

SCHOOL PERSONNEL PREPAREDNESS ON THE IMPLEMENTATION OF FACE-TO-FACE LEARNING MODALITY

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Abstract

The study was limited to determining the level of preparedness of schools in implementing face to face learning modality at the Victoria sub office of Laguna for the academic year 2022-2023. The focused of the study is intended only to 55 school personnel in the Victoria Sub Office. level of school personnel readiness on the implementation of face-to-face modality with regards to School Personnel Readiness; School Physical Facility; Protective Measures and Safety Procedure; and School's Supplies and Materials. The status of Face-to-Face modality in terms of School Contingency Plan, Work Arrangement Plan, Classroom Lay-out Structure, School Traffic Management, Learning Resource, School's Stakeholder's Support and Safety School Personnel and Learners. The school personnel readiness has significant relationship to the face-to-face modality of elementary school in Victoria sub office.

The study utilized the descriptive study of research with the survey as the primary data gathering tool. It is interesting to note that significant correlations exist between the level of school readiness in terms of school personnel readiness and the status of face-to-face modality in terms of work arrangement plan and learning resources. On the other hand, school personnel readiness has no significant correlation in School stakeholder support in terms of stakeholder support. It is important to note that significant correlations exist between the level of school readiness in terms of school physical facilities and the status of face-to-face modality in terms of school traffic management. On the other hand, there is no significant link between stakeholder support and school staff readiness. It is important to note that significant correlations exist between the level of school readiness in terms of protective measures and safety procedures and the status of face-to-face modality in terms of contingency. It is interesting to note that significant correlations exist between the level of school readiness in terms of school's supplies and materials and the status of face-to-face modality in terms of contingency plan. It is concluded that based on the result there is a significant relationship between school preparedness and the status of face-to-face modality.

This means that school reopening for face-to-face interactions must be carefully planned to ensure the safety of students as well as teachers and school staff in a staged manner, especially in the aftermath of physical distancing. School health protocols for conducting face-to-face classes must be properly planned in accordance with national and international requirements. School heads are tasked with creating networks between the school and the community and encouraging teachers' organizations, non-academic staff at public schools, and parents-teachers-community associations to actively participate. Based on the result it is recommended that school facilities may have properly ventilated, acoustics and noise, access to natural lighting, temperature control, flexible and open workspaces, building condition and aesthetics, and classroom size. Teacher can attend seminars in conducting new normal education ensure that they are prepared in conducting face to face classes. Stakeholders should give their full support in the implementation of face to face to achieve the success of the new normal education. There should be related studies in conducting new normal education to improve and have innovation in the new normal.

Keywords: school personnel, school facilities, safety procedures, school contingency plan, work arrangement, school traffic management, learning resources, school stakeholders, learning resources, safety protocol.

Main text

School reopening for face-to-face interactions must be carefully planned to ensure the safety of students as well as teachers and school staff in a staged fashion especially in following physical distancing. Planning and execution of school health protocols during this pandemic must be supported by the truthful data being given by various institutions. Last 11 December 2020, the World Health Organization (WHO) has published a checklist to support school reopening and the preparation for the possible resurgence of COVID-19. WHO cited that 'The checklist is aligned with, and builds upon, existing COVID-19-related WHO guidelines and is structured around protective measures related to: 1) hand hygiene and respiratory etiquette; 2) physical distancing; 3) use of masks in schools; 4) environmental cleaning and ventilation; and 5) respecting procedures for isolation of all people with symptoms. The checklist helps policymakers and school officials to enhance compliance and adherence to public health protocols in the time of the pandemic.

And with this researcher decided to conduct a study regarding school preparedness on the implementation of face-to-face learning modality in Victoria Sub Office.

Statement of the Problem

1. What is the level of school personnel readiness on the implementation of face-to-face modality with regards to:
 - 1.1 school personnel readiness;
 - 1.2 school physical facility;
 - 1.3 protective measures and safety procedure; and
 - 1.4 school's supplies and materials?
2. What is the status of Face-to-Face modality in terms of:
 - 2.1 school contingency plan;
 - 2.2 work arrangement plan;
 - 2.3 classroom lay-out structure;
 - 2.4 school traffic management;
 - 2.5 learning resource;
 - 2.6 school's stakeholder's support and
 - 2.7 safety school personnel and learners?
3. Does the school personnel readiness have significant relationship to the face-to-face modality of elementary school in Victoria Sub Office?

Hypotheses

The study attempted to test the following hypotheses:

1. There is no significant relationship between the school readiness and the face-to-face learning modality in Victoria Sub Office to the readiness of school personnel.

Research Design

The study utilized the descriptive study of research with the survey as the primary data gathering tool. Descriptive correlational studies describe the variables and the relationships that occur naturally between and among them.

According Price (2015) descriptive-evaluative research since the result of it will assess the educator involvement in teaching-learning process, the different opinion among the teacher and students, especially through observation and interview.

Statistical Treatment of Data

The following statistical techniques will be used in this study:

1. Determining the average score and level of a school's readiness for implementing the face-to-face modality will be done using the arithmetic mean.
2. The standard deviation will be used to determine the range of respondents' scores.
3. The adoption of the Face-to-Face modality will be tested using ANNOVA to determine whether there is a meaningful association between the factors influencing the school's level of preparedness and that modality.

Table 12. Test of Relationship between the Level of School Preparedness and the Status of Face- to- Face Modality

School Preparedness		Face-to-face modality	r- value	Degree of Correlation	p-value	Analysis
School Personnel Readiness		Work Arrangement plan	0.390	Weak Correlation	0.003	Significant
		Contingency Plan	0.416	Moderate Correlation	0.002	Significant
		Classroom Lay-out Structure	0.454	Moderate Correlation	0.001	Significant
		School Traffic Management	0.441	Moderate Correlation	0.001	Significant
		Safety of School personnel and Learner	0.447	Moderate Correlation	0.001	Significant
		Learning Resource	0.291	Weak Correlation	0.031	Significant
		School's Stakeholder Support	0.122	Very Weak Correlation	0.373	Not Significant
		Work Arrangement plan	0.635	Strong Correlation	0.000	Significant
School Facilities	Physical	Contingency Plan	0.533	Moderate Correlation	0.000	Significant
		Classroom Lay-out Structure	0.616	Strong Correlation	0.000	Significant
		School Traffic Management	0.496	Moderate Correlation	0.000	Significant
		Safety of School personnel and Learner	0.620	Strong Correlation	0.000	Significant
		Learning Resource	0.506	Moderate Correlation	0.000	Significant
		School's Stakeholder Support	0.010	Very Weak Correlation	0.944	Not Significant
		Work Arrangement plan	0.539	Moderate Correlation	0.000	Significant
		Contingency Plan	0.394	Weak Correlation	0.003	Significant
Protective Measures and Procedures	Safety	Classroom Lay-out Structure	0.435	Moderate Correlation	0.001	Significant
		School Traffic Management	0.482	Moderate Correlation	0.000	Significant
		Safety of School personnel and Learner	0.624	Strong Correlation	0.000	Significant
		Learning Resource	0.446	Moderate Correlation	0.001	Significant
		School's Stakeholder Support	0.175	Very Weak Correlation	0.202	Not Significant
		Work Arrangement plan	0.727	Strong Correlation	0.000	Significant
		Contingency Plan	0.562	Moderate Correlation	0.000	Significant
		Classroom Lay-out Structure	0.563	Moderate Correlation	0.000	Significant
School's Supplies and Materials		School Traffic Management	0.762	Strong Correlation	0.000	Significant
		Safety of School personnel and Learner	0.745	Strong Correlation	0.000	Significant
		Learning Resource	0.653	Strong Correlation	0.000	Significant
		School's Stakeholder Support	0.032	Very Weak Correlation	0.815	Not Significant

Degree of Correlation:

±0.80 – ±1.00 Very strong
 ±0.20 – ±0.39 Weak

±0.60 – ±0.79 Strong
 ±0.00 – ±0.19 Very weak

±0.40 – ±0.59 Moderate

It is interesting to note that significant correlations exist between the level of school readiness in terms of school personnel readiness and the status of face-to-face modality in terms of work arrangement plan ($r = 0.390$, $p = 0.003$), in terms of contingency plan ($r = 0.416$, $p = 0.002$), in terms of classroom lay out structure ($r = 0.454$, $p = 0.001$) school traffic management ($r = 0.441$, $p = 0.001$), safety of school personnel and learners ($r = 0.447$, $p = 0.001$) learning resources ($r = 0.291$, $p = 0.031$). The correlation is all positive and range from weak to moderate. This means that personnel are equipped with knowledge about the guidelines on full expansion of face to face, thus measure of safety procedure observed, the contingency plan was properly disseminated, principals implement the equal arrangement plan for the students and teachers, On the other hand, school personnel readiness has no significant correlation in School stake holder support in terms of stakeholder support ($r = 0.122$, $p = 0.373$). The correlation is very weak.

This study is significant in these difficult times when education continues to search for a solution to put education forward in the post-COVID-19 period. An assessment of teacher readiness to the needed transition process of schools to blended learning is the initial step toward the attainment of such a solution. The study of Tamban and Maningas (2020) demonstrated the practical use of enhancement program driven by evidence to improve overall teacher capacity. This present assessment study is also desired to provide a baseline support structure that will assist teachers in an efficient transition to a blended learning approach.

It important to note that significant correlations exist between the level of school readiness in terms of school physical facilities and the status of face-to-face modality in terms of school traffic management ($r = 0.496$, $p = 0.000$), learning resources ($r = 0.506$, $p = 0.000$), contingency plan ($r = 0.533$, $p = 0.000$ in terms of classroom lay out structure ($r = 0.616$, $p = 0.000$), in terms of safety of school personnel and learners ($r = 0.620$, $p = 0.000$) work arrangement plan ($r = 0.635$, $p = 0.000$). The correlation is all positive and range from weak to strong. This indicates that the physical facilities of the school are ready and well-prepared for the implementation of the face-to-face method. The principal and instructors have carefully planned the flow of traffic through the school and the organization of the classroom. This shows that the backup plan was appropriately created and is simple to apply. On the other hand, there is no significant link between stakeholder support and school staff readiness ($r = 0.010$, $p = 0.944$). There is very weak correlation.

Findings and Summary

The study was limited to determining the level of preparedness of schools in implementing face to face learning modality at the Victoria Sub Office of Laguna for the academic year 2022-2023. The focused of the study is intended only to 55 school personnel in the Victoria Sub Office. What is the level of school personnel readiness on the implementation of face-to-face modality with regards to School Personnel Readiness; School Physical Facility; Protective Measures and Safety Procedure; and School's Supplies and Materials What is the status of Face-to-Face modality in terms of School Contingency Plan, Work Arrangement Plan, Classroom Lay-out Structure, School Traffic Management, Learning Resource, School's Stakeholder's Support and Safety School Personnel and Learners? And does the school personnel readiness have significant relationship to the face-to-face modality of elementary school in Victoria sub office?

The study utilized the descriptive study of research with the survey as the primary data gathering tool. Descriptive correlational studies describe the variables and the relationships that occur naturally between and among them.

Further, the study includes factors such as School Personnel Readiness, School Physical Facilities, Protective Measures and Safety Procedures and Learners lastly the School's Supplies and Materials.

It is interesting to note that significant correlations exist between the level of school readiness in terms of school personnel readiness and the status of face-to-face modality in terms of work arrangement plan and learning resources. The correlation is all positive and range from weak to moderate. This means that personnel are equipped with knowledge about the guidelines on full expansion of face to face, thus measure of safety procedure observed, the contingency plan was properly disseminated, principals implement the equal arrangement plan for the students and teachers, On the other hand, school personnel readiness has no significant correlation in School stake holder support in terms of stakeholder support. The correlation is very weak.

It important to note that significant correlations exist between the level of school readiness in terms of school physical facilities and the status of face-to-face modality in terms of school traffic management. The correlation is all positive and range from weak to strong. This indicates that the physical facilities of the school are ready and well-prepared for the implementation of the face-to-face method. The principal and instructors have carefully planned the flow of traffic through the school and the organization of the classroom. This shows that the backup plan was appropriately created and is simple to apply. On the other hand, there is no significant link between stakeholder support and school staff readiness. There is very weak correlation.

It important to note that significant correlations exist between the level of school readiness in terms of

protective measures and safety procedures and the status of face-to-face modality in terms of contingency. The correlation is all positive and range from weak to strong. This indicates that the protective measures and safety procedures of the school are ready and well-prepared for the implementation of the face-to-face method. To guarantee the protection of both students and staff, the principal and teachers have carefully planned the preventive measures to be put into place in the school.

It is interesting to note that significant correlations exist between the level of school readiness in terms of school's supplies and materials and the status of face-to-face modality in terms of contingency plan. The correlation is all positive and range from weak to strong. This indicates that the school's supplies and materials of the school are ready and well-prepared for the implementation of the face-to-face method.

Conclusion

In conclusion, after extensive research and analysis, it can be stated that the findings have provided significant insights into the topic under study.

The following conclusions are drawn from the finding:

1. Based on the result there is a significant relationship between school preparedness and the status of face-to-face modality. This means that school reopening for face-to-face interactions must be carefully planned to ensure the safety of students as well as teachers and school staff in a staged manner, especially in the aftermath of physical distancing. School health protocols for conducting face-to-face classes must be properly planned in accordance with national and international requirements. School heads are tasked with creating networks between the school and the community and encouraging teachers' organizations, non-academic staff at public schools, and parents-teachers-community associations to actively participate, especially in carrying out programs for the improvement of the school. Based on the result, there is significant correlation between levels of principals' supervisory competence in communication, conflict resolution, decision making, strategic planning, time management, and adaptability. This means that good communication between school leaders and teachers will shape the vision of each member, and encourage stakeholders to participate in school activities and provide teaching materials for the benefit of students. To do. This shows that school leaders skilled in conflict resolution consistently address school concerns and difficulties effectively. This will support the school flow efficiently and systematically. This means that school leaders act as team leaders and share responsibility by involving parents, students, teachers, and department heads in policy decisions.

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