

# Readiness of Lyceum of Western Luzon-Zambales, Inc. for Face-To-Face Classes in School Year 2022-2023

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**Abstract:** This paper presents an overview on readiness of Lyceum of Western Luzon-Zambales, Inc. for face-to-face classes in school year 2022-2023.

**Keywords:** Classroom, Covid-19 pandemic, Instructional materials, Face to face classes, School facilities, School readiness, Teacher's preparations, Tools and equipment.

## 1. Introduction

### A. Background of the Study

It has been three years that the Covid-19 pandemic has affected the world. In the Philippines, like most countries, the traditional face-to-face classes have been replaced by modular and online learning in all levels of education. Although there have been massive information campaigns regarding how to deal with the situation, the pandemic has pushed everyone to deal with the "new normal" way of living. The coming school year 2022-2023, however, is expected that face-to-face classes will again be implemented.

These occurrences effect considerations if the schools, particularly the Lyceum of Western Luzon-Zambales, Inc., which is the focus of this study, with their teachers, students, employees and the school facilities are now ready for face-to-face classes considering the serious effects of the covid19 virus contamination in the past three years.

### B. Significance of the Study

Good education is a basic right and a vital need of every individual for a better future. And good education is an effect of good educational system which consists of several factors such as quality teachers, right curricula, good environment, and good school facilities. The pandemic, however, has toned down the quality of the educational system. This study therefore is very important specifically to the following:

- Teachers: The results may give them awareness and insights on the level of preparedness they have and the preparations they should still work for.
- Parents: This will help the parents to arrive at decisions beneficial to their children regarding their children's safety in sending them to school.
- School Administrators: For them to be more wary for

the welfare of school personnel and students.

- Students: This study would bring consciousness among students on the safety or risks that their school environment would bring about and may bring consciousness on their part to be vigilant and supportive of the health programs in the school and the community.
- Community: The result of this study will help the local government unit leaders to be always ready to give assistance to the school and community when needed.
- Researchers: This study will provide additional reference for further related studies and bring awareness on the importance of always observing health protocols and being ready to a new-normal way of living.

### C. Objectives

This study aims to determine the readiness of the Lyceum of Western Luzon-Zambales, Inc. for face-to-face classes in school year 2022-2023.

Specifically, it intends to answer the following questions:

- How do teachers describe the readiness of the Lyceum of Western Luzon-Zambales, Inc. for the for the face-to-face classes in terms of the following?
  - Facilities
  - Instructional materials
  - Classrooms
  - Tools and equipment
  - Preparation for teachers
- How do students describe the readiness of the Lyceum of Western Luzon-Zambales, Inc. for the for the face-to-face classes in terms of the following?
  - Instructional materials
  - Classrooms
  - Tools and equipment
  - Preparation for teachers
- What is the level of readiness of the teachers for face-to-face classes?
- Are perceptions of the teachers significantly different from the perceptions of the students?

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#### D. Scope and Limitation

This study will focus on the readiness of the Lyceum of Western Luzon-Zambales, Inc. for face-to-face classes for school year 2022-2023. This will be taken from the responses of the teachers and the students of the school to a questionnaire.

The questionnaire will ask for their perception on the readiness to conduct face-to-face classes considering the teachers' capability and preparedness and the school facilities. The questionnaires should be answered by the respondents, the teachers and the students. All teachers in both the college and high school departments and a sample of senior high school students are the respondents.

## 2. Framework of the Study

### A. Review of Related Literature

#### 1) Foreign Literature

A cross-sectional study on the readiness and intention for adapting new normal Covid-19 prevention campaign for sustainable response among Debre Berhan University in Ethiopia was conducted. In this study, although information on the COVID-19 outbreak is continually evolving, readiness and intention for adapting to the "new normal" COVID-19 prevention campaign were insufficient. It is critical to improve readiness and intention through increasing knowledge and emphasizing the importance of new technologies and handy protective supplies that may encourage the sustainable practice of new norms post-pandemic.

A paper entitled "Teachers' Readiness and Challenges in Modular Distance Learning," (Carreon, 2021) was prepared to determine the readiness and challenges encountered by selected English teachers in the implementation of modular distance learning. The three main categories examined by the researcher are the: 1) knowledge and skills required; 2) access of learning materials; and 3) establishing communication and monitoring students' progress.

Chi-Chung Foo, Billy Cheung and Kent-man Chu, on their paper entitled "A comparative Study Regarding Distance Learning and the Conventional Face-to-Face Approach Conducted Problem-based Learning Tutorial During the Covid-19 Pandemic," finds that the performance of the students utilizing the distance learning online tutorials were lower than those students participating in the conventional face-to-face approach.

Eka Oktavianingsih and Nuvel Arifiyanti's paper entitled "School Readiness for Early Childhood in face-to-face Learning in Pandemic Covid-19," finds out that difficulties were encountered in early young education during online learning. However, all the sample schools stated that they are ready to open and resume the operation of their schools.

#### 2) Local Literature

Public teachers of Pangasinan Division II regard the importance of attending trainings conducted online and post-graduate studies that effect relevant educational practices and align them on the significant change in terms of learning modalities in education. The problems faced by teachers in the new normal of learning serve as an opportunity to learn and as

an avenue of different perspectives that generates idea and insights in formulating educational policies, enabling them to be more prepared during unprecedented time.

A paper on "The Readiness of Teachers on Blended Learning Transition for Post-COVID-19 Period: An Assessment Using Parallel Mixed Method" (Anoba and Cahapay, October 2020) points out that challenges can be turned into opportunities for teachers in the conduct of blended learning. It also states that a responsive, appropriate, and relevant teacher preparation program should be developed toward an efficient and effective instructional implementation.

Danna Bianca Carreon, on her paper "Teachers' Readiness and Challenges on Modular Distance Learning, finds that the majority of English teachers in Nueva Ecija are prepared with regard to the implementation of the modular distance learning but trainings and webinars are recommended.

### B. Theoretical Framework

P. Ajitha, in her article "Teacher Readiness" in the journal *The Progressive Teacher* gives the following criteria which illustrate teacher readiness: 1) An uncluttered mind, ready to engage with the learning material in new ways; 2) Openness to embrace multiple perspective hitherto not possible because of rigidity and complacency that sets in because of mental conditioning over years; 3) Intrinsic motivation to learn and share the joy of learning by passing it on to others via teaching; 4) Unobstructed progress on the learning curve; 5) Thirst for self-discovery; 6) Willingness to go the extra mile to maximize learning; 7) Ability to transcend all obstacles and barriers in the pursuit of excellence; and 8) Preparedness to move out of the "comfort zone" by taking untrodden paths of teaching to facilitate learning. It is within this structure that the questions will be formed to elicit the perceptions on the readiness of the teachers as perceived by the teachers themselves and a sample of students. It is within these characteristics of a "ready-teacher" that the questions will be based for the respondents to measure the level of their perceptions.

The perception on the readiness of school facilities will consider the public guidelines on health protocols such as those set by the Inter-Agency Task Force Covid-19 Guidelines.

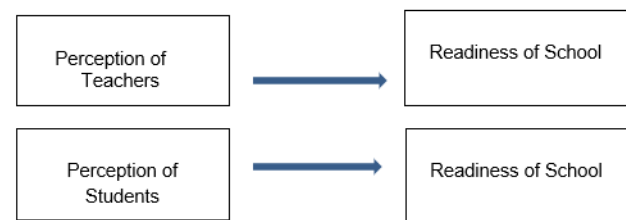


Fig. 1. Conceptual framework of the study

### C. Null Hypothesis

The null hypothesis states that the School, with its teachers and school facilities, is ready for face-to-face classes in school year 2022-2023.

### D. Definition of Terms

The following are the operational and conceptual definitions in this study:

1) Covid-19

*Conceptual and Operational:* An acute respiratory illness in humans caused by a coronavirus, capable of producing severe symptoms and in some cases deaths, especially in older people and those with underlying health conditions. It was originally identified in China in 2019 and became pandemic in 2020.

2) Face-to-face classes

*Conceptual:* The classes to be held where the teacher and students personally meet up to discuss the lessons.

*Operational:* The classes to be held where the teacher and student personally meet up to discuss the lessons while observing health protocols.

3) New normal

*Conceptual:* Refers to deviation from the normal or standard state.

*Operational:* Refers to the new way of doing things with respect to the health protocols due to the pandemic.

4) Pandemic

*Conceptual:* An outbreak of a widespread disease.

*Operational:* Refers to the Covid-19 pandemic.

5) Perception

*Conceptual and Operational:*

A way of regarding, understanding, or interpreting something.

**3. Research Methodology**

A. Research Design

The descriptive research design will be used in this study. This intends to obtain information and describe the variables and characteristics as asked for in the objectives of this study.

B. Respondents of the Study

All thirty-four teachers in the school, both in college and high school departments, and a sample of one-hundred students, will be the respondents for this research. The students are randomly chosen as respondents will come from the senior high school department so they already know the teachers who are the subject of their perceptions, as well as the school facilities. The respondents will individually be given questionnaire for them to answer and fill up.

C. Research Instrument

This study uses a researcher made Likert Scale questionnaire. The respondents will then personally fill up the questionnaires to be submitted within time schedule.

D. Validation of Instrument

Similar studies have been explored and referred to before the design of this research and before the questionnaire was devised. To ensure that the study will gather the needed information, the filled-up questionnaire shall be inspected for completeness of entries.

E. Data Gathering

All questionnaires will be gathered. Each should be checked for completeness of entries or responses before submission to the researcher. It will be a closed form of questionnaire as it will solicit certain absolute responses only, except for the personal profile portion in which the information asked for depends on the demographic characteristics of the respondent.

F. Data Analysis

Descriptive statistics such as the measures of central tendency and measures of dispersion will be computed for the demographic characteristics of the respondents and their perceptions.

The Likert Scale intervals used are 4.20-5.00 for (5 – Strongly Agree), 3.40-4.19 for (4 – Agree), 2.60-3.39 for (3 – Neutral), 1.80-2.59 for (2 – Disagree) and 1.00-1.79 for (1 – Strongly Disagree).

The measure of correlation coefficient will also be computed and tested to know if the respondents’ perceptions on the readiness of the teachers are related to their perception on the readiness of the school facilities.

**4. Results and Discussion**

Table 1  
Frequency and percentage distribution of the respondents

Respondents	Frequency	Percentage
Teachers	34	25%
Students	100	75%
Total	134	100%

Table 2  
Frequency of responses of 34 teachers on perception on readiness

		SA	A	N	D	SD
1	<b>Facilities</b> The school facilities such as the school library, computer room, medical clinic, laboratory, canteen, comfort rooms are operational and ready.	12	12	7	3	0
2	<b>Instructional Materials</b> The instructional materials such as the books, syllabi, modules and visual materials are generally ready to be used.	14	13	7	0	0
3	<b>Classrooms</b> The classrooms are generally ready, i.e., the following are considered such as enough spaces and distance for chairs and tables, well-ventilated rooms, availability of blackboard and/or whiteboard and writing materials.	15	13	4	2	0
4	<b>Tools and Equipment</b> The tools and equipment, such as the computers, projectors, and laboratory equipment are existent and ready to be used.	15	11	6	2	0
5	<b>Preparation for Teachers</b> Considering the pandemic which has affected the community and the rest of the country, I, as a teacher, am prepared and ready for the face-to-face classes in SY 2022-2023. <ul style="list-style-type: none"> <li>• Physically prepared and ready</li> <li>• Emotionally prepared and ready</li> <li>• Intellectually prepared and ready</li> <li>• Experimentally prepared and ready</li> </ul>	21 19 20 16	10 11 12 12	3 4 2 6	0 0 0 0	0 0 0 0

Rating of Perception:

5 – Strongly Agree 4 – Agree 3 – Neutral 2 – Disagree 1 – Strongly Disagree

All thirty-four college and high school teachers (25%) and a sample of one-hundred senior high school students (75%) of the Lyceum of Western Luzon-Zambales, Inc. were the respondents for this survey.

“physically strong and ready,” “emotionally strong and ready,” “intellectually strong and ready,” and “experientially strong and ready.” These perceptions of their readiness gained the first four highest ranks of 1 to 4 in terms of weighted means of the level of responses. The teachers’ perceptions of readiness of

Table 3  
Frequency of responses of 100 students on perception on readiness

		SA	A	N	D	SD
1	<b>Instructional Materials</b> The instructional materials such as the books, syllabi, modules and visual materials are generally ready to be used.	31	53	16	0	0
2	<b>Classrooms</b> The classrooms are generally ready, i.e., the following are considered such as enough spaces and distance for chairs and tables, well-ventilated rooms, availability of blackboard and/or whiteboard and writing materials.	28	50	19	3	0
3	<b>Tools and Equipment</b> The tools and equipment, such as the computers, projectors, and laboratory equipment are existent and ready to be used.	30	48	18	4	0
4	<b>Preparation of Teachers</b> Considering the pandemic which has affected the community and the rest of the country, the school teachers are prepared and ready for the face-to-face classes in SY 2022-2023.					
	• Physically prepared and ready	41	54	5	0	0
	• Emotionally prepared and ready	39	55	6	0	0
	• Intellectually prepared and ready	44	53	3	0	0
	• Experientially prepared and ready	40	51	9	0	0

Rating of Perception:

5 – Strongly Agree 4 – Agree 3 – Neutral 2 – Disagree 1 – Strongly Disagree

Table 4  
Level of perception of teachers on readiness

		Weighted Mean	Descriptive Equivalent	Rank
1	<b>Facilities</b> The school facilities such as the school library, computer room, medical clinic, laboratory, canteen, comfort rooms are operational and ready.	3.97	Agree	8
2	<b>Instructional Materials</b> The instructional materials such as the books, syllabi, modules and visual materials are generally ready to be used.	4.21	Strongly Agree	5.5
3	<b>Classrooms</b> The classrooms are generally ready, i.e., the following are considered such as enough spaces and distance for chairs and tables, well-ventilated rooms, availability of blackboard and/or whiteboard and writing materials.	4.21	Strongly Agree	5.5
4	<b>Tools and Equipment</b> The tools and equipment, such as the computers, projectors, and laboratory equipment are existent and ready to be used.	4.15	Agree	7
5	<b>Preparation for Teachers</b> Considering the pandemic which has affected the community and the rest of the country, I, as a teacher, am prepared and ready for the face-to-face classes in SY 2022-2023.			
	• Physically prepared and ready	4.53	Strongly Agree	1.5
	• Emotionally prepared and ready	4.44	Strongly Agree	3
	• Intellectually prepared and ready	4.53	Strongly Agree	1.5
	• Experientially prepared and ready	4.29	Strongly Agree	4

Table 5  
Level of perception of students on readiness

		Weighted Mean	Descriptive Equivalent	Rank
1	<b>Instructional Materials</b> The instructional materials such as the books, syllabi, modules and visual materials are generally ready to be used.	4.15	Agree	5
2	<b>Classrooms</b> The classrooms are generally ready, i.e., the following are considered such as enough spaces and distance for chairs and tables, well-ventilated rooms, availability of blackboard and/or whiteboard and writing materials.	4.03	Agree	7
3	<b>Tools and Equipment</b> The tools and equipment, such as the computers, projectors, and laboratory equipment are existent and ready to be used.	4.04	Agree	6
4	<b>Preparation of Teachers</b> Considering the pandemic which has affected the community and the rest of the country, I, as a teacher, am prepared and ready for the face-to-face classes in SY 2022-2023.			
	• Physically prepared and ready	4.36	Strongly Agree	2
	• Emotionally prepared and ready	4.33	Strongly Agree	3
	• Intellectually prepared and ready	4.94	Strongly Agree	1
	• Experientially prepared and ready	4.31	Strongly Agree	4

school in terms of facilities, equipment and materials were all positive. Their perceptions of readiness of the school and of themselves are high that no descriptive equivalent of neutral and negative perception was registered.

The respondents-students likewise strongly agree that the teachers are “physically strong and ready,” “emotionally strong and ready,” “intellectually strong and ready,” and “experientially strong and ready.” These perceptions of readiness of the teachers also gained the first four highest ranks of 1 to 4 in terms of weighted means of the level of responses. The students’ perceptions of readiness of school considering the school’s classrooms, teaching materials, facilities, tools and equipment and materials were also favorable exhibiting a descriptive equivalent of “Agree” perception.

To measure the degree of correlation or association of the perceptions of the teachers and students regarding the readiness of the Lyceum of Western Luzon-Zambales, Inc., a correlation coefficient test was applied on the weighted means of perceptions. A correlation coefficient of 0.8135 was computed, suggesting a strong positive correlation of the perceptions of teachers and students regarding the readiness of the school for the face-to-face classes for school year 2022-2023.

### 5. Conclusion

After almost three years of being under the Covid-19 pandemic, the Philippine education system had been on the so-called “new normal” way of orientation, with the implementation of the modular scheme and online learning. This research was therefore undertaken to determine the readiness of the Lyceum of Western Luzon-Zambales for the face-to-face classes in school year 2022-2023.

Based on the perception of teachers on the readiness of the school, they strongly agree that the school is ready considering the: a) instructional materials with the books, syllabi, modules and visual materials and b) classrooms with enough spaces and distance for chairs and tables, well-ventilated rooms, and the availability of boards and writing materials.

Likewise, the teachers’ perception of readiness of the school states that they generally agree on the school’s readiness in terms of its: a) facilities such as the school library, computer rooms, medical clinic, laboratory and comfort rooms and b) tools and equipment with its computers, projector and laboratory materials and equipment.

It is noteworthy to note that the teachers themselves, strongly

agree that they are physically, emotionally, intellectually and experientially prepared and ready for the implementation of face-to-face classes.

On the other hand, based on the perception of the students, they agree that the school is ready in terms of its instructional materials, classrooms and tools and equipment.

It is interesting to note that the students also strongly agree that the teachers are physically, emotionally, intellectually and experientially prepared and ready for the face-to-face classes.

The perceptions of teachers and those of the students on the readiness of the school suggest that they are strongly related. In general, both the teachers and the students perceive significant readiness of the school for the face-to-face classes.

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