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## Research Article

### Status of Implementation of Face-to-Face Classes: Basis for Schools' Contextualized Policy Formulation in the New Normal

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#### ABSTRACT

This descriptive-survey research aimed to determine the status of public schools in the implementation of face-to-face classes in the new normal. The independent variables were school classification and school size, while school operations, teaching and learning, well-being, and protection, and home-school coordination were the dependent variables. The study was conducted among 63 school heads in the Schools Division of Iloilo City. A researcher-made questionnaire was used to collect the needed data. Means, frequency counts, standard deviations, Mann Whitney-U, and Kruskal Wallis were utilized to interpret the results. The findings revealed that the status of public schools in the implementation of face-to-face classes in the new normal in terms of school operations and well-being and protection was “almost implemented”, and “fully implemented” in terms of teaching and learning and home-school coordination. Moreover, there is no significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms of school operations, teaching and learning, well-being, and protection, and home-school coordination when grouped according to school classification and school size. It is recommended that the agency concerned should ensure proper implementation and sustainability of face-to-face classes. As an offshoot of the study, a policy formulation was developed by the researcher. It contains contextualized policy on school operations, teaching and learning, well-being, and protection, and home-school coordination.

**Keywords:** *Contextualized policy formulation, Face to face classes, New normal, Status of implementation*

## Introduction

### Background of the Study

An unprecedented catastrophic event brought by the coronavirus disease (COVID-

19) pandemic affected all government sectors, particularly the education sector. The pandemic has led to a forced stop of face-to-face activities in institutions in more than 190

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countries to prevent the spread of the coronavirus and mitigate its impact (NU. CEPAL & UNESCO, 2020).

Going to school is one of the most affected facets of human life due to the COVID-19 pandemic. Many countries worldwide have shut down schools temporarily, affecting millions of students. Consequently, it led to a learning crisis that students, who are mostly children, have been facing due to the pandemic.

Teachers were unprepared for the pandemic, much like experts in other sectors, but they persisted in making sure that education continued since they understood how important it was for every student. The sudden changes have raised a lot of issues, especially about the current situation that our teachers are in (Barrera et al., 2022).

The outbreak and ongoing spread of the pandemic had a significant impact on the education system throughout the archipelago, necessitating a reorganization of the current system under the new normal. All parties involved, including parents, students, teachers, and administrators, can now receive high-quality education. The Department of Education (DepEd) has devised multiple learning modes to provide continuous delivery of education in response to the challenges posed by COVID-19 (Abaya, Dela Cruz & Llobera, 2023)

According to Sarmiento et al. (2021), the Department of Education (DepEd) has formulated guidelines for implementing modular and online modalities during the pandemic in the Philippines. This guideline is to protect the learners from infection through in-person classes. The Department of Education created the Basic Education Learning Continuity Plan (BE-LCP). The BE-LCP includes a variety of interventions that the department uses. To effectively handle the problems posed by the ongoing health crisis, academic offices and institutions must have well-defined policies in place. The BE-LCP's implementation demonstrates the Department of Education's commitment to maintaining education, recognizing the risks the pandemic poses, and adjusting to the resulting adjustments (Peregrino et al., 2021, in Yambot, Ayro & Vidal Jr., 2023).

Online learning faces different challenges for learners and teachers. Many learners,

especially in low-class barangays, municipalities, and provinces, needed help adapting to the rapid technological advances in today's digital age. In this context, online learning reveals a digital divide among Filipino learners, amplifying existing inequalities that translate into bottlenecks in online education (Bustilo & Aguilos, 2022). According to Arrieta (2020) in Barrera et. al (2022) reveals the absence of crucial support from school administration—specifically, in the form of technological resources—can impede the effectiveness of online education. Equipment that meets the technical requirements of online instruction must be available to teachers. For students to carry out educational activities online more successfully and creatively, a more dependable and steady connection to the internet at home is essential. Setting up procedures and norms for communication is essential to guaranteeing that students get the help and support they need to navigate the new educational normal. Moreover, students may emphasize amusement over paying attention in class as a result of the change to online learning and the elimination of the conventional educational framework (Meng et al., 2020, in Garcia et al., 2022).

Implementing modular instruction posed various challenges to learners, parents, and teachers. The study of Dangle and Sumaorang (2020), in Castroverde and Acala, (2021) manifested that the main challenges that emerged were a lack of funding for the production and delivery of modules, a lack of capacity of parents to guide their children academically, and the self-learning struggles of learners. Similarly, with the study of Olivio (2021), Teachers made great sacrifices to prepare modules that would be sent home with students, spending restless evenings printing, and assembling the required course materials. Concurrently, parents encountered their own difficulties, as they had not received enough education to provide them with the necessary understanding to assist their kids in finishing the courses.

Face-to-face learning is one solution for learners who experience obstacles in online learning (Cahyati & Kusumah, 2020; Sulasmi, 2022). Face-to-face modalities during the current pandemic provide counter versions in various circles of society. Most parents, learners,

and teachers want face-to-face modalities to foster learning (Supriyanto & Rozaq, 2021; Sulasmi, 2022). As the study of Gamboa (2022) suggest in improving the use of online learning, with an emphasis on helping students who are struggling with certain subjects when the schools reopen.

On July 11, 2022, DepEd released Department Order No. 34, s. 2022, which provides a transition for schools to implement full face-to-face classes. The reopening of classes brought various challenges, including a lack of instructional or non-instructional spaces, learning materials, and teachers. Thus, this study provides a clearer picture of the status of the implementation of face-to-face classes in the new normal.

### **Description of the Issue**

This study intends to determine the status of public schools in the Division of Iloilo City in the implementation of face-to-face classes in the new normal as the bases for the schools' contextualized policy formulation during the school year 2022-2023. In particular, it seeks answers to the following questions:

1. What is the status of public schools in the implementation of face-to-face classes in the new normal in terms of school operations when taken as a whole and when grouped according to school classification and school size?
2. What is the status of public schools in the implementation of face-to-face classes in the new normal in terms of teaching and learning when taken as a whole and when grouped according to school classification and school size?
3. What is the status of public schools in the implementation of face-to-face classes in the new normal in terms of well-being and protection when taken as a whole and when grouped according to school classification and school size?
4. What is the status of public schools in the implementation of face-to-face classes in the new normal in terms of home-school coordination when taken as a whole and when grouped according to school classification and school size?

5. What is the status of the implementation of public schools in the implementation of face-to-face classes?
6. Is there a significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms of school operations when grouped according to school classification and school size?
7. Is there a significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms of teaching and learning when grouped according to school classification and school size?
8. Is there a significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms of well-being and protection when grouped according to school classification and school size?
9. Is there a significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms of home-school coordination when grouped according to school classification and school size?
10. What schools' policy may be developed as an offshoot of this study?

### **Methodology**

#### **Research Design**

Descriptive research was used in this study. According to Gay (1992), descriptive analysis involves collecting data to test hypotheses or to answer questions concerning the status of the respondents. It determines and reports the way things are.

#### **Research Participants**

This study involved 63 city public school heads in the Schools Division of Iloilo City during the school year 2022-2023. Purposive sampling was employed in the selection of the participants.

The distribution of the participants is shown in Table 1.

Table 1. The Distribution of the Respondents

Category	f	%
Entire group	63	100
School Classification		
Public School Heads from Elementary Schools	47	74.6
Public School Heads from Secondary Schools	11	17.5
Public School Heads from Integrated Schools	5	7.9
School Size		
Public School Heads from Medium Schools	28	44.4
Public School Heads from Large Schools	35	55.6

### Data Gathering Instruments

This study utilized a researcher-made instrument on the status of public schools in the implementation of face-to-face classes in the new normal. This instrument was aligned and based on the DepEd Memorandum No. 030, s. 2022 School Safety Assessment Tool (SSAT) 2022 for the Progressive Expansion of the Face-to-face Learning Modality and DepEd-DOH Joint Memorandum Circular No. 01 s. 2021 which is the School Safety Assessment Tool (2021) for the Pilot Study on the Face-to-face Learning Modality.

The instrument consisted of two parts. Part one, respondents' personal information included the respondent's name, school/office, school classification, and school size. Part two is the status of the implementation of face-to-face classes in public schools in terms of school operations, teaching and learning, well-being, and protection, home-school coordination, and an open-ended question. Each item answers the status of implementation of face-to-face classes in their school with the following scale: 5 Fully Implemented; 4 Almost Implemented; 3 Somewhat Implemented; 2 Slightly Implemented; and 1 Not Implemented.

To interpret the obtained means, the following scale of means and corresponding interpretation were used:

Scale of Means	Interpretation
4.20 – 5.00	Fully Implemented
3.40 – 4.19	Almost Implemented
2.60 – 3.39	Somewhat Implemented
1.80 – 2.59	Slightly Implemented
1.00 – 1.79	Not Implemented

**Fully Implemented** means that the implementation of the face-to-face classes has excellently met the standards and adhered to the protocols set by the Department of Education.

**Almost Implemented** means that the implementation of the face-to-face classes has nearly met the standards and adhered to the protocols set by the Department of Education.

**Somewhat Implemented** means that the implementation of the face-to-face classes fairly met the standards and adhered to the protocols set by the Department of Education.

**Slightly Implemented** means that the implementation of the face-to-face classes scarcely met the standards and adhered to the protocols set by the Department of Education.

**Not Implemented** means non-implementation of the face-to-face classes and does not adhere to the protocols set by the Department of Education.

### Data Collection Procedure

The researcher wrote a letter to the Iloilo City Schools Division Superintendent asking permission to administer the instrument of the study. The study's conduct schedule was set upon approval, and the respondents were given fifteen to twenty minutes to answer the questionnaire. Participant's information was treated with confidentiality and used only for this study.

The gathered data results were tallied, tabulated, computer-processed, analyzed, and interpreted.

## Results and Discussions

### ***Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of School Operations when Taken as a Whole and When Grouped According to School Classification and School Size***

Table 2 show the status of public schools in the implementation of face-to-face classes in the new normal regarding school operations. As an entire group ( $M = 4.11$ ,  $SD = .41$ ), the status of the implementation of face-to-face classes was "almost implemented."

When grouped according to school classification, both elementary schools ( $M = 4.09$ ,  $SD = .38$ ) and integrated schools ( $M = 3.94$ ,  $SD = .27$ ) were "almost implemented," while secondary schools ( $M = 4.28$ ,  $SD = .53$ ) were "fully implemented."

As to the school size, medium schools ( $M = 4.05$ ,  $SD = .39$ ) and large schools ( $M = 4.16$ ,  $SD = .42$ ) were both "almost implemented."

This implies that all schools were guided in the full implementation of face-to-face classes. They were guided by their BE-Learning Continuity Plan, implementation, and contingency plans; school heads know what to do, and they empower their teachers. They are on the right track with the constant monitoring and technical assistance given by the Schools Division of Iloilo City regarding school operations. The result is corroborated by the study of Valenzuela et al. (2021), which found a significant relationship between the level of management of school operations and their management abilities, which produced a positive effect on the performance of the schools.

*Table 2. Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of School Operations*

Category	N	SD	M	Interpretation
Entire group	63	.41	4.11	Almost Implemented
School Classification				
Elementary schools	47	.38	4.09	Almost Implemented
Secondary school	11	.53	4.28	Fully Implemented
Integrated schools	5	.27	3.94	Almost Implemented
School Size				
Medium schools	28	.39	4.05	Almost Implemented
Large schools	35	.42	4.16	Almost Implemented

*Note:* 4.20-5.00: Fully Implemented; 3.40-4.19: Almost Implemented; 2.60-3.39: Somewhat Implemented; 1.80-2.59: Slightly Implemented; 1.00-1.79: Not Implemented

### ***Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of Teaching and Learning when Taken as a Whole and When Grouped According to School Classification and School Size***

Table 3 show the status of public schools in implementing face-to-face classes in the new normal regarding teaching and learning.

Data showed the status of implementation of face-to-face classes for the entire group ( $M = 4.29$ ,  $SD = .41$ ); the school classification that includes elementary schools ( $M = 4.28$ ,  $SD = .39$ ), secondary schools ( $M = 4.29$ ,  $SD = .54$ ), and integrated schools ( $M = 4.35$ ,  $SD = .34$ ); the school

size that includes medium schools ( $M = 4.25$ ,  $SD = .35$ ) and large schools ( $M = 4.32$ ,  $SD = .46$ ) were all "fully implemented."

This implies that teachers were ready for whatever situation they had. It is in line with the study by Jackaria (2022), wherein teachers' readiness to teach is clearly reflected in the implementation of face-to-face classes. However, the study also corroborated the concern of teachers about the growing number of non-readers learners, as these are also experienced in the Schools Division of Iloilo City. The study also concluded that teachers should be trained to deal with the concerns.

**Table 3. Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of Teaching and Learning**

Category	N	SD	M	Interpretation
Entire group	63	.41	4.29	Fully Implemented
School Classification				
Elementary schools	47	.39	4.28	Fully Implemented
Secondary school	11	.54	4.29	Fully Implemented
Integrated schools	5	.34	4.35	Fully Implemented
School Size				
Medium schools	28	.35	4.25	Fully Implemented
Large schools	35	.46	4.32	Fully Implemented

Note: 4.20-5.00: Fully Implemented; 3.40-4.19: Almost Implemented; 2.60-3.39: Somewhat Implemented; 1.80-2.59: Slightly Implemented; 1.00-1.79: Not Implemented

**Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of Well-being and Protection when Taken as a Whole and when Grouped According to School Classification and School Size**

Table 4 show the status of public schools in implementing face-to-face classes in the new normal regarding well-being and protection.

It showed the status of implementation of face-to-face classes for the entire group ( $M = 3.62$ ,  $SD = .35$ ); the school classification that includes elementary schools ( $M = 3.61$ ,  $SD = .35$ ),

secondary schools ( $M = 3.61$ ,  $SD = .41$ ), and integrated schools ( $M = 3.67$ ,  $SD = .30$ ); the school size that includes medium schools ( $M = 3.54$ ,  $SD = .40$ ) and large schools ( $M = 3.68$ ,  $SD = .30$ ) were all "almost implemented."

This result implies that the school adheres to the minimum health protocols provided in Department Order No. 34, s. 2022. It was also suggested in the study of Gopez (2021) that schools should adhere to national and international health protocols to ensure that the implementation of face-to-face instruction would not endanger the learners' health.

**Table 4. Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of Well-being and Protection**

Category	N	SD	M	Interpretation
Entire group	63	.35	3.62	Almost Implemented
School Classification				
Elementary schools	47	.35	3.61	Almost Implemented
Secondary school	11	.41	3.61	Almost Implemented
Integrated schools	5	.30	3.67	Almost Implemented
School Size				
Medium schools	28	.40	3.54	Almost Implemented
Large schools	35	.30	3.68	Almost Implemented

Note: 4.20-5.00: Fully Implemented; 3.40-4.19: Almost Implemented; 2.60-3.39: Somewhat Implemented; 1.80-2.59: Slightly Implemented; 1.00-1.79: Not Implemented

**The Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of Home-school Coordination when Taken as a Whole and when Grouped According to School Classification and School Size**

Table 5 show the status of public schools in the implementation of face-to-face classes in the new normal regarding home-school coordination.

It showed the status of implementation of face-to-face classes for the entire group ( $M = 4.58$ ,  $SD = .47$ ); the school classification that

includes elementary schools ( $M = 4.61$ ,  $SD = .42$ ); secondary schools ( $M = 4.47$ ,  $SD = .61$ ); and integrated schools ( $M = 4.50$ ,  $SD = .68$ ); the school size that includes medium schools ( $M = 4.49$ ,  $SD = .51$ ); and large schools ( $M = 4.64$ ,  $SD = .43$ ) were all "fully implemented."

The result implies that the schools recognize the presence of the community and its helping hand in implementing face-to-face

classes. It acknowledges that coordination with the community can help ease the burden of disseminating relevant information during the pandemic. The result is backed up by the study by Agasen et al. (2022), which found that if the physical learning environment, health care services, and system are adequately planned and implemented, the stakeholders are eager to participate in the limited face-to-face classes.

*Table 5. Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of Home-school Coordination*

Category	N	SD	M	Interpretation
Entire group	63	.47	4.58	Fully Implemented
School Classification				
Elementary schools	47	.42	4.61	Fully Implemented
Secondary school	11	.61	4.47	Fully Implemented
Integrated schools	5	.68	4.50	Fully Implemented
School Size				
Medium schools	28	.51	4.49	Fully Implemented
Large schools	35	.434	4.64	Fully Implemented

*Note:* 4.20-5.00: Fully Implemented; 3.40-4.19: Almost Implemented; 2.60-3.39: Somewhat Implemented; 1.80-2.59: Slightly Implemented; 1.00-1.79: Not Implemented

#### ***Status of Public Schools in the Implementation of Face-to-face classes in the New Normal in Terms of School Operations when Grouped According to School Classification***

Table 6 there is no significant difference in the status of public schools in the implementation of face-to-face classes in the new normal regarding school operations.  $H(2) = 5.81$ ,  $p = .055$ .

There is no significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms

of school operations when grouped according to school classification was accepted. Elementary, secondary, and integrated schools do not differ in their face-to-face implementation status regarding school operations. It is due to the issuance of JMC 001, s. 2022, and DepEd Order No. 34, s. 2022; a unified protocol for face-to-face implementation is provided regarding school operations. This result is corroborated by the study of Harumi (2022), which shows that if plans are properly executed and implemented, it yields positive results.

*Table 6. Results on the Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of School Operations*

	N	Mean Rank	df	$\chi^2$	p
Elementary schools	47	30.65			
Secondary schools	11	42.73	2	5.802	.055
Integrated schools	5	21.10			

*Note:*  $p\text{-value} \leq .05$  – Significant;  $p\text{-value} > .05$  – Not Significant

#### ***Status of Public Schools in the Implementation of Face-to-face Classes in the New Normal in Terms of Teaching and Learning when Grouped According to School Classification***

Table 7 shows that there is no significant difference in the status of public schools in the implementation of face-to-face classes in the new normal regarding teaching and learning H

(2) =.189,  $p = .910$ . Thus, the null hypothesis stating that there is no significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms of teaching and learning when grouped according to school classification was not rejected. Elementary, secondary, and integrated

schools do not differ in their face-to-face implementation status regarding teaching and learning. It is due to the issuance of JMC 001, s. 2022, and DepEd Order No. 34, s. 2022, a unified protocol for face-to-face implementation regarding teaching and learning.

*Table 7. Results on the Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of Teaching and Learning*

	N	Mean Rank	df	$\chi^2$	p
Elementary schools	47	31.41	2	.189	.910
Secondary schools	11	33.73			
Integrated schools	5	33.70			

Note:  $p\text{-value} \leq .05$  – Significant;  $p\text{-value} > .05$  – Not Significant

***Status of Public Schools in the Implementation of Face-to-face Classes in the New Normal in Terms of Well-being and Protection when Grouped According to School Classification***

Table 8 shows that there is no significant difference existed in the status of public schools in the implementation of face-to-face classes in the new normal in terms of well-being and protection  $H(2) = .057$ ,  $p = .972$ .

Thus, the null hypothesis stating that there is no significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms of well-

being and protection when grouped according to school classification was not rejected. Elementary, secondary, and integrated schools do not differ in their face-to-face implementation status regarding school operations. It is due to the issuance of JMC 001, s. 2022, and DepEd Order No. 34, 2022, which provides a unified protocol for face-to-face implementation regarding well-being and protection. Further, the study of Riva et al. (2020) proved the crucial role of the teacher-student relationship in impacting learners' well-being. It is a perfect example of why school in-person classes should be implemented.

*Table 8. Results on the Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of Well-being and Protection*

	N	Mean Rank	df	$\chi^2$	p
Elementary schools	47	31.68	2	.057	.972
Secondary schools	11	32.91			
Integrated schools	5	33.00			

Note:  $p\text{-value} \leq .05$  – Significant;  $p\text{-value} > .05$  – Not Significant

***Status of Public Schools in the Implementation of Face-to-face Classes in the New Normal in Terms of Home-school Coordination when Grouped According to School Classification***

Table 9 shows that there are no significant difference existed in the status of public schools in the implementation of face-to-face classes in the new normal regarding home-school coordination ( $H(2) = .185$ ,  $p = .912$ ). Therefore, the

null hypothesis stating that there is no significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms of home-school coordination when grouped according to school classification was accepted. Elementary, secondary, and integrated schools do not differ in their face-to-face implementation status regarding home-school coordination. This is due to the issuance of JMC 001, s. 2022, and DepEd



Order No. 34, s 2022, which provides a unified protocol for face-to-face implementation regarding home-school coordination. Further, the result of the Zhan et al. (2021) study

provided insight into how schools and families should work together to address the problem of learners returning to school.

*Table 9. Results on the Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of Home-school Coordination*

	N	Mean Rank	df	$\chi^2$	p
Elementary schools	47	32.49	2	.185	.912
Secondary schools	11	29.91			
Integrated schools	5	32.00			

Note: p-value $\leq$ .05 – Significant; p-value $>$ .05 – Not Significant

***Status of Public Schools in the Implementation of Face-to-face Classes in the New Normal in Terms of School Operations when Grouped According to School Size***

Table 10 shows that there is no significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms of school operations when grouped according to school classification  $U(395) = -1.315$ ,  $p = .188$ , which was more than

the p-value of .05. Thus, the null hypothesis was not rejected. It implies, therefore, that the status of public schools in the implementation of face-to-face classes in the new normal regarding school operations is similar when grouped according to school size. It is because schools adhere to the protocols set by the Department of Education through Joint Memorandum Circular No. 001 s. 2022, DO No. 17 s. 2022, and DO No. 30 s. 2022.

*Table 10. Results on the Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of School Operations*

	N	Mean Rank	Sum of Ranks	U	Z	p
Medium schools	28	28.61	801	395	-1.315	.188
Large schools	35	34.71	1215			

Note: p-value $\leq$ .05 – Significant; p-value $>$ .05 – Not Significant

***Status of Public Schools in the Implementation of Face-to-face Classes in the New Normal in Terms of Teaching and Learning when Grouped According to School Size***

Table 11 shows that there is no significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms of teaching and learning when grouped according to school classification  $U(421) = -.957$ ,  $p = .339$ , which was more

than the p-value of .05. Thus, the null hypothesis was not rejected. It implies, therefore, that the status of public schools in the implementation of face-to-face classes in the new normal in terms of teaching and learning does not differ when grouped according to school size. It is because schools adhere to the protocols set by the Department of Education through Joint Memorandum Circular No. 001 s. 2022, DO No. 17 s. 2022, and DO No. 30 s. 2022.

*Table 11. Results on the Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of Teaching and Learning*

	N	Mean Rank	Sum of Ranks	U	Z	p
Medium schools	28	29.54	827	421	-.957	.339
Large schools	35	33.97	1189			

Note: p-value $\leq$ .05 – Significant; p-value $>$ .05 – Not Significant

### **Status of Public Schools in the Implementation of Face-to-face Classes in the New Normal in Terms of Well-being and Protection when Grouped According to School Size**

Table 12 shows that there is no significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms of well-being and protection when grouped according to school classification  $U(408) = -1.145$ ,  $p = .252$  was more than

the  $p$ -value of .05. Thus, the null hypothesis was not rejected. It implies, therefore, that the status of public schools in the implementation of face-to-face classes in the new normal regarding well-being and protection does not differ when grouped according to school size. It is because schools adhere to the protocols set by the Department of Education through Joint Memorandum Circular No. 001 s. 2022, DO No. 17 s. 2022, and DO No. 30 s. 2022.

*Table 12. Results on the Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of Well-being and Protection*

	N	Mean Rank	Sum of Ranks	U	Z	p
Medium schools	28	29.05	813.5	408	-1.145	.252
Large schools	35	34.36	1202.5			

Note:  $p$ -value  $\leq .05$  – Significant;  $p$ -value  $> .05$  – Not Significant

### **Status of Public Schools in the Implementation of Face-to-face Classes in the New Normal in Terms of Home-school Coordination when Grouped According to School Size**

Table 13 shows that there is no significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms of home-school coordination when grouped according to school classification  $U(404) = -1.224$ ,  $p = .221$  was more than

the  $p$ -value of .05. Thus, the null hypothesis was not rejected. It implies, therefore, that the status of public schools in implementing face-to-face classes in the new normal in terms of home-school coordination is similar when grouped according to school size. It is because schools adhere to the protocols set by the Department of Education through Joint Memorandum Circular No. 001 s. 2022, DO No. 17 s. 2022, and DO No. 30 s. 2022.

*Table 13. Results on the Status of Public Schools in the Implementation of Face-to-Face Classes in the New Normal in Terms of Home-school Coordination*

	N	Mean Rank	Sum of Ranks	U	Z	p
Medium schools	28	28.91	809.5	404	-1.224	.221
Large schools	35	34.47	1206.5			

Note:  $p$ -value  $\leq .05$  – Significant;  $p$ -value  $> .05$  – Not Significant

The researcher transcribed and identified the theme from the participant's responses in the focus group discussions.

### **Full implementation of face-to-face classes**

The full implementation of face-to-face classes, also called in-person classes, is a mode of instruction wherein learners and teachers interact physically in classrooms or learning centers, as stated in DO 35 s. 2022.

As mentioned by the participants, most public schools in the Schools Division of Iloilo City were already in the full implementation of

in-person classes, guided by their Basic Education-Learning Recovery and Continuity Plan (BE-LRCP), the School Safety Assessment Tool (SSAT) Team, implementation, and contingency plans, and with the help of the stakeholders.

### **Problems that arose during the full implementation of face-to-face classes**

Although the opening of the face-to-face classes was successful, some minor problems were still observed and experienced. Based on the FGD, the following issues arose:

1. Due to the lack of teachers since the pandemic, there was also a sudden increase in enrollment. During that time, only a few teacher applicants were qualified in the Rank List of Qualified Applicants due to the delayed in conduct of the English Proficiency Test.
2. Overcrowded classrooms because of the sudden increase in enrollment, which hindered the delivery of quality education.
3. Non-instructional spaces like science and speech laboratories which need to be improved or in bad condition since, during the epidemic, most resources were devoted to reproducing modules, which involves schools purchasing printers, ink, and bond paper.

#### ***Mitigations to problems that arose during the full implementation of face-to-face classes***

To lessen the problems encountered, some public schools in the Schools Division of Iloilo City opted to shift classes, where learners were divided into batches. Also, school heads prioritize rehabilitating their school environment, primarily instructional and non-instructional space, by including those in the school improvement plan.

The Schools Division of Iloilo City provided measures for teacher hiring by early application of an online English proficiency test in the Bureau of Education Assessment and streamlining their hiring procedures.

#### ***Proposed Schools' Contextualized Policy in the New Normal***

As an offshoot of the study, "Status of Implementation of Face-to-Face Classes in the New Normal", a school contextualized policy was formulated. The researcher crafted this proposal to provide a clearer picture for further enhancing school operations, teaching and learning, well-being and protection, and home-school coordination.

Furthermore, the proposal can ensure that values are applied consistently, expectations are clearly defined, and a framework for employees and learners alike in implementing face-to-face classes is provided.

The school's contextualized policy aims to guide policymakers in their decision to craft a policy for schools in establishing operating procedures and creating standards of quality for teaching and learning, as well as set out expectations and establish accountability for protection and coordination.

#### **Conclusion**

It appears that the status of public schools in the Schools Division of Iloilo City in the implementation of face-to-face classes in the new normal was "fully implemented."

The absence of significant difference in the status of public schools in the implementation of face-to-face classes in the new normal in terms of school operations, teaching and learning, well-being and protection, and home-school coordination, when grouped according to school classification, school size, could be attributed to the fact that public schools in the Schools Division of Iloilo City were prepared and ready. It is because schools adhere to the protocols set by the Department of Education through Joint Memorandum Circular No. 001 s. 2022, DO no. 17 s. 2022, and DO no. 30 s. 2022. Also, continuous technical assistance was given by the Schools Division of Iloilo City in compliance with these protocols

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