

BALIK ESKWELA 2.0: STAKEHOLDERS' INVOLVEMENT AND SCHOOL READINESS IN THE IMPLEMENTATION OF IN-PERSON CLASSES

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ABSTRACT

This study's goal was to assess Stakeholders' Involvement and Readiness for School in the implementation of in-person-classes in Ricardo A. Pronove Elementary School in Magdalena Sub-Office, Division of Laguna. The outcome of this study will be beneficial especially to the learners, teachers, parents' association, policy maker and future researchers

The following questions were the focus of this study. What is the profile of HPTA Officers in terms of Gender, Age and highest educational attainment?; What is the profile of science teachers in terms of brigade eskwela participation, health protocol assistance, learners' safety and financial assistance, community services; What is the level of school readiness in the full implementation of in-person classes in terms of instructional facility, classroom infrastructure, guidance assistance and medical services; Is there a significant relationship between stakeholders' involvement and school readiness in the full implementation of in-person classes?

In this study, a descriptive survey approach was employed, and the respondents were the one hundred seventy-five (175) Homeroom Parent Teachers' Association from the various class and section of Ricardo A. Pronove Elementary School in Magdalena Laguna. In general, this study determined the relationship between the involvement of stakeholders in terms of brigada eskwela participation, health protocol assistance, learners' safety and security, financial assistance, and community services, as well as the school readiness on the implementation of five days of in-person classes in terms of instructional facility, classroom infrastructure, guidance assistance, and medical services in Ricardo A. Pronove Elementary School at Magdalena Sub-Office.

The study's findings led to the following recommendations: The administration of the school should enhance and consistently maintain the provision of community-based programs, trainings, and orientations for the school's internal and external stakeholders so that they are better prepared and can be more productive community partners; The school's administrators may constantly encourage all internal and external stakeholders to join and participate in various programs and projects for the benefit of the school's primary stakeholders, which are the learners; Internal stakeholders may always encourage all potential external stakeholders to join actively and participate with the school activities

Keywords:

Instructional facilities, association, objectives, findings, external stakeholders, participation, project, benefit

INTRODUCTION

Education is one of the most important factors as it includes all the experiences of the learners through which knowledge is acquired, the intellect enlightened, and the will strengthened to choose and do the good. According to the Department of Education (DepEd), education fosters the worth of the learners, trains their character, and stimulates their development. Undeniably, through education, learners are appropriately prepared and suitably equipped for living in the community. More so, education is considered as the process by which the community seeks to open its life to all learners within it, enabling them to take part in it, attempting to pass on to them its culture, and making available to them the standard by which they will live.

Even though COVID-19 is one of the hardest challenges that society and different institutions have faced in recent times, there is a silver lining in the midst of the crisis situation. The public health emergency brought about by COVID-19 calls for the Department of Education (DepEd) to be innovative and resourceful in delivering quality, accessible, relevant and liberating education. In response to this emergency, DepEd developed the Basic Education Learning Continuity Plan (BE-LCP) as part of the Oplan Balik Eskwela 2022 to ensure that learning opportunities are provided to our learners in a safe manner through different learning delivery. In line with this, the Department, through and Schools Division Offices undertake the urgent and necessary development, production, and provision of learning resources, in accordance with its mandate (DepEd Order No. 018, s. 2020)

The Department of Education developed the Basic Education Learning Continuity Plan (BE-LCP) to guide medium and long-term actions to mitigate the implications of the pandemic challenges and enable schools to "adapt" to new approaches. An integral part of the BE-LCP is the Learning Delivery Modality (LDM) Courses that are intended to capacitate teachers and education leaders to implement the learning delivery modalities that are viewed to be novel as opposed to the face-to-face classroom interaction everyone is very familiar with.

The researcher deemed it wise to conduct a study on school readiness for the implementation of face-to-face classes in the Schools Division Office of Laguna, with the fervent hope that its findings would be the basis for resolute actions by policymakers, school heads, teachers, parents, and other school stakeholders in streamlining their respective areas of concern during the total lockdown of all educational institutions due to the malady brought by pandemic crisis on both local and global scales..

This also sought to determine the Following:

1. What is the level of stakeholders' involvement in terms of:
 - a. brigada eskwela participation;
 - b. health protocol assistance;
 - c. learners' safety and security;
 - d. financial assistance; and
 - e. community services?

2. What is the level of school readiness in the full implementation of in-person classes in terms of:
 - a. instructional facility;
 - b. classroom infrastructure;
 - c. guidance assistance; and
 - d. medical services?
3. Is there a significant relationship between stakeholders' involvement and school readiness in the full implementation of in-person classes?

REVIEW OF RELATED LITERATURE

Given the dramatic changes in education during the course of the pandemic (Reimers and Schleicher 2020), understanding teachers' lived experiences at this time is important, shedding light on what teachers needed, and may need in the event of further disruption.

As to Barnard-Brak, et.al. (2020) changing the learning model from face to face to online learning raises new problems. What's more, done in conditions that are forced. Learning independence in distance learning is very necessary. Students who have good learning independence can get good learning outcomes too.

As stated by Jungmann (2020), the Covid-19 pandemic has had a dramatic influence on the professional/personal lives of academics and reports the uncertainty associated with online learning has; heightened faculty workload; disrupted work routines; and increased the prevalence of anxiety and psychological issues associated with isolation.

Baber (2021) shows that South Korean students have adapted to e-learning during the Covid-19 pandemic, implying that the change from face-to-face to online was not perceived negatively by students. Taken together, there is a consensus the pandemic has a negative short-term influence on educators and academic institutions. However, some argue that the Covid-19 pandemic has been an opportunity to enhance online learning deliveries. Thus, one of the most important questions for educators following the Covid-19 pandemic is whether online learning and/or online can be considered a viable alternative to face-to-face teaching on a consistent basis.

As quoted by Garcia (2022), due to overwhelming impact of the current COVID-19 pandemic, school personnel and families needed to be ready to pivot to remote learning communities should another outbreak ensue. Furthermore, provisions needed to be available to provide support to the entire community.

Betts (2020) surmises that whilst there are new challenges when traditional universities adopt online learning, the Covid-19 pandemic can be an opportunity to enhance student experience by providing students with flexible deliveries via recorded lectures.

Using a case-study approach, Yang and Huang (2020) posit that whilst the sudden change to teaching has disadvantages, the pandemic can expedite the development of new online materials. They also interpret that online learning has the potential to accommodate different learning styles to become the new normal.

Sangster et al. (2020) report that optimism exists amongst academics about the opportunity to enhance virtual learning environments. It is also reported that the implementation of online learning can enhance student experience.

METHODOLOGY

This research is designed to explore the relationship between stakeholders' involvement and school readiness on the implementation of in-person classes at Ricardo A. Pronove Elementary School for the School Year 2022-2023.

RESULT AND DISCUSSION

Table 1. Level of stakeholders' involvement in terms of Brigada Eskwela Participation

<i>As a stakeholder of the school, I...</i>	<i>MEA N</i>	<i>SD</i>	<i>REMARK S</i>
...willingly took part in the school's maintenance week dubbed as Brigada Eskwela by extending some of the needed resources (financial, material, labor).	4.11	0.93	Often
...participate actively in the different activities initiated by the school especially regarding HPTA/GPTA Conferences, General Assemblies and Presentation of Basic Education Learning Continuity Plan every school year.	4.05	0.96	Often
...volunteer in the reconstruction and maintenance of the classroom especially during the presentation of Classroom Improvement Plan.	4.02	0.95	Often
...actively engage myself to different sustainable projects and programs of Brigada Eskwela.	4.01	0.99	Often
...involve myself in the conduct of Brigada Pagbasa annually.	3.94	0.99	Often
Weighted MeanSD Verbal Interpretation		4.03 0.97 High Extent	

The level of stakeholders' involvement in terms of brigada eskwela participation attained a weighted mean score of 4.03 and a standard deviation of 0.97 and was High Extent among the respondents.

Meanwhile, this result of this study anchored to Ventayin (2020) showed that despite the limited experience in participating Brigada Eskwela, such as technical skills, time management, knowledge, and financial support, they were still able to cope with the trends of the so called bayanihan. The Brigada Eskwela has become a custom that marks the beginning of a new academic year. It is accentuated by "bayanihan," in which people of the community assist in preparing the school's facilities for use by students. Sometimes, small- to medium-sized repairs and maintenance projects are completed, as well as sprucing up activities like painting the walls or beautifying the gym, playground, or gardens.

Table 2. Level of stakeholders’ involvement in terms of Health Protocol Assistance

As a stakeholder of the school, I...	MEAN	SD	REMARKS
...volunteer in the different activities related to the health and nutrition of the school learners especially during school feeding programs, activities in the nutrition month and most likely during the monitoring of learners’ health in the time of pandemic.	3.97	1.03	Often
...assist school nurse/designated school nurse in monitoring the health and conditions of the learners.	4.01	1.03	Often
...assist school community in sourcing out funds for school clinic to become more equipped and to provide better service to the learners.	3.86	1.03	Often
...offer health preventive supplies for learners and school personnel.	3.85	1.03	Often
...help out the campaign for a safe and healthy learning environment.	4.26	0.98	Always
Weighted MeanSD		3.99 1.03	
Verbal Interpretation		High Extent	

Table 2 illustrates the level of stakeholders’ involvement in terms of Health Protocol Assistance. From the statements above, “As a stakeholder of the school, I help out the campaign for a safe and healthy learning environment” yielded the highest mean score (M=4.26, SD=0.98) and was remarked as Always. This is followed by “As a stakeholder of the school, I assist school nurse/designated school nurse in monitoring the health and conditions of the learners” with a mean score (M=4.01, SD=1.03) and was also remarked as Often. On the other hand, the statement “As a stakeholder of the school, I offer health preventive supplies for learners and school personnel” received the lowest mean score of responses with (M=3.85, SD=1.03) yet was also remarked Often.

The level of stakeholders’ involvement in terms of Health Protocol Assistance attained a weighted mean score of 3.99 and a standard deviation of 1.03 and was High Extent among the respondents. As quoted by Petrie (2020) “as schools have been closed to cope with the global pandemic, students, parents, and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers and health officials are doing their best slowing down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times.

Table 3. Level of stakeholders’ involvement in terms of Learners’ Safety and Security

As a stakeholder of the school, I...	MEAN	SD	REMARKS
...answer the call of the school in terms of the urgent activities that needs stakeholder’s	4.18	0.92	Often

participation such as the orientation that promote a safe and friendly learning environment for learners and other activities of School Disaster Risk Reduction Management Office.

...participates drills that are in place to help learners and school personnel respond to emergencies.	4.03	0.95	Often
...observed a current school safety policy and have a team specifically to learners' safety.	4.19	0.94	Often
...partakes Anti-Bullying and Barkada Kontra Droga Program.	4.27	0.90	Always
...attend to school orientation and presentation of <u>Ligtas Balik-Eskwela Campaign.</u>	4.27	0.92	Always
Weighted Mean		4.19	
SD		0.93	
Verbal Interpretation		High Extent	

Table 3 illustrates the level of stakeholders' involvement in terms of Learners' Safety and Security. From the statements above, "As a stakeholder of the school, I partakes Anti-Bullying and Barkada Kontra Droga Program" and "attend to school orientation and presentation of Ligtas Balik-Eskwela Campaign" yielded the highest mean score (M=4.27, SD=0.90, 0.92) and was remarked as Always. This is followed by "As a stakeholder of the school, I observed a current school safety policy and have a team specifically to learners' safety" with a mean score (M=4.19, SD=0.94) and was also remarked as Often. On the other hand, the statement "As a stakeholder of the school, I participates drills that are in place to help learners and school personnel respond to emergencies" received the lowest mean score of responses with (M=4.03, SD=0.95) yet was also remarked Often.

The level of stakeholders' involvement in terms of Learners' Safety and Security attained a weighted mean score of 4.19 and a standard deviation of 0.93 and was High Extent among the respondents.

Table 4. Level of stakeholders' involvement in terms of Financial Assistance

<i>As a stakeholder of the school, I...</i>	<i>MEA</i>	<i>SD</i>	<i>REMARK</i>
	<i>N</i>		<i>S</i>
...assist school community in sourcing out funds for learners to be able to participate in academic and non-academic competitions.	3.84	1.04	Often
...help convince civic community minded members to extend assistance to schools especially during special activities like adopt a school program and the likes.	3.77	1.03	Often
...encourages private individuals and local government units to be part of the school program's "Baon Mo, Sagot Ko".	3.77	1.09	Often
...support fund raising activities relative to decreasing the number of learners at risk from dropping out.	3.99	1.03	Often

<i>...contribute an amount to GPTA's school facility rehabilitation program.</i>	3.90	1.02	Often
Weighted Mean		3.85	
SD		1.04	
Verbal Interpretation		High Extent	

As Table 4 illustrates the level of stakeholders' involvement in terms of Financial Assistance From the statements above, "As a stakeholder of the school, I support fund raising activities relative to decreasing the number of learners at risk from dropping out" yielded the highest mean score (M=3.99, SD=1.03) and was remarked as Often. This is followed by "As a stakeholder of the school, I contribute an amount to GPTA's school facility rehabilitation program" with a mean score (M=3.90, SD=1.02) and was also remarked as Often. On the other hand, the statement "As a stakeholder of the school, I help convince civic minded members to extend assistance to schools especially during special activities like adopt a school program and the likes" and "encourages private individuals and local government units to be part of the school program's "Baon Mo, Sagot Ko" received the lowest mean score of responses with (M=3.77, SD=1.03, 1.09) yet was also remarked Often.

The level of stakeholders' involvement in terms of Financial Assistance attained a weighted mean score of 3.85 and a standard deviation of 1.04 and was High Extent among the respondents. Bacher-Hicks (2021) quoted that "we should consider the pandemic as a myriad of interactive factors contributing to hardships among young learners related to the impact of the pandemic on children's families (e.g., job loss, financial losses, remote working, illness, death, stress, mental health, and improvised parenting practices), teachers (e.g., stress, the sudden switch to online learning), social lives (e.g., loss of social contact), and access to services (e.g., daycare, delayed healthcare visits."

Level of stakeholders' involvement in terms of Community Services

Table 5 illustrates the level of stakeholders' involvement in terms of Community Services

Table 5. Level of stakeholders' involvement in terms of Community Services

<i>As a stakeholder of the school, I...</i>	MEA N	SD	REMARK S
<i>...eagerly engage in meaningful volunteer work in our school community (value formation activity, sports fest, etc.) that enhances positive interaction among youth.</i>	3.98	0.97	Often
<i>...participate in school extension services directed towards the reduction of illiteracy for out of school youth especially as visiting and mentor in the school reading intervention program as the reading recovery program.</i>	3.94	1.02	Often
<i>...involved myself to school's outreach program like visiting an orphanage, home for the aged and the likes.</i>	3.61	1.15	Often
<i>...take in to YES-O Programs like Clean Up Drive Activity and Tree Planting Activity.</i>	4.00	1.02	Often

<i>...take part to LGU Cultural Presentation and festivities to represent the school.</i>	3.80	1.13	Often
Weighted Mean		3.87	
SD		1.07	
Verbal Interpretation		High Extent	

From the statements above, “As a stakeholder of the school, I take in to YES-O Programs like Clean Up Drive Activity and Tree Planting Activity” yielded the highest mean score (M=4.00, SD=1.02) and was remarked as Often. This is followed by “As a stakeholder of the school, I eagerly engage in meaningful volunteer work in our school community (value formation activity, sports fest, etc.) that enhances positive interaction among youth” with a mean score (M=3.98, SD=0.97) and was also remarked as Often. On the other hand, the statement “As a stakeholder of the school, I involved myself to school’s outreach program like visiting an orphanage, home for the aged and the likes” received the lowest mean score of responses with (M=3.61, SD=1.15) yet was also remarked Often.

The level of stakeholders’ involvement in terms of Community Services attained a weighted mean score of 3.87 and a standard deviation of 1.07 and was High Extent among the respondents. On the other hand, stakeholders’ involved greatly impacted as supported by the claims of Bacher-Hicks (2021) quoted that “we should consider the pandemic as a myriad of interactive factors contributing to hardships among young learners related to the impact of the pandemic on children’s families (e.g., job loss, financial losses, remote working, illness, death, stress, mental health, and improvised parenting practices), teachers (e.g., stress, the sudden switch to online learning), social lives (e.g., loss of social contact), and access to services (e.g., daycare, delayed healthcare visits.”

Table 6. Level of school readiness in the full implementation of in-person classes in terms of Instructional Facility

<i>The school...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...provides 1:1 ratio of seating capacity for every learner.</i>	4.29	0.89	Strongly Agree
<i>...accommodate every learner to every learning facility (library, computer laboratory, kitchen, etc.)</i>	4.25	0.89	Strongly Agree
<i>...offers functional/operational laboratories that caters learners’ diverse needs.</i>	4.03	0.92	Agree
<i>...cater every learners’ need for instructional activities.</i>	4.41	0.77	Strongly Agree
<i>...provides localized and indigenized learning materials.</i>	4.27	0.87	Strongly Agree
Weighted Mean		4.25	
SD		0.88	
Verbal Interpretation		Very High Extent	

Table 6 illustrates the level of school readiness in the full implementation of in-person classes in terms of Instructional Facility

From the statements above, “The school cater every learners’ need for instructional activities” yielded the highest mean score (M=4.41, SD=0.77) and was remarked as Strongly Agree. This is followed

by “The school provides 1:1 ratio of seating capacity for every learner” with a mean score ($M=4.29$, $SD=0.89$) and was also remarked as Strongly Agree. On the other hand, the statement “The school offers functional/operational laboratories that caters learners’ diverse needs” received the lowest mean score of responses with ($M=4.03$, $SD=0.92$) yet was also remarked Agree.

The level of school readiness in the full implementation of in-person classes in terms of Instructional Facility attained a weighted mean score of 4.25 and a standard deviation of 0.88 and was Very High Extent among the respondents. As stated by Doucet et al., (2020) “many educational organizations are offering their tools and solutions for free to help and support teaching and learning in a more interactive and engaging environment.”

Table 7. Level of school readiness in the full implementation of in-person classes in terms of Classroom Infrastructure

<i>The school...</i>	<i>MEA</i>	<i>SD</i>	<i>REMARKS</i>
	<i>N</i>		
<i>...offers a child-friendly learning environment.</i>	4.36	0.75	Strongly Agree
<i>...cater learners with equipped learning materials.</i>	4.38	0.81	Strongly Agree
<i>...provide flexible learning environment to learners.</i>	4.36	0.82	Strongly Agree
<i>...make every learning setting accessible to learners.</i>	4.38	0.80	Strongly Agree
<i>...have enough table and chairs to accommodate every learner.</i>	4.42	0.78	Strongly Agree
Weighted Mean		4.38	
SD		0.79	
Verbal Interpretation		Very High Extent	

The level of school readiness in the full implementation of in-person classes in terms of Classroom Infrastructure attained a weighted mean score of 4.38 and a standard deviation of 0.79 and was Very High Extent among the respondents. Meanwhile, Doucet et al., (2020) quoted that the use of online platforms such as Google Classroom, Zoom, virtual learning environment and social media and various group forums like Telegram, Messenger, WhatsApp and WeChat are explored and tried for teaching and learning for the first time ever to continue education. This can be explored further even after face-to-face teaching resumes, and these platforms can provide additional resources and coaching to the learners.

Table 8. Level of school readiness in the full implementation of in-person classes in terms of Guidance Assistance

<i>The school...</i>	<i>MEA</i>	<i>SD</i>	<i>REMARKS</i>
	<i>N</i>		
<i>...conduct career path orientation.</i>	4.34	0.79	Strongly Agree
<i>...offers career guidance program.</i>	4.34	0.81	Strongly Agree
<i>...facilitates homeroom guidance program.</i>	4.38	0.82	Strongly Agree
<i>...assist learners with their educational, career, and social needs - often developing a thorough understanding of an individual through interviews and aptitude assessments.</i>	4.36	0.81	Strongly Agree

<i>...work in collaboration with parents, teachers, and administrators to ensure a learner's academic success.</i>	4.44	0.78	Strongly Agree
Weighted Mean		4.37	
SD		0.80	
Verbal Interpretation		Very High Extent	

Table 8 illustrates the level of school readiness in the full implementation of in-person classes in terms of Guidance Assistance. From the statements above, “The school work in collaboration with parents, teachers, and administrators to ensure a learner's academic success” yielded the highest mean score (M=4.44, SD=0.78) and was remarked as Strongly Agree. This is followed by “The school facilitates homeroom guidance program” with a mean score (M=4.38, SD=0.82) and was also remarked as Strongly Agree. On the other hand, the statement “The school conduct career path orientation” and “offers career guidance program” received the lowest mean score of responses with (M=4.34, SD=0.79, 0.81) yet was also remarked Strongly Agree. The level of school readiness in the full implementation of in-person classes in terms of Guidance Assistance attained a weighted mean score of 4.37 and a standard deviation of 0.80 and was Very High Extent among the respondents.

Table 9. Level of school readiness in the full implementation of in-person classes in terms of Medical Services

<i>The school...</i>	<i>MEA N</i>	<i>SD</i>	<i>REMARKS</i>
<i>...encourages learners to get vaccinated as part of the Department's intervention program to reduce local transmission of the virus.</i>	4.31	0.90	Strongly Agree
<i>...provide washing area (with anti-bacterial hand soap, sanitizer, and alcohol) for proper sanitation and disinfections of the learning materials and equipment.</i>	4.48	0.80	Strongly Agree
<i>...offer the isolation facility/room for learners identified with high body temperature and with sign of COVID-19 symptoms.</i>	4.39	0.79	Strongly Agree
<i>...properly supported a learner's mental and physical health to achieve their academic potential.</i>	4.43	0.75	Strongly Agree
<i>...provide the contingency plans for emergency situations.</i>	4.40	0.79	Strongly Agree
Weighted Mean		4.40	
SD		0.81	
Verbal Interpretation		Very High Extent	

Table 9 illustrates the level of school readiness in the full implementation of in-person classes in terms of Medical Services

From the statements above, “The school provide washing area (with anti-bacterial hand soap, sanitizer, and alcohol) for proper sanitation and disinfections of the learning materials and equipment” yielded the highest mean score (M=4.48, SD=0.80) and was remarked as Strongly Agree. This is followed by “The school properly supported a learner’s mental and physical health to achieve their academic potential” with a mean score (M=4.43, SD=0.75) and was also remarked as Strongly Agree. On the other hand, the statement “The school encourages learners to get vaccinated as part of the Department’s intervention program to reduce local transmission of the virus” received the lowest mean score of responses with (M=4.31, SD=0.90) yet was also remarked Strongly Agree.

The level of school readiness in the full implementation of in-person classes in terms of Medical Services attained a weighted mean score of 4.40 and a standard deviation of 0.81 and was Very High Extent among the respondents.

Table 10. Significant relationship between the stakeholders’ involvement and school readiness in the full implementation of in-person classes

Stakeholders’ Involvement	School Readiness	r value	Degree of Correlation	Analysis
Brigada Eskwela Participation	<i>Instructional Facility</i>	0.024	Very Weak relationship	Not Significant
	<i>Classroom Infrastructure</i>	-0.8094	Very Strong relationship	Significant
	<i>Guidance Assistance</i>	-0.8678	Very Strong relationship	Significant
	<i>Medical Services</i>	-0.4264	Moderate relationship	Significant
Health Protocol Assistance	<i>Instructional Facility</i>	0.1341	Very Weak relationship	Not Significant
	<i>Classroom Infrastructure</i>	0.8579	Very Strong relationship	Significant
	<i>Guidance Assistance</i>	0.6864	Strong relationship	Significant
	<i>Medical Services</i>	-0.0213	Very Weak relationship	Not Significant
Learners’ Safety and Security	<i>Instructional Facility</i>	0.2422	Weak relationship	Significant
	<i>Classroom Infrastructure</i>	0.3881	Weak relationship	Significant
	<i>Guidance Assistance</i>	0.6195	Strong relationship	Significant
	<i>Medical Services</i>	-0.3668	Weak relationship	Significant
Financial Assistance	<i>Instructional Facility</i>	0.7798	Strong relationship	Significant
	<i>Classroom Infrastructure</i>	0.3892	Weak relationship	Significant
	<i>Guidance Assistance</i>	0.226	Weak relationship	Significant
	<i>Medical Services</i>	-0.0328	Very Weak relationship	Not Significant
Community Services	<i>Instructional Facility</i>	0.8913	Very Strong relationship	Significant
	<i>Classroom Infrastructure</i>	-0.0188	Very Weak relationship	Not Significant
	<i>Guidance Assistance</i>	-0.5484	Moderate relationship	Significant
Scale		Strength		
0.80 – 1.00		Very Strong		
0.60 – 0.79		Strong		

0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 10 presents the significant relationship between the stakeholders' involvement and school readiness in the full implementation of in-person classes.

The Brigada Eskwela Participation, Health Protocol Assistance, Learners' Safety and Security, Financial Assistance and Community Services of the Stakeholders' Involvement was observed to have a significant relationship to the School Readiness in the full implementation of in-person classes. This is based on the computed r values obtained from the tests with very weak to strong relationship. Furthermore, the p -values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the stakeholders' involvement and school readiness in the full implementation of in-person classes" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

The null hypothesis stating that there is no significant relationship between the stakeholders' involvement and school readiness in the full implementation of in-person classes is rejected based on the statistical data gathered during the study taking into consideration. As a result, the alternative should be accepted which incites that there is a significant relationship between them.

RECOMMENDATIONS

1. The school administration may improve and consistently continue to provide community-based programs, trainings, and orientations for the school internal and external stakeholders for them to be more equipped and to be more effective and efficient community partners.
2. The school administrators may always encourage all internal and external stakeholders to always join and participate in different programs and projects all for the benefits of the school's main stakeholders which is the learners.
3. Internal stakeholders may encourage all potential external stakeholders to join actively and participate with the school activities, since based on the result, stakeholders support fund raising activities relative to decreasing the number of learners at risk from dropping out.
4. School stakeholders may maintain the practice of active participation in every school activity in all its dimensions at all times.
5. Further studies about the variables used may be undertaken to be able to enhance the present studies.

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