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Students in the New Normal: Their Experiences in the Pandemic's Limited Face-to-Face Classes

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ABSTRACT

To better understand how students adjusted to the limited face-to-face learning environment during the Covid-19 pandemic, this study focused on their experiences, challenges, and motivations acquired during that time. The study employed phenomenological research and Collaizi's seven steps of data analysis. Twenty students were purposively selected and consulted to share their learning experiences during the pandemic's limited face-to-face classes. The findings showed that students' main challenges with attending limited face-to-face classes were a lack of instructional time and collaboration, difficulty understanding the lessons and activities, and an adjustment period. Nevertheless, despite these challenges, they are highly motivated to keep learning in class. Thus, emerging themes were also detected, such as completing studies for the future, steadfast commitment to learning, fulfilling their life's dreams, and appreciating education despite challenges. The findings demonstrated that students must focus on their motivation to learn in adjusting to the limited face-to-face classes. However, because there were only twenty participants in this study, those individuals' viewpoints do not fairly reflect the student body across the country. In this regard, the researchers recommended including teachers in the later years of the pandemic researching difficulties and motivations. Primary education institutions should strengthen the limited face-to-face classes, reevaluate the curriculum, equip the staff, modernize the facilities, implement a strategic plan, and evaluate every part of the plan to maintain teaching and learning continuity in the new normal of education.

INTRODUCTION

The Covid-19 pandemic has influenced education systems worldwide—countries modified and created ways to maintain learning continuity and minimize learning loss. During the pandemic's peak, the Department of Education (DepEd) created the Basic Education Learning Continuity Plan (BE-LCP) for 2020–2021. The BE-LCP is a collection of educational initiatives to address the difficulties in the fundamentals of education brought on by Covid-19. The President gave his approval to the implementation of the BE-LCP under the condition that only distance learning modes would be permitted. Although distance learning supported innovations in the teaching and learning process and learning continuity during the pandemic, there were significant difficulties in the teaching and learning process that had an impact on learners' ability to adjust and grow (Abante *et al.*, 2021; Castroverde & Acala, 2021; Cortes, Omongos, Quevedo, Villarin, & Segarra, 2022; Delas Peñas, 2022).

On the other hand, according to the study done by Meniano & Tan (2022), the difficulties faced by the students during the Covid-19 pandemic in the modular remote learning implementation include challenging lessons and activities, distractions in learning, difficulty understanding instruction, a lack of support from others, poor module quality, and a lack of time management. Similarly, the Bagong Nasyon II National High School is one of the country's institutions that has implemented modular distance learning for the past two years, and many of its students have struggled to adjust to the new normal of education. Therefore, the DepEd has

continuously worked to advance and prepare for the secure resumption of in-person instruction.

Thus, the attached Guidelines on the Progressive Expansion of DepEd's Face-to-Face Classes (DepEd Order No. 17, s. 2022) in response to the President's approval of the face-to-face class expansion on January 17, 2022, and updated warning levels as determined by the Interagency Task Force on Emerging and Infectious Diseases (IATF-EID). These guidelines aim to ensure face-to-face classes' successful, efficient, and safe implementation by instructing schools on the procedures and standards to be followed.

Adhering to the guidelines, procedures, and standards for obtaining and passing the Revised School Safety Assessment Tool (SSAT) with the approval of the Department of Education Region IV-A, the Bagong Nasyon II National High School conducted the face-to-face learning modality during the time of the Covid-19 pandemic. The researchers will examine students' experiences who attended the limited face-to-face classes during the Covid-19 pandemic, focusing on their challenges and motivation.

Caslib & Decano (2021), Santillan & Labaria (2021), and Cortes *et al.* (2022) conducted a study about the learners' experiences with how it was put into practice in modular and online distance learning. However, little study has been conducted on students' experiences with the limited face-to-face classes held during the Covid-19 pandemic. Challenges and motivation in the new normal of education have been an aspect of the investigation. Given the current state of education today, it is necessary

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to switch to a gradual expansion of face-to-face classes. The face-to-face model of instruction emphasized the significance of interacting with teachers and learners because these interactions improved their learning through immediate feedback. However, modular and online learners highlighted teachers' need for a timely reaction. These learners said that they would have to wait for a long time for feedback. Students who attended face-to-face classes expressed satisfaction with their teachers' ability to present information excitingly and understandably, which increased student engagement (Mathera & Sarkans, 2018).

The current study closely explores the students' experiences during this pivotal transition. Due to the ongoing pandemic in the country, learning has transitioned from face-to-face to remote learning and is now returning to face-to-face learning with gradual expansion. It is necessary to investigate how students handled these changes during the Covid-19 pandemic to ensure the long-term viability of the educational process. Therefore, the current study focuses on students' experiences as participants in the gradual growth of face-to-face learning environments. Hence, this study aimed to answer the following two questions:

1. What prompted them to continue and attend limited face-to-face classes during this period?
2. What learning challenges have they faced due to Covid-19 threatening their lives?

LITERATURE REVIEW

Since the pandemic is still affecting the country, more academics are focusing their study on modular and online distance learning. The focus of the current study will be on the student's experiences in the limited face-to-face learning offered during the Covid 19 pandemic. Therefore, this chapter reviews the body of research on study motivation and how to address the possibility of pandemics while implementing learning modalities in the new normal.

The Significance of Study Motivation During a Pandemic

Millions of children worldwide are now compelled to learn at home due to the Covid-19 pandemic. Recent studies revealed that these detrimental effects children's motivation to learn. Distance learning implementation during the Covid-19 pandemic may have influenced students' views toward learning and motivation. According to Hermanto, Rai, and Fahmi's study (2021), respondents did not enjoy studying at home.

They did not learn what they would have spent in the traditional model, despite having a more considerable incentive to learn and better relationships with their family members. In the study by Meşe & Sevilen (2021), students perceive that online education harms their motivation because of a lack of social connection, a mismatch between expectations and content, organizational challenges, and the organization of learning settings.

Additionally, according to Tan's study (2020), there is much opposition to this change in teaching and learning approaches because the distance learning environment presents several pedagogical and technological difficulties. Students need more information about how to use online media tools and specialized media that the teacher cannot successfully impart, resulting in them paying less attention to the distance or online learning process. However, the interaction between teachers and students during online learning is relatively favorable due to each student's self-awareness, either the attunement to their learning style or the teacher's teaching style (Rosa & Domos, 2020).

On the other hand, students concur that they are motivated, passionate, and have a favorable outlook on modular distance learning (Capinding, 2022). Bordeos (2021) came to the opposite conclusion in his study about the use of modular remote learning, concluding that students had a negative attitude toward its implementation and believed it would negatively affect their learning experience. Thus, they are demotivated to learn. Although the country has fully adopted the modular and online learning method, it is anticipated that this unheard-before confluence of conditions following the pandemic would result in motivational alterations. Camacho, Correia, Zaccoletti, and Daniel (2021) highlighted in the study the possible positive impact teachers may have during this pandemic as essential providers of social support for students in primary education.

Therefore, in order to develop high-quality learners, student learning motivation is a crucial aspect. Gustiani, Ardiansyah, and Simanjuntak (2021) discovered that boosting student learning motivation for online learning requires encouragement, curiosity, enjoyment, and satisfaction. Words of encouragement make a big difference during these trying times (Mak, 2021). In practically every area of human activity, motivation plays a significant role. The motivational state undoubtedly affects the decision they make when they make one (Murayama, 2018).

Whether we refer to it as a need or a drive, motivation is an internal state that yearns for a change in oneself or the surrounding circumstances. When we draw from this energy source, motivation gives the person the desire and focus required to interact with the environment in a flexible, open-ended, and problem-solving manner (Reeve, 2015).

As a result, while switching from face-to-face to distance learning, motivation to study is vital during the Covid-19 pandemic. These students' autonomous motivation and dedication to their studies came from internal and external sources. Most of these students were driven by their ambitions for positive outcomes rather than by a regulated drive, rules, sanctions, or incentives. The study by Rahiem (2021) suggests the necessity of educating learners to make them more durable and capable of establishing the ability to remain positive and motivated in the face of adversity and difficulties by identifying how the students managed to empower themselves.

Learning Modalities in the New Normal: Responding to the Threat of Pandemic

In the Philippines, pushing education forward during the fatal pandemic brought on by Covid 19 is a complex undertaking in the “new normal.” Despite strong opposition due to the potential risk of the virus spreading, the Department of Education (DepEd) adopted and implemented the flexible blended learning approach. The various learning modes include blended learning, homeschooling, educational television, radio-based instruction, online learning, and modular (printed) and modular (digitized) learning. Despite the challenges associated with adopting these many learning modes across the nation, education must continue, and teachers should begin preparing for modular, online, and blended learning. It is feasible to teach, but there are obstacles as well.

Anzaldo (2021) noted in her study that online learning is implemented, particularly in high schools and colleges, in cities where modern living is practiced, and students have the luxury of having an internet connection at home. However, modular distance learning is implemented for those residing in remote areas or provinces where internet access is limited to a select few.

However, due to the Covid 19 outbreak, teachers faced several difficulties implementing various learning modalities. These teachers face significant difficulties with internet access (Abante *et al.*, 2021; Agayon *et al.*, 2022) and students’ challenges with following instructions (De Villa & Manalo, 2020; Villonez *et al.*, 2020; Agayon *et al.*, 2022), the transfer of learning quality, the distribution and retrieval of modules, power outages, health risks (Agayon *et al.*, 2022), and insufficient training on the various online platforms for online teaching and learning processes and learning assessment (Abante *et al.*, 2021).

Faced with these challenges caused by the pandemic, distance learning proliferated in the Philippines and become the most reliable method of completing school years (Dagdag & Darang, 2021).

With the aid of adaptable teaching and learning modalities, distance learning becomes more adaptive and effective. As a result, teachers are preparing to arm themselves with distance learning because teaching can be challenging and stressful during difficult times. Even if they encounter obstacles hindering their work, they can acclimate to the new normal and carry out their duties. Although the Covid 19 pandemic is spreading, Trabucon *et al.* (2022) found that students are more prepared and supportive of face-to-face learning than flexible learning.

Different learning modalities would, however, continue to be used throughout the nation because the Covid 19 pandemic still needs to be under control. As a result, teachers and students must be prepared for any circumstance. Teachers and students must adjust to and accept this reality because it is doubtful that the situation will improve anytime soon. In light of the pandemic crisis, which calls for understanding and appreciation of providing a secure and inclusive place to make education

accessible to everyone, the voices of the teachers and students featured in this literature review reflect on their tireless learning journey.

Theoretical Framework

Motivating students to move or act in response to the pandemic is a significant worry for education professionals. Amid the Covid 19 pandemic, people struggle to stay motivated everywhere. It is especially true for officials, parents, teachers, and students who find it difficult to muster the strength, marshal the effort and persevere in their daily activities.

Thus, exercising self-determination at this time of the pandemic is crucial. As a psychological concept, “self-determination” refers to activities people perform out of their own free will, and “self-determined behavior” is decided by deliberate, conscious decision and choice (Nota *et al.*, 2011). Depending on their theoretical orientations, different people conceptualize and define self-determination differently. For instance, Deci and Ryan’s (2000) self-determination theory (SDT) emphasizes the motivating component of self-determination as well as the impact of autonomy and motivation on students’ learning and education (Chirkov, 2009). Self-determination is “the ability to select and to have those choices...be the decisions of one’s action” (Deci & Ryan, 2013).

Learners who use various learning modalities due to the Covid 19 pandemic are encouraged to be self-determined within the context of the new normal in education. Their positive outlook and development promote autonomy, independent thinking, self-advocacy, empowerment, and their capacity to live according to values and standards (Csikszentmihalyi & Seligman, 2000).

The researchers believe assessing and exploring learners’ experiences, challenges, and motivations for participating in limited face-to-face classes in the new normal is essential. On the other hand, the researchers used Husserlian Descriptive Phenomenology and Colaizzi’s Seven Steps of Data Analysis to describe and analyze the phenomenon caused by the pandemic in the educational sector, including the perseverance and sacrifice that the students made in order to continue their education.

MATERIALS AND METHODS

Research Design

This report is based on a study investigating students’ experiences as participants in the pandemic’s limited face-to-face classes and used Husserlian Descriptive Phenomenology and Colaizzi’s Seven Steps of Data Analysis in the current study. Edmund Husserl (1965) established descriptive phenomenology to identify the “essence” or “essential structure” of every phenomenon under investigation, i.e., the attributes that distinguish it from anything else (Morrow *et al.*, 2015). It provides the fundamental structural aspects of psychological techniques required for the phenomenon under investigation to be consciously perceived (Giorgi, 2008).

The researchers assume that the participants will be willing to give their descriptions of their lived experiences because this technique yields data that indicates insights into the meaning of the phenomenon being examined (Penner & McClement, 2008). According to Jackson, Vaughan, and Brown (2018), the process of descriptive phenomenology is analytical and illuminating, implying that it is knowledge-based because it attempts to create understanding.

Colaizzi's (1978) unique seven-step process, on the other hand, provides a thorough analysis, with each stage remaining true to the data. The result is a concise yet complete explanation of the phenomenon under investigation, supported by those who contributed to its formation (Morrow, Rodriguez, & King, 2015). The researchers conducted face-to-face interviews to acquire successful results using first-person descriptions of experience that followed minimum health standard protocols.

Population and Sampling

Intending to share their specific understanding of a phenomenon, researchers used purposive sampling to choose participants for their study (Speziale & Carpenter, 2007). This study aims to comprehend and explain a specific event from the perspective of those who have experienced it. Hence this method of participant selection is suited for a descriptive phenomenological approach. A sample size of 20 participants was chosen for the study, allowing for the creation of detailed accounts of the phenomena (Speziale & Carpenter, 2007).

Research Instrument

Face-to-face, semi-structured interviews were conducted with the assistance of an interview guide. The attendees were encouraged to speak freely and share their personal experiences. Each interview lasted 30 to 45 minutes, and the researchers followed a strategy that fulfilled the minimum health standard protocols. The instrument was validated while being refined by two master's level teachers and the school's research coordinator, who is also earning a doctorate. Suggestions and validators' recommendations were considered to amend the guiding question and achieve the study's purpose. The study had

twenty individuals. Finally, the transcripts were double-checked by an independent researcher with expertise in qualitative research.

Data Analysis

After acquiring the appropriate data, the researchers examined it using Colaizzi's Seven Steps of Data Analysis. The researchers looked at each participant's account several times to become acquainted with the data. All statements in the reports that are directly related to the study's subject are then noted. After carefully evaluating the introductory sentences, the researchers infer meanings pertinent to the phenomenon, group the meanings into themes shared by all narratives, and finally merge all of the themes into a comprehensive and all-encompassing description of the event. Each participant is given the fundamental structural statement a second time and asked to confirm whether it accurately captures their experiences after distilling the lengthy description of the phenomenon into a succinct, dense statement that only contains the components they consider fundamental to its structure. The researchers may revisit and adjust previous analysis procedures (Morrow *et al.*, 2015).

Generally speaking, in a descriptive phenomenological study, the researchers break down the participant descriptions into meaning-laden sentences after analyzing the descriptions supplied. The researchers then gather the meanings critical to the structure of the phenomenon under study, allowing them to write about the structure of the phenomenon (Giorgi, 1997).

RESULTS AND DISCUSSION

This section will examine the experiences, challenges, and motivations of the students who took part in the limited face-to-face classes held during the Covid-19 pandemic. Here, it is also seen utilizing codes S1–S20 to conceal the participants' identities.

Learning Challenges During the Pandemic's Limited Face-to-Face Classes

Based on students' challenges throughout the pandemic's limited face-to-face classes, the themes that emerged and the number of replies per challenge are presented in tables.

Table 1: Learning Challenges During the Pandemic's Limited Face-to-Face Classes

Theme	Number of Respondents (%) (n=20)	Quote Statement
Lack of instructional time	16 (80%)	Covid-19 has made studying more challenging for me despite having limited face-to-face classes. Because the teachers need more teaching time, some of the modules' tasks are still beyond my comprehension [S10].
Lack of collaboration	13 (65%)	Nevertheless, we cannot participate in group activities with limited face-to-face classes because we must maintain social distancing due to the little sharing of our skills and abilities [S7].
Adjustment period	6 (30%)	We struggled to adjust after taking a two-year break from in-person instruction, and the fear of COVID-19 has caused numerous changes [S4].

Difficulty understanding the lessons and activities	9 (45%)	Because we were still utilizing modules, the confusing exercises had a significant negative impact on my academic performance[S18].
Adjustment period	6 (30%)	We struggled to adjust after taking a two-year break from in-person instruction, and the fear of COVID-19 has caused numerous changes [S4].

Lack of instructional time, lack of collaboration, difficulty understanding the lessons and activities, and adjustment period are the learning challenges faced by the participants who took part in the limited face-to-face classes. The main obstacle for the students who took part in the limited face-to-face classes was the need for instructional time. Lack of collaboration was another difficulty they encountered; because of the danger posed by the Covid-19 virus, students are not permitted to complete tasks like group activities and are required to maintain social distancing at all times. Despite having few in-person instructions, students still needed help understanding the lessons and exercises because they were still using modules, some of which had challenging activities. The adjustment period also appeared as a theme in the current study.

According to the analysis, the student's learning challenges during the pandemic's limited face-to-face classes were a lack of instructional time, collaboration, difficulty understanding the lessons and activities, and an adjustment period. From their responses, we can infer that the primary challenge to learning during the limited face-to-face classes is a lack of instructional time. Notice the quoted statement below:

Covid-19 has made studying more challenging for me despite having limited face-to-face classes. Because the teachers need more teaching time, some of the modules' tasks are still beyond my comprehension [S10].

In order to develop the student's full potential, it is vital to consider time. Students who experience less stress at school are more likely to be self-motivated learners who use self-directed learning strategies that provide them with more learning flexibility. However, given the complexity of the circumstances brought on by the Covid-19 pandemic, the time allocated for the performance of the limited in-person teaching is critical. This school year, students have had considerably less direct teacher-teaching time than in past years and have yet to have the opportunity to make up for it by working independently (Sparks, 2021).

Studies have demonstrated that the time students spend on learning exercises impacts their learning outcomes (Abadzi, 2007). On the other hand, Rivkin and Schiman's (2015) empirical analysis demonstrates that achievement rises with instructional time and that the rise varies depending on the duration of the teaching and classroom setting. The findings show that factors related to the school play a significant role in determining the advantages and acceptability of more instructional time. While many schools are taking part in the introduction of limited face-to-face classes amid the pandemic, there is evidence

from a large-scale, randomized experiment showing that more instructional time in the classroom improves student learning (Andersen, Humlum, & Nandrup, 2016). Notably, a school with specific guidelines for how the additional time is used during the pandemic's limited in-person instructions is at least as effective as an increase in instructional time with a carefully thought-out teaching plan. The lack of collaboration emerged as another theme. In the statement, it is specifically mentioned:

Nevertheless, they cannot participate in group activities with limited face-to-face classes because they must maintain social distancing due to the little sharing of our skills and abilities [S7].

Collaboration is a style of interaction, communication, and personal attitude in which people take ownership of their actions, knowledge, skills, and contributions and those of their peers (Chandra, 2015). The Covid-19 pandemic prevented students from using the commonly used teaching strategy of collaborative learning, which sacrifices the social cognitive components of learning among the students. Given the circumstances, the teachers' significant emphasis on the traditional lecture method of providing instruction throughout the execution of the limited face-to-face classes caused the participating students to overlook the collaborative features of collaborative learning.

Collaborative grouping enhances social and emotional skills that are important for everyday functioning in the modern world, according to a study by Backer, Miller, and Timmer (2018). The study by Darko and Wang (2021), on the other hand, found that collaborative learning fosters a more learner-centered atmosphere, enhances students' academic abilities, fosters the development of solid working connections among students, and promotes class engagement. Among other things, group activities help students develop managerial skills, extrinsic incentives, and internal motivation.

However, the Covid-19 pandemic presents students with many difficulties while practicing collaborative learning, including group activities, communicating with group members, coordinating group members, and running out of time. Thus, understanding and resolving collaboration issues is crucial for the effectiveness of collaborative learning during this pandemic. Therefore, the Department of Education should assess the situation and develop guidelines so that teacher-centered methods like collaborative learning can continue to be used in the classroom despite the Covid-19 pandemic and allow students to benefit from "learning together."

The study also revealed the theme of having difficulty understanding the lessons and activities. The following

assertion showed it:

Because they were still utilizing modules, the confusing exercises had a significant negative impact on their academic performance [S18]. During this pandemic, students are having a difficult time with the learning activities and module lessons. Although there are already a limited number of face-to-face classes, teachers still need to devote more time to instruction and support to help students overcome challenges. The Natividad (2021) study, which found that they needed to fully understand part of the content in the students' self-learning modules, corroborated the difficulty in using them. Rotas and Cahapay (2020) and Bustillo and Aguilos (2022) described a similar situation in which most students struggled to complete the activities due to numerous obstacles. These include overburdened learning tasks, insufficient learning resources, and difficulties comprehending the module's contents and assessment instructions.

Meanwhile, according to a study by Dargo and Dimas (2021), the implementation of modular distance learning dramatically lowers students' overall weighted averages, which harms their academic achievement. Since students have problems with these components, teachers should review their lessons' contents and activities as face-to-face classes are now taking place. School authorities should also take action to improve the support provided to students in these areas.

The adjustment period was also shown to be a theme in the study. The following is what the participants declared: *They struggled to adjust after taking a two-year break from in-*

person instruction, and the fear of COVID-19 has caused numerous changes [S4].

The teachers modified their teaching and learning strategies during the implementation of the limited face-to-face classes under the direction of the institution's policies. However, because of the long break from school, most students found it challenging to acclimate to the learning activities and requirements. The findings of the study by Chen, Li, Wang, and Gao (2018) showed that shyness was adversely connected with learning adjustment, with this association being mediated by the characteristics of goal orientation and academic help-seeking. Due to the Covid-19 pandemic, which caused most students to miss almost two years of school, most students are hesitant.

They are going through an adjustment period when building up their confidence in the classroom. Under the pandemic's limited face-to-face classes, schools should concentrate on offering helpful teaching formats and creative ways to support students. They should also devise ways to help students structure the adjustment period and launch initiatives to boost their self-confidence and engagement in the learning process.

Motivations for Learning During the Pandemic's Limited Face-to-Face Classes

Table 2 presents the themes that emerged from the motivation for learning during the pandemic's limited face-to-face classes.

The table shows that completing studies for the future,

Table 2: Motivations for Learning During the Pandemic's Limited Face-to-Face Classes

Theme	Number of Respondents (%) (n=20)	Quote Statement
Completion of studies for the future	14 (70%)	Achieve academic completion. Making parents proud is something they strive to achieve. They aspire to find stable jobs in order to support their family [9].
A steadfast commitment to learning	11 (55%)	Being persistent in their pursuit of knowledge and learning new things [15].
Fulfill their life's dreams	9 (45%)	Their motivation comes from the dreams they hope to realize in the future and from their parents, who have always encouraged them to pursue their goals [13].
Appreciating learning despite challenges	6 (30%)	Appreciation for education in this day and age, when despite obstacles, people are still striving to complete their education, realize their life goals, and support their families [2].

steadfast commitment to learning, fulfilling their life's dreams, and appreciating learning despite challenges are the main motivations of the students for continuing to learn during the pandemic's limited face-to-face classes. The participants persist and put out significant effort in their academic pursuits despite the pandemic because they want to complete their education and are motivated by their parents. Because they considered their family's sacrifice, particularly during a time of crisis where many

people have lost their jobs and poverty is pervasive, the theme of being steadfast in commitment to learning was also observed concerning this. The next theme that emerged was pursuing their life dreams, which they believed would motivate them to continue their studies despite the danger posed by Covid-19. Students who want a prosperous future should view learning as a precious treasure that cannot be stolen.

Additionally, when they felt disheartened by doubts

brought on by their anxiety and fear, their enjoyment of learning gave them the fortitude and encouragement to keep learning. This appreciation served as another source of motivation for them. It simply means that they are motivated to be strong and diligent in their studies despite the COVID-19 pandemic because they need to finish school for their future, persevere in their education, realize their life dreams, and value learning despite the challenges.

According to the analysis of the participants' experiences, there are two types of motivation: the motivation to learn and the motivation to create fulfillment and appreciation. Students' completion of their studies for the future and their steadfast commitment to learning will be incorporated into the motivation to learn, according to the current study's developed theme. The following statement demonstrates the student's desire to complete their studies despite the pandemic:

Achieve academic completion. Making parents proud is something they strive to achieve. They aspire to find stable jobs in order to support their family.

It can be found in the assertion that students naturally strive to improve their future; therefore, they persevere in finishing their education despite the threat of the Covid-19 virus because they consider the welfare of their families. The theme of students' steadfast commitment to learning is another source of learning motivation. Notice the statement below:

Being persistent in their pursuit of knowledge and learning new things. The statement implies that their motivation to learn is based on their interests and those of their family. It has arisen as a powerful source of inspiration, especially during this pandemic, and has shown to be a beneficial source of motivation. From a psycho-educational standpoint, a student's "motivation to learn" has been defined as their "energy and desire to learn, work effectively, and reach their potential," as well as the behaviors that go along with this energy and drive (Martin, 2004).

Therefore, it was determined that students' motivation to succeed in the crucial transition from in-person instruction to remote instruction and now back to limited in-person instruction was primarily influenced by how well they felt about themselves and their families.

In order to successfully utilize limited face-to-face classes, it is imperative to motivate the student to learn. It is so because motivation significantly impacts learning and teaching circumstances. Whether or not learners are motivated determines whether learning will be successful. The study by Filgona et al. (2020) asserts that student motivation to learn is fundamental because, of course, a student's simple attendance in a class does not imply that they are motivated to learn. It just serves as a reminder to students that they live in a world where school attendance is expected.

In contrast to unmotivated students, who are likely to learn little and make teaching difficult and painful, highly motivated students are likely to pick things up quickly and make any class fun to teach. Teachers cannot take

students' enthusiasm for learning for granted because some are now taking part in limited face-to-face classes. They have to make sure students are motivated to learn. Teachers must influence students to desire to do the right thing. This study focuses on this task—understanding and consequently influencing learners' learning motivations.

In the meantime, the urge to create fulfillment and appreciation is associated with realizing their life's dreams and appreciating learning despite challenges. Here is a quote that will demonstrate the fulfillment and appreciation for learning:

Their motivation comes from the dreams they hope to realize in the future and from their parents, who have always encouraged them to pursue their goals.

The response conveys the preference and learners' dedication to pursuing their educational goals to realize their lifelong aspirations, demonstrating that no virus can thwart their passion for learning. The theme of appreciating learning despite challenges can be inferred from the following remark, which is also categorized as motivation to create fulfillment and appreciation:

Appreciation for education in this day and age, when despite obstacles, people are still striving to complete their education, realize their life goals, and support their families.

It simply implies that despite the Covid-19 pandemic, which has been devastating to the lives of many Filipino learners, their love of studying motivates them to continue their studies. As highlighted by Vegas and Winthrop (2020), the Covid-19 pandemic has at least one benefit: a more profound understanding of the significance of public education. Public awareness of the crucial caretaking function schools play in society has increased as parents struggle to work with their children at home owing to school closures. Parents are becoming more appreciative of teachers, their abilities, and their crucial role in students' well-being as young people struggle to learn at home. Considering how difficult it is for schools to care for their most vulnerable students, policymakers should develop innovative ways to provide necessary services, notably high-quality education.

Because of the Covid-19 pandemic, learners developed a greater understanding of the value of reflection, self-monitoring, and self-evaluation (Alghamdi, 2021). On the other hand, they adopted limited face-to-face classes that encouraged and fostered persistence, commitment, self-reliance, and confidence. Ramalingam and Jiar's (2022) study discussed the two types of motivation: intrinsic and extrinsic. Intrinsic motivation is the kind of drive that comes from within oneself; extrinsic motivation is the kind of drive that comes from beyond oneself. Thus, it is clear from the current study that intrinsic motivation encompasses completing studies for the future, steadfast commitment to learning, fulfilling their life's dreams, and appreciating learning despite challenges. These results suggest that despite the pandemic, Bagong Nasyon II National High School students are resilient and persistent in their pursuit of knowledge.

Regardless of the source of motivation—intrinsic or

extrinsic, motivation to learn or motivation to create fulfillment and appreciation—both generally encourage learners to advance, persevere in their education, and benefit from high-quality education for all, despite the challenges of the pandemic.

CONCLUSIONS

The study investigated and described the personal stories of the learners who participated in the limited face-to-face classes and their challenges and motivations in learning throughout the pandemic. Despite the threat posed by COVID-19, it also highlighted the learners' experiences, hard work, and sacrifice. The researchers believe that it is essential to use the study's findings as a roadmap for formulating measures or policies tailored to the education sector's demands.

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