

Preliminary Assessment of Schools' Readiness towards Face-To-Face Classes

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Abstract: *This study aimed to identify the level of readiness of schools in San Ildefonso South District towards face-to-face classes. This study includes 18 public elementary schools in the San Ildefonso South District of Bulacan. The study used descriptive correlational research design to discover the relationship between School-Based Management and Office Performance Commitment and Review Form Rating and; between Schools' Readiness towards face-to-face classes and Office Performance Commitment and Review Form Rating. Highly Evident response was found in School-Based Management in term/s of Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement, and Management and Resources. Highly Evident response was also found in School Readiness towards face-to-face classes in term/s of Managing School and Operations, Focusing on Teaching and Learning, Well-Being and Protection, and Home-School Coordination. The result of the performance rating of eighteen respondent schools in terms of Office Performance Commitment and Review rating for the last 3 years reveals that all of the participant schools are performing within the outstanding level with an overall mean of 4.94. The relationship between School-Based Management and Office Performance and Commitment Review Form rating was found to be significant ($p=0.003$). The relationship between the School's Readiness towards face-to-face classes and Office Performance and Commitment Review Form rating no correlation was found ($p=0.147$). The results of a study performed in San Ildefonso South District with 18 schools were discovered to be ready in full face-to-face classes.*

Keywords—school based management, office performance and commitment review form, school level of readiness

1. INTRODUCTION

The institution Department of Education (DepEd) employed Alternative Delivery Mode (ADM) to serve students and deliver a quality education in the face of the COVID-19 pandemic. So, two years later, schools in the Philippines are getting ready for the initial trials of face-to-face instruction. Despite opposition from some groups, the Department of Education (DepEd) established guidelines for a safe and methodical pilot test with the assistance of the Inter-Agency Task Force for Management of Emerging Infectious Diseases (IATF-MEID). Are we prepared for face-to-face instruction? "

Schools were closed in March 2020 in accordance with DepEd Order No. 032 s. A COVID-19 pandemic is discussed along with methods for deploying learning support assistants to reinforce the implementation of the basic education learning continuity plan in 2020. DepEd then decided to switch from in-person instruction to distance learning delivery methods (DLDM). It is obvious that this approach has both benefits and drawbacks. For example, students can complete their homework at any time, and—most importantly—studying at home is the most effective way

to keep kids safe from viruses. The drawback of home learning is that parents must direct their children and set out time for them to explain and discuss each module. Experts also opined that school closures may have a negative impact on children's school performance along with the financial system and health-care system, given the responsibilities placed on parents (Baskaran et al., 2022). Because of this matter many imposed that the need for face-to-face classes is indispensable.

According to the survey by Woday et al. (2020), students experience high levels of stress, anxiety, and depression disorders when schools are closed. According to UNESCO (2020), all schools should place a high premium on promoting students' psychosocial and psychological well-being in the wake of COVID-19 seclusion and social isolation. This will make it easier for staff members and students to be ready for tutoring and learning. According to a recent survey by the Department of Basic Education, more than 50% of principals think that students and teachers need psychosocial support. The researcher also stated that it is important to foster the relationship between education and psychosocial development because it is mutually beneficial. Followed by

Nanome (2021) mentioned the shifting landscape with COVID-19 suggests that the education system could fail to help learners to achieve unless the Department of Basic Education provides significant psychosocial interventions to help learners understand, cope with and build resilience to the effects of COVID-19.

On September 20, 2021, Honorable Rodrigo Duterte authorized the Department of Education's proposal to implement the pilot program in consideration of educational quality. Following clearance, the DepEd revealed plans to trial face-to-face instruction in 120 schools. According to DepEd order No. 071 s, more school administrators and teachers are getting ready to get their school ready for if this pilot testing is effective. DepEd urged other nominated schools to resume in-person instruction until all schools countrywide reopened for this in 2021. Research suggests that careful resource management is necessary for a strong and inclusive reopening and recovery, and that it depends on extensive cooperation, precise targeting, and ongoing use of data to enhance strategies (Carvalho et al., 2020).

DepEd finally ran its preliminary testing of in-person classes to 120 selected schools around the country on November 15, 2021. According to Secretary Leonor Briones, the first day of pilot run was generally successful nevertheless there are some challenges for some location that postponed their pilot testing because some teachers tested positive in antigen test of COVID-19. In accordance with the findings of Melnick et al. (2020) social distancing techniques, along with proper hygiene, cleaning, and quarantine, can help to reduce disease spread in schools. Assessment before reopening of classes is very important to prevent the spread of virus especially in schools.

A increasing body of evidence indicates that the epidemic is still far from over and that COVID-19 has not yet been eradicated. In order to address the fast worsening issue, suitable conduct must be adopted. Additionally, Powell (2021) noted that by helping our systems create vital immune responses that will continue to guard against new variations, vaccines do offer a glimpse of hope. Online, modular, in-person, or mixed learning all provide students with excellent learning opportunities. A growing amount of research shows that in-person learning motivates students, fosters a feeling of community, and offers much-needed motivation. Additionally, this enables teachers to recognize nonverbal cues and change the lesson plan and delivery style accordingly (Paul & Jefferson, 2019). This time teachers are encouraged to attend seminars further study the new way of teaching in the new normal. As stated by Dollente & Tan (2021) the country should advocate for mechanisms that give teachers and school leaders' access to technical and administrative advice and guidance on-demand. In line with the suggestion of UNESCO (2020), proposed a worldwide strategy for early childhood learning and a drive for early childhood educators to be trained in effective early childhood pedagogy.

Schools' Readiness towards face-to-face classes

DepEd order No. 071 s. 2021 declared that schools participating in the pilot phase of face-to-face classes passed the School Safety Assessment Tool (SSAT). In order to get ready for the enlargement stage and go on to the new normal of face-to-face, district supervisors shall enable the employment of the SSAT in all schools in their respective area of jurisdiction and identify the level of readiness. Based on the results, the Schools' Division Office will offer help to the school with major gaps in order to close the gap and increase the readiness. The needs and the safety of the learners will be given priority, where school heads, teachers and other stakeholders will have their own share of responsibility for ensuring the school to be a harmless environment for learning.

According to Kristyanto et al. (2021), the protocols and policies for school reopening, health facility readiness, human resource readiness, funding, and communication and cooperation for school reopening are all essential requirements. Meanwhile, Estrellado (2021) cited that when the school grounds are open, safety and health guidelines must be followed even when the students are at home. Furthermore, he also emphasized a local government unit in the Philippines such as Baguio City where the inclusion of mental health initiatives aimed at students in order to improve their overall mental health. Guingona et al. (2021) examined this concept of mental health integration and retrofitting in education as well as the use of academia in research in their study on the creation, development, and implementation of curricula which increase prerequisites for successfully achieving Universal Health Care.

The most important reason why schools have to reopen is the sheer denial of access to education to a big chunk of pupils (Paliwal & De, 2021). According to the research of Palaoag et al. (2020), School readiness is an important consideration when determining whether or not to shift from face-to-face to a flexible learning system or online distance learning to achieve quality education. Regardless of teaching methods, schools must always strive to provide the best education possible to all students. The research can be used for future reference for assessment of in-person classes in other districts. It can also be used to suggest other ways on how to become prepared and ready for face-to-face classes. School readiness entails learning things not just in academics. School readiness is to give learners a protected environment for learning where they can learn from different perspectives.

Statement of the Problem

With the foregoing discussion cited above, the researcher brings about the situation that happened during the

pandemic and the transition from reopening face-to-face classes in schools. This study aims to identify the level of readiness of schools in San Ildefonso South District towards face-to-face classes. The researcher will identify how the factors could be associated with schools' readiness.

Specifically, this research will seek to answer the following problems:

1. How may School-Based Management system be described in terms of:
 - 1.1. Leadership and Governance;
 - 1.2. Curriculum and Instruction;
 - 1.3. Accountability and Continuous Improvement; and
 - 1.4. Management of Resources?
2. How may the schools' readiness towards face-to-face classes be described in terms of:
 - 2.1. Managing School Operations;
 - 2.2. Focusing on Teaching and Learning;
 - 2.3. Well-being and Protection; and
 - 2.4. Home-School Coordination?
3. How may the performance rating of respondent schools in terms of Office Performance Commitment and Review Form rating for the last 3 years be described?
4. Is there a significant relationship between the level of School-Based Management and Office Performance Commitment and Review Form rating?
5. Is there a significant relationship between level of school readiness and Office Performance Commitment and Review Form rating?

Hypotheses

This research will be guided by the following hypotheses:

1. There is no significant relationship between School-Based Management and Office Performance Commitment and Review Form rating.
2. There is no significant relationship between the level of schools' readiness towards face-to-face classes to their Office Performance Commitment and Review Form rating.

Conceptual Framework

UNICEF (2020) affirmed that before reopening of school during COVID-19 pandemic, teachers should be given training about the learning modification considering the health protocol. For preparing face-to-face learning, early childhood education has to build communication with parents to ensure the appropriate transition from the homes to the schools. The most important factor for increasing parents' confidence is ensuring that there will be a safe environment in schools, one protocol inside the school is that pupils should wear masks the whole time, in a study it was cited that most

children were deemed able to use a mask for up to 9 hours (Pudjiadi et al., 2022). Therefore, Smith et al. (2020) cited that schools must assure parents of the hygiene measures that and reiterating the social distancing guidance.

Riley's (2020) research on the fall's resumption of classes included information on personnel and staffing, managing staff assignments, staff members with significant health risks, acknowledging the need for potential support staff to assist with instruction, potentially significant needs for tutors, and ways to provide additional support, such as volunteer recruitment as needed. Because of their worries that kids will contract COVID-19 or that it will spread among them and other household members, most teachers think that schools are unsafe or unpredictable (e.g. parents or grandparents). This is also due to the fact that senior folks in Indonesia frequently live with their adult offspring and in communal housing (Amri et al., 2021). At present time it is observed the availability of Personal Protective Equipment is still lacking among teachers and learners, with some pupils unable to obtain masks. The local government's involvement is needed to support schools in the provision of PPE and construction of handwashing stations.

Reopening of classes is a joint responsibility from the school and from the community, stakeholders are also important in terms of school readiness. Altogether is an ingredient for a successful reopening of classes. There is strong evidence that transmission is lower in outdoor spaces due to increased ventilation and rapid virus inactivation by sunlight (Qian et al., 2020). Also, Sallis et al. (2020) presumed outdoor exercise and play may benefit students' overall physical health and reduce the risk of transmission of the virus. In the contrary, Nilsen, (2020) mentioned that even if space is available for the school, holding even occasional academic instructional time outside presents a significant challenge for teachers and students, particularly those with special needs. In addition to collaborating with building administrators to identify and distribute space where classes can meet without interfering with one another, teachers and administrators may want to think about how to interact with students and parents about expectations for upcoming outdoor class experiences, how to delineate outdoor learning areas and monitor students within them, and realistic expectations about which types of activities are appropriate for outdoors (Lang & Persico, 2019).

Although there are some that are still not in favor of the reopening of classes in the country, experience has shown that schools are not the primary drivers of transmission and that they can be kept open for in-person learning (UNICEF, 2021). Different countries may have different experiences in performing face-to-face classes in times of pandemic. Schools have to learn from what will be the outcomes of face-to-face class pilot testing. According to Levinson et al. (2020) the decision to reopen primary schools is more than just a scientific and technological one. It is also emotional and moral in nature. It is still the responsibility of the school to

maintain the protection of the children while inside the school and make sure that children will not get infected.

Pupils almost forget the basic concepts of education because of years away from school; teachers have to be ready to reiterate the basic learning again. Mahaye (2022), declared curriculum is the driver of every educational system and its effective implementation determines the actualization of the goals of education of any country. Aside from that teachers and parents have to come hand in hand in order to address learning loss, in a research conducted by Reimers (2022) the author points out that learning depends on a set of school and family inputs, and innate ability and motivation. There is also a study that involved primary teachers to describe how they adapted their curricular planning, in terms of adjustments to timetable, schedule and pace. Moreover corresponding to DES (2020), teachers described prioritizing government rules prioritize science over literacy, numeracy, and welfare. Whereas, repetition, pattern-prediction and recognition, memorization, or any abilities associated to gathering, storing, and retrieving information are generally acknowledged to be declining as a result of AI and related technologies (Muro et al., 2019). Another study suggests prioritizing different areas of instruction based on their grade level, such as literacy and numeracy for grades K-8, or maintaining a focus on achieving course specific outcomes for Grades 9-12 (People for Education, 2020). This is supported with the idea of Blignaut (2020) claiming that curriculum and pedagogical change will be effective only if schools embrace new approaches of viewing knowledge and as well as embracing multiple knowledge traditions.

Understanding and accountability of all three stakeholders (education ministry, school, and government) can bring a significant change in the education system (Nevkota et al., 2021). Francisco (2021) stated leaders must meet responsibility prospects for volume and quality issues, while contemporaneously creating formative workplaces. The COVID- 19 epidemic has presented new challenges for academe directors, and their accountabilities have grown concurrently with a higher level of responsibility.

Challenges of reopening of classes are inevitable and school leaders and personnel must be ready for it. One study in particular Baskaran et al. (2022) recommended a checklist in connection to school readiness, which measures the readiness in 3 domains: (1) technical readiness; (2) materials, sanitation, and infrastructure-related; and (3) education and training.

Based on RA 9155, School-Based Management became an official DepEd governance framework in 2001. SBM equips school administrators to guide teachers and students toward improved learning outcomes. The validation of the school's SBM level of practice is based on four guiding principles: leadership and governance, curriculum and instruction, accountability and continuous improvement, and

resource management. Leithwood et al. (2020) found that the principles of good governance, such as having a clear direction, overseeing personnel, and building capacity, remain constant. The findings also points to the importance of context-responsive leadership, indicating that COVID19 will alter school leadership practices (Harris & Jones, 2020). It is obvious that effective leadership is crucial in the post-pandemic era. Since the majority of their schools are already open to these students, most primary school directors believe that prioritizing attendance for vulnerable and key worker children was somewhat too practical in terms of class openings. On the other hand, administrators are particularly concerned with controlling how students move around the campus; some academics concur that improved site cleaning and hygiene are necessary for a more thorough reopening (Sharp et al., 2020).

In the study of Atienza (2021), it was stated that School performance refers to the measurement used to understand how an organization, department or institution is performing or headed in the right direction with strategy being used in this study, School- Based Management and Office Performance Commitment Form Rating play a vital role in Schools' readiness towards face-to-face classes.

The researcher studied and analyzed different aspects of Schools' Readiness towards face-to-face classes. The researcher also identified how School-Based Management and Office Performance Commitment and Review Form rating have a connection to school readiness. It is also recognized for the relationship of Schools' Readiness towards face-to-face classes and Office Performance Commitment and Review Form rating.

The researcher provides a visual presentation as a guide for this study

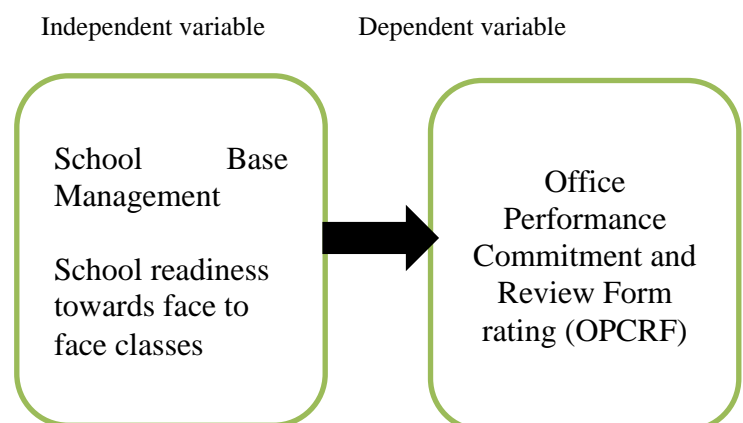


Figure 1. Paradigm of the Study

The paradigm demonstrates Schools' Readiness and School-Based Management as independent variable while Office Performance Commitment and Review Form as dependent variable

Significance of the Study

The study would be beneficial and important in the education field. It helps the educators, teachers and parents to assess schools in the San Ildefonso South District preparedness towards face-to-face classes.

Education System. The results of this study may contribute to the preparedness of the reopening and performing face-to-face classes not just in COVID-19 but also in other preparation to combat infectious diseases and natural calamity and for ensuring safe environment and assessment of students' learning.

Learners. The result of this study will determine how the pupils are safe in the school for face-to-face classes.

Parents. This study will help parents to guide their children and follow the mandatory health protocol provided by the DepEd.

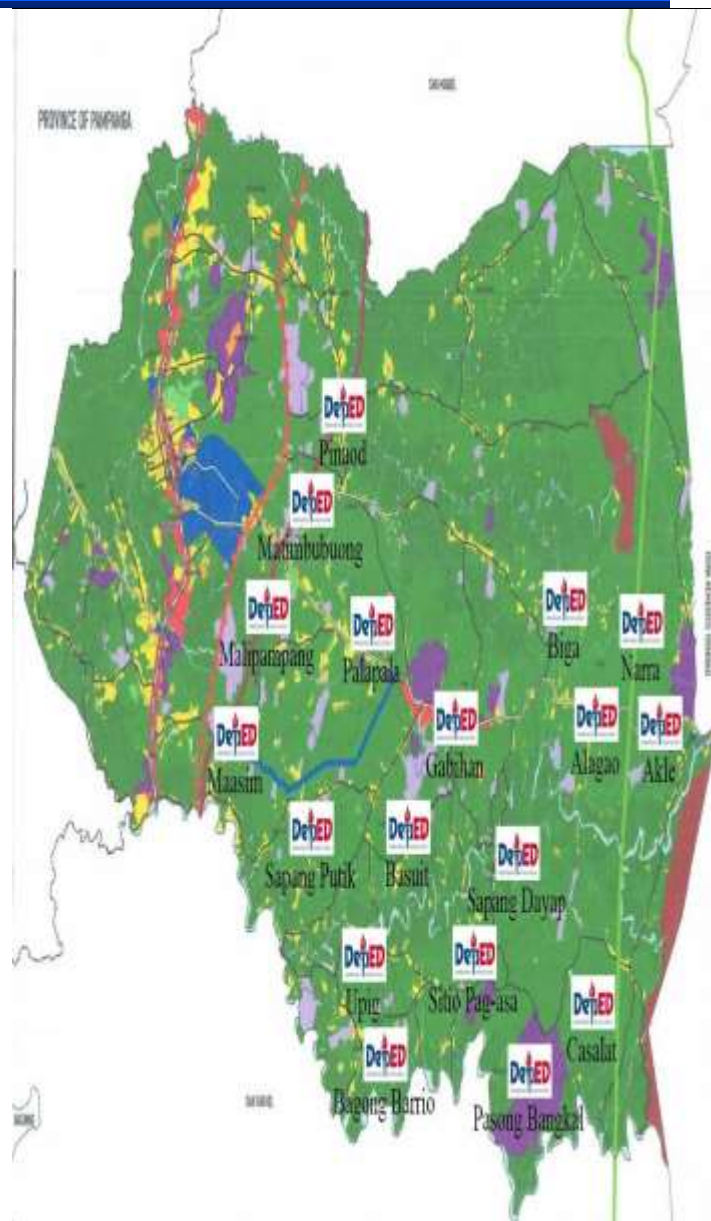
Future Researcher. The study will gain additional insights in the reopening of in-person classes; other variables which have not been included can be affixed for future studies.

Scope and Limitation of the Study

The study focused on 18 public elementary schools of San Ildefonso South District in San Ildefonso, Bulacan. It is guaranteed that the schools who participated are the ones directly involved in the assessment and accomplished survey forms. Due to changing community quarantine in Bulacan brought by the Pandemic, surveys are conducted virtually to ensure the safety of everyone involved in this study. The settings and results of assessment may be different to each school and other district and should not be generalized.

Location of the Study

The study was conducted in San Ildefonso, Division of Bulacan wherein 18 schools in the South District were chosen.



Source: San Ildefonso Municipal Planning & Development Office

Figure 2. Location Map

Definition of Terms

To help readers easily understand some technical terms, the following was used in this study and are hereby operationally used.

Accountability and Continuous Improvement – This refers to the presence of a transparent and inclusive responsibility system for all school personnel, developed collaboratively by the school community.

Curriculum and Instruction – This refers to the learning systems that are tailored to the interests of the students and are developed regularly and cooperatively by the schools.

Focusing on Teaching and Learning – This refers to a process on how teachers will execute the lesson to their pupils which includes lesson plan, lesson materials, and class management.

Home-School Coordination - This refers to the partnership of parents and teachers to work together to ensure the safety needs of learners.

Leadership and Governance – This refers to the idea on how school heads handle their role in terms of their ability to execute the programs of DepEd.

Management of Resources – This refers to the school's ability to manage resources effectively.

Managing School Operations – This refers to how the administrator manages school operations and resources to provide a safe and effective learning environment.

Office Performance Commitment and Review Form – This refers to the tool that is used in all public schools to assess performance management.

School Based Management (SBM) – This refers to a strategy to improve the education system in all public schools, with means of verification validated at the end of each school year.

Schools' Readiness - This refers to the state of a school or learning place to accommodate learners inside the facility in the San Ildefonso South District.

Well-being and Protection- This refers to a protocol that includes standards for evaluating the school's and personnel's virus protection and well-being.

CHAPTER II

METHODOLOGY

This chapter presents the research design used, data gathering techniques, sampling procedure, and data analysis scheme.

Research Design

The study used descriptive correlational research design to discover the relationship between School-Based Management and Office Performance Commitment and Review Form Rating and; between Schools' Readiness towards face-to-face classes and Office Performance

Commitment and Review Form Rating. This allowed prediction of potential one hundred percent (100%) face-to-face classes in the whole San Ildefonso South District. Thus, the School Readiness towards face-to-face classes, and School-Based Management is the independent variable; the dependent variable is the Office Performance Commitment and Review Form rating. Seeram (2019) summarized that correlational research can uncover variables that are interacting and the type of interaction that is occurring, which allows the researcher to make predictions based on the discovered relationships.

Data Gathering Techniques

The researcher requested an approval from the office of Schools Division Superintendent of Bulacan to ask consent to conduct the proposed study. Once the document was approved, a letter to the Public School District Supervisor was prepared. Through proper coordination, the school administrators which include Principal, Head Teacher and Officer-in-Charge and the teachers of the participating schools were properly coordinated for the administration of the questionnaire through the use of Google forms to ensure the safety of both respondents and researcher. Respondents who couldn't access the questionnaire online were given printed copies while abiding by minimum public health standards. The instruction and content of the questionnaire were explained properly to the participants to ensure the accuracy and reliability of the answers.

Moreover, the data from the Google survey form was taken from the respondents as provided in the Google form link, and the researcher gathered the data from the printed questionnaires individually. The researcher personally retrieved the questionnaire and all the pertinent data starting from April 2022 to June 2022 to give the participants ample time to finish the survey questionnaires. The results were tabulated, analyzed, and interpreted. After the study, the researcher deleted all files, and Google forms as well as copies of the respondents' data.

Table 1: Time Table

| Activity | Month | | | | | | | | | | | |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--|
| | Feb 2022 | Mar 2022 | Apr 2022 | May 2022 | Jun 2022 | Jul 2022 | Aug 2022 | Sep 2022 | Oct 2022 | Nov 2022 | Dec 2022 | |
| Project Proposal | | | | | | | | | | | | |
| Gather Information | | | | | | | | | | | | |
| Survey | | | | | | | | | | | | |
| Data Collection | | | | | | | | | | | | |
| Check on Progress | | | | | | | | | | | | |
| Check Results | | | | | | | | | | | | |
| Conclusions | | | | | | | | | | | | |
| Submit some draft work | | | | | | | | | | | | |
| Revisions | | | | | | | | | | | | |
| Final Draft | | | | | | | | | | | | |

Sampling Procedures

The researcher focused on Preliminary Assessment of Schools' Readiness towards face-to-face classes. The respondents were 18 public elementary schools of San Ildefonso South District of Bulacan. A total of 260 teachers composed the South District of San Ildefonso in the Division of Bulacan.

Using stratified sample random sampling was utilized and 130 teachers are identified as respondents. According to Nanjundeswaraswamy (2021), this method is best suited when the population is made up of diverse subpopulation groups. Names of the teachers per school were prepared and numbered. The researcher chose online spinning wheel because no human intervention is required to generate samples, giving the researcher confidence in the results' authenticity.

Table 2: Respondents of the Study

| Schools | Teachers | |
|-----------------------------------|----------------|------------|
| | Population (N) | Sample (n) |
| 1. Akle Elementary School | 26 | 13 |
| 2. Alagao Elementary School | 10 | 5 |
| 3. Bagong Baryo Elementary School | 9 | 4 |
| 4. Basuit Elementary School | 9 | 4 |
| 5. Casalut Elementary School | 8 | 4 |
| 6. Gabihan Elementary School | 18 | 9 |
| 7. Maasim Elementary School | 19 | 10 |

| | | |
|--------------------------------------|-----|-----|
| 8. Malipampang Elementary School | 26 | 13 |
| 9. Matimbubong Elementary School | 8 | 4 |
| 10. Narra Elementary School | 11 | 6 |
| 11. Palapala Elementary School | 22 | 11 |
| 12. Pasong Bangkal Elementary School | 7 | 3 |
| 13. Pinaod Central School | 39 | 20 |
| 14. Sapang Dayap Elementary School | 8 | 4 |
| 15. Sapang Putik Elementary School | 16 | 8 |
| 16. Sitio Biga Elementary School | 8 | 4 |
| 17. Sitio Pag-Asa Elementary School | 8 | 4 |
| 18. Upig Elementary School | 8 | 4 |
| Total | 260 | 130 |

Data Analysis Scheme

Data from the study were collated, analyzed and presented using tables and graphs. In addition, statistical measures were used to provide extensive interpretations of the data acquired.

Data on School-Based Management, Office Performance Commitment and Review Form Rating, and Schools' Readiness towards face-to-face classes which indicated in likert scale were also analyzed using mean and standard deviation. Pearson Product Moment Correlation Coefficient Test used to identify the relationship between Office Performance Commitment and Review Form Rating and School Readiness, and School-Based Management and Office Performance Commitment and Review Form.

CHAPTER III

RESULTS AND DISCUSSIONS

This chapter discusses the presentation of results and the discussions and interpretation of the data analysis through tables.

School-Based Management

School-based Management is an approach to enhance education by shifting considerable decision-making power from the state, the district, and the individual school.

Principals, instructors, students, and parents have authority over the educational process thanks to school-based management because they are given the duty of making decisions regarding the programs and initiatives. The students' learning environment can be created by SBM.

On the aspect of School-Based Management, the first dimension which is Leadership and Governance presents the idea on how school heads handle their role in terms of their ability to execute the programs of the institution of DepEd including primary duties and responsibilities attached to their roles as leaders of their respective schools. As stated in the Revised School-Based Management Assessment Tools of the institution of DepEd, a network of leadership and governance must guide the education system to achieve its shared vision, mission, and goals making them responsive and relevant to the context of diverse environments.

Table 3. School – Based Management in terms of Leadership and Governance

| Leadership and Governance | Weighted Mean | Verbal Interpretation |
|---|---------------|-----------------------|
| 1. In place is a Development Plan (e.g. SIP) developed collaboratively by the stakeholders of the school and community. | 4.54 | Highly Evident |
| 2. The school community reviews the development plan (e.g., SIP) on a regular basis to ensure that it is responsive and relevant to emerging needs, challenges, and opportunities. | 4.54 | Highly Evident |
| 3. The school is organized by a clear structure and work arrangements that promote shared supervision and domination and define the roles and responsibilities of the stakeholders. | 4.60 | Highly Evident |
| 4. A leadership network facilitates communication among and between school and community leaders in order to make informed decisions and solve school-community wide learning problems. | 4.59 | Highly Evident |
| 5. A long term program is in operation that addresses the training and development needs of school and community leaders. | 4.53 | Highly Evident |
| Overall Weighted Mean | 4.56 | Highly Evident |

Legend:

Scale Verbal Description

- 1.0 - 1.80 Not Evident (NE)
- 1.81 - 2.60 Somewhat Evident (SE)
- 2.61 - 3.40 Evident (E)
- 3.41 - 4.20 Moderately Evident (ME)
- 4.21 - 5.0 Highly Evident (HE)

Table 3 findings show that based on the respondents' assessment, it was found out that the Leadership and Governance as the first dimension being discussed by the researcher received a composite mean score of 4.56 which shows that it has a "*Highly Evident*" response from the viewpoint of the respondents.

On the other hand, Leadership and Governance 5 "A long term program is in operation that addresses the training and development needs of school and community leaders." yields the lowest mean score of 4.53 rating from the respondents.

This implies that, in spite of the favorable remark in this section of the Leadership and Governance, schools have existing school plans like Annual Improvement Plan and this time of new normal schools crafted School Improvement Plan however, this is not yet operational.

This is supported with the view of Mira & Gilar (2018), implementing an improvement plan that results in an increased student achievement, as well as establishing a school governing council to connect the school with the various sectors of the community is responsible tasks of the principal.

The second dimension under the SBM which was evaluated by the schools shares the idea of the role of curriculum learning systems that are primarily based on the contexts and aspirations of the community and learners and are collectively developed and continually improved by the schools.

The community and learner contexts and ambitions served as the foundation for the cooperatively built and constantly enhanced learning systems. The school community's development of all sorts of learners is supported by the curriculum. The curriculum being used has been localized to increase its relevant to community life and meaningful to the students.

Table 4 data show that the respondents assessed that SBM was implemented since the learning managers and facilitators foster attitudes and environments that are protective of all children, inclusive of all children, and exhibit behaviors compatible with the organization's vision, mission, and goals. as seen from the mean score of 4.60 and interpreted as "*Highly Evident*".

Table 4. School – based Management in terms of Curriculum and Instruction

| Leadership and Governance | Weighted Mean | Verbal Interpretation |
|---|---------------|-----------------------|
| 1. In place is a Development Plan (e.g. SIP) developed collaboratively by the | 4.54 | Highly Evident |

| | | |
|---|------|----------------|
| stakeholders of the school and community. | | |
| 2. The school community reviews the development plan (e.g., SIP) on a regular basis to ensure that it is responsive and relevant to emerging needs, challenges, and opportunities. | 4.54 | Highly Evident |
| 3. The school is organized by a clear structure and work arrangements that promote shared supervision and domination and define the roles and responsibilities of the stakeholders. | 4.60 | Highly Evident |
| 4. A leadership network facilitates communication among and between school and community leaders in order to make informed decisions and solve school-community wide learning problems. | 4.59 | Highly Evident |
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| Overall Weighted Mean | 4.56 | Highly Evident |

Legend:

Scale Verbal Description

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2.61 - 3.40 Evident (E)

3.41 - 4.20 Moderately Evident (ME)

4.21 - 5.0 Highly Evident (HE)

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The community and learner contexts and ambitions served as the foundation for the cooperatively built and constantly enhanced learning systems. The school community's development of all sorts of learners is supported by the curriculum. The curriculum being used has been localized to increase its relevant to community life and meaningful to the students.

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Table 4. School – based Management in terms of Curriculum and Instruction

| Curriculum and Instruction | Weighted Mean | Verbal Interpretation |
|---|---------------|-----------------------|
| 1. The curriculum learning systems, which are based on community and learning contexts and ambitions, are produced jointly and enhanced through time. | 4.63 | Highly Evident |
| 2. The curriculum being used has been localized to make it more relevant to community life and meaningful to the students. | 4.65 | Highly Evident |
| 3. The techniques and resources for encouraging creative thinking and problem solving are created by a representative group of school and community stakeholders. | 4.57 | Highly Evident |
| 4. To ensure the complete growth and development of the learners and the community, the learning systems are routinely and cooperatively monitored by the community. | 4.57 | Highly Evident |
| 5. The use of appropriate assessment methods in teaching and learning is regularly evaluated and improved, and the findings of assessments are reframed to the learner, the environment in which they were conducted, and the acquisition of pertinent life skills. | 4.60 | Highly Evident |
| Overall Weighted Mean | 4.60 | Highly Evident |

Legend:

Scale Verbal Description

1.0 - 1.80 Not Evident (NE)

1.81 - 2.60 Somewhat Evident (SE)

2.61 - 3.40 Evident (E)

3.41 - 4.20 Moderately Evident (ME)

4.21 - 5.0 Highly Evident (HE)

The respondents also assessed highly evident all the five statements under Curriculum and Instruction. Statement 2 “The curriculum being used has been localized to make it more relevant to community life and meaningful to the students.” obtained the highest weighted mean score of 4.65 “*Highly Evident*” response but find their lowest assessment in both statement 3 “The techniques and resources for encouraging creative thinking and problem solving are created by a representative group of school and community stakeholders.” and statement 4 “To ensure the complete growth and development of the learners and the community, the learning systems are routinely and cooperatively monitored by the community.” as reflected from the weighted mean score of 4.57.

This implies that schools are devotedly using localized learning materials for it is relatable and applicable to daily life. Consequently regular monitoring of the learning process is advised to ensure the full development of learners.

As stated by Landas & Alova (2022)

Before and after implementing localized and ready-made classes, the students' interest levels are both quite engaging; their performance level prior to using localized was generally satisfactory. Conversely, Amon & Bustami (2021) specified that the important issues to consider in curriculum management are how to carry out the appropriate actions, and how to strictly supervise activities throughout the entire process of providing education.

A system of accountability that is explicit, open, inclusive, and responsive is in place. Jointly created by key stakeholders, which keeps track of performance expectations and actual results, continuously closes performance gaps, and provides a forum for review and correction. Community stakeholders explicitly define and agree upon the roles and duties of accountable persons and collective bodies.

Table 5 displays the description of Accountability which focuses on both the processes and products of education. Individuals or groups are given responsibility, such as educational leaders, administrators, teachers, other school personnel, and students themselves. Measures are used to determine whether the process or products meet the desired goals, and criteria are set for whether the targets are met. The consequences attached to the accountability systems may be simply labels assigned to the individual or group to which responsibility has been assigned, or they can involve withdrawal of funding or removal of the individual or group from continuing in the same role. School – based management program in public schools as to Accountability and Continuous Improvement as evaluated by the respondents revealed as “*Highly Evident*” response with Overall Weighted Mean of 4.58.

The third dimension Accountability and Continuous Improvement, is the term sounds heavy as it speaks about

responsibility of the school officials do Observe an accountability system that has been built collaboratively by the school community that is transparent, inclusive, and responsive, which tracks performance and takes appropriate action on gaps and gains as stated in the Revised Assessment Tool for SBM of DepEd. The accountability being emphasized calls for the participation of the stakeholders in ensuring that there is a mechanism that would be responsible in promoting the welfare of the school’s improvement and development as a whole.

Table 5. School – Based Management as to Accountability and Continuous Improvement

| Accountability and Continuous Improvement | Weighted Mean | Verbal Interpretation |
|---|---------------|-----------------------|
| 1. The roles and obligations of the accountable individual(s) and group(s) are distinctly stated and accepted by community stakeholders. | 4.64 | Highly Evident |
| 2. Goals are acknowledged based on a jointly created performance accountability system, and gaps are filled with the proper course of action. | 4.58 | Highly Evident |
| 3. The community owns the accountability system, which is continually improved to make sure that management structures and techniques are relevant to the community's evolving learning needs and desires. | 4.56 | Highly Evident |
| 4. All parties involved in the development and agreement of the accountability assessment criteria and tools, feedback systems, and information collection and validation processes. | 4.54 | Highly Evident |
| 5. Performance is routinely evaluated in a participatory manner with the community. The findings from the assessment and the lessons gained form the basis for criticism, technical support, acknowledgment, and plan modification. | 4.58 | Highly Evident |
| Overall Weighted Mean | 4.58 | Highly Evident |

Legend:

| Scale | Verbal Description |
|-------------|-------------------------|
| 1.0 - 1.80 | Not Evident (NE) |
| 1.81 - 2.60 | Somewhat Evident (SE) |
| 2.61 - 3.40 | Evident (E) |
| 3.41 - 4.20 | Moderately Evident (ME) |
| 4.21 - 5.0 | Highly Evident (HE) |

All of the five statements indicated a Highly Evident description with the highest mean score which is 4.64 falls on Accountability and Continuous Improvement 1 “The roles and obligations of the accountable individual(s) and group(s) are distinctly stated and accepted by community stakeholders.”. This is in accordance with what accountability should be and it deals with who is responsible in particular roles in the school leadership and the aspects of the educational system. On the other hand, the lowest mean score of 3.32 was received by Accountability and Continuous

Improvement 4 “All parties involved in the development and agreement of the accountability assessment criteria and tools, feedback systems, and information collection and validation processes.” The results of the assessment and the lessons learned are used to provide feedback, technical assistance, recognition, and plan modifications. The feedback mechanism as well as the direct involvement of the stakeholders are considered on this aspect which needs to be strengthened to maintain the noble objectives of harmonious cooperation of the members of the school-community.

Moreover, the results emphasized the importance of accountability in the educational system which includes variations as teachers being held responsible for passing tests to obtain or keep. Similar to other educational accountability systems, this sort of system has goals, metrics, and other criteria for deciding when the goal has been met, as well as rewards and consequences for reaching or not meeting the criteria.

Resources are pooled together and wisely mobilized, and they are effectively, efficiently, and transparently managed. Learning managers, learning facilitators, and community stakeholders frequently carry out resource inventories as a basis for resource allocation.

The fourth dimension of the SBM as presented on the table is the Management of Resources. This area of SBM focuses on the resources which are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency by the schools particularly by the public schools.

Table 6. School – Based Management as to Management of Resources

| Management of Resources | Weighted Mean | Verbal Interpretation |
|--|---------------|-----------------------|
| 1. Learning managers, learning facilitators, and community stakeholders regularly conduct resource inventories as a basis for resource allocation. | 4.60 | Highly Evident |
| 2. A consistent, accessible, and inclusive discourse for planning and resource programming includes all parties and promotes the execution of community education programs. | 4.57 | Highly Evident |
| 3. A system for managing resources that was created by the community encourages stakeholders to act in ways that are sensible, appropriate, and efficient. | 4.54 | Highly Evident |
| 4. The learning managers, facilitators, and community stakeholders work together to establish and implement regular monitoring, evaluation, and reporting processes for resource management. | 4.62 | Highly Evident |
| 5. The network and links that support and sustain partnerships for better resource management are handled by a system. | 4.58 | Highly Evident |
| Overall Weighted Mean | 4.58 | Highly Evident |

Legend:

| Scale | Verbal Description |
|-------------|-------------------------|
| 1.0 - 1.80 | Not Evident (NE) |
| 1.81 - 2.60 | Somewhat Evident (SE) |
| 2.61 - 3.40 | Evident (E) |
| 3.41 - 4.20 | Moderately Evident (ME) |
| 4.21 - 5.0 | Highly Evident (HE) |

All of the five statements received the same verbal description of “*Highly Evident*”. The highest mean score with 4.62 in this fourth dimension of SBM revealed that Management of Resources 4 “The learning managers, facilitators, and community stakeholders work together to establish and implement regular monitoring, evaluation, and reporting processes for resource management.” While the lowest mean score of 4.54 was reflected in Management of Resources 3 “A system for managing resources that was created by the community encourages stakeholders to act in ways that are sensible, appropriate, and efficient.”

The findings imply that the resources being entrusted and governed by the school leadership are expected to be properly accorded to by the school leaders so as to maintain the trust extended by the different stakeholders, particularly on donated materials which are intended for the use or welfare of the learners. As for example, resources such as intervention materials for the National Elementary Achievement Test are expected to be utilized by the learners to ensure that this would address the need of learners in having preparations for their examination

In the same stance, De Grauwe (2014), also supported the idea of self-management of the schools as this means giving autonomy in managing the schools.

School's Readiness towards face-to-face classes

Leading and managing school is a lot of planning and work to do. Managing school includes organizing people, resources, and it also includes controlling processes to have a smooth operation. It is crucial and tough especially in times of pandemic.

Table 7 explains the school's readiness in terms of Managing School Operations. The presented data shows that the complete evaluation of the respondents on the readiness of school in terms of managing school operations is "*Highly Evident*" response ($\bar{x} = 4.58$).

Table 7. Readiness of school in terms of Managing School Operations

| Managing School Operations | Weighted Mean | Verbal Interpretation |
|---|---------------|-----------------------|
| 1. The school has received LGU support in the form a letter of support from the Barangay, Municipality, City, and Province. | 4.51 | Highly Evident |
| 2. The school has secured written consent from parents/ guardians who will take part in the limited face-to-face classes. | 4.50 | Highly Evident |
| 3. To meet the standards of the health and safety protocols, the school has mobilized resources and support from community stakeholders. | 4.43 | Highly Evident |
| 4. The school has conducted simulation activities involving school personnel in order to simulate and discuss possible scenarios during the actual conduct of face-to-face classes. | 4.81 | Highly Evident |
| 5. The school has trained both teaching and non-teaching personnel on the Alternative Work Arrangement that will be used during the limited face-to-face classes. | 4.65 | Highly Evident |
| Overall Weighted Mean | 4.58 | Highly Evident |

Legend:

| Scale | Verbal Description |
|-------------|-------------------------|
| 1.0 - 1.80 | Not Evident (NE) |
| 1.81 - 2.60 | Somewhat Evident (SE) |
| 2.61 - 3.40 | Evident (E) |
| 3.41 - 4.20 | Moderately Evident (ME) |
| 4.21 - 5.0 | Highly Evident (HE) |

The respondents have the same response of "*Highly Evident*" on all of the five statements. Statement 4, "The school has conducted simulation activities involving school personnel in order to simulate and discuss possible scenarios during the actual conduct of face-to-face classes." obtained the highest weighted mean of 4.81 while the indicative statement 3 "To meet the standards of the health and safety protocols, the school has mobilized resources and support from community stakeholders." yielded the lowest weighted mean of 4.43.

This implies that since the educational system is experiencing the new normal in education, still, the schools

find ways to manage the school effectively for the benefits of the learners. The schools provide orientation to all the stakeholders about the new scheme of education for them to be guided with the mechanisms of the school in the delivery of the basic education services to the learners.

The findings are in consonance with the study of Dollente (2019), that school leaders are always ready and able to adjust and adapt things just to do their duties and responsibilities. These dedicated school leaders will gladly comply as they are patiently doing different virtual and physical tasks even during the Community Quarantine period.

Teaching and learning comprise how learners grasp knowledge and skills, is also a process on how teachers will execute the lesson to their pupils which includes lesson plan, lesson materials, and class arrangements. Table 8 presents schools' readiness on how they focus on educating and learning for face-to-face classes. This table shows how schools will implement the learning process and how teachers are trained and prepared for the in-person classes.

Table 8. Readiness of school in terms of Focusing on Teaching and Learning

| Focusing on Teaching and Learning | Weighted Mean | Verbal Interpretation |
|--|---------------|-----------------------|
| 1. The school has secured an adequate supply of learning resources for face-to-face classes, including a student-to-self-learning module and student-to-textbook ratio to reduce student interaction during class hours. | 4.77 | Highly Evident |
| 2. The school has designed class programs that cater to both learners of the limited face-to-face class arrangement and distance education while adhering to teachers' maximum 6-hour classroom teaching hours. | 4.68 | Highly Evident |
| 3. Class program with detailed schedules and hour breakdowns for in-person classes and online students, as well as staggered start and end times for each grade level. | 4.72 | Highly Evident |
| 4. The institution has created thorough profiles of the students who will take part in the introduction of face-to-face instruction. | 4.71 | Highly Evident |
| 5. In order to deliver better quality basic education services, the school has established an adequate learning and development support plan. | 4.78 | Highly Evident |
| Overall Weighted Mean | 4.73 | Highly Evident |

Legend:

| Scale | Verbal Description |
|-------------|-------------------------|
| 1.0 - 1.80 | Not Evident (NE) |
| 1.81 - 2.60 | Somewhat Evident (SE) |
| 2.61 - 3.40 | Evident (E) |
| 3.41 - 4.20 | Moderately Evident (ME) |
| 4.21 - 5.0 | Highly Evident (HE) |

As shown above, all these five categories had verbal interpretations as "*Highly Evident*" with an overall weighted mean of 4.73. Statement 5" In order to deliver better quality basic education services, the school has established an adequate learning and development support plan." ranked 1 with a weighted mean of 4.78 Statement 2" The school has designed class programs that cater to both learners of the limited face-to-face class arrangement and distance education while adhering to teachers' maximum 6-hour classroom teaching hours." has the lowest weighted mean of 4.68.

This implies that despite this pandemic, schools are always ready in doing their duties and responsibilities particularly on teaching which includes crafting of localized materials.

The result of the survey are justifiable since, in an interview last May 2020 in CNN Philippines, the Undersecretary of DepEd, Mr. Diosdado San Antonio, stressed that the preparation of the schools on providing an appropriate learning and development support plan will be the main concern for better quality basic education services. It also shows that the schools are doing their preparations to provide and address the needs of the learners as well as the needs of the teachers and other stakeholders. Informing all the concerned individuals regarding their roles and duties in the new normal arrangement is necessary to execute face-to-face modality. In addition, schools also encourage teachers and parents to support the implementation by attending training, workshops and seminars.

Readiness of school in terms of Level of Readiness in Well-Being and Protection

Schools have proper practices on how to avoid COVID-19 as to Well-Being and Protection like conduct of hand hygiene, regular disinfection and temperature checks, there also availability of surgical face masks and presence of school clinic, in addition there are appropriate intervention, first aid, or treatment if ever to have COVID-19 positive at school. Readiness of school in terms on Well-Being and Protections verbally interpreted as "*Highly Evident*" with overall weighted mean of 4.64.

As a whole, the readiness of public elementary schools in terms of Level of Readiness in Well-Being and Protection is verbally interpreted as "*Highly Evident*" as reflected by the overall weighted mean of 4.64.

Table 9. Readiness of school in terms of Level of Readiness in Well-Being and Protection

| Well-Being and Protection | Weighted Mean | Verbal Interpretation |
|--|---------------|-----------------------|
| 1. The school has a sufficient supply of personal protective equipment (PPEs) for pupils and staff. | 4.74 | Highly Evident |
| 2. The school has a sufficient supply of face masks, face shields, and/or other COVID-19 protective equipment for students. | 4.53 | Highly Evident |
| 3. The school has made certain that the sanitation and disinfection materials available have been approved by the Philippine Food and Drug Administration (FDA) | 4.68 | Highly Evident |
| 4. The school has secured enough sanitation and disinfection materials for tactical school locations. | 4.61 | Highly Evident |
| 5. In accordance with DOH DM 2020-0176A, the school has ensured PPE requirements, specifications, and standards for various types of COVID-19 management activities. | 4.62 | Highly Evident |
| Overall Weighted Mean | 4.64 | Highly Evident |

Legend:

| Scale | Verbal Description |
|-------------|-------------------------|
| 1.0 - 1.80 | Not Evident (NE) |
| 1.81 - 2.60 | Somewhat Evident (SE) |
| 2.61 - 3.40 | Evident (E) |
| 3.41 - 4.20 | Moderately Evident (ME) |
| 4.21 - 5.0 | Highly Evident (HE) |

As indicated in the table above, among five statements, statement 3. "The school has made certain that the sanitation and disinfection materials available have been approved by the Philippine Food and Drug Administration (FDA)" yielded the highest weighted of 4.68 while statement 2, "The school has a sufficient supply of face masks, face shields, and/or other COVID-19 protective equipment for students." obtained the lowest weighted mean of 4.53. All of the five statements reveal the same verbal interpretation of "*Highly Evident*".

This implies that schools are always ready to perform their duties and responsibilities and have the necessary supplies for the CoVid-19 pandemic.

According to Sinha (2021), there is a need to look into the well-being of teachers for their protection while doing their noble tasks as teachers. In his blog, he presented specific activities that the school must do and offer in the new normal. These are some of the activities that focus on emotional & mental health. The school must provide activities that will secure its learners' and teachers' mental health. The school must also increase its understanding of the advantages of Covid 19 vaccination.

Parents' coordination in school is important for they will ensure the safety of their children outside the school.

Safety precautions of pupils are both the responsibility of school and family. That is why both should do their role to control the virus.

The table 10 expresses the school readiness in terms of home-school coordination with overall weighted mean of 4.77 or Highly Evident. The whole community is safe if everyone performs safety habits.

Table 10. Readiness of school in terms of Home-School Coordination

| Home-School Coordination | Weighted Mean | Verbal Interpretation |
|---|---------------|-----------------------|
| 1. The school has developed a plan to ensure that protocols are followed properly by coordinating with the Barangay Local Government Unit (BLGU) or the Barangay Health Emergency Response Team (BHERT). | 4.71 | Highly Evident |
| 2. The school has devised a strategy for educating parents on health procedures and safety precautions. | 4.78 | Highly Evident |
| 3. Wearing proper face masks and face shields while commuting, refraining from talking and eating while on public transportation, ensuring adequate ventilation, frequent and proper disinfection, and appropriate physical distancing. | 4.77 | Highly Evident |
| 4. Entering the school grounds take precautions and take preventive measures. | 4.80 | Highly Evident |
| 5. Parents/guardian has designated waiting area with proper ventilation. | 4.79 | Highly Evident |
| Overall Weighted Mean | 4.77 | Highly Evident |

Legend:

| Scale | Verbal Description |
|-------------|-------------------------|
| 1.0 - 1.80 | Not Evident (NE) |
| 1.81 - 2.60 | Somewhat Evident (SE) |
| 2.61 - 3.40 | Evident (E) |
| 3.41 - 4.20 | Moderately Evident (ME) |
| 4.21 - 5.0 | Highly Evident (HE) |

All of the five statements reveal the same verbal interpretation of “*Highly Evident*” with statement 4 “Entering the school grounds take precautions and take preventive measures.” obtained the highest weighted mean of 4.80. Statement 1 “The school has developed a plan to ensure that protocols are followed properly by coordinating with the Barangay Local Government Unit (BLGU) or the Barangay Health Emergency Response Team (BHERT).” yielded the lowest weighted mean of 4.71.

This implies schools have good coordination with the parents, and with the local government regarding safety precautions of the pupils after the class and when pupils are already outside of the school. According to Fontanet (2021), to reduce transmission, school should adhere to physical distancing, adequate working ventilation, moving physical

activities outside, as well as regular surface cleaning and improved hand hygiene and respiratory etiquette. These measures also needed to be implemented outside of the classroom, specifically getting students to and from school, pick-up and drop-off times for both children and adults, and meal times during the school day.

Principals can benefit from the challenges posed by the crisis not to focus on returning to the former situation but to make the changes that education needs at this time Ramos et al., (2021).

Office Performance Commitment and Review Rating

Office Performance Commitment and Review Ratings are in accordance with department and office goals, establish performance standards and gauge staff development, give suggestions and technical help, such as coaching for higher results and action planning.

Table 11. Performance Rating of Respondent Schools in terms of Office Performance Commitment and Review Rating for the last 3 years

| Variable | Regression P-Value | Interpretation |
|--------------------------------------|--------------------|-----------------------|
| School Based Management | 0.003 | Reject Ho |
| Schools | OPCRF Rating | Verbal Interpretation |
| 1. Akle Elementary School | 4.95 | Outstanding |
| 2. Alagao Elementary School | 4.93 | Outstanding |
| 3. Bagong Baryo Elementary School | 4.89 | Outstanding |
| 4. Basuit Elementary School | 4.95 | Outstanding |
| 5. Casalat Elementary School | 4.93 | Outstanding |
| 6. Gabihan Elementary School | 4.94 | Outstanding |
| 7. Maasim Elementary School | 4.95 | Outstanding |
| 8. Malipampang Elementary School | 4.95 | Outstanding |
| 9. Matimbubong Elementary School | 4.89 | Outstanding |
| 10. Narra Elementary School | 4.95 | Outstanding |
| 11. Palapala Elementary School | 4.97 | Outstanding |
| 12. Pasong Bangkal Elementary School | 4.91 | Outstanding |
| 13. Pinaod Central School | 4.95 | Outstanding |
| 14. Sapang Dayap Elementary School | 4.90 | Outstanding |
| 15. Sapang Putik Elementary School | 4.95 | Outstanding |
| 16. Sitio Biga Elementary School | 4.90 | Outstanding |
| 17. Sitio Pag-Asa Elementary School | 4.91 | Outstanding |
| 18. Upig Elementary School | 4.93 | Outstanding |
| Overall Mean | 4.94 | Outstanding |

Legend:

| Scale | Verbal Description |
|---------------|------------------------|
| Below 1.499 | Poor (P) |
| 1.500 - 2.499 | Unsatisfactory (U) |
| 2.500 - 3.499 | Satisfactory (S) |
| 3.500 - 4.499 | Very Satisfactory (VS) |
| 4.500 - 5.000 | Outstanding (O) |

Results of the performance rating of eighteen respondent schools in terms of Office Performance Commitment and Review rating for the last 3 years as shown in Table 9 reveals that all of the participant schools are

performing within the “*Outstanding*” level with an overall mean of 4.94.

These figures mean that the majority of school heads' performance exemplifies a remarkable level of attention to quality and time, technological expertise and experience, and innovation, creativity, and initiative. As DepEd describes it, schools with outstanding performance are demonstrating outstanding competency in all key areas of responsibility. School's achievements and contributions to the organization are of marked excellence.

Correlation between the School-Based Management and Office Performance Commitment and Review Rating

Table 12 reveals the association between the school's description of School-Based Management and Office Performance Commitment and Review Rating.

To determine relationship between the school's description of School-Based Management and Office Performance Commitment and Review Rating, the data were subjected to and the data gathered is summarized in Table 12. The null hypothesis, which states that School-Based Management does not make a big difference on the schools' and Office Performance Commitment and Review Rating, was tested.

Table 12. School-Based Management (SBM) and Office Performance Commitment and Review Rating (OPCRF)

The P-value of School-Based Management and Office Performance Commitment and Review Rating is 0.003 which is lesser than the significance value of 0.05, hence there is a strong connection between School-Based Management and Office Performance Commitment and Review rating in this Study. This confirms the findings of Yahaya et al., (2012), in which the researcher concluded that the high level of school-based management can help improve office performance and thus to increase the rating received. Thus, it contributes to the office performance as a result, and school-based management should not only be observed in office Performance but also in the future success of schools and its leaders.

Correlation between the Schools' Readiness towards face-to-face classes and Office Performance Commitment and Review Rating

Upon the consent of Honorable Rodrigo Roa Duterte where it is possible to make them comply with the public health standards of the government in light of COVID19, DepEd would like to resume face-to-face instruction. DepEd shall offer assistance to schools with significant gaps based on the results in order to close the gaps and increase readiness.

Table 13. Schools' Readiness towards face-to-face classes and Office Performance Commitment and Review Rating

Table 13 shows the Regression statistical analysis that test the relationship between Schools' Readiness towards face-to-face classes and the Office Performance Commitment and Review Rating of respondents' schools.

The P-value of School Readiness towards face-to-face classes and the Office Performance Commitment and Review Rating is 0.147 which is higher than the significant value of 0.05; hence there is no substantial association between School Readiness towards face-to-face classes and the Office Performance Commitment and Review Rating. Hence, the result fails to reject the Null Hypothesis 2.

This study confirms the study of Smartt (2012) in which the author articulated that there is no statistically significant relationship between school preparation according to the total score on the School Preparation Inventory and school performance according to the composite score in secondary schools based on the findings of the said study.

Although the researcher was able to gather positive responses on the existence of the SBM in their respective schools, it is worth noting that the Table 13 which is the relationship between the School Readiness towards face-to-face classes and the Office Performance Commitment and Review Rating revealed that there is no substantial association. In the DepEd order No. 071 s. 2021 which focuses on face-to-face preliminary preparation, expansion, and transition to new normal, district supervisors hold evaluation of school readiness using the School Safety Assessment Tool (SSAT) including in San Ildefonso South District.

Program of Activities

The result of the research displays that the managing school operations under schools' readiness have the lowest result though verbally interpreted as "*Highly Evident*". Below is the program of activity constructed by the researcher to increase the competencies of school heads in managing school operations.

Table 14. Program of Activities crafted from the research of the study

| Variable | | Regression P-Value | | Interpretation |
|--|--|-----------------------------|-----------------|--|
| School towards classes | Readiness face-to-face | 0.147 | | Accept Ho |
| Objective | Action/s | Timeline | Person Involved | Expected Output |
| Enhance school heads' competencies in supervising school operations and developing self and others | Attend program for school heads in institutes and national board conference, participate in other training, seminars, benchmarking activities. | January 2023- December 2023 | School Heads | At the end of December 2023 school heads are expected to enhance competencies in supervising school operations and developing self and others. |

CHAPTER IV

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter summarizes the findings and draws conclusions that are based on the findings and recommendations given in accordance with the conclusion.

Findings

This study the Preliminary Assessment of Schools' Readiness towards face-to-face classes on the level of readiness of schools in South District of San Ildefonso, using the procedures described in the preceding chapter the answer to the problem raised in this study were ascertained and summarized as follow,

The result of School-Based Management can be described in verbal interpretation as highly evident (mean = 4.51) which means that schools are performing and functioning well. The most evident dimension is curriculum and instruction (weighted mean=4.60) verbally interpreted as highly evident and the least among the four dimensions is leadership and governance with weighted mean of 4.56 described in verbal interpretation as highly evident. Both the dimensions of accountability and continuous improvement and management and resources mode of verification are also highly evident in school with the outcomes of weighted mean of 4.56.

Schools' readiness was grouped into four: managing school operations, focusing on teaching and learning, well-being and protection and home-school coordination.

According to the data, focusing on teaching and learning obtained the highest weighted of 4.77 verbally interpreted as highly evident while managing school operations has the lowest result (mean=4.58) verbally interpreted as highly evident also.

In well-being and protection, this obtained a weighted mean of 4.64 verbally interpreted as highly evident and School's Readiness in home-school coordination yielded a weighted mean of 4.77 and is verbally interpreted as highly evident.

The relationship between school-based management and office performance and commitment review rating was found to be significant ($p=0.003$).

In terms of the relationship between the School's Readiness in face-to-face classes and office performance and commitment review rating no correlation was found ($p=0.147$).

Conclusions

School heads, teachers and parents have been challenged in many different ways. At the time of writing, the virus is not yet over and may continue to take a toll on everyone's needs. The study's findings led to the following conclusions, which were then drawn.

Highly Evident response was found in School-Based Management and School Readiness. Result of performance rating of eighteen respondent schools in terms of Office Performance Commitment and Review rating for the last three years reveals outstanding level.

There is a significant relationship between School-Based Management and Office Performance and Commitment Review Form rating. On the other hand, the relationship between the School's Readiness towards face-to-face classes and Office Performance and Commitment Review Form rating, positive correlation was found to be not significant.

The results of a study performed in San Ildefonso South District with 18 schools were discovered to be ready in full face-to-face classes.

Recommendations

The following recommendations are made based on the study's findings and conclusion:

1. Schools in San Ildefonso South District may implement the proposed plans approved by the DepEd that would help increase the level of readiness in all schools.
2. Schools may seek help from the community stakeholders for the benefit of the learners participating in face-to-face classes.
3. The schools may continue the safety and protocols to handle the post-COVID-19 situation.
4. The school heads, teachers and other stakeholders may have their own share of

responsibility for ensuring the school to be a harmless environment for learning.

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