# A Progressive Expansion Guide of the Limited Face-To-Face Mode in Public Elementary Schools

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**Abstract:** This research aimed to assess the status of the implementation of limited face-to-face classes in participating public elementary schools of North District, Mandaue City Division, during the school year 2021-2022. The study utilized descriptive research design which covered the basic information of the respondents, school profile, managing school operations, focusing on teaching and learning, well-being and protection, home school coordination, and the challenges encountered by the respondents in implementing limited face-to-face classes. The findings of the study revealed that all the domains relative to the status of implementation of limited face-to-face classes were observed to have been evidently implemented. However, there were serious challenges encountered by the respondents amidst the implementation. The successful implementation of limited face-to-face classes was attributed to the collaborative efforts of the school and community stakeholders. For purposes of progressive expansion of face-to-face classes in the District, the output of this study is hereby recommended.

**Key words:** Administration and Supervision, Limited Face-to-Face, Descriptive Research Design, Progressive Plan, North District, Mandaue City Division

## INTRODUCTION

Education is a collective responsibility, as evidenced by the popular African proverb that emphasizes the role of the entire community in raising a child. Consequently, it is the primary obligation of the state to ensure the education of school-age children, reflected in the significant budgetary allocation given to the Department of Education (DepEd) annually. The DepEd's proposed budget for the upcoming year includes increased funding for various programs, such as Learning Tools and Equipment, DepEd Computerization Program, Basic Education Facilities, Last Mile Schools Program, Madrasah Education Program, and Indigenous Peoples Education. These increased allocations are expected to support the agency's activities, including the potential expansion of restricted face-to-face classes nationwide.

During the COVID-19 pandemic, distance learning became the primary mode of education delivery in the Philippines. However, the implementation of distance learning, particularly through the modular approach, revealed several challenges and issues. Students experienced learning loss in

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essential competencies due to overloaded tasks assigned by teachers and difficulties in understanding module instructions. Timely submission of modules was compromised, causing delays in the distribution of new learning materials. These issues were prevalent nationwide, including in Mandaue City.

Research conducted by Dangle and Sumaoang (2020) indicated that a significant percentage of students struggled to study independently and follow module instructions. Consequently, modules were frequently submitted late, and many activity sheets remained unanswered. As the world gradually recovers from the pandemic with the help of vaccines, some countries have reopened schools for face-to-face classes, while others have opted for limited in-person learning.

In the Philippines, the Department of Education issued DepEd Order No. 71, s. 2021, providing guidelines and requirements for the eligibility of public and private schools to open in-person classes from the school year 2021-2022 onwards. Taking advantage of the declining COVID-19 cases, limited face-to-face classes resumed in low-risk areas of the country in November 2021. The pilot run of these classes, involving public, private, and international schools, was considered successful and operated safely, adhering to health protocols.

Building upon the positive outcomes of the pilot run, the Department of Education issued DepEd Order 17, s. 2022, which further facilitates the progressive expansion of face-to-face classes in all public and private schools offering basic education. The order reduced the number of documentary requirements from over 100 to 74 for schools to obtain the safety seal, indicating compliance with the necessary regulations for conducting face-to-face classes.

This research aims to assess the capacity of participating schools to expand face-to-face classes to other grade levels in the upcoming school year 2022-2023. The findings will serve as a basis for developing a progressive expansion plan, which will be submitted to the Division Office for review and decision-making regarding the approval of expanded face-to-face classes for the following school year.

**Research Questions:**

1. What is the status of the implementation of limited face-to-face classes in participating schools, based on the guidelines provided in DepEd Order No.17, s. 2022? This includes assessing the management of school operations, supervision and monitoring of teaching and learning, promotion of well-being and protection, and coordination of home-school participation.

2. What are the issues and concerns encountered by the respondents in implementing limited face-to-face classes?

3. What progressive expansion plan can be designed for limited face-to-face classes, taking into account the specific context of the participating public elementary schools in the North District of Mandaue City Division during the school year 2021-2022?

**Theoretical Background:**

This research is grounded in the theory of connectivism, which was introduced by George Siemens and Stephen Downes in 2005. Connectivism is a learning theory that emphasizes the combination of thoughts, theories, and general information in a meaningful way. It recognizes the importance of technology in the learning process and the ability to make choices about one's own learning. Collaboration and discussion among individuals with different perspectives are encouraged, as they contribute to decision-making, problem-solving, and sense-making. Connectivism

acknowledges that learning occurs not only internally but also through external networks, such as social media, online networks, blogs, and information databases.

According to connectivism, learning is not limited to an individual's internal construction of knowledge. Instead, it encompasses the connections or "links" made between different sources of information, referred to as "nodes." Nodes can include books, webpages, people, and other objects that can be linked together. Learning in connectivism is the process of forming and maintaining connections between these nodes, leading to the development of knowledge.

This research adopts the theory of connectivism due to the current educational setting that relies heavily on the use of technology in student learning. The limited face-to-face classes in the Division of Mandaue City involve a combination of online and modular approaches. Connectivism aligns with the purpose of this research, which is to assess the capacity of public elementary schools in Mandaue City Division to expand the opening of in-person classes for the upcoming school year 2022-2023.

Additionally, this research is supported by studies that indicate a preference for face-to-face classes over other learning modalities. Research conducted by Kemp and Grieve (2014) showed that students preferred in-person activities compared to online learning. Face-to-face learning is considered successful as it incorporates various methods such as writing, reading, conversation, presentations, projects, group work, film clips, demonstrations, and practice. Blended learning, a combination of online and face-to-face learning, is increasingly being adopted by educational institutions as it caters to individual learning styles and needs, keeping students motivated and engaged.

In addition to the theory of connectivism, this research is also grounded in Article XIV, Section 1 of the Philippine Constitution, which emphasizes the right of all citizens to quality education at all levels. The Department of Education's directives, such as the Enhanced Basic Education Act of 2013, DepEd Order No. 12, s. 2020, and DepEd Order No. 31, 2020, are also considered. These guidelines aim to ensure continuity of education during the pandemic, streamlining the curriculum, assessing learning competencies, and providing guidelines for the progressive expansion of face-to-face classes.

By combining the theory of connectivism, the constitutional provision, and the department issuances, this research aims to assess the capabilities and readiness of public elementary schools in Mandaue City Division to expand the opening of in-person classes. The findings will contribute to the development of a progressive expansion plan that will guide Division Office officials in providing technical assistance and making decisions regarding the expansion of face-to-face classes for the school year 2022-2023 in Mandaue City Division.

**Research Methodology:**

This segment discusses the methods used by the researcher to carry out the desired purpose of this research. The discussions include on the research design, flow of the study, respondents, environment of the study, discussion on the instrument utilized, data gathering method, statistics employed for data treatment, and the scoring procedure.

Design

This research utilized quantitative design employing descriptive analysis approach. Descriptive quantitative research is simply a quantitative research method. Descriptive research uses quantifiable data of the population sample for statistical analysis to describe a population or situation accurately (Descriptive Research Design in Quantitative Research, n.d.).

Flow of the Study

The flow of this study was anchored on the concept of IPO model. The inputs of this research included the queries pertaining to the basic information of the respondent groups such as age and sex, administrative experience for School Heads, teaching experience for classroom teachers, plantilla position, highest educational attainment, and relevant trainings and seminars attended by the respondent-groups. Queries on the basic profile of the participating schools as to number of learners attending face-to-face classes, number of classes conducted per grade level, and number of teachers handling face-to-face classes. Another query was on the status of implementation of the limited face-to- face classes in participating schools in terms of DepEd Order No.17, s. 2022, as to standards and procedures, well-being and protection, and roles and responsibilities. The research also sought to find out the challenges encountered by the respondents in implementation face-to-face classes. All these queries are summed up to determine what progressive expansion plan will be designed.

To carry out the purpose of the research, transmittal letter was sent to the Office of the Schools Superintendent of Mandaue City Division seeking permission to conduct the research to public elementary schools participating in limited face-to-face classes. Survey questionnaire was used to gather data. Upon retrieval of the questionnaire, appropriate statistical methods in this research were employed to process the data gathered. The findings and results of this research served then as basis for the development of a progressive expansion of face-to-face classes in the Division.

Environment

This research was conducted in the Division of Mandaue City, classified as medium Division, specifically in the Basak Elementary School, Labogon Elementary School, Umapad Elementary School and Opao Elementary School of North District. The Division of Mandaue City was established in the year 1970. The over-all administration and supervision of basic education, both public and private schools in the city is under the jurisdiction of the City Schools Division, through the Schools Division Superintendent.

Presently, Mandaue City Division has five (5) Districts; Central North, South and West 1 and West 2, with 27 public elementary schools and 18 public secondary schools. It has a total population of 66,927 learners with 2,260 vibrant teachers. Kindergarten class has 6,649 enrolment, 33, 608 from Grade 1 to Grade 6, Junior High School has 23, 603 Table 1 shows the distribution of respondents of this study evenly clustered by district; central, north, west, and south. As clusters, researchers typically used pre-existing units such as schools or districts (Thomas, 2021). Each district has 20 respondents composed of five school heads and 15 classroom teachers. They are purposively selected since all of them are involved in the implementation of limited face-to-face classes for the school year 2021-2022. The 15 teacher-respondents are sorted out by twos per grade level except for Grade 6 which is three since there are a greater number of classes conducted in it than those in other levels. The face-to-face classes conducted involve from kinder to grade 6.

Instrument

The research utilized a survey method to gather relevant information of the respondents, basic profile of the participating schools and information on the status of the implementation of limited face-to-face classes. It was divided into three parts. The first part required basic information from the respondent-groups and school profile. The second part gathered information about the status of the implementation of limited face-to-face classes based on DepEd Order 17, s. 2022 assessment tool. The third part of the questionnaire collected respondent's perceptions on the challenges and barriers they encountered in going through face-to-face implementation.

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Data Gathering Procedure

This research commenced following approval of the title by the Dean of the Graduate School of Cebu Technological University, Main Campus. Subsequently, a letter request to conduct research on the given title was sought before the Office of the Schools Division Superintendent of the Division of Mandaue City. The questionnaires will be administered and retrieved through google form to avoid contact or face to face however with adherence to health and safety protocols.

For the administration of the questionnaire, a letter is sent to the School Heads requesting for permit to administer the same and the date for its retrieval. The details of the questionnaires will be comprehensively discussed to the respondents through social media platform before they are made to answer. The respondents are assured on the confidentiality of the information they provided in adherence to Data Privacy Law and other laws governing their interest. The data gathered will be consolidated, tallied, and analyzed with the aid of statistics. A letter of gratitude will be then sent to the Schools Division Superintendent and Schools Heads immediately after the retrieval of the questionnaires.

Statistical Treatment of Data

This research utilized frequency count, dichotomous method, simple percentage and weighted mean to manage the data obtained for questions number one, two, and three.

Frequency Count. Frequency count, also known as tally, is the calculation of how many respondents fit into a specific category or the number of times a certain characteristic occurs.

Simple Percentage Analysis. It refers to the kind of rates in making comparison between two or more series of data. Furthermore, a percentage is used to determine relationship between the series of data.

Dichotomous Method. Dichotomous variables are categorical variables with two levels, examples: evident/not evident, yes/no, high/low, or male/female, etc. (Dichotomous variables in regression, n.d.).

Weighted mean. It is a mean that is computed by multiplying the weight (or probability) associated with a particular event or outcome with its associated quantitative outcome and then summing all the products together.

Scoring Procedure

The scoring parameters of the study focused on sub-problem number two and three as depicted below.

For question number 2:

| Range | Category | Interpretation |
|---|---|---|
| 3.26-4.00 | Evidently Implemented | Satisfactorily Demonstrated |
| 2.51-3.25 | Somewhat Implemented | Moderately Demonstrated |
| 1.76-2.50 | Less Implemented | Poorly Demonstrated |
| 1.00-1.75 | Not Implemented | Not Demonstrated |

For question number 3:

| Range | Category | Interpretation |
|---|---|---|
| 2.34- 3.00 | Very Serious | If always manifested |
| 1.68- 2.33 | Serious | If frequently manifested |
| 1.00-1.67 | Less Serious | If occasionally manifested |

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**Results and Discussion:**

Table 8
**Availability of Resources**

| Indicators | Evident | % | Not Evident | % |
|---|---|---|---|---|
| The school has sufficient chairs for the learners | 37 | 90 | 4 | 10 |
| The school has enough classrooms to accommodate | 26 | 63 | 15 | 37 |
| The school has sufficient learning resources for the learners in each grade level | 39 | 95 | 2 | 5 |
| The school have sufficient water supply | 39 | 95 | 2 | 5 |
| The school has sufficient electricity | 39 | 95 | 2 | 5 |

Note: n=41

Table 8 further shows that 63% of the respondents pointed out that they have enough classrooms to accommodate the learners for face-to-face classes, however, significant number of respondents also stressed that their classrooms are not sufficient to cater the learners. On the other hand, 95% of the respondents claimed that they sufficient learning resources, water supply and electricity. But this scenario will not be taken for granted by the Division authorities since enormous number of schools in the division revealed of their insufficiency of the those mentioned crucial resources. The data clearly suggest for appropriate action by the division authorities to address the gaps.

**Managing School Operations.** This refers to the day-to-day activities and operations of the school in conducting face-to-face classes. This domain is measured in terms variables such as shared responsibility, classroom layout and structure, protective measures, hygiene factors, communication strategy, and contingency plan. The data gathered for this domain are presented in Table 9.

Table 9
**Managing School Operations**

| Indicators | WM | | AWM | Description |
|---|---|---|---|---|
| | SH | T | | |
| Shared Responsibility | 3.92 | 3.88 | 3.90 | Evidently Implemented |
| Classroom Layout and Structure | 3.75 | 3.89 | 3.82 | Evidently Implemented |
| Protective Measures; Hygiene Factors | 3.88 | 3.87 | 3.88 | Evidently Implemented |
| Communication Strategy | 3.81 | 3.83 | 3.82 | Evidently Implemented |
| Contingency Plan | 3.75 | 3.81 | 3.78 | Evidently Implemented |
| Factor Mean | 3.82 | 3.86 | 3.84 | Evidently Implemented |

Note: n=41.Legend: 3.26-4.00 Evidently Implemented (EI), 2.51-3.25 Somewhat Implemented (SI), 1.76-2.50, Less Implemented (LI), 1.00-1.75 Not Implemented (NI) . WM Weighted Mean, SH School Head, T Teacher, Ave Average

It is read in the table that all indicators were observed to have been evidently implemented by the school heads and teachers. The scenario explains that the School Heads and teachers are already

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oriented with the indicators in managing school operations. The data on Table 6 can support the empirical evidence manifested by the School Heads in managing school operations. According to Valdez (2012), as cited by Valenzuela and Buenvinida (2021) in their study entitled "Managing School Operations and Resources in The New Normal and Performance of Public Schools in One School Division in the Philippines", management must ensure that facilities and resources are always accessible, sufficient, and in good working order. This will help students and teachers perform better, allowing the school to achieve its mission of providing high-quality education.

Another admirable action demonstrated by the School Heads are their collaboration with the parents of the learners, shared responsibility. Families and schools form collaborative working relationships in home-school partnerships. They can help students be more productive and consistent in their work and behavior, which can increase students' interest, motivation, and engagement in learning both at home and at school. Families and schools recognize their shared interest in and responsibility for children and collaborate to create shared goals, share information, and improve opportunities for children's learning in effective partnerships. They foster positive educational and social outcomes by establishing constructive connections between home and school settings (Hood, 2020).

**Supervising and Monitoring Teaching and Learning.** This refers to the availability of the learning resources needed by the school during face-to-face classes and necessary support afforded to the teachers by the school heads. This variable is measured by indicators shown in Table 10.

Table 10

**Focusing on Teaching and Learning**

| Indicators | WM | | Ave WM | Description |
| --- | --- | --- | --- | --- |
| | SH | T | | |
| Learning Resources | 3.71 | 3.85 | 3.78 | Evidently Implemented |
| Teacher Support | 3.63 | 4.00 | 3.82 | Evidently Implemented |
| Factor Mean | 3.68 | 3.89 | 3.79 | Evidently Implemented |

Note: n=41.Legend: 3.26-4.00 Evidently Implemented (EI), 2.51-3.25 Somewhat Implemented (SI), 1.76-2.50, Less Implemented (LI), 1.00-1.75 Not Implemented (NI) . WM Weighted Mean, SH School Head, T Teacher, Ave Average

The table shows that the schools are well prepared to open face-to-face classes since the respondents claimed that the learning resources and support, they need are sufficiently provided to them. Under DepEd Order 17, s. 2022, "Guidelines on the Progressive Expansion of Face to Face Classes", the local government units can extend more support and logistics to public schools operating in their area of jurisdiction.

Basic public education is still largely the responsibility of the central government, delivered through the Department of Education (DepEd), notwithstanding the devolution of many basic services to LGUs. However, the local government units (LGUs) do provide supplementary funding support to public basic education because they have access to a sustainable source of financial resources that are earmarked for the basic education sub-sector, the Special Education Fund (SEF). The SEF comes from an additional one percent tax on real property that LGUs are mandated to impose and collect by virtue of Republic Act 7160 or otherwise known as the Local Government Code of 1991 (Manasan et al., 2011).

**Promoting the Well-Being and Protection.** These variable covers activities related to COVID-19 mitigation, COVID-19 case management, and the marginalized, disadvantaged, and most

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vulnerable learners in the community. Table 11 shows the indicators utilized to measure this variable.

Table 11

**Promoting the Well- Being and Protection**

| Indicators | WM | | AWM | Description |
| --- | --- | --- | --- | --- |
| | SH | T | | |
| Covid-19 Mitigation | 3.45 | 3.57 | 3.51 | Evidently Implemented |
| Covid-19 Case Management | 3.70 | 3.66 | 3.68 | Evidently Implemented |
| Including The Most Marginalized | 3.75 | 3.70 | 3.73 | Evidently Implemented |
| Factor Mean | 3.60 | 3.61 | 3.61 | Evidently Implemented |

Note: n=41.Legend: 3.26-4.00 Evidently Implemented (EI), 2.51-3.25 Somewhat Implemented (SI), 1.76-2.50, Less Implemented (LI), 1.00-1.75 Not Implemented (NI) . WM Weighted Mean, SH School Head, T Teacher, Ave Average

The table shows that all indicators are well observed and evidently implemented. The data ensures a safe and protected environment during the face-to-face classes including the marginalized learners who are at most vulnerable in terms of access to learning. Student wellbeing encompasses the overall health of a student, including their social, mental, physical, and emotional health. Enjoyment and satisfaction with life are inextricably tied to student well-being. In a nutshell, student wellbeing is the way they perceive themselves and their life. It is essential because their well-being and academic excellence are intertwined. Schools should, therefore, not only be a place for students to learn. They should also be a place where students' wellbeing is prioritized, while still delivering excellent instruction and learning activities. The following are some aspects that contribute to student wellbeing: participating in activities that are significant and meaningful to them, possessing a sense of emotional control, being regarded, cherished, and pushed to achieve success, experiencing a sense of belonging in their community having a value and meaning in life, and being a part of positive connections (Brainstorm Productions, 2022).

**Coordinating Home-School Participation.** Home-school coordination is concerned more on partnership which has been institutionalized for the interest of the school children. The coordination between the home and school plays an essential role in the effective implementation of face-to-face classes. Table 12 provides the indicators on how the parents and the school officials have been working together for the effective conduct of face-to-face classes.

Table 12

**Coordinating Home-School Participation**

| Indicators | WM | | AWM | Description |
| --- | --- | --- | --- | --- |
| | SH | T | | |

| | 4.00 | | | Evidently Implemented |
|---|---|---|---|---|
| The school has developed a plan in coordinating with the Barangay Local Government Unit (BLGU) or the Barangay Health Emergency Response Team (BHERT) in ensuring that protocols are observed properly. | 4.00 | 3.73 | 3.87 | Evidently Implemented |
| The school has developed a strategy in orienting parents on health protocols and safety measures. | 3.80 | 3.89 | 3.85 | Evidently Implemented |
| Factor Mean | 3.90 | 3.81 | 3.86 | Evidently Implemented |

Note: n=41.Legend: 3.26-4.00 Evidently Implemented (EI), 2.51-3.25 Somewhat Implemented (SI), 1.76-2.50, Less Implemented (LI), 1.00-1.75 Not Implemented (NI) . WM Weighted Mean, SH School Head, T Teacher, Ave Average

It is shown in Table 12 that all indicators are perceived to have been evidently implemented by the schools. The scenario informs how prepared are the schools in the North District in coordinating with the Barangay Local Government Unit (BLGU). Also, the school has developed strategy in orienting parents on health protocols and safety measures to ensure learners' quality education amid COVID-19 threat. Notwithstanding the devolution of many basic services to LGUs, basic education is still largely the responsibility of the central government and is delivered through the Department of Education (DepEd). However, LGUs do provide supplementary funding support to public basic education because they have access to a sustainable source of financial resources that are earmarked for the basic education subsector, the Special Education Fund (SEF).

The monies in the SEF come from an additional 1% tax on real property that LGUs are mandated by the Local Government Code (Republic Act 7160 of 1991) to impose and collect (Manasan et al., 2011).

**SUMMARY OF IMPLEMENTATION OF FACE-TO-FACE CLASSES**

Table 13 summarizes the variables and indicators in the implementation of face-to-face classes. This includes the managing school operations, ensuring teaching and learning, well-being and protection, and home-school coordination. The table shows that all domains were observed to have evidently implemented. The data points out that the school has thoroughly observed the all the indicators in ensuring learners and teaching staffs, parents and guardians' safe and protection in and out the school. The data further shows that collaboration between the school and community stakeholders is very much evident. Family-school-community partnerships are a shared responsibility and reciprocal process whereby schools and other community agencies and organizations engage

Table 13

**Summary of Implementation of Face-to-Face Classes**

| Indicators | WM | | Ave | Description |
|---|---|---|---|---|
| | SH | T | WM | |
| Managing School Operations | 3.82 | 3.86 | 3.84 | EI |

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| | | | | |
|---|---|---|---|---|
| Focusing on Teaching and Learning | 3.68 | 3.89 | 3.79 | EI |
| Promoting the Well-being and Protection | 3.60 | 3.61 | 3.61 | EI |
| Coordinating Home-School Participation | 3.90 | 3.81 | 3.86 | EI |
| Over-all Mean | 3.75 | 3.79 | 3.78 | EI |

Note: n=41.Legend: 3.26-4.00 Evidently Implemented (EI), 2.51-3.25 Somewhat Implemented (SI), 1.76-2.50, Less Implemented (LI), 1.00-1.75 Not Implemented (NI) .

WM Weighted Mean, SH School Head, T Teacher, Ave Average families in meaningful and culturally appropriate ways, and families take initiative to actively support their children's development and learning. Schools and community organizations also make efforts to listen to parents, support them, and ensure that they have the tools to be active partners in their children's school experience. Partnerships are essential for helping students achieve at their maximum potential and while parent and community involvement has always been a cornerstone of public schools, greater recognition and support of these collaborative efforts is needed (NCSSLE, n.d.).

School and Community partnerships can provide students today with a better education and help with the demands put on the schools to meet expectations set by federal and state education mandates. The partnerships can provide monetary and non-monetary support. Through Communities in Schools students can have access to resources that can help them succeed in school. The benefits of community and school partnerships are numerous. In a world that is changing every moment and with more pressure being put on teachers to make sure students meet high standards of excellence, the community can help (Giving Compass, 2021).

**ISSUES AND CONCERNS**

Table 14 discusses the challenges encountered by the school heads and teachers in implementing face-to-face classes. It is read in the table that all commonly observed challenges were seriously observed by the respondents.

Table 14
**Issues and Concerns**

| Indicators | WM | | Ave WM | Description | Rank |
|---|---|---|---|---|---|
| | SH | T | | | |
| Limited health equipment to provide proper first aid to learners with flu-like symptoms. | 2.00 | 1.84 | 1.92 | Serious | 1 |
| Lukewarm support from community stakeholders to meet the standards for the health and safety protocols and to ensure teaching and learning delivery | 1.75 | 1.92 | 1.84 | Serious | 2 |
| Limited learning resources to support teachers and learners in ensuring the attainment of learning standard | 1.75 | 1.73 | 1.74 | Serious | 3 |
| Noncompliance of parents on health and safety protocols inside the school | 1.75 | 1.73 | 1.74 | Serious | 3 |
| Incapability of teachers to address | 1.75 | 1.70 | 1.73 | | 5 |

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| | | | | | |
|---|---|---|---|---|---|
| transition gaps from distance learning to classroom-based instruction. | | | | Serious | |
| Noncompliance of school officials on health and safety protocols | 1.75 | 1.68 | 1.72 | Serious | 6 |
| Factor Mean | 1.79 | 1.77 | 1.78 | Serious | |

Note: n=41.Legend: 2.35 – 3.00 Very Serious, 1.68- 2.34 Serious, 1.00-1.67 Less Serious. WM Weighted Mean, SH School Head, T Teacher, Ave WM Average Weighted Mean

Table 14 clearly points out that all indicators are perceived serious. This data suggests that the respondents are confronted with the pressing issues and concerns toward the opening of face-to-face classes. The prevalent issue that has surfaced is the limited health equipment to provide proper first aid to learners with flu-like symptoms. This is followed by lukewarm support from some community stakeholders to meet the standards for the health and safety protocols and to ensure teaching and learning delivery and limited learning resources to support teachers and learners in ensuring the attainment of learning standard. The prevalent issues on lukewarm support from some community stakeholders and limited learning resources, in the previous data, revealed that all indicators were evidently implemented.

However, these two indicators surfaced as serious issues for the implementation of face-to-face classes. The contrasting ideas by the respondents relative to these issues has drawn implications that some parents are not cooperative with the school objectives to meet the standard for health and safety protocols it is because of their being uncapable to provide support. On the other hand, some teachers may have found it difficult to secure some learning materials for their learners may be because the supplies from the central office have yet been delivered to the school. This situation seems to be a big challenge on part of the school authorities. Hence, they should find ways to address such confronting issues. Common roles of administrators are to ensure all schools, teachers, counselors, are collaborating towards a common goal while improving standards and opportunities. Together, with proper leadership, school systems can meet goals set forth by school boards and foster students that are highly educated and prepared for their futures. Administrators are leaders who take pride in their strategic planning, tremendous support in every sector, respect for the education system, including faculty, students, parents, and school board members (How to become a Teacher, 2021).

**Conclusion:**

The successful implementation of limited face-to-face classes in participating public elementary schools highlights the remarkable dedication and collaboration of School Heads, teachers, and external stakeholders within the community. This pilot program serves as a promising model for expanding face-to-face classes to all grade levels. However, it is crucial to acknowledge the issues and concerns raised during the implementation, as they provide valuable insights for further improvement. By addressing these challenges, we can ensure that the progression towards opening face-to-face classes at every grade level is as effective as the piloted cluster. The commitment and resilience demonstrated by all stakeholders involved pave the way for a brighter future, where students can benefit from the advantages of in-person learning while maintaining a safe and conducive environment. Together, we can continue to build on this foundation of success and foster an educational system that nurtures growth, innovation, and inclusivity for all.

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