feel that social features like participation, conversation with classmates and lecturers, and the capacity to ask technical questions are constrained in a blended learning environment (Mali & Lim, 2021).

### **Nurturing Social Interactions**

*There is an interaction, and you will feel happy because you were able to meet them in-person. IDI-03*

*It allows more engagement with the material and more direct interaction with the instructor and peers. FGD-06*

*It would be better to have it in-person, with group work and real-time feedback. FGD-07*

Online course observation reveals the potential for a new hybrid model of instructional strategy and scholarly engagements. Schools must hold classes virtually to prevent the spread of the virus, so class observations are also conducted online. The challenge is how to keep on with the instruction stepping aside the face-to-face teaching and learning. The paradigm shifts from the face-to-face lessons, where students and instructors indulged in classroom discourse, classroom interactions and actual classroom activities, are replaced with the online teaching and learning modalities (Simbulan, 2021).

Particularly, face-to-face instruction is thought to have advantages like immediate communication with teachers, socialization and interactions, active student participation, and better communication and collaboration. However, there are also some major perceived drawbacks like a more demanding schedule, little to no technology use by teachers, and less free time. Online courses, on the other hand, were linked to advantages like flexibility in terms of time and distance as well as familiarity with digital technologies. Recent research have also documented these alleged advantages (Iqbal et al., 2022; Khan et al., 2022; Paudel, 2021; Stewart & Lowenthal, 2021).

### **Resilience and Perseverance**

*I realized that you have to be stronger to overcome your problems. IDI-01*

*We just have to continue in life even if there are times that we feel tired and we want to shift to another course. IDI-07*

*The importance of being organized and having clear goals for the things that I need to accomplish. FGD-06*

The academic switch to emergency distance learning during COVID-19 was not voluntarily made, which may have damaged students' motivation to study (Hsu et al., 2019). Similar to this, many students struggle to handle increased degrees of independence and effectively use these resource-management strategies. According to a current comprehensive research, these approaches are inefficient for students who desire to partake in online (blended) education; their key challenges are self-regulation, motivational control, seeking help, and technological competence (Rasheed et al., 2020).

Students have had significantly less direct teacher instruction time this school year than in previous years, and they have not yet had the chance to make up for it by working independently (Sparks, 2021).

### **Positive Outlook**

*For me, it was tiring, but somehow I learned many things face-to-face and I enjoyed it together with my classmates. FGD-02*

*It was exhausting, but at the same time, it was fun. FGD-03*  
*The impact of face-to-face is the bond that we build with our classmates despite the burden of having many tasks. FGD-04*

A lack of certainty, anxiety, instability, and diminished autonomy and self-directedness are typical feelings experienced by students during the pandemic crisis (Germani et al., 2020).

As revealed by van Schalkwyk (2020), students appreciate and are more engaged by face-to-face learning since they feel more involved. It is also suggested that in a blended learning setting, the opportunity to ask questions concerning technical subject is limited when compared to face-to-face learning. Throughout the Covid-19 period, student stress levels are comparable whether they are exposed to blended learning or face-to-face instruction. When Covid-19 is not a problem, students report reduced stress while having face-to-face learning, showing that stress is often higher in a mixed learning setting. According to qualitative study, the inability to connect with students, as well as less interactions with the tutor, may be contributing causes to stress.

### **IMPLICATION FOR TEACHING PRACTICE**

The study's implications have a pronounced impact on BEED students as they navigate the transition from distance education to limited face-to-face learning. This study affects BEED students by empowering BEED students to take an active and empowered role in shaping their own educational journey. Furthermore, the study underscores the value of peer-driven learning and active note-taking in boosting student engagement and





comprehension. The findings underline the necessity for college instructors to be attuned to the specific challenges these students encounter, including issues like poor internet connectivity and difficulties in managing their time effectively. Armed with this awareness, instructors are better poised to tailor their teaching methodologies to align with the students' needs. A crucial takeaway is the understanding of the prevalence of online academic dishonesty, which equips educators to institute measures that foster academic integrity and ensure unbiased evaluations. By cultivating a positive and nurturing learning environment, instructors play a pivotal role in helping students confront obstacles with a proactive mindset, inspiring them to persist and strive for academic achievement.

## CONCLUSION

This study on the lived experiences of BEED students during the academic transition from distance education to limited face-to-face learning has been a truly eye-opening journey for me. Through the rich and diverse narratives shared by the students, I gained significant insights into the challenges they faced, the coping mechanisms they employed, and the positive outcomes they derived from this unique educational experience.

First and foremost, the struggles with poor internet connection underscored the urgent need for improved digital infrastructure to support distance learning. It was evident that students faced numerous hindrances in their learning process due to unreliable connectivity, which affected their performance during exams and disrupted their participation in online classes. Additionally, the financial struggles highlighted the importance of accessible and affordable education, as many students had to sacrifice basic needs to attend classes. These insights call for collective efforts from educational institutions and policymakers to address these issues and ensure equitable access to education for all students, regardless of their socioeconomic background.

The significance of face-to-face interactions became evident as students expressed their preference for limited face-to-face classes due to the social connections and enhanced learning experiences they derived from such interactions. This highlights the value of personal interactions in education, and it should encourage educational institutions to strike a balance between online and face-to-face modalities, recognizing the unique benefits each offers. Furthermore, the consideration and support demonstrated by teachers in understanding the students' challenges fostered a sense of trust and encouragement, emphasizing the vital role of educators in shaping a positive and inclusive learning environment.

In summary of the above, this study has been a profound eye-opener, shedding light on the multifaceted experiences of BEED students during the academic transition from distance education to limited face-to-face learning. The insights gained from this study underscore the need for improved digital infrastructure, accessible education, and

nurturing learning environments. The coping mechanisms employed by the students can serve as valuable lessons for concerned entities in fostering resilience and perseverance in their educational journey. Moving forward, it is crucial for all stakeholders in the education sector to collaborate and implement measures that address the challenges highlighted in this study, ensuring a more inclusive, adaptable, and supportive educational landscape for all students.

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