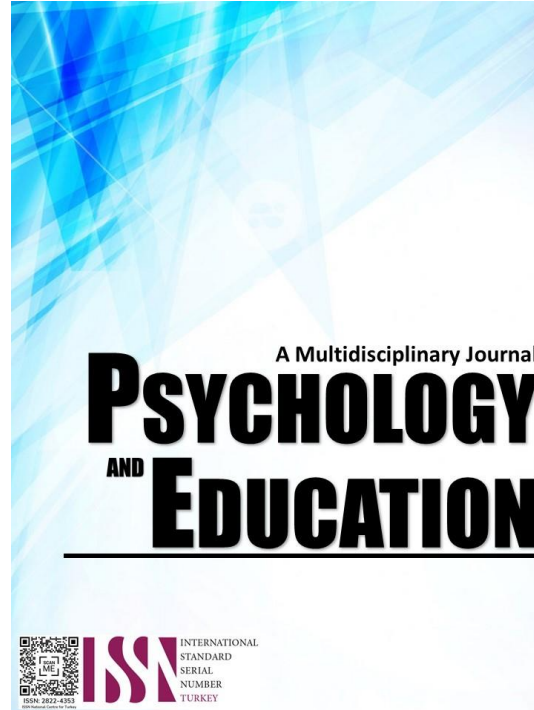


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School Readiness in the Implementation of In-Person Classes

Nowaira A. Manioba*, Teresita B. Sambo

For affiliations and correspondence, see the last page.

Abstract

This study determined the school readiness in the implementation of in-person classes in Munai Central Integrated School, Munai District, Division of Lanao del Norte, School Year 2022-2023. It explored the school readiness in the full implementation of in-person classes; the readiness of the human resources of the school in the full implementation of in person classes; and the extent of the learners' numeracy-literacy readiness. The descriptive qualitative research design and random sampling was utilized with twenty one 21 teachers and thirty five 35 parents. Significant findings showed the school's high readiness for the implementation of in-person classes in managing school operations and community strategy and the moderate readiness in classroom layout and structuring, protective measures, hygiene practices and safety procedures; the school's human resources were highly ready for the personnel and teachers but only moderately ready for the parents and learners; and the learners' readiness in numeracy and literacy was only moderate. Significant conclusions stated that in the implementation of the in-person classes, challenges would be met if students were not fully equipped with the required skills. Significant recommendation was to strengthen policies for teachers to focus on teaching pupils and provide immediate solution for issues faced by teachers.

Keywords: *implementation, school readiness, in-person classes*

Introduction

The Philippine government finally decided to hold face-to-face or in-person classes in schools after the Corona Virus-19 Pandemic. Schools will reopen, and face-to-face classes will be back to the scene. To pave the way to the implementation of the in-person classes, the Department of Education released guidelines for the structuring of classroom to make the learners and teachers safe from covid infection once the schools reopened in the School Year 2022-2023 (PIA, 2022).

To set the start of the in-person classes which is conceived to be on August 22, 2022, DepEd Order 034, series of 2022 otherwise known as allowing public and private schools to offer blended modality and full distance learning. With the release of such order, schools countrywide are anticipated to return to in-person learning modality. DepEd has already declared its readiness for the in-person classes, and so schools are expected to do some preparations to be ready before School Year 2022 – 2023 opens. During the Brigada Eskwela 2022 kick off at Imus Pilot School in Cavite, Vice President and DepEd Secretary Sara Duterte noted that schools' activities related to Brigada signify that the Philippine schools were preparing for the school opening. In the course of these preparations, many teachers, some parents, and some learners were anxious, especially considering the current public health system driven by the peculiarity of the present period in which the Philippines is not yet declared as COVID-19 free.

Because of the anxiety and the phenomenon of challenges that will come along the way to the implementation of face-to-face or in-person classes, with the addition of the dangers posed by COVID-19, there are apprehensions that these preparations may not be enough to secure the schools, along with its personnel, teachers, and learners. Despite these apprehensions, DepEd is determined to proceed to in-person classes because it is crucial to continue learning and complete the mission of every school in providing quality education. Education stagnation has no place in the country.

It is especially crucial to preserve educational institutions and children. It is important to take precautions to stop the possible spread of COVID-19 in educational settings, but it is also important to avoid stigmatizing students and employees who may have been exposed to the virus. Most essential, during this epidemic, the safety and protection of students shouldn't be jeopardized. Students' health and safety should always be taken into consideration during in-person lessons. The schools, in preparing for the in-person classes must put the learners' welfare to remarkable consideration. Also, in purpose of making the implementation in-person classes, successful, school readiness must include the status of vaccination of the personnel, teachers, and even the parents. The Department of Education to ensure this had encouraged the school personnel, teachers, and learners to participate in the vaccination drive of the government (DepEd,2022). The vaccination of the citizens is significantly regarded as vital in the



readiness of a school for the in-person classes.

At this point of time, there has been issues on the degree of the readiness of the schools, particularly in the Division of Iligan City comes the opening of classes in face-to-face. As observed and noticed, many parents are hesitant to send their children for the face-to-face also called in-person classes. Though cases of COVID-19 infections are declining, some parents remain half-hearted to have their children participate in the face-to-face classes. According to these parents, they would rather let their children stay at home for blended learning than send them to school with the virus not completely eradicated (Moaje, 2021)

With the above-mentioned issue on the core, the researcher, a basic education teacher teaching Grade 3, stationed in Munai Central Integrated School of Munai District and has served the Department of Education for four (4) years, got interested in the issue and was motivated to conduct a study to determine school readiness to contribute to the literature that can appease the apprehension and minimize the parents' reluctance to send their children back to school comes the opening of the in-person classes. The main objective of this study then was to determine the school readiness in the implementation of in-person classes in Munai Central Integrated School during the School Year 2022-2023.

Furthermore, in this study the researcher believed that school readiness for in-person classes involved readiness of the teachers, parents, and learners; thus, this study investigated the teacher's readiness in the implementation of face-to-face or in-person classes. This part was viewed by the researcher vital to the establishment of the degree of the foregoing school's readiness when in-person classes would be implemented during the aforementioned school year.

Research Questions

The study aimed to determine the school readiness in the implementation of in person classes in Munai Central Integrated School at Munai District, Division of Lanao del Norte for the School Year 2022-2023. Specifically, it sought to answer the following questions:

1. What is the extent of the school readiness in the full implementation of in person classes in terms of:
 - 1.1 Managing School Operations;
 - 1.2 Classroom Layout and Structuring;
 - 1.3 Protective Measures, Hygiene Practices and Safety Procedures; and
 - 1.4 Community Strategy?

2. How ready are the human resources of the school in the full implementation of in person classes in terms vaccination status of:

parents;

2.1 Teachers and school personnel; and

2.2 Learners?

3. What is the extent of the learner's readiness in terms of:

3.1 Literacy; and

3.2 Numeracy?

4. What action plan can be drawn based from the findings of the study?

Methodology

Research Design

The study employed the descriptive qualitative research design to determine the extent of the school readiness in the implementation of full in person classes at Munai Central Integrated School, Munai District of Lanao del Norte S.Y. 2022-2023. Descriptive study enabled the researcher to describe the school readiness in terms of managing school operations, classroom layout and structure, protective measures hygiene practices and safety procedures, and community strategies while the human resources readiness in terms of teachers, learners, and parents. Further, descriptive qualitative was appropriate in the study to determine the school readiness and human resource readiness in the conduct of the full face to face classes.

Research Environment

The study was conducted at Munai Central Integrated School of Munai District, Division of Lanao del Norte during their 2nd quarter in the school year 2022-2023. Munai Central Integrated School was one of the barangay schools in Munai District with a total population of 560 learners. The said school has thirteen classrooms, including the kitchen, Principal's Office, and the ICT room, which also serves as the multimedia room. The school has their own interactive projectors with speakers and laptops. This was given to the school as one of the recipients of the Batch 34 Computation Program of the Division of Lanao del Norte.

Munai Central Integrated School is in the Municipality of Munai Lanao del Norte It was established on June



01, 1997. It is nearby the schools of Ragain Primary School in 0.5 km, Tambo Elementary School In 0.86 km, Lininding Elementary School in 1.0 km Balabacon Primary School in 1.21 km.

The foregoing school had undergone a tough start with classrooms in a building made of grass and with classes held irregularly. It was only during the Martial Law, in 1976, that classes became formal and regular. Additional teachers were hired and school facilities were procured. In 1985, it acquired three (3) buildings not portioned into separate classrooms, so the regular classes were done in open classrooms inside these buildings. It then became part of Maigo-Munai District in Lanao del Norte. Munai Central Integrated School adheres to vision and mission of the Department of Education's vision and mission. In this present time with face-to-face or in-person classes to be implemented, it constantly endeavors for improvement to pave the way to a successful in-person class.

Respondents and Sampling Procedures

The respondents of this study were the twenty-one (21) teachers from Munai Central Integrated School and 35 parents of the learners of the said school. Two sampling procedures were employed. For the teachers, total population sampling with purposive sampling was utilized and for the parents, simple random sampling was used. The number of the parents was determined through the help of a statistician. The chart that follows displays the respondents of the study.

Research Instrument and Its Validity

The researcher utilized an adapted questionnaire from the IATF/DILG; however, all items were modified to fit the present study. Only the format, the terms used in the scaling, the Likert of four-point were retained. Since the questionnaire was modified it was pilot tested to teachers of Lininding Elementary School Munai district which were not participants of the study to ensure its reliability. The results obtained 0.76 coefficients of reliability which was acceptable. The instrument had three parts. Part 1 collected data on the numbers of learners, teachers and parents who are vaccinated and unvaccinated. It also collected data on the learners literacy readiness from the PHIL-IRI group screening. For the profile and vaccination status of the teachers, parents, and learners. Part 2 gathered data on school readiness in the implementation of In-Person classes such as managing school operation, classroom layouts and structuring, protective measures hygiene practices and safety procedure and community strategy for the human resource readiness. Part 3

obtained information for the literacy and numeracy status of the learners.

Scoring Procedure

For School Readiness in terms of managing school operations, classroom layout and structuring, protective measures, hygiene practices and safety procedures, and community strategy and for Numeracy Status.

Data Gathering Procedures

In gathering data for the study, the researcher submitted a letter of request from the Office of the Schools Division Superintendent of Lanao del Norte to allow the researcher to conduct the study. (Appendix B) The researcher asked permission from the School Principal of Munai Central Integrated School for the distribution of the survey questionnaires to the most convenient times of the respondents (Appendix C). The launching of the questionnaire was done during school meeting. The mechanics in answering the survey questionnaire explained by the researcher and an ample time was given to the teacher respondents to answer. In gathering the data of vaccination status of teachers, learners and parents, the researcher secured it from the school guidance designated for teachers and vaccination status and from the teacher advisers for learners and parents. The researcher prepared a letter of request addressed to selected respondents to secure permission as one of the participants in the conducted study and seek permission to distribute the questionnaire. After the approval and endorsement, the researcher administered, distributed, and retrieved the questionnaire. The researcher conducted data cleaning to yield more valid and reliable information. The researcher will then ask for the help of a statistician in treating the obtained data from the questionnaire.

Statistical Treatment

The data were tabulated, analyzed, and interpreted to get the actual information needed. Descriptive statistics was used. The following statistical techniques were employed to answer the different problems of this study. Frequency distribution and percentage was used to determine the human resource readiness in terms of teacher, learners, and parents' vaccination status. It answered Problem 2. Weighted mean was utilized to describe the school readiness in terms of managing school operations, classroom layout and structure, protective measures hygiene practices and safety procedures, and community strategies and to determine the numeracy and literacy rate of the



learners. The findings of the study were the basis to answer to Problem 4. The action plan was crafted according to the established findings of the study.

Results and Discussion

What is the extent of the school readiness in the full implementation of in person classes in terms of managing school operations, classroom layout and structuring, protective measures, hygiene practices and safety procedures, and community strategy?

Table 1. *Managing School Operations*

Indicators	Weighted Mean	Remarks
MSO1: The school has secured support from LGUs (Barangay, Municipality, Province) through a resolution or a memorandum of agreement to be partner of the school.	3.86	Highly Observed
MSO2: The school has secured written consent from parents/guardians to allow their children to participate in the full implementation of the In Person classes.	4.00	Highly Observed
MSO3: The school has mobilized resources and support from community stakeholders to meet the standards of the health and safety protocols.	3.67	Highly Observed
MSO4: The school has conducted simulation/orientation activities among school personnel regarding protocols and routines to replicate and discuss possible scenarios during the actual conduct of In-Person classes.	3.95	Highly Observed
		Highly Observed

Table 1 above shows the extent of the school readiness in the full implementation of in person classes in terms of managing school operations. The result shows that the highest weighted mean obtained which was 4.00 fell in the statement “The school has secured written consent from parents/guardians to allow their children to participate in the full implementation of the In-Person classes” and was described highly observed. On the one hand, the least weighted mean obtained which was 3.67 fell in statement “The school has mobilized resources and support from community stakeholders to meet the standards of the health and safety protocol” and was also described highly observed. Moreover, the overall weighted mean

obtained was 3.87 also was described highly observed.

The preceding result means that extent of the school readiness in the full implementation of In-Person classes in terms of managing school operations was high as evidenced by the descriptions of the weighted means of the indicators in the level highly observed, specifically situated with securing written consent from parents/guardians to allow their children to participate in the full implementation of the in- person classes. Further, the result indicates that school was highly ready in the full implementation of In-Person classes in terms of managing school operations.

The above result implied that parents and school agreed that physical teaching will help students in learning substantially and the full implementation of face- to- face classes will strengthen the teaching-learning process. The result implies further that in managing school operations, management must ensure that facilities and resources are always available, sufficient, and in good working order, according to Bhaumik and Priyadarshini (2022). The presence of facilities and the availability of resources will benefit students and teachers, allowing the school to fulfill its mission of providing high-quality education. Furthermore, Akpabio's (2018) study revealed that the physical environment is a major determinant in the achievement of the school's objectives, implying that school administrators should conduct a comprehensive needs assessment of their student facilities.

Table 2. *Classroom Layout and Structure*

Indicators	Weighted Mean	Remarks
CLS1: Classroom have proper ventilations, and windows and doors are always open during classes.	3.19	Moderately Observed
CLS2: Classrooms have one or two cabinet/s placed at the back and no other shelves/objects placed that affect the classroom size.	3.24	Moderately Observed
CLS3: Classrooms have lavatories, comforts rooms and health essentials needed by the learners.	3.14	Moderately Observed
CLS4: Classrooms desks are well arranged in a manner that learners can move freely.	3.33	Highly Observed
Average	3.23	Moderately Observed

Table 2 above shows the extent of the school readiness in the full implementation of in person classes in terms classroom layout and structure. As shown, the highest weighted mean obtained was 3.33 which fell in statement “Classrooms desks are well arranged in a manner that learners can move freely” and was

interpreted as *highly observed*. On the one hand, the least weighted mean obtained was 3.14 which fell in the statement “*Classrooms have lavatories, comforts rooms and health essentials needed by the learners*” and was described *moderately observed*. The over-all weighted mean obtained was 3.23 and was described *highly observed*.

The results means that schools’ readiness was not high, showing that were not totally prepared and ready for the implementation of face-to-face classes in terms of classroom layout and structure. This information aligned with the observation of Hernando-Malipot (2021) forwarding that the schools were worried with students flocking to school in the face-to-face modality. With the learners who would enroll, the schools would be confronted with the problem of keeping the students enrolled safe inside the classroom.

With the above-stated situation, it is implied that in the pursuance of In-Person classes, school may experience the challenge of safeguarding the health of the learners coming back to school. The classroom structure and layout is a must; the structure and layout must supportive to social distancing and adhered to all the health protocol set by the Department of education for the schools to follow to keep the coming-back -to-school learners protected from Covid-19 infection or to contain the spread of the virus.

According to Safira & Ifadah (2021), maintaining the safety of students in face-to-face classes may not be easy for the schools especially when they have not significantly added to the classroom’s structure or have not made alterations to its layout to keep students socially apart and to control the spread of the virus. This situation denotes that the readiness of the school portrays their adaptability towards upgrading its learning environment to make it fit to the need of the time. This denotes further that the school has been always sensitive to the safety needs of the personnel, teachers, and learners or even the parents and visitors to come to visit it, showing that the school practices adaptability. This adaptability is reflected in its development practices and endeavors to amend policies which can be a huge help in attaining educational goals despite the present constraints and despite the difficulties or challenges experienced by school leaders and teachers Alves and Samorinha, (2020).

Table 3 below shows the extent of the school readiness in the full implementation of in- person classes in terms of protective measures, hygiene practices, and

safety procedure. The result revealed the highest weighted mean obtained was 3.43 which fell in statement “*Availability of hand washing stations with soap, sanitizers, and hand drying equipment or supplies for employees and clients/visitors*” and was interpreted as highly observed. On the one hand, the least weighted mean obtained fell in statement “*Designation of a Safety Officer who shall serve as the focal person for the health and safety protocols of the school*” and was also interpreted as moderately observed. Furthermore, the overall weighted mean obtained was 3.27 and was interpreted as moderately observed.

Table 3. *Protective Measures, Hygiene Practices and Safety Procedure*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Remarks</i>
PMHPSP1: Standard classroom are provided per section in every grade level.	3.29	Moderately Observed
PMHPSP2: Availability of handwashing stations with soap, sanitizers, and hand drying equipment or supplies for employees and clients/visitors.	3.43	Highly Observed
PMHPSP3: Designation of a Safety Officer who shall serve as the focal person for the health and safety protocols of the school.	3.10	Moderately Observed
PMHPSP3: Personnel, employees, clients, and visitors always wear facemasks and face shields especially in enclosed places.	3.29	Moderately Observed
Average	3.27	Moderately Observed

The above-mentioned result means that extent of the readiness of the school for the full implementation of in-person classes in terms of protective measures, hygiene practices, and safety procedure was only in the moderate level. It was not extreme nor excessive. This result got support from Esmade (2022) which posited that most schools in the Philippines are only just ready to implement full face-to-face as they have not fully recovered from the two years of closure. Some schools are still struggling to put the school learning environment safe for students in the case of full face-to-face.

The implication to the above-mentioned result implied that more effort should be embarked by the school to be fully ready for the coming in-person classes. School reopening for face-to-face interactions must be carefully planned to ensure the safety of students as well as teachers and school staff in a staged fashion especially in following physical distancing. Planning and execution of school health protocols during this pandemic must be supported by the truthful data being

given by various institutions. School health protocols in the implementation of face-to-face classes must adhere to following national and international guidelines to ensure that students will be safe or at least mitigate the effects of COVID-19 Gopez, (2021).

As this part of the problem explored the protective measures, hygiene practices, and safety procedure of the school to ensure its preparedness, it is strongly noticed that the school must continue enhancing its efforts, so it will become highly ready to face the in-person classes which would be implemented.

Table 4 below shows the extent of the school readiness in the full implementation of in person classes in terms of community strategy. As shown, CS1 *“The school has developed a communication plan for Barangay, community, parents, and other stakeholders,”* CS2 *“The school has prepared an orientation session for learners, parents, guardians, teaching and non-teaching personnel, external stakeholders, and LGU of the eligibility criteria for participatory existing protocols, mechanisms, and procedures needed in the conduct of the in-person classes,”* and CS4 *“Database of contact details including contact number and address of parents/guardians of the learners are kept informing them in case their child shows flu-like symptoms while in school premises”* came in par in the description highly observed in the mean 3.90. This information reveals that the schools had a highly tangible communication plan in case of emergency, a very noticeable orientation related to safety in Covid-19, and a very detailed database contact details of the parents and guardians to use in case of emergency.

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Table 4. *Community strategy*

<i>Indicator</i>	<i>Weighted Mean</i>	<i>Remarks</i>
CS1: The school has developed a communication plan for Barangay, community, parents, and other stakeholders.	3.90	Highly Observed
CS2: The school has prepared an orientation session for learners, parents, guardians, teaching and non-teaching personnel, external stakeholders, and LGU of the eligibility criteria for participatory existing protocols, mechanisms, and procedures needed in the conduct of the in-person classes.	3.90	Highly Observed
CS3: The school has a proactive COVID-19 local hotline/help desk or any similar local mechanism that connects and coordinates to the hospitals, testing facilities, and LGUs.	3.71	Highly Observed
CS4: Database of contact details including contact number and address of parents/guardians of the learners are kept informing them in case their child shows flu-like symptoms while in school premises	3.90	Highly Observed
Average	3.86	Highly Observed

The above table also revealed that the school had a tangible proactive COVID-19 local hotline/help desk or any similar local mechanism that connects and coordinates to the hospitals, testing facilities, and LGUs. Though having proactive Covid-19 hotline desk was accounted the lowest mean (3.71), it contributed significantly to the school’s preparedness for the face-to-face classes as it still had the highly observed level.

The over-all mean of the school’s readiness in terms of community strategy signifies that the school was highly ready for the in the full implementation of the in-person classes. Further, it exposes that the school had prepared a lot of strategies in ensuring the safety of students and teachers in the implementation of face-to-face classes showing that the learning environment of the school when the in-person classes would be implemented could provide strong tight safety to the learners. This result implies that the school with its administration has significantly endeavored for the

provision of a safe learning environment.

The preceding implication aligned with the study of Esposito et al. (2021) which focused on the comprehensive school's strategy to ensure the safety of the school environment and the people in it. This study discussed the school personnel, teachers, and children's safety at school and the better strategies which could essentially reduce the risk of covid infection when in school. The strong efforts of the school administration to provide the school with preventive measures and adhering to safety protocols came very evident.

Another study aligning to this result was the study of Ezeubor et al. (2018) which focused on the staff personnel administrative strategies implemented by principals to foster teacher-job satisfaction and discovered that principals must outsource funds internally or externally to provide teachers with a safe working environment that allows them to demonstrate their best qualitative teaching; therefore, giving the learners a vital venue of opportunities to learn without the constraint of being unsafe in the learning environment. This research is related to this study because endeavors to determine the practices expected of a school manager in order to ensure that the staff's welfare is properly managed in order to result in their contentment with the way they carry out their responsibilities. With this, the goal of the goal to deliver quality education to the its learners is ensured as the teachers can work or perform their roles and responsibilities without the constraint of worrying for their safety and the safety of their pupils or students.

Connected to the result at this part, it becomes very evident that schools are not passive and do not wait for time to intervene. They are dynamic which can withstood the test of time and will not crumble in the face of adversities (Esposito and Principi, 2020).

How ready are the human resources of the school in the full implementation of in person classes in terms vaccination status of parents, teachers/personnel, and learners?

Table 5 above shows the readiness of the human resources of the school in the full implementation of in-person classes in terms vaccination status of parents. As shown in terms of parent's vaccination status, in kinder the kindergarten parents had the highest readiness in the level of highly ready. The rest of the parents were only moderately ready. Overall, the parents were shown as only moderately ready.

Table 5. *Parents Vaccination Status*

Grade level	No. of Parents	Vaccination	Frequency %	Unvaccinated	Frequency%	Vaccination Status
Kinder	6	5	83	1	17	Highly Ready
Grade 1	5	3	60	2	40	Moderately Ready
Grade 2	6	4	67	2	33	Moderately Ready
Grade 3	3	2	67	1	33	Moderately Ready
Grade 4	6	3	50	3	50	Moderately Ready
Grade 5	3	2	67	1	33	Moderately Ready
Grade 6	6	4	67	2	33	Moderately Ready
Total	35	23	66%	12	34%	Moderately Ready

The above result means that the school's readiness in terms of the parents' vaccination status is not high or only averagely sufficient. This implies that their preparation in terms of vaccination of parents was not fully enforced, resulting in readiness which was not enough preparation for the human resources of the school to fully implement in- person classes, especially that there is a huge number of unvaccinated parents.

According to Dollente and Tan (2021), school readiness for the implementation of face-to-face classes essentially includes the vaccination of parents because it is typically the parents who bring and fetch their children in school, specifically referring to the kindergarten, primary, and elementary schools. When most parents of the children do not submit themselves for vaccination, then the school is placed in a difficult situation as it cannot risk the health of children, especially those children whose parents are fully vaccinated. Further, the foregoing study shows that the school will not be able to fully secure the health and safety of the children or significantly control the spread of Covid-19 infection if parents are not fully vaccinated.

Also, in the study of Fitria (2022), health protocol preparation for school readiness substantially includes parents' vaccination along with pupils or students and teachers wearing masks, both cloth masks and surgical masks. Moreover, it is emphasized in this study that parents must cooperate with the school to face-to-face classes implementation. As parents and school serve as partners in education, the parents become a vital link between the school and the home. When the parents are strongly involved in the life of the school, they make schools better places to learn, grow and thrive (Perras, *n.d.*).



Table 6. *Teachers Vaccination Status*

Personnel	No. Personnel	Vaccinated	Frequency%	Not Vaccinated	Frequency%	Readiness Status
Teachers	21	21	100	0	0	Highly Ready
Total	21	21	100	0	0	Highly Ready

Table 6 above presents the readiness of the school in the full implementation of in person classes in terms teachers/personnel vaccination status. As shown, there are 21 personnel who are teachers and all of them were vaccinated the same with 4 non-teaching personnel who are also vaccinated. This means that 100% of the teachers/ personnel were vaccinated and signifies that the school was highly ready in the full implementation of in person classes in terms teachers /personnel vaccination status.

This result implied that the school did strong preparation for in-person classes through ensuring the safety and health of its human resources. With this, it can be inferred that that it significantly abides with the Department of Education’s instruction to be ready for the coming implementation of the face-to-face or in-person classes. The school’s conviction to be fully prepared for the in-person classes shows greater response to its responsibility of ensuring a safe and healthful learning environment for all people inside the school.

Seventh, Shaleh and Anhusadar (2021) stated that schools should be prepared for face-to-face learning after covid-19 by implementing health protocols established by the government, both central and local governments. Vaccinate all teachers and other school personnel. Improving student, educator, and educational staff immunity. This information strongly posits that the provision of safe and healthful school environment is not a function of accident rather a function of sensitivity to what it right and beneficial for the personnel, teachers, students or pupils, and the parents who visit the school.

More so, it could be traced from the result of this study that the school has teachers and personnel who are open-minded and courageous as all of them submitted to vaccination which to some people could be dangerous to the health of a person. With open-minded and courageous teachers and personnel, the school readiness towards the implementation of in-person classes is ardently reinforced. The whole school then is said to be prepared for the coming implementation of in-person classes.

Table 7. *Learners Vaccination Status*

Grade level	No. of Enrollment	Vaccinated	Frequency %	Not Vaccinated	Frequency %	Readiness Status
Kinder	60	17	28.3	43	71.7	Not Ready
Grade 1	46	18	39.1	28	60.9	Moderately Ready
Grade 2	60	15	25.0	45	75.0	Highly Ready
Grade 3	29	10	34.5	19	65.5	Moderately Ready
Grade 4	56	24	42.9	32	57.1	Moderately Ready
Grade 5	28	14	50.0	14	50.0	Moderately Ready
Grade 6	62	27	43.5	35	56.5	Moderately Ready
Total	341	125	36.7	216	63.3	Moderately Ready

Table 7 above shows the readiness of the human resources of the school in the full implementation of in person classes in terms vaccination status of learners. As shown in kinder, out of 60 students there were only 28.3% who are vaccinated whereas 71.7% were unvaccinated. In Grade 1, out of 46 students there were only 39.1% who were vaccinated while 60.9% of them were unvaccinated. In Grade 2, out of 60 students there were only 25.0% who were vaccinated while 75.0% of them were unvaccinated. In Grade 3, out of 29 students there were only 34.5% were vaccinated and 65.5% of them were unvaccinated. In Grade 4, out of 56 students there are only 42.9% students who were vaccinated while 57.1% of them also were unvaccinated. In Grade 5, out of 28 students there were on 50.0% were vaccinated and 50.0% of them were unvaccinated. Lastly, in Grade 6 out of 62 parents there were only 43.5% were vaccinated and 56.5% of them were unvaccinated. This result shows that the vaccinated learners were outnumbered by the unvaccinated learners.

The foregoing result revealed that only the Grade 2 learners were highly ready; the rest were moderately ready and a case of not ready with the kinder learners. Overall, the school is only moderately ready in the full implementation of the in-person classes. This signifies that the school was not fully ready in the full implementation of in person classes in terms vaccination status of parents since there is a huge number of unvaccinated parents. Based on this result, the school’s readiness for implementing in-person classes was only in the moderate level or moderately sufficient level implying that the school has continue its endeavor to attain full readiness or a high level of readiness to effectively implement face-to face or in-person classes.

Gita-Carlos (2021) wrote that Malacañang Palace believed that vaccination of students or learners



against the Covid-19 infection would keep them protected during the resumption of the face-to-face classes. Further, she also wrote that Presidential Spokesperson Harry Roque said vaccinating the students prior to the face-to-face opening of classes was crucial and this was to ensure their safety when they attend in-person classes. With the established high importance of vaccinating students to be prepared for the in-person classes, it be seen that the school in mention has to prepare or work more towards the attainment of full readiness and do or launch program that could encourage parents to submit their children to vaccination, According to Nugroho et al. (2020), the parents must be vitally tapped to make school ready in the in-person classes. According to this study, the government and the community-significantly involving the parents- must prepare human resources with the preparation of facilities and infrastructure, licenses. Provision of COVID-19 vaccine vaccination in stages must be encouragingly enforced.

According to Sudharsono and Bawole (2020), with the preparation of school readiness, the offline lectures should be evaluated to ensure that all campus activities are as disease-free as possible. The studio rooms were inspected, and it was discovered that they still needed to be modified to meet conventional health standards and other applicable requirements. Fourth, Lo Moro et al. (2021) state that the preparedness for face-to-face learning was not maximized because only a few parents of children attended the meeting to establish the method for deciding on face-to-face learning, and some instructors were not present.

What is the extent of the learner’s readiness in terms of numeracy and literacy?

Table 8 below shows the extent of the learner’s readiness in terms of numeracy and literacy of kinder - Grade -3.

Table 8. *Key Stage 1 (kinder-Grade -3) Literacy Readiness*

Grade level	Identification of letters and sounds					Description of Status
	Enrollment	Yes	Frequency	No	Frequency	
Kinder	60	23	38.3	37	61.7	Moderate Readiness
Grade1	46	26	56.5	20	43.5	Low Readiness
Grade2	60	31	51.7	29	48.3	Low Readiness
Grade3	29	20	67.0	9	31.0	Low Readiness
Total	195	100	51.3	95	48.7	Low Readiness

As shown, in kinder out of 60 there were only 38.3% of students who could identify letters and sounds while 61.7% were unable. In grade 1 out of 46, 56.5% of the students could identify letters and sounds while 43.5% were unable. In grade 2 out of 60, there were only 51.7% who could identify letters and sounds while 48.3% were unable. Whereas, in grade 3 out of 29, 67.0% of students could identify letters and sounds while 31.0% were unable.

As observed, the higher the grade level of students the better they identify letters and sounds. This is because the older the students the more experienced and can easily understand lessons being taught by a teacher. This also means that students in higher grade level experienced physical teaching before pandemic unlike kinder who learned studied during modular classes. The result, however, reveals that the learner’s readiness in terms of numeracy and literacy was low, meaning they were not fully ready for the in-person classes.

The forestated result paralleled with the findings of Fitria (2022) which divulged that most of the students were reluctant to go back to the face-to-face learning modality showing that they were not ready for the in-person classes. In the actual result of the Fitria’s (2022) study, 70% of the students were noted to agree that they are better off when crowds were avoided and when lessons were learned at home.

In the academic paper written by Chua (2022), a very strong observation of the unpreparedness of the learners was presented. It stated that the teachers were worrying as they knew they would double their efforts to let the pupils or students learn as the approximately two years of school closure had given these learners learning gaps which would not enable them to learn significantly. They would be engaging in interventional endeavors to help the learners who would surely struggle when face-to-face classes would become a reality.

Table 9 . *Key Stage 2 (Grade 4- Grade 6) Literacy Readiness*

Grade level	Enrollment	Frustration %	Instructional %	Independent %
Grade 4	56	49	87.5	4 7.1 3 5.4
Grade 5	28	20	71.4	4 14.3 4 14.3
Grade 6	62	43	69.4	4 6.6 5 8.1
Total	195	112	12 9.3	12 9.3

Table 9 above shows the literacy readiness of students from Grade 4- Grade 6 that was identified in terms of frustration, instructional and independent. As shown in Grade 4, out of 56 students enrolled there were 87.5% of them under frustration, 7.1% under instructional and 5.4% were independent. In Grade 5, out of 28 students enrolled, 71.4% of them under frustration, 14.3% under instructional and 14.3% under independent. Whereas, in Grade 6 out of 62 students enrolled 69.4% of them under frustration, 6.6% under instructional and 8.1% under independent.

As observed in the result since there were higher number of students under frustration from Grade 4 until Grade 6, it simply means that students were not fully ready for the implementation of face to face in terms of literacy readiness. De Souza (2021) exposed that the learning gaps the learners are experiencing are not surprising because of the approximately two years of school closure. In those times, they did not get significant learning because there was no teacher to explain to them what needs to be clarified for them truly understand.

Several previous studies have been conducted to assess students' readiness for offline learning. First, according to Nugroho et al. (2020), the government and society must make some preparations before introducing offline learning. Nissa and Haryanto (2020) state that face-to-face learning can be carried out during the Covid-19 season by planning lesson plans adapted to pandemic conditions; implementing learning with an emphasis on material delivery; assessment/evaluation carried out in accordance with existing conditions; and adhering to health protocols. Despite the limited time available due to government regulations, face-to-face learning activities continue as usual.

Table 10. *Numeracy Readiness using EGMA Kinder-Grade 3*

Indicator	Weighted mean	Remarks
Oral Counting	3.3	Moderately Observed
Counting one to twenty(1-20)	3.8	Highly Observed
Number Identification	3.6	Highly Observed
Quantity Discrimination Measure	3.0	Moderately Observed
Missing number measure	2.9	Moderately Observed
Simple word problem	2.5	Moderately Observed
Addition/Subtraction problem	3.0	Moderately Observed
Shape recognition	3.0	Moderately Observed
Pattern extention	3.6	Highly Observed
Average	3.1	Moderately Observed

Table 10 above shows the numeracy readiness from kinder- Grade 3 learners were only moderately ready

for the in-person classes. This shows that the school is only moderately ready to implement the in-person classes. This result implies that the school has to find ways to intervene in the numeracy readiness of the kinder to Grade 3 pupils to have them respond positively their lessons when the face-to-face classes would be implemented. It has been accepted that the pupils, like the kinder to Grade 3 pupils will find difficulty in the next level of their education, the Grade 4 level, if the knowledge and skills needed for them to do what are expected of them in the next level were not met in the previous level.

With the learning gaps developing in the learners because of the long time they were away from school and had not experienced learning delivery through the teacher, there is a resounding call for schools to help these learners, Efforts to intervene must be done and conducted to provide a smooth learning flow in the classroom with these children. In the call for "save the children", the schools are encouraged to find some measures to remedy the present learning gaps existing with the children Oktavianingsih and Arifiyanti, (2021).

Gasibat et al. (2021) posited that with the children experiencing difficulties in their academic learning, it would become very hard for the teachers to train their pupils the in skills if they lack the pre-requite skills. The teaching-learning will not run smoothly as expected to align with what is aimed by the school. In this contention, the school must not remain passive. It must be accessible more than enough to provide the teachers with technical help, so they can proceed with the task of intervention without experiencing resource constraints or lack of learning materials. Gasibat et al. (2021) noted that it is not the teachers' sole responsibility to remove the children's difficulty or unlock the difficult concepts in their lesson; it is also the responsibility of the school. As such, it must be vigilant to provide support to the teachers in their intervention endeavors, so teachers' effort for intervention will not be put to waste. The school become a strong support for the teachers to succeed and for the intervention endeavors to succeed.

The preceding table, Table 11, presents the literacy readiness of the Grades 4 to 6 learners, Results revealed that the Grades 4 to 6 learners' numeracy level was only moderately observed.

Table 11. *Numeracy Readiness of the Grades 4-6 Learners*

Indicator	Weighted Mean	Remarks
LRN1: The learners can identify number figure.	2.9	Moderately Observed
LRN2: The learners can write and read numbers in words.	2.8	Moderately Observed
LRN3: The learners acquired skills in number concept.	2.8	Moderately Observed
LRN4: Learners can add numbers with or without regrouping.	3	Moderately Observed
LRN5: Learners can subtract numbers with or without regrouping.	2.98	Moderately Observed
LRN6: Learners can multiply numbers with or without regrouping.	2.8	Moderately Observed
LRN7: Learners can divide numbers with or without regrouping.	2.9	Moderately Observed
LRN8: Learners acquire the concept in simple fractions.	2.9	Moderately Observed
LRN9: Learners can solve simple problem solving involving one mathematical operation.	2.6	Moderately Observed
LRN10: Learners can solve problems involving two (2) or more mathematical operations.	2.5	Moderately Observed
Average	2.8	Moderately Observed

This information means that the Grade 4, Grade 5, and Grade 6 learners were only moderately ready for the in-person classes. This also means that their numeracy readiness does not significantly contribute to the readiness of the school for the face-to-face or in person classes planned to be fully implemented.

The preceding result could imply that when the full blown in-person classes will be implemented, these learners will experience some hardships in the next level of their education. As the Grade 4 pupils will step Grade 5, the Grade 5 pupils will go to Grade 6, and the Grade 6 learners enter Grade 7, they get no guarantee that they can cope with the present lessons. Pasha et al. (2019) had reported that school children find difficulties in understanding their lessons because they lack the necessary skills needed. According to them, these skills were supposed to be develop in the children in their previous grades.

With Pasha et al (2021), it can be realized that the pandemic with the years gap in the face-to-face had prevented the children from attaining the necessary skills. The teachers were not physically active in their training because the classes were not in remote manner. The parents who were the physical support of the children had only limited capabilities to deliver significant learning to their children.

The result at this part of the study brings the implication that when the in-person would become full blown, the learners get only a limited change of learning significantly. Dzemidzic et al (2019) stated that students or learners needs to have developed prior skills in order to learn in their next level. This phenomenon leads to the implication that teachers,

come the face-to-face classes, will be subjected to intervention endeavors as it is part of their role to deliver significant learning to their students. According to Chua (2022), there is no greater satisfaction in the job of a teacher when the learners fail, so teachers stive to find innovative ways to help their students learn, specifically in this time of uncertainty.

Dep Ed Order (DO) 18, series of 2017 entitled “Guidelines for the Utilization of the 2017 ‘Every Child is a Reader Program Funds for the Early Language, Literacy, and Numeracy Program: Professional Development Component” clearly gives evidence of the significance of numeracy and literacy in education. One important stipulation of the said program is to develop in Filipino children the literacy and numeracy skills, including their attitudes, to contribute to lifelong learning (deped.gov.ph.). This stipulation shows that in determining school readiness, the literacy and numeracy of the learners should be essentially considered.

As depicted in the foregoing result, generally, the learners had low literacy and numeracy. With the adherence to DO 18, series of 2017, the result could be an information input for the school to consider when the in-person classes would be implemented and facilitated.

What action plan can be drawn based from the findings of the study?

Rationale: The K to 12 Basic Education Curriculum, as previously said, is built on the concept that any kid can learn and emphasizes basic abilities such as Languages, Literature, Communication, Mathematics, Philosophy, Natural Sciences, and Social Sciences. This has prompted the development of an action plan for a dynamic collaboration, which, if followed, might benefit kids, parents, teachers, and the community, provided that the administration provides full support and funds to the program.

Objectives: (1) For parents to be encouraged, inspired, and to value education as the primary driver of their children's future. (2) Parents must recognize the role of the parental environment and parenting assistance as contextual factors in affecting school readiness. (3) Teachers and parents should create collaboration initiatives to support pupils’ readiness. (4) To motivate children to perform better, schools should provide an environment that provides them with love and nourishment, as well as academic requirements for improvement and development.

Conclusion

Based on the findings of the study, the following conclusions were formulated: This study concluded that the school is ready in the full implementation of in-person classes in terms of managing school operations, classroom layout and structuring, protective measures, hygiene practices and safety procedures, and community strategy. Every school is aware of its responsibility towards an endeavor; thus, the readiness of the school in the full implementation of the in-person classes is an answer to a salient responsibility of continuing education even though time is adverse. In addition, it was also concluded in this study that in the full implementation of the in-person classes, challenges will be met, specifically in the teaching-learning process where the students are not fully equipped with the required skills. This can be a difficult task, especially for the elementary teachers as the level is foundational. The cruciality of the endeavor, therefore, calls for much attention. Furthermore, this study concluded that the forging of the school and the community in embarking on quality learning during the full implementation of the in-person classes will be a strong reinforcer of the teaching and learning that will occur in the school, specifically in the classroom.

In view of the findings and conclusions, the following recommendations are forwarded: (1) DepEd shall have an implementation where parents are provided with materials that will serve as a supplement for kinder and grade 1-3 pupils learn the basic lessons such as identifying letters and sounds to improve the teaching-learning process in elementary. (2) Government shall strengthen policies and regulations for teachers to focus on teaching pupils and provide immediate solution for the human workforce issues that teachers and other personnel is currently facing. (3) Parents shall spend time teaching their children the basic lessons in education at home before sending them to school for the pupils to have an advance learning which is very useful especially this time where everybody in the school is adjusting to the new normal. (4) The school implement the action plan designed in this study for the improvement of the teaching-learning atmosphere and process. (5) Further study shall be conducted to authenticate the results or findings of this present study.

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Affiliations and Corresponding Information

Nowaira A. Manioba

Department of Education - Philippines

Teresita B. Sambo, PhD

St. Peter's College - Philippines