**RELATIONSHIP OF PERCEPTIONS OF**

**PARENTS AND STUDENTS TO FACE TO FACE CLASSES**

**AMIDST OF PANDEMIC**

**A Quantitative Research Presented to**

**The faculty of Senior High**

**School Department**

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**CHAPTER I**

**THE PROBLEM AND ITS BACKGROUND**

**Introduction**

It is almost three years since Covid 19 started and a lot of changes had emerged. COVID-19, which is common in many nations around the world, was declared a public health emergency of global concern in January 2020 (Mahase, 2020) and has wreaked havoc on practically every aspect of human life. The Coronavirus epidemic has influenced all of us. It has affected the livelihood, society, health, future, especially the learning of an individual, education. In education, the Covid19 pandemic has involved the educational system worldwide and has made many adjustments to education stakeholders. The coronavirus has forced several schools to close for an unknown period of time. However, as the day passed the new normal had been common to us and enable us to accept it. And it is where the reopening of class amidst pandemics has been brought up.

The Philippine government's Department of Education has issued recommendations for implementing online and modular distance learning instruction delivery. This is to protect students from contracting the sickness.

However, the president approved plans to perform a pilot deployment of limited face-to-face delivery in low-risk areas of COVID-19 transmission in January 2021, however, the proposal was eventually canceled due to the threat of the new COVID-19 strain. Despite being one of the world's longest and harshest lockdowns, questions remain about whether the country is ready to open its schools to children for the face-to-face study. School reopening for face-to-face contacts must be carefully organized in stages to protect the safety of kids, instructors, and school employees, particularly after physical separation. Planning and execution of school health protocols during this pandemic must be supported by the truthful data being given by various institutions (Sarmiento et al., 2021). Face-to-face classes amidst pandemic were difficult for all stakeholders of educations and all the students since they are the ones responsible for responding to this declaration. Parents' and students' perception of this topic has a big impact on the upcoming pilot face-to-face class.

Face-to-face classes in 2021 were challenging to all since they are in a new normal education. There are a lot of adjustments made. It is an exciting way to learn new things and it has different opportunities that you will encounter, face to face class might be the answer. Face to face manner of education has both pros and cons. It is important to think about your goals, needs, and interest before you

commit yourself to something. This is the way to handle yourself. The face-to-face class provides more information improving people’s lifestyle and intellectual capability since we can see each other physically. Through this, people have highly appreciated innovative regulations. The face-to-face class was an exciting moment for all who are yearning to learn more especially those students who cannot afford to buy a load or device to be used in an online learning setup. In a familiar, traditional classroom setting, you may feel more at ease and learn more quickly. However, DepEd was concerned about this matter and all they need to do is to wait for further information.

**Background of the Study**

Face-to-face learning is an educational method in which a group of students is taught course content and learning material in person. A student and an instructor can interact in real-time as a result of this. It is the most common method of educational instruction. Additionally, learners gain from increased interaction with their classmates. Students are held accountable for their progress in face-to-face learning at the class's designated meeting date and time. Face-to-face learning ensures a greater grasp and retention of lesson content, as well as the opportunity for class participants to bond. Face-to-face learning is primarily a

teacher-centered mode of instruction that varies greatly among cultures. Individualized learning has largely replaced traditional face-to-face educational instruction in several modern educational systems.

The Commission on Higher Education, (2021) announced that the conduct of limited face-to-face classes for all degree programs at the tertiary level in Metro Manila and other areas under Alert Level 2 will now be allowed. The permission of face-to-face classes has been approved by the Inter-agency task force (IATF) but many doubted this approval because schools are not fully ready and equipped in executing this abrupt transition. And the most affected are parents due to this abrupt transition. Several groups of parents support the pilot face-to-face classes because they think that online learning was not effective at all and that their learning was limited, unlike traditional learning. While other parents are hesitant in sending their kids back to school for the risk that their kids might be affected by the covid19. It was a tough decision for the parents because they are the key to the education of their kids. Besides, the students are one of the main factors that will be part of this pilot face-to-face classes. The learners are the ones who will face the challenges and will experience a lot of adjustment to the reopening of the class this 2021.

Pandemic is full of marvels. It has put us in a position where we must make a decision. As under these circumstances. Finally, school health measures for conducting face-to-face classes must be carefully prepared in accordance with national and international criteria to ensure that children are protected from COVID-19 or at the very least limit its effects. After all, students' lives are as important to them as their education is to them. It is the obligation of every government to see to it that this is done (Tolentino et al., 2021).

**Rationale**

The reason why the researchers conducted this research is to know about the insights of the parents and especially the students who will attend the face to face classes amidst the pandemic. This research helps to know the insights of several participants whom we interviewed to provide additional information. Also, this research provides how the school is preparing and what will be the safety protocols for the upcoming limted face to face classes and as well as the parents and students. In additional, this also contains the reasons of the students why they want to engage or participate in face to face classes even though it is limited.

**Statement of the Problem**

The purpose of the study is to determine the relationship of perceptions of parents and students to face to face classes amidst pandemic of the senior high school in Gen T De Leon National High School. This question will seek to answer the following:

1. What are the profile of the students?

1.1. Age

1.2. Gender

1.3. Device Used

2. What are the profile of the parents?

2.1. Age

2.2. Gender

3. What are the factors contributing to the perceptions of students and parents to the face-to-face class amidst pandemic?

4. Is there a significant relationship between the perception of students and parents to the face-to-face classes amidst pandemic of Gen T De Leon National High School?

**Hypothesis**

There is no significant relationship between the perceptions of parents and students to face to face classes amidst pandemic.

**Scope and Delimitation of the Study**

This study will focus on the relationship of perceptions of parents and students to face-to-face classes amidst pandemic. This study will only cover all the Senior High School Students along with their parents which is the population of this study in Gen T De Leon National High School Students.

The researchers will utilize purposive sampling in collecting samples from the population. The researchers will conduct the study in GTDLNHS ground to make sure that no survey will be done outside the school premises. The

projected time for the completion of the data gathering part (this includes conducting a survey and collecting data gathered) is at the end of November.

**Significance of the Study**

This study shows who can benefits from this study. It shows here the importance of this study in various beneficiaries.

**Students**. This study may help the students to be able to know their responses toward the pilot face-to-face class amidst pandemic and will also be a big help to get easily connected to one other as a student. This allows students to speculate well.

**Teachers**. This study may help the teachers to be aware of the situation of the students and their parents about face-to-face class amidst the pandemic and how it affects the work of a teacher amidst this abrupt transition. This may help the teachers to have an insight of what is the possible impact on the students.

**Parents**. The idea of this study may allow the parents to decide well for their children when it comes to face-to-face classes this year and will monitor their child.

This may also serve as the basis of the responses of parents to be used as strong evidence.

**School Administrator.** The school administrator will benefit from this study because they will know the current situation of students with their parents whose engaging in the said face-to-face class, thus they will have a better knowledge regarding the situation.

**Researchers**. This study may help future researchers to have a basis and guide on the perception of parents and students to the pilot face-to-face class amidst pandemic. This study may help future researchers to have an insight into their perception and their relationship in the location of Gen T De Leon National High School.

Contribution to the group:

Introduction – Hemima Castillo

Background of the study – Hemima Castillo

Rationale – Michelle Garcia

Sop – Hemima Castillo

Hypothesis – Hemima Castillo

Scope and delimitation – Roxanne Carido & Hemima Castillo

Significance of the study – Castillo Hemima

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**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

                In this chapter, the researchers would present various data and information that supports the study concerning the relationship of perceptions of parents and students to face-to-face classes amidst the pandemic of Gen T. De Leon National High School. The literature being cited in this chapter contains all Information, Knowledge, Ideas, and Investigations related to the study. The Researchers included all the relevant and useful data that will support and strengthen this present study.

**Related Literature**

The closure of schools due to the coronavirus pandemic has shook educational life around the world. The ripple effects can be seen in how teachers and students have adapted to the new online form of education's constraints. The current study focuses solely on the educational process's beneficiaries, with the goal of learning about their perceptions of face-to-face and e-learning, as well as their desire to return, or not, to traditional forms of education (V Gherhes et al.,2021).

This literature emphasizes the importance of adherence to school health protocols in the delivery of face-to-face classes in accordance with national and international guidelines in mitigating the effects of the COVID-19 pandemic as a public health crisis. In the Philippines, the government's Department of Education has issued guidelines for implementing online and modular distance learning instruction delivery. This is done to keep students from becoming infected with the disease. However, plans to conduct a pilot implementation of limited face-to-face delivery in low-risk areas of COVID-19 transmission in January 2021 were approved by the president but subsequently canceled due to the threat of the new strain of COVID-19. Concerns have been raised about whether the country is ready to open its schools to students for face-to-face learning, despite having been subjected to one of the world's longest and most stringent lockdowns. Finally, school health protocols for face-to-face classes must be carefully planned in accordance with national and international guidelines to ensure that students are safe or, at the very least, that the effects of COVID-19 are mitigated (Sarmiento P., et al., 2021).

According to Jose Ma W Gopez, (2021), secondary schools must follow health protocols as well as national and international guidelines to ensure that face-to-face classes do not endanger the health of students and educators.

This paper proposes that, even in higher education, face-to-face classes must be well-planned and executed. As a result, gradually resuming face-to-face classes becomes necessary in order to regain a sense of normalcy in the midst of a pandemic. Face-to-face classes are only available to students enrolled in medicine and allied health courses. Collaboration with local government units is required for HEIs, with a presented contingency plan for the resumption of the limited physical classes. Without prior notice, the CHED may order the immediate suspension of any school that violates the circular's health protocols and other provisions. The Philippine government is attempting to increase the number of health workers during this pandemic.

The COVID-19 pandemic has posed significant challenges to Ghana's education system, resulting in school closures for months. On May 31, 2020, the Ghanaian government made a bold decision based on expert advice to reopen schools for final-year students in the midst of the COVID-19 pandemic. In this study, the vast majority of students had never heard of COVID-19. This is consistent with previous studies that found high awareness of COVID-19. The high level of awareness in this study could be attributed to widespread COVID-19 awareness campaigns and education in Ghana. In contrast to this study, where the majority of students learned about COVID-19 through TV/radio, children in

Cambodia learned about COVID-19 through Facebook. Television continues to be an important source of information about COVID-19 among secondary students in Italy. This demonstrates the critical role of traditional media in informing Ghanaians about the COVID-19 pandemic. Health promotion programs that aim to educate students about COVID-19 and other infectious diseases should consider using TV/radio as a medium. The vast majority of students indicated that they trust TV/radio for COVID-19-related information (Stephen Dajaan Dubik et al., 2021).

After more than a year of battling the coronavirus pandemic, Bonz Magsambol, (2021), announced on his blog that the Philippines will reopen up to 120 schools for limited face-to-face classes in a pilot program approved by President Rodrigo Duterte. Prior to this, the Philippines was one of the last two countries in the world to reopen schools after the World Health Organization declared a pandemic in March 2020. The Philippine government has been chastised for its pandemic response, with critics claiming that the country's school closures reflect misplaced priorities and inadequate management of the health crisis. According to the Department of Education (DepEd), the operational guidelines for the run were developed in collaboration with the Department of Health (DOH) and with the assistance of the World Health Organization, the United Nations Children's Fund, and other organizations specializing in children's health.

The guidelines took into account "personal protective equipment available, sanitation, detection and referral, ventilation, contact tracing, and quarantine, coordination, and contingency measures," according to the department. The guidelines also included a protocol for preparing school personnel, students, and the community before the school reopened.

On the first day of classes for School Year (SY) 2021-2022, students and parents held a picket protest in front of President Corazon Aquino Elementary School in Quezon City to highlight the struggles they have been facing as the school year officially began this week. The education stakeholders demanded that the government "address the woes haunting the country's education system" as a result of the government's "bungled pandemic response" and the Department of Education's (DepEd) "incompetence" in implementing a safe and effective education program amidst the health crisis. Incoming first-year college students and Salinlahi Youth Marikina Secretary David Austria said face-to-face classes should resume as long as safety precautions are in place. Nanay Jekris, a Quezon City resident and mother of school-aged children who took part in the protest action, lamented that the school year had already begun but that the national government had failed to provide much-needed school materials and learning

resources for students, particularly those from low-income families (Merlina Hernando-Malipot, 2021).

While there are numerous guidance documents for reopening schools, ming schools instead pose a series of questions for districts to consider in order to allow for regional variation and flexibility. However, it exposes the district to the risk of reopening while also meeting the needs of students, families, and staff. Weighing all relevant factors to make a decision about reopening or staying often entails simultaneously considering public health risks, educational risks, and other potential community risks. This type of risk assessment necessitates knowledge of public health, infectious disease, and education, as well as a clear expression of the community's values and priorities. It also necessitates a protocol for monitoring virus data that is reflective of the community's needs and values, and attends an effective show of districts will need to take care to engage a diverse range of perspectives in the decision-making process (Bond C et al., 2020).

The coronavirus disease-2019 (COVID-19) pandemic has caused massive disruptions in the lives of people of all ages, including school-aged children. Although the decision to close schools was made to ensure the overall well-being and safety of children, we must acknowledge that it has had a negative impact on education, health status, development, family income, and the nation's

economy as a whole. It has been suggested that educational facilities should only be closed when no other options are available. In fact, policymakers have been advised to plan and implement a series of measures at various levels to prevent the introduction and spread of the infection in schools and the local community. To summarize, the COVID-19 pandemic has had a significant impact on the lives of schoolchildren, and it is past time for us to make evidence-based decisions to reopen schools. However, significant preparation and risk-mitigation efforts are required to ensure the safety of children as well as the community (Saurabh RamBihariLal Shrivastava and Prateek Saurabh Shrivastava, 2020).

According to News 18, "a group of parents and school teachers on Saturday staged a protest outside Chief Minister Arvind Kejriwal's residence in Delhi and demanded the reopening of schools for students of primary section and classes 6 to 8 and said that children are becoming victims of mental and physical problems because they are forced to stay in schools. Following a significant improvement in the national capital's COVID-19 situation, the Delhi government announced last month that schools for grades 9 to 12, colleges, and coaching institutions would reopen on September 1. The Delhi government had stated that no student would be forced to attend physical education classes, and that parental consent would be required. According to RC Jain, president of the Delhi State

Public Schools Management Association (DPSMA), the government stated that it would assess the situation following the reopening of schools for grades 9-12 and then decide whether to reopen further. New Delhi, Sep 25 (PTI): A group of parents and school teachers protested outside Chief Minister Arvind Kejriwal's residence here on Saturday, demanding the reopening of schools for students in the primary section and classes 6-8. Following a significant improvement in the national capital's COVID-19 situation, the Delhi government announced last month that schools for grades 9 to 12, colleges, and coaching institutions would reopen on September 1. The Delhi government had stated that no student would be forced to attend physical education classes, and that parental consent would be required. According to RC Jain, president of the Delhi State Public Schools Management Association (DPSMA), "the government stated that they would analyze the situation following the reopening of schools for Classes 9-12 and then decide on further reopening."

Erin Cofrancesco and Melina Minji Kim, (2018) stated that, “Our findings show that, while parents' perceptions of blended learning are neutral or positive, their comprehension is limited. Almost two-thirds of our respondents did not understand what blended learning was. While the majority of parents believed that blended learning would benefit their children outside of school, fewer parents

believed that it was superior to traditional non-technology-based education. While it is encouraging that parents are not opposed to blended learning, it is clear that they are not passionate or knowledgeable enough to advocate for it. We hope that these findings will inspire schools to engage and inform parent communities more effectively. Parents' support would be a valuable asset in improving education because they are typically heavily invested in their children's futures."

**Theoretical Framework**

In this area, shows the theory concerning Relationship of Perceptions of Parents and Students to Face-to-Face Classes Amidst the Pandemic.

This study is based on Mezirow's (1977) theory of Transformative Learning. The ability to make a difference is referred to as "transformative learning." In formal education, students learn primarily from teachers, but faculty also learn from their students. Students can effect transformational change in a faculty member through events in the classroom or throughout the student/faculty interaction during a program of study—education is not based on reciprocity (Halupa, 2015).

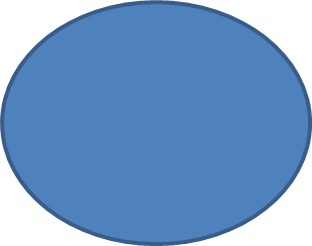
According to the theory, individuals engage in transformational learning to become more self-motivated, self-governing, logical, collaborative, and

sympathetic. In essence, people typically gain the ability to think about things they previously took for granted or were unaware of, and to make deliberate decisions about them (Valamis.com, 2020).

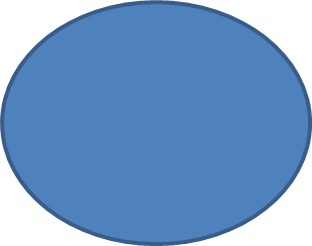
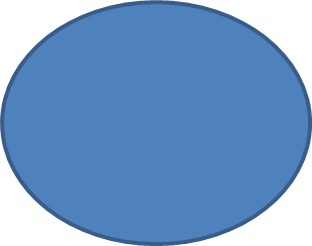
Mezirow identified ten steps that are required for transformative learning in 1978. These ten steps are as follows: a) a disorienting dilemma, b) self-examination, c) discontentment; realizing others are also dissatisfied and have changed, d) evaluation of potential options, e) critical assessment of personal assumptions, f) experimenting with new roles, g) planning a course of action, h) attaining knowledge and skills to realize action plan, I attainment of competence in new role, j) Some of these steps may be skipped if a learner does not wish to learn transformatively (Mezirow, 2000).

**Conceptual Framework**

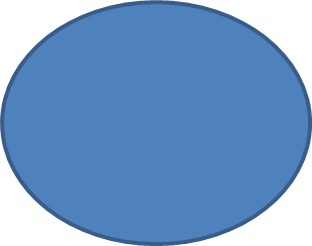
The conceptual framework on the Relationship of Perceptions of Parents and Students to Face-to-Face Classes Amidst the Pandemic is showed in the figure below. The detailed study is done in further context.



Parents



Relationship of Perceptions



Face to Face Classes

Students

**Synthesis of Related Literature**

The collection of related literature above provides pieces of information about face-to-face class amidst the pandemic and the perceptions of parents and students towards it. The present study focuses on determining the relationship

between their perceptions. Some previous studies are somehow similar to the present study. However, some are not because some of them were focused on the benefits, disadvantages, theories, convenience of face-to-face classes, and situations of the learners. They were not related to the academic performances of the students.

Based on some articles that the researchers had found and read, face-to-face classes amidst the pandemic has a big impact on all, since they are adopting to another set of challenges. Face-to-face classes will be irregular, staggered, or in shifts, with a smaller class size. This allows for social distance, reduces contact intensity, and keeps monitoring at a manageable level. To summarize, the COVID-19 pandemic has had a significant impact on the lives of schoolchildren, and it is past time for us to make evidence-based decisions to reopen schools. Students have been kept at home to study under a large-scale distance learning system that has been criticized for its poor implementation for two pandemic school openings. Perceptions of parents and students are quite similar and they have a relationship when it comes to face-to-face classes.

**Definition of Terms**

To further understand the present study, the following words were defined operationally based on how the researcher wants the readers to understand.

**Perceptions** – These refer to the understanding and opinion of parents and students to face-to-face classes amidst pandemic.

**Face-to-Face classes** - this is an overall learning system because it is where the students and teachers are physically present after the pandemic. It is also known as a normal class.

**Online education** - A domain of learning that delivers instruction and course materials over the Internet and other computer-mediated communication tools.

**New Learning Set-up** - it is where the education begins. It refers to the modality where learning occurs between the teacher and the geographically remote during instruction. It is the most viable for independent learners, and learners supported by periodic supervision of parents or guardians.

**Pandemic** - it is an outbreak that spreads across countries or continents. This pandemic is what we are experiencing now.

Contribution to the group:

Review of Related Literature – Hemima Castillo

Theoretical Framework – Hemima Castillo & Rolando Ablaza

Conceptual Framework – Hemima Castillo

Synthesis of related Literature – Hemima Castillo

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