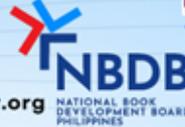




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Management Priorities in the Gradual Face-to-Face Setting Its Implication to Safe and Supportive Public Elementary Schools in Lucena West District

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Abstract

Aim: This study aimed to have a deep understanding of the safety and supportive school system policies being implemented amidst the pandemic.

Methodology: The descriptive-correlational approach was used to determine the management priorities in the gradual face to face setting among elementary schools in Lucena City. Thus, it used to measure the variables found in the research objectives of the study.

Results: Majority of the management priorities were highly prioritized. In terms of safe and supportive school, all of the variables were also highly prioritized. Correlation between the management priorities and safety measures revealed that there are significant positive correlations between the management priorities and safety measures. It implies a good manifestation that schools in Lucena West District have a good practice in managing their priorities to address safety measures on the gradual reopening of the schools. Correlation between management priorities and environmental mechanisms likewise, a significant positive relationship is found between their variables. As part of the school development, the management priorities shows strong impact to environmental mechanisms implemented within the school community.

Conclusion: The results reveal that safety and environmental mechanisms have significant effect on management priorities. Practical implications and recommendations are offered and outlined.

Keywords: school climate; COVID-19 preventive behaviors; management priorities; reopening of classes

INTRODUCTION

The COVID-19 epidemic has posed significant economic, social, and political concerns throughout the world. It has resulted in an educational crisis, in addition to a health catastrophe. 87 percent of the world's student population was affected by lockdowns and quarantines, and 1.52 billion students were absent from school and related educational institutions (UNESCO Learning Portal, 2020). COVID-19's suddenness, ambiguity, and volatility forced the educational system to react quickly to the new learning landscape.

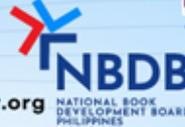
COVID-19 has caused significant disruption in the educational system, which institutions must address as quickly as feasible. Higher education institutions are being urged to create a resilient learning system based on evidence-based and needs-based data so that responsive and proactive actions may be implemented. Coping with COVID-19's consequences at higher education institutions necessitates a diversity of viewpoints among stakeholders. The administration, which supports the teaching-learning processes, the students, who are the system's core, faculty members or teachers who perform various academic roles, parents and guardians who share the responsibility of learning continuity, the community, and external partners who contribute to the completion of the students' educational requirements should all be consulted.

These intricate identities demonstrate that a higher education institution has a vast number of stakeholders (Illanes et al., 2020; Smalley, 2020). Schools must begin to comprehend and identify the medium- and long-term effects of the epidemic on teaching, learning, student experience, infrastructure, operations, and personnel in the context of the pandemic. Scenario analysis and an awareness of each school's setting are required to meet the

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present difficulties they face (Frankki et al., 2020). In times of crisis, schools must be robust. In the educational system, resiliency is defined as the ability to overcome a variety of difficulties, including trauma, tragedy, and crises, and emerge stronger, wiser, and more personally powerful (Henderson, 2012). After the crisis, the educational system must prepare to establish strategies to go forward and address the new normal. Higher education must address teaching and learning continuity during and after the epidemic to be resilient.

In times of crisis, the teaching and learning process takes on a new shape. Schools and colleges must be resilient in the face of disasters and crises (both man-made and natural), and discover innovative ways to continue teaching and learning activities (Chang-Richards et al., 2013). The migration to online learning modalities to avoid the danger of face-to-face interaction is one developing reality as a result of the global health crisis. As a result of the epidemic, schools are being compelled to shift from face-to-face to online delivery. During school lockdowns in the Philippines, most of the private and public schools have turned to online study. However, this abrupt transition has created issues, particularly for students who do not have access to technology. When people utilize online learning as a result of the epidemic, the divide between those who have access and those who don't widens. Due to access and internet availability, instructors and students have found it difficult to maintain academic attention.

In the context of flexibility, the learners' participation in the teaching-learning process must be considered. This is about creating and implementing effective learning experiences so that each student gets the most out of his or her time in the classroom. Teachers may use flexible distance learning methods like as correspondence teaching, module-based learning, project-based learning, and television broadcasting if face-to-face learning is not possible during the epidemic. Computer-assisted education, synchronous online learning, asynchronous online learning, and collaborative e-learning were explored for learners with internet access.

The inevitable challenges and difficulties are part of the principals' journey in their field of profession. Specially in today's global emergency, as the whole world faces the impacts of the Covid-19 pandemic, schools are highly affected. This coronavirus rushed all the aspects of education. The sudden shift of curriculum content teaching instructions, and learning modalities brought trials to all educational administrators. As the Department of Education implemented the Learning Continuity Plan, adjustments emerged within educational institutions. Principal should deal with this reform to efficiently act as a bridge to bring education to all learners in different locations despite this pandemic.

The Department of Education's response to this unforeseen virus anchored with the sector's framework "Sulong EduKalidad" that schools could still educate students and empower continued learning amid this global emergency. It has been written on the Philippines' legal contexts, the rights of every child to quality education. Regardless of any distinction and occurrence, the DepEd is responsible for rendering quality education for all the students. Even though most of the things and activities are prohibited due to the condition of the safety precaution caused by the Covid-19, the work of a school head still goes on.

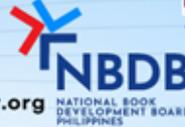
The implementation of new normal learning posed a considerable challenge for the principals managing teachers that requires practicum activities in the standards of the curriculum (Efendi & Budi, 2021). Considering this situation, rural schools face a more significant obstacle of providing the best education to the learners alongside the difficulties of education in these remote areas. In addition to that, it is a perplexing thought how principals manage teachers that would execute teaching methods in teaching the subject that deals not just with knowledge-based contents but also performance-based activities. Nevertheless, principals and school heads continue to trace their mission amidst the pandemic. To fully understand the situation of principals in the middle of this pandemic, it is better to hear their actual stories and experiences. From then, the findings of the study could be a basis for improvements in teaching-learning systems, and development for quality education in rural schools could be raised through this paper.

Student and teacher behavior in a pandemic significantly affects the transmission of virus that causes illness. Therefore, schools' stakeholders are encouraged to adopt the present protective guidelines during a pandemic. Among these factors, the school's concern mostly focuses on a safe and secured school environment. Students who are in the high school level have been identified as the group with the lowest compliance with measures to prevent the spread of the Covid-19 virus (Bronfman et al, 2022). Data sources pointed out that this may have been explained by their low risk of developing severe symptoms, the mental impact of being confined and isolated as well as distrust in the authorities in terms of implementing the protocols.

Parents are also part of the preparation for the face-to-face classes in the basic education department. Previous studies have shown that pupils who are learning online and face-to-face require materials that can only be supplied by their parents. Therefore, it is essential that parents participate in the decision making for maintaining education if it is to continue in a face-to-face model. Parents, guidance counselors, and other caregivers frequently



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define parental participation as any forms of assistance given to school-age children in order to ensure the success of a particular academic program.

This study aims to have a deep understanding of the safety and supportive school system policies being implemented amidst the pandemic. The researcher intends to associate the different variables under management priorities to the safety measures and environmental mechanisms that school is currently implementing.

Research Questions

This study aimed to determine the management priorities in the gradual face to face setting and its implication to safe and supportive public elementary schools in Lucena West District, during the school year 2022-2023. Specifically, the study sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil Status;
 - 1.4 educational Attainment;
 - 1.5 designation and
 - 1.6 years in teaching?
2. What is the extent of the management priorities in the gradual face-to-face setting as perceived by the respondents in terms of:
 - 2.1 attitude;
 - 2.2 subjective norm;
 - 2.3 perceived behavioral control;
 - 2.4 preparation of school facilities and
 - 2.5 parental consent and orientations?
3. To what extent is the safety measures were imposed by the selected school as perceived by the respondents in terms of:
 - 3.1 emotional safety;
 - 3.2 physical safety and
 - 3.3 social?
4. To what extent do the environmental mechanisms were imposed by the selected school as perceived by the respondents in terms of:
 - 4.1 physical environment;
 - 4.2 academic environment and
 - 4.3 disciplinary environment?
5. Is the management priorities significantly related to the safety measures?
6. Is the management priorities significantly related to the environmental mechanisms?
7. Are management priorities singly or in combination significantly predict the safe and supportive school variables?

Hypothesis

The following are the research hypotheses of the study:

1. There is no significant relationship between the management priorities and safe and supportive school in terms of safety measures.
2. There is no significant relationship between the management priorities and environmental mechanisms.
3. The management priorities variables singly or in combination do not predict the safe and supportive school variables.

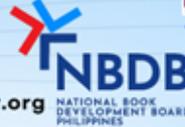
METHODS

Research Design

The descriptive-correlational approach was used to determine the management priorities in the gradual face to face setting among elementary schools in Lucena City. Thus, it used to measure the variables found in the research objectives of the study. As widely known, quantitative research methods focus on objective measurements and statistical, mathematical, or numerical analysis of data that were beneficial to the research. It is concerned with



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collecting numerical data and generalizing it across groups of people or explaining a phenomenon that will be useful in answering the research problem.

Population and Sampling

This study was conducted among the elementary school teachers of Lucena West district, situated in the City of Lucena, province of Quezon. The 196 teacher respondents were determined using total enumeration.

Table 1. Respondents of the Study based on School Locale

School	Actual Respondents
1. Lucena West I E/S	113
2. Lucena West III E/S	35
3. Isabang E/S	48
Total	196

All of the teachers from the Lucena West I, Lucena West III and Isabang Elementary School of Lucena West District were utilized as the respondents of the study.

Instrument

As regards to survey method used, the researcher used a self-made questionnaire to gather data from the respondents. Questionnaires are typically open-closed questions with few options are provided. The researcher relied on this as the main instrument of this research to acquire consistent data respondents.

The questionnaire contained four parts. The first part is the respondent’s profile. The second part consists of the management priorities in the gradual face to face setting. The third part determines safety measures established and followed by the school. The fourth or last part tackles the environmental mechanisms . The four parts of the questionnaire addresses the objectives of the study respectively.

Part 1. Respondents Profile. This part deals with the respondent’s profile including the name, school, age, gender, civil status, educational attainment, designation, and years in teaching.

Part 2. Management Priorities. This part deals with the implementation of educational policies, preparation of school facilities, allocation of resources, establishment of local partnership, teacher’s orientation & training, classroom management, and parental consent and orientations.

Part 3. Safety Measures. This measures the emotional safety, physical safety, and social safety.

Part 4. Environmental Mechanisms. This contains the physical environment, academic environment, wellness, and disciplinary environment.

Data Collection

Conceptualization. Consultations were made with the adviser regarding formulating topics that are related to the new normal educational reform being implemented. The consultations led to the identification of the priorities of the public elementary schools in providing a safe and supportive environment. The researcher presented the concept formulated and prepared to the panel members and solicited suggestions to further improve the content of the paper.

Implementation. The researcher obtained the necessary letters need to conduct this study. This permit involves the answering of questions which relates to the information being assessed by the questionnaire.

During the research, the researcher due to uncertainty of the alert level in the city might not be able to collect data physically face-to-face. In solution, the survey was implemented with the use of Google forms. The researcher created a google form link, then distribute them to the respondents via messenger or through email, whichever is convenient to both parties.

The researcher supervised the completion of instrument by giving the respondents a specific amount of time to answer the questions. The schedule of completion were agreed by both parties so that they can prepare for the time proposed and agreed-upon.

After the given time has lapsed, the researcher asked the respondents to send a screenshot of their accomplished google form, or even yet, the respondents will give notice to the researcher by chatting ‘finished’ or

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'done'. The researcher then checked the link and google sheets for the summary of responds to verify if it has been completed and recorded.

Treatment of Data

The following are the statistical measures used in the study. To examine the management priorities in the gradual face to face setting, mean and standard deviation were used. In describing the safety measures, mean and standard deviation were utilized. In describing the environmental mechanisms, mean and standard deviation were used.

Furthermore, to prove the two hypotheses set in the study whether the management of priorities and the safe and supportive schools are significantly related, Pearson-Moment Correlation Coefficient was used at .05 level of significance.

Additionally, to determine the significant predictors of safety measures and environmental mechanism regression analysis was also applied.

Ethical Consideration

Ethical consideration is significant in conducting research so that the researcher attains the promotion of knowledge and truth, which is the primary goal of research. Therefore, ethical clearance was requested from the researcher's adviser to review all the questions that the researcher asked from the participants through the survey. The researcher ensured the confidentiality of the participants as well as the data given by them. The researcher obtained full consent from the participants prior to the study. Lastly, any communication concerning the research was done with honesty and transparency, avoidance of misleading information, and the representation of primary data findings in a biased way. Procedures about data collection, analysis, use, and storage were also explained.

RESULTS and DISCUSSION

I. Personal Profile of the Respondents

Table 2. Distribution of the Respondents by Age

Age	F	%
30 years old and below	34	17.3%
31 to 40 years old	74	37.8%
41 to 50 years old	51	26.0%
51 years old and above	37	18.9%
Total	196	100%

Table 2 showed that there were 74 or 37.8% respondents from the age group of 31 to 40 years old which gained the highest number of respondents. This was followed by 51 or 26% from the age group, 41-50 years old. It was followed by 37 or 18.9% were from the age group 51 years old and above. Then, 34 or 17.3% came from the age group of 30 years old and below which is the lowest number of respondents. The results show that majority of the teaching force belongs to the age group of 31 to 50 years old or middle to late adulthood.

Table 3. Distribution of Respondents by Sex

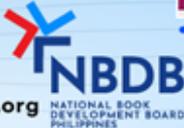
Sex	F	%
Male	21	10.7%
Female	175	89.3%
Total	196	100%



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Table 3 shows that there were 175 females with a percentage of 89.3% and 21 males with a percentage of 10.7% who responded for a total of 196. Majority of the teachers employed by DepEd in the chosen locale were female.

Table 4. Distribution of Respondents by Civil Status

Civil Status	F	%
Single	53	27.0%
Married	135	68.9%
Widow/er	8	4.1%
Total	196	100%

Table 4 shows that the highest response which is 135 or 68.9% was gained by the respondents who are married. It was followed by those who are single with 53 or 27%. On the other hand, it was the widowed who got the lowest number, which is 8 or 4.1%. Based on the results, majority of the teachers are married.

Table 5. Distribution of Respondents by Educational Attainment

Educational Attainment	F	%
Bachelors' Degree	70	35.7%
With MA Units	103	52.6%
Master Degree Holder	17	8.7%
With Doctorate Units	5	2.6%
Doctorate Degree	1	0.5%
Total	196	100%

Table 5 shows the distribution of respondents according to their educational attainment. In the foundation of the gathered data, despite the towering level of educational attainment, the participants under the MA units took the leading ratio of 52.6% or 103 respondents. Next is in bachelors degree with 70 respondents which is equivalent to 35.7%, those with masters degree is equivalent to 8.7% with 17 respondents, with doctorate units is equivalent to 2.6% or 5 respondents and doctorate degree which is 0.5% with a total of 1 respondent.

In summary Table 6 revealed that majority of the respondents are only unit earners of masteral course.

Table 6. Distribution of Respondents by Designation

Designation	F	%
Teacher I	90	45.9%
Teacher II	35	17.9%
Teacher III	57	29.1%
Master Teacher I	8	4.1%
Master Teacher II	6	3.1%
Total	196	100%

Table 6 Majority of the teacher-respondents comprises of 90 of the total population are Teacher I, 57 of them are designated as Teacher III, 35 are Teacher II, 8 are Master Teacher I, and 6 are Master Teacher II. This clearly implies that the majority of the population are designated as Teacher I and therefore most of the respondents are new in the teaching profession and younger in age as revealed in table.



Table 7. Distribution of the Respondents based on their Years in Teaching

Years in Teaching	F	%
1 – 10 years	98	50.0%
11 – 20 years	52	26.5%
21 – 30 years	39	19.9%
31 years and above	7	3.6%
Total	196	100%

Table 7 showcases the detailed information of the distribution of the respondents according to years in teaching. Majority of the respondents belongs to 1-10 years in teaching which is 50% of the respondents. While those who have worked above 10 years in teaching was also 50% of the respondents.

II. Management Priorities in the Gradual Face to Face Setting.

Table 8. Perceived Management Priorities as to Attitude

Indicator If I adopt the practice/preventive measures, I and our pupils ...	Mean	Std. Deviation	VI
1. will be less vulnerable to COVID-19 infection.	3.61	0.50	Highly Prioritized
2. will not cause inconvenience for us.	3.43	0.58	Highly Prioritized
3. will become less anxious about contracting COVID-19.	3.52	0.54	Highly Prioritized
4. will be comfortable during our stay at school.	3.57	0.53	Highly Prioritized
5. will feel safe and secure inside the school premises.	3.61	0.51	Highly Prioritized
Overall	3.55	0.45	Highly Prioritized

Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

Table 8 illustrates the perception of the selected participants regarding the extent of the management priority in terms of attitude. Representing a mean average of 3.55, SD of 0.45 which described as highly prioritized, If I adopt the practice/preventive measures, I and our pupils will be less vulnerable to COVID-19 infection and will feel safe and secure inside the school premises, ranked first among the other statements. Second was, ...will be comfortable during our stay at school., with a mean average of 3.57, SD of 0.53 which also described as highly prioritized. Moreover, ...will become less anxious about contracting COVID-19., this statement ranked fourth and the respondents highly prioritized this statement with a mean average of 3.52, SD of 0.54. Furthermore, the statement, ...will not cause inconvenience for us., ranked fifth equivalent to a mean average of 3.43, SD of 0.58. Management priorities as attitude gained an overall mean of 3.55 and SD of 0.45 and interpreted highly prioritized.

It shows that attitude is a highly prioritized variable in the study. Seemingly, success in every action as decision of anyone else is a great factor that should be done in any situation considering the pandemic. So, it is not surprising that teacher and even pupil show positive attitude to whatever policies are being implemented by the school in order to prevent the effect of Covid-19 as experience by the entire educational system. Additionally, collective action from the stakeholders is necessary for the adoption of the needed school policies.

Table 9. Perceived Management Priorities as to Subjective Norm

Indicator If I adopt the practice/preventive measures, I, our pupils ...	Mean	Std. Deviation	VI
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1. and the general public think that we are performing preventive behavior against Covid-19.	3.64	0.49	Highly Prioritized
2. and the general public think that we always perform preventive behavior against Covid-19.	3.59	0.50	Highly Prioritized
3. and the people whose opinion matters to me think that we perform preventive behavior against Covid-19.	3.53	0.54	Highly Prioritized
4. and the parents who are important to the school think that we maintain safety within the premises against Covid-19.	3.64	0.50	Highly Prioritized
5. and the community wherein the school belongs to think that we maintain security against Covid-19.	3.58	0.53	Highly Prioritized
Overall	3.59	0.47	Highly Prioritized

Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

Table 9 indicates the outlook of the respondents on the subjective norms under the management priorities. Indicators 1 and 4, hold the position of the highly prioritized both indicators obtained a weighted mean of 3.64, with SD of 0.49 and 0.50 respectively. Indicator 2, this statement got an average mean of 3.59 with SD of 0.50 and verbal interpretation of highly prioritized. Next is Indicator 5, with a mean of 3.58 and SD of 0.53. Lastly, Indicator 3 and it shows a mean of 3.53 and SD of 0.54. The overall mean was 3.59, with SD of 0.47 indicating also as high priority the Subjective Norm in management.

Based on the results respondents' perception on subjective norms is highly prioritized altogether. Furthermore, it is only understood that school authority is always prioritizing student pattern of behavior towards certain issue particularly that of Covid 19 which still persists to some places. Hence DepEd is tasked to continually coordinate with the general public with regards to their perception.

Table 10. Perceived Management Priorities as to Behavioral Control

Indicator If I adopt the practice/preventive measures, I and our pupils ...	Mean	Std. Deviation	VI
1. will think preventive measures are easy to implement	3.40	0.59	Highly Prioritized
2. are confident that we can avoid being infected by COVID-19	3.52	0.56	Highly Prioritized
3. are confident that we have enough knowledge about COVID-19	3.54	0.53	Highly Prioritized
4. will refrain from touching your mouth, nose, and eyes with unwashed hands; cover your mouth and nose with your elbow when sneezing or coughing	3.55	0.55	Highly Prioritized
5. will monitor health conditions; comply with the campus epidemic prevention regulations	3.57	0.54	Highly Prioritized
Overall	3.51	0.46	Highly Prioritized

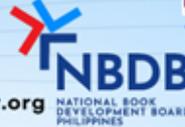
Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

Table 10 indicates the outlook of the respondents on the perceived behavioral control under the management priorities. Indicator 5, was ranked first as the highly prioritized statement enlisted, obtaining a weighted mean of 3.57, with SD of 0.54. Moreover, Indicator 4, this statement got an average mean of 3.55, with SD of 0.55, with a verbal interpretation of highly prioritized. Next is Indicator 3, with an average mean of 3.54, with SD of 0.53 followed by Indicator 2 with an average mean of 3.52 with SD of 0.56. Lastly, Indicator 1 and it shows an average mean of 3.40, with SD of 0.59. The overall was 3.51, with SD of 0.49 indicating that behavioral control is a high priority in management.

It can be deduced from the result that school authority has the ability to control the behavior of its stakeholders as a response to the consequences of the pandemic. Moreover, discouraging and restricting physical interactions among them would also be an effective solution in controlling the transmission of the virus from one host to another.



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Table 11. Perceived Management Priorities as to School Facilities

Indicator The school ...	Mean	Std. Deviation	VI
1. provides a learning environment that is child-friendly, conducive for learning and safe from Covid -19 Virus.	3.73	0.47	Highly Prioritized
2. ensures a functional school clinic and isolation room that can handle learner's health needs in case of any emergency.	3.68	0.50	Highly Prioritized
3. identify a designated waiting area with proper ventilation for parents/guardians.	3.62	0.58	Highly Prioritized
4. establish safe entrance and exit procedures for teachers, students, non-teaching personnel, and school visitors	3.65	0.52	Highly Prioritized
5. set up a proper sanitation and hygiene facility for school goers.	3.70	0.48	Highly Prioritized
6. ensures regular sanitation and disinfection of school facilities, furniture and equipment.	3.64	0.54	Highly Prioritized
7. ensures proper disposal system of infectious wastes such as used tissues and masks in non-contact receptacles.	3.62	0.57	Highly Prioritized
Overall	3.64	0.49	Highly Prioritized

Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

Table 11 indicates the perception of the respondents on the preparation of school facilities under the management priorities. Indicator 1 hold the first of the highly prioritized statement obtaining a mean of 3.73 and SD of 0.47. Moreover, Indicator 5, this statement got a mean of 3.70 and SD of 0.48 with a verbal interpretation also of highly prioritized. Next is Indicator 2, with a mean of 3.68 and SDS of 0.52. Followed by Indicators 4 and 6 with a mean score of 3.65 and 3.64 respectively. Lastly, Indicator 3 and shows a mean of 3.62 and SD of 3.58 ranking the lowest among the priority. The overall mean was 3.64 with an SD of 0.49 indicating also that school facilities is high prioritized in management.

The data implies that DepEd should prioritize the improvement of school facilities which can be easily managed and redesigned. This may be the only way stakeholders can see changes and countermeasures being imposed by the school against Covid-19.

Table 12. Perceived Management Priorities as to Parental Consent and Orientation

Indicator The school ...	Mean	Std. Deviation	VI
1. secures written consent from parent's/guardians who will participate in gradual face-to-face classes.	3.75	0.45	Highly Prioritized
2. prepares an orientation session for parents/guardians of the eligibility criteria for participation, existing protocols, mechanism, and procedures needed in the conduct of gradual face-to-face classes.	3.75	0.43	Highly Prioritized
3. provides orientation materials to the community for the purpose of spreading information and ensuring that the school's protocol process and procedures are followed, such as leaflets, pamphlets, and brochures.	3.67	0.52	Highly Prioritized
4. provides feedback mechanism from parents/guardians to know their perception about the new scheme.	3.64	0.49	Highly Prioritized
5. conducts simulation activities among parents and learners regarding protocols and routines to replicate and discuss possible scenarios during the actual face-to-face classes.	3.65	0.48	Highly Prioritized
Overall	3.69	0.41	Highly Prioritized

Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

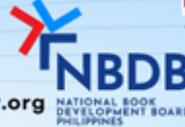


Table 12 indicates respondent's assessment on the preparation of school facilities under the management priorities. Indicators 1 and 2 hold the highly prioritized obtaining a weighted mean of 3.75 and SD of 0.45 and 0.43 respectively. Moreover, Indicator 3,, this statement got an average mean of 3.67, and SD of 0.52 with a verbal interpretation of highly prioritized. Next is Indicator 5, with an average mean of 3.65 and SD of 0.48. Lastly, Indicator 4 and shows an average mean of 3.64, with an SD of 0.49 ranking the lowest among the priority. The overall mean was 3.69, with an SD of 0.41 indicating high prioritized in management.

Overall, the data shows the important needed relationship between the school and the parents. One of the priority of teachers is to inform the stakeholders regarding precautionary measures to be implemented in case a similar situation recurs. Likewise, the school is also responsible to secure a parental consent in all activities in schools.

Table 13. Summary of Management Priorities Variables

Variables	Mean	Std. Deviation	VI
1. Attitude	3.55	0.45	Highly Prioritized
2. Subjective Norms	3.59	0.47	Highly Prioritized
3. Perceived Behavioral Control	3.51	0.46	Highly Prioritized
4. Preparation of School Facilities	3.64	0.49	Highly Prioritized
5. Parental Consent and Orientation	3.69	0.41	Highly Prioritized
Overall	3.60	0.46	Highly Prioritized

Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

Table 13 presents the summary of Management Priorities of selected schools in Lucena City. The highest mean of 3.69 with an SD of 0.41 is parental consent and orientation, followed by preparation of school facilities with a mean of 3.64 and SD of 0.49 both variables were interpreted as Highly Prioritized. This only show that in every kind of school management school facilities and parental consent are the top most concerns of a school managers, it could be easy maybe because those are tangible objects that can easily be adoptive. Unlike attention, attitude and subjective norms which are non-tangible things and not easy to manage.

III. Safety Measures Imposed by Selected School

Table 14. Perceived Safety Measures in Terms of Emotional Safety

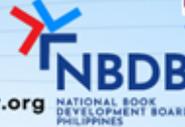
Indicators	Mean	Std. Deviation	VI
1. The school provides emotional support to students who struggle during the transition.	3.55	0.51	Highly Prioritized
2. The school offers guidance extension services to students during the face-to-face classes.	3.55	0.51	Highly Prioritized
3. The school prioritizes the emotional status of the pupils.	3.55	0.54	Highly Prioritized
4. The school includes proper referral students who needs immediate emotional safety and support.	3.51	0.54	Highly Prioritized
5. The school ensures a safe and welcoming environment to the pupils.	3.62	0.50	Highly Prioritized
Overall	3.56	0.47	Highly Prioritized

Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

Table 14 indicates the responses under emotional safety. Indicator 5 is ranked first among the statement obtaining a weighted mean of 3.62 and SD of 0.50 with a verbal interpretation of highly prioritized. Moreover,



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Indicators 1, 2 and 3, received an average mean of 3.55 and SD of 0.51, 0.51, 0.54 respectively with a verbal interpretation of highly prioritized and ranked tied in third. Lastly, Indicator 4 shows an average mean of 3.51 and with an SD of 0.54 ranking the lowest among the priority. The overall was 3.56 and SD of 0.47 indicating high prioritized in emotional safety as one of the safety measures.

Aside from the physical burden the school have felt during the pandemic, emotional distress was also felt by some teachers and students. Hence, a need to implement and prioritize the importance of the emotional wellbeing of the entire school community.

Table 15. Perceived Safety Measures in Terms of Physical Safety

Indicators	Mean	Std. Deviation	VI
1. The school distributes alcohol-based hand sanitizer.	3.64	0.49	Highly Prioritized
2. The school have access to hygiene supplies that can help prevent transmission of Covid-19.	3.64	0.49	Highly Prioritized
3. The school have promotional activities on handwashing as a means to break the chain of infection.	3.68	0.48	Highly Prioritized
4. The school have DOH approved signages throughout the compound for information dissemination and awareness	3.69	0.46	Highly Prioritized
5. The school have pathways that can control foot traffic to maintain a safe distance of 1 meter.	3.62	0.51	Highly Prioritized
Overall	3.66	0.42	Highly Prioritized

Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

Table 15 indicates the responses under physical safety. Indicator 4 is ranked first among the indicators obtaining a mean of 3.69 and an SD of 0.46 with a verbal interpretation of highly prioritized. Moreover, Indicator 3, received a mean of 3.68 and an SD of 0.48 with a verbal interpretation of highly prioritized and ranked second. Ranked third are Indicators 1 and 2 with a mean of 3.64 and an SD of 0.49 with a verbal interpretations of highly prioritized. Lastly, Indicator 5 shows an average mean of 3.62 and an SD of 0.51 ranked lowest among the priority. The overall was 3.66 and an SD of 0.42 indicating physical safety as high prioritized in the safety measures.

In summary, physical safety is at the top of the list of the school in terms of prioritization. Furthermore, this may be the only visible change that can occur during the gradual reopening of classes as several restrictions are imposed.

Table 16. Perceived Safety Measures in Terms of Social Safety

Indicators	Mean	Std. Deviation	VI
1. The school reiterate the safe distance of 1 meter inside the classroom and during activities.	3.45	0.59	Highly Prioritized
2. The school have policies on the number of students per classroom.	3.49	0.55	Highly Prioritized
3. The school impose limitations on the number of pupils in a certain area within the premises.	3.45	0.58	Highly Prioritized
4. The school limit transaction time at offices and in classrooms.	3.51	0.58	Highly Prioritized
5. The school limit recess or breaks to avoid pupils from talking and forming groups for discussion.	3.47	0.59	Highly Prioritized
Overall	3.47	0.50	Highly Prioritized



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Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

Table 16 indicates the responses under social safety. Indicator 4 is ranked first among the indicators obtaining a weighted mean of 3.51, an SD of 0.58 with a verbal interpretation of highly prioritized. Moreover, Indicator 2, received an average mean of 3.49 and an SD of 0.55 with a verbal interpretation of highly prioritized and ranked second. Ranked third are indicators 1 and 3 with a weighted mean of 3.45 and an SD of 0.59 and 0.58 respectively with a verbal interpretation of highly prioritized. Lastly, Indicator 5 shows an average mean of 3.47 and an SD of 0.59 ranking the lowest among the priority. The overall mean was 3.47 and with the SD of 0.50 indicating high prioritization in safety measures in term of social safety.

Among all of the countermeasures provided by the Department of Health to schools, maintaining social distancing of at least 1-2 meters is seen as the most effective way to control the spread of infection.

Table 17. Summary of Safety Measures Variables

Variables	Mean	Std. Deviation	VI
1. Emotional Safety	3.56	0.47	Highly Prioritized
2. Physical Safety	3.66	0.42	Highly Prioritized
3. Social Safety	3.47	0.50	Highly Prioritized
Overall	3.56	0.46	Highly Prioritized

Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

Table 17 manifest how the school imposed Safety Measures in terms of emotional, physical and social aspects. All variables fall in one category which is highly prioritized although each variable differs in the mean average. The highest mean goes to physical which is top priority of all institutions of learning. Emotional Safety ranked second and the last is social safety.

III. Imposed Environmental Mechanism

Table 18. Perceived Environmental Mechanism as to Physical Environment

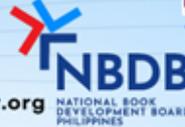
Indicators	Mean	Std. Deviation	VI
1. The school provides foot bath at the entrance of offices and classrooms.	3.41	0.58	Highly Prioritized
2. The school disinfects classrooms every after classes with aerosol spray or bleach mixed with water.	3.47	0.62	Highly Prioritized
3. The school designates areas for eating, discussion and group activities for close monitoring.	3.42	0.60	Highly Prioritized
4. The school retrofits the comfort room for pupils, teachers, and stakeholders following DOH guidelines.	3.47	0.61	Highly Prioritized
5. The school provides designated handwashing areas within the premises.	3.63	0.51	Highly Prioritized
Overall	3.48	0.50	Highly Prioritized

Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

Table 18 indicates the responses under physical environment. Indicator 5 is ranked first among the indicators obtaining a weighted mean of 3.63 and an SD of 0.51 with a verbal interpretation of highly prioritized.



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Moreover, ranked second are indicators 2 and 4 with a weighted mean of 3.47 with an SD of 0.62 and 0.61 respectively with a verbal interpretation of highly prioritized. Followed by Indicator 3 with a weighted mean of 3.42 and an SD of 0.60 with a verbal interpretation of highly prioritized. Lastly, Indicator 1 shows a mean of 3.41 and an SD of 0.58 ranking the lowest among the priority. The overall mean was 3.48 indicates high prioritization in physical environment.

The environment plays a vital role in the transgression of the whole Covid-19 pandemic. Ensuring that the environment is redesigned and remodeled to follow that of what is recommended by the Center for Disease Control and Department of Health in managing Covid-19 transmission.

Table 19. Perceived Environmental Mechanism as to Academic Environment

Indicators	Mean	Std. Deviation	VI
1. The school offers variety of learning modalities to learners based on DepEd circulars and guidelines.	3.60	0.56	Highly Prioritized
2. The school provides technological assistance during face-to-face (internet, laptop, computer, tablets...)	3.36	0.70	Highly Prioritized
3. The school initiates inter-school collaboration to increase exchange and create incentives that strengthens reopening processes.	3.46	0.61	Highly Prioritized
4. The school continues to support continuing professional development to teachers so that they may be prepared with the changes in the classroom setup.	3.59	0.51	Highly Prioritized
5. The school initiates strategic coordination and clear communication between sectors and agencies to improve academic implementations.	3.59	0.51	Highly Prioritized
Overall	3.52	0.49	Highly Prioritized

Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

Table 19 indicates the responses under academic environment. Indicator 1 is ranked first among the indicators obtained a mean of 3.60 and an SD of 0.56 with a verbal interpretation of highly prioritized. Ranked second are Indicators 4 and 5 with a weighted mean of 3.59 and an SD of 0.51 respectively with a verbal interpretation of highly prioritized. Moreover, Indicator 3 ranked fourth with a weighted mean of 3.46 with an SD of 0.61 and a verbal interpretation of highly prioritized. Lastly, Indicator 2 shows an average mean of 3.36 and an SD of 0.70 ranking the lowest among the priority. The overall mean was 3.52 with an SD of 0.49 indicating as high priority in environmental mechanism as imposed.

Hence, the school should strictly impose health standards and precautionary measures inside the classroom as well as the use of different facilities and materials.

Table 20. Perceived Environmental Mechanism as to Disciplinary Environment

Indicators	Mean	Std. Deviation	VI
1. The school combines community participation and large scale direct communication campaigns to accommodate pupils in the classroom and avoid dropping out.	3.53	0.52	Highly Prioritized
2. The school offers psychosocial support needed after the Covid-19 crisis.	3.56	0.53	Highly Prioritized
3. The school have GAD programs or differential support in terms of gender and age.	3.61	0.50	Highly Prioritized
4. The school have disciplinary sanctions to students who breaks or do not follow protocols.	3.41	0.60	Highly Prioritized
5. The parents be informed with the disciplinary environment enforced by the	3.56	0.55	Highly

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school during reopening.			Prioritized
Overall	3.53	0.50	Highly Prioritized

Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

Table 20 indicates the responses under disciplinary environment. Indicators 3 and 5 are tied in first among the indicators obtaining a mean of 3.56 and an SD of 0.50 and 0.55 respectively with a verbal interpretation of highly prioritized. Moreover, ranked third is Indicator 2 a mean of 3.56 and an SD of 0.53 with a verbal interpretation of highly prioritized. Followed by Indicator 1 with a mean of 3.53 and an SD of 0.52 with a verbal interpretation of highly prioritized. Lastly, Indicator 4 shows an average mean of 3.41 and an SD of 0.60 ranked lowest among the indicators. The overall mean was 3.53 with an SD of 0.50 it indicate high priority is being put to disciplinary environment.

As mandated by the DOH, informative posters should be seen in critical areas of the school where transmission can easily occur.

Table 21. Summary Environmental Mechanism Variables

Variables	Mean	Std. Deviation	VI
1. Physical Environment	3.48	0.50	Highly Prioritized
2. Academic Environment	3.52	0.49	Highly Prioritized
3. Disciplinary Environment	3.53	0.50	Highly Prioritized
Overall	3.51	0.50	Highly Prioritized

Legend: 1.00 – 1.49 (not prioritized), 1.5 – 2.49 (less prioritized), 2.50 – 3.49 (prioritized), 3.50 – 4.00 (Highly Prioritized)

Table 21 revealed the ranks of Environmental Mechanism Variables. The highest mean of 3.53 with an SD of 0.50 and interpreted as high prioritized, followed by Academic with a mean of 3.52 and SD of 0.49 and the last is physical environment which is the lowest with a mean of 3.48 and an SD of 0.50. All were interpreted as high prioritized in terms of environmental mechanism.

Table 22. Correlation on Management Priorities and Safety Measures

Management Priorities	safety measures		
	emotional safety	physical safety and	social
Attitude;	.513**	.419**	.425**
Subjective Norm;	.586**	.504**	.473**
Perceived Behavioral Control;	.595**	.482**	.563**
Preparation of School Facilities	.622**	.615**	.562**
Parental Consent and Orientations	.654**	.601**	.547**

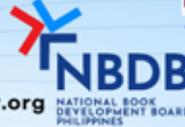
** . Correlation is significant at the 0.01 level (2tailed).

As revealed by Table 22, it was found out that correlations existed between the management priorities factors such as attitude, subject norms, behavioral control, preparation of school facilities and parental consent of the safety measures such as emotional safety, physical safety and social safety.

Consonant with the previous studies, the results imply that a positive school setting with formal policies, procedures and practices concerning COVID-19 prevention and control could enable pupils and teachers to adaptively face epidemic challenges and facilitate their preventive actions against COVID-19 (Gelfand, 2021). Thus, a possible explanation for this relationship may be that management priorities creates social norms, duties, obligations and expectations within a specific institution that reinforce the preventive behaviors of students, especially those from the Philippines (Corral-Verdugo et al., 2021).



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Additionally, the regression model shows that all of the variables are interrelated and should be taken into consideration by the school officials as well as the administrators in ensuring the implementation of safety measures in the school as this was shown as with high priority and importance.

Table 23. Correlation on Management Priorities and Environmental Mechanism

Management Priorities	environmental mechanisms		
	physical environment	academic environment	disciplinary environment
Attitude;	.424**	.437**	.503**
Subjective Norm;	.431**	.479**	.570**
Perceived Behavioral Control;	.483**	.539**	.599**
Preparation of School Facilities	.552**	.579**	.569**
Parental Consent and Orientations	.530**	.527**	.587**

** . Correlation is significant at the 0.01 level (2tailed).

At the cursory look on Table 23, strong correlations were found among independent variables such as attitude, subjective norm, perceived behavioral control, preparation of school facilities and parental consent and orientation and the environmental mechanism factors such as physical environment, academic environment and disciplinary environment.

This implies that the concern authority shall look into the relevance of the given variables as priorities in management.

Evidence has suggested that environmental mechanisms represents a setting that allows the school to cope with emergencies, crises, and environmental challenges (Corral-Verdugo et al., 2021). Evidence has demonstrated that environmental mechanisms are crucial components for an effective school-health crisis response (Corral-Verdugo & Frias Armenta, 2016).

Table 24. Regression of Safety Based on Management Priorities

Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.537	0.178		3.016	0.003
Parental consent and orientations	0.339	0.061	0.339	5.597	0.000
Preparation of school priorities	0.290	0.050	0.346	5.791	0.000
Perceived behavioral control	0.204	0.052	0.232	3.944	0.000

$r = 78.20\%$, adj. r squared = 60.5%, $F(3,192) = 100.483$, $p < .001$

Table 24 shows that there are three (3) independent factors of management priorities as predictors namely parental consent and orientation, preparation of school priorities, and perceived behavioral control. The model can be shown as:

$$y = 0.339a + 0.29b + 0.204c + 0.537$$

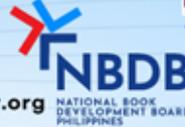
Predictors:

- Parental consent and orientations
- Preparation of school priorities
- Perceived behavioral control

The effects of school' parental consent, preparation of school priorities, and perceived behavioral control on the management priorities were supported through the regression analysis. These results indicate that there are critical factors that may link institutional intervention and schools' actual preventive behaviors toward COVID-19. The results suggest that with increasing emphasis on formal policies, procedures and practices concerning



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the prevention and control of COVID-19 on campus, pupils may be expected to adopt more preventive behaviors, which requires them to possess an understanding of not only COVID-19 prevention knowledge, requirements and recommendations but also a positive emotional disposition, strong perception, substantial normative stimuli and the motivation to perform preventive behaviors; that is, the accessibility of external support, resources and information for COVID-19 prevention might lead to the enhancement of preventive behaviors by shaping the positive environment.

Table 25. Regression of Environmental Mechanism based on Management Priorities

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.572	0.215		2.665	0.008
Preparation of school priorities	0.289	0.060	0.321	4.788	0.000
Perceived behavioral control	0.246	0.062	0.261	3.952	0.000
Parental consent and orientations	0.276	0.073	0.257	3.788	0.000

$r = .71.4\%$, adj. R squared = 50.2%, $F(3,192) = 66.472$, $p < .001$

Table 25 shows that there are only three (3) independent factors of management priorities considered as predictors namely parental consent and orientation, preparation of school priorities, and perceived behavioral control. The model can be shown as:

$$y = 0.289a + 0.246b + 0.276c + 0.572$$

Predictors:

- a. Preparation of school priorities
- b. Perceived behavioral control
- c. Parental consent and orientations

Similarly, to the previous analysis, the results strongly indicate Strong relationship of environmental mechanism to management priorities. Variables such as preparation of school priorities, perceived behavioral control, and parental consent and orientation affects management priorities. Individual behavior can be triggered by the presence of *environmental mechanisms* (Corral-Verdugo et al., 2015b). Environmental mechanisms may serve as catalyzers of management reflection and action. Experiencing a crisis prompts individuals to internalize and take action to ameliorate environmental problems (McDonald-Harker et al., 2020). Problem-solving that results from effectively acting in response to environmental challenges is identified as adaptive actions by schools. The threat represented by COVID-19, undoubtedly, constitutes a formidable challenge for people around the world, even if most people—especially the younger—do not believe they will contract a disease caused by a novel virus (Commodari and La Rosa, 2020; Commodari et al., 2020). This means that, in addition to be facing the pandemics, school management must cope with pressures to not practicing actions preventing them from getting the disease.

Summary, Conclusion, and Recommendation

Majority of the management priorities were highly prioritized as evidenced by attitude with a overall mean of 3.55, subjective norms with an overall mean of 3.59, perceived behavioral control with an overall mean of 3.51, preparation of school facilities with an overall mean of 3.64, and parental consent and orientation with an overall mean of 3.69.

In terms of safe and supportive school, all of the variables were also highly prioritized. Under safety measures, emotional safety with an overall mean of 3.56, physical safety with an overall mean of 3.66, social safety with an overall mean of 3.47. Within the environmental mechanisms, physical environment with an overall mean of 3.48, academic environment with an overall mean of 3.52, and disciplinary environment with an overall mean of 3.53



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Correlation between the management priorities and safety measures revealed that there are significant positive correlations between the management priorities and safety measures. It implies a good manifestation that schools in Lucena West District have a good practice in managing their priorities to address safety measures on the gradual reopening of the schools.

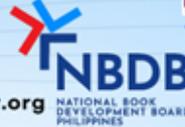
Correlation between management priorities and environmental mechanisms likewise, a significant positive relationship is found between their variables. As part of the school development, the management priorities shows strong impact to environmental mechanisms implemented within the school community.

The findings gathered in the study led to the formulation of the following conclusion: the hypothesis stating that "There is no significant relationship between the management priorities and safety measures." was not sustained; The hypothesis stating that "There is no significant relationship between the management priorities and environmental mechanisms." was not accepted; The hypothesis stating that "Singly or in combination management priorities variables do not predict to the safe and supportive school variables." was partially sustained.

Since the findings revealed that there is a relationship between management priorities and safety measures, it is recommended that the school continue and maintain to support the needs of both the teachers and learners when it comes to the reopening of classes due to COVID-19. It is recommended that they may should further improve on the schools' environment and enrich the learning continuity plan in times that similar event might arise. School management should strengthen the needs of the students in terms of the consent of parents as it was found out to be a predictor variable for decision making. School authority It may also may also include other factors deemed relevant that was not addressed and included in the present study. These factors may in turn be included in the prioritization of preventive measures against similar incidence such as the Covid-19.



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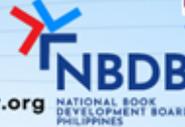
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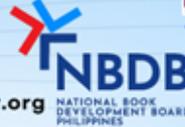
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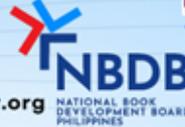


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