Research Article

Resumption of In-Person Classes in Public Secondary Schools Division of Zambales: Priorities and Challenges for Shared Responsibility

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ABSTRACT

This study sought to determine the priorities for shared responsibility in Public Secondary Schools Division of Zambales for the current resumption of facetoface in-person classes for the school year 2022-2023 conducted during the third quarter among school heads of the 13 Districts of Department of Education Schools Division of Zambales, Philippines. The research design was descriptive quantitative and utilized survey questionnaire as main research instrument. This study determined that the school heads are male middle aged adults, Master's degree holders, and served in the profession for two and a half decades as Principal I and IV while the teachers are female young adults, Baccalaureate degree holders with Master's units; served in the teaching profession for a decade as Teacher I. The school heads and teachers' perception towards the priorities for shared responsibility was very evident in terms of Provision of Support to Teachers. Both the school heads and teachers strongly agreed that there are challenges for shared responsibility during the resumption of in-person classes in public secondary schools. The ANOVA results revealed that there was significant difference in the perception on the priorities for shared responsibility during the resumption of in-person classes in terms of school heads' highest educational attainment and designation. There was significant difference in terms of Provision of Support to Teachers, Students' Study Habits and Parents' Role in Learning when attributed to teachers' length of service. The t-Test result showed that there was significant difference between the perceptions of the school heads and the teachers on the different priorities and challenges for shared responsibility during the resumption of in-person classes in public secondary schools. The findings resulted in the development of an Action Plan to address the priorities and challenges for shared responsibility during the resumption of in-person classes; and will become a basis for DepEd

Division of Zambales policy, projects and plans consideration and future implementation.

Introduction

Education is a fundamental and universal human right. Societies should make every effort to sustain it, by any means necessary. The UNESCO (2021) expands the definition of the right to education so that it addresses the importance of connectivity and access to knowledge and information. According to UNESCO (2020), countries, which are recognized under international law as duty bearers for fulfilling the right to education, bear the responsibility to facilitate and provide education, as well as respect and protect the right to education. The World Bank, UNICEF & UNESCO (2021) revealed that these times of disruption, educational institutions face difficulties to ensure the availability of functioning educational institutions, and at acceptable levels of quality. For WHO (2021), while there are major challenges that confront the school leaders, teachers, and students, this has at the same time presented new opportunities that will serve well for adapting to the education post-COVID-19 education.

Francisco, et al. (2020) has just published an article about the new normal leadership emphasizing a kind of situational leadership which stretched the ability of the principals during global crisis to adapt, to make great decisions, and to plan and implement. Yap & Brooks (2022), posits that as the world navigates through rapid shifts in the education landscape, driven by technological advancements and global challenges, it becomes crucial to cultivate future-ready skills and mindsets among school administrators. For Cohen, Loeb, Miller & Wyckoff (2020) New normal leadership has to prioritize focusing on people, continuity plan, human resources, mentoring, students' learning, commitment to the vision, and shareholders.

DepEd-DOH Circular No. 1 series of 2021 of the Department of Education (DepEd) as they commence pilot testing for in-person classes. Still, in-person classes remain a necessity for education. The social aspect of learning where students are able to interact with their teachers and classmates cannot be fully replaced by distance learning modalities (Santos, 2020). However, the problems lie on the skills of students for self-learning are uneven and household resources to assist children in the learning process are also uneven (UNICEF Philippines, 2021). Moreover, affected by household income, education of household members, access to internet, number of children in the household needing to be assisted are of big concern (Sarmiento, et al., 2021). Without more consistent instructional guidance by school management, teachers, and parents, the learners finding it difficult to learn in the new normal. Talidong & Toquero (2020) pointed out that after the President approved the conduct of in-person classes, the DepEd will implement the decision with the participation of other key players in the system namely: the school leadership; implementers/teachers; host local government unit; the parents who are responsible for health and safety standards in the home.

Through these ideas found in related studies and the relevance of the topic boarding on the influence of different concerns and priorities for a successful resumption face to face in-person classes, the researcher purports to evaluate the education priorities of public secondary schools. Findings of the present study will contribute to the body of knowledge and represents novel research on this topic for the Division of Zambales, the Philippines an International setting. The results of the study would give the Curriculum Planners of DepEd imperative evidences on the different identified themes of priorities; assure safe transition back to in-person classes. The output of this study would provide School Heads more insights and more opportunities to provide their teachers

with varied support for their professional development and ensure that children learn effectively during the resumption of in-person classes. Teachers on the other hand will be more informed of the different priorities; and strategies and approaches to be able to address issues at hand. The learners will also benefit from this research directly because they can receive quality instruction from teachers who can be able to address the priorities during in-person classes. The members of the community represented by the parents will understand further the different concerns of public secondary school during the resumption of face to face in-person classes. Future researchers may conduct future studies on the research dimensions such other priorities for a successful complete resumption of in-person classes in other Division in Region III.

Statement of the Problem

This study determined the priorities and challenges for shared responsibility for the current resumption of in-person classes in public secondary Schools Division of Zambales for the school year 2022-2023. Specifically, the researcher answered the following questions:

1. How may the profile of the school head and teacher-respondents be described as to sex, age, highest educational attainment, length of service; and position/designation?
2. How may the priorities for shared responsibility during the resumption of in-person classes in public secondary schools be described by the school head and teacher-respondents in terms of Provision of Support to Teachers; Students' Study Habits; and Parents' Role in Learning.
3. How may the challenges for shared responsibility during the resumption of in-person classes in public secondary schools be described by the school head and teacher-respondents?
4. Is there a significant difference in the perception on the priorities for shared responsibility during the resumption of in-person classes in public secondary schools when grouped according to school head and teacher-respondents' profile?
5. Is there a significant difference between the perceptions of the school heads and the teachers on the different priorities for shared responsibility during the resumption of in-person classes in public secondary schools?
6. Is there a significant difference between the perceptions of the school heads and the teachers on the challenges for shared responsibility during the resumption of in-person classes in public secondary schools?
7. What plan/program can be proposed to address the priorities and challenges for shared responsibility during the resumption of in-person classes in Secondary Schools Division of Zambales?

Methods

The present study used descriptive research design. According to Jones (2022), the design involves acquiring relevant and precise information concerning a phenomenon to identify and draw valid generalizations, without interfering, influencing or exerting control over the event. The purpose of this descriptive research study was to examine and determine the priorities for shared responsibility for the current resumption of in-person classes in public secondary schools for the school year 2022-2023. There were 34 School Heads and 291 Teachers (sample size determined using Slovin's formula). The respondents are presently employed in selected Public School in the 13 Districts of DepEd Schools Division of Zambales.

A survey questionnaire was the main instrument in gathering the data for the research study. Survey questionnaire is often considered as an important tool used in the survey process (Fisher, 2022). The researchers conducted literature reviews (studies of Ribeiro, et al., 2021; Torres & de Guzman, 2022; and Jereb, et al., 2022) to help finalize the study's research instrument. First part solicited personal information about the two groups of respondents. The second part of the survey questionnaire was composed of the indicators on priorities for shared responsibility during the resumption of in-person classes in public secondary schools as (1) Provision of Support to Teachers; (2) Students' Study Habits; and (3) Parents' Role in Learning. This part has a total of 45 items assessed using a four-point scale from 4

(Very Evident), 3 (Evident), 2 (Less Evident), and 1 (Least Evident). Third part is the 15 indicators of challenges for shared responsibility with four-point scale from 4 (Strongly Agree), 3 (Agree) 2 (Disagree), and 1 (Strongly Disagree). A set of subject matter experts (faculty of PRMSU Graduate School) checked the instruments' validity. A pilot test was conducted among fifteen (15) teachers of Collat Integrated School, Collat, Masinloc Zambales. Determination of Cronbach's Alpha values was done after. The CA values were as follows: Provision of Support to Teachers (0.941), Students' Study Habits (0.940), and Parents' Role in Learning (0.962). Cronbach's Alpha value for Challenges for Shared Responsibility (0.991). Qualitative description/interpretation is for each variable is Excellent.

The researchers secured a written permit from the Schools Division Superintendent of Zambales for the conduct of the study and the distribution of survey questionnaire to the respondents. The instrument were administered by the researchers to the respondents personally. They were assured of the confidentiality of their responses. The administration of the instruments was conducted on the 3rd Quarter of the school year 2022-2023 and the retrieval was completed after two weeks. The data retrieved from the survey questionnaire were coded, ready for SPSS spreadsheet for the tabulation. The study used descriptive and inferential statistical techniques.

Results and Discussion

1. Profile of the School Head and Teacher-Respondents DepEd Division of Zambales in terms of sex, age, highest educational attainment, length of service and position.

Sex. Of the 34 respondents there are 19 or 55.88 % male and 15 or 44.12% female. This result means that more than half of the school head respondents of the present study are women. This result also shows that men are significantly represented in the profession of educators in the present study. National Center for Education Statistics (2020) revealed that women remain underrepresented in management positions compared to male managers. Of the 291 teacher respondents there are 231 or 79.38% female and 60 or 20.62% male. Overwhelming majority of the respondents in the present study are women teachers. Globally, according to UNESCO (2021) women make up 94% of teachers in pre-primary but only 43% in tertiary education.

Age. The mean age of the school heads is categorized as middle adulthood. According to Ericsson, Feltovich & Prietula (2006 as cited in Dizon, Jr., 2024), a person in the middle adulthood stage is between the ages of 40 and 59. Further, majority of the school administrators in the study are within the age range of 50-59 years old. On the other hand, the mean age of the teacher-respondents was 37.76 years old.

Table 1. Frequency and Percentage Distribution of the School Heads and Teachers' Profile

Personal Profile Variables	School Heads		High School Teachers	
Sex	**Frequency**	**Percent**	**Frequency**	**Percent**
Female	15	44.12	231	79.38
Male	19	55.88	60	20.62
Total	34	100.00	291	100.00
Age	**Frequency**	**Percent**	**Frequency**	**Percent**
Total	34	100.00	291	100.00
	Mean = 51.50 years old		**Mean = 37.76 years old**	
Highest Educational Attainment	**Frequency**	**Percent**	**Frequency**	**Percent**
Doctors Degree	11	32.35	1	0.34
Master's w/EdD or PhD Units	7	20.59	20	6.87
Master's Degree	12	35.29	44	15.12
Bachelor w/ Master's Unit	4	11.76	145	49.83
Bachelor's Degree	0	0.00	81	27.84

Total			34	100.00	291	100.00
Length of Service			**Frequency**	**Percent**	**Frequency**	**Percent**
Total			34	100.00	291	100.00
				Mean = 24.62 years		Mean = 9.88 years
Designation	**Frequency**		**Percent**	**Position**	**Frequency**	**Percent**
Principal IV	9		26.47	Master Teacher III	0	0.00
Principal III	3		8.82	Master Teacher II	4	1.37
Principal II	5		14.71	Master Teacher I	9	3.09
Principal I	9		26.47	Teacher III	80	27.49
Head Teacher	8		23.53	Teacher II	40	13.75
Total	**34**		**100.00**	Teacher I	158	54.30
				Total	**291**	**100.00**

Highest Educational Attainment. There are 12 or 35.29% who are Master's Degree holders followed by 11 or 32.35% are Doctorate degree holders. Most of the school head-respondents are Master's degree holders. Majority of the participants of the study of Cariño & de Guzman (2023) had Master's degree. The result on educational attainment of teachers showed that almost half (145 or 49.83%) are Baccalaureate Degree holder with Master's units. The teacher-respondents in Dizon, Jr. (2024) were also Bachelor with Master's unit. The result implies that the respondents are pursuing their advanced studies. According to DepEd Memo 050 s2020, the Professional Development (PD) priorities shall support the realization the Department's goal of continuous upskilling of teaching and non-teaching employees.

Length of Service. The mean for the length of service of the school head respondents is 24.62 years. The principals have rendered service as administrators for quite long. The respondents of Talidong & Toquero (2020) have rendered service as educators and administrators for 24 to 28 years. The mean for the length of service of the teacher-respondents was 9.88 or 10 years. In this study, the teachers rendered their service for a decade, and this is not quite long. This result is supported by the high percentage of respondents who are Teacher I (158 or 54.30%) the lowest academic rank in the rank and file (DepEd 07 s 2015). Catacutan &

de Guzman's (2017) teacher respondents also served for a decade.

Position/Designation. There are nine (9) 26.47% Principal IV & Principal 1 respectively followed by 8 (23.53%) Head Teachers. This result implies that majority of the school heads of the secondary schools in DepEd Division of Zambales are Principal IV and I. While there are 158 teacher-respondents (54.30 %) who are Teacher I; and 80 or 27.49 % are Teacher III. This result clearly showed that the teachers are mostly new in the teaching profession. Teacher-I is considered as the entry level position in hiring teachers in the K12 Basic Education Program under the Department of Education.

2. **Perception of the School Head-Respondents on the Priorities for Shared Responsibility during the Resumption of In-Person Classes in Public Secondary Schools**

2.1. **Provision of Support to Teachers**

The mentoring for the purpose of refining present skills, developing new ones, and enhancing problem solving and decision making (Indicator 1, weighted mean of 3.68, rank 1) was very evidently practiced in secondary schools of DepEd Division of Zambales as feature of provision of support to teachers as a priority for shared responsibility this in-person classes in the new normal. The **school heads** are very committed to lead the important initial

step of revisiting the school's vision, missions, goals and values to guide the school community during the resumptions of in person classes. This could also signify that the respondents revise some parts of the school's approach to teaching and learning and implement the same in order to accommodate the huge changes in school operation.

Table 2. School Heads Respondents' Perception towards the Provision of Support to Teachers as a Priority for Shared Responsibility

Provision of Support to Teachers	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
1. **Mentoring for the purpose of refining present skills, developing new ones, and enhancing problem solving and decision making**	**3.68**	**Very Evident**	**1**	3.32	Very Evident	4.5
2. Conducting peer coaching to develop ideas that can be integrated into personal and professional practice.	3.53	Very Evident	4	3.36	Very Evident	2.5
3. Joining Professional Organizations/Associations related with their field of specialization	3.44	Very Evident	8.5	3.24	Evident	10
4. Development of Portfolio by teachers to reflect on and improve their professional practices.	3.50	Very Evident	5.5	3.36	Very Evident	2.5
5. Organizing educational study review to keep up with the latest teaching methods and innovations.	3.26	Very Evident	14	3.32	Very Evident	4.5
6. Joining Professional Development Consortia in the K–12 system.	3.29	Very Evident	12.5	3.24	Evident	10
7. Addressing school issues by involving teachers in a process of strategic planning and action research.	3.50	Very Evident	5.5	3.30	Very Evident	6
8. **Conducting School-Based Professional Development Workshops, full- or half-day sessions or as part of an ongoing program**	3.56	Very Evident	2.5	**3.37**	**Very Evident**	**1**
9. Creating study groups that will involve small groups of educators who meet regularly to work on a predetermined project.	3.44	Very Evident	8.5	3.24	Evident	10
10. **Conducting retreats that will provide opportunities for teachers to explore in depth with colleagues' different dimensions of their profession.**	**3.15**	**Evident**	**15**	**2.89**	**Evident**	**15**
11. Implementing curriculum, conducting research, holding workshops, and establishing new lines of communication among staff.	3.44	Very Evident	8.5	3.26	Very Evident	8

Provision of Support to Teachers	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
12. Conducting local and national conferences that will provide a forum in which ideas can be debated/analyzed.	3.29	Very Evident	12.5	3.07	Evident	13
13. Organizing knowledge-sharing activity among to learn new teaching skills to incorporate in their classrooms.	3.56	Very Evident	2.5	3.28	Very Evident	7
14. Writing professional journal that can help teachers keep track of these reflections	3.35	Very Evident	11	3.04	Evident	14
15. Designing for collaboration, for example by promoting peer-to-peer classroom visits with time for feedback	3.44	Very Evident	8.5	3.21	Evident	12
Overall Weighted Mean	3.43	Very Evident		3.23	Evident	

NOTE: Weighted Mean = WM   Qualitative Rating = QR

The school administrators in the Philippines are tasked with having the big picture always in mind, recognizing that the school is one large system with moving parts but have to function cohesively (Sarmiento, et al., 2021; and Cariño & de Guzman, 2023). The school's progress in the implementation of the educational programs, projects, and activities, as well as in reviewing the performance of teachers and the school staff to address concerns through cooperative effort should be evaluated by DepEd Order No. 34 series of 2022.

From the perceptions of the school heads, Indicator 10, Conducting retreats that will provide opportunities for teachers to explore in depth with colleagues' different dimensions of their profession (least weighted mean of 3.15, rank 15) was evidently practice. Even this indicator was least in the rank, still the school heads put this activity as a priority for shared responsibility. This could also mean that sending teachers and other employees in retreats, team-building, and capacity building will allow for further bonding and communication among team members.

In this resumption of in-person classes, there is a need to support teachers who possess a deep sense of their vocation as teachers (Costley, 2021). Team-building retreats find a balance between working toward organizational goals and tasks. Overall, the principals' perception towards the Provision of Support to Teachers as a Priority for Shared Responsibility was 3.43 with Qualitative Rating of Very Evident.

Indicator 8, Conducting School-Based Professional Development Workshops, full- or half-day sessions or as part of an ongoing program (weighted mean of 3.37, rank 1) feature towards provision of support to teachers as a priority for shared responsibility was very evidently conducted at secondary schools in the Division of Zambales based on the teacher-respondents perception. The teachers very evidently observed that their respective schools hold regular workshop and educational program designed to teach or introduce to teachers' practical skills, techniques, or ideas which they can use in their teaching practices on their daily lives in school. The pandemic brought many changes in education landscape. Even online teaching (synchronous modality) still should be facilitated by varied collaboration. The researchers proposed to educational institutions to prioritize post-pandemic initiatives to reduce social and educational disparities to further arise.

A good transition plan will include training, collaborative faculty planning, and plenty of feedback (Dizon Jr., de Guzman & Orge, 2021).

Most school-based professional development workshops are team building, presentation skills, communication skills, user experience, group work presentation, brainstorming activity, lab report writing and ICT skills (Lipawen & de Guzman, 2022).

Indicator 15, Conducting retreats that will provide opportunities for teachers to explore in depth with colleagues' different dimensions of their profession (least weighted mean of 2.89, rank 15) was an evident feature of provision of support to teachers as a priority for shared responsibility among teachers. Also this indicator was least in the rank under the group of the school head respondents (see Table 2). Even though this indicator obtained the lowest mean and rank, this activity is still practiced and valued, retreat activities for teachers are still conducted. The activity is vital to help teachers to ease their worries; stay focused and equip them with positive ideas and beliefs ready to face the resumption of in-person classes.

Teachers retreats with colleagues with whom have a close professional alignment and shared orientation on a daily basis are particularly productive and enjoyable Bazan (2021). Bringing teachers together for an offsite discussion around strategic goals may be one useful model to build on (Lipawen & de Guzman, 2022). Overall, the teachers' perception towards the Provision of Support to Teachers as a Priority for Shared Responsibility was 3.23 with Qualitative Rating of Very Evident.

2.2. Students' Study Habits
Indicator 3, stated as, The student follows the teachers' instructions and study hard (which obtained a weighted mean of 3.47, rank 1) as aspect of students' study habits as a priority for shared responsibility among principals/school heads was evidently practiced in their respective schools. The respondents observed that the students are stimulated to learn from their respective teachers; well encouraged through positive reinforcement and open communication during in-person classes.

Table 3. School Head and Teacher-Respondents' Perception towards the Students' Study Habits as a Priority for Shared Responsibility

Students' Study Habits	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
1. The student makes schedule that can help him/her develop structure for their daily activities.	3.32	Very Evident	10	3.05	Evident	6
2. The student makes sure that there are no disturbances when studying	3.32	Very Evident	10	3.04	Evident	7
3. The student follows the teachers' instructions and study hard.	**3.47**	**Very Evident**	**1**	**3.09**	Evident	5
4. The student focuses on one thing at a time, take breaks between tasks and avoid multi-tasking	3.29	Very Evident	12.5	3.02	Evident	8
5. The student helps other student to work together by advising to make small progress and avoid procrastination	3.35	Very Evident	7	3.13	Evident	2
6. The student memorizes contents of notebook and textbooks.	3.29	Very Evident	12.5	2.88	Evident	14
7. The student uses books besides textbooks or various educational materials	3.32	Very Evident	10	3.12	Evident	3

Students' Study Habits	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
8. The student sets up a dedicated study space in a relatively quiet area, away from distractions if possible.	3.41	Very Evident	2.5	3.00	Evident	9
9. The student looks at his/her cellphone or send text messages during class	**3.15**	**Evident**	**15**	**2.84**	**Evident**	**15**
10. The student actively participates in group work and collaborate with group members	3.35	Very Evident	7	**3.22**	**Evident**	**1**
11. The student finishes task, assignment, homework on time	3.38	Very Evident	4.5	2.92	Evident	12
12. The student prepares for classes beforehand and review what have learned.	3.35	Very Evident	7	2.93	Evident	11
13. The student proactively study without being told at home.	3.38	Very Evident	4.5	2.89	Evident	13
14. The student study while using smart phone or cellphone at home.	3.41	Very Evident	2.5	3.10	Evident	4
15. The student study while watching TV or listening to music at home	3.21	Evident	14	2.98	Evident	10
Overall Weighted Mean	3.33	Very Evident		3.01	Evident	

NOTE: Weighted Mean = WM   Qualitative Rating = QR

Improving academic performance in a student is one of the goals of every educational (Kirschner, 2021). Teachers' instructions in order to get students attention should be clear, concise, support students and check understanding. Aragon, et al. (2020) pointed out that setting expectations and making reasonable demands encourages students to participate, but sometimes students need an extra push in the right direction

Indicator 9, The student looks at his/her cellphone or send text messages during class (which obtained a WM 3.15, rank 15) was evident feature towards the students' study habits as a priority for shared responsibility among principals. The school heads observed that their respective students have access to a mobile phone and take them to school and inside the classroom. It is common for students to have cellphone and other gadgets. There are many educational apps available in a wide range of subjects for all kinds of learners. According to (Manalili, et al., 2022; and Magsanop, et al. 2022), audio and video can bring learning to life and access to educational apps through

smartphones takes attainment of learning. The school though the teachers can be a positive force in helping students use gadgets properly in the classroom. However, students should understand how to best use them. Overall, the principals' perception towards the Students' Study Habits as a Priority for Shared Responsibility was 3.43 with Qualitative Rating of Very Evident.

The teachers at secondary schools of DepEd, Division of Zambales found that indicator 10, The student actively participates in group work and collaborate with group members (weighted mean of 3.22, rank 1) was an evident feature of students' study habits as a priority for shared responsibility. The teachers perceived evidently that students' collaborating with group/peers will give meaningful academic support on them during resumption of in-person classes. Students learn further how to plan and manage their time and change their behavior and prospects in life for good. According to Catacutan & de Guzman (2017), learning activities supports lifelong learning. Group work gives teachers an opportunity to monitor

and observe how they communicate and collaborate (de Guzman, 2016). For Costley (2021), learning activity (e.g., group work) enables teachers to see growth in action as students apply learning and analyze situations and decisions.

Indicator 9, The student looks at his/her cellphone or send text messages during class (least weighted mean of 2.84, rank 15) was evident feature of students' study habits as a priority for shared responsibility as perceived by teachers. Also this indicator was least in the rank under the group of the school head respondents (see Table 3). Although this indicator was least in the rank, the teachers manifestly use gadgets for communication inside the classroom, how these are best used by students along with clear expectations and ground rules in using these appropriately during online and/or in person classes.

The appropriate use of gadgets will provide students with sources and information about their lessons (Manalili, et al., 2022; and Bunglo & de Guzman, 2023). Teachers make sure that students are well informed that access of these resources in class can help encourage participation and discussions (Magsanop, et al. 2022; Ortega & de Guzman, 2023). Under the Digital Rise of the Philippine Development Plan of 2017-2022, DepEd is committed in addressing the challenges of digital learning and education technology (Antigo & de Guzman, 2021). Overall, the teacher' perceived towards the students' study habits as a priority for shared responsibility at secondary schools was 3.01 with Qualitative Rating of Evident.

2.3. Parents' Role in Learning

The secondary school head respondents very evidently practice indicator 9, The parent communicates desirable values and attitudes regarding education (least weighted mean of 3.47, rank 1). To use efficiently and effectively two-way communication (parents and school) as much as possible to keep school efforts meaningful. It is a great help for parents to know the academic condition of their children in the school. According to the Department of Education (DepEd), parents and guardians perform the various roles depending on the agreement between the parents and the school (Department of Education *Sulong Edukalidad* 2020). Associations of parents and teachers shall serve as a support group and as a significant partner of the school whose relationship shall be defined by cooperative and open dialogue with stakeholders to promote the welfare of the students; promote harmonious, active, and collaborative engagement among teachers, parents, and the community (DepEd Order No.013 s. 2022). If parents have a hard time making it to the school, home visits are another effective way to communicate with parents and the benefits are substantial (DepEd Order No 32, s. 2020).

The school head respondents very evidently practice indicator 10, The parent helps his/her child/children succeed inside the classroom, at school and in life (least weighted mean of 3.29, rank 15) (Table 4). Although least in the rank, the utilization of right strategies to communicate effectively with every parent was evidently practiced. Parents and teachers are two of the most important contributors to a student's educational success. Cariño & de Guzman, (2022); and Bactad, et al. (2021) argued that as most knowledgeable others, teachers and parents should heighten their child's motivation to learn. de Guzman, et al. (2022); and Matias, et al. (2022) revealed that positive parental support and engagement can have a significant impact on a child's education. Albino, et al. (2023) recommended that parents should enforce family physical activities and set up a particular hour of the day for screen time off for everybody and spend time with everyone. Overall, the principals' perception towards the Parents' Role in Learning as a Priority for Shared Responsibility was 3.38 with Qualitative of Very Evident.

The teachers at secondary schools of DepEd, Division of Zambales found that indicator 1, The parent attends back-to-school meetings or other orientation events. (weighted mean of 3.21, rank 1) was evidently a priority feature of parents' role in learning for shared responsibility. For instance, the teachers evidently hold parent orientation and meeting in the school to create a welcoming environment for students and parents and encourage in them a positive attitude towards the school. Aside from above statement, the parent orientation and meeting

(DepEd Order No. 034s. 2022) during this resumption of in person face to face classes tackled topics on the School Safety Assessment Tool (SSAT) relevant to the school physical facilities such as classrooms, orientation regarding tentative class program and class schedules.

According to Torres & de Guzman (2022), by involving the parents in the process, the school ensures the student will be given due attention to areas of improvement at home as well and ensure they can improve their performance.

Table 4. School Head and Teacher-Respondents' Perception towards the Parents' Role in Learning as a Priority for Shared Responsibility

Parents' Role in Learning	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
1. The parent attends back-to-school meetings or other orientation events.	3.38	Very Evident	8	**3.21**	**Evident**	**1**
2. The parent helps child/children to stay organized, ask about daily assignments, and monitor their work.	3.35	Very Evident	11	3.02	Evident	12
3. The parent notices, recognizes, and praises effort of his/her child/children	3.41	Very Evident	4	3.09	Evident	6
4. The parent helps child/children develop a love of reading and practice appropriate learning habits	3.32	Very Evident	13.5	3.04	Evident	10
5. The parent provides his/her child/children a healthy home environment.	3.32	Very Evident	13.5	3.16	Evident	2
6. The parent asks or requests for resources to help them understand the subject matter the teacher is teaching.	3.41	Very Evident	4	3.03	Evident	11
7. The parent asks teacher how he/she would like to communicate.	3.41	Very Evident	4	3.07	Evident	8.5
8. The parent explains desirable ideals, outlooks and expectations he/she hold for child/children	3.38	Very Evident	8	3.00	Evident	14
9. The parent communicates desirable values and attitudes regarding education	**3.47**	**Very Evident**	**1**	3.07	Evident	8.5
10. The parent helps his/her child/children succeed inside the classroom, at school and in life.	**3.29**	**Very Evident**	**15**	3.10	Evident	4.5
11. The parent attends parent organization and support groups meetings to discuss school issues.	3.41	Very Evident	4	3.12	Evident	3
12. The parent volunteers in the school, helps in classrooms, or helps run a school activity or event.	3.35	Very Evident	11	3.10	Evident	4.5
13. The parent informs the school what guidance and assistance he/she would like them to provide.	3.38	Very Evident	8	3.01	Evident	13

Parents' Role in Learning	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
14. The parent encourages his/her child/children to ask, answer questions, and explore their interests.	3.35	Very Evident	11	**2.99**	**Evident**	**15**
15. The parent encourages his/her child/children to engage in active learning and frequent conversations	3.41	Very Evident	4	3.08	Evident	7
Overall Weighted Mean	3.38	Very Evident		3.07	Evident	

NOTE: Weighted Mean = WM   Qualitative Rating = QR

Indicator 14, The parent encourages his/her child/children to ask, answer questions, and explore their interests (weighted mean of 2.99, rank 15) was evidently a priority feature of parents' role in learning for shared responsibility as perceived by the teacher respondents. The teachers' insight was focused on the parents' practice of assisting and encouraging their respective child/children to do and academically perform well. All parents whose children are enrolled in a school are encouraged to be active members of its parent teachers association, and to comply with whatever obligations and responsibilities of such membership. The Philippine Government recognizes this invaluable partnership between educators and parents as stipulated in Article 77 of Presidential Decree 603 which called for a Parent-Teacher Association (PTA) formation in every school community. Overall, the teachers' perception towards parents' Role in Learning as a Priority for Shared Responsibility was 3.07 with Qualitative Rating of Evident.

3. Summary

Table 5. Summary on the School Head and Teacher-Respondents' Perception towards the Priorities for Shared Responsibility

Priorities for Shared Responsibility	School Heads			High School Teachers		
	OWM	QR	Rank	OWM	QR	Rank
Provision of Support to Teachers	**3.43**	**Very Evident**	**1**	**3.23**	**Evident**	**1**
Students' Study Habits	3.33	Very Evident	3	3.01	Evident	3
Parents' Role in Learning	3.38	Very Evident	2	3.07	Evident	2
Grand Mean	**3.38**	**Very Evident**		**3.10**	**Evident**	

NOTE: Overall Weighted Mean = OWM   Qualitative Rating = QR

Table 5 shows that school heads' priorities for shared responsibility towards Provision of Support for Teachers (Very Evident, OWM=3.43, rank 1st); Parents Role in Teaching (Very Evident, OWM=3.38, rank 2nd) and Students Study Habits (Very Evident, OWM=3.33, rank 3rd). The Grand Mean was 3.38. Overall, the Principals' Priorities towards the Shared Responsibilities at School in the Division of Zambales was Very Evident. The teachers' priorities for shared responsibility towards Provision of Support for Teachers (Evident, OWM=3.23, rank 1st) Parents Role in Teaching (Evident, OWM=3.07, rank 2nd) and Students Study Habits (Evident, OWM=3.01, rank 3rd). The Grand Mean was 3.10. Overall, the School Head' priorities towards the Shared Responsibilities at School in the Division of Zambales was Very Evident.

4. Perception on the Challenges for Shared Responsibility during the Resumption of In-Person Classes in Public Secondary School

Table 6. Perception of School Heads and Teachers on the Challenges for Shared Responsibility during the Resumption of In-Person Classes in Public Secondary School

Challenges for Shared Responsibility	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
1. Implementation of activities, projects and programs for teacher's professional development	3.71	Strongly Agree	3	**3.42**	**Strongly Agree**	**1.5**
2. Support to members of the academic community experiencing burnout on works and tasks	3.65	Strongly Agree	7.5	3.29	Strongly Agree	12.5
3. Continuous process of consultation, feedbacking, and intensive monitoring of instruction and activities	**3.76**	**Strongly Agree**	**1.5**	3.36	Strongly Agree	7.5
4. Cope with routine changes, stress, and financial constraints; and in attaining a work-life balance	3.65	Strongly Agree	7.5	3.31	Strongly Agree	11
5. Conduct of dialogues and discussions among parents, guardians, and other stakeholders,	3.65	Strongly Agree	7.5	3.41	Strongly Agree	3
6. Conduct of capacity building of students and faculty, department heads and school heads	3.65	Strongly Agree	7.5	3.36	Strongly Agree	7.5
7. Open communication and other mechanisms enable to enhance and successfully implement plan	**3.76**	**Strongly Agree**	**1.5**	3.37	Strongly Agree	5.5
8. Collaborative, involvement and engagement of all stakeholders in secondary schools	3.68	Strongly Agree	4.5	**3.42**	**Strongly Agree**	**1.5**
9. Parents' perception of health and safety of their children during face-to-face in-person classes	3.68	Strongly Agree	4.5	3.40	Strongly Agree	4
10. Access to digital learning resources compared in private schools	**3.53**	**Strongly Agree**	**15**	**3.24**	**Agree**	**15**
11. Increase public-private partnerships to improve infrastructure and close the digital divide	3.59	Strongly Agree	12	3.25	Agree	14
12. Students' ability to find learning materials / references, and the ability to be attentive, and stay motivated	3.59	Strongly Agree	12	3.29	Strongly Agree	12.5
13. Student's time management, engagement in more active in learning activities at school and classroom	3.59	Strongly Agree	12	3.33	Strongly Agree	9.5

Challenges for Shared Responsibility	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
14. Effort to mobilize and encourage parents to be more involved with their children's schools,	3.59	Strongly Agree	12	3.33	Strongly Agree	9.5
15. Expand opportunities for parents to participate in school management	3.59	Strongly Agree	12	3.37	Strongly Agree	5.5
Overall Weighted Mean	**3.64**	**Strongly Agree**		**3.64**	**Strongly Agree**	

NOTE: Weighted Mean = WM   Qualitative Rating = QR

As shown in Table 6, the secondary **school heads** of DepEd Division of Zambales strongly agreed that indicator 3, Continuous process of consultation, feedbacking, and intensive monitoring of instruction and activities, teachers in this school, work to develop their own resources and reputations (weighted mean of 3.76, rank 1.5th) was the foremost challenge for shared responsibility during the resumption of in-person classes in public secondary school. School leadership and management need to constantly focus on improving the conditions of respective schools by practicing sessions of consultations, meetings and evaluations.

Professional learning groups, learning action cells, meetings and observation/evaluation are practices and settings for sharing knowledge, inputs, recommendations, and resources will further enhance teaching and learning are very vital most especially in the new normal, hence need to be sustained (Dizon, et al., 2019; and de Guzman & Villalobos, 2023). Teaching and learning will not stop amidst COVID-19 and being receptive to the new ways would be a great help to be efficient to the new normal era (UNICEF, 2020).

Also rated as first from the rank was indicator 7, Open communication and other mechanisms enable to enhance and successfully implement plan (weighted mean of 3.76, rank 1.5th) interpreted as Strongly Agree. School heads are expected to be on top of all school communications. The leadership role of the principal comes with the responsibility to manage communications effectively. However, the present study found that these practices are challenging. Cariño & de Guzman (2023) revealed that dialogues, open communication and quality assurance monitoring are bit difficult activities amid the pandemic, hence hampers the successful implementation of recovery and contingency plans.

The school heads are at all time focus on the implementation and monitoring of the Basic Education-Learning Continuity Plan (BE-LCP) and bridge the BE-LCP to DepEd's pivot to quality and into the future of education, under the framework of *Sulong EduKalidad* and Futures Thinking in Education. This plan was created when there are risks that an emergency could happen, and something needs to be done to prevent or minimize the damage

Indicator 10, Access to digital learning resources compared in private schools (least weighted mean of 3.53, rank 15) interpreted as Strongly Agree. School heads strongly agreed that digital tools and platforms are becoming ever more integral to school daily lives therefore should be satisfied and also be prioritized. COVID-19 crisis has exposed the challenges for technology in education, including many inequities starting at the lack of access to computers and the internet. Reimers & Schleicher (2020) and Dizon, et al. (2021) showed that the most widely used resources were some online platforms, tools that enabled sharing information and collaboration therefore supporting teachers' professional development (PD) is the key point in sustaining online education. Overall, the level of agreement towards the challenges for shared responsibility at secondary schools of DepEd Division of Zambales was 3.64 with Qualitative Rating of Strongly Agree.

As shown in Table 6, the secondary teachers of DepEd Division of Zambales strongly agreed that indicator1, Implementation of activities, projects and programs for teacher's professional development (weighted mean of

3.42, rank 1.5th) was the foremost challenge for shared responsibility during the resumption of in-person classes in public secondary schools. For teachers, teaching can be both challenging and frustrating, especially in these difficult times. The need to adjust to and sustain quality in education of the students is a must. Teachers strongly agreed that effective professional development that includes training, practice and feedback should provide an adequate time and follow-up support.

Education systems therefore seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce (OECD, 2020). The National Educators Academy of the Philippines (NEAP), affirms its commitment to providing and supporting the professional growth of teachers and school leaders (DepEd, 2020).

Also first from the rank was indicator 8, Collaborative, involvement and engagement of all stakeholders in secondary schools (weighted mean of 3.42, rank 1.5th) interpreted as Strongly Agree. The result may signifies that school heads found it difficult to establish more harmonious cooperation of the schools' stakeholders. Shared responsibility captures the idea of partnership, it is a joint responsibility of parents, teachers, and community to nurture a child and implement inclusive education. Calimlim, et al. (2022) pointed out that schools are in the position to intensify their capacities to handle any kind of crisis. Without more consistent instructional guidance by school management, teachers, and parents, the learners finding it difficult to learn in the new normal.

Indicator 10, Access to digital learning resources compared in private schools (least weighted mean of 3.24, rank 15) interpreted as Agree. Teachers as well as their school heads (see Table 5) strongly agreed that one of the challenges for shared responsibility was the access to digital resources and requires very costly investments which impedes the handling of technology. Technologies offer great promise unless the challenges that are associated with implementing them are fully understood and addressed. With this, United Nations (2020) an included the reduction of the digital divide (SDG 9) in its Sustainable Development Goals. That is why, in many places' initiatives have been launched to facilitate access to technology and make free and open-source technologies available to teachers and students (UNESCO, 2020). Overall, the level of agreement among the school head towards the Challenges for Shared Responsibility at secondary schools of DepEd Division of Zambales was 3.64 with qualitative rating of Strongly Agree.

5. Analysis of Variance on the Difference in the Perception on the Priorities for Shared Responsibility during the Resumption of In-Person Classes in Public Secondary Schools when grouped according to School Head Respondents' Profile

Table 7. Difference in the Perception towards the Provision of Support to Teachers as a Priority for Shared Responsibility when grouped according to the School Heads' Profile

Sources of Variations	Provision of Support to Teachers		Students' Study Habits		Parents' Role in Learning	
	Mean Square	Sig.	Mean Square	Sig.	Mean Square	Sig.
Age	0.67	0.6	0.66	0.10	0.69	0.07
Sex	0.29	0.36	0.75	0.13	0.30	0.33
Highest Educational Attainment	0.88	**0.04***	**1.29**	**0.00***	**1.02**	**0.01***
Length of Service	0.57	0.12	0.46	0.21	0.45	0.19
Position/Designation	0.89	**0.02***	**1.04**	**0.01***	0.79	**0.02***

Significant

Provision of Support to Teachers. Table 7 shows the significance values for age (0.6), sex (0.36) and length of service (0.12) were higher than (0.05) alpha level of significance.

Therefore, do not reject the hypothesis. There is no significant difference on the perception. The significance values of highest educational attainment (0.04) and designation (0.02) were lower than (0.05) level of significance, therefore reject the hypothesis. There is significant difference on the perception. The Principals who are Doctorate degree holders have different perceptions of support and practices of providing the appropriate assistance directions and guidance towards teachers improvement and development in terms of their profession in this new normal setting.

Students' Study Habits. Table 7 shows the significance values for age (0.10), sex (0.13) and length of service (0.21) were higher than (0.05) alpha level of significance. Therefore, do not reject the hypothesis. There is no significant difference on the perception. The significance values of highest educational attainment (0.00) and position/designation (0.01) were lower than (0.05) level of significance, therefore reject the hypothesis. There is significant difference on the perception. The Principals who are Doctorate degree holders have different observations and insights on students study habits during the in person classes and

how they can help their respective students to acquire and practice most appropriate study skills to be able to cope this new normal in education.

Parents' Role in Learning. Table 7 shows the significance values for age (0.7), sex (0.33) and length of service (0.19) were higher than (0.05) alpha level of significance. Therefore, do not reject the hypothesis. The male and female secondary school heads who also vary in terms of age and length of service manifest similarity of known aspects and perceptions on parents' role in teaching as a priority for shared responsibility. The significance value of highest educational attainment (0.01) and position/designation (0.02) were lower than (0.05) level of significance, therefore reject the hypothesis. There is significant difference on the perception in terms of school heads' highest educational attainment and position/designation. The Heads/Principals who are Doctorate degree holders have different observations and insights on how parents perform their roles and responsibility as second teachers/mentors to their child/children this in person classes and how parents help and participate for school improvement.

6. **Analysis of Variance on the Difference in the Perception on the Priorities for Shared Responsibility during the Resumption of In-Person Classes in Public Secondary Schools when grouped according to Teacher Respondents' Profile**

Table 8. Difference in the Perception towards the Provision of Support to Teachers as a Priority for Shared Responsibility when grouped according to the Teachers' Profile

Sources of Variations	Provision of Support to Teachers		Students' Study Habits		Parents' Role in Learning	
	Mean Square	Sig.	Mean Square	Sig.	Mean Square	Sig.
Age	0.84	0.07	0.33	0.31	0.34	0.32
Sex	0.02	0.80	0.11	0.54	0.01	0.88
Highest Educational Attainment	0.24	0.39	0.10	0.83	0.11	0.84
Length of Service	**0.90**	**0.00***	**1.06**	**0.00***	**0.66**	**0.03***
Position/Designation	0.35	0.19	0.45	0.17	0.15	0.75

Significant

Provision of Support to Teachers. Table 8 shows the significance values for age (0.07), sex (0.80), highest educational (0.39), and teaching position/designation (0.19) were higher than (0.05) alpha level of significance. Therefore, do

not reject the hypothesis. There is no significant difference on the perception. sThe significance value of length of service (0.00) was lower that (0.05) level of significance, therefore reject the hypothesis. The teachers who vary in

terms of length of service manifest significant difference of perception on the aspect teachers' support and provisions. The educator respondents in the study of Dizon, et al. (2021) approved that supporting teacher professional development (PD) is the key point in sustaining continuity education.

Students' Study Habits. The significance values for age (0.31), sex (0.54), highest educational attainment (0.83) and position (0.17) were higher than (0.05) alpha level of significance. Therefore, do not reject the hypothesis. There is no significant difference on the perception. The significance value of length of service (0.0) was lower that (0.05) level of significance, therefore reject the hypothesis. There is significant difference on the perception in terms of teachers' length of service. They have different insights on the study habits of their students during facetoface classes and how their students sustain different strategies to improve their study skills. Aragon, et al. (2020) pointed out that good leadership in schools fosters nurturing learning environments that help children grow and develop and address changes in the demand for student skills.

Parents' Role in Learning. The significance values for age (0.32), sex (0.88), highest educational attainment (0.84) and position (0.75) were higher than (0.05) alpha level of significance. Therefore, do not reject the hypothesis. There is no significant difference on the perception. The teachers perceived parental involvement makes a real difference in schools everywhere. According to Matias, et al. (2022) and de Guzman, et al. (2022). parents should also help and commit to education as a common good. The significance value of length of service (0.03) was lower that (0.05) level of significance, therefore reject the hypothesis. There is significant difference on the perception in terms of teachers' length of service. The teacher respondents who have been in the teaching position for more than three decades and above have different insights, observations and encounters on how parents do their roles and responsibilities as second teachers and mentors to their respective child/children during the resumption of facetoface classes. Matias, et al. (2022) revealed that the higher parental involvement in schools the better the school outcomes.

7. t-Test of Difference of Perceptions between the School Heads and the Teachers on the Different Priorities for Shared Responsibility during the Resumption of In-Person Classes in Public Secondary Schools

Table 9. Difference of Perceptions between the School Heads and the Teachers towards the Priorities for Shared Responsibility

Priorities for Shared Responsibility	t computed	df	Sig. (2-tailed)
Provision of Support to Teachers	3.91**	28	0.00
Students' Study Habits	9.22**	28	0.00
Parents' Role in Learning	15.29**	28	0.00
**-Significant at 0.01 alpha level of significance; Ho is Rejected			

The t-Test computation revealed that the significance value for the priorities for shared responsibility under Provision of support to Teachers (0.00), Students Study Habits (0.00) and Parents Role in Learning (0.00) were lower than the alpha level of significance (0.05). Therefore, the hypothesis is rejected. There is significant difference between the School Heads and the Teachers perceptions towards shared responsibility in terms of provision of support to teachers, students' study habits and parents' role in learning. School head

respondents perceived that the priories for shared responsibility among school heads of DepEd, Division of Zambales is to ensure the readiness of the school by providing and implementing policy guidelines in school. Teachers-respondents on the other hand perceived that that the priorities shared responsibility among teachers is to ensure that learners acquire the Most Essential Learning Competencies (MELCs) in the midst of pandemic up to resumption of classes; attain professional development among teachers; and upgrade teaching

competencies. According to Park (2022), every education system aims to address individual students' strengths and needs, thereby ensuring each student has an opportunity to learn and succeed.

8. t-Test of Difference of Perceptions between the School Heads and the Teachers on the Challenges for Shared Responsibility during the Resumption of In-Person Classes in Public Secondary Schools

Table 10. Difference of Perceptions between the School Heads and the Teachers towards the Challenges for Priorities for Shared Responsibility

t computed	df	Sig. (2-tailed)	Interpretation
13.45	28	0.00	**Ho is Rejected Significant**

The t-Test computation revealed that the significance value towards the Challenges for Priorities for Shared Responsibility (0.00) was lower than the alpha level of significance (0.05). Therefore, the hypothesis is rejected. There is significant difference between the School Heads and the Teachers perceptions towards challenges observed and encountered for Priorities for Shared Responsibility. School head respondents perceived that the challenges for priories for shared responsibility among school heads of DepEd, Division of Zambales is to provide guidance on the mechanisms and standards on the resumption of face-to-face classes focused on teachers delivery of quality basic education in a safe learning environment; strengthen the school-community health and safety support system for all children. On the other hand, teacher-respondents perceived that the challenges for priories for shared responsibility among teachers are primarily on resiliency and responsiveness is crucial and of paramount importance. Dizon, et al.

(2019) argued that teachers should be proactive- they need to respond, to adapt and to grow amidst the challenges of times.

9. Action Plan Proposed to Address the Priorities and Challenges for Shared Responsibility during the Resumption of In-Person Classes in Secondary Schools Division of Zambales

Presented in Table/Matrix 11 is the proposed Action Plan designed to improve the resumption of in-person classes in Secondary Schools DepEd Division of Zambales. The Action Plan was based on the findings of the present study specifically from the indicators with the least results on Provision of Support to Teachers, Students' Study Habits, and Parents' Role in Learning; and highest rank on the Challenges for shared responsibility during the resumption of in-person classes. The proposed Action Plan is composed of five (5) aspects such as the Findings, Action Plan, Person(s) Involved, Timeline and Budgetary Requirement.

Table 11. Proposed Action Plan to address the Priorities and Challenges for Shared Responsibility during the Resumption of In-Person Classes in Secondary Schools Division of Zambales

FINDINGS	ACTION PLAN	PERSON(S) INVOLVED	TIMELINE (Target period of Implementation)	BUDGETARY REQUIREMENT (if necessary)
Provision of Support to Teachers	Utilization of open communication and other mechanisms enable to enhance and successfully implement plan	School Head Department Head Teacher Students Parents Other Stakeholders	December 2023 to May 2024	Php35,000.00 MOOE

FINDINGS	ACTION PLAN	PERSON(S) INVOLVED	TIMELINE (Target period of Implementation)	BUDGETARY REQUIREMENT (if necessary)
	Implementation of activities, projects and programs for teacher's professional development	Lecturers/Resource Persons		
	Utilization of mentoring program for teachers which will focus on refining skills, and enhancing problem solving and decision making skills			
	Conduct of School-Based Professional Development Workshops as part of an ongoing program			
	Access to ICT resources which can help design and prepare teaching packages (e.g. e-learning materials and learning modules)			
Parents' Role in Learning	Orientation and meeting with parent emphasizing and communicating the following: (1) desirable values and attitudes regarding education and assistance to school needs; (2) helps child/children to stay organized and monitor their work; (3) child/children a healthy home environment	School Head Department Head Teacher Students Parents Other Stakeholders Lecturers/Resource Persons	December 2023 to May 2024	Php38,000.00 MOOE
	Encouragement and attendance of parent to back-to-school			

FINDINGS	ACTION PLAN	PERSON(S) INVOLVED	TIMELINE (Target period of Implementation)	BUDGETARY REQUIREMENT (if necessary)
	meetings or other orientation events			
	Implementation of activities, projects and programs for collaboration, involvement and engagement of all stakeholders			
Students' Study Habits	Plan and execute learning activities and exercises to train students follow teachers' instructions and improve study skills	School Head Department Head Teacher Students Parents Other Stakeholders Lecturers/Resource Persons	December 2023 to May 2024	Php25,000.00 MOOE
	Plan and execute learning activities (aligned with content and performance standards) aimed to learn and benefit from cooperative collaboration activities (project-based, problem-based, experiential learning, etc.)			
	Orientation of appropriate, efficient and effective study habits and skills			

Conclusions

Based on the findings, the researchers concluded that:

1. The school heads are male middle aged adults, Master's degree holders, and served in the profession for two and a half decades as Principal I and IV while the teachers are female young adults, Baccalaureate degree holders with Master's units; served in the teaching profession for a decade as Teacher I.

2. The school heads and teachers' perception towards the priorities for shared responsibility was very evident in terms of Provision of Support to Teachers mainly mentoring and school-based professional development program.

3. Both the school heads and teachers strongly agreed that there are challenges for shared responsibility during the resumption of in-person classes in public secondary schools primarily on the implemen-

tation of teacher's professional development, open communication, and access to digital learning resources

4. There was significant difference in the perception on the priorities for shared responsibility during the resumption of in-person classes in terms of school heads' highest educational attainment and designation. There was significant difference in terms of Provision of Support to Teachers, Students' Study Habits and Parents' Role in Learning when attributed to teachers' length of service.

5. There was significant difference between the perceptions of the school heads and the teachers on the different priorities for shared responsibility during the resumption of in-person classes.

6. There was significant difference between the perceptions of the school heads and the teachers on the challenges for shared responsibility during the resumption of in-person classes.

7. Action Plan was proposed to address the priorities and challenges for shared responsibility during the resumption of in-person classes in Secondary Schools Division of Zambales.

Recommendations

Based on the conclusions of the study, the following recommendations were advanced:

1. The school heads may conduct regular mentoring activities; and school-based professional development workshops for teachers aim to enhance further teachers' problem solving and decision making.

2. The school heads and teachers may focus their respective instructional plans and learning activities to improve students' study habits such as group work, engagement and collaboration

3. The school heads and teachers may consider a sustainable parent communication, back-to-school meetings or other orientation events to foster desirable values and attitudes regarding education.

4. The school heads and teachers may prioritize continuous process of consultation, feedbacking, and intensive monitoring of instructions activities and plans.

5. The school heads may sustain teacher's professional development by implementing appropriate school activities, projects and programs and support.

6. The school heads and teachers may present concrete plan and activity aimed to further increase and improve collaboration, involvement and engagement of all stakeholders.

7. Present the developed Action Plan to immediate Supervisors, Education Specialist and Curriculum Planners of DepEd Division of Zambales for future adoption as policy, projects and plans.

8. Conduct follow up study outside the Division of Zambales to verify and prove the research findings of the present study.

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