



## PREPAREDNESS AND DIFFICULTIES OF PUBLIC ELEMENTARY SCHOOLS IN THE IMPLEMENTATION OF FACE-TO-FACE CLASSES

DOI 10.5281/zenodo.13858379

**Rezza C. Torbela**

Teacher III, Education and Training Center School 1, Philippines

<https://orcid.org/0009-0004-5234-6588>

### Abstract:

The opening of face-to-face classes is possible, provided sufficient planning and mitigation are implemented. The key purpose of this study is to find out the preparedness and difficulties of public elementary schools in the implementation of face-to-face classes in a medium-sized school division in a highly urbanized city in central Philippines. Descriptive-quantitative research was conducted and used a 66-item survey questionnaire as a tool to gather data from three hundred twenty-six (326) teachers. The study found a very high level of preparedness in the implementation of face-to-face classes. In addition, the level of difficulties in the implementation of face-to-face classes was found to be moderate. The preparedness of the respondents in managing school operations and learning environments differs significantly when compared according to civil status. Further, the difficulties of the respondents in the implementation of face-to-face instruction differ significantly when compared to civil status. The results of this study serve as a springboard for future improvements of the existing guidelines in implementing face-to-face classes.

**Keywords:** Preparedness, difficulties, public elementary schools, face-to-face class, managing school operations, teaching and learning, stakeholders' engagement and partnership, learning environment.

### Introduction:

#### Nature of the Problem

Following the progressive enlargement of face-to-face classes, the Department of Education (DepEd) developed a learning recovery plan to guide schools in addressing learning gaps due to pandemic-related disruptions. It aimed to address the immediate impact of the pandemic on learning and participation by addressing learning loss while deepening learning gains, closing remaining access gaps, confronting the issue of education quality, anticipating the future of education, and introducing innovations in fostering resiliency and embedding the rights of children and youth in education. Recovering learning losses requires high preparation and planning, and fundamental adjustments to the difficulties encountered to effectively implement the plan (Laguerta and Gamba, 2024).

The preparedness of the schools plays a crucial role in ensuring that learners get a quality education while considering the safety of the learners and teachers. The difficulties encountered are those instances and factors that affect the implementation. Difficulties must be carried out to lessen the barriers that affect the implementation of face-to-face classes in the future. Major difficulties that confront the department, teachers, learners, and school leaders will serve as new opportunities for adapting plans for education in the post-COVID-19 pandemic (Briones, 2021).

At the onset of the implementation of face-to-face classes, the researcher personally observed some flaws in the implementation of face-to-face classes. Some of the schools lack proper facilities and resources to be used by learners and teachers for in-person classes, many of the learners and parents do not comply with the safety health protocols inside the school campus, and there is insufficient supply of learning resources needed for the face-to-face classes, there is no active engagement and participation of stakeholders, and many others. Based on the issues discussed during the implementation of face-to-face classes, the researcher opted for and was motivated to conduct this study. The researcher desires to determine the school's preparedness, compliance, and the difficulties it faces in implementing face-to-face classes to propose enhancement plans to ensure the delivery of quality education to learners amid the pandemic.

#### Current State of Knowledge

According to Adawiyah et al. (2021), institutions are very good at preparing to learn for the new normal era. This is evident in the techniques the educational institution, and its teachers will design the teaching methodologies employed, and the government-mandated health protocol implementation. According to Pitria (2022), after introducing limited face-to-face learning, educators and students need to be ready for the new normal, which includes the following: (1) Mentally prepared to modify and accept change. It may be simpler for us to adapt or



adjust to these changes if we mentally prepare to accept them (2) Keep Your Body Endurance Up. Physical preparation is necessary while adjusting to a new normal. Physical therapy is crucial for managing the coronavirus. A robust body will force the body to develop an immune system that will shield it from the risks of viral exposure (3) Eat a balanced, nutrient-dense diet, focusing on foods high in vitamins, like fruits and vegetables. Apart from nutrition, physical activity, and sufficient sleep, reducing stress can also help strengthen the immune system.

Participation and support of the key stakeholders, such as the parents and or guardians of the learners, are very much warranted. According to Dimaculangan et al. (2021), the school must initiate the following: (1) knowledge of the distinction between the involvement and engagement of the stakeholders; (2) have a profound understanding of the significance of the stakeholders and the vital function they play in the student's achievement, especially in the New Normal; (3) techniques for boosting stakeholder involvement and building a solid rapport and connection with external stakeholders; (4) a cordial rapport between internal and external stakeholders positively affects students' academic performance, and (5) Teachers, as stakeholders, possess significant ability to close the adjustment gap between children, parents, and other stakeholders in the New Normal.

Gayawet (2023) reiterated the physical state of the buildings, amenities, and classrooms, the absence of tables and chairs for pupils, and the comfort rooms. Despite the fact that more students are anticipated when classes begin, there are times when there aren't enough classrooms, tables, or chairs for everyone, especially while safety precautions and regulations are still in place. There aren't enough comfort rooms for students and teachers in urban schools or remote institutions. Despite the collaborative efforts of the Department of Education, Local Government Units, and stakeholders to meet the school's requirements, several enhancements still need to be addressed. Laguna (2020) stated that the new normal presents problems for instructors, which they must acknowledge up front. Achieving a balance between their personal and professional obligations was a challenge for educators. Teachers should be helped and trained to balance their jobs and personal lives to avoid burnout.

Even though managing schools during this pandemic is a huge problem, educators and school administrators as a whole recognized and took seriously their obligation to put sanitary measures in place, fighting for the preservation of the student's physical health and safety. Setting up the school unit according to the protocol was extremely difficult since it required altering the regular schedule of instruction and worrying about how teachers and students would respond to these measures and how they would be properly observed (Melnick et al., 2020). Schools lack administrative and financial autonomy, so principals who faced issues with improper classroom placement, inadequate building maintenance, outdated equipment, and a shortage of auxiliary staff—among other issues—turned to state and local authority services for assistance. Some administrators of schools never received this support. Public service professionals are mentioned as resources for assistance in resolving issues at schools in just two instances. Prior research indicates that district assistance in problem-solving and the availability of information, resources, and infrastructure aided principals in effectively handling crises (Hubbard et al., 2020). Some principals expressed a sense of isolation from their supervisors, stating that they required more specific information and direct direction on how to handle the situation on a more personal level.

Keeping schools running during this pandemic is really difficult. According to management, facilities and resources must always be available, adequate, and in good operating order. This will improve performance for both teachers and pupils, enabling the school to fulfill its goal of offering top-notch instruction. School administrators should perform a thorough needs assessment of the facilities since the physical environment has a significant role in determining the achievement of the school's objectives. Even though school administrators have extremely important duties to do in this new normal in education, they will also have the opportunity to put their management skills, particularly in decision-making, to the test. Given this circumstance, school administrators must think of other ways to guarantee that no student is left behind and that instruction will continue throughout this health emergency (Valenzuela and Buenvinida (2021).

### **Theoretical Underpinnings**

The present investigation was anchored on the Preparedness Theory by Seligman (1971), the Compliance Theory by Lunenburg (2012), and the Situational Problem Theory (Kim and Grunig, 2011).

Preparedness Theory is developed to explain why certain associations are learned more readily than others. According to Martin Seligman (1971), organisms that learned to fear environmental threats faster had a survival and reproductive advantage. Consequently, the innate predisposition to fear these threats became an adaptive human trait. Seligman's preparedness theory says that humans are phylogenetically prepared to fear certain stimuli more than others. This means we're more prepared to condition certain stimuli easily than others. This is an evolutionary process due to the need for organisms to adapt to their environment. Thus, people are more likely to fear dangerous rather than harmless stimuli because it threatens human survival.

Preparedness Theory is very appropriate to the present study, as it explains how face-to-face classes are understood; through environmental threats, the school can prepare actions to produce more realistic goals.



Preparedness Theory can be used for strategic planning or program/policy planning to identify the current situation (in terms of needs and opportunities), the intended situation, and what needs to be done to move from one to the other. This helps establish a common understanding of the strategies to be used to achieve the goals.

Another theory anchored to this study is the Situational Problem Theory. The situational problem theory attempts to explain why and how an individual communicates during a problematic and difficult situation. This theory assumes that "the more one commits to problem resolution, the more one becomes acquisitive of information pertaining to the problem and difficulty, selective in dealing with information, and transmissive in giving it to others when an individual tries to solve a problem and difficulty, his or her communicative activeness increases in three domains of communication action: information acquisition, selection, and transmission (Kim and Grunig, 2011).

As a link in the present study, the focus was to determine the difficulties encountered and how they are able to handle them to implement the face-to-face classes successfully. By understanding the difficulties and recognizing problems, he/she can find a solution. So that the teacher remains responsible for carrying out their duties and achieving learning objectives and goals, teachers facilitate the transfer of learning from the experiential activity to the real world, structure the process of reflection to derive the most learning from the experience, and ensure that the learning outcomes are reached.

With the essence of these theories, the researcher finds it complete to support and justify the contents of the present study on the preparedness and difficulties in implementing face-to-face classes.

### **Objectives**

The main objective of this study was to determine the level of preparedness, extent of compliance, and level of difficulties of Public Elementary Schools in the implementation of face-to-face classes in a medium-sized schools Division in a highly urbanized city in central Philippines for the School Year 2022-2023. Specifically, this study sought to answer the following questions: 1) the level of preparedness of public elementary schools in the implementation of face-to-face classes according to the area of managing school operations, teaching and learning, stakeholders' engagement and partnership, learning environment; 2) the level of difficulties of public elementary schools in the implementation of face-to-face classes; 3) the significant difference in the level of preparedness of public elementary schools in the implementation of face-to-face classes when grouped and compared according to variables; 4) the significant difference in the level of difficulties of public elementary schools in the implementation of face-to-face classes when grouped and compared according to variables.

### **Methodology:**

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

### **Research Design**

This study utilized the descriptive research method to determine the level of preparedness, the extent of compliance, and difficulties of Public Elementary Schools in the implementation of face-to-face classes in a medium-sized schools Division in a highly urbanized city in the central Philippines for the School Year 2022-2023. Descriptive research is invaluable for supplying information on which a scientific assessment of the current study may be made. Moreover, investigations that seek to understand the prevalent conditions, behaviors, beliefs, procedures, and emerging trends are best suited for a descriptive approach. This research design employs a scientific methodology that involves observing and describing a subject's behavior without exerting any influence (Carlson, 2018). According to the researcher, the descriptive research design is best suited for the current study since it explores the current state of affairs and the challenges that face-to-face classes pose for educational institutions.

### **Study Respondents**

The respondents of the study were 326 teaching and non-teaching personnel from a total population of 2,106. Since the number of respondents is quite large, stratified sampling and random sampling techniques were used, and the Cochran formula was used to find the sample size. To get the percentage, the respondents from each district are divided by the total number of respondents and multiplied by the sample size. The researcher randomly selected the respondents from each school using the lottery technique.

### **Instruments**



This study used a self-made questionnaire to gather all the data needed. It was subjected to validity (4.75-excellent) and for reliability; the computed alpha for the Level of Preparedness was 0.932, interpreted as Excellent and for the Level of Difficulties, 0.954, interpreted as Excellent. All of them were interpreted as worthy and good; respectively. It is divided into two (2) parts. Part I contains queries on respondents' profiles, such as age, civil status, highest educational attainment, length of service, and plantilla position. Part II is the questionnaire proper, consisting of 28 items on preparedness and 10 items on the difficulties of public elementary schools in implementing face-to-face classes. Each item under the aforementioned areas was measured from the continuum of 5 to 1 using a Likert scale rating with 5 as always, 4 as often, 3 as sometimes, 2 as rarely, and 1 as almost never.

**Data Gathering Procedure**

For the smoother conduct of the study, the researcher employed the following procedures. A letter of request addressed to the Schools Division Superintendent for the conduct of the study was submitted for approval. Upon approval, a letter request was distributed to the school heads of all component schools. After securing the approval for the second request, questionnaires were administered to target respondents. The data gathered from the responses of the respondents was tallied and tabulated using the appropriate statistical tools. SPSS was used to process the encoded data in the computer.

**Data Analysis and Statistical Treatment**

Objective No. 1 used the descriptive analytical scheme and mean to determine the level of preparedness of public elementary schools in implementing face-to-face classes in managing school operations, teaching and learning, stakeholders' engagement and partnership, and learning environment.

Objective No. 2 used the descriptive analytical scheme and mean to determine the level of difficulties public elementary schools face in implementing face-to-face classes.

Objective No. 3 used the comparative analytical scheme and Mann-Whitney U test to determine the significant difference in the level of preparedness of public elementary schools in the implementation of face-to-face classes when grouped and compared according to the aforementioned variables.

Objective No. 4 used the comparative analytical scheme and Mann-Whitney U test to determine the significant difference in the level of difficulties of public elementary schools in implementing face-to-face classes when grouped and compared according to the aforementioned variables.

**Ethical Consideration**

Ethical considerations are the principles of ethics that must be adhered to when performing any study. A study project's hidden purpose is avoided, and human rights are upheld (Bhasin, 2020). The researchers ensured the protection of the study participants. The respondent's voluntary involvement, informed consent, danger of injury, confidentiality, and anonymity were all considered important by the researcher. To obtain voluntary participation in this study, the researcher asked each respondent to sign a consent form by filling in a data entry slot or blank line with their initials or an alias. They may still leave at any moment and without explanation, though. The researcher made sure that the respondents were fully informed about the procedures and risks associated with the research before requiring their assent to participate. In terms of risk of harm, the researcher placed the participants in an environment where their involvement could put them in danger. In such a case, participants can refuse to answer any or all of the questions and end their participation at any moment. To maintain participant confidentiality, the researcher ensured that no one not directly involved in the study could access the participants' identifying information. Additionally, in order to maintain their anonymity, respondents chose an initial or alias to hide their identity from the researcher and other participants.

**Results and Discussion:**

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

**Table 1**  
*Level of Preparedness of Public Elementary Schools in the Implementation of Face-to-Face Classes in the Area Managing School Operations*

Area	Mean	Interpretation
<b>A. Managing School Operations</b> <i>As a teacher, I can...</i>		



1. mobilize school resources to meet the standard of DepEd for the implementation of face-to-face classes.	4.50	Very High Level
2. manage, monitor, and review the actual implementation of face-to-face classes.	4.54	Very High Level
3. involve in the school budget preparation for the face-to-face classes.	4.39	High Level
4. conduct a physical assessment of the school's facilities and equipment for the opening of face-to-face classes.	4.44	High Level
5. lead in enforcing the school's safety and health protocols.	4.51	Very High Level
6. oversee school operations and the proper use of school facilities according to the set guidelines.	4.43	High Level
7. assess all possible hazards that may occur in the implementation of face-to-face classes.	4.49	High Level
<b>Overall Mean</b>	<b>4.47</b>	<b>High Level</b>

Table 1 presents the data on the level of preparedness of public elementary schools in the implementation of face-to-face classes in the area of managing school operations. The respondents obtained an overall mean score of 4.47, which was interpreted as high.

However, if we go deeper into the analysis, the respondents obtained the highest mean score of 4.54 on item No. 2 on managing, monitoring, and reviewing the actual implementation of face-to-face classes, interpreted as a very high level. On the other hand, the lowest mean of 4.39 was on item No. 3 on involvement in the school budget preparation for the face-to-face classes and was interpreted as high level.

The outcome suggests that the participants could have been more engaged in the budget preparation for the face-to-face instruction. Nevertheless, while the budget was being discussed, they offered their own suggestions and supported them with the school heads of their individual schools. Teachers have an important role in budget preparation since teachers know in detail about the budget needed for school activities, the budget spent on school activities, and the budget obtained by the school from the government, even from donors who are also involved in school development. The result suggests the respondents need to be proactive during budget preparation so that issues and concerns can be solved accordingly, and face-to-face classes can be implemented better.

The result relates to that of Valenzuela et al. (2021). The study revealed that the school heads and teachers were knowledgeable and skillful in managing school operations, particularly in budget preparations, fund allocation, and procurement, which aligned with the school plan, which is a requirement to ensure efficient and effective school operation. There is a need for school heads and teachers to be trained in creating a checking mechanism to ensure that the management of the school finances is properly done and sustained.

**Table 2**

*Level of Preparedness of Public Elementary Schools in the Implementation of Face-to-Face Classes in the Area Teaching and Learning*

<b>Area</b>	<b>Mean</b>	<b>Interpretation</b>
<b>B. Teaching and Learning</b>		
<i>As a teacher, I can...</i>		
1. design lesson plans and daily logs of activities, including appropriate, adequate, and updated instructional materials	4.74	Very High Level
2. implement learning programs that ensure relevance and responsiveness to the educational needs of all learners	4.68	Very High Level
3. set achievable and appropriate learning outcomes that are aligned with learning competencies.	4.66	Very High Level
4. integrate technology in teaching to actively engage the learners in the learning process during face-to-face classes.	4.62	Very High Level
5. employ differentiated instruction in order to help learners who were affected by the pandemic.	4.67	Very High Level
6. apply interactive instruction in teaching to address the learners' needs to develop their social skills.	4.67	Very High Level
7. spend extra time ensuring that learners understand each lesson and that all learners will be included.	4.66	Very High Level
<b>Overall Mean</b>	<b>4.67</b>	<b>Very High Level</b>

Table 2 shows the level of preparedness of public elementary schools in the implementation of face-to-face classes in the area of teaching and learning. The results showed an overall mean score of 4.67, which is very high.



Further, the highest mean of 4.74, interpreted as a very high level, was on item no. 1, which is on designing lesson plans and daily logs of activities, including appropriate, adequate, and updated instructional materials. While the lowest mean score of 4.62, or a very high level, was obtained by item no. 4 on integrating technology in teaching to actively engage the learners in the learning process during face-to-face classes.

The outcome shows that only some teachers were prepared to incorporate technology into their lessons. The rationale is that not all educators have access to technology and devices that can be used in in-person instruction. Furthermore, some retiree teachers refuse to use technology in the classroom, and some teachers need to be more adept at handling devices and technology. The outcome indicates that while technology fosters a more engaging learning environment for students, educators need to figure out how to incorporate it into the teaching and learning process.

The result relates to the study of Akram et al. (2022). The findings reveal that teachers positively perceive technology integration in teaching-learning practices. They believe that technology-incorporated teaching assists them in enhancing their instructional practices effectively, making the learning process exciting and interactive, and keeping learners motivated. Training was reported as the main obstacle that hinders teachers from effectively integrating ICT into their teaching practices.

**Table 3**

*Level of Preparedness of Public Elementary Schools in the Implementation of Face-to-Face Classes in the Area Stakeholders' Engagement and Partnership*

Area	Mean	Interpretation
<b>C. Stakeholders' Engagement and Participation</b>		
<i>As a teacher, I can...</i>		
1. collaborate with various stakeholders in the planning of face-to-face classes.	4.48	High Level
2. make partnerships with local radio and TV stations for information campaigns in the implementation of face-to-face classes.	4.26	High Level
3. respond to the queries and concerns of stakeholders.	4.58	Very High Level
4. collect and acknowledge the feedback coming from various stakeholders.	4.49	Very High Level
5. involve the community in the school reopening process and procedures.	4.61	Very High Level
6. discuss with various stakeholders of their respective parts in the opening process of face-to-face classes.	4.52	Very High Level
7. engage local government units (LGUs) and barangay health emergency response teams (BHERT) to assist in implementing safety health protocols during the face-to-face classes.	4.48	High Level
<b>Overall Mean</b>	<b>4.49</b>	<b>High Level</b>

Table 3 depicts the level of preparedness of public elementary schools in implementing face-to-face classes in the area of stakeholders' engagement. It revealed that the respondents obtained an overall mean score of 4.49, which is interpreted as high.

The highest mean score of 4.61, interpreted as a very high level, was on item no. 5 on involving the community in the school reopening process and procedures. The lowest mean score of 4.26, or high level, was on item no. 2, which is on making partnerships with local radio and TV stations for information campaigns in the implementation of face-to-face classes.

According to the results, some respondents may have needed more time to be ready to collaborate with local TV and radio stations on an informational campaign regarding the introduction of in-person classes. This is a result of some respondents' continued reluctance to form partnerships due to their lack of experience in the media.

The result relates to that of Couzin-Frankel, et al (2020). They concluded that all processes related to the reopening of schools need to be carried out in consultation and in association with all stakeholders because any omission of responsibility on the part of any of the stakeholders will be detrimental to the safety of our children. Further, creating a highly collaborative environment for all stakeholders through transparent communication and effective awareness is imperative at the juncture of reopening the schools. With the support and efforts of all stakeholders in the system, the schools will be successfully reopened at the appropriate time with adequate safety precautions.

**Table 4**

*Level of Preparedness of Public Elementary Schools in the Implementation of Face-to-Face Classes in the Area Learning Environment*

Area	Mean	Interpretation
<b>D. Learning Environment</b>		



*As a teacher, I can...*

1. set-up comfortable classroom with good lighting and well-ventilated for the implementation of face-to-face classes.	4.64	Very High Level
2. prepare various printed and digital learning materials in all subject areas for face-to-face classes.	4.65	Very High Level
3. arrange for the availability of school facilities and equipment for all earners for the opening of face-to-face classes.	4.60	Very High Level
4. manage learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	4.69	Very High Level
5. help to maintain the cleanliness of school canteen, comfort room and clinic for health and hygiene of all learners.	4.64	Very High Level
6. maintain supportive learning environments that nurture and inspire learners to participate, cooperate, and care to encourage learning.	4.69	Very High Level
7. establish safe learning environments to enhance learning through the consistent implementation of the school's policies and guidelines.	4.68	Very High Level
<b>Overall Mean</b>	<b>4.66</b>	<b>Very High Level</b>

Table 4 reveals the results wherein the level of preparedness of public schools in the implementation of face-to-face classes in the area of learning environment was very high. This is supported by the respondents' responses with an overall mean score of 4.66, which is interpreted as a very high level.

Examining further, items nos. 4 and 6 got the highest mean score of 4.69 or a very high level on managing learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments and maintaining supportive learning environments that nurture and inspire learners to participate, cooperate and care to encourage learning. The lowest mean of 4.60, interpreted as a very high level, was on item No.3, which was arranging for the availability of the school's facilities and equipment for all earners for the opening of face-to-face classes.

The outcome suggests that certain schools, especially those lacking in facilities and equipment, still need to be fully ready for the start of in-person instruction. The usage of some facilities and equipment by learners is currently restricted while they are being repaired and restored.

The result relates to that of Gayawet (2023), wherein she reiterated that the physical condition of the buildings, facilities, classrooms, lack of students' chairs and tables, and comfort rooms. Though the number of learners is expected to increase at the start of classes, some instances, such as the availability of classrooms, tables, and chairs for learners, are not enough to accommodate all of them, especially since safety protocols and guidelines are still in effect. Comfort rooms in urban schools and some remote schools are also needed for both learners and teachers. Although the Department of Education, the Local Government Units, and the stakeholders have been working hand in hand to provide for the school's needs, some improvements still need to be addressed.

**Table 5**

*Level of Difficulties of Public Elementary Schools in the Implementation of Face-to-Face Classes*

<b>Difficulties in the Implementation of Face-to-Face Classes</b>	<b>Mean</b>	<b>Interpretation</b>
<i>As a teacher, I encountered difficulties in...</i>		
1. involving stakeholders in the implementation of face-to-face classes	3.27	Moderate Level
2. seeking partners from stakeholder and other agencies support in the implementation of face-to-face classes.	3.32	Moderate Level
3. conducting information disseminations and advocacy campaigns to the community in the implementation of face-to-face classes.	3.28	Moderate Level
4. encouraging stakeholders to take part in the implementation of the activities for face-to-face classes.	3.35	Moderate Level
5. ensuring the strict implementation and compliance with health safety protocols during face-to-face classes.	3.33	Moderate Level
6. ensuring the availability of school facilities and equipment for face-to-face classes.	3.33	Moderate Level
7. ensuring sufficient learning materials for face-to-face classes.	3.34	Moderate Level
8. ensuring that teachers are well prepared in the implementation of face-to-face classes.	3.30	Moderate Level
9. ensuring that all learners are complying with school health protocols and policies.	3.34	Moderate Level
10. securing a safe and virus-free learning environment.	3.31	Moderate Level
<b>Overall Mean</b>	<b>3.32</b>	<b>Moderate Level</b>





Table 5 exposes the result on the difficulties of public elementary schools in implementing face-to-face classes. The result exposed an overall mean score of 3.32, interpreted as a moderate level. However, to go deeper in the analysis, the lowest mean score of 3.27, or moderate level, was on item no. 1, involving stakeholders in the implementation of face-to-face classes. The highest mean of 3.35 or a high degree was on item no. 4 on encouraging stakeholders to take part in the implementation of the activities for face-to-face classes.

According to the results, some respondents may need help to persuade and motivate stakeholders to participate in the implementation of face-to-face classes. This is a result of some stakeholders' continued reluctance to participate in school events and programs since the infection still exists. Only a small number of stakeholders have committed to supporting the school's programs and activities, despite the teachers' best efforts to persuade them. Schools are considered places that provide an appropriate learning environment for learners, so the importance of stakeholders cannot be ignored.

The result is supported by the study by Neva (2018). According to her, another problem in many schools is the involvement and collaboration of stakeholders in the implementation of programs and activities because of the current threat of the virus. Planning and sharing of plans for stakeholder participation helps stakeholders to understand the opportunities for participation and the role they can have in designing, implementing, and assessing policies. It helps them to decide how and when they want to participate and to prepare for their participation. Planning stakeholder participation involves the identification of activities, methods, timing, roles, responsibilities, and resources to meet the defined objectives of stakeholder participation effectively and efficiently throughout the policy design and implementation cycle.

**Table 6**

*Difference in the Level of Preparedness of Public Elementary Schools in the Implementation of Face-to-Face Classes in the Area Managing School Operations when grouped and compared according to the aforementioned variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
<b>Age</b>	Younger	157	157.81	12373.000	0.284		Not Significant
	Older	169	168.79				
<b>Civil Status</b>	Single	99	144.54	9359.500	0.014		Significant
	Married	227	171.77				
<b>Highest Educational Attainment</b>	Lower	149	162.13	12982.000	0.806	0.05	Not Significant
	Higher	177	164.66				
<b>Length of Service</b>	Shorter	175	157.29	12126.000	0.192		Not Significant
	Longer	151	170.70				
<b>Plantilla Position</b>	Lower	209	164.17	12085.500	0.860		Not Significant
	Higher	117	162.29				

Table 6 summarizes the comparative analysis of public elementary schools' preparedness level in implementing face-to-face classes in managing school operations when grouped and compared according to age, civil status, highest education attainment, length of service, and plantilla position.

The computed p-values for variables age, highest educational attainment, length of service, and plantilla position are 0.284, 0.806, 0.192, and 0.860, respectively, which are all greater than 0.05 significance level, thus, interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of preparedness of public elementary schools in the implementation of face-to-face classes in the area of managing school operations when grouped and compared according to age, highest educational attainment, length of service, and plantilla position is accepted.

However, for the variable civil status, the computed p-value is 0.014, which is less than 0.05, and thus, is interpreted as significant. Therefore, the hypothesis that there is no significant difference in the level of preparedness of public elementary schools in the implementation of face-to-face classes in the area of managing school operations when grouped and compared according to civil status is rejected.

The result implies that the preparedness for implementing face-to-face classes in managing school operations varies when compared to civil status. This is because single respondents felt more confident in their ability to run the school when in-person instruction than married respondents did. Rizvi (2016) revealed that teachers' marital status is unconcerned with their professional adjustment. No doubt the unmarried group consistently maintains a slight edge, but it isn't very important to be counted as worthwhile.





**Table 7**

*Difference in the Level of Preparedness of Public Elementary Schools in the Implementation of Face-to-Face Classes in the Area of Teaching and Learning when Grouped and Compared According to the Aforementioned Variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
<b>Age</b>	Younger	157	159.94	12708.000	0.497	0.05	Not Significant
	Older	169	166.80				
<b>Civil Status</b>	Single	99	152.65	10162.000	0.156	0.05	Not Significant
	Married	227	168.23				
<b>Highest Educational Attainment</b>	Lower	149	166.22	12781.500	0.621	0.05	Not Significant
	Higher	177	161.21				
<b>Length of Service</b>	Shorter	175	158.86	12400.500	0.323	0.05	Not Significant
	Longer	151	168.88				
<b>Plantilla Position</b>	Lower	209	162.51	12020.500	0.794	0.05	Not Significant
	Higher	117	165.26				

Table 7 reviews the comparative analysis on the level of preparedness of public elementary schools in the implementation of face-to-face classes in the area of teaching and learning when grouped and compared according to age, civil status, highest education attainment, length of service, and plantilla position.

The computed p-values for variables age, civil status, highest educational attainment, length of service, and plantilla position are 0.497, 0.156, 0.621, 0.323, and 0.794, respectively, which are all greater than 0.05 level of significance; thus, interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of preparedness of public elementary schools in the implementation of face-to-face classes in the area of teaching and learning when grouped and compared according to age, civil status, highest educational attainment, length of service, and plantilla position is accepted.

The result implies the preparedness in implementing face-to-face classes in teaching and learning is similar when compared according to age, civil status, highest educational attainment, length of service, and plantilla positions. The respondents exhibited the same level of preparedness in teaching and learning in face-to-face classes. The result relates to that of Cartagena (2023), wherein the implementation of blended learning, particularly on teaching learning resources, did not vary regardless of their profile variables.

**Table 8**

*Difference in the Level of Preparedness of Public Elementary Schools in the Implementation of Face-to-Face Classes in the Area Stakeholders' Engagement and Partnership when Grouped and Compared According to the Aforementioned Variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
<b>Age</b>	Younger	157	157.63	12345.000	0.270	0.05	Not Significant
	Older	169	168.95				
<b>Civil Status</b>	Single	99	149.07	9807.500	0.063	0.05	Not Significant
	Married	227	169.80				
<b>Highest Educational Attainment</b>	Lower	149	168.89	12383.000	0.335	0.05	Not Significant
	Higher	177	158.96				
<b>Length of Service</b>	Shorter	175	159.40	12495.000	0.390	0.05	Not Significant
	Longer	151	168.25				
<b>Plantilla Position</b>	Lower	209	166.11	11680.000	0.496	0.05	Not Significant
	Higher	117	158.83				

Table 8 presents the comparative analysis of the level of preparedness of public elementary schools in the implementation of face-to-face classes in the area of stakeholders' engagement and partnership when grouped and compared according to age, civil status, highest education attainment, length of service, and plantilla position.

The computed p-values for variables age, civil status, highest educational attainment, length of service, and plantilla position are 0.270, 0.063, 0.335, 0.390, and 0.496, respectively, which are all greater than 0.05 level of significance, thus, interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of preparedness of public elementary schools in the implementation of face-to-face classes in the area of stakeholders' engagement and partnership when grouped and compared according to age, civil status, highest educational attainment, length of service, and plantilla position is accepted.



The result implies that preparedness in the implementation of face-to-face classes in the area of stakeholders' engagement and partnership are similar when compared according to their profile variables. This only shows that teachers experienced similar issues in conducting collaboration and support from stakeholders. The results are supported by the study conducted by Jamandron (2020), wherein she found that the level of stakeholders' partnership is the same when grouped and compared according to age, highest educational attainment, and length of service.

**Table 9**

*Difference in the Level of Preparedness of Public Elementary Schools in the Implementation of Face-to-Face Classes in the Area Learning Environment when grouped and compared according to the aforementioned variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
<b>Age</b>	Younger	157	157.15	12269.500	0.209		Not Significant
	Older	169	169.40				
<b>Civil Status</b>	Single	99	146.89	9592.000	0.024		Significant
	Married	227	170.74				
<b>Highest Educational Attainment</b>	Lower	149	163.24	13148.000	0.961	0.05	Not Significant
	Higher	177	163.72				
<b>Length of Service</b>	Shorter	175	156.11	11918.500	0.102		Not Significant
	Longer	151	172.07				
<b>Plantilla Position</b>	Lower	209	162.68	12055.500	0.822		Not Significant
	Higher	117	164.96				

Table 9 shows the comparative analysis of the level of preparedness of public elementary schools in the implementation of face-to-face classes in the area of learning environment when grouped and compared according to age, civil status, highest education attainment, length of service, and plantilla position.

The computed p-values for variables age, highest educational attainment, length of service, and plantilla position are 0.209, 0.961, 0.102, and 0.822, respectively, which are all greater than 0.05 level of significance, thus, interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of preparedness of public elementary schools in the implementation of face-to-face classes in the area of learning environment when grouped and compared according to age, highest educational attainment, length of service, and plantilla position is accepted.

On the other hand, for the variable civil status, the computed p-value is 0.024, which is less than 0.05 level of significance, thus, interpreted as significant. Therefore, the hypothesis that there is no significant difference in the level of preparedness of public elementary schools in the implementation of face-to-face classes in the area of learning environment when grouped and compared according to civil status is rejected.

The result implies that the level of preparedness in implementing face-to-face classes in terms of learning environment varies when compared to civil status. This shows that unmarried respondents perform better than married respondents in securing safe and conducive school learning environments.

Adeoye et al (2016) showed that married employees were more satisfied and motivated than unmarried employees. Whereas Ogonor (2019), teachers' work motivation will not significantly vary between married and unmarried teachers.

**Table 10**

*Difference in the Level of Difficulties of Public Elementary Schools in the Implementation of Face-to-Face Classes when grouped and compared according to the aforementioned variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
<b>Age</b>	Younger	157	166.78	12751.500	0.544		Not Significant
	Older	169	160.45				
<b>Civil Status</b>	Single	99	179.80	9622.500	0.039	0.05	Significant
	Married	227	156.39				
<b>Highest Educational Attainment</b>	Lower	149	162.33	13012.500	0.837		Not Significant
	Higher	177	164.48				



<b>Length of Service</b>	Shorter	175	166.05	12766.500	0.598	Not Significant
	Longer	151	160.55			
<b>Plantilla Position</b>	Lower	209	163.76	12173.000	0.948	Not Significant
	Higher	117	163.04			

Table 10 shows the comparative analysis of the level of difficulties of public elementary schools in the implementation of face-to-face classes when grouped and compared according to age, civil status, highest education attainment, length of service, and plantilla position.

The computed p-values for variables age, highest educational attainment, length of service, and plantilla position are 0.544, 0.837, 0.598, and 0.948, respectively, which are all greater than 0.05 level of significance, thus, interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of difficulties of public elementary schools in the implementation of face-to-face classes when grouped and compared according to age, highest educational attainment, length of service, and plantilla position is accepted.

However, for the variable civil status, the computed p-value is 0.039, which is less than 0.05 level of significance, thus, interpreted as significant. Therefore, the hypothesis that there is no significant difference in the level of difficulties of public elementary schools in the implementation of face-to-face classes when grouped and compared according to civil status is rejected.

The result implies that the difficulties of respondents in implementing face-to-face classes differ when compared to civil status. Unmarried respondents experienced greater difficulties, particularly in ensuring the learners comply with the school safety health protocols. However, a study by Yambot et al. (2023) revealed that the difficulties of teachers in the implementation of expanded face-to-face classes remained the same regardless of their age, civil status, position, years of service, and educational attainment.

**Conclusions:**

Based on the findings enumerated in this chapter, the researcher has come up with the following conclusions. The high level of preparedness of a school in the implementation of face-to-face classes is a clear indication that the school has effectively taken comprehensive measures to ensure a safe and efficient return to physical classrooms. The moderate level of difficulties a school faces in the implementation of in-person classes means the school is facing some challenges. Still, these are manageable, and the school is likely able to manage and address these issues with some effort and resources. The preparedness of the respondents in managing school operations and learning environments differs significantly when compared according to civil status. Further, the difficulties of the respondents in the implementation of face-to-face instruction differ significantly when compared to civil status. In the light of the findings and conclusions derived from the study, the following recommendations and plan of action were formulated: 1. Conduct annual training on managing school operations, particularly on school budget preparation and facilities and equipment management; 2. Initiate a district-wide training and workshop on the use of ICT for offline and online teaching; 3. Establish a formal and continuous partnership with local radio and TV stations for information campaigns of all programs and activities of the school; 4. Conduct re-assessment and risk assessment activity on all school facilities and equipment; 5. Invite community volunteers and parents to help in the information campaign of the implementation of face-to-face classes; 6. Conduct a series of training on developing various innovative methods and strategies for face-to-face teaching and learning. Initiate in-service training on developing localized learning materials for face-to-face classes; 7. Conduct focus group discussions and dialogue with LGUs and local health officials to elicit best practices in implementing health protocols in schools; 8. Conduct periodic socio-emotional and psycho-social activities for all learners; 9. Tap more stakeholders and collaborate with more multi-sectorial partners and volunteers to augment school resources that can further support academic and health-oriented services; 10. Conduct and organize more collaborative training programs on best practices, coping mechanisms, and interventions in addressing the difficulties during the actual face-to-face classes and 11. Further studies on related topics and difficulties in the compliance level to face-to-face classes may also include profile variates on school size, total enrollment, and number of teachers and staff.

**Acknowledgment**

This research would not have been possible without the collective effort, support, and expertise of many individuals. I am deeply grateful to all who extended their vision and offered their untiring guidance and assistance throughout the course of this study. I sincerely appreciate those who took the time to respond to the questionnaire, contributing valuable insights. Special thanks to my husband, whose unwavering support—both moral and financial—has been a source of strength. I also extend my heartfelt gratitude to everyone who, in one way or another, helped bring this work to fruition. Above all, I give thanks to Divine Providence for the enlightenment and inspiration provided by the Holy Spirit throughout this journey.

**References**



- Adawiyah, R., Isnaini, N. F., Hasanah, U., & Faridah, N. R. (2021). Readiness in the implementation of face-to-face classes in the new normal. *Jurnal Basicedu*, 5(5), 3814–3821. <https://doi.org/10.31004/basicedu.v5i5.1435>
- Akar, H. (2018). The relationships between quality of work life, school alienation, burnout, affective commitment and organizational citizenship: A study on teachers. *European Journal of Educational Research*, 7(2), 169–181. <https://doi.org/10.12973/eu-jer.7.2.169>
- Akpan, I. (2020). The influence of school environment on academic performance of biology students in secondary schools in Ukanafun Local Government Area of Akwa Ibom State. *SSRN* <https://ssrn.com/abstract=3530562> or <http://dx.doi.org/10.2139/ssrn.3530562>
- Akram, Huma & Abdelrady, Abbas & Al-Adwan, Ahmad. (2022). Teachers' perceptions of technology integration in teaching-learning practices: a systematic review. *Frontiers in Psychology*. 13. 10.3389/fpsyg.2022.920317.
- Briones, Leonor M. (2021). *Shared Responsibility: Recommendation on limited face-to-face classes*. [www.deped.gov](http://www.deped.gov)
- Borawska, Anna (2017). The role of public awareness campaigns in sustainable development, Economic and Environmental Studies (E&ES), ISSN 2081-8319, *Opole University, Faculty of Economics, Opole, Vol. 17, Iss. 4, pp. 865-877*, <https://doi.org/10.25167/ees.2017.44.14>
- Borreo and Alva (2022) conducted a study to determine the readiness and problems encountered by teachers for the class opening during Covid-19. *Southeast Asia: A Multidisciplinary Journal, Vol 22, Issue 1., pp 99-112*
- Brackett, M. Cannizzaro, M. and Scott, L. (2020). The pandemic's toll on school leaders is palpable. here's what's needed for a successful school year. *EdSurge*.
- Caliwan, Christopher Lloyd (2022, July 27) *Help school prepare face to face classes*. Philippine News Agency. <https://www.pna.gov.ph/articles/1179932>
- Cartagena, Remia (2023) *Difficulties in the implementation of blended learning*. Unpublished Masters Thesis. STI West Negros University.
- Couzin-Frankel, J., Vogel, G., & Weiland, M. (2020). School openings across globe suggest ways to keep coronavirus at bay, despite outbreaks. *Science*. <https://doi.org/10.1126/science.abd7107>
- Eliver, A., Abule, A., Cornel, M., & Maguate, G. (2023). Teachers research Perception, competence and Work Performance: Basis for A Capability Building Plan. *International Journal of Scientific Research and Management (IJSRM)*, 11(10), 42-73.
- Engada, J. D., & Maguate, G. (2023). PROJECT LEARNDEMIC (Learning Assessment and Reading Development through Enhanced Modified Intervention and Collaboration). *International Journal of Scientific Research and Management (IJSRM)*, 11(09), 31-41.
- Fulgencio, R. G., & Maguate, G. (2023). Awareness and Implementation of the Public Elementary School Teachers of the Positive Discipline Model: Basis for a Guidance program. *International Journal of Latest Research in Humanities and Social Science (IJLRHSS)*, 6(08), 41-61.
- Gayawet, Lea Vitenno (2023, May 8). *Post challenges of schools in the resumptions of face to face classes*. Guru Press. <https://www.gurupress-cordillera.com/>
- Gernalin, J., Bautista, M., & Maguate, G. (2023). Compliance with the code of Conduct and Teaching performance. *Valley International Journal Digital Library*, 3036-3062.
- Harumi, Dewi and Phambodi, Dholina (2022). Implementation of face to face learning after covid-19 pandemic. *International Journal of Learning Reformation in Elementary Education. Vol 1, No.1, pp. 10-12*
- Jamandron, Josephine (2020). *School Heads' Administrative Skills in Relation to Teachers' Performance*. Unpublished Masters Thesis. STI West Negros University.
- Javier, Diana M. (2022) Difficulties encountered by private and public school teachers during the full implementation of face to face classes. *International Journal of Research Publications and Reviews, Vol. 3, No. 12, pp. 15578-1580*
- Jayme, R., & Maguate, G. (2023). Issues and Concerns of Teachers towards Modular Distance Learning Approach. *International Journal of Scientific Research and Management (IJSRM)*, 11(08), 2848-2857.
- Lacanilao, Roden (2020). Stakeholders' Participation in School Activities in Public Secondary Schools in Los Baños, Laguna. *Asian Journal of Social Sciences and Management Studies. 7. 208-218*. [10.20448/journal.500.2020.73.208.218](https://doi.org/10.20448/journal.500.2020.73.208.218).
- Lagua, B. (2020). *Teaching in the new normal*. <https://www.manilatimes.net/2020/10/30/business/columnistsbusiness/teaching-in-the-new-normal/788762/>
- Medalla, M. & Nabos, J. (2023). Schools' Level of Compliance in the Implementation of Face-to-Face Mode of Learning: The Case of Boac North District. *Psychology and Education: A Multidisciplinary Journal*, 10(1), 113-125. <https://10.5281/zenodo.8089325>
- Melnick, H., Darling-Hammond, L., Leung, M., Yun, C., Schachner, A., Plasencia, S., & Ondrasek, N. (2020, May 15). *Reopening schools in the context of COVID-19: Health and safety guidelines from other countries*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief>
- Munna, Afzal Syed and Kalam, Md Absul (2021). Teaching and Learning Process to Enhance Teaching Effectiveness. *International Journal of Humanities and Innovation (IJHI) Vol. 4 No. 1, pp. 1-4*



- Narmada, s. and Somasundaran, A. (2022) Preparedness for reopening and conduct of schools during and post covid-19 period. *Indian Journal of Practical Pediatrics*; 22(2)
- Neva, George A. (2018). Stakeholder Participation Guidance: Guidance to Support Stakeholder Participation in Design, Implementation and Assessment of Policies and Actions. [www.researchgate.net/publication/330754216](http://www.researchgate.net/publication/330754216)
- Niemi, Hannele & Kousa, Päivi. (2020). A Case Study of Students' and Teachers' Perceptions in a Finnish High School during the COVID Pandemic. *International Journal of Technology in Education and Science*. 4. 352-369. 10.46328/ijtes.v4i4.167.
- Nugroho, Raden & Basari, Achmad & Suryaningtyas, Valentina & Cahyono, Setyo. (2020). University Students' Perception of Online Learning in Covid-19 Pandemic: A Case Study in a Translation Course. 225-231. 10.1109/iSemantic50169.2020.9234251.
- Ogonor, O. (2019), Effect of age, marital status, gender and professional experience on teachers' work motivation. *Journal of Research and Methods in Education*, Vol. 9, Issue 5, pp. 53-59
- Omboto, Charles and Kanga, Anne (2022). Examining Teachers' ICT Competency in Teaching Learners in Special Schools In Kenya. *European Journal of Special Education*.
- Pitria, Tira Nur (2022). Students' readiness of the implementation of face-to-face learning. *ETERNAL*, Volume 8 Number 1
- Pasique, D. A., & Maguate, G. (2023). Challenges And Opportunitites Among Educators in The Implementation of Continuing Professional Development. *International Journal for Multidisciplinary Research (IJFMR)*, 5(4).
- Porro, S., Yiga A., Enon, J., Mwosi, F. and Eton, M. (2018). Teachers Competence and Performance in Primary School in Northern Uganda. *International Journal of Advanced Educational Research*.
- Rao, J. and Reddy, V. (2016). Impact of school environment, home environment and mental health status on achievement motivation among high school students. *Indian Journal of Research*. Vol. 5. Issue 4
- Resurreccion, May A., Asendente, Baudelio P., and Arcilla, Yasser (2022). *Teachers' and parents perception on school readiness on limited face to face classes*. Action Research. Division of Binan, Laguan
- Rizvi, A. (2016). Professional adjustment of marital teachers. *Journal of Education and Practice*, Vol. No. 7.
- Salutin, M. A., & Maguate, G. (2023). Values-Based Exercises for the Development of Reading Readiness Skills for Preschool Children. *International Journal of Scientific Research and Management (IJSRM)*, 11(08), 22-30.
- Shaibu, L., Edegbo, C., & Ishaka, M. (2019). Problems and strategies for the management of school facilities for effective instructional delivery in Federal and State Colleges of Education in the North Central States of Nigeria. [https://ewomen.com/wpcontent/uploads/2019/04/Shaibu-etal\\_125\\_EJERR.pdf](https://ewomen.com/wpcontent/uploads/2019/04/Shaibu-etal_125_EJERR.pdf)
- Silva, Pauline & Andal, Edilberto. (2023). School head's governance in managing school operations and resources as correlate of public elementary school's performance. *International Journal of Research Publications*. 127. 10.47119/IJRP1001271620235130.
- Songcayawon, Mary Ann (2023). *School Heads' Administrative and Leadership Skills in Relation to Teachers' Performance*. Unpublished Dissertation. STI West Negros University.
- Steele, Dorothy Diane (2017). Relationship Between Teacher Instructional Preparedness and English Learner Language Arts Performance. *Walden Dissertations and Doctoral Studies*. 4684. <https://scholarworks.waldenu.edu/dissertations/4684>
- Stoian, C.E.; Fărcas, iu, M.A.; Dragomir, G.-M.; Gherhes, V. (2022). Transition from Online to Face-to-Face Education after COVID-19: The Benefits of Online Education from Students' Perspective. *Sustainability* 14, 12812. <https://doi.org/10.3390/su141912812>
- Sudharsono, E. S., & Bawole, P. (2020). Kesiapan Kampus Untuk Kegiatan Perkuliahan Yang Beradaptasi Dalam Era New Normal: Studi Kasus pada Ruang Studio Jurusan Arsitektur Universitas Kristen Duta Wacana Yogyakarta. *ATRIUM: Jurnal Arsitektur*, 6(2), 169-182. <https://doi.org/10.21460/atrium.v6i2.127>
- Tiñasan, Janine May (2023). *Practices, compliance, and problems encountered of public elementary school teachers in the implementation of modular distance learning*. Unpublished Dissertation. STI West Negros University.
- Torbela, Rhod (2022). *Awareness, compliance and risk assessment of public elementary schools in the implementation of covid-19 protocols*. Unpublished Dissertation. STI West Negros University.
- Tumanduk, M., Kawet, R., Manoppo, C. and Maki, T. (2018). The influence of teacher readiness to learning achievement of vocational high school students in South Minahasa, North Sulawesi, Indonesia. *Proceedings of the 7th Engineering International Conference on Education, Concept and Application on Green Technology (EIC 2018)*, pages 481-486. doi: 10.5220/0009013704810486.
- Valenzuela, Erma & Buenvenida, Lerma. (2021). Managing School Operations and Resources in the New Normal and Performance of Public Schools in One School Division in the Philippines. *International Multidisciplinary Research Journal*. 3. 149-157. 10.54476/iimrj296.
- Van Bortel, T., Basnayake, A., Wurie, F., Jambai, M., Koroma, A. S., Muana, A. T., Hann, K., Eaton, J., Martin, S., & Nellums, L. B. (2016). Psychosocial effects of an Ebola outbreak at individual, community and international levels. *Bulletin of the World Health Organization*, 94(3), 210-214. <https://doi.org/10.2471/BLT.15.158543>
- Yambot, R. L., Ayro, E. C., & Vidal Jr., E. S. (2023). Teachers' Challenges and Readiness of the School on the Implementation of Expanded Face-to-face Classes. *International Journal of Multidisciplinary: Applied Business and Education Research*. 4(7), 2482 - 2502. doi: 10.11594/ijmaber.04.07.26