

SOCIAL REPRESENTATION OF LIMITED FACE-TO-FACE

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ABSTRACT

*This study looked at the social representation of limited face-to-face using Social Representation Theory. To attain this goal, specific objectives of this action research were to: determine what is the social representation of limited face-to-face as by the students and the parents; to identify what type of social representation do students and parents have; and to determine what is the proposed intervention out from the result of the study. Consequently, it only focuses on the students and parents of Sta. Filomena Elementary School at Cateel, Davao Oriental. The researcher used a researcher-made survey questionnaire for data gathering and factor analysis was utilized to analyze the data. Results show that the parents see it as better than modular learning; while students see it as observing social distancing. It was also shown in the result that parents and students have emancipated representation of limited face-to-face. It was also revealed that the parents tend to base their appraisal on underlying principles while students tend to get stuck with surface features. With this, the proposed intervention out from the result is a classroom dialogue called **Let's Talk it Out**. Results of the study were discussed in relation to addressing the problems of limited face-to-face.*

Keyword: *Social Representation, Limited face-to-face, Emancipated, Hegemonic, Polemical*

1. INTRODUCTION

Schooling has become one of the most affected parts of human existence due to corona virus disease-2019 (COVID-19) pandemic (Sarmiento et al, 2021). As cited by the United Nations Educational, Scientific, and Cultural Organization or UNESCO (2021), many governments throughout the world have opted to temporarily close schools affecting millions of students. The COVID-19 pandemic has afflicted 1.5 billion (84.8 percent) students in 172 nations throughout the world. According to Sarmiento (2021), as a result of the pandemic, students, mainly children, have been experiencing a learning crisis.

In the Philippines, the Department of Education has issued recommendations for implementing the different learning modalities of education to protect students from contracting the sickness (DepEd, 2021). However, plans to perform a pilot implementation of limited face-to-face delivery in low-risk COVID-19 transmission zones in January 2021, but were later canceled because of the treat of the new COVID-19 strain (Sarmiento et al, 2021). It was moved on November 15 of 2021 and was highly successful said by the DepEd Secretary, Leonor Briones.

On Dec. 9, 2021, the Department of Education (DepEd) issued a memorandum instructing all public and private schools to prepare for the expanded phase of face-to-face sessions, which is set to begin in early 2022. According to the DepEd Memo No. 085, s. 2021, the enlarged phase would include all grades from Kindergarten to Grade 12. Limited face-to-face has been implemented but what other people's views and knowledge about it has not been guaranteed yet. With this, this study aims to determine the social representation on limited face-to-face.

2. REVIEW OF RELATED LITERATURE

This chapter is a discussion of the literatures and other related researches to which the present study is related or has some bearing or similarity.

2.1 Covid-19 Outbreak and its Effect to Education

In teaching our second language which is English, the most important skill to be learned by the students and which also a fundamental feature of language they must acquired should be the proper delivery and construction of grammar, for a fact that effective communication lies in grammar itself (Yusob, 2018). In the study of Brinton (2013), grammar is an essential component of any language. The mastery of a language's grammar will influence the mastery of linguistic skills. As a result, when learning a language properly, grammar is a subject that should be thoroughly studied. Students required proper grammar instruction in order to developed effective language skills (Shanmugavelu, 2020). To various people, the word grammar denotes different things. To the average person, it referred to the correctness or incorrectness of the language he or she used. Meanwhile, it was an analytical and terminological analysis of sentences for a school student (Windsor, 2021). Grammar knowledge aided students in correcting errors and improving their written work, only by conscious integration can a person learn a new language accurately (Debata, 2013). Also, he then added that when our linguistic habits failed us, grammar is a reliable source of information. As a result, grammar is essential for students.

In a journal written by Effendi (2017), he claimed that without the principles that shape words and weave sentences together into fluid paragraphs and comprehensible arguments, writing would simply not be writing. Every day, we utilized these norms when sending text messages, writing essays, creating business reports, and even updating our Facebook statuses (Zientek et. al., 2016). Despite the widespread use of writing in our daily lives, still, correct grammar has been abandoned (Hutcheson, 2011). This is the main reason why we need to comeback and revived grammar enhancement again, backed up now with satisfying powerful strength and knowledge to be exerted with the aid of modernized teaching approach and learning materials, tools, and or equipment (Yule, 2014).

2.2 Implementation of Modular Distance Learning

On March 6, 2020, the COVID news exploded, affecting academic institutions all around the world (Sankar, 2020). Face-to-face sessions in schools at all levels around the world must be discontinued to prevent the spread of the coronavirus disease (Sahu, 2020). Schools must embrace a new learning approach to ensure student learning continuity (Kintanar, Elladora, and Cuizon, 2021). As a result of the pandemic, Modular Distance Learning has been implemented as an immediate reaction to ensure educational continuity (DepEd, 2020).

The Philippines is one among the countries most affected by the global pandemic. Despite the discontinuation of face-to-face classes, the Philippine educational system has been seeking to discover new ways to educate students (De Villa and Manal, 2020). The Philippines is undergoing a change to a new standard of education, with educators' constant creativity and active participation from other stakeholders serving as the driving forces behind its success (Bellena and Feranil, 2021).

The most common sort of distance learning is modular learning. The Department of Education developed Modular Distance Learning to ensure educational continuity and for each school to continue to fulfill its objective and vision of providing quality education to every Filipino learner (Quinones, 2020). This learning method is currently used by all public schools in the Philippines because, according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method among parents with children enrolled in academic year 2020-2021 (Bernardo, 2020). This also considers learners in remote locations who do not have access to the internet for online learning (Muthuprasad et al., 2021).

Furthermore, parents and guardians play numerous responsibilities in Modular Learning, such as Module-ator, Bundy-clock, and Home Innovator, according to the Department of Education (DepEd). As a Module-ator, they are responsible for collecting and submitting printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the start and conclusion of each week, as agreed by the parents and the school (DepEd, 2020).

The teacher is responsible for keeping track of the students' progress. Learners can contact the teacher via e-mail, phone, text message, or instant messaging, among other methods. If at all practicable, the teacher will make home visits to students who require remediation or support (Llego, 2020).

2.3 The Shift from Modular Distance Learning to Limited Face-to-Face

Since the outbreak and threat of the pandemic, various governments throughout the world have decided to temporarily close schools, affecting millions of students. Therefore, the pandemic has generated a learning problem among learner, the majority of them are youngsters (Sarmiento, 2021).

Many politicians throughout the world have had to make difficult decisions on whether or not to utilize extended school closures to curb the spread of the coronavirus pandemic in 2019 (OECD, 2020). The Philippine

government is debating whether to postpone face-to-face classroom instruction until a COVID-19 vaccine has been provided to a large portion of the population, pending the outcomes of a restricted reopening pilot in January. While there are currently over 214 COVID-19 vaccines in development, with 10 potential vaccines in phase 3 clinical trials, it cannot be assumed that safe and effective COVID-19 vaccines will be approved for use and marketing, manufactured, procured, and administered to tens of millions of people before the end of the school year 2020–2021 (Raitzer, Lavado, Chen, Hasan, and Velarde, 2020).

There is a lot of evidence that there is a slide effect during the game pauses from school, during which students not only do not gain but also do not acquire. They gain new knowledge, but they also lose existing knowledge already possessed, this has a significant impact (Goldstein, 2020). It has been calculated that children lose information at about the same rate that they gain it during the year during a time of school closure. This indicates that pupils lose two academic years of learning for each academic year in which schools are closed (Raitzer et al., 2020).

President Rodrigo Roa Duterte has authorized the pilot introduction of face-to-face seminars in low-risk regions as part of the administration, according to DepEd (2021). As part of its participation conditions, the pilot will only be open to at least 100 public and 20 private institutions. These schools are in low-risk areas as determined by the Department of Health (DOH), and they must have passed the Department of Education's (DepEd) safety assessment using the school safety assessment tool, as well as the support of the local government unit in the form of a resolution or support letter. Participants from private schools will still have to go through a selection process, despite the fact that public school students have already gone through one (DepEd, 2021).

In accordance with Republic Act (RA) No. 7722, also known as the "Higher Education Act of 1994," CHED-DOH Joint Memorandum Circular (JMC) No. 2021-001 on the Guidelines for the Gradual Reopening of Campuses of Higher Education Institutions for Limited Face-to-Face Classes During the COVID-19 Pandemic, Inter-agency Task Force (IATF) for the Management of Emerging Infectious Diseases Guidelines on the response of the Commission on Higher Education (CHED) and the Department of Health (DOH) now adopt and promulgate the following rules on the Implementation of Limited Face-to-Face Classes for All Programs of Higher Education Institutions (HEIS) in Areas Under the COVID-19 Response Alert Levels System (Joint Memorandum Circular, No. 2021-004).

During the briefing of Presidential Spokesperson Harry Roque, Education Secretary Leonor Briones last October 07, 2021 stressed the need of holding face-to-face sessions for students, even if only on a limited basis. Face-to-face classes, according to DepEd, can help minimize the limitations of distance learning by addressing issues in remotely monitoring and measuring learning progress. Limited face-to-face attendance can also reduce disparities and unevenness in access to technology, household resources, and student self-learning skills. Furthermore, face-to-face classes can enable the resuming of activities that are not possible at home (DepEd, 2021).

Participating schools must also obtain the written agreement and endorsement of the parents of students who will be taking part in the pilot program. No student will be forced to take part in this project's experimental face-to-face course implementation. A combination of face-to-face sessions at school and distance learning modes will be utilized to explore for two (2) months (IATF Health and Safety Guidelines, 2021).

Face-to-face classes and distant learning, particularly modular learning, are kinds of education that involve both students and teachers who assess students' knowledge (Mpungose, 2021). It also reflects the students' eagerness to learn and grow as they participate in the learning activities. Both types of classes may put students' attention spans to the test when it comes to learning, especially those who are easily distracted. In face-to-face classes, students may be subjected to a lot of distractions from their peers, whereas in modular classes, the presence of gadgets and other activities may keep them from studying. Face-to-face classes, on the other hand, employ two-way learning, which allows for live interaction between students and teachers while also facilitating communication (Mukhtar et al, 2020).

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2.4 Relevance of Social Representation to Limited Face-to-Face

Developed by social psychologist Serge Moscovici, Social Representations Theory (SRT) refers to shared ways of understanding, thinking about, and judging social reality (Höjjer, 2011). Moscovici's work has had an impact on a wide range of fields, including public health, political science, media studies, social psychology, and sociology (Ittefaq et al., 2022). To maintain social order and promote communication among groups and communities, Social Representation Theory proposes that people understand and communicate common concepts through social constructions such as values, objects, beliefs, metaphors, and popular views (Höjjer, 2011; Moscovici, 2001; Wagner et al., 1999).

The theory of social representation describes how people interact to create a reality (Moscovici, 1988). This theory can be applied to social issues that affect society's daily thinking (Wagner et al., 1999). The concept is a social psychology innovation that focuses on collective rather than individual cognition (Moscovici, 1988). Because it is centered on knowing realities rather than being their reality (Howarth, 2001), communal cognition enables society members to comprehend their world (Arthi, 2008).

With this, this paper explores the social representation of limited face-to-face. This is to dig deeper about their views of limited face-to-face and its relevance to social representation

3. METHODOLOGY

3.1 Research Design

The researcher utilized quantitative descriptive correlational design on this study. According to Koh (2000), The descriptive research is a study of status and is widely used in education, nutrition, epidemiology, and the behavioral sciences. The most common descriptive research method is the survey, which includes questionnaires, personal interviews, phone surveys and normative surveys. Descriptive research generates data, both qualitative and quantitative that define the state of nature a point in time.

3.2 Research Instrument

The researcher conducted a pre-pilot to 10 non-respondents (5 parents and 5 students) of the study, where they were asked what first five words/phrases/sentences came to their mind when they think of limited face-to-face. After the responses are tallied, the researcher forwarded it to the statistician, then categorized into themes. These themes were used to gather the data in this study. The research instrument is a researcher made questionnaire which underwent validity and reliability testing. Validity test was established through factor analysis with KMO of 0.748 and Bartlett's Test of Sphericity of 0.000 which both suggest that there is enough sample and correlation among data for the test. Scree plot and rotated component matrix showed that Item 3 of the pre-tested questionnaire must be removed to make it valid. On the other hand, reliability test was accomplished using Cronbach's Alpha with coefficient of 0.772 which showed that the questionnaire is highly reliable upon removing Items 6, 8 and 11.

3.3 Respondents of the Study

The respondents of this study were the parents and students of Sta. Filomena Elementary School. They were chosen through stratified random sampling technique. According to Adam Hayes (2019), stratified random sampling is a method of sampling that involves the division of a population into smaller sub groups known as strata. Slovin's formula is used to determine the sample size of 150 with a margin of error 0.05, this means that there are 150 respondents who are grouped according to their type. There are 75 or 50% number of students and 75 or 50% number of parents.

4. RESULTS AND DISCUSSION

This chapter presents the discussion on the presentation and analysis of findings. The following headings focus the discussion: Social representation of limited face-to-face as seen by (a) students, and (b) parents, type of social representation students and parents have, and the proposed intervention out from the result from the study.

The content of the social representation of limited face-to-face for both the students and parents was recorded where the respondents were asked what are the first 5 words/phrases/sentences that came to their minds when they think of the word limited face-to-face. The students and parents evoked a total of fifty (50) responses (mixture of words/phrases/sentences).

The researcher ended up with nine (9) themes, which now serve as the respondents' social representation of limited face-to-face. The social representation centered to the following themes: Limited face-to-face observes physical distancing, limited face-to-face is better than modular learning, limited face-to-face is good, limited

face-to-face allows us use of school facilities, limited face-to-face develops socialization skills, limited face-to-face is advantageous to the parents, limited face-to-face is the true class, limited face-to-face incurs more expenses, and limited face-to-face offers good learning.

4.1 Social Representation of Limited Face-to-Face

Table 1 shows the functions at group centroids which presents the social representation of limited face-to-face seen by the students and parents. This shows that those having positive values of the factor analysis will be associated to the students while those having negative values will be associated to the parents. And Figure 3 describes the descriptions having these values.

Table 1: Functions at a group centroid

Figure 1 shows that constructs related to limited face-to-face associated to students are: limited face-to-face observes social distancing, good, allows use of school facilities, advantageous to parents and is the true class. On the other hand, constructs associated to the views of the parents are: limited face-to-face is better than modular learning, develops socializations skills, incurs more expenses and offers good learning.

Respondents	Function
	1
Students	.375
Parents	-.375

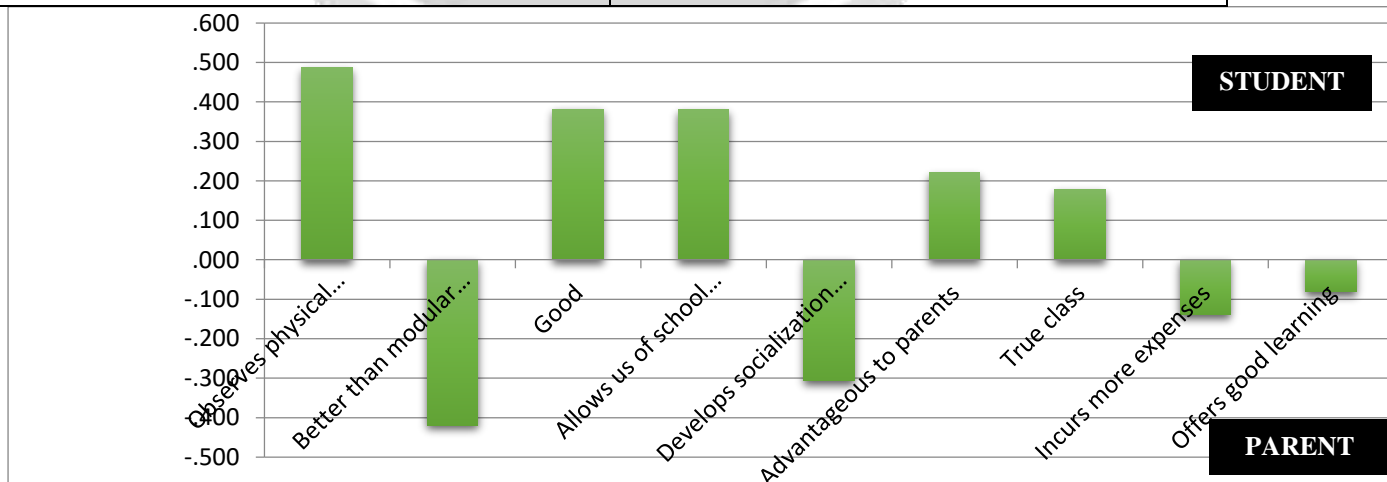


Figure 1: Social representations of students and parents

4.2 The Central of Students' Social Representation

It was shown on figure 1 that the representation that has the most value for the students is, limited face-to-face observes social distancing, and this signifies as their central core. The central core is a group of central elements that can be an opinion, a belief, or perspective on the object (Moliner, 1995). According to Abric (1993), central core is defined by the representation's stability, rigidity, and coherence. This means that an object, which contradicts the central core in some ways, will not be recognized, or accepted as an object (Moliner, 1995). It is the fundamental element of the representation, according to de Sá (1995) since it controls both the signification and the organization of the representation. This means that students see limited face-to-face as by merely observing social distancing for it is the representation that everybody agrees on and is not subject to any dispute among the group members (Flachaire and Hollard, 2006).

4.3 The Central of Parents' Social Representation

As shown in figure 3, the representation that has the most values for the parents is, limited face-to-face is better than modular learning, this represents as their core values. According to Jovchelovitch (2012), central core is stable, coherent, and resistant to change, and as such, it performs a second role, that of representing continuity and consistency. The central core gives a whole meaning to a representation (Flamment, 1994), and it also defines the homogeneity of the social group (Molinari and Emiliani, 1996). This shows that the social representation seen by the parents as described by their central core is that, limited face-to-face as better than modular distance learning for it is the representation on which everyone agrees on and which is not up for debate among the group members (Flachaire and Hollard, 2006).

4.4 The Peripheral of Students and Parents' Representation

It is shown on figure 1 that the representation that has the second to lowest values for the students are: limited face-to-face is good, allows use of school facilities, advantageous to the parents, and is the true class. While on the other hand, representation that has second to lowest values for the parents are: limited face-to-face develops socialization skills, incurs more expenses and offers good learning, therefore this represents as their peripherals.

According to Rateau and Company (2012), the peripheral system, in tune with every day contingencies, enables a representation to be adapted to various social contexts. That is why they are manifested by flexibility, adaptability and are relatively heterogenous (Abric, 1993). Furthermore, the peripheral system allows for individual representation modification (Echabe, 1994). Its adaptability enables the display of individual variances according to the participants' own historical, personal, and factual experiences. It enables for the creation of customized social representations that are centered on a shared central core (de Sá, 1995). If the central system agrees on social representations, the peripheral system can accept large interindividual variances. This just shows the peripheral elements of the students and parents' representation, on the other hand, points out the variations of individuals in the group (Flamment, 1994).

Overall, findings show that what is core or important for the students is peripheral or inconsequential for parents and vice versa. This means that things that are important to the students are the things that are less important to the parents, and vice versa. This inverted representation demonstrates how the two groups navigates their social worlds differently as stated by Fasanelli and Company (2020).

4.5 Type of Social Representation Students and Parents Have

The criteria set by Moscovici (1988) on the kinds of representations were utilized to address SOP 2. These criteria were also simplified as:

4.5.1. Polemical representations if the representation of the two groups were antagonistic

(Jaspal et al, 2014). For instance, students will describe limited face-to-face as something that allows use of school facilities while parents will describe limited face-to-face as true class.

4.5.2. Hegemonic representations if the representations of the two groups were similar (Jaspal et al, 2014). For example, both the students and the parents will describe limited face-to-face as better than modular learning.

4.5.3. Emancipated representations if the representations of the two groups were differed but complementary to each other (Höijer, 2011). For instance, if the students say that limited face-to-face observes social distancing while parents say it is better than modular learning.

Based from the result, the type of social representation students and parents have is emancipated social representation because Figure 1 shows that the result were different however they are complementary with each other.

The students' social representation was defined in terms of its central core which is, limited face-to-face observes social distancing, on the other hand, the parents' social representation which was also defined by its central core is about the betterment of limited face-to-face compared to modular learning. As such, this type of social representation does not clash each other, therefore this is an emancipated social representation.

According to Höijer (2011), subgroups that produce their own versions with a certain degree of autonomy with respect to the interacting segments of society are referred to as emancipated representations. Furthermore, Jaspal and Company (2014), stated that emancipated representations may be complimentary in certain ways, and the audience may take ideas from both and integrate them with their own experiences.

It reveals the way that the two appraises limited face-to-face. The students appraise it in a very superficial way, this means that they see much about its physical structure while the parents appraise it in a much deeper way.

4.6 Proposed Intervention

Based from the result of the study, the researcher proposed an intervention called **Let's Talk it Out**. This intervention program is a classroom dialogue wherein students are given an opportunity to share their experiences and speak from their own perspectives, while also challenging them to understand why they hold a particular viewpoint. A dialogue is an analytical and sharing process that allows opposing points of view coexist. Participants should obtain a better grasp of their own and others' perspectives on a certain topic or situation. This aims to help both the students and the teachers to understand different points of view rather than persuade or force them.

Creating a dialogue between the students can be challenging however, it could prevent the teacher from being alienated to their students and build a communication between them. Through an open exchange of perspectives, a dialogue fosters engaged learning by deepening students' comprehension of a problem or topic (e.g. about limited face-to-face).



Figure 2: Process of the Intervention “*Let's Talk it Out*”

Step 1. Introduction. Focus groups takes 20-25 minutes of class time, either at the beginning or towards the end. It is also beneficial for the facilitator to observe a portion of the class ahead of time so that he or she has some background for comprehending what students are saying. It is also important that the teacher leave the room during the led discussion. After the teacher have left the facilitator will introduce himself or herself and the process, prompt students to form groups, and distribute worksheets. The facilitator will also explain to the student that their comments will be anonymous.

Step 2. Small Group Discussion. Students will work in groups of 3-5 to record discussion points on worksheets. Worksheets are commonly prepared to collect feedback from students about class strengths (ex. What is helping you learn?) and suggestions to improve student learning. It can be customized for more specific feedback, but responses to more generic questions usually yield more robust and useful results.

Step 3. Large Group Discussion. The facilitator then leads a discussion with the entire class about the most important points that students raised in their small groups. This allows the facilitator to clarify students remarks, collect concrete ideas, and gauge students in comparing and contrasting their own perceptions and expectations with those of their peers.

Step 4. Wrap Up. The facilitator wraps up the discussion, collects worksheets, thanks students and let them know they will be discussing the feedback (anonymously) with the teacher, ideally before the next class meeting.

5. CONCLUSION

Based from the data findings throughout the study, the researcher can conclude the following:

1. The social representation of limited face-to-face as seen by the students which was defined by their central core is, limited face-to-face observes social distancing; while the social representation of the parents as defined by their central core is, limited face-to-face is better than modular learning.

2. The type of social representation the students and parents have is Emancipated because the result shows that representations of the two groups differed but complementary to each other.
3. The proposed intervention out from result of the study is a classroom dialogue called **Let's Talk it Out**.

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