The Impact of Transition to Face to Face on Social Intelligence Among Selected Students of Pulo National High School Year 2022-2023

Jeneline P. Gonzales[1], Krystal Yvonne M. Saban, CHRA[2], Kim Jade Piolo B. De Leon[3], Leinor N. Francisco[4], Araceli B. Paster, PhD[5]

[1,2,3,4,5]College of Arts and Sciences City of Cabuyao, Laguna

ABSTRACT: This study focuses on determining the Impact of the transition to face-to-face on social intelligence among selected students of pulo national high school year 2022-2023. it aims to identify the level

of student's social intelligence in terms of Situational awareness, Presence, Authenticity, Clarity and Empathy and to describe the impact of transition to face-to-face to students' social intelligence. The researchers chose 40 grade 9 students from Pulo National High School, Simple Random Sampling was used to select the grade 9 student-respondents from pulo national high school. The study employed quantitative research design with descriptive design. It was utilized with the use of validated and reliable selfmade survey questionnaire for the respondent's response. The research also used descriptive analysis in analyzing and interpreting the data gathered from the survey questionnaires.

The study revealed that students have a very high level of social intelligence in terms of situational awareness, presence, authenticity, clarity and empathy. In addition, the data demonstrated that students believed that shifting to face-to-face had a significant impact on their social intelligence, The researchers also proposed interventions that can furthermore promote and improve students' social intelligence. In conclusion the researchers conclude that there is a positive impact of transitioning to face-to-face class to students' social intelligence.

KEYWORDS: Situational Awareness, Presence, Authenticity, Clarity, Empathy, Social Intelligence.

I. INTRODUCTION

In recent years, the education landscape has witnessed a significant shift towards remote learning and online instruction in the Philippines. However, with the gradual relaxation of pandemic restrictions, educational institutions are now transitioning back to face-to-face classes. This transition has sparked interest in examining its potential impact on various aspects of students' lives. One important area of exploration is the effect on students' social intelligence, as face-to-face interactions play a crucial role in developing social skills and interpersonal relationships.

Social intelligence encompasses an individual's ability to effectively perceive, understand, and navigate social interactions, including interpreting social cues, empathizing with others, regulating emotions in social situations, and communicating and building relationships skillfully (Kilduff et al., 2017).

Face-to-face interaction improves communication, encourages social affiliation, and heightens the visibility of the mouth and eyes, which facilitates the comprehension of mental states. In a learning context, face-to-face interaction may bolster attention to social cues that support learning such as eye contact, eye gaze, and smiling (Ransom, A et al., 2022).

In addition, Swainston (2021) added that living successfully in a society without social intelligence is challenging. An individual who possesses social intelligence may coexist peacefully with others. Those with social intelligence act diplomatically and achieve success in life. Social intelligence helps deal with social issues and complete various social activities. Therefore, social intelligence is an essential developmental part of schooling. This employs the importance of face-to-face learning in relation to social intelligence.

The Impact of Transition to Face to Face on Social Intelligence Among Selected Students of Pulo National High School Year 2022-2023

This study aims to explore the impact of transitioning to face-to-face classes on students' social intelligence. By examining this critical aspect of education, we can gain a better understanding of how the shift in instructional modality influences students' social skills and interactions. The findings from this study are expected to contribute significantly to the existing body of knowledge on the impacts of educational transitions on students' social intelligence. It can guide educational institutions in implementing strategies to enhance students' social skills and support their holistic development.

II. METHODOLOGY

A. Research Design

The researchers used a descriptive design, which is a quantitative research study. Quantitative research is the methodology that researchers use to test theories about people's attitudes and behaviors based on numerical and statistical evidence (Maddison, 2023). Researchers sample many users through surveys to indirectly obtain measurable, bias-free data about users in relevant situations.

A descriptive study aims to provide a detailed and accurate description of a particular phenomenon or population without necessarily establishing causal relationships or making predictions. A descriptive method refers to a type of study in which information is collected without changing the subject (McCombes,2019). This means that the researcher cannot directly interact with the environment in which he or she is studying in a way that would cause any changes related to the experiment.

The descriptive design was chosen for this study to describe the impact of the transition of face-to-face classes on the Social Intelligence of selected students in Pulo National High School.

B. Research Locale

The researchers conducted this study at Pulo National High School. Pulo National High School is one of the public schools in Cabuyao, Laguna, now offering face-toface classes. It is located beside RAM-Birmingham Village Rd, Pulo, Cabuyao City. Pulo Barangay High School was established in 1975. In 1988, it was renamed Pulo National High School. For many years, a rapid increase in population has been observed. The school focused not only on academic achievements but also on extracurricular undertakings. The researchers chose this school because of its ability to support the researchers and the integrity of the students in answering the data gathering devices honestly.

C. Population and Sampling

This study will involve random High School Students from Pulo National High School. The target number of respondents is 40 High School students.

The sampling method that is used in the research is simple random sampling. Simple random sampling is a type of probability sampling in which the researchers randomly select a subset of participants from a population. The researchers used simple random sampling to minimize bias because each member of the population will have an equal chance of being selected and to provide an accurate reflection of the population. It is also easy to use and implement compared to other sampling. In addition, this sampling will allow the researchers to collect data from a representative population sample.

D. Research Participants

The respondents of the study were the students of Pulo National High School, and the researchers randomly selected students as the respondents. The target respondents of the study are 40 grade 9 students in Pulo National High School in the school year 2022-2023, the researchers chose former grade 9 students in the year 2022-2023 who are now grade 10 students to gain accurate and precise results as they experienced face-to-face classes longer. The Students of Pulo National High School were one of the fascinating individuals to be research participants in this study concerning Social Intelligence.

E. Research Instrumentation

Regarding gathering data from the respondents, the researchers used a self-made questionnaire to evaluate the impacts of face-to-face classes on students' Social
Intelligence.

The survey questionnaire is a self-made questionnaire consisting of 50 items that will measure the level of the Social Intelligence of the students towards the transition to face-to-face classes. The researchers applied the Likert scale on the self-made questionnaire, and each question had five (5) possible responses on the Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree. Through a Likert scale, the answers from the respondents were used to analyze the problem in the study. The researcher analyzed the analytics of the answers through survey scoring, which allowed the researcher to point out the value of the respondent's answers.

The Impact of Transition to Face to Face on Social Intelligence Among Selected Students of Pulo National High School Year 2022-2023

F. Data Gathering Procedure

In Data Gathering Procedure, from chapters one to three, the researchers examined and browsed the library and internet for journals, articles, studies, dissertations, and other materials necessary for data gathering. The researchers also prepared and created a self-made questionnaire to measure what the study wanted to measure. The researchers invested much time, energy, and teamwork. The questionnaire was based on the objectives of the study, and the questionnaire was then sent to the validators for validation.

For acquiring data from the respondents, a letter of request to conduct the study was prepared, in addition, since the respondents were below 18 the researchers made an informed consent if they were willing or if it was all right to be part of the research the researchers are conducting. Moreover, parental consent was also prepared and distributed to their parents if they allowed the respondents to be part of the study. After they confirmed that they agreed to participate, the researcher explained the respondent's value to the study. The researchers explained some words to the respondents so they may respond to the questions defining the impact of the transition to face-toface classes on the student's social intelligence. The researcher also asked the respondents to be completely honest in their responses. Since the researcher's objective in this study is to ascertain it, the researcher believes that this approach is the most suitable for selecting the sample for the research. The researchers then distributed the questionnaire to the chosen respondents so that they could answer the questions.

H. Ethical Consideration

The study considered ethical considerations when requesting information from participants and school authorities. The researchers requested permission from Pamantasan ng Cabuyao, their school's administrators, to keep an eye on any potential risks to the participants and the adverse effects of the study. The following ethical consideration is taken into account Informed consent, parental consent, autonomy and dignity and privacy and confidentiality.

III. RESULTS AND DISCUSSIONS

This chapter presents the results of findings, analysis and interpretation of data gathered by the researchers.

Table 1.1 The Level of Impact of the Transition to face-toface classes towards Students' Social Intelligence in terms of Situational Awareness

Table 1.1
The Level of Impact of the Transition to face-to-face classes towards Students' Social Intelligence in terms of Situational Awareness

Situational Awareness Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Interacting with peers and instructors in face-to-face classes has enhanced my awareness of nonverbal communication.	4.63	0.540	Very high
2. Face-to-face classes have increased my sensitivity to the emotions and moods of others.	4.45	0.597	Very high
3. Engaging in in-person discussions and group activities has improved my ability to read social dynamics.	4.53	0.554	Very high
4. Face-to-face classes have helped me develop better listening skills in social interactions.	4.70	0.516	Very high
5. Interacting with diverse individuals in face-to-face classes has broadened my understanding of different perspectives.	4.68	0.526	Very high
6. Face-to-face classes have made me more aware of cultural norms and expectations in social interactions.	4.48	0.506	Very high
7. Interacting with classmates and instructors in person has helped me navigate and adapt to social situations more effectively.	4.45	0.597	Very high
8. Face-to-face classes have improved my ability to resolve conflicts and address disagreements constructively.	4.28	0.640	Very high
9. Engaging in face-to-face debates and presentations has sharpened my persuasive and argumentation skills.	4.28	0.640	Very high
10. Face-to-face classes have improved my ability to understand social cues.	4.58	0.501	Very high
Weighted mean	4.50		Very high

Legend: 1.00 to 1.80 (Very low); 1.81 to 2.60 (Low); 2.61 to 3.40 (Average); 3.41 to 4.20 (High), and 4.21 to 5.00 (Very high)

The Impact of Transition to Face to Face on Social Intelligence Among Selected Students of Pulo National High School Year 2022-2023

   Table 1.1 shows the level of students Situational Awareness towards the transition face-to-face class. Based on the computed weighted mean of 4.50 students have a very high level of Situational Awareness and shifting to face-to-face class has a great impact to students' situational awareness.

   The impact is described as very high. Specifically, with a generated highest mean of 4.70 (Very high) with SD = 0.516, students believed that Face-to-face classes COLLEGE OF ARTS AND SCIENCES 34 have helped them develop their listening skills better in social interactions. It is then followed by the students' perception that Face-to-face classes broadened their understanding of different perspectives through interacting with diverse individuals (Mean = 4.68 (Very high), SD = 0.526). And lastly, even with the lowest means of 4.28 (Very high) with SD = 0.640, items 8 and 9 still showed that learners have improved their ability to resolve conflicts and address disagreements constructively and sharpened their persuasive and argumentation skills as result of shifting to face-to-face classes. This means that there is a very high level of impact on social intelligence in terms of situational awareness brought by the transition of face-to-face classes.

   Classroom environments offer opportunities for social learning, collaboration, and group discussions. Interacting with peers and sharing perspectives can help students gain a more comprehensive understanding of a situation (Julien & Dookwah, 2020). This statement supports the data gathered and analyzed, because according to Julien & Dookwah classroom environments during face-to-face classes enhance students' ability to understand a situation or they are in.

Table 1.2 The Level of Impact of the Transition to faceto-face classes towards Students' Social Intelligence in terms of Presence

Table 1.2
The Level of Impact of the Transition to face-to-face classes towards Students' Social Intelligence in terms of Presence

Presence Indicators	Mean	Std. Deviation	Verbal Interpretation
11. I believe my behavior reflects on my values and character during face to face classes.	4.43	0.636	Very high
12. My behavior demonstrates respect and consideration for others in face-to-face classes.	4.58	0.501	Very high
13. I convey confidence and self-assurance through my behavior in face-to-face classes.	4.43	0.549	Very high
14. I communicate my enthusiasm and engagement in learning through my behavior during face-to-face classes.	4.60	0.496	Very high
15. I demonstrate active listening and attentiveness to others in face to face classes.	4.68	0.526	Very high
16. I exhibit professionalism and appropriate conduct in my interactions with instructors and classmates during face-to-face classes.	4.48	0.640	Very high
17. I communicate my willingness to collaborate and work effectively in groups or team activities during face-to-face classes.	4.48	0.554	Very high
18. I am empathetic and understanding in my interactions with my classmates and instructors during face-to-face classes.	4.43	0.594	Very high
19. I manage my non-verbal cues (e.g., body language, facial expressions) to convey my intended message during face-to-face classes.	4.43	0.594	Very high
20. I am satisfied with the overall impression or total message that my behavior conveys to others in the transition to face-to-face classes.	4.40	0.591	Very high
Weighted mean	4.49		Very high

Legend: 1.00 to 1.80 (Very low); 1.81 to 2.60 (Low); 2.61 to 3.40 (Average); 3.41 to 4.20 (High), and 4.21 to 5.00 (Very high)

   Table 1.2 shows the level of students Presence towards the transition face-to-face class. Based on the computed weighted mean of 4.49 students have a very high level of Presence and shifting to face-to-face class has a great impact to students' Presence.

The Impact of Transition to Face to Face on Social Intelligence Among Selected Students of Pulo National High School Year 2022-2023

Based on the table, student-respondents had the highest mean score (mean = 4.68, SD = 0.526) for item 15. It shows the very high level of impact as perceived by the students-respondents of the shifting to face-to-face class and how it helped them become better at listening and enhance their attentiveness. It is followed by item 14 with the second highest generated mean (mean = 4.60, SD = 0.496), and item 12 as third (mean = 4.58, SD = 0.501). This means that aside from the very high level of impact that shift of face-to-face class has for their listening and attentiveness skills, they also perceived a great impact to their way of communicating and engaging to activities, and how they demonstrate respect and consideration for others. For the item 20 (mean = 4.40, SD = 0.591) even with the lowest mean, it also shows very high impact to the students-respondents' social intelligence in terms of Presence. Hence, researchers inferred that studentsrespondents believed that face-to-face classes have a great impact on their Social Intelligence in terms of Presence.

Baticulon, Sy & Reyes (2021) Stated that opening of face-to face classes can boost students' social intelligence, students also claimed that because of face-to-face interaction they can communicate, share their knowledge, assets, and viewpoints with their classmates. This statement supports the data in table 4 because Presence refers to the way individuals project themselves and engage with others in social interactions. It involves being fully present and attentive. Having presence can enhance communication, influence, and connection with others.

Table 1.3 The Level of Impact of the Transition to face-toface classes towards Students' Social Intelligence in terms of Authenticity

Table 1.3
The Level of Impact of the Transition to face-to-face classes towards Students' Social Intelligence in terms of Authenticity

Authenticity Indicators	Mean	Std. Deviation	Verbal Interpretation
21. Face-to-face classes enhance my ability to express my true thoughts and opinions.	4.55	0.677	Very high
22. I feel more comfortable being myself in face-to-face classes compared to online classes.	4.48	0.640	Very high
23. Interacting with classmates and instructors in person helps me build authentic relationships.	4.50	0.555	Very high
24. Face-to-face classes encourage open and honest discussions.	4.65	0.533	Very high
25. I believe that direct interaction with my instructor in face-to-face classes helps me clarify my understanding and authentic learning.	4.70	0.464	Very high
26. I find it easier to connect and empathize with my classmates in face-to-face classes.	4.40	0.591	Very high
27. Face-to-face classes facilitate the development of my interpersonal skills necessary for authentic interactions.	4.28	0.640	Very high
28. I believe face-to-face classes contribute positively to my personal growth and authenticity.	4.63	0.540	Very high
29. I find it easier to build trust and rapport with my classmates in face-to-face classes.	4.40	0.672	Very high
30. I feel more genuine and true to myself when participating in face-to-face classes compared to online classes.	4.55	0.597	Very high
Weighted mean	4.51		Very high

Legend: 1.00 to 1.80 (Very low); 1.81 to 2.60 (Low); 2.61 to 3.40 (Average); 3.41 to 4.20 (High), and 4.21 to 5.00 (Very high)

Table 1.3 shows the level of students Authenticity towards the transition face-to-face class. Based on the computed weighted mean of 4.51 students have a very high level of Authenticity and shifting to face-to-face class has a great impact to students' Authenticity.

The Impact of Transition to Face to Face on Social Intelligence Among Selected Students of Pulo National High School Year 2022-2023

Based on table 1.3, item 25 has the highest computed mean with 4.70 and SD equal to 0.464. This shows the very high level of impact as regarded by students' respondents of their interaction with their instructors and how face-toface interaction with them helped clarify their understanding and how it makes learning more authentic. This is followed by items 24 (mean = 4.65, SD = 0.533), and 28 (mean = 4.63, SD = 0.540) also shows high impact of face-to-face classes to the students' respondents' social intelligence in terms of authenticity because students perceived that face-to-face class promote open and honest discussion and contribute positively to their personal growth and authenticity. On the other hand, items 26 and 29 with means 4.40 and SD's 0.591 and 0.672 respectively show the least means of the group yet also present very high impact on the social intelligence of the students' respondents in terms of authenticity. This means that students-respondents perceived the very high level of impact of face-to-face classes towards their social intelligence in terms of Authenticity.

Table 1.4 The Level of Impact of the Transition to face-toface classes towards Students' Social Intelligence in terms of Clarity

Table 1.4
The Level of Impact of the Transition to face-to-face classes towards Students' Social Intelligence in terms of Clarity

Clarity Indicators	Mean	Std. Deviation	Verbal Interpretation
31. I believe that face-to-face classes positively impacted my communication skills.	4.48	0.554	Very high
32. My communication skills improved since the transition to face-to-face classes.	4.65	0.580	Very high
33. I think that there are differences in the communication skills of students who have transitioned to face-to-face classes compared to those who have not.	4.45	0.504	Very high
34. I become more confident in my verbal communication abilities as a result of the transition to face-to-face classes.	4.45	0.714	Very high
35. I believe that there are challenges or barriers students face in adapting to face-to-face communication after a period of remote learning.	4.50	0.599	Very high
36. My engagement in class discussions and group activities increased since transitioning to face-to-face classes.	4.45	0.552	Very high
37. There are changes in my listening and comprehension skills after the transition to face-to-face classes.	4.48	0.506	Very high
38. I find it easier to understand and interpret verbal and non-verbal cues from others after the transition to face-to-face classes.	4.38	0.540	Very high
39. I talk frequently with my peers and teachers in school.	4.38	0.705	Very high
40. I am confident when I am exchanging ideas with my classmates.	4.45	0.783	Very high
Weighted mean	4.47		Very high

Legend: 1.00 to 1.80 (Very low); 1.81 to 2.60 (Low); 2.61 to 3.40 (Average); 3.41 to 4.20 (High), and 4.21 to 5.00 (Very high)

Table 1.4 shows the level of students Clarity towards the transition face-to-face class. Based on the computed weighted mean of 4.47 students have a very high level of Clarity and shifting to face-to-face class has a great impact on students' Clarity.

Based on the table, the item with the highest computed mean is 32 (mean = 4.65, SD = 0.580). It shows the students-respondents' perceived great improvement in their communication skills due to transition to face-to-face classes. It is followed by items 35 (mean = 4.50, SD = 0.599), 31 (mean = 4.48, SD = 0.554), and 37 (mean = 4.48, SD = 0.506) for the items with the highest means that also showed very high impact on students-respondents' listening and comprehension skills. On the other hand, items

with the lowest means are 38 (mean = 4.38, SD = 0.540) and 39 (mean = 4.38, SD = 0.705) and yet they also show very high impact. it means that there is a very high level of impact on the social intelligence in terms of clarity brought by the transition of face-to-face classes.

Table 1.5 The Level of Impact of the Transition to face-to-face classes towards Students' Social Intelligence in terms of Empathy

Table 1.5
The Level of Impact of the Transition to face-to-face classes towards Students' Social Intelligence in terms of Empathy

Empathy Indicators	Mean	Std. Deviation	Verbal Interpretation
41. I feel more comfortable interacting with my classmates in face-to-face classes.	4.48	0.716	Very high
42. I find it easier to make friends and establish connections with classmates in face-to-face classes.	4.48	0.679	Very high
43. I think face-to-face classes have enhanced my teamwork and collaboration skills.	4.55	0.597	Very high
44. I feel more confident in initiating conversations and building relationships with my peers in face-to-face classes.	4.53	0.716	Very high
45. Face-to-face classes gave me an opportunity to know more about my friends and classmates.	4.58	0.501	Very high
46. I think face-to-face classes have improved my ability to understand non-verbal cues and gestures.	4.58	0.501	Very high
47. Face-to-face classes have helped me develop stronger interpersonal skills.	4.55	0.504	Very high
48. I find it easier to form study groups and engage in group projects in face-to-face classes.	4.60	0.496	Very high
49. I feel more connected to my classmates in face-to-face classes compared to online classes.	4.53	0.554	Very high
50. Transitioning to full face-to-face classes has positively influenced my relationship-building skills.	4.63	0.490	Very high
Weighted mean	4.55		Very high

Legend: 1.00 to 1.80 (Very low); 1.81 to 2.60 (Low); 2.61 to 3.40 (Average); 3.41 to 4.20 (High), and 4.21 to 5.00 (Very high)

Table 1.5 shows the level of students Empathy towards the transition face-to-face class. Based on the computed weighted mean of 4.55 students have a very high level of Empathy and shifting to face-to-face class has a great impact to students' Empathy.

Based on table 1.5, the item with the highest mean is 50 with 4.63 and SD of 0.490. This shows the studentsrespondents' very high impact perception on the impact brought by transition of face-to-face classes to their relationship building skills. Second highest mean is presented by item 48 with 4.60 and SD of 0.496. This shows the very high impact of face-to-face classes to students-respondents' formation of study groups and engaging in group projects. The items with lowest means are 41 (mean = 4.48, SD = 0.716) and 42 (mean = 4.48, SD = 0.679) yet they also brought a very high impact on the students-respondents' social intelligence in terms of Empathy as they can are comfortable in interacting and find it easy to make connections. Altogether, it is shown that students-respondents perceived a very high-level impact of the face-to-face classes to their social intelligence in terms of Empathy

The Impact of Transition to Face to Face on Social Intelligence Among Selected Students of Pulo National High School Year 2022-2023

Table 2. The Level of Impact of the Transition to face-toface classes towards Students' Social Intelligence

Table 2
The Level of Impact of the Transition to face-to-face classes towards Students' Social Intelligence

	Mean	Verbal Interpretation
Situational Awareness	4.50	Very high
Presence	4.49	Very high
Authenticity	4.51	Very high
Clarity	4.47	Very high
Empathy	4.55	Very high
General Weighted Average	4.50	Very high

Legend: 1.00 to 1.80 (Very low); 1.81 to 2.60 (Low); 2.61 to 3.40 (Average); 3.41 to 4.20 (High), and 4.21 to 5.00 (Very high)

Table 2 shows the level of students Social Intelligence towards the transition to face-to-face classes and signify the impacts of the transition to face-to-face classes towards social intelligence of the students-respondents. Social intelligence indicators with their corresponding means are shown and are headed by Empathy (mean = 4.55), followed by Authenticity (mean = 4.51), Situational awareness (mean = 4.50), Presence (4.49). and lastly Clarity (4.47). The general weighted average is 4.50 and it signifies the very high level of students Social Intelligence and very high impact of the transition to faceto-face classes towards the students' social intelligence.

Reopening face-to-face classes has a positive impact on students' social intelligence because students can interact with their peers, communicate well with their classmates and teachers, and build relationships. Also, it also improved their listening, attentiveness, comprehension and understanding skills. It also improved their ability to resolve conflicts and disagreements, sharpened their persuasive and argumentation skills, helped clarify their understanding and how it makes learning more authentic. Furthermore, it improved their way of communicating and engaging COLLEGE OF ARTS AND SCIENCES 45 to activities and group projects, it broadened their understanding of different perspectives, how they demonstrate respect and consideration for others, positively contributed to their personal growth and authenticity, helped them perceive, comprehend and communicate their feelings.

The Impact of Transition to Face to Face on Social Intelligence Among Selected Students of Pulo National High School Year 2022-2023

Table 3 The Level of Impact of the Transition to face-toface classes towards Students' Social Intelligence

Program	Objectives	Person/s Involved	Timeline
SOCIAL INTELLIGENCE			
Social synchrony: Harmony in Human Interaction - A seminar that discusses social interaction, in here the speaker can discuss real-world scenario and the importance of social interaction in people. Furthermore, they can conduct an activity or a game where students will learn to cooperate with each other	~ Fosters sense of unity and collaboration among the students ~ Improve students' ability to understand social cues and situational awareness ~ Enhance group dynamics	~Speaker, Teachers and students	Once every one month
EmoConnect: Emotional Connection of Students - A type of activity where teachers use Social-Emotional Learning to elevate students Social Intelligence in a classroom. Teachers can do Interactive sessions where students learn and practice effective conflict resolution strategies and role-playing scenarios where students step into the shoes of their peers, fostering empathy and understanding. They practice active listening, perspective-taking, and responding with empathy in various situations.	~ Develop strong empathy skills and Enhance students' ability to recognize and regulate emotions and cultivate effective interpersonal skills for positive social interactions. ~ Improve conflict management abilities and promote constructive dialogue	~ Teachers and students	Once a week for 2 hours
Speak Up: Connected Conversation - An activity where teachers will give each student's time to talk in front of the class about their interests and hobbies, they can also exchange knowledge and ideas to their classmate.	~ Improve students' ability to communicate with their peers ~ Improve students listening and comprehension skills ~ To develop a safe space where students are free to share their thoughts	~ Teachers and students	Once a week for 1 hour and 30 minutes
Team Up: Collaborative Learning - Enhance students' social intelligence through collaborative learning activities in face-to-face classrooms. By organizing cooperative projects, group discussions, and team-building exercises, Team Up aims to promote collaboration, communication, and empathy among students. The program provides opportunities for students to work together towards common goals, fostering a sense of belonging and mutual respect within the classroom environment.	~ Develop students' collaborative skills and teamwork abilities through hands-on learning experiences.	~ School administrators, Teachers and students	Once every 2 weeks for 1 hour and 30 minutes

Table 3 shows The Proposed Intervention Plan of the researchers, based on the data that the researchers have gathered, the researchers found out that all items showed an impact of face-to-face class to student's social intelligence. So, the researchers came up with a possible intervention to furthermore improve and promote student's Social Intelligence These interventions plan

are only a guide to students, teachers, parents, school officials and Future researchers on how to improve and promote a student's social intelligence in face-to-face class.

IV. DISCUSSION

In examining the impact of the transition to face-to-face classes on students' social intelligence, the study examined a number of variables such as situational awareness, presence, authenticity, clarity, and empathy. The following conclusions are drawn. 1.1 Situational Awareness: The researchers conclude that students in Face-to-Face class have a very high level of Situational Awareness and Students Perceived an impact of Face-to-Face class towards their Situational awareness. 1.2 Presence: The researchers conclude that students in Face-to-Face class have a very high level of Presence and Students Perceived an impact of Face-to-Face class towards their Presence. 1.3 Authenticity: The researchers conclude that students in Face-to-Face class have a very high level of Authenticity and Students Perceived an impact of Face-to-Face class towards their Authenticity. The positive impact on students' authenticity, highlighted by their ability to build genuine relationships and engage in open and honest discussions, is evident and deemed very high. 1.4. Clarity: The researchers conclude that students in Face-to-Face class have a very high level of Clarity and Students Perceived an impact of Face-to-Face class towards their Clarity. 1.5 Empathy: The researchers conclude that students in Face-to-Face class have a very high level of Empathy and Students Perceived an impact of Face-to-Face class towards their Empathy.

In addition, the overall Social Intelligence: The general weighted average of 4.50 across these dimensions signifies that Students have a very high level of Social Intelligence towards the transition to Face-to-Face class an overarching very high impact of the transition to face-to-face classes on students' social intelligence. This comprehensive perspective underscores the multifaceted positive outcomes, emphasizing the importance of physical presence in cultivating a holistic and enriched social intelligence.

And lastly the proposed Intervention: After carefully examining and analyzing the data that the researchers gathered, the researchers proposed the following interventions. Social synchrony: Harmony in Human Interaction, EmoConnect: Emotional Connection of Students Speak Up: Connected Conversation, Team Up:
Collaborative Learning.

In conclusion, the study provides valuable insights into the transformative impact of face-to-face classes on students' social intelligence. The richness of the data underscores the multifaceted benefits and the profound role of physical presence in shaping a socially intelligent and interconnected student body

REFERENCES

1) Baticulon, R. E., Sy, J. J., Alberto, N. R. I., Barón, M. C. R., Mabulay, R. E. C., Rizada, L. G. T., Tiu, C. J. S., Clarion, C. A., & Reyes, J. (2021). Barriers to Online Learning in the Time of COVID-19: A National Survey of Medical Students in the Philippines. Medical Science Educator, 31(2), 615–626. https://doi.org/10.1007/s40670-021-01231-z

2) Kilduff, M., Galinsky, A., Gallo, E., & Reade, J. (2017). Whatever it takes to win: Rivalry increases unethical behavior. Academy of Management Journal, 60(4), 1459- 1481.

3) Julien, G., & Dookwah, R. (2020b). Students transition from face-to-face learning to online learning at higher education: A case study in Trinidad and Tobago. Educational Research and Reviews, 15(8), 487–494. https://doi.org/10.5897/err2020.4005

4) Mc Combes, S. (2023, June 22). Descriptive Research | Definition, Types, Methods & Examples. Scribbr. https://www.scribbr.com/methodology/descriptiveresearch/

5) Miles D, Mesinga J, Zuchowski I (2018). Harnessing opportunities to enhance the distance learning experience of MSW students: An appreciative inquiry process. Social Work Education (37(6):705-717. https://doi.org/10.1080/02615479.2018.1447557

6) Mcleod, S., PhD. (2023). Vygotsky's Sociocultural Theory of Cognitive Development. Simply Psychology. https://www.simplypsychology.org/vygotsky.html