Transition and adaptation from modular distance learning to face-to-face classes from the lens of educational frontliners

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Abstract

The study focused on describing the transition and adaptation from modular distance learning to face-to-face classes from the lens of educational front liners. The study sought to answer the lived experiences and views of educational front liners during the transition and their view of the transition from modular distance learning to face-to-face classes. The basic descriptive qualitative research design was used in this study. Twenty-seven participants were purposively selected from Dr. Ricardo Gacula Memorial National High School composed of 19 females and 8 males. Furthermore, inclusion criteria were provided to give more information about the qualifications of the participants who voluntarily participated in this study. An interview protocol was used which allowed the researcher to clarify pertinent issues and questions that occurred during the interview process. The thematic analysis method was used to ensure a deep understanding of the data collected and to determine themes. There are nine emerging themes generated – Challenges; Adaptation to the shift in instructional modality; Advancing knowledge and skills; Rediscovering the power of in-person learning; Difficulty in monitoring and assessing learning; Tasking; Challenging and Overwhelming; Solution to learning gap; Adhering. The study provided valuable insights into teachers' experiences during the transition. These experiences offered potential strategies to support educators in navigating the complexities of teaching in transitioning to any mode of teaching. Educational administrators and policymakers can use these to develop supportive and enriching learning environments for teachers and students in inevitable circumstances.

Keywords: adaptation, descriptive qualitative research, educational frontliners, thematic analysis, transition

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1. Introduction

People nowadays are living in a time considered and described to be as the now normal. This situation is caused by the COVID-19 pandemic. This health crisis affected trade, global economy, people's livelihood, daily practices, and most importantly, the system of education. With the people being constrained to stay in the comfort of their homes, a demand for a new way of delivering quality and continuous education to ensure the safety of both the students and teachers had led to significant and abrupt changes in the teaching-learning process. In addition, the change also known as transition from one modality to another paves the way to surface different stressors and tensions among the teachers and learners. With the changes in the teaching and learning process, educators bear a great amount of responsibility for taking purposeful actions and ensuring that all learners continue to receive a high-quality, inclusive, and equitable education despite the pandemic. The educational setting changed when the pandemic forced everyone to take a reset.

The disposition of the students is significantly shaped by education and one of the key components in delivering high-quality learning is the teacher. By empowering their students with information, teachers give today's students the chance for a better future (Ando *et al.*, 2022). However, numerous changes have occurred in the educational environment since COVID-19 hit. The newly identified coronavirus was first named the 2019 novel coronavirus first occurred in Wuhan, China, in December 2019. On February 11, 2020, the 2019- novel coronavirus was officially named SARS-CoV-2 by the World Health Organization (WHO), also known as COVID-19 (Guo *et al.*, 2020). With its outbreak, most countries started locking down their every system including educational institutions to prevent its further spread. In the field of education, to stop the infection from spreading, distance learning has grown popular.

The DepEd's flagship response has been the Basic Educational-Learning Continuity Plan (BE-LCP). The BE-LCP involves the dissemination of self-learning modules along with various learning modalities such as online, blended, television-based, and radio-based instructions in order to give quality education in the "new normal" context. The rise of the pandemic forced schools to adopt modular learning as an alternative to face-to-face instruction (DepEd, 2020). However, the manner of instruction changed from modular to limited face-to-face learning in the latter part of 2021. Junio (2021) states, on the other hand, that the United Nations (UN), United Nations International Children's Emergency Fund (UNICEF), World Health Organization (WHO), and United Nations Educational, Scientific and Cultural Organization (UNESCO) support the introduction of limited in-person schooling in the Philippines, praising the Department of Education's leadership and coordination with appropriate institutions, including the Department of Health (DOH). Additionally, UNICEF (2021) states that beginning in-person classes as soon as possible has more advantages than disadvantages.

On September 20, 2021, the President approved the joint proposal of DepEd and DOH for the conduct of pilot face-to-face classes in 100 public schools and 20 private schools or a total of 120 schools nationwide (DepEd, 2021) that includes Dr. Ricardo Gacula Memorial National High School (DRGMNHS). Based on first-hand experiences and observations, teachers of DRGMNHS were having problems with the educational transition from modular distance learning education to face-to-face learning modality. One of them was the implementation of the modality was abrupt and the teachers were not able to adjust easily. The transition from modular distance learning (MDL) to face-to-face classes presents significant challenges and opportunities for both educators and students, especially from the perspective of educational frontliners, such as teachers and school administrators. During the COVID-19 pandemic, modular distance learning became a key solution to continue education while adhering to health protocols. However, as schools move back to traditional classroom settings, frontliners must navigate multiple layers of adaptation.

Key areas of concern include adjusting instructional strategies, addressing learning gaps accumulated during the remote learning period, and managing student engagement. Studies have shown that students under MDL often experienced decreased academic performance due to the lack of immediate teacher feedback, social interaction, and structured learning environments (Bernardo et al., 2021). In response, teachers now face the dual responsibility of reverting to in-person teaching while integrating lessons learned from distance education to improve pedagogy (Garcia & Weiss, 2022). Moreover, the shift requires institutional adjustments, including classroom management, health protocols, and reorienting teachers to face-to-face methods. Educational frontliners serve a critical role in this transition, balancing educational continuity and student well-being during this challenging shift (Lau et al., 2021).

This study fills in this gap and explores the lived experiences and views of the educational frontliners of Dr. Ricardo Gacula Memorial National High School on the transition and adaptation of modular distance learning to face-to-face classes. Further, the study of Anero and Tamayo (2023) identifies the challenges of teachers in the full implementation of in-person classes and how the teachers cope with the challenges. This study narrated the experiences of educational frontliners in the educational transition. It focused on describing the transition and adaptation from modular distance learning to face-to-face classes from the lens of educational frontliners.

Statement of the Problem - This study aimed to describe the lived experiences of educational frontliners at school on the transition and adaptation from modular distance learning to face-to-face classes. Specifically, the study sought answers to the following problems:

➢ What are the lived experiences of educational frontliners during the transition?

➢ How do educational frontliners view the transition from modular distance learning to face-to-face classes?

2. Methodology

Research Design - The research design refers to the overall strategy that a person chooses to integrate the different components of the study coherently and logically, thereby, ensuring that will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data (De Vaus, 2006). A basic descriptive qualitative research design was used in this study. Merriam (2009) describes a basic qualitative research study as having been derived philosophically from constructionism, phenomenology, and symbolic interaction and as being used by researchers who are interested in (1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences. Additionally, Lambert and Lambert (2012) also stated that a qualitative descriptive design aims to provide an extensive description of events experienced by individuals or groups. It is suitable when seeking a straightforward understanding of a phenomenon. This design is appropriate for this research as it aims to identify, describe, and examine the lived experiences and views of teachers in the transition from modular distance learning to face-to-face classes. The gathered information will serve as the basis of this study and to interpret data.

Research Instrument - A protocol interview was used in this qualitative study which allows the researcher to clarify pertinent issues and questions that occurred during the interviewing process. The interviewing process was recorded and transcribed. The researcher's open-mindedness and accepting attitude toward the participants was a crucial aspect in rapport building between the researcher and the participants as it encouraged some participants. Moreover, the interview protocol was carefully developed to comprehensively explore the topic under investigation. It was specifically designed to examine the lived experiences and perspectives of teachers during the transition from modular distance learning to face-to-face classes, focusing on two key areas. The first area addresses teachers' personal experiences, while the second area centers on their views regarding the transition process. The protocol underwent thorough review and validation by the researcher's adviser ensuring its appropriateness and relevance to the study's objectives.

Data Gathering Procedure - A letter of request was submitted to the office of the Schools' Division Superintendent and school administration of Dr. Ricardo Gacula Memorial National High School outlining the purpose, objectives, and ethical considerations of the research. After securing institutional approval, the researcher provided the participants with an informed consent form. Individual interviews were scheduled at convenient times for the participants. The interviews were conducted using a semi-structured format based on the validated interview protocol. Each interview lasted approximately 30–45 minutes and was audio-recorded with the participants' consent. These recordings were transcribed verbatim for accuracy, and the transcriptions were cross-checked against the recordings. Data analysis followed a thematic approach, with the researcher identifying key themes and patterns in the participants' responses.

Inclusion Criteria - An inclusion criterion has been provided to give more information about the qualifications of the participants who will voluntarily participate in this study. This specifies that participants must have been teaching at DRGMNHS from 2019 to the present. Additionally, they must be permanent teaching personnel at the school. Furthermore, participants must have utilized modular printed instruction in the school year 2020-2021 and face-to-face in the school year 2021-2022 to present.

Ethical Considerations - To establish and uphold ethical standards in this research, the researcher adhered to several key practices: the names of the teachers were omitted to ensure confidentiality, participants were protected from any emotional or physical harm, proper sourcing and referencing of materials were conducted to comply with copyright laws, and a formal communication letter was issued to request permission for conducting interviews.

3. Results and discussion

3.1 Findings

This research study provides and analyzes the findings of the study about the transition and adaptation of modular distance learning to face-to-face classes from the lens of educational frontliners. Through the utilization of the analysis method known as thematic analysis, the researcher was able to recognize the overarching themes from the data gathered.

Lived Experiences. The following themes detailed the lived experiences of educational frontliners during modular distance learning and their transition to face-to-face classes: (1) Challenges; (2) Adaptation to the shift in instructional modality; (3) Advancing knowledge and skills; (4) Rediscovering the power of in-person learning; (5) Difficulty in monitoring and assessing learning.

Encountering Stress and Anxiety. This theme acknowledges the full spectrum of emotions experienced during a transition emphasizing the uniqueness of everyone's experience. Change is constant, but if there is change, challenges may occur. The transition brought emotional and psychological distress among educational frontliners. These experiences were all discussed and narrated by the participants. Based on the statement of one participant, the reason why the transition caused so much anxiety and stress is because of the risk of getting infected by COVID-19.

> *"… mingling with other people just make me feel bothered and anxious because anytime, I could be infected from the virus" (P4)*

> *"… Emotional experience just like anxiety and stress" (P5)*

> *"The transition in education brought a lot of stress to us teachers" (P11)*

Other participants also said that the sudden change in learning modality plays an integral role in the distress of educational frontliners.

> *"My emotional and psychological experiences were feelings of anxiety and stress due to the*

sudden changes and uncertainties associated with transitions." (P12)

"Stress is number one, the sudden changes in daily life contributed to my stress level." (P19)

The shift from modular distance learning to face-to-face classes represents a significant change in the teaching and learning environment. It involves adjustments in pedagogy, classroom management, and interpersonal interactions. This transition undoubtedly impacts teachers emotionally and psychologically. Teachers may experience heightened stress and anxiety due to the demands of adapting to a new teaching modality and it was shown from the responses of the participants.

Adapting to the shift in instructional modality. This theme emphasized the determination, adaptability, and resourcefulness of educational frontliners displayed in the shifting of instructional modality. In this challenging time, educational frontliners are greatly affected and in response to difficulties, they are determined to adapt and be resourceful to give the best learning amidst the transition. This can be reflected in the responses of the participants.

"Maliban sa paggamit ng modyul, ipinatupad din ang Project OTG (Apart from the use of module, Project OTG was also implemented)" (P1, P12)

"I adapted instructional methods and materials by incorporating more digital tools and flexible teaching strategies to accommodate the demands of the transition." (P3, P6, P14)

"With the help of a series of webinars ... I was able to meet and adapt myself to the new normal education." (P4, P10)

"I adapt my instructional methods based on the needs of students. I used differentiated instruction, interactive activities, and integrated technology to suit the diversity of learners." (P7, P13, P15, P19)

Teaching does not only prevail by merely using one technique but with the use of differentiated instructions. Teachers have their uniqueness in terms of teaching to cater the needs of the learners. Hence, they displayed efforts in response to this difficulty in teaching and strategizing the educational transition from modular distance learning back to face-to-face learning. These responses highlight the adaptability and resiliency of educators in responding to the unique demands of the post-pandemic teaching environment to foster a conducive environment for student learning.

Advancing knowledge and skills. This theme explores how facing the unknown aspects of a transition can lead to unexpected benefits for both learners and teachers, especially in acquiring new knowledge and skills that can help the teaching and learning environment. During the full implementation of in-person instruction, these responses reflect the positive emotions and experiences expressed by respondents concerning teaching in-person classes. Some of the responses showed a feeling of accomplishment and satisfaction for the teacher, as well as a positive and engaging learning environment in the classroom when they were asked if there were any positive outcomes they experienced during the transition.

"It was the development of new technical skills" (P3)

"... series of webinars that helped me cope with the new normal education" (P4)

"Yes, like professional growth, enhanced collaboration, improved student engagement and resilience and adaptability." (P5)

"...many students and teachers also improved their communication skills" (P6)

"... mas naging madali ang pagpapalitan ng ideas at agarang pagbibigay ng feedback (it's easier to exchange ideas and give immediate feedback)" (P7)

"I learned to manipulate cellphone and laptop and I found out that it is a great source of learning materials" (P8)

"Yes, learners are more active rather than modular. There is also understanding during face-to-face." (P13)

"It increased my digital literacy, developed new skills, and explored modern teaching methods to engage students." (P19)

The responses of the participants demonstrate the positive outcome and unexpected benefits they have experienced during the transition. It implies that teachers gained new knowledge and skills during the modular phase that they can apply in the face-to-face setting, and vice versa. Educational frontliners developed stronger technological skills during modular learning as mentioned by one participant that can be utilized in the transition to face-to-face classes. This can increase the use of technology integration in face-to-face classrooms and the creation of engaging and effective lesson plans. Educational frontliners also refined their assessment and feedback practices during modular learning, leading to improved assessment strategies in the transition to face-to-face classes. With this, they can provide timely and constructive feedback to students.

Rediscovering the power of in-person learning. This theme explores how teachers describe the in-person environment facilitating deeper understanding, active participation, and a more embodied experience of learning. After the challenges and limitations imposed by modular distance learning, educators are experiencing a renewed appreciation for the dynamic nature of in-person instruction. Educational frontliners are relishing the opportunity to reestablish genuine connections with students, promoting a more engaging and effective learning environment. Based on the statements of the participants, they favored and preferred teaching in-person over distance learning. The responses highlighted various advantages associated with teaching in person.

"In-person modality is far better than distance learning" (P1)

"In terms of engagement, in-person is a long way better than distance learning" (P6)

"In distance learning, the teaching strategy was limited while in face-to-face, you can use different strategies, you can explain more the lesson, the learners are more interactive and participative" (P8)

"For me, in my own experience, in-person learning modalities is better and it is easier to monitor the students in terms of making their task or activities. More learners are able to focus and learn from the lesson and there are less distractions during in-person compared to distance learning" (P10)

"In-person or face-to-face made it possible for us to have easier access to our students and be able to cater their needs" (P11)

"In-person classes, you can determine and assess the learners in their skills and abilities" (P15, P17)

The statements of the participants above highlighted how face-to-face teaching was easier in terms of teaching and assessment. It is also further emphasized that teaching in-person is more productive for students' learning compared to modular or online distance learning. Teachers mostly prefer in-person instruction over distance learning as this highlights easier communication, increased student concentration, improved interaction, and overall satisfaction with the teaching experience (Anero & Tamayo, 2023).

Monitoring and assessing learning. This theme emphasizes the challenges of measuring the genuine understanding of learners in a modular distance learning setting. With this modular distance learning modality, the teacher takes the responsibility of monitoring the progress of the learners. However, teachers face significant

challenges in effectively monitoring and assessing student learning within the modular distance modality. Without the traditional classroom setting, it is difficult to measure students' comprehension and progress accurately. Based on the responses of participants, one of the challenges they perceived is the authenticity of learning outcomes by the learners.

> *"In distance learning is hard to actually determine if students are learning". (P10)*

> *"During distance learning, students may not understand fully the lesson." (P13, P14)*

> *"Ti distance learning ket kasapulanna ti patience para kadagiti ubbing, aglalo ta narigat nga i-assess isuda ta haan ka met sigurado nu suda ba talaga ti naganswer which is very alarming on the learning of students (Distance learning requires patience for the learners, especially since it is difficult to assess them because you are not sure if they are the ones who answered their activities which is very alarming on the learning of students)" (P3)*

> *"In distance learning, you cannot be sure if the student himself answered the modules and other given activities." (P19)*

> *"Distance learning for me was sometimes questionable about my students' answers in their module." (P20)*

The quality of student learning may be compromised due to challenges in monitoring and assessment during modular distance learning. The lack of real-time interaction between teachers and students hinders effective formative assessment. Moreover, there are also some instances where answers written by students in the module are copy-pasted from the internet, and teachers are left with a big challenge in assessing if their students have truly performed well (Agayon and Agayon, 2022). This is very alarming because students' learning and progress can be compromised. Teachers' reports of difficulty in determining students' actual learning progress indicate challenges for learners in understanding learning materials and completing tasks independently.

Views on the transition. The following themes emphasize the views of educational frontliners on the transition from modular distance learning to face-to-face classes: (1) Tasking; (2) Challenging and Overwhelming; (3) Solution to learning gaps; (4) Adhering.

Tasking. Underscores the significant workload and complexities associated by the educational frontliners with the transition. Transitioning back to face-to-face is immensely demanding on the part of teachers from modifying lesson plans to accommodate diverse learning styles to physically transforming classrooms and acquiring necessary materials. Participants shared their experiences during the transition in terms of their workload, preparation time, grading, and overall job satisfaction.

> *"We need to redesign or adapt our instructional materials and activities to suit the new format which increase workload, additional time for classroom preparation and management" (P2)*

> *"The transition increased my workload due to the need for additional preparation time and grading" (P3)*

> *"It increased preparation time and we need to redesign teaching materials and familiarize ourselves with new routines." (P5)*

> *"... led to increased teachers' workload" (P6)*

> *"Ito ay nagdulot ng mas maraming workload at mas maraming oras na kailangan sa paghahanda at pagbibigay ng grado (This resulted in more workload and more time needed for preparation and grading)" (P7)*

> *"During the transition, more workload for teachers to attend the needs of our students." (P13)*

"For me, the transition made the teachers sort of overworked. All the tasks are given to the teachers, especially in designing a new lesson plan that suits the interest and capabilities of the students especially that they are used in studying at home." (P17)

"The transition increased our time preparation in designing our lesson. We also need to prepare our learners to adapt and adjust into the new classroom setting" (P19)

It was evident that the participants' responses experienced significant challenges and demands during this process. David et al. (2019) provided additional evidence that public school teachers face a high volume of work-related responsibilities, including tasks such as preparing reports, developing instructional materials, fulfilling school assignments, and other related duties. Managing teaching loads and ensuring an appropriate teacher workload are essential for teachers' well-being, their effectiveness in the classroom, and ultimately the quality of education provided to students. It is crucial for sustainable and effective educational practices to strike a balance between teaching responsibilities, administrative tasks, and personal well-being. According to Barrios, *et al.* (2023), there is a tendency for instruction to be less effective when the load is heavy. In addition, given that the majority of high school teachers were overburdened with subject units, their teaching effectiveness was exemplary. This suggests that despite being overburdened with subject units, high school teachers were still able to prepare their lessons well, apply appropriate classroom techniques, master the subject matter, maintain positive relationships with their students, and begin and end class on time.

Challenging and overwhelming. This theme encompasses the challenging and overwhelming demands brought by the transition to educational frontliners as they navigate from modular distance learning to face-to-face classes. This change can be particularly demanding as teachers need to reestablish classroom routines, manage diverse student needs more directly, and address gaps in knowledge that may have emerged during modular learning as evident in the participants' responses.

"Challenging, kasi it takes time para mag-establish ulit ng mga daily routines at lalo na sa pagdisiplina sa mga bata (Challenging, because it takes time to re-establish daily routines and especially to discipline children)" (P3)

"Challenging ang pagbabago dahil mas ina-address ko na yung learning gaps kasi nga yung mga bata nag-aadjust din (The change is challenging because I am more addressing the learning gaps since learners are also adjusting" (P4)

"The transition was very overwhelming, ang daming kailangang gawin pero at the same time it was rewarding kasi nakikita mo yung improvement nila (The transition was very overwhelming, there are a lot for adjustments but at the same time it was rewarding because you could see their improvement" (P6)

"Challenging because students were still navigating during the transition, tayo din ganun (Challenging because students were still navigating during the transition, so are we)" (P10)

"Challenging, the adjustments was very hard, especially in the modification of strategies since students were used to have the distance learning" (P12)

"Nakakapanibago kasi nasanay na sa modular then biglang magbabago, nahirapan din yung mga students (It's quite strange since we are used to modular then suddenly it changes, the students also had a hard time)" (P13)

"Overwhelming but rewarding. The preparation was very hard but at the end of the day it is our duty to give what is good for our students" (P16)

"... challenging on our part as teachers pero we have our goal to meet the demand of the

transition ("... *challenging on our part as teachers but we have our goal to meet the demand of the transition*" (P17)

"*Nakaka-overwhelm yung dami ng mga kailangang icomply (The number of things to comply was overwhelming)*" (P20)

Responses strongly imply that the transition from modular to face-to-face learning was a challenging process for both teachers and students. This was very evident from the responses: re-establishing routines, addressing learning gaps, and adjusting to new classroom dynamics. Participants expressed feelings overwhelmed by the number of adjustments required that they define as challenging. The statements accurately reflect the experiences of many teachers who have transitioned from modular to face-to-face classes. The challenges associated with this transition were complex and have had a profound impact on the teaching profession.

Adhering to Learning Gaps. This theme highlights the belief that face-to-face classes can effectively bridge academic gaps and provide students with the support, resources, and environment necessary to achieve their full potential. Based on the statements of participants, in-person classes offer opportunities for students to catch up on missed content and develop essential skills, ultimately leading to improved academic outcomes.

"*I am happy with the transition because and students are participative which are often missing nung modular*" (P2)

"*The direct interaction during the transition helped in building stronger teacher-student relationships, which are key to effective learning*" (P4)

"*I believe transitioning back to face-to-face classes provided a more supportive learning environment, particularly for students who are struggling during the pandemic*" (P5)

"*Returning to face-to-face allows me to have the right assessment and address individual needs of my students*" (P6)

"*I believe the transition to face-to-face classes helped us to address the gaps in student learning that occurred during modular*" (P8)

"*The transition from modular to face-to-face was a big help in teaching the learners because students will learn and participate more*" (P10)

"*During the transition period, learning outcomes were more feasible*" (P15)

"*... it was helpful to those who are struggling during the modular*" (P16)

"*... students can learn better in school with the supervision of the teacher*" (P20)

The transition from modular to face-to-face classes has been positively received by respondents, who highlight its effectiveness in addressing various educational challenges as evident in their statements. Teachers' responses increased student participation, which was often lacking during modular learning, and the direct interaction and physical presence in the classroom have been instrumental in building stronger teacher-student relationships, a critical factor for effective learning. Participants noted that face-to-face classes provide a more supportive environment, particularly benefiting students who struggled with the independent nature of modular learning during the modular distance learning. Overall, the transition allows teachers to conduct more accurate assessments and address individual student needs more effectively in bridging the gaps in various learning changes.

Adhering to safety protocols. This theme emphasizes the adherence of the educational frontliners for the safety of learners in compliance with the mandated safety measures and precautions for the transition. Based on

the statements by the participants, they adjusted to managing the physical classroom environment during the transition period following the health and safety guidelines implemented by the Inter-Agency Task Force (IATF).

> *"Reminded the learners to follow health protocols and create a friendly and safe learning environment to motivate learners to adjust themselves to the new teaching-learning process" (P8)*

> *"We followed the health protocols implemented by the IATF like the social distancing and providing alcohol, logbooks and health kits in the classroom" (P9)*

> *"Ensure compliance with health protocols, such as arranging chairs for social distancing, providing hand sanitizers, and promoting regular cleaning routines." (P16)*

> *"I considered the safety protocols given by the IATF like the social distancing. I make sure that the learner follow the guidelines." (P18)*

Considering the challenges posed by the COVID-19 pandemic, the safety and security of students and teachers remain a crucial aspect of the educational environment. Teachers emphasized their role in ensuring compliance with health guidelines to safeguard both students and staff. Participants' statements reminding students to follow health protocols and create a friendly and safe learning environment help students adjust more easily to in-person learning, knowing that their health is a priority. These are practical steps taken by teachers to adhere to the protocols set by the Inter-Agency Task Force (IATF).

This only shows how educational frontliners strict adherence to health guidelines. Arranging classroom seating to ensure social distancing, providing alcohol and hand sanitizers, and maintaining logbooks for contact tracing are some of the measures highlighted. By ensuring these protocols are followed, teachers not only protect the physical health of their students but also alleviate their compliance with important mandates. According to the suggestion of Glariana *et al.*, (2015), school administrators are advised to consult the standards outlined in the 2010 Educational Facilities Manual. To protect the safety and security of students, schools may attempt to comply with the standard. This dedication is essential for fostering an atmosphere where students feel comfortable and focused and ultimately enhancing the overall educational experience during the transition back to face-to-face classes.

4. Conclusions

Based on the findings, the following conclusions are drawn:

➢ The transition from modular distance learning to face-to-face classes underscores the critical need for teachers to be flexible and innovative in their instructional methods. The findings reveal that educators faced significant emotional and psychological challenges, highlighting the necessity for ongoing professional development and support. Teachers' adaptability and resourcefulness were evident in their efforts to integrate digital tools and differentiated instruction. This adaptability is essential for maintaining effective teaching practices amid shifting educational landscapes. Thus, it is crucial for teacher training programs to emphasize strategies for managing transitions and incorporating technology into traditional teaching methods.

➢ The study highlights the importance of maintaining learning continuity during transitions between different teaching modalities. Educational frontliners' experiences emphasize the challenges of ensuring that students' learning outcomes are consistent despite shifts in instructional methods. The findings suggest that face-to-face classes are more effective in addressing learning gaps and fostering engagement compared to modular distance learning. This indicates a need for educational institutions to develop frameworks that support learning continuity, including strategies for bridging gaps and ensuring that students receive the necessary support to thrive in both in-person and remote settings.

➢ Participants responses that in-person instruction facilitated better student engagement, understanding, and interaction compared to the limitations of distance learning. This underscores the importance of considering the modality's impact on both teaching and learning outcomes when designing educational programs. Educational stakeholders should consider these findings when making decisions about instructional modalities, potentially integrating a hybrid approach that supports the strengths of both face-to-face and distance learning.

➢ The findings of this study also highlight the need for educational institutions to provide adequate support and resources to teachers during transitions between different teaching modalities. Teachers experienced increased workload and stress during the shift from modular to face-to-face learning, which calls for policies that address these challenges. They should consider implementing support mechanisms, such as professional development programs and mental health resources, to help educators manage transitions more effectively.

4.1 Recommendations

Based on the conclusions drawn from the findings, the following recommendations are proposed:

➢ Educational institutions should develop and implement comprehensive frameworks to support learning continuity during transitions between different teaching modalities. This includes providing educators with targeted professional development focused on innovative teaching methods and effective workload management. Institutions should also establish strategies to bridge educational gaps and offer additional support to help students succeed in both face-to-face and remote learning environments.

➢ To ensure consistent learning outcomes amid shifts in instructional methods, educational institutions need to create and apply suited strategies for maintaining learning continuity. Institutions should also prioritize strategies that integrate the strengths of both face-to-face and distance learning environments.

➢ Educational institutions should explore hybrid teaching strategies. These strategies should combine effective practices from both face-to-face and distance learning modalities to enhance overall teaching effectiveness.

➢ Educational policymakers should establish policies and frameworks designed to support smooth transitions and ensure learning continuity. This includes providing professional development opportunities, resources for instructional adaptation, and strategies for managing the complexities of varying teaching modalities.

➢ Create a culture that acknowledges and rewards educators who develop innovative teaching methods and embrace positive change.

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