

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2024, Vol. 5, No. 3, 1098 – 1116

<http://dx.doi.org/10.11594/ijmaber.05.03.29>

Research Article

Preparedness of School Heads, Teachers and Parents of Public Elementary Schools on the Limited Face to Face Learning Modality in Zone 2, Division of Zambales

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Article history:

Submission March 2024

Revised March 2024

Accepted March 2024

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ABSTRACT

The study aimed to evaluate the perspective of school heads, teachers and parents on the preparedness of public elementary schools on the limited face to face learning modality in Zone 2, Division of Zambales. The researcher employed the mixed method where in a quantitative and qualitative approaches was used in the study. Descriptive and inferential statistics was employed in the study.

Based on the significant results, most of the respondents are Teacher I, female, and serve for 10-14 years in the Department of Education. Parents are self-employed, most of them are college and elementary graduate and with 3-5 children. The school head & teacher-respondents perceived as Prepared in the preparation of the public elementary schools in terms of curriculum and instruction, school environment, human resource management, and budget. Based on the experienced by parent-respondents that majority of them prepare their children to bring to school such as snacks, alcohol, facemasks, and other supplies/items that will be needed for their education in accordance with school policy. The school head and teacher-respondents perceived as Sometimes a Problem in the limited face to face for leaning modality in terms of curriculum and instruction, school environment, human resource management, and budget. Based on the experienced by the parent-respondents that for fear of the COVID 19 epidemic, majority of parents bring their children with them. Some of them prefer to walk because it is more convenient and economical for them. During a pandemic, transportation is extremely expensive, and they cannot afford to ride a tricycle. There is no significant difference on the perceived level of agreement of school head and teacher-respondents on the preparations of the public elementary schools in the limited face to face learning modality when grouped according to profile of the school heads and teachers. The proposed action plan was developed based on the findings of the study.

How to cite:

Escobar, R. D. & Fastidio, J. A. (2024). Preparedness of School Heads, Teachers and Parents of Public Elementary Schools on the Limited Face to Face Learning Modality in Zone 2, Division of Zambales. *International Journal of Multidisciplinary: Applied Business and Education Research*. 5(3), 1098 – 1116. doi: 10.11594/ijmaber.05.03.29

Based on the salient findings, the researchers recommended that the school heads and teachers may develop and design curriculum and instruction integrating facts on how to combat spreading the COVID 19 viruses. Encourage parents to monitor and check their children's safety. The curriculum planner should take into account this issue, simplify activities, and eliminate extraneous themes in order to achieve mastery. Teachers are encouraged to attend trainings and seminars related on how to handle learners who are potentially infected. The administrators may consider the medical equipment such as stretchers and wheelchairs if budget warrants. Procurement of a two-way radio for easy communication in case of emergency is suggested. The principal may hold a PTA meeting to inform parents about health protocols. Future researchers may conduct a parallel study to validate the results of this study. The proposed action plan may be implemented by the school heads to the school.

Keywords: *Division of Zambales, Face to face learning modality in zone 2, Preparedness of school heads, Public elementary schools, Teachers and parents*

Introduction

The COVID-19 pandemic is transforming society in profound ways, often exacerbating social and economic inequalities in its wake. In an effort to curb its spread, governments around the world have moved to suspend face-to-face teaching in schools, affecting some 95% of the world's student population—the largest disruption to education in history (Carlsen & Bruggemann, 2022). The United Nations Convention on the Rights of the Child states that governments should provide primary education for all on the basis of equal opportunity (Platzoder, 1993).

Almost two years, different learning modalities through the distance education of Basic Education- Learning Continuity Plan was implemented by the Department of Education to cope with the impact of the pandemic.

Based on the DepEd's timeline, the expansion phase of the limited face-to-face classes is set to start in January 2022. Prior to reopening, the Philippines was among five countries in the world that have not started in-person classes since the pandemic began. The United Children's Education Fund expressed support to the Philippine government in welcoming children back to schools as it started its pilot of limited and voluntary in-person classes in minimal-risk areas (Eddy et al., 2021). However, face-to-face classes in areas under Alert Level 3

in the region such as Bataan, Bulacan, Pangasinana, and Zambales were deferred until January 15, 2022 (Ang et al., 2022).

The school may be reopened by following the Department of Education- Department of Health Joint Memorandum Circular Number 01, Series .2021 or the Operational Guidelines on the Implementation of Limited Face-To-Face Learning Modality, schools may offer face to face classes on the following conditions: no coronavirus disease 2019 (Covid-19) case in the barangay within the last 28 days; the school must be accessible by public transportation or by walking; must have secured a documented LGU concurrence; secured parents' free prior informed consent (FPIC); and have met all the criteria in the School Safety Assessment Tool (SSAT).

According to Bautista (2021), the parents have long been clamoring and requesting to have face-to-face classes again so when Longos Elementary School was selected in the pilot study, they were very thankful. Michelle Cas, a 26-year-old school utility worker and parent of two learners who will join the face-to-face classes, said she was happy and excited for her children's first day in school. She also had difficulties in setting time to teach the kids and with the resumption of face-to-face classes, Cas said she was confident that her children would have their teacher to help and guide them

thoroughly. In preparation for the class resumption, Cas taught her children how to wake up early, change into their uniforms and do the basic health protocols. LES has been preparing for the reopening, especially when the kids troop to the school premises. Even with cases of the coronavirus disease 2019 (Covid-19) infections on the decline, some parents remain half-hearted in sending their children back to school for face-to-face classes. Not until the virus is eradicated or the entire population has been vaccinated, some parents said, adding that they would rather have their children stay home for blended learning. Others, however, want to have their children lead more normal lives and reduce the stress of staying at home for more than a year now (Moaje, 2021).

The researcher decided to conduct a study to evaluate the perspective of school heads, parents and teachers on the Preparedness of Public Elementary Schools on the Limited Face to Face Learning Modality in Zone 2, Division of Zambales. The researcher will measure preparations of the public elementary schools on the Limited Face to Face Learning Modality and the level of compliance on the Disaster Risk Reduction Management as perceived by the parents and teachers.

Methods

The study aims to evaluate the perspective of school heads, teachers and parents on the preparedness of public elementary schools on the limited face to face learning modality in Zone 2, Division of Zambales. Specifically, it seeks to answer the following questions:

1. What is the profile of the school heads and teachers in terms of:
 - 1.1 Sex;
 - 1.2 Age;
 - 1.3 Position; and
 - 1.4 Length of Service?

2. What is the profile of the parents in terms of:
 - 2.1 Family Income;
 - 2.2 Highest Educational Attainment; and
 - 2.3 Number of Children?
3. How are the preparations on the Limited Face to Face Learning Modality as perceived by the school heads and teachers in terms of:
 - 3.1 Curriculum and Instruction;
 - 3.2 School Environment;
 - 3.3 Human Resource Management; and
 - 3.4 Budget?
4. How are the preparations on the Limited Face to Face Learning Modality as perceived by the parents?
5. What are the problems encountered on the Limited Face to Face Learning Modality as perceived by the school heads and teachers?
6. What are the problems encountered on the Limited Face to Face Learning Modality as perceived by the parents?
7. Is there a significant difference on the preparations of the public elementary schools on the Limited Face to Face Learning Modality when grouped according to profile of the school heads and teachers?
8. What action plan may be proposed based on the results of the study?

Result and Discussion

This chapter presents the results and interpretation of the findings based on collected data, related literature and studies, and the researcher's observations and actual experience.

1. Profile of the Teacher-Respondents

Table 2 presents the frequency and percentage distribution of the respondents' profile in terms of sex, position, and length of service.

Table 2. Frequency and Percentage Distribution of the Respondents' Profile

Sex	Frequency	Percent
Male	19	11.20
Female	150	88.80
Total	169	100

Position	Frequency	Percent
PSDS	3	1.80
Principal IV	1	.60
Principal III	2	1.20
Principal II	3	1.80
Principal I	3	1.80
Master Teacher II	6	3.60
Master Teacher I	9	5.30
Teacher III	40	23.70
Teacher II	28	16.60
Teacher I	74	43.80
Total	169	100

1.1 Sex.

Out of one hundred sixty-nine (169) respondents, 150 or 88.80% are female and 19 or 11.20% are male. Majority of the respondents are female. The data revealed that teaching is really a female dominated profession. According to the study conducted by Kato et al. (2019) stated that women are considerably over-represented in the teaching profession.

1.2 Position

Out of one hundred sixty-nine (169) respondents, majority of the respondents are Teacher I having a frequency of 74 occupying 43.80 percent of the total sample. Next position is Teacher III having a frequency of 40 or 23.70 percent. Followed by Teacher II having a frequency of 28 or 16.60 percent. The least position is Principal IV with a frequency of 1 or .60 percent.

Table 2. Frequency and Percentage Distribution of the Respondents' Profile (continuation)

Length of Service	Frequency	Percent
20-24 years	27	16.00
15-19 years	16	9.50
10-14 years	68	40.20
5-9 years	46	27.20
0-4 years	12	7.10
Total	169	100
Mean = 12 years		

1.3 Length of Service

Out of one hundred sixty-nine (169) respondents, majority of the respondents have served for about 10-14 years having a frequency of 68 occupying 40.20 percent of the total sample. The least number of years in service is 0-4 years with a frequency of 12 or 7.10 percent. The mean length of service is 12 years.

2. Profile of the Parents

Table 3 presents the frequency and percentage distribution of the parents' profile in terms of family income, highest educational attainment, and number of children.

Table 3. Frequency and Percentage Distribution of the Parents' Profile

Family Income	Frequency	Percent
Teacher	1	2.00
Government Employee	5	10.00
Barangay Health Worker	1	2.00
Vendor	8	16.00

Family Income	Frequency	Percent
Construction Worker	13	26.00
Self- Employed	22	44.00
Total	50	100.00
Educational Attainment	Frequency	Percent
College Graduate	11	22.00
College Undergraduate	7	14.00
High School Graduate	16	32.00
High School Undergraduate	5	10.00
Elementary Graduate	11	22.00
Total	50	100.00
Number of Children	Frequency	Percent
6 and above	9	18.00
3-5	24	48.00
0-2	17	34.00
Total	50	100.00

2.1 Family

Out of fifty (50) parents, majority of the parents are self- employed with 22 or 44.00; 13 or 26.00 are construction worker; 8 or 16.00 are vendors; 5 or 10.00 are government employees; and 1 or 2.00 are teacher and barangay health worker.

2.2 Educational Attainment

Out of fifty (50) parents, most of the parents are high school graduate with 16 or 32.00; 11 or 22.00 are college graduate and elementary graduate; 7 or 14.00 are college graduate and 7 or 14.00 are college undergraduate.

2.3 Number of Children.

Out of fifty (50) parents, 24 or 48.00 have 3-5 children; 17 or 34.00 have 0-2 children and 9 or 18.00 have 6 children and above.

3. Preparation of the Public Elementary Schools as Perceived by the School Heads and Teachers

3.1 Curriculum and Instruction

Table 4 presents the perception of the respondents towards the preparation of the public elementary schools as to curriculum and instruction.

Table 4. Perception on the Preparation of the Public Elementary Schools as to Curriculum and Instruction

No.	Indicators	Weighted Mean	Qualitative Rating	Rank
1	The school includes in the teaching of each discipline how to control the spread of the COVID 19	2.96	Prepared	5
2	The school has crafted modules based on the most essential learning competencies that integrate facts about the COVID 19	2.82	Prepared	8
3	The teachers incorporate in the module lessons about proper hygiene with combating the spread of the virus.	2.90	Prepared	7
4	The teachers initiate class instruction through the modules and other learning modalities about the proper handling of infected persons	2.75	Prepared	10

No.	Indicators	Weighted Mean	Qualitative Rating	Rank
5	The school designed produced modules anchored in the Most Essential Learning Competencies that introduce the respective people or agencies to reach out if the virus has infected their family.	2.91	Prepared	6
6	The school integrated into their instructions the facts, causes, and history of the virus	3.01	Prepared	3
7	The teachers instruct students on the standard social treatment for infected individuals	2.97	Prepared	4
8	The lessons taught to students integrate the importance of vaccination and collective efforts to achieve it.	3.07	Prepared	2
9	The school educates the learners about the facts and myths about being vaccinated	2.78	Prepared	9
10	The school informs the students about the importance of obedience to proper health protocols, social distancing, and experts	3.20	Prepared	1
Overall Weighted Mean		2.94	Prepared	

In terms of the Curriculum and Instruction/aspect of the preparation of the public schools, indicator 10, The school informs the students about the importance of obedience to proper health protocols, social distancing, and experts (WM=3.20, rank 1) interpreted as Prepared. Indicator 8, The lessons taught to students integrate the importance of vaccination and collective efforts to achieve it (WM=3.07, rank 2) interpreted as Prepared. Indicator 6, The school integrated into their instructions the facts, causes, and history of the virus (WM=3.01, rank 3) interpreted as Prepared. The overall weighted mean was 2.94 with Qualitative Rating of Prepared. Based on the appraisal of the respondents that Curriculum and Instruction guarantees that the organization's primary focus is on providing a relevant, responsive, and effective basic education curriculum, which is supported by all other strands and offices.

The indicators of Curriculum and Instruction/aspect which obtained the least weighted mean were indicator 2, The school has crafted modules based on the most essential learning

competencies that integrate facts about the COVID 19 (WM=2.82, rank 8) interpreted as Prepared; indicator 9, The school educates the learners about the facts and myths about being vaccinated (WM=2.78, rank 9) interpreted as Prepared and indicator 4, The teachers initiate class instruction through the modules and other learning modalities about the proper handling of infected persons (WM=2.75, rank 10) interpreted as Prepared. These indicators were the least from the rank, however still were assessed and perceived to be Prepared by respondents. An effective curriculum provides a measurable strategy and structure for delivering a quality education to teachers, students, administrators, and community stakeholders. Students must demonstrate learning outcomes, criteria, and core competencies before progressing to the next level, according to the curriculum (Mokdad et al., 2018). A well-designed curriculum can be used as a guide to make sure you're on the right track. Its components are intended to help students go from basic concepts to more complicated topics or skills. It's crucial to understand that a curriculum isn't just a

single marker for a school year. Rather, it's a piece of a much larger puzzle that's linked to every other grade's curriculum (Williams et al., 2019).

3.2 School Environment

Table 5 presents the perception of the respondents towards the preparation of the public elementary schools as to school environment.

Table 5. Perception on the Preparation of the Public Elementary Schools as to School Environment

No.	Indicators	Weighted Mean	Qualitative Rating	Rank
1	The school manages to request frequent disinfection of facilities	3.20	Prepared	3.5
2	The classrooms are equipped with thermal scanners at their entrance	3.15	Prepared	5
3	The school-designed strategies, such as staggered passing times or movement protocols, are in place to minimize hall-way use and congestion	2.89	Prepared	10
4	The school provided a classroom or work area to have access to soap and water	3.22	Prepared	2
5	The school allotted each classroom or work area to have access to hand sanitizer	3.08	Prepared	6
6	The layout of each classroom maximizes distancing between seats	2.96	Prepared	8
7	The school employed measures to promote physical distancing, such as tape on floors and signs on walls	3.24	Prepared	1
8	Signage about frequent handwashing, cough etiquette, and nose blowing is widely posted, disseminated, and encouraged through various means of communication	2.95	Prepared	9
9	The school has identified an isolation room or area to separate anyone who has COVID-19 symptoms or tested positive but does not have symptoms.	3.20	Prepared	3.5
10	Each classroom or work area has a plan to increase routine cleaning of frequently touched surfaces (e.g., desks, door handles, railings), communal spaces (e.g., restrooms), and shared objects (e.g., gym equipment, art supplies, and others)	3.06	Prepared	7
Overall Weighted Mean		3.10	Prepared	

In terms of the School Environment/aspect of the preparation of the public schools, indicator 7, The school employed measures to promote physical distancing, such as tape on floors and signs on walls (WM=3.24, rank 1) interpreted as Prepared. Indicator 4, The school provided a classroom or work area to have access to soap and water (WM=3.22, rank 2)

interpreted as Prepared. Indicators 1 and 9, The school manages to request frequent disinfection of facilities and The school has identified an isolation room or area to separate anyone who has COVID-19 symptoms or tested positive but does not have symptoms (WM=3.20, rank 3.5) interpreted as Prepared. The overall weighted mean was 3.10 with

Qualitative Rating of Prepared. Based on the appraisal of the respondents that a positive school environment improves student attendance, which helps to alleviate many school problems. It also helps teachers and kids feel less stressed and promotes a more positive attitude in everyone engaged.

The indicators of School Environment /aspect which obtained the least weighted mean were indicator 6, The layout of each classroom maximizes distancing between seats (WM=2.96, rank 8) interpreted as Prepared; indicator 8, Signage about frequent handwashing, cough etiquette, and nose blowing is widely posted, disseminated, and encouraged through various means of communication (WM=2.95, rank 9) interpreted as Prepared and indicator 3, The school-designed strategies, such as staggered passing times or movement protocols, are in place to minimize hallway use and congestion (WM=2.89, rank 10) interpreted as Prepared. These indicators were the least from the rank, however still were assessed and perceived to be Prepared by respondents. Students who attend schools with a pleasant, respectful climate, according to Blum (2015), are able to focus on studying and reach their academic, interpersonal, and athletic potential. Such schools have policies and procedures that are clearly and explicitly communicated, establishing clear boundaries for respectful, nonviolent treatment of school community members and fostering an environment free of negative and harmful physical, social, emotional, and intellectual language and actions. A positive and welcoming school climate promotes learning. According to Tolero & Echaure (2021) a welcoming classroom environment has a favorable impact on students. According to him, a more open classroom allows pupils to learn more easily, while an air-conditioned classroom

improves student comprehension and retention. Students' vision and ability to copy notes and see the board clearly benefit from a well-lit classroom. Students feel more comfortable asking questions and expressing their views and feelings in a conducive classroom, whereas a distracting classroom causes class distraction.

3.3 Human Resource Management

Table 6 presents the perception of the respondents towards the preparation of the public elementary schools as to human resource management.

In terms of the Human Resource Management/aspect of the preparation of the public schools, indicator 6, The teachers are trained about the psychosocial theories needed to aid learners before the reopening of face-to-face classes (WM=3.20, rank 1) interpreted as Prepared. Indicator 1, The teachers' mental health is assessed during the pandemic (WM=3.16, rank 2) interpreted as Prepared. Indicators 3 and 5, The teachers are funded to attend webinars that educate about early detection of the symptoms of COVID19 and The teachers have attended seminars or webinars about first aid and emergency (WM=3.14, rank 3.5) interpreted as Prepared. The overall weighted mean was 3.12 with Qualitative Rating of Prepared. Based on the appraisal of the respondents that the study of human resources management in education will provide you with theoretical and practical knowledge about the processes of hiring employees, forming positive relationships with them, training and developing them, retaining and compensating them for their services. This is important because effective school leadership and management has become increasingly important in the management of educational organizations in recent years.

Table 6. Perception on the Preparation of the Public Elementary Schools as to Human Resource Management

No.	Indicators	Weighted Mean	Qualitative Rating	Rank
1	The teachers' mental health is assessed during the pandemic	3.16	Prepared	2
2	The teachers are equipped with pieces of training on how to handle learners who are potentially infected	3.06	Prepared	10

No.	Indicators	Weighted Mean	Qualitative Rating	Rank
3	The teachers are funded to attend webinars that educate about early detection of the symptoms of COVID19	3.14	Prepared	3.5
4	The teachers are trained to use thermal scanners, sanitizers, oxygen tanks, blood pressure monitors, and the likes	3.12	Prepared	6
5	The teachers have attended seminars or webinars about first aid and emergency	3.14	Prepared	3.5
6	The teachers are trained about the psycho-social theories needed to aid learners before the reopening of face-to-face classes	3.20	Prepared	1
7	Coaching (academic aspects, social aspects, emotional aspects) is done to support teachers as they adapt to situations in the new normal	3.09	Prepared	8
8	Teachers are trained on using technology to aid limited face-to-face classes at home/asynchronous sessions	3.11	Prepared	7
9	Teachers are given ample protective gear and equipment to protect themselves against the virus if face-to-face classes pursue	3.07	Prepared	9
10	Teachers are frequently monitored and vaccinated at the time being	3.13	Prepared	5
Overall Weighted Mean		3.12	Prepared	

The indicators of human resource management/aspect which obtained the least weighted mean were indicator 7, Coaching (academic aspects, social aspects, emotional aspects) is done to support teachers as they adapt to situations in the new normal (WM=3.09, rank 8) interpreted as Prepared; indicator 9, Teachers are given ample protective gear and equipment to protect themselves against the virus if face-to-face classes pursue (WM=3.07, rank 9) interpreted as Prepared and indicator 2, The teachers are equipped with pieces of training on how to handle learners who are potentially infected (WM=3.06, rank 10) interpreted as Prepared. These indicators were the least from the rank, however still were assessed and perceived to be Prepared by respondents. Human resource management is an essential component of the educational process in general. As a result, human resource management functions must be carried out to their full potential in order to meet the needs of indi-

viduals, corporations, organizations, and institutions. Human resource management (HRM) is a procedure for implementing management functions or human resource management that is directly presented to the school education unit to be created in line with the school's capacity (Tanjung, 2020).

3.4 Budget

Table 7 presents the perception of the respondents towards the preparation of the public elementary schools as to budget.

In terms of the Budget/aspect of the preparation of the public schools, indicator 1, The school administration allotted funds for the purchase of first aid kits (WM=3.16, rank 1) interpreted as Prepared. Indicators 2 and 7, The school provides medicines not limited to coughs and colds and The school purchased personal protective equipment (PPE), face-masks, face shields for teachers and students (WM=3.12, rank 2.5) interpreted as Prepared.

The overall weighted mean was 3.02 with Qualitative Rating of Prepared. Based on the appraisal of the respondents that budgeting is the process of allocating revenues and expenses in the government to achieve the country's economic and social objectives. It also requires

managing government spending in such a way that the production and distribution of products and services have the greatest economic impact while maintaining a sound budgetary position.

Table 7. Perception on the Preparation of the Public Elementary Schools as to Budget

No.	Indicators	Weighted Mean	Qualitative Rating	Rank
1	The school administration allotted funds for the purchase of first aid kits	3.16	Prepared	1
2	The school provides medicines not limited to coughs and colds	3.12	Prepared	2.5
3	The school purchased stretchers and wheelchairs for students and their personnel	2.83	Prepared	9.5
4	The school owned a two-way radio for easy communication in case of emergency	2.83	Prepared	9.5
5	The school allotted funds for the regular purchase of sanitizers, cleansers, and disinfectants	3.08	Prepared	4
6	The school purchased weighing scales, stethoscopes, blood pressure monitors, and the likes for students and teachers	3.05	Prepared	5
7	The school purchased personal protective equipment (PPE), facemasks, face shields for teachers and students	3.12	Prepared	2.5
8	The school provided vitamins for school personnel regularly	3.04	Prepared	6
9	The school-funded infographic displays tarpaulins, paints, and others displayed within the school compound that instruct the readers about what to do in case someone is infected with the virus.	3.02	Prepared	7
10	The school purchased signages, signboards, pamphlets, and others, to educate the students and teachers about the health protocols, social distancing, and the likes	2.98	Prepared	8
Overall Weighted Mean		3.02	Prepared	

The indicators of budget/aspect which obtained the least weighted mean were indicator 10, The school purchased signages, signboards, pamphlets, and others, to educate the students and teachers about the health protocols, social distancing, and the likes (WM=2.98, rank 8) interpreted as Prepared; indicators 3 and 4, The school purchased stretchers and wheelchairs for students and their personnel and The

school owned a two-way radio for easy communication in case of emergency (WM=2.83, rank 9.5) interpreted as Prepared. These indicators were the least from the rank, however still were assessed and perceived to be Prepared by respondents. Government budgeting is important because it enables the government to plan and manage its financial resources to

support the implementation of various programs and projects that best promote the development of the country. Through the budget, the government can prioritize and put into action its plants, programs and policies within the constraints of its financial capability as dictated by economic conditions (DBM, 2012).

4. Preparations on the Limited Face to Face Learning Modality as Perceived by the Parents

Fifty parent-respondents were interviewed to answer the RQ3: "How are the preparations on the limited face to face learning modality as perceived by the parents?" The parents were asked to give their opinion on the results that were found in this study. Their findings would be presented in the following section.

Respondent 1: "My preparation as a parent is I always prepare things to bring to school, prepare snacks, monitor his health status and take my child to school".

Respondent 2: "Prepare things to bring to school, prepare snacks because there is no canteen who offers food because of pandemic?"

Respondent 3: "Prepare things to bring to school and prepare his snacks and also give him alcohol and also the importance of facemask?"

Respondent 4: "Prepare things before going o school and strictly teach the proper procedures especially of wearing facemask.

Based on the experience encountered by parent-respondents that majority of them

prepare their children to bring to school such as snacks, alcohol, facemasks, and other supplies/items that will be needed for their education in accordance with school policy.

5. Problems Encountered in the Limited Face to Face Learning Modality as Perceived by School Heads and the Teachers

5.1.1 Curriculum and Instruction

Table 8 presents the perception of the respondents towards the problems encountered in the limited face to face learning modality as to curriculum and instruction.

In terms of the Curriculum and Instruction/aspect of the problems encountered in the limited face to face learning modality, indicator 7, The teachers instruct students on the standard social treatment for infected individuals (WM=2.99, rank 1) interpreted as Sometimes a Problem. Indicator 1, The school includes in the teaching of each discipline how to control the spread of the COVID19 (WM=2.90, rank 2) interpreted as Sometimes a Problem. Indicator 2, The school has crafted modules based on the Most Essential Learning Competencies that integrate facts about the COVID19 (WM=2.85, rank 3) interpreted as Sometimes a Problem. The overall weighted mean was 2.69 with Qualitative Rating of Sometimes a Problem. Based on the appraisal of the respondents that in addition to teaching children academic abilities, the curriculum aims to instill in them the values of responsibility, hard work, and responsible citizenship. Teachers work together with parents and community members to build a curriculum that will help students develop character and promote positive conduct.

Table 8. Perception on the Problems Encountered in the Limited Face to face as to Curriculum and Instruction

No.	Indicators	Weighted Mean	Qualitative Rating	Rank
1	The school includes in the teaching of each discipline how to control the spread of the COVID19	2.90	Sometimes a Problem	2
2	The school has crafted modules based on the Most Essential Learning Competencies that integrate facts about the COVID19	2.85	Sometimes a Problem	3

No.	Indicators	Weighted Mean	Qualitative Rating	Rank
3	The teachers incorporate in the module lessons about proper hygiene with combating the spread of the virus	2.73	Sometimes a Problem	4
4	The teachers initiate class instruction through the modules and other learning modalities about the proper handling of infected persons	2.44	Seldom a Problem	10
5	The school designed produced modules anchored in the Most Essential Learning Competencies that introduce the respective people or agencies to reach out if the virus has infected their family	2.60	Sometimes a Problem	7
6	The school integrated into their instructions the facts, causes, and history of the virus.	2.67	Sometimes a Problem	5
7	The teachers instruct students on the standard social treatment for infected individuals	2.99	Sometimes a Problem	1
8	The lessons taught to students integrate the importance of vaccination and collective efforts to achieve it	2.55	Sometimes a Problem	8
9	The school educates the learners about the facts and myths about being vaccinated	2.54	Sometimes a Problem	9
10	The school informs the students about the importance of obedience to proper health protocols, social distancing, and experts	2.66	Sometimes a Problem	6
Overall Weighted Mean		2.69	Sometime a Problem	

The indicators of Curriculum and Instruction/aspect which obtained the least weighted mean were indicator 8, The lessons taught to students integrate the importance of vaccination and collective efforts to achieve it (WM=2.55, rank 8) interpreted as Sometimes a Problem; indicator 9, The school educates the learners about the facts and myths about being vaccinated (WM=2.54, rank 9) interpreted as Sometimes a Problem and indicator 4, The teachers initiate class instruction through the modules and other learning modalities about the proper handling of infected persons (WM=2.44, rank 10) interpreted as Seldom a Problem. These indicators were the least from the rank, however still were assessed and perceived to be Sometimes a Problem by respondents. Teachers are crucial in the development, implementation, assessment, and modification

of the curriculum. A research-based curriculum serves as a road map for teachers and students on their way to academic success (Glenn, 2018). Academic content and lessons that are required to be taught in a given grade in school are referred to as curriculum. A curriculum includes a list of disciplines as well as other information. It lays out a roadmap for several elements of students' and teachers' lives, including student learning tools, class time, session length, lesson plans, assessments, and evaluation procedures. A school's curriculum aids in the planning of the educational process (a term, session, period, etc). The curriculum is made up of a series of activities that help teachers and students achieve their educational objectives. A lesson plan, for example, is a curriculum that the instructor uses in the classroom (Suajoy & Inrak, 2021).

5.2 School Environment

Table 9 presents the perception of the respondents towards the problems encountered in the limited face to face learning modality as to school environment.

In terms of the School Environment/aspect of the respondents towards the problems encountered in the limited face to face learning modality as to school environment, indicator 6, The layout of each classroom maximizes distancing between seats (WM=2.87, rank 1) interpreted as Sometimes a Problem. Indicators 2 and 10, The classrooms are equipped with thermal scanners at their entrance and Each

classroom or work area has a plan to increase routine cleaning of frequently touched surfaces (e.g., desks, door handles, railings), communal spaces (e.g., restrooms), and shared objects (e.g., gym equipment, art supplies, and others (WM=2.82, rank 2.5) interpreted as Sometimes a Problem. The overall weighted mean was 2.72 with Qualitative Rating of Sometimes a Problem. Based on the appraisal of the respondents that layout of the classroom, thermal scanner at the entrance and classroom or work area is one of the major problems encountered by the school heads, teachers, parents, and other stakeholders.

Table 9. Perception on the Problems Encountered in the Limited Face to face as to School Environment

No.	Indicators	Weighted Mean	Qualitative Rating	Rank
1	The school manages to request frequent disinfection of facilities	2.73	Sometimes a Problem	7
2	The classrooms are equipped with thermal scanners at their entrance.	2.82	Sometimes a Problem	2.5
3	The school-designed strategies, such as staggered passing times or movement protocols, are in place to minimize hallway use and congestion	2.37	Seldom a Problem	10
4	The school provided a classroom or work area to have access to soap and water	2.80	Sometimes a Problem	4.5
5	The school allotted each classroom or work area to have access to hand sanitizer	2.80	Sometimes a Problem	4.5
6	The layout of each classroom maximizes distancing between seats	2.87	Sometimes a Problem	1
7	The school employed measures to promote physical distancing, such as tape on floors and signs on walls	2.57	Sometimes a Problem	9
8	Signage about frequent handwashing, cough etiquette, and nose blowing is widely posted, disseminated, and encouraged through various means of communication	2.76	Sometimes a Problem	6
9	The school has identified an isolation room or area to separate anyone who has COVID-19 symptoms or tested positive but does not have symptoms	2.70	Sometimes a Problem	8
10	Each classroom or work area has a plan to increase routine cleaning of frequently touched surfaces (e.g., desks, door handles, railings), communal spaces (e.g., restrooms), and shared objects (e.g., gym equipment, art supplies, and others	2.82	Sometimes a Problem	2.5
Overall Weighted Mean		2.72	Sometimes a Problem	

The indicators of school environment /aspect which obtained the least weighted mean were indicator 9, The school has identified an isolation room or area to separate anyone who has COVID-19 symptoms or tested positive but does not have symptoms (WM=2.70, rank 8) interpreted as Sometimes a Problem; indicator 7, The school employed measures to promote physical distancing, such as tape on floors and signs on walls (WM=2.57, rank 9) interpreted as Sometimes a Problem and indicator 3, The school-designed strategies, such as staggered passing times or movement protocols, are in place to minimize hallway use and congestion (WM=2.37, rank 10) interpreted as Seldom a Problem. These indicators were the least from the rank, however still were assessed and perceived to be Sometimes a Problem by respondents. Excessive noise, according to Hygge (2013), can interfere with learning by influenc-

ing memory and acting as a distraction, impairing a student's ability to pay attention. When kids are struggling, he believes that the capacity to pay attention is crucial. When teachers are verbally presenting new or complicated information, they are engaged in tasks that require higher mental processes, such as acquiring new concepts. A positive and healthy school atmosphere influences children's attitudes toward school and facilitates effective teaching and learning. However, air conditioning and classroom decorating may not improve students' comprehension, retention, or sense of comfort (Adesokun et al., 2020).

5.3 Human Resource Management

Table 10 presents the perception of the respondents towards the problems encountered in the limited face to face learning modality as to human resource management.

Table 10. Perception on the Problems Encountered in the Limited Face to face as to Human Resource Management

No.	Indicators	Weighted Mean	Qualitative Rating	Rank
1	The teachers' mental health is assessed during the pandemic	2.69	Sometimes a Problem	5
2	The teachers are equipped with pieces of training on how to handle learners who are potentially infected	2.51	Sometimes a Problem	8
3	The teachers are funded to attend webinars that educate about early detection of the symptoms of COVID19	2.78	Sometimes a Problem	2
4	The teachers are trained to use thermal scanners, sanitizers, oxygen tanks, blood pressure monitors, and the likes	2.33	Seldom a Problem	10
5	The teachers have attended seminars or webinars about first aid and emergency	2.54	Sometimes a Problem	7
6	The teachers are trained about the psychosocial theories needed to aid learners before the reopening of face-to-face classes	2.75	Sometimes a Problem	4
7	Coaching (academic aspects, social aspects, emotional aspects) is done to support teachers as they adapt to situations in the new normal	2.68	Sometimes a Problem	6
8	Teachers are trained on using technology to aid limited face-to-face classes at home/asynchronous sessions	2.43	Seldom a Problem	9

No.	Indicators	Weighted Mean	Qualitative Rating	Rank
9	Teachers are given ample protective gear and equipment to protect themselves against the virus if face-to-face classes pursue	2.76	Sometimes a Problem	3
10	Teachers are frequently monitored and vaccinated at the time being	2.84	Sometimes a Problem	1
Overall Weighted Mean		2.63	Sometime a Problem	

In terms of the Human Resource Management/aspect of the respondents towards the problems encountered in the limited face to face learning modality as to school environment, indicator 10, Teachers are frequently monitored and vaccinated at the time being (WM=2.84, rank 1) interpreted as Sometimes a Problem. Indicators 3, The teachers are funded to attend webinars that educate about early detection of the symptoms of COVID19 (WM=2.78, rank 2) interpreted as Sometimes a Problem and indicator 9, Teachers are given ample protective gear and equipment to protect themselves against the virus if face-to-face classes pursue (WM=2.76, rank 3) interpreted as Sometimes a Problem. The overall weighted mean was 2.63 with Qualitative Rating of Sometimes a Problem.

The indicators of Human Resource Management /aspect which obtained the least weighted mean were indicator 2, The teachers are equipped with pieces of training on how to handle learners who are potentially infected (WM=2.51, rank 8) interpreted as Sometimes a Problem; indicator 8, Teachers are trained on using technology to aid limited face-to-face classes at home/asynchronous sessions (WM=2.43, rank 9) interpreted as Sometimes a Problem and indicator 4, The teachers are

trained to use thermal scanners, sanitizers, oxygen tanks, blood pressure monitors, and the likes (WM=2.33, rank 10) interpreted as Seldom a Problem. These indicators were the least from the rank, however still were assessed and perceived to be Sometimes a Problem by respondents. Many school systems in developing countries have numerous issues today, and human, financial, and material resources are limited; consequently, strategic management of all resources is critical for fulfilling the educational systems' and school organizations' goals (Ezenne, 2012). Every educational institution, at every level, is reliant on human resources to carry out its mission. Staff maintenance, staff interactions, staff development, staff procurement, and job performance reward are all functions of human resource management in education. Poor working conditions, staffing issues, budget issues, and the constant transfer of teachers are all examples of human resource management concerns (Omebe, 2014).

5.4 Budget

Table 11 presents the perception of the respondents towards the problems encountered in the limited face to face learning modality as to budget.

Table 11. Perception on the Problems Encountered in the Limited Face to face as to Budget

No.	Indicators	Weighted Mean	Qualitative Rating	Rank
1	The school administration allotted funds for the purchase of first aid kits	2.73	Sometimes a Problem	6
2	The school provides medicines not limited to coughs and colds	2.63	Sometimes a Problem	9
3	The school purchased stretchers and wheelchairs for students and their personnel.	3.19	Sometimes a Problem	2
4	The school owned a two-way radio for easy communication in case of emergency	3.20	Sometimes a Problem	1

No.	Indicators	Weighted Mean	Qualitative Rating	Rank
5	The school allotted funds for the regular purchase of sanitizers, cleansers, and disinfectants.	2.66	Sometimes a Problem	8
6	The school purchased weighing scales, stethoscopes, blood pressure monitors, and the likes for students and teachers	2.76	Sometimes a Problem	5
7	The school purchased personal protective equipment (PPE), facemasks, face shields for teachers and students	2.78	Sometimes a Problem	4
8	The school provided vitamins for school personnel regularly	2.87	Sometimes a Problem	3
9	The school-funded infographic displays tarpaulins, paints, and others displayed within the school compound that instruct the readers about what to do in case someone is infected with the virus	2.72	Sometimes a Problem	7
10	The school purchased signages, signboards, pamphlets, and others, to educate the students and teachers about the health protocols, social distancing, and the likes.	2.43	Seldom a Problem	10
Overall Weighted Mean		2.80	Sometimes a Problem	

In terms of the Budget/aspect of the respondents towards the problems encountered in the limited face to face learning modality as to budget, indicator 4, The school owned a two-way radio for easy communication in case of emergency (WM=3.20, rank 1) interpreted as Sometimes a Problem. Indicators 3, The school purchased stretchers and wheelchairs for students and their personnel (WM=3.19, rank 2) interpreted as Sometimes

a Problem and indicator 8, The school provided vitamins for school personnel regularly (WM=2.87, rank 3) interpreted as Sometimes a Problem. The overall weighted mean was 2.80 with Qualitative Rating of Sometimes a Problem. Based on the appraisal of the respondents that lack of preparation has an impact on school performance since it makes reporting on goals and outcomes more difficult. The planning process aids in the development of objectives, important activities, milestones, KPIs, financial policies, and processes. Most schools struggle to successfully implement their budgets, which makes it difficult or impossible for them to increase educational quality.

The indicators of budget /aspect which obtained the least weighted mean were indicator 5, The school allotted funds for the regular purchase of sanitizers, cleansers, and disinfectants (WM=2.66, rank 8) interpreted as Sometimes a Problem; indicator 2, The school provides medicines not limited to coughs and colds (WM=2.63, rank 9) interpreted as Sometimes a Problem and indicator 10, The school purchased signages, signboards, pamphlets, and others, to educate the students and teachers about the health protocols, social distancing, and the likes (WM=2.43, rank 10) interpreted as Seldom a Problem. These indicators were the least from the rank, however still were assessed and perceived to be Sometimes a Problem by respondents. Budgets are not successfully managed in most schools, and various budget revisions and adjustments are made without the approval of the appropriate authority. Budgets serve as guides or standards for financial planning and project management in any firm. Most school heads and bursars are found wanting throughout the audit process due to weak financial policies and processes

(Nyakanyanga, 2019). The reduction in financing for the Basic Education Inputs program, especially for new school construction, is a major concern for the department. A reduced classroom-to-student ratio will have a negative impact on programming (Reysio-Cruz, 2020).

6. Problems Encountered on the Limited Face to Face Learning Modality as Perceived by the Parents

Fifty parent-respondents were interviewed to answer the RQ5: "What are the problems encountered on the limited face to face learning modality as perceived by the parents?" The parents were asked to give their opinion on the results that were found in this study. Their findings would be presented in the following section.

Respondent 1: "The problem encountered as a parent is the risk of spreading of COVID 19 virus specially in this pandemic time and also the problem of taking my child to school because of my business".

Respondent 2: "Taking my child into school-hatid-sundo".

Respondent 3: "Taking my child into school, hatid-sundo and also limited time allotted to them in school".

Respondent 4: Taking my child into school and sometimes my child don't want to go school if not I am with him".

Respondent 5: "Taking my child into school, hatid-sundo on time because we are far from the school and can't afford to pay everyday to ride on a tricycle".

Based on the experience encountered by the parent-respondents that for fear of the COVID 19 epidemic, majority of parents bring their children with them. Some of them prefer to walk because it is more convenient and economical for them. During a pandemic, transportation is extremely expensive, and they cannot afford to ride a tricycle.

7. Analysis of Variance on the Difference on the Preparations of the Public Elementary Schools on the Limited Face to Face Learning Modality when Grouped According to Profile of the School Heads and Teachers

Table 12 shows the test of significant difference on the preparations of the public elementary schools on the limited face to face learning modality when grouped according to profile of the school heads and teachers.

Table 12. Analysis of Variance on the Difference on the Preparations of the public elementary schools on the limited face to face learning modality when grouped according to profile of the school heads and teachers.

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Sex	Between Groups	.026	1	.026	1.489	.224	Ho is accepted Not Significant
	Within Groups	2.921	167	.017			
	Total	2.947	168				
Position	Between Groups	.158	9	.018	1.000	.442	Ho is accepted Not Significant
	Within Groups	2.789	159	.018			
	Total	2.947	168				
Length of Service	Between Groups	.068	4	.017	.969	.426	Ho is accepted Not Significant
	Within Groups	2.879	164	.018			
	Total	2.947	168				

The computed Significant or P-values of 0.224, 0.442 and 0.426 which all greater than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted. The data provide sufficient evidence to conclude that there

is no significant difference on the preparations of the public elementary schools on the limited face to face learning modality when grouped according to profile of the school heads and teachers. As observed, profile of the

respondents such as sex, position, and length of service are not the basis for good preparations

of the public elementary schools on the limited face to face learning modality.

8. Proposed Action Plan

Table 13. Proposed Action Plan

Indicators	Strategies	Proposed Activities	Involved Persons	Estimated Budget	Time Frame	Outcome
Curriculum and Instruction	Seminars/Trainings/LAC Sessions in developing and designing Curriculum and Instruction related to COVID 19	To develop and design curriculum and instruction that related to COVID 19 such as proper handling of infected persons, combating the spread of the virus, and proper health protocols	Head Teachers	Php 5,000.00 MOOE	S.Y 2022-2023	DepEd Officials will be able to revise and realigned the curriculum according to the needs, skills, and capacity of the students
			Teachers			
School Environment	Seminars/Trainings/LAC Sessions on how to maintain health protocols in terms of school environment	Disinfection of Facilities	Head Teachers	Php 20,000.00 MOOE	S.Y 2022-2023	DepEd Officials will be able to maintain the safety and health protocols of the stakeholders
		Social Distancing	Teachers			
		Layout of Signages	Students			
		Other Health Protocols				
Human Resource Management	Seminars/Trainings/LAC Sessions in terms of Human Resource Management	Coaching (academic, social, and emotional aspects)	Head Teachers	Php 5,000.00 MOOE	S.Y 2022-2023	DepEd Officials will secure the safety of its stakeholder
		Train teachers using technology synchronous & asynchronous	Teachers			
Budget	Seminars/Trainings/LAC Sessions in terms of Human Resource Management	First Aid Kits	Head Teachers	Php 30,000.00 MOOE	S.Y 2022-2023	DepEd Officials will secure enough budget for the safety of its stakeholder
		Purchasing necessary materials and supplies (facemask, face shields, PPE, vitamins and the like)	Teachers			
		Two-way radio for communication such as RBI	Students			

Acknowledgement

This work would not have been possible without the kind support and help of many individuals. The researcher would like to extend his sincerest thanks to all of them.

Foremost, the researcher wants to offer this endeavor to our GOD Almighty for the wisdom he bestowed upon me, the strength, peace of mind and good health in order to finish this research.

He would like to express his deepest gratitude towards his family for the encouragement, unconditional love and support.

The researcher would like to express my special gratitude and thanks to his adviser **Dr. Elizabeth N. Farin** for imparting his knowledge and expertise in this study.

Distinguished members of the panel headed by **Dr. Esmen M. Cabal** together with **Dr. Emma C. Ventura** and **Dr. Leila L. Ravana** for approval of my work and exemplary recognition.

He expresses his thanks and appreciation also go to his colleagues, school principals and people who have willingly helped him out with their abilities.

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