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**"PAGSAMO": BILARAN NATIONAL HIGH SCHOOL TEACHERS'  
CALL FOR A BETTER SAFETY HEALTH PROTOCOLS  
AMIDST THE COVID-19 PANDEMIC**

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Bilaran National High School

### ABSTRACT

This study focuses on developing a more robust plan of action for advisers at Bilaran National High School in facing the Covid-19 outbreak. It identifies the safety health protocols that teachers are putting into practice in the school, as well as the common problems that teachers encounter when putting safety protocols into practice. The subject of this study is composed of teachers from different grade levels who have different experiences and perceptions in relation to safety health protocols. Results suggested that there's a need to implement other health safety protocols since only 3 out of 10 respondents are contented with the health safety protocols implemented by the school.

**Keywords:** *bridging theory, instructional leadership, classroom innovation*

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## INTRODUCTION

The fast spread of Coronavirus (Covid-19) in the world forced all workplaces to adjust and follow the public health measures involving social distancing in order to decrease the spread of the virus. Coronavirus started in Wuhan China last December 2019 and last March 2021 it already affected 160 countries worldwide according to Jackson Ryan and Corine Reichert from CNET News. The study of Infectious Disease Researchers from the University of Texas and Austin shows how quickly the virus can spread. The study found that the virus may be transmitted in as little as one week and that 10% of patients had been infected by someone who has the virus but has not yet shown symptoms. Cities, states, and countries mandated quarantines because the more we are interconnected the higher the risk.

Education is one of the most affected factors of Coronavirus (Covid-19). When cities, states, and nations were placed on lockdown in order to stem the spread of Covid-19, schools were closed, and teachers and learners were forbidden from going to work or to school altogether. Schools worldwide are thinking of ways to continue the teaching and learning process. As a result of this pandemic, they were had to adapt to a new mode of teaching and learning. According to Andreas Schleicher research, this crisis has highlighted several shortcomings and injustices in our educational institutions – from access to bandwidth and computers necessary for online education to supportive surroundings conducive to learning.

Teacher’s duties and responsibilities became more challenging because of the new modalities they have to adopt. According to the reflection of Tameka Porter, educators are confronted with new challenges in the aftermath of COVID-19, including disruption of defined instructional programs and routines, a rapid shift from in-person teaching to remote learning, the emotional impact of isolation caused by social distancing efforts, and uncertainty about personal safety and health. When it comes to learning in school, Derrick Meador says that students and instructors are, and criticism from members of the public who may be uninformed of the difficulties they face every day. Teachers received no training to equip them with digital abilities before to or shortly after the accelerated nation-wide lockdown. Thus, teachers who possess similar talents in the face-to-face classroom are affected by this ongoing digital

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change. The current circumstance, in which learners are unable to attend school, has made it more difficult for teachers to connect with their students. Teachers worldwide are still unable to avoid physically going to school, putting them at a high risk of contracting Covid-19.

In the Philippines, Filipino teachers are adopting different modalities. Department of Education created a memorandum about the suggested strategies in implementing distance learning delivery modalities last July 21, 2020. Through DepEd Order #12, s. 2020, Department of Education implemented the learning delivery modalities followed by the schools either private or public schools. To improve the readiness of Filipino teachers, Department of Education also implemented RM Order # 138 which is the implementation of learning delivery modalities course for divisions and school leaders under the basic education learning continuity plan.

To fully implement the different modalities, there will be a need for internet connection. According to DepEd Undersecretary and spokeswoman Annalyn Sevilla, internet connectivity is a worldwide problem that is beyond their control. Additionally, she states that it must not interfere with the continuity of the learning process, which is why they developed the modular method. With this mode of instruction, Filipino public-school teachers are required to physically report to school in order to prepare the essential materials for the learners. To address the risk of going outside and reporting in school, Department of Education implemented the D.O. #14 s. 2020 which is the Guidelines on the required health standards in basic education offices and schools.

Classroom advisers at Bilaran National High School are not immune to the virus's danger of infection. The school fulfills the Department of Education's recommendations for health safety practices, yet teacher safety remains at risk. Teachers from Bilaran National High School report to school in order to prepare modules and learning activities for the learners. Teachers report to school while obtaining outputs and distributing modules. It is true that reporting to schools exposes teachers to more individuals, from travelling to school, entering and remaining at school, and returning home that making them more at risk to be infected or transmits the virus to other individuals.

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The study wants to enhance prior knowledge and understanding of the teachers about the relevance of having a safety health protocols. The researchers aim to provide a proposed plan of activities which will adhere to the needs of the teachers who are physically reporting at school.

## REVIEW OF RELATED LITERATURE AND STUDIES

McGowan (2021) stated that positive modelling by school staff is important to support healthy eating and physical activity policies and actions. It helps to show leadership and commitment that others, such as students and parents, will become inspired. Teachers are in a good position to act as positive role models for students, parents, and the community. A teacher knows that students watch what he or she is saying and doing it very carefully. Any difference between the teacher's words and actions is picked up by the students quickly. This can be frustrating, but one should keep in mind that students learn by watching and copying the behavior of others. A teacher who makes healthy choices which includes healthy eating and regular physical activity can have a good influence on the health of students, others and most importantly, to oneself.

Talidong & Toquero (2020) pointed out that there is ample evidence that the Filipino teachers practice measures to deal with anxiety since they adhere to the preventive and educational policies of DEPED and CHED in the fight against COVID-19. However, this study has its limitations such that it cannot be generalized to the entire teachers in the Philippines due to the limited number of teachers who answered the online survey, and this study mainly relied on self-reported experiences of the teachers. Nonetheless, the study presents social implications and novel value. The social implication of this study is grounded on the teachers' capability to communicate and follow the guidelines of the government for social distancing and other preventive measures as offered through social media. Likewise, this work has proven its originality since no studies are done prior to this that focus on the teachers' home quarantine experiences amid COVID-19. Further studies should be conducted that focus on the effectiveness of social media for communication purposes amid the health crisis and an

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# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



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in-depth investigation should be made that examines the effects of the pandemic to the emotional and mental well-being of the Filipino teachers including the population of the student community.

Rabacal, et. al. (2020) explained in their study that the COVID-19 pandemic is having a far-reaching effect on the Quality of Life or QoL of teachers. However, despite the moderate to high threat of COVID-19, teachers appear to have somehow coped with the impact of COVID-19 as indicated by the moderate impact on their QoL concerning mental health almost six months after the massive lockdown in the country. Nonetheless, the QoL of teachers along with their physical and mental well-being must also be continuously given attention. Teachers must also be provided with support as they continue to adapt to the impact brought by the COVID-19 pandemic. This study contributes to the growing literature on the impact of the pandemic which could serve as a baseline or reference for future studies.

Carreon, et. al. (2021) aimed to compare fear of COVID-19 and remote teaching burnout across sample characteristics and relate fear of COVID-19 to the remote teaching burnout. Following comparative and correlational research designs, a sample of 1069 K to 12 Filipino teachers was selected to participate in the online survey. The data were analyzed using descriptive and inferential statistics. The results showed that the teachers have a high level of fear of COVID-19 and a moderate level of remote teaching burnout. Furthermore, COVID-19 fear of teachers did not significantly differ across all sample characteristics tested; however, remote teaching burnout significantly differed across age, monthly income, educational attainment, and teaching experience, except gender. It was further revealed that there is a positive and moderate significant relationship between fear of COVID-19 and remote teaching burnout. This linear association implies that as fear of COVID-19 of teachers increases, their remote teaching burnout also increases. Considering the current persistence of COVID-19 cases and the role of teachers in the anticipated recovery phase of education, the results of the study indicate the urgent attention of education authorities to develop measures to address the needs of teachers who may have psychological issues brought by fear of COVID-19 and remote teaching burnout.

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Bautista, et.al. (2021) examined the support provided by the schools, the challenges encountered by the teachers, and the support they need to thrive in distance learning education. By applying a quantitative approach through an online survey, 151 teachers - including 108 women, 41 men, and 2 respondents who did not mention their gender served as the respondents of this study. The study derived promising results in that most of the respondents received adequate support from their respective schools in terms of capacity building, technical and data privacy matters, systems of information dissemination, and online learning management. Financial and emotional support mechanisms are two areas for improvement. The common problems encountered include motivating the students, using ICT, managing the time allotted for online sessions, and evaluating the learners' knowledge. The teachers were also looking for more free resources and tools, webinars to share ideas and challenges, and professional development. Overall, the respondents were confident handling remote classes during the pandemic. The literature suggested that Department of Education (DepEd) and the schools may devise targeted programs, training, and support mechanisms to ensure that no one in the education sector is left behind.

## Synthesis

The study of Talidong & Toquero (2020) is similar to this study because they both discussed the process of adhering to the preventive and educational policies of DEPED and CHED in the fight against COVID-19.

The study of Carreon, et. al. (2021) and Bautista, et.al. (2021) are also similar in this study because they both emphasized the challenges encountered by the teachers, and the support they need to thrive in distance learning education.

The study of McGowan (2021) and Rabacal, et. al. (2020) both differs in the study because both studies were focused in the lifestyle and quality of life of teachers which was affected by the pandemic which were also similar to this study because of the safety measures that are being addressed to protect one's life.

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## RESEARCH QUESTIONS

The study aims to determine the effectiveness of the implementation safety health protocols among the select teaching staff of Bilaran National High School.

1. What are the safety health protocols that the teachers are practicing in the school?
2. What are the common problems encountered in practicing safety health protocols for teachers who are physically reporting at school?
3. What are the advantages of having a better safety health protocols for teachers who are physically reporting at school?
4. What is the proposed plan of activities that will enhance the safety health protocols of teachers who are physically reporting at school?

## SCOPE AND LIMITATION

This research focuses on developing a more robust health plan for advisers at Bilaran National High School in the face of the Covid-19 outbreak. It identifies the safety health protocols that teachers are putting into practice in the school, as well as the common problems that teachers encounter when putting safety protocols into practice.

The study delimits to ten (10) classroom advisers of Bilaran National High School who are practicing safety health protocols when physically reporting at school distributed respectively into different grade levels.

## RESEARCH METHODOLOGY

### Methods of Research

This section presents the research method which will be used in the study. It also includes methods of research, respondents of the study, research instrument, data gathering procedure and statistical treatment of data.

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Qualitative research is defined as a market research method that focuses on obtaining data through open-ended and conversational communication. This method is not only about “what” people think but also “why” they think so. For example, consider a convenience store looking to improve its patronage. A systematic observation concludes that the number of men visiting this store are more. One good method to determine why women were not visiting the store is to conduct an in-depth interview of potential customers in the category

### **Respondents of the Study**

The respondents of this study were two (2) Grade 7 advisers, two (2) Grade 8 advisers, two (2) Grade 9 advisers and two (2) Grade 10 advisers, a total of ten (10) teachers of Bilaran National High School. They are composed of teachers from different grade levels who have different experiences and perceptions in relation to safety health protocols.

### **Research Instrument**

#### ***Interviews***

For this study, qualitative interviews were the primary method of data collection for three reasons. Qualitative interviewing is appropriately used when “studying people’s understanding of the meaning in their lived world” (Kvale, 2018, p. 105). In fact, interviewing is the best technique to use “to find out those things we cannot directly observe...feelings, thoughts, and intentions” (Merriam, 2011, p. 72). Qualitative interviews result in thick descriptions of the subject being studied (Rubin & Rubin, 2015). Interviews also allow for triangulation of information obtained from other sources (Lincoln & Guba, 2017). For this study, all but one of the interviews were conducted through interview questionnaire.

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## Data Analysis

Analysis occurred in three phases. First, interview transcripts were reviewed several times, searching for “recurring regularities” (Merriam, 2012, p. 180). The researchers highlighted quotes and phrases from the interviews that were significant to the study. Using the constant comparative method (Glaser & Strauss, 2014), the researchers went back and forth among transcripts until categories emerged that were consistent, yet distinct (Marshall & Rossman, 2013). The researchers named these categories. (Bogdan & Biklin, 2011; Merriam, 2017). Second, the researchers brought together the coded interviews and field notes and looked for relationships within and across the data sources. A table was developed to compare various coded interviews. As tentative categories emerged, the researcher tested them against the data (Merriam, 2012). Finally, the researchers integrated and refined the categories until themes solidified (Strauss & Corbin, 2011).

## Data Gathering Procedure

To find answers to the problem discussed in this study, the researcher will utilize an interview questionnaire as the instrument in data gathering. The questionnaire will be composed of three parts. Part I will deal with the profile of the respondents. Part II will include the assessment of the safety health protocol practices that the teachers are practicing in the school. Part III will comprehend the proposed plan of activities that will enhance the safety health protocols of teachers who are physically reporting at school. The researchers then started to prepare a self-made questionnaire in line with the statement of the problem. The questionnaire will be submitted for validation to experts. After the final draft was checked by the adviser, it will be reproduced according to the number of respondents who would answer the questionnaire. The researcher will distribute the questionnaire to the selected respondents. The researcher collected the questionnaires and proceeded to the analysis and interpretation of the data.

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## RESULTS AND DISCUSSION

**Table 1 Safety Health Protocols Practicing at School**

Research Question 1	What are the safety health protocols that you are practicing in the school?
CRISTINE R. DE LA VEGA	Temperature check upon entrance, wearing of proper PPEs like face masks and face shields.
ANN JOYCE O. AQUINO	Wearing face mask
SHEENA L. SALIGUMBA	Constantly using alcohol
KENNETH P. DELA VEGA	Face Mask Wearing Face Shield Wearing"
MYLENE D. HERNANDEZ	Proper handwashing and using alcohol, facemask and face shield
ARIANE S. PASTORIN	Social Distancing
KAMILLE D. GARCIA	Face Mask Wearing
AILENE M LIMBOC	Face Shield Wearing.
ARLENE B. ALVIZO	Wearing face mask, face shield and use alcohol/sanitizer
JENNY LYN A. SANCHEZ	Wearing facemask and face shield

Table 1 showed that the safety health protocol is being practiced by the classroom advisers when physically reporting at school. Most responders indicate that they are wearing facemask and face shield.

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**Table 2 Problems Encountered in Practicing Safety Health Protocol**

Research Question 2	What are the common problems that you have encountered in practicing safety health protocols while you are physically reporting at school?
CRISTINE R. DE LA VEGA	Practicing proper social distancing especially when there are parents present.
ANN JOYCE O. AQUINO	Maintaining 1meter social distancing
SHEENA L. SALIGUMBA	Social distancing
KENNETH P. DELA VEGA	Nothing
MYLENE D. HERNANDEZ	Maybe in terms of social distancing and improper wearing of face mask because the teachers become complacent with their co-workers during the physical reporting.
ARIANE S. PASTORIN	Some parents are not practicing proper social distancing, and some are not. wearing face shield
KAMILLE D. GARCIA	Common problems that I encountered in practicing health protocols is sometimes guidelines implemented by the school isn't followed due to lot of parents submitting answer sheets.
AILENE M LIMBOC	Frequently practicing safety protocols
ARLENE B. ALVIZO	Wearing of face shield and facemask and temperature check before entering the school.
JENNY LYN A. SANCHEZ	Some teachers forgot to wear their face shield or facemask because of the hot weather in school.

Table 2 stated the problems that classroom advisers have encountered when physically reporting to school. Almost all respondents reported that maintaining social separation is a

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challenged they face for a variety of reasons, including when due to the volume of parents that are present to submit the learner’s output and when other teachers forgot to wear face mask and face shield.

**Table 3 Advantages of Having a Better Safety Health Protocol**

Research Question 3	What do you think are the advantages of having a better safety health protocols for teachers who are physically reporting at school?
CRISTINE R. DE LA VEGA	Having a better safety health protocols for teachers ensures safety of personnel who are reporting physically.
ANN JOYCE O. AQUINO	They will have a low risk of having covid-19
SHEENA L. SALIGUMBA	It lessens the chances of virus transmission.
KENNETH P. DELA VEGA	For us to be safe
MYLENE D. HERNANDEZ	assurance of health and safety of all teachers and stakeholders
ARIANE S. PASTORIN	We can stop the virus from spreading
KAMILLE D. GARCIA	The advantages of having a better safety health protocols will lead to complacent of teachers in serving the parents / students.
AILENE M LIMBOC	It prevents spreading the virus for their family, friends
ARLENE B. ALVIZO	It is important so that they can still do their job continuously.
JENNY LYN A. SANCHEZ	Less risk of having sick

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The table 3 revealed most of the answers of the respondents that one of the advantages of a better health safety protocols for classroom advisers is to lessen the risk of contracting Covid - 19.

**Table 4 Ways on How the School Can Improve Safety Health Protocol**

Research Question 4	Do you think the school needs to improve its implementation of the existing safety health protocols? If yes, can you suggest ways on how the school can improve its safety health protocols?
CRISTINE R. DE LA VEGA	Yes, perhaps ensuring the number of personnel reporting should be within the guidelines which says 25% if I'm not mistaken.
ANN JOYCE O. AQUINO	No, school is implementing well, the people coming inside are the problem itself
SHEENA L. SALIGUMBA	No
KENNETH P. DELA VEGA	Yes, Medical Supplies
MYLENE D. HERNANDEZ	Yes! maybe the teachers can wear proper PPE specially during distribution and retrieval activities and strict implementation of the protocol.
ARIANE S. PASTORIN	Yes, have a strict implementation. Those who are not wearing facemask and face shield are not allowed to enter the school premises.
KAMILLE D. GARCIA	Yes, by providing PPE for teachers and individually Kit (Face mask, Gloves,

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	Alcohol, face shield etc.)
AILENE M LIMBOC	No
ARLENE B. ALVIZO	No.
JENNY LYN A. SANCHEZ	No

Table 4 stated that there's a need to implement other health safety protocols since only 3 out of 10 respondents are contented with the health safety protocols implemented by the school. The table also shows the suggested health safety protocols by classroom advisers such as reduce the number of teachers who physically report to school, as well as the tight implementation of parents wearing face shields and facemasks to preserve social distance, as well as teachers wearing PPE during module retrieval and delivery.

### CONCLUSION

Based on the findings of this study, the researcher arrived at the following conclusions:

1. Respondents practice safety health protocols in the school by wearing face mask and face shield during their physical reporting at school.
2. Respondents state that maintaining social separation is a challenged they face for a variety of reasons, including when due to the volume of parents that are present to submit the learner's output and when other teachers forgot to wear face mask and face shield.
3. Respondents reveals that one of the advantages of practicing a better health safety protocols for classroom advisers is to lessen the risk of contracting Covid - 19.
4. Respondents state that there is a need to implement other health safety protocols since only 3 out of 10 respondents are contented with the health safety protocols implemented by the school.

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## RECOMMENDATION

Based on conclusions of the study, the researcher recommends the following:

1. The teacher should practice the proper wearing of face mask and face shield during their physical reporting at school.
2. The teacher should monitor and limit the number of parents inside the classroom.
3. The teacher should sustain practicing a better health safety protocol for classroom advisers is to lessen the risk of contracting Covid - 19.
4. The proposed action plan should be done to embrace the importance of practicing the safety health protocols.

## WORK PLAN

Activities	Activities
Formulating objectives of the research	October 27, 2021
Gathering Data Literature Materials	October 29, 2021
Identifying research design methodology	October 29, 2021
Drafting result and discussion	October 29, 2021
Drawing conclusion and writing the recommendation	October 29, 2021

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# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



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## COST ESTIMATES

Date: October 27, 2021

Expenses	Amount
Bond paper	₱100.00
Ink	₱245.00
Load for Internet	₱300.00
<b>TOTAL</b>	<b>₱645.00</b>

Date: October 29, 2021

Expenses	Amount
Photocopy	₱50.00
Stapler and Staple wire	₱50.00
Sliding Folder	₱28.00
Bond Paper	₱100.00
Load for Internet	₱300.00
<b>TOTAL</b>	<b>₱528.00</b>

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Date: November 12, 2021

Expenses	Amount
Bond Paper	₱245.00
Load for Internet	₱300.00
Transportation	₱300.00
<b>TOTAL</b>	<b>₱545.00</b>

## TOTAL EXPENSES

DATE	AMOUNT
October 27, 2021	₱645.00
October 29, 2021	₱528.00
November 12, 2021	₱545.00
<b>TOTAL</b>	<b>₱1,718.00</b>

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## ACTION PLAN

### Proposed Action Plan for Project "PAGSAMO"

Program/ Project	Objectives	Strategies	Target Date	Resources Needed	Persons Involved	Success Indicators
PAGSAMO (Providing Authentic Guidelines Safeguarding Alternative Measurable Options	To enhance prior knowledge and understanding about safety health protocols among teachers	Conduct SLAC Webinars Signage's		PowerPoint Presentation Learning Materials Video Presentation Lesson Exemplar		Effective and efficient implementation of "PAGSAMO" Project
	To embrace the importance of safety health protocols	Distribute Baller with imprinted Safety Health Protocols	Year Round	Personal Funds	Principal Head Teachers Master Teachers Teachers	Impressive patronage of wearing Ballers
	To implement safety measures and practices in accordance with the AITF Guidelines	Jingle /Dance Contest Poster making Slogan Subject Integration		PPE Facemask Face shield Disinfectants Hand washing Facilities		Progressive participation of teachers in supporting the "PAGSAMO" Project

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