Online to Face-to-Face Learning Transition: Its Psychological Effect

Jehan O. Perocillo[1], Rulthan P. Sumicad[2]*, Kahlil Mae B. Gullegos[3], Maria Melessa Repollo[4]

[1,3,4]College of Arts and Sciences, University of Cebu-Main, Cebu City
[2]MA-Math, LPT, Program Research Coordinator, College of Arts and Sciences, University of Cebu-Main, Cebu City
Corresponding Author: Rulthan P. Sumicad rulthanpatoc@gmail.com

A B S T R A C T

This study explores the psychological impact of transitioning from online to face-to-face learning among 2nd-year Psychology students at the University of Cebu – Main Campus during the academic year 2022-2023. The challenges faced during this transition and the participants' lived experiences are discussed. Using qualitative research employing purposive sampling, second-year psychology students were selected for one-on-one interviews. Thematic analysis of transcribed interviews identified 11 emergent themes, categorized into three overarching themes addressing sub-problems. Challenges during the transition were classified under "Challenges Experienced on Transitioning from Online Class to Face-to-Face Classes," with five emergent themes covering academic preparedness, student fear, financial issues, transportation hassles, and struggles with early wakeups. Emotional and mental well-being challenges were grouped under "Challenges that Affect the Emotional and Mental Well-Being of the Participants," featuring stress, anxiety, and a lack of interaction. How participants dealt with challenges fell under "Ways of the Participants in Dealing with the Challenges Met," with themes of responsibility and positivity.

INTRODUCTION

Good news was proclaimed that the Philippines is one of those countries that has reduced the number of COVID-19 victims.

In areas under COVID-19 alert level one or two, face-to-face classes for primary education are contingent upon the prior approval of the Office of the President. The declaration of the shift from online to face-to-face has a tremendous effect on the school administration, the family, students, and the teachers.

According to statistics, most students have returned to their previous learning environment. In the new school year 2021–2022, countries like Saint Vincent, the Grenadines, and the Dominican Republic have resumed in-person classes. Meanwhile, Belize, whose schools were closed last year, has only partially reopened them this month. Countries like Argentina, Chile, Bolivia, Paraguay, Mexico, and Colombia provide face-to-face lessons. More than half of the students in these countries already benefit from face-to-face classes. In addition, face-to-face classes in Latin America and the Caribbean reopened in October. Face-to-face sessions have already started in several nations.

In the Philippines, Education Secretary Leonor Magtolis Briones has approved all regional directors to begin the progressive growth phase of face-to-face lessons for public and private schools after the Philippine President accepted the suggestion for the progressive expansion of face-to-face classes. Furthermore, nine Higher Education Institutions (HEIs) have been confirmed safe for the return of face-to-face sessions by the Cebu City Emergency Operations Center (EOC). The University of Cebu has selected safe departments or programs for holding face-to-face classes.

Transitioning from an E-learning setup into face-to-face classes can significantly challenge students since they have already adapted to remote education. Some changes can affect their way of thinking about the transition. These changes can affect the well-being of each student throughout the transition.

This study aimed to know the effect of the transition from online classes into face-to-face classes among students. The researchers wanted to focus on students' experiences of transitioning from online to face-to-face learning among the University of Cebu – Main 2nd-year Psychology students, the academic year 2022-2023.

THEORETICAL REVIEW

This study is anchored by Mezirow's Transformative Learning Theory and supported by Schlossberg's Transition Theory and Kurt Lewin's 3 Stages of Change.

The leading theory of this study is Mezirow's Transformative Learning Theory of Jack Mezirow (1978). Jack Mezirow is widely regarded as the father of transformative learning. This theory states that adults do not apply their old understanding to new situations; instead, they discover that they need to look at new perspectives to gain a new understanding of things as they change. In other words, students receiving new information also evaluate their previous ideas and understanding. They shift their worldview as they receive new

information and engage in critical reflection. Mezirow believes that the two essential foundations of transformational learning are instrumental and communicative. The primary goals of instrumental learning are cause-and-effect analysis and task-oriented problem-solving. The foundation of communicative learning is the exchange of needs, wants, and feelings.

Both factors are crucial for transformative learning since they require students to challenge one sort of understanding while focusing on another and to see fresh views from both a logical and an emotional standpoint. This type of learning requires a fundamental shift in our perceptions in which students question what they previously knew or believed and study things from fresh angles to make room for new ideas and knowledge (Mezirow,1978).

Concerning the study, the transition from online to face-to-face learning, students must look at the new perspectives as they change and adjust to the new setup. To question their previous knowledge, students must be able to focus on diverse types of thinking and see fresh rational and emotional views.

The Schlossberg Transition Theory, developed by expert Nancy K. Schlossberg in the fields of adult development and adult transition, serves as one of the supporting theories for this study. This theory states that a student must go through transition periods to cope with the change. Students may believe that their participation is not valued, that their ideas or unique advice needs to be valued, or that they are locked in a group that cannot change (Schlossberg,2008). Others are concerned because their positions have shifted during the changeover. It simply means humans have an innate desire to belong (Ansbacher & Ansbacher, 1956). Roles and relationships are thrown off because of the transition. According to the study, one psychological effect of the transition is that the student can experience emotional distress as a result of this. Males and females may have distinct experiences with support because they experience stress differently, but both require a solid and sound support system (Schlossberg, 2008). Students must understand the transition and be self-aware because each views their meaning and purpose through experiences (Anderson et al., 2012).

For a student who has experienced transitioning, relationships may suffer or come to an end, and changes may follow. Helping students manage their transitions and benefit from the challenges of the shift is the responsibility of student affairs professionals. Students must master the skills of problem evaluation, alternative exploration, and coping strategy development skills to do this (Schlossberg, 2008).

According to Schlossberg, there are several ways to view and go through the change at each stage. Moving in signifies the end of the evaluation and planning phase. Moving in causes students anxiety about their new school environment, making friends, and other unfamiliar things. Moving through denotes a period of change during which one should learn as much as possible about the new duties, relationships, and routines (Schlossberg, 2008).

Another supporting theory in this study is Kurt Lewin's 3 Stages of Change, which was developed by Kurt Lewin, a modern pioneer in social, organizational, and applied psychology in the United States. Also known to be

one of the theorists who introduced the three (3) phases of change: (1) unfreezing, (2) changing, and (3) refreezing. In *the unfreezing phase*, for a change to happen, one must be willing and ready to move out from the usual routine and then adapt to the new situation. This phase is crucial because many people will likely refuse to change. In *the changing phase*, change comes to reality, also known as the "transitioning" period or moving away from the familiar or habitual. The struggle is bound to happen in this phase because people are attached to the habits. The final phase of the three models of change is the *refreezing phase*. This is now the strengthening or maintaining of the changed situation. This phase is vital so that people will not change back to the past ways of doing things (Lewin,1951).

According to Lewin, one must first be aware that a change is needed to happen. He believes that a person must realize that a change is needed for a change to happen (Lewin,1951). In other words, students must first be aware that because the situation or things have changed, their way of doing things should also be changed, and learn to adapt to the changes that happened. Then, when change happens, all the knowledge, experiences, and ways of doing things during the changing phase should become the new routine.

Furthermore, the literature and studies in this section address the different studies about the transition of classes and how the transition from online to face-to-face classes affects students.

According to Alderson et al. (2014), to have a thorough discussion and understand the phenomena, the students' opinions regarding the situation, how they respond, and lastly, their feelings from that time situation. This study was conducted by researchers about the transition and the experiences of the students in the university. In addition, the students' experiences in their first year are needed to start a solid base of academic study and develop an aptitude to be successful, as stated by the research in the United Kingdom.

According to (Fabian et al., 2002), Transition to school is an engaging and disengaging process. The school and home have been familiar environments where the student has to disengage. The students endure cultural severance and undergo emotional conflicts as they adapt to the new school culture they have moved to.

As a result, transition implies that socio-emotional development is influenced and shaped in a particular manner. As mentioned by Pianta and Cox (1999), the school's action would ease the emotional impact on the child as he/she transitions from one setting to another. "Transitions involve major reorganization of each person's psychological life space. When we look inward to the self and outward to the world, we see and feel things we never experienced before. There is a perceived discontinuity between the way it was and the way it seems to be now, and usually, this change is accompanied by some emotional turmoil" (Cowan & Hetherington, 1991).

Moore et al. (2011) claim that online learning is a face-to-face learning alternative that focuses mainly on those unable to physically attend classes by using technology to connect and facilitate communication between students and teachers for educational reasons (Brittanica, 2022). Some scholars consider

online learning a more advanced or contemporary version of distant learning (Benson, 2002). An online class is convenient for students working simultaneously, which is a beautiful method for colleges to attract students who are either far away or have full-time jobs. Research shows it has advantages and disadvantages (Pettigrew & Howes, 2022).

A related study conducted by Flett (2018) focused on two interpersonally based constructs (belongingness and mattering) since we experience a sudden transition of classes identified in past research and as it involves feelings central to students' positive emotions, learning, and performance. Both belongingness and mattering are elements of relatedness to others. Belongingness is a sense of being included and fitting in (e.g., being a part of a group). In transition, many factors must be considered: affective, cognitive, and behavioral. The transition of classes would be a great challenge since the students are already adapted and adjusted to the online learning and then go back to the traditional learning method, which is face-to-face and considering that new adjustments will be applied to the students, especially with their social context, adjust with the environment, and their learning habit (Flett, 2018).

Another study was conducted by Soesanto, R. H. & Dirgantoro, K. P. S. (2021) after battling a widespread crisis for almost one-half of the year. This arrangement has the potential to trigger an assortment of recognitions, counting from understudies. Hence, this cross-sectional ponder addresses three focuses: students' recognition of past crisis learning, restricted face-to-face move, and desires from instructors towards the move. Generally, the understudies invited the move, which went with the trust that instructors suitably plan academic techniques. Besides, it offers conceivable outcomes for unused investigations from all instruction partners that will upgrade an excellent learning environment. We have faced many challenges not only for the students but also for the teachers. Although students and teachers prefer face-to-face classes, they have already adapted and used online education as an alternative. However, there are complications while having online classes.

The government is already conducting the pilot implementation of limited face-to-face delivery in low-risk areas of COVID-19, like the provinces. After using Online learning, teachers and students will adapt to the face-to-face classes again.

In a related study by Perry and Allard (2003), the transition can be defined as an internal mental process that occurs when students go through change and go from the known to the unknown while dealing with cultural, social, and cognitive problems. People are subjected to change and may or may not agree with it. Change can happen quickly, but it takes a long time to make an effective shift when faced with it. Students transitioning from online to face-to-face classes must adopt this conventional learning technique recommended by the CHED to the IATF, which will return to traditional learning. This transition of learning method is necessary for the students even though they are accustomed to online learning.

Aside from these, a study about transition models and how the students experienced change by Denovan and Macaskill (2013) explained that this could

be when students gain confidence as they advance through university and adjust to university learning routines. For example, they are more organized and prepared and have learned to plan. Unfortunately, some students have anticipatory ideas about going to university, and as a result, they may be disappointed and stressed if the university fails to meet their expectations.

Students who have more precise expectations appear to respond to the move better. It is important to remember that some aspects, such as peer and faculty interaction, information quality, and opportunity, can all harm the transition process and learner advancement.

A related study by Rosenberg and McCullough (1979) defined mattering as humans' basic needs. According to Rosenberg and McCullough (1981), there are two types of mattering: interpersonal mattering (i.e., mattering to a specific person such as family, friends, and other significant people in life) and the second type of mattering is societal mattering (referring to a larger community such as school). A feeling that we are essential in this world, noticed, critical, and needed. Regarding college life, mattering is an essential part of the mental, emotional, and physical well-being in school.

METHODOLOGY

This section presents the methodology that the researchers used or utilized for the success of the research. These methodologies include the research participants, procedures, data collection, and analysis.

Research Design

The researchers used a phenomenological approach design. Qualitative research investigates, comprehends, and interprets social phenomena in their natural context. Researchers used a qualitative research methodology to collect richer information and provide a more transparent overview of topics, cases, or situations (Arora & Stoner, 2009). The researcher chose this approach since they explore a phenomenon and its psychological effects on the participants. Interviews were conducted with the chosen participants with direct knowledge or experience.

Research Environment

The study was conducted at the University of Cebu-Main Campus, Sanciangko St., Cebu City. It is a private, non-sectarian, coeducational basic and higher education institution in Cebu City, Philippines. The university provides outstanding education that is cheap and considerate of the needs of local and global populations. UC consistently produces top notchers in Board exams for Engineering, Maritime Studies, Marine Engineering, Naval Architecture, Nursing, Accounting, Criminology, and Customs Administration and is considered one of the top 10 universities nationwide. It was founded in 1964 and owned by Atty. Augusto W. Go. Now, it has over 58,000 students, from preschool to post-graduate students. The vision of the school is to democratize quality education. Be the visionary and industry leader. Give hope and transform lives. The mission of the University is to serve society as a center of higher learning, facilitating long-term societal benefits by transmitting

advanced knowledge, discovering new knowledge, and serving as an active working repository of organized knowledge. The school started online classes in 2020 due to the pandemic.

Additionally, it is composed of 8 colleges, and one of them is the College of Arts and Sciences. The College of Arts and Sciences aspires to transform the lives of our students and enhance the world they will inhabit by generating and disseminating knowledge at the frontiers of inquiry. Five undergraduate programs are under the College of Arts and Sciences: Psychology, Political Science, Social Work, English Literature, and Performing Arts.

Research Participants

This study's participants were purposely selected second-year psychology college students of the University of Cebu - Main Campus, SY 2022-2023, who had experienced the virtual learning environment for two (2) consecutive years and then switched to face-to-face classes. These selected second-year psychology students were present throughout the implementation of the E-learning setup.

Research Instrument

This qualitative study utilized a semi-structured interview guide with open-ended questions. Open-ended questions do not provide participants with possible responses; instead, they enable them to respond in their own words. Open-ended questions are frequently utilized in research methodology and exploratory studies (Allen, 2017). The researchers prepared a set of questions to gather information from the participants. The questionnaire contains the following questions: What are the challenges that participants experienced during the transition of classes from online to face-to-face? How do these challenges affect the participants' emotional and mental well-being and coping mechanisms in response to these challenges? In conducting the study, the researchers will have face-to-face interviews with the participants.

Research Procedure
PHASE 1: Before conducting the interview, the researchers requested approval from the Office of the Psychology Chairperson to conduct the study. Next, upon approval of the request, the researchers selected all the participants.

PHASE 2: Before signing, the researcher briefly discussed the informed consent, the goals of the study, the flow of the interview, and the entire study procedure. Then, the participants were asked to fill out and sign an informed consent form provided by the researchers. After signing the informed consent form, the researchers and participants conducted a one-on-one interview.

PHASE 3: An hour before the interview process, the researchers sent a private message to the participants via Messenger with the interview schedule. The researchers scheduled a 20-to 30-minute face-to-face interview with the participants at a specific time and date. The researchers ensured the environment was quiet and the participant was comfortable.

PHASE 4: Then, they proceed to ask the validated, open-ended, semi-structured questions of the study. Depending on the participants' responses, the researchers asked any follow-up questions if the need arose but focused more on the direction of the study. The whole interview process must be recorded to ensure validity.

PHASE 5: After the interview, the data will be collected. The researchers asked for any clarifications and ended the interview with an appreciation message to the participants for agreeing to be part of the study.

Data Collection

Data was gathered through face-to-face interviews with the participants' permission and recorded on the device. Each researcher interviewed four (4) participants. The researchers conducted one (1) assigned participant interview at a time. All the questions must be answered honestly. To collect data, the method employed open-ended, semi-structured interviews adapted from an existing related study. The recorded files would be transcribed into Word documents by the researchers. All the responses would be collected with the utmost care and confidentiality and in preparation for data analysis.

Data Analysis

A thematic analysis procedure was used during the gathering of data. Thematic analysis is suitable for qualitative research techniques. Thematic analysis allows flexible data interpretation and categorizes large data sets into broad themes. The coding scheme identifies and labels the data belonging to or representing a category of events that would lead to a more specific theme. The researchers identified and labeled the 2nd-year Psychology students' responses into categories to develop a theme that summarizes their perception of the transition from online to face-to-face classes. This study used this method to understand the psychological effect and how the participants dealt with the situation.

RESULTS AND DISCUSSION

This chapter summarizes the findings gathered from participant interviews and questionnaires, as well as data analysis using thematic analysis by Braun and Clarke (2006) to gain an in-depth understanding of the study.

This qualitative study relied on a comprehensive understanding of every main participant's transcribed responses by comprehensively reading the transcripts to identify the overall sense of its content coverage. The significant statement was obtained, recorded, and encoded using Microsoft Word from the transcripts of the interviews and questionnaires. The significant statements were properly encoded with their designed number of responses and informant numbers for efficient tracing. A total of 112 significant statements represented second-year psychology students' experiences in the transition of classes.

The researcher formulated meanings for the 112 significant statements extracted from the transcripts. One hundred twelve coded formulated meanings clearly explained the participant's experiences. The formulated core meanings that shared the same patterns of ideas and structure were grouped. These common groups of formulated meanings were categorized as cluster themes. There were 29 cluster themes developed. The cluster themes were then improved and re-grouped into sub-themes, merging two or more cluster themes. The merging of cluster themes resulted in 23 sub-themes. Finally, the 23 sub-themes were clustered to form the significant themes known as emergent themes. 11 emergent themes represented the major themes that provide meaning to the study's three (3) sub-problems.

After a generation with the thorough formation of core meaning using the thematic analysis by Braun and Clarke (2006), twenty-nine (29) cluster themes were generated and reorganized into twenty-three (23) sub-themes, which were further separated into eleven (11) significant themes known as emergent themes. The emergent themes were categorized into three (3) main points that provide meaning to the study's sub-problems. The following are the overall themes with emergent themes:

Challenges Experienced in Transitioning from Online Classes into Face-to-Face Classes

1. The academic preparedness
2. The fear of the students
3. The problems with finances
4. The hassles of transportation
5. The struggles in waking up early

II. Effects of the Challenges to the Emotional and Mental well-being of the Participants

1. The stress of the students
2. The anxiety of the students
3. The lack of interaction among the students

III. Coping Mechanism

1. By being responsible and having a positive viewpoint about the future
2. By learning to enjoy and have time to do what you desire
3. By staying connected and spending time with others

The themes were created to describe the study's answers to the questions. Each of the three (3) main themes with different emergent themes are discussed here:

I. Challenges Experienced in Transitioning from Online Classes into Face-to-Face Classes

The emergent themes presented descriptions of the participant's experiences transitioning from online to face-to-face classes. The following are the six (5) themes formulated to describe the responses of the participants to sub-problem number 1:

1. **Academic Preparedness**

The themes constructed with main themes described the participants' experiences transitioning from online to face-to-face classes. When Participant 2 was asked about their experience with the transition, the participant answered:

> *I would describe my experience on the transition from online into face-to-face as a Ferris wheel because, at first, it was exciting, and it became overwhelming; it was exciting at first because ah. I missed the feeling of having classmates by my side whenever it was time for classes; I thought it would help me to learn better when I was in an environment with my classmates in a classroom, but then I realized that as I was, it was like already 2 weeks in the face to face classes. I realized that it was so hard for me specially when the teacher is not considerate enough to us having in mind that we were in the transition from online class and face to face classes and also the transition for me was also hard since I was living quite far and my schedule was too early for me to wake up.* (I describe my experience on the transition from online to face-to-face as a Ferris wheel because, at first, it was exciting, and it became overwhelming. It was initially exciting because I missed having classmates by my side whenever it was time for classes. It would help me learn better in a classroom environment with my classmates. Then I realized that it was like two weeks in the face-to-face classes. I realized it was hard for me, especially when the teacher was not considerate enough, considering we were transitioning from online to face-to-face classes. The transition was also problematic since I lived far away, and my schedule was too early to wake up.)

Participant 4 added:

> *At first kanang excited kaayo ko nya feeling nervous sad kay lagi new environment nya kuan excited ko kay makakita sa akong mga kuan friends, sa akong mga barkada ing ana. And kuan nervous kay ani nagkalisod lisod na, ang akong gi expected, gi expect nga kanang magkalisod ko kay natinuod jud nga magkalisod jud ko nya ana magkalisod man jud. Nya excited sad utmost.* (At first, I was very excited at the same time, feeling nervous because of the new environment. Still, I'm excited because I'll now see my

friends and my peers. I felt nervous because it was getting harder, and my expectation became real.)

Participant 8 supported:

> *Akong na feel or na sinati ate sa? Akong na sinati kay murag kanang makulbaan ko sa face to face ate kay samot na nay mga reporting, oral nya kanang exam samot na sa amoang ay di ko mo hisgot ug subject but naay usa ka subject namo nga inig ka take nako sa exam kay murag ma rattle ko or ma kulbaan gali? In ana. Compare sa online nga murag dritso dritso nalang.* (What have I felt and my experiences? I get nervous at the thought of face-to-face. Mainly because there are reports, orals, and exams, there is this one particular subject I am not going to mention, but I get nervous whenever I take the exam. Compared to online classes, things are more manageable.)

The participants encountered diverse situations while preparing to transition from online to face-to-face classes, a theme supported by William Bridges' Transition Model, specifically the Neutral Zone. This phase represents a period where new beginnings are gradually taking shape but are not fully operational (Bridges, 2003). The shift from online to face-to-face classes presented students with various challenges, particularly in the adjustment process. The learning setup transition comes with advantages and disadvantages that could impact students' learning outcomes. Additionally, the altered environment resulting from the transition brings about significant changes, creating a sense of novelty for the students.

2. **Fear of the Students**

The theme explained how the students felt throughout the transition. When Participant 1 was asked their how it feels during the transition process, the participant answered:

> *I felt excited because the way of teaching I usually got used to will soon happen but, somehow, I also felt anxious and scared over the fact that I will face a new environment again.* (I felt excited because the way of teaching I usually got used to would soon happen, but, somehow, I also felt anxious and scared over the fact that I would face a new environment again.)

Participant 13 added:

> *Hmmm… feeling? Scared kay new environment nasad ug maka meet ug new people. Ahmm, kuan. Ahmm…Lisod. *haha. Kay ang adjustment is lisod siya. Lisod siya ang adjustment kay before bisag sayo pa ang klase, no need na mo matag alas kwatro kay maghanda but karun kay since layo, kailangan jud mo wake*

up ug 4 nya one-hour kapin ra ang preparation para makaanhi sa school. So lisod jud ang adjustment. So, kuan sad ang preparation kay dili jud ko anad na ug daghang tawo, mas ganahan ko ug ako ra usa. Katong first nako diri sa UC, mura kog nabag-ohan sa daghang tawo ug wala ko kabalo, mura kog kakuyapon, in-ana gani. Kuan jud… mas confident jud ko online. (It's hard. I felt Scared because of new environment and meeting new people. The adjustment is very difficult. Before even the class will start so early, there's no need to wake up at 4 in the morning just to prepare for school. The adjustment is very hard. Also, I am not used to in a crowd. I prefer being alone. At first here in UC, it feels very new to me, and I'm confused, I feel dizzy, and I am confident online.)

Participant 14 supported:

Pag ari nako, murag nabag-ohan ko sa mga tawo. I felt scared and exhausted sa new learning environment tungod sa kadaghang tawo. I think mura kog nalipong ba tungods kadaghang tawo. So, niuli dayun ko ato, dali raman kaayo to mga 2hrs man guro to. Nya wala ko kabalo magklase man diay ang mga major, mao to nisuds Maam Pagobo. Nakuyawan nasad ko, pero nindot man jud siya mo discuss, ayaw lang jud pa exama. Bitaw kuan…kanang…first jud kay kapoy gyud siya. Exhausting kaayo especially sa kuan…kanang nabag-ohan ka nga daghag taw. (When I arrived at UC, it felt very new to me. I felt scared and exhausted in a new learning environment with many people. I think I felt dizzy due to the many students, so I came home early. It's just two hours, maybe. I did not even think that there were classes in significant subjects, Maam Pagobo entered our class. I am so shocked; she is good in teaching but not in giving exams. At first, I felt so tired. It is very exhausting, especially since it is new to you to meet people again.)

Participants expressed fear regarding the learning transition from online classes to face-to-face classes, a sentiment in line with Kurt Lewin's second stage of change, the changing phase. This stage signifies the execution of change, the transitioning period away from the familiar or habitual, and is characterized by struggles as individuals are attached to their habits. Fear and anxiety are inherent during this phase (Lewin, 1951). As people adapt to new experiences, mixed emotions such as anxiety, fear, and frustration were evident among the respondents throughout the transition process.

3. **Problems with Finances**
The theme explained that these participants have experienced difficulties in

financial matters throughout the transition. When Participant 9 was asked about his difficulty during the transition, he answered:

> *Uhmm, first kay ang expenses kay layo amo so uhm dako siyag plete and then uhmm akoa sang bawn so like uhmm, like uhmm, ang mga basic expense like kanang mga lunch, and then uhm mga kana ganing mga amotan sa inyo school. Dayun uhm pagmata og sayo. kapoy jud mata sayo.* (At first, I was worried about the expenses since it is far away, that is why it has a hefty fee, and I cannot afford it every day, since my allowance is just a basic only for my lunch, snacks and not to mention those contributions to the school. And then it is so tiring, especially waking up early.)

Participant 13 supported:

> *Hmmm…kuan, money. Mao jud na, kanang… ahh pagka first day palang ato nya daghan baya mi nga family. Tulo mi kabuok nga nag school, akoang ate nya naa sad koy manghud, every kuan kay kailangan mo travel, so money jud sya ang difficulty. Nya kuan sad…ahmmm…confidence *haha. Confidence to face the people ug kanang…walay close. Nya kuan baya to pag 2nd year, mao naa ng first kita namo tanan so lisod jud makig interact sa mga tawo.* (It's money. On the first day and since we are a big family, the three of us are still studying and we need to travel every day, that's why we need money. Another thing is confidence. Confidence to face people and I don't have a person that I am close with. This school year is the first time we meet personally as well so it's very difficult for me to interact.)

Participant 16 stated:

> *Kuan…First of all, kuan…jud kay kwarta. Kay… tungod sa pandemic na bag down ang kuan…ang panginabuhi sa mga tawo especially sa akoang ginikanan. So, karun ang dako kaayo nga adjustment namo kay ang pag pa eskwela nako. Plete sad kay dako kaayong kuan.. dako na …mahal na ang plete na run ba. So, mao jud na karun akoang biggest adjustment sa face-to-face.* (First of all, the money. Due to pandemic, the source of living already goes down especially my parents. As of now, it's a huge adjustment for us just to send me to school. The fare is already expensive so that's one of the adjustments in face-to-face.)

Participants faced financial challenges during the transition from online classes to face-to-face classes, mainly due to the increased expense of fares. Their responses highlight difficulties arising from changes in financial and

transportation aspects. This aligns with the Schlossberg Transition Theory, asserting that students must undergo transition periods to cope with changes effectively (Schlossberg, 2008). As the situation shifts, various aspects of a student's life, including financial needs, change, emphasizing the importance of adequate financial support, especially during the transition.

4. **Hassles of Transportation**

The theme explained that participants have different struggles in transportation and travel. When Participant 1 was asked about her difficulty during the transition, she answered:

> *I felt various difficulties from transportation ahm also... I felt strange meeting new faces once again after 2 years and also studying seem so different like I have never known face to face before. In addition, I don't even live in Cebu, I came from Mindanao and transporting there from here adds up to my anxiousness.* (I felt various difficulties with transportation. I felt strange meeting new faces again after 2 years, and studying seemed so different, like I had never known face-to-face before. In addition, I do not even live in Cebu, I came from Mindanao, and transporting there from here adds to my anxiousness.)

Participant 2 added:

> *First of all ahm as I've mentioned on the first question, first is the travel cause I live in busay and my schedule in the morning is 7:30 so that means that I need to wake up earlier than 5 since it would be sakay na and yah the travel and second is connecting or related to traveling is the finances ah we ahm we realized, me and my mother that it would be much ahm gasto if mag face to face na. Before, I didn't have to have an an allowance. Ah, my mother was not required to give me allowance since I was just studying at home, but in face-to-face classes, I needed to go to school, you know... Have my bacon and also buy the school stuff since our teachers or instructors required us to submit actual or not just computerized or digital ahm paper works so, that was one of the difficulties, and the third one was a busy schedule ah it was my first time to have straight classes na lay ang classroom, so I was quite overwhelmed when I needed to run from classroom to classroom which is not normal since the first year in college was online, and last face to face was not like that. Yes.* (First of all, as I have mentioned in the first question, first is the travel because I live in Busay.
> Furthermore, my schedule in the morning is 7:30, so I need to wake up earlier than five since it would be in rush

hour already. The second reason related to traveling is finances; my mother and I realized that it would be much costlier to have face-to-face classes. Before, I did not have to have an allowance. My mother was not required to give me an allowance since I was studying at home. However, in face-to-face classes, I needed to go to school, have my allowance, and buy the school stuff since our teachers or instructors required us to submit actual or not just computerized or digital paperwork. That was one of the difficulties, and the third one was the busy schedule. Ah, it was my first time to have straight classes, so I was overwhelmed when I needed to run from classroom to classroom, which was not expected since the first year in college was online. The last face-to-face was not like that.)

Participant 14 supported:

Mga LTO, ilang giminimize ang kuan ba…ang mga jeepney Kanang dili mga license ang kuan, dili experienced…kay dili nila pa drivon. So mao na, nigamay ang mga nagdrive. Lisod sa part sa students nga permi puno or magplete permi ug motor para makaabot lang sa… sa school. Struggle siya in a part sa kuan…sa traffic, gamay pud ang mga vehicles nga amoang sakyan. (The LTO minimize the jeepneys whose drivers are inexperienced and unlicensed. That's the reason why only few are operating. It's hard in the part of students since it's not enough. It's a struggle for me because of traffic and few vehicles.)

Participants needed help in traveling, particularly for those residing far from school who needed to endure long commuting times. This theme aligns with the Schlossberg Transition theory, which posits that any event or non-event altering all aspects of a person's life constitutes a transition (Schlossberg, 2008). Changes in transportation methods and increased travel times due to factors like traffic jams became significant challenges for students, emphasizing the need for them to undergo the transition process to effectively cope with these changes.

5. **Struggles of Waking Up Early**

The theme explained that these participants had difficulty waking up early and adjusting to a new environment. When Participant 4 was asked about the difficulties during the transition, she answered:

Ahm difficulties nga akong na encounter so far kay kanang wala naanad sa routine na naku kay usually atong pag online kay dugay kaayo ko mo mata ing ana nya karon, kay mo karon kay mo mata najud kog sayo and unsa ni ah... akong sleep schedule kay ma kuan na ma malahi na and kanang sa kanang boarding house nga life

> *naku lisod lisod sad jud siya kay problemado sad sa like financies sad ing ana and unay tawag ani nga "hehe" nakalimot nako.... Kanang sa boarding house kay nagkalisod na sa financies and ngari sa kuan sa skwelahan kay unsa to..... Mag conflicting nasad ang schedules namu ba, kay lahi lahi man.... Lahi lahi man mig blocks gud ms.* (The difficulties I have encountered so far is I was not able to use my routine because usually, way back during the pandemic, when we used online or virtual mode, I used to wake up very late, but now, I do the opposite. My sleep schedule has changed, and my life in the boarding house is quite challenging due to financial problems because the fee keeps increasing. And in school, I experience difficulty because schedules have been conflicted since we have different blocks.)

Participant 5 stated:

> *Kuan miss ang pag tuon miss. Dugay na kaayo ka mo matog ma late   kag ka mata niya kailangan baya mumata ug sayo sa karon, and then kanang kuan sad miss kanang mga grade gud nga ma shock nalang ka compared sa online nga dako kaayo imong grado (wala ra ka nag lisud kanang ig padung nimo diri) wala ra miss kay kuan ma lakaw.ra man miss. (Nag abang ka) oo miss hehe.* (I think, studying. Because of that, I go to bed late and woke up late and I wake up late even though I need to wake up early for my class. And also you'll be shocked by how your grades are compared to online classes where your grades were higher.)

Participant 10 added:

> *Uhmm so first of, kanang ako man ang type nga chill nga studyante so,   first jud nako nga na encounter kay ang struggle to wake up early, mao jud na ang struggle to wake up early kay sayo man among klase kay naa koy klase 7 so murag mo mata jud ka earlier that time, so sa online class wa jud na nako nabuhat kay pwede rako mo mata og 7 jud sad, and daghan na kaayog student nga same nako mag atang og mga beep so usa pud na sa difficulties nga akong naagian so far.* (So first of all, I am the happy-go-lucky/chill type student, so one of the struggles that I've encountered due to the transition effect was to wake up early; that was one of the struggles that I've been dealing with back then. Just what ive said earlier, I have a class 7:AM, and I need to wake up prior to that time, not like in the online class I will just wake up exactly 7. Also, there are a lot of students who will wake up early so that they can catch

up with those beeps and jeeps every day, and that is also a struggle for me, transportation.)

Participants need help waking up early while adjusting to the changes in the new learning setup. This theme aligns with Fabian (2002), who describes the transition to school as engaging and disengaging. The familiar environment of school or home requires disengagement. For students accustomed to the online setup, where rest and sleep were more accessible, and tasks were manageable, the transition presented a significant challenge. Adjusting to a new routine becomes a formidable task as students detach themselves from previous habits and face the demands of the altered learning environment.

Effects of the Challenges to the Emotional and Mental well-being of the Participants

1. **Stress of the Students**

The theme explained the difference in how the challenge during transition affects the students. When participant 5 was asked about how the challenges in transition affect her, she answered:

> *Mentally miss, kay kanang usahay mag break down nalang gud ka miss kay kapoy na kaayo, drain na kayka wala na kay kana ganing wala na kaykay tog nya kanang mga projects nga pila nimo murag mag binuntagay gud ka miss. Mao rana miss.* (Mentally, sometimes I break down because I'm so tired and also drained, and also, I lack sleep and also because of the projects, that it took so long and you won't get any sleep.)

Participant 6 added:

> *Bad hahah kay uhmm anyway bad siya kay kanang permi lang stress halos di na mo kaon halos wa nay tulog in ana then kuan sad kapoy kaayo basta.. mao na sha kapoy jud kaayo permi lang jud mi mag huna huna nya kasagaran wa jud mi tulog (sigig tuon?) Sigig tuon sauna pa kung online pa pwede raka maka ukab ukab ba hahah karon kay kinahanglan najud mag tuon, di najud pwede.* (In a bad way. It is bad in a way that I am always stressed. And because of that, I can't really eat, and I lack sleep. It's also tiring. And most of the time we use our brains to study. Back then, when we were still in online classes, we can still open our notes. But now, we really had to study. Because it is impossible now.)

Participant 9 added:

> *Sa maka apekto sha nako sa akong, especially sa akong like mental health kay nausab akoang naandan na routine. Kay ma usahay kay*

> *maikog kos akong mama mangayo og kanang kwarta kay para nako ako na unta mohatag and then sa kuan pud sa kanang so sayo ko mo mata then gabie nako makauli usahay so lisod jud kaayo ang sleeping uhm uhm, ang pakgatug ba gamay nalang kaayo og oras kanang wa nakay time sad para sa imong self. Like puro nalang sa school. Or puro nalang sa kanang buhatonon sa balay. Uhhm akoa gurong like will na ma like ma successful in the future na akong huna hunaon like para I have to go through all of these para lang ma successful, so mao na ang naas akong mindset every day.* (So, it can really affect me especially to my mental health because my routine already changed, since I don't like asking my mother to give me allowance because I really hate it, since my mindset is I will be able to give them money, that's why I practiced it properly not to ask about money from them, I will just wait until they will give me. And also waking up early and going home late every day is so struggling since, I don't have enough time to sleep, lack of self-preparation it because of school works, house hold chores and studies. That's why it's so hard for me and it can really affect me, but it will never be a hindrance to stop, it is not a reason to not continue your dreams, because I believe that sooner in the future, I will be a successful person. that is my mindset every day.)

The transition resulted in students experiencing stress, as indicated by participants' responses, and this aligns with the Schlossberg Transition Theory. According to the theory, transitions involve a significant reorganization of an individual's psychological life space, prompting a shift in perspective both inward to the self and outward to the world. This change often brings about a perceived discontinuity between how things were and how they seem now, accompanied by emotional turmoil (Cowan & Hetherington, 1991). Managing time effectively becomes crucial for successful task completion and adapting to these changes. Consequently, students felt emotional stress, particularly concerning how to allocate their time amidst the transition.

2. **Anxiety of the Students**

The theme explained that the participants suffered anxiety due to the learning transition. When participant 2 was asked about the challenges in transition affect her, she answered:

> *These difficulties I could say that it affected me physically and mentally. Physically I felt tired it makes my ahm... It makes my body kind of give up or something, and I also felt gutom a lot of times since I've mentioned my schedule was straight and I couldn't find time to eat and mentally since, as I have also answered the pressuring, you know,.. The pressure that I felt in a classroom based classes. So it makes me anxious and it affects me in a way that ahm di na kaayo ko mag storya storya and I don't want na*

kanang makabantay ang teacher sa akoa nya tawgon nya ko nya ma mas ma anxious pako pagtaman. (These difficulties affected me physically and mentally. Physically, I felt tired, for it made my body give up. I also felt hungry often since I mentioned my schedule was straight, and I could not find time to eat. Moreover, mentally, I also answered the pressure I felt in classroom-based classes. So it makes me anxious, and it affects me in a way that I do not want to talk a lot, and I do not want to be noticed by my teacher, which will make me more anxious.)

Participant 4 supported:

Ahh lah...How do these difficulties affect me... kanang somehow bitaw it affects my mental health like kanang na naa ko at times maka feel ko nga frustrated na kaayo ko, kapoy na kaayo nga naay times nga kanang ka give upon nako kay tungod kay ma anxious ko sa mga daghag buhatonon and magkalibog nalang ko kung unsay unahon jud ms ba. Lahi sa akoang naandan sauna. (It somehow affects my mental health when there are times that I feel so frustrated and a lot of times that I want to give up because I felt anxious due several tasks given to us and I am confused about what I should do first. It's not what I used to.)

Participant 10 added:

Uhm naka affect jud siya sa akoang mental og emotional health kay kanang wa pako maanad so murag naa jud siyay burden, magka anxiety ko sad kay bisan unsaon nako pag pangitag way nga magpagawas sa akong emotional og mental burden kay wajud nako napugngan nga mo accumulate gani, so feel jud nako nga nag struggle ko og emotionally. (It really affects to my mental and emotional health since im not used to those difficulties that I've been encountered lately. There is something burden that I could cope up to, no matter what I do, I felt anxious and I cannot still cope up with those burden inside, so that's why it gaves me emotional and mentally breakdown sometimes.)

The transition from online to face-to-face classes induces feelings of anxiety among students, as noted by some participants. This theme aligns with Bridges (2003), who highlights the significance of recognizing transitions for successful organizational changes. The discomfort during this transition may lead to resistance, especially for those compelled to implement changes, resulting in confusion and distress that can significantly impact students.

3. **Lack of Interaction with the Students**

The theme explained how difficulties affect the social interaction of the

students. When Participant 3 was asked about the experiences or the difficulties and how they affect her interaction with others, she answered:

> *Kuan…ay murag ma sad, ma sad kay kanang mag overthinking kato mental health, katong shy type. maka unsa to akong gi kuan? So, there is sadness nga mo ahm ma ma mamention ani nga situation because shy type lagi dili maka cope up sa uban sa mga gusto or sa kanang vibe. Mao na akoang sadness.* (I felt sad because I overthink, for I have shy-type issues. So, there is the sadness that I will mention in this situation because I am a shy type and can't easily cope with others or fit in with the group.)

Participant 13 stated:

> *Lisod…kanang…hapit na baya run mag full-blown. Wala na kaykoy friends. Gamay rajud siya. Makita ko nila na very close na sila, kuyog kuyog sila permi nya ako naa lang sa kilid, nag-iisa. Mauwaw man jud ko so instead of makisalamuha ko nila, kay pila baya mi ka years mag-uban…lisod jud siya. Ahmm…disappointing sa koang self.* (It's hard especially that it might full-blown. I don't have any friends or maybe just few. I saw them that they are going together and I'm just around the corner. I am shy and instead of socializing, it's hard for me. It's disappointing to myself.)

Students face challenges interacting with others during the transition from online to face-to-face learning, a theme supported by Kurt Lewin's second stage, the changing. This phase represents a struggle as individuals are attached to established habits (Lewin, 1951). Some participants experience difficulty in socializing due to the shift from online to face-to-face learning. The adjustment is particularly challenging for a few, as they have become accustomed to online communication and feel more comfortable talking virtually rather than in person.

Coping Mechanism

1. **By Being Responsible and Having a Positive Viewpoint About the Future**

The theme explained how the participant learned to be independent and work without the help of others, especially during the adjustment period. When Participant 1 was asked about their difficulties and how they coped with the situation, she answered:

> *I just took responsibility because there's nothing I can do; I am a student. And don't get me wrong ha? I love being a student, what I'm anxious about is the difficulties I might face during the*

transition. (I just took responsibility because there's nothing I can do; I am a student. And do not get me wrong! I love being a student, but I am anxious about the difficulties I might face during the transition.)

Participant 10 added:

> *Ang akong strategy kay kanang mo adapt lang jud then work hard, then kung, kung unsay tawag ani, ako lang jung i get rid akong mga old habits nu ang akong mga old habits sauna pag online class ako lang jud i kuan ba i, isulti sakong kaugalingon nga dili najud parehas sauna, i need to adapt, i need to adjust. Sauna mag chill2 rako diko mo mata og sayo nya kinahanglan man jud ko mo mata og sayo kay ganahan man ko maka kuha og dako nga grades, kay kung tarong akong academical performance, i need to step up the game.* (My coping mechanisms or my strategy are: I just need to adapt and work hard and i just need to get rid of my old habits since it is not the same anymore before I could use all my time because it was an online class and all I can say to myself is, I need to adapt the reality and I need to adjust immediately if I really want high grades, I need to step up the game.)

Participant 11 stated:

> *Kuan, planning, kanang before mo end ang day kay mag plan nako sa akong buhaton nya I prepare ang angay I prepare. Time management rather. And ang naghatag nakog kusog kay ang akong goals kay ganahan man gud ko ma hit nako akong goal, so I need to do the things that I want to do.* (Planning before the day ends. I will be planning or preparing what I need to do for my next activity, and I will prepare what I need to prepare. Time management, rather. Furthermore, what gives me strength is my goals. It is simply because I want to achieve or hit my goal in the future, so I need to do what I want to do.)

Taking responsibility and maintaining a positive outlook on the future proves effective in navigating the challenges of the transition process. This theme aligns with the last stage of William Bridges' Transition Model, known as the New Beginning. This stage signifies a fresh start, encompassing new perspectives, principles, outlooks, and attitudes (Bridges, 2003). It indicates that students have embraced the transition and already developed new skills suitable for the altered environment.

2. **By Learning to Enjoy and Have Time to Do what you Desire**

The theme explained is taking some rest and time to relax by doing things they love or are good at. When Participant 5 was asked about how they dealt with

the situation, she answered:

> *Bisag in times nga kapoy na kaayo miss nya kapoy na sigto huna huna sa mga school works kay mo tan aw rakog kdrama miss, basa ug wattpad, kay para relax. Kanaa miss nya inig human balik nasad trabaho ana ra miss.* (When it gets to the point where it's tiring to think about schoolwork. I watch Korean Dramas and read Wattpad so that I can relax. After that, I will then continue the task that I need to do.)

Participant 6 added:

> *Uhh.. sa ako kay escape raman ko hahaha mo escape rako sa reality, usahay kay pahuway ko gamay in ana, ig pahuway nako, kung mag give kog time sa akong self nga maka relax maka rest usahay kay mag basa basa ko, in ana kay kung mag basa basa man gud ko maka limot ko sa (hitabo) yeah like bahala sa to sila kani sa haha.* (For me, I escape from reality. Sometimes, I make time to rest. Once I rest, I make sure to relax and read something because through reading, I forget what is happening.)

Participant 15:

> *Just enjoy such games, you can release them through games. For me, I think about the future…ahmm like making my parents proud. It will pass.* (That is it. Enjoy such games; you can release it through games. For me, I think about the future, like making my parents proud. It will pass.)

Coping with the transition involves participants taking time to rest and relax by engaging in activities they enjoy and excel at. This coping strategy reflects responsibility, a positive outlook for the future, and the pursuit of personal desires, aligning with Mezirow's Transformative Learning Theory. According to the theory, the learning process starts with managing and accepting losses or changes in the usual routine, followed by understanding and embracing the new situation (Mezirow, 1978). It emphasizes the importance of adapting to changed circumstances, encouraging students to explore new perspectives and adjust to the new setup. To question their previous understanding, students need to engage in diverse thinking and embrace fresh views that incorporate rational and emotional elements.

3. **By Staying Connected and Spending Time with Others**.
The theme explained that you must be connected by talking to your loved ones. When participant 4 was asked about her coping mechanism, she answered:

> *"Hehe" …okay, my coping mechanisms kay ana naay times nga mag unsa ni.. mag manglaag mis akoang mga kauban sa boarding*

house nya mag.. mangadto ba mig arcade ing ana or mag food date ba mi ing ana and naa say times nga kanang kung kapoy na gani ug buhat sa kanang buhatunon mo pahuway nalang sa kadiyot and mo balik bapud og buhat. (There are times that my board mates and I go to the arcade or have a food date with them. That's one of my coping mechanisms, and there were also times when I felt tired; I rest and have ample time to break with the tasks and be back after rest.)

Participant 9 added:

My Coping mechanisms kay kanang mga, I think mga basics lang kanang or common coping mechanisms kay kanang especially jud cellphone, so like if everytime na kapoy jud kaayo, mag cellphone, chat rajud ko sa akoang family or friends or like mag basa og kanang books or mag scroll sa tiktok para mo gaan lang ang imong feelings ba or like mag duwa og online games or ing ana. Uhmm pero ang most important coping mechanisms nga naghatag jud nakog kusog, is my family. Wala ko if wala sila, I am always grateful to have them, since I would not able to have this kind of life or opportunity or where I am right now if its not because of them. I promised to myself, sooner I will pay them back all of their struggles, ma successful ra nya ko puhon. (My coping mechanisms are those basic needs, especially nowadays, that adolescents want, for example, Cellphone, so. Whenever I feel exhausted, I will use my phone, read an ebook, scroll on Facebook, chat with my family or friends, and tiktok just to divert my attention from the tiring reality. But one of my most important coping mechanisms that will give me pure strength and motivation is my family. I cannot have achieved those small achievements without them, I am always grateful to have them since I would not be able to have this kind of life or opportunity or where I am right now if it is not for them. I promised myself that I would pay them back all of their struggles and be a successful person.)

Participant 16 supported:

*Like kato akoang giingun…ang pag adjust nako and also dili na kayko moody *haha tungod sa nabudol nakos akoang mga kaagi…murag naka realize nalang pud ko nga …kog apil nga in-ani diay ko sauna diay. Mao to, tungod sa pandemic then transition, daghan kog nausab sa akoang kaugalingon. Hmm… cellphone. Of course, we don't have anything to do. Exercise? Ahmm... partly, we can exercise, but not a hundred percent that it's the same thing we can do all the time. So, the cellphone is the most useful one for me to cope with. In addition, we communicate*

> *with our families.* (Like I said, my adjustment process. I'm no longer moody, and because I'm already used to my experiences in life, I realized that I had changed. Due to the pandemic and the transition, I have many changes. It's a cellphone. Of course, we do not have anything to do. Exercise? Partly, we can exercise, but not a hundred percent. It's the same thing we can do all the time. So, my cellphone is the most useful for me to cope with. In addition, we communicate with our families.)

The participants' coping mechanism involved staying connected with family and friends, aligning with Rosenberg and McCullough's (1979) definition of mattering as a fundamental human need, which agrees with McCullough's (1981) identified two types of mattering: interpersonal mattering (about specific individuals like family and friends) and societal mattering (a sense of importance and recognition in the world). In college life, mattering is crucial for mental, emotional, and physical well-being, reflecting the innate human desire to belong (Ansbacher & Ansbacher, 1956). The findings underscore the significance of interpersonal connections and communication for support during the adjustment process, emphasizing the importance of maintaining bonds and building relationships for personal growth.

CONCLUSIONS AND RECOMMENDATIONS

This study is dedicated to examining the psychological repercussions of the shift from online classes to face-to-face learning among 2nd-year Psychology students at the University of Cebu – Main Campus for the academic year 2022-2023. Its primary objectives are to investigate the challenges these students face during the transition, assess the impact on their emotional and mental well-being, and explore the coping mechanisms employed by the participants in navigating this change.

The study's findings delineate distinct challenges encountered by participants during the transition from online to face-to-face classes, encompassing issues such as Academic Preparedness, Student Fear, Financial Problems, Transportation Hassles, and Struggles with Early Wakeups. The impact of these challenges on the emotional and mental well-being of second-year psychology students manifests through heightened Stress, Anxiety, and a notable Lack of Interaction. To navigate these challenges, participants employ coping mechanisms: Being Responsible and maintaining a Positive Outlook about the future, Finding Enjoyment, dedicating time to personal desires, and Staying Connected and investing time with others.

The study's findings are constrained by the limited scope of selected participants, suggesting that results may differ among other students facing similar circumstances. Given that the participants are specifically second-year psychology students, variations in results could arise when considering psychology students from different year levels. Furthermore, the unique experiences of working students, whether on campus or in external companies,

may yield distinct results compared to their non-working counterparts. It is essential to acknowledge these limitations in order to contextualize and interpret the study's outcomes accurately.

Findings indicate that students are grappling with transitioning from online to face-to-face classes. To adapt successfully, students should approach the new learning environment willingly and understand its benefits, fostering discussions with peers to reshape their mindset. Effective time management is crucial for satisfactory and productive outcomes. Students should identify motivating activities to showcase their skills and maintain momentum. Proactive planning and organization are emphasized. Acceptance urges students to embrace changes for personal satisfaction and peace of mind, facilitating better planning, organization, and appreciation of each academic moment.

FURTHER STUDY

For future studies, the researchers propose exploring topics such as the Lived Experiences of Adjustments from Online to Face-to-Face Classes, Time Management of Students in an online learning environment, Adaptive Techniques in Transition Learning, and Assessing the Levels of students in adapting to educational learning modality transitions.

REFERENCES

Alderson, D., Hall, C., & Latreille, P. (2014). Transition and the First Year Experience: University Students' Expectations. University of Wales Journal of Education, 73- 97.

Allard and Perry (2003), transition in education refers to an internal course in the mind, which occurs while students experience a change from a routine to the inexperienced—Journal of Educational Enquiry, Vol. 4, No.2, 2003.

Anderson, C., Brion, S., Moore, D. A., & Kennedy, J. A. (2012). A status-enhancement account of overconfidence. Journal of Personality and Social Psychology, *103*(4), 718–735. https://doi.org/10.1037/a0029395

Ansbacher, H. L., & Ansbacher, R. R. (Eds.). (1956). The individual psychology of Alfred Adler. *Basic Books, Inc.*

Barclay, S. R. (2017). Schlossberg's transition theory. College student development: Applying theory to practice on the diverse campus, 23–34.

Benson, A. (2002). Using Online Learning to Meet Workforce Demand: A Case Study of Stakeholder Influence. Retrieved from: https://www.researchgate.net/publication/234660106_Using_Online_Learning_To_Meet_Workforce_Demand_A_Case_Study_of_Stakeholder_Influence

Bridges, W. (2003). Managing Transitions: Making the Most of Change (2nd ed.) Boston: Da Capo Press.

Britannica. (2022). Distance Learning. Education. Retrieved from Britannica: https://www.britannica.com/topic/distance-learning (accessed on 20 August 2022).

Cowan, P. A., & Hetherington, E. M. (Eds.). (1991). *Family transitions.* Lawrence Erlbaum Associates, Inc.

Denovan and. Macaskill (2013, page 1011). Transition Models and How Students Experience Change

Fabian, H., & Dunlop, A. W. A. (2002). Introduction. In H. Fabian, & A. W. A. Dunlop (Eds.), Transition in the Early Years—Debating Continuity and Progression for Young Children in Early Education (pp. 1-7).

Flett, G. (2018). The psychology of mattering: Understanding the human need to be significant. Academic Press.

Jack Mezirow, Transformative learning process definition, examples, and how it can be applied in the classroom. Retrieved from https://www.wgu.edu/blog/what-transformative-learning-theory2007

Lewin's 3-Stage Model of Change: Unfreezing, Changing & Refreezing. (2012, September 12). Retrieved from https://study.com/academy/lesson/lewins-3-stage-model-of-change-unfreezing-changing-refreezing.html.

Moore, J.L.; Dickson-Deane, C.; Galyen, K. (2011) e-Learning, online learning, and distance learning environments: Are they the same? The Internet and Higher Education, 14(2), 129–135. Retrieved from: https://doi.org/10.1016/j.iheduc.2010.10.001

Pettigrew, J.E.; Howes, P.A. (2022). COVID-19 and Student Perceptions toward a Swift Shift in Learning Format: Does Experience Make a Difference? American Journal of Distance Education. Retrieved from https://doi.org/10.1080/08923647.2021.2013749

Pianta and Cox (1999). A Study of Transition from Preschool and Home Contexts to Grade 1 in a Developing Country. Retrieved from repository.up.ac.za/bitstream/handle/2263/28039/Complete.pdf?sequence= 7

Rosenberg, M., & McCulluogh, C. B. (1979, August 27). Mattering: Inferred Significance and Mental Health among Adolescents. Retrieved from ERIC: https://eric.ed.gov/?id=ED179903

Schlossberg (2008). Described strategies as the coping resources individuals bring to

Soesanto, R. H. &Dirgantoro, K. P. S. (2021). Welcome back to face-to-face: A novel Indonesian issue of students' perceptions towards learning transition.

transition-in other words, how well people negotiate transitions while, simultaneously, protecting themselves psychologically.