TEACHERS' PERSPECTIVES ON EDUCATIONAL GOVERNANCE DURING THE PANDEMIC AMONG ELEMENTARY SCHOOLS IN ZAMBALES, PHILIPPINES

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Abstract

It is utilized quantitative descriptive survey research design with questionnaire as the main instrument in gathering data from the two hundred and twenty- one (221) who were randomly selected. Majority of the teacher-respondents were female, in their middle adulthood, Teacher-I with master's units of education, and had been in the teaching profession for nearly two decades, according to the study's findings. The teacher respondents strongly agreed that the school heads practiced Health and Safety protocols, Capacity Building and Human Resources, Family & Community Relations, Teachers' Supervision and Financing of School needs as dimensions on governance of education during pandemic. There were significant differences on age, and highest educational attainment towards Health & Safety Protocols and Financing of School Needs; significant difference on highest educational attainment towards Capacity Building; significant difference on years of service towards Family and Community Relations and significant difference on age, sex, and highest educational attainment towards Teachers' Supervision. There is significant difference towards dimensions of governance of education during pandemic as to Health and Safety Protocol, Capacity Building of Human Resource, Family and Community Relations, Teacher Supervision, and Financing of School Needs. School administration is advised to carefully plan the budgetary resources emphasizing the key needs that address the learning welfare of the students; to continue the good school governance practices of adhering health standard protocols to assure the health safety of the students, teachers and other stakeholders; to assure the better teaching competence, school management is encouraged to continue sending teachers to seminars and training; that the school leadership is encouraged to established good network and rapport among community and other stakeholders that would address issues on distribution, and retrieval of modules and internet connectivity and conduct a similar study with in-depth and wider scope as to validate the findings obtained in the study.

***Keywords:** Perspective, Governance, Pandemic, Protocols*

INTRODUCTION

The Department of Education is tackling the challenges in basic education for the school year 2020-2021 as the country continues to grapple with various issues caused by the coronavirus disease 2019 (COVID-19) pandemic. DepEd has the authority, accountability, and responsibility for guaranteeing access to, promoting equity in, and improving the quality of basic education under Section 6 of Chapter 1 of Republic Act No. 9155, or the Governance of Basic Education Act of 2001. (Tibon, 2020). Kindergartens and schools have been shuttered, social interactions have been severely restricted, and out-of-home recreational activities have been canceled. Parents are expected to provide their children with home schooling while also working from home, according

to Wang, Pan, Wan, Tan, Xu, and Ho (2020). Hence, possible negative consequences such as loss of education time, restricted access to peers and loss of daily structure need to be taken into account when estimating the advantages and disadvantages of this particular measure (Fegert, Berthold, Clemens, & Kölch, 2020). Other family members' and social support systems' assistance has dwindled. This has placed a great deal of stress on children, teenagers, and their families, potentially leading to anguish, mental health issues, and violence (Domhardt, Steubl & Baumeister, 2020).

Educators, school leaders, and students have responded well and adapted very quickly to a new paradigm which has tested and challenged the traditional way of teaching and learning. Our education systems are not known for initiating rapid changes to the ways in which they operate, however, the experience of adapting teaching and learning in response to the current pandemic has demonstrated that effective change can take place more rapidly than previously thought Davis (2020).

As a result, it is critical that educational leaders take prompt action to design and execute policies to limit the Pandemic's educational impact. The World Health Organization (2020) stated that the successful implementation of adaptive COVID-19 readiness and education response plans will require widespread participation from all sectors of society, as well as strong national and subnational cooperation. As the pandemic progresses, this article assesses teachers' perceptions of the educational environment in elementary schools in the Department of Education Zone II Schools Division of Zambales in the midst of the COVID19 Pandemic.

DEPED AMIDST COVID 19
According to Malipot (2020) until new guidelines are issued on work arrangements amid the COVID-19 situation, DepEd has directed teachers in public schools nationwide to work from home. Education Secretary Leonor Birones, in DepEd Memorandum No. 56 s. of 2020 issued an advisory on the extension of work arrangements in the department in light of the recent developments in the public health situation. Briones announced in DepEd Memorandum No. 54 s. of 2020 citing that all teachers will be working from home from June 1 to 5 except those who were authorized to form part of the skeleton workforce in schools. Teachers were asked to start rendering service on June 1 upon completion of summer vacation on May 31. However, to avoid risks of exposure pending the finalization of work arrangements by the heads of offices upon the issuance of the comprehensive guidelines, teachers were asked to work from home on the first week of work resumption.

DEPED LEARNING MODALITIES IN TIMES OF PANDEMIC
Modular Distance Learning
This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction. Involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC, or smartphone. CDs, DVDs, USB storage and computer-based

applications can all be used to deliver e-learning materials, including offline E-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community needs to serve as para-teachers. Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC or smartphone. CDs, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline e-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacer via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers.

Online Distance Learning

Features the teacher as facilitator, engaging learners' active participation through the use of various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning allows live synchronous instruction. It requires participants to have good and stable internet connection. It is more interactive than the other types of distance learning. The learners may download materials from the internet, complete and submit assignments online, attend webinars and virtual classes. This is practiced effectively by using a Learning Management System or related technologies. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents or guardians. The challenge will be in dealing with learners not capable of independent learning. This is the subject of further discussion within DepEd, and with partners and parents. It features the teacher facilitating learning and engaging learners' active participation using various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. The use of DepEd Commons and LR Portal falls in this category as both requires internet connectivity to have access.

Blended Learning

This refers to a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV/Radio-based Instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time. Critical for implementation will be the production of the needed teacher's and learner's learning materials (LR Portal and DepEd Commons will be maximized), as well as the support of media institutions like TV and radio stations.

Home Schooling

This is an Alternative Delivery Mode (ADM) that aims to provide learners with access to quality basic education through a home-based environment to be facilitated by qualified parents,

guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values, and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignments with the curriculum. Thus, this modality will be the subject of a later DepEd issuance before its expansion.

CHALLENGES ON EDUCATIONAL SYSTEM

When it comes to influence, the educational system of the Philippines has been affected immensely by the country's colonial history including the Spanish period, American period, and Japanese rule and occupation. Although having been significantly influenced by all its colonizers with regard to the educational system, the most influential and deep-rooted contributions arose during the American occupation (1898); it was during this aforementioned period that 1. English was introduced as the primary language of instruction and 2. A public education system was first established - a system specifically patterned after the United States school system and further administered by the newly established Department of Instruction. Similar to the United States of America, the Philippines has had an extensive and extremely inclusive system of education including features such as higher education.

STATEMENT OF THE PROBLEM

This study aimed to determine the Teachers' perception on the governance of education during pandemic in selected DepEd Elementary Schools in Zone II Schools Division of Zambales.

What is the profile of the teacher-respondents be described in terms of age, sex, academic position, highest educational attainment and years of service? How may the Teacher-respondents describe the governance of education during pandemic in Zone II Schools Division of Zambales in terms of Health and Safety Protocols, Capacity Building, Family and Community Relations, Teacher Supervision, and Financing of School Needs? Is there a significant difference on the perception of teacher-respondents on the governance of education during pandemic when grouped according to profile variables? Is there a significant difference on the dimensions of governance of education during pandemic as perceived by teacher-respondents? What program can be derived based from the results of the study?

OBJECTIVE OF THE STUDY

The main objective of this study is to find out some teachers' perspectives on educational governance during the pandemic in selected DepEd elementary schools in Zambales' Zone II Schools Division during the school year 2019-2021.

METHODOLOGY
Research Design

The descriptive research method was used in this study, together with documentary and survey analysis. The descriptive method involved not only data collection and tabulation, but also interpretation and evaluation of what was described in the questionnaire without assessing correlations between variables. According to Calmorin (2003), a descriptive method entails acquiring data about the current situation.

Study Area

The study was conducted in Zone II in the Division of Zambales. The people in the municipality are predominantly subsistence farmers, business persons, and civil servants from all parts of the country due to labor mobility. The urban communities are linguistically heterogeneous whilst the rural ones are linguistically homogeneous. Approximately two-thirds of the population resides in urban localities.

Research Instruments

A survey questionnaire used in gathering data on the governance of education during pandemic in selected DepEd Elementary Schools of Zone II Schools Division of Zambales.

The survey questionnaire has two (2) parts. The first part of the questionnaire dealt with the profile of teacher respondents as to age, sex, academic position, highest educational attainment and years of service.

The second part of the questionnaire dealt with the governance of education during pandemic in selected Elementary Schools in Zone II Schools Division of Zambales as to Health and Safety Protocols, Capacity Building, Family and Community Relations, Teacher Supervision and Financing of School Needs.

Data Analysis

The Statistical Package for Social Sciences (SPSS) computer software and MS Excel were used for the computations and interpretations of data. The statistical tools in the analysis and interpretation of data and hypotheses testing included the Frequency distribution, Mean, Likert Scale, and Analysis of Variance,

RESULTS

FREQUENCY AND PERCENTAGE OF TEACHER-RESPONDENTS

Two hundred twenty-one (221) elementary school teachers from selected DepEd schools in Zone II Division of Zambales participated in this study. The frequency distribution of teacher-respondents per school is shown in Table 1.

Table 1. Frequency and Percentage Distribution of Teacher-respondents in
Selected DepEd Elementary Schools in Zone II Division of Zambales

Municipality	School	Frequency(f)	Percentage (%)
Botolan	Botolan South Central School	25	11.30
	Bancal Integrated School	8	3.60
	Mambog Integrated School	13	5.90
	Paitan Elementary School	16	7.20
	Panan Elementary School	15	6.80
Iba	Bangantalinga Elementary School	14	6.30
	Iba Central School	36	16.30
	Dirita Elementary School	9	4.10
	Sta. Barbara Integrated School	24	10.90
Palauig	Bulawen Elementary School	25	11.30
	Dampay Elementary School	8	3.60
	Liozon Elementary School	15	6.80

Zacarias Antiller Elementary School	13	5.90
Total	**221**	**100.00**

A quota sampling technique was used in the selection of respondents. As such, the assembled sample was the same proportion of individuals as the entire population with respect to known characteristics, traits or focused phenomenon.

PROFILE OF THE RESPONDENTS

Table 2 shows the frequency and percentage distribution of the teacher-respondents profile of age, sex, academic position, highest educational attainment, and years in the service respectively.

Table 2. Frequency and Percentage Distribution of the Teacher-respondents Profile

Profile Variables		Frequency (f)	Percentage (%)
Age Mean= 42.97 years	60-64	11	5.00
	55-59	28	12.70
	50-54	30	13.60
	45-49	38	17.20
	40-44	31	14.00
	35-39	28	12.70
	30-34	20	9.00
	25-29	25	11.30
	20-24	10	4.50
	Total	**221**	**100.00**
Sex	Male	27	12.20
	Female	194	87.80
	Total	**221**	**100.00**

Age

Out of two hundred and twenty one (221), most of the teacher-respondents were coming from age group of 45-49 with 38 or 17.20% followed by 31 or 14.00% from 40-44 years old; 30 or 13.60% from 50-54 years old; 28 or 12.70% from 55-59 and 35-39 years old respectively; 25 or 11.30% from 25-29 years old; 11 or 5.00% from 60-64 years old and 10 or equivalent to 4.50% from age group of 20-24 years old. The computed mean age of the teacher-respondents was 42.97 years old.

Sex

Majority with 194 or equivalent to 87.80% were females and 27 or 12.20% are males.

Academic Position

Most of the teacher-respondents were Teacher-I with 103 or equivalent to 46.60%; followed by Teacher-II; 10 or 4.50% are Master Teacher-I; 9 or 4.10% are Master Teacher II; 2 or 0.90% are Head Teacher I; and only 1 or 0.50% is Head Teacher-III.

Highest Educational Attainment

Majority of the teacher-respondents have attained masteral units of education with 126 or equivalent to 57.00% followed by 68 or 30.80% are Bachelors' Degree; 20 or 9.00% are Master's Degree; 4 or 1.80% have doctoral units; and 3 or 1.40% are full pledge doctorate degree holders.

Years of Service

Most of the teacher-respondents had been in the teaching services for 5-9 years with 42 or equivalent to 19.00%; 39 or 17.60% with 10-14 years; 30 or 13.60% with 25-29 years; 24 or 10.90% with 30-34 years; 22 or 10.00% with 0-4 years; 18 or 8.10/5 with 15-19 years and 11 or 5.00% with 35 years and above. The computed mean years of service was 17.49 years.

Academic Position	Head Teacher III	1	0.50
	Head Teacher I	2	0.90
	Master Teacher II	9	4.10
	Master Teacher I	10	4.50
	Teacher III	58	26.20
	Teacher II	38	17.20
	Teacher I	103	46.60
	Total	**221**	**100.00**
Highest Educational Attainment	Doctorate Degree	3	1.40
	With Doctorate Units	4	1.80
	Master's Degree	20	9.00
	With MA Units	126	57.00
	Bachelor Degree	68	30.80
	Total	**221**	**100.00**
Years of Service **Mean=17.49 years**	35 years and above	11	5.00
	30-34	24	10.90
	25-29	30	13.60
	20-24 years	35	15.80
	15-19 years	18	8.10
	10-14 years	39	17.60
	5-9 years	42	19.00
	0-4 years	22	10.00
	Total	**221**	**100.00**

PERCEPTION OF THE TEACHER-RESPONDENTS ON THE GOVERNANCE OF EDUCATION DURING PANDEMIC.

Table 3. Perception of the teacher-respondents on the governance of education during pandemic as to Health and Safety Protocols

N=221

	Health and Safety Protocols	Weighted Mean	Qualitative Interpretation	Rank
1	The school provides initial orientation to parents on the protective measures to be practiced inside the school premises.	3.76	Strongly Agree	1
2	Alcohol is provided to parents and other visitors for disinfecting.	3.67	Strongly Agree	4
3	Thermal scanner is available to determine the temperature of visitors inside the school.	3.66	Strongly Agree	5.5
4	The school ensures availability of hand soaps/hand sanitizers and other disinfectants in classrooms and entrances.	3.69	Strongly Agree	3

5	Use of face shield and face mask are required before entering the school premises.	3.66	Strongly Agree	5.5
6	The school strictly implements social distancing among teachers, parents and visitors inside the school.	3.70	Strongly Agree	2
	Overall Weighted Mean	**3.69**	**Strongly Agree**	

HEALTH AND SAFETY PROTOCOLS

Table 3 shows the perception of the teacher-respondents on the governance of education during pandemic as to Health and Safety Protocols.

The teacher-respondents "Strongly Agreed" on indicator 1, **"**The school provides initial orientation to parents on the protective measures to be practiced inside the school premises", manifested on the high mean value of 3.76 and ranked 1st. Indicator #3, "Thermal scanner is available to determine the temperature of visitors inside the school", and #5, "Use of face shield and face mask are required before entering the school premises" with equal lowest mean value of 3.66 and ranked 5.5th respectively. Overall, the computed weighted mean on the responses towards governance of education during pandemic as to Health and Safety Protocols was 3.69 with qualitative interpretation of "Strongly Agree".

The school officials and teachers adheres to the instruction and directives from IATF or the Inter Agency Task Force relative to the strict compliance and observance on the health standard and protocols. As the parents/guardians will come to school to get the modules for their children, they were given proper orientation on the protective measures to be practiced inside the school premises as to the filling-up of tracing forms**,** undergo thermal scanning, wearing of face mask and shields, observance of social distancing, spraying of hands with alcohol and washing of hands. These are defensive mechanism in order to avoid possible contamination of the deadly virus.

The virus, later named severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), caused an illness known as COVID-19, which was similar to SARS and was being characterized primarily by fever and respiratory symptoms. The virus was likewise highly contagious. By early 2020 it had spread throughout regions of China and had reached the United States and Europe, having been carried by travelers from affected regions. In March the World Health Organization declared the outbreak a pandemic, and travel to, from, and within many countries was severely restricted in an effort to control its spread. In many areas, schools and many businesses closed, and stay-at-home guidelines were implemented, which strongly encouraged people not to leave their places of residence. ([coronavirus | Definition, Features, & Examples | Britannica](#)).

Capacity Building of Human Resource

Table 4 shows the perception of the teacher-respondents on the governance of education during pandemic as to Capacity Building of Human Resource.

The teacher-respondents were "Strongly Agreed" on indicator 1 **"**The school heads ensure the attendance of teachers to trainings/webinars for their professional development, manifested on the high mean value of 3.73 and ranked 1st. Indicator #5, "The school heads provide fund for internet connectivity to be used for online classes and technical know-how on technology to create and generate activities" with lowest mean value of 3.33 and ranked 6th. Overall, the

computed weighted mean on the responses towards governance of education during pandemic as to Capacity Building of Human Resource was 3.58 with qualitative interpretation of "Strongly Agreed".

The data clearly implies on the efforts of the school heads in assuring the participation of the teachers to trainings and webinars that will enhance teachers' capability and competence in teaching.

Capacity building (or capacity development) is the process by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment, and other resources needed to do their jobs competently. It allows individuals and organizations to perform at a greater capacity (larger scale, larger audience, larger impact, etc).

Table 4. Perception of the teacher-respondents on the governance of education during pandemic as to Capacity Building of Human Resource

N=221

	Capacity Building of Human Resource	Weighted Mean	Qualitative Interpretation	Rank
1	The school heads ensure the attendance of teachers to trainings/webinars for their professional development.	3.73	Strongly Agree	1
2	The school heads allow teachers to pursue graduate schooling even during pandemic.	3.65	Strongly Agree	4
3	The school heads involve teachers in planning/decision making for the improvement of school programs.	3.66	Strongly Agree	3
4	The school heads provide teachers with updated information on grading policies, teacher support and parent engagement.	3.68	Strongly Agree	2
5	The school heads provide fund for internet connectivity to be used for online classes and technical know-how on technology to create and generate activities.	3.33	Strongly Agree	6
6	School heads monitor the conduct of home visitation by the teachers to their pupils who frequently get low scores in the assessment or who cannot accomplish their modules.	3.45	Strongly Agree	5
	Overall Weighted Mean	**3.58**	**Strongly Agreed**	

Capacity can be defined as the ability of humans, institutions and societies to perform successfully, to identify and reach their goals, and to change when necessary for sustainability, development and advancement purposes (Ubels et al., 2010). Capacity development is considered an endogenous dynamic process that relies on one's motivation, effort, and perseverance to learn and progress (Lopes and Theisohn, 2003) which enables organizations to change, flourish and grow. Some of the major capacities that enhance growth include leadership development and knowledge networking (Lopes and Theisohn, 2003).

FAMILY AND COMMUNITY RELATIONS

Table 5 shows the perception of the teacher-respondents on the governance of education during pandemic as to Family and Community Relations.

The teacher-respondents were "Strongly Agreed" on indicator 6 "Parents follow the policies of the school on the proper distribution and retrieval of modules", manifested on the high mean value of 3.52 and ranked 1st. Indicator #4, "LGU does not provide assistance in the distribution of modules to parents" with lowest mean value of 2.66 interpreted as "Agree" and ranked 6th. Overall, the computed weighted mean on the responses towards governance of education during pandemic as to Family and Community Relations was 3.24 with qualitative interpretation of "Agree".

It cannot be denied on the potential impact of parental and community involvement in the success of schoolchildren. Parents demonstrate proactive members as stakeholders by following the policies and guidelines to be strictly observed in the distribution and retrieval of the modules. Parental involvement can improve academic outcomes, whether this involvement is spontaneous or stimulated by school-based engagement programs. The forms of parental engagement shown to have the greatest impact on achievement are setting high expectations and shared reading. Successful engagement programs foster a strong school-family bond. In these programs, student learning is conceived of as a "team effort" between schools and families. What children learn in the classroom is supplemented and reinforced at home. This sense of connection engages parents and keeps them involved.

Table 5. Perception of the teacher-respondents on the governance of education during pandemic as to Family and Community Relations

N=221

	Family and Community Relations	Weighted Mean	Qualitative Interpretation	Rank
1	The Local Government Unit provides support in the modular learning of the pupils by providing office supplies such as bond papers and ink.	3.26	Strongly Agree	4
2	LGU provides printers for the reproduction of modules.	3.16	Agree	5
3	Parents provide support to school by assisting and giving guidance to their children in accomplishing the modules.	3.41	Strongly Agree	3
4	LGU does not provide assistance in the distribution of modules to parents.	2.66	Agree	6
5	Parents extend support to school by getting and submitting modules of their children.	3.43	Strongly Agree	2
6	Parents follow the policies of the school on the proper distribution and retrieval of modules.	3.52	Strongly Agree	1
	Overall Weighted Mean	**3.24**	**Agreed**	

Teacher Supervision

Table 6 shows the perception of the teacher-respondents on the governance of education during pandemic as to Teacher Supervision.

The teacher-respondents "Strongly Agreed" that the "The teachers are supervised during the distribution of modules to parents" with high mean value of 3.73 and ranked 1st. Indicators #2, "The teachers are monitored on the progress of their pupils", indicator #3, "The Heads conduct meetings to teachers on the status of their pupils' academic performance or progress and to determine the problems in the implementation of modular approach", and indicator 6, "The teachers are required to report to heads the problems encountered by pupils in modular learning and find ways to address the problems" with equal lowest mean value of 3.67 and ranked 5th respectively. Overall, the computed weighted mean on the responses towards governance of education during pandemic as to Teacher Supervision was 3.69 with qualitative interpretation of "Strongly Agree".

It is very evident for school heads of having strict and closed supervision for teachers on the distribution of modules to the parents. School heads have direct control, and monitoring on the distribution even on retrieval to assure that the IATF health standard protocols had been strictly observed and complied.

Supervision is different from some of the more common professional development activities such as coaching and mentoring. There is, for example, more of an emphasis on the 'every day' pressures of teaching as opposed to coaching for a specific skill or providing a mentor to support significant career transitions. Supervision offers a structured process that supports the development of knowledge, competence and confidence of professionals.

Supervision of teacher is the means by which subordinate staff of the school are mobilized and motivated towards the full attainment of the goals and objectives of the school they serve. Supervision ensures that the right thing is done through direction and monitoring of teacher activities in school (Oden, 2017).

Table 6. Perception of the teacher-respondents on the governance of education during pandemic as to Teacher Supervision

N=221

	Teacher Supervision	Weighted Mean	Qualitative Interpretation	Rank
1	The teachers are supervised during the distribution of modules to parents.	3.73	Strongly Agree	1
2	The teachers are monitored on the progress of their pupils.	3.67	Strongly Agree	5
3	The Heads conduct meetings to teachers on the status of their pupils' academic performance or progress and to determine the problems in the implementation of modular approach.	3.67	Strongly Agree	5

4	The teachers are required to submit reports of accomplishments.	3.71	Strongly Agree	2.5
5	The teachers are required to report in their respective school for a number of days.	3.71	Strongly Agree	2.5
6	The teachers are required to report to heads the problems encountered by pupils in modular learning and find ways to address the problems.	3.67	Strongly Agree	5
	Overall Weighted Mean	**3.69**	**Strongly Agreed**	

FINANCING OF SCHOOL NEEDS
Table 7 shows the perception of the teacher-respondents on the governance of education during pandemic as to Financing of School Needs.

The teacher-respondents "Strongly Agreed" on indicator 1, **"The school heads allocate fund for the purchase of printers and office supplies for teachers' use in the printing of modules"**, manifested on the high mean value of 3.65 and ranked 1st. Indicators #5, "The school heads allocate fund for internet connectivity of the school for teachers' use", with lowest mean value of 3.41 and ranked 6th. Overall, the computed weighted mean on the responses towards governance of education during pandemic as to Financing of School Needs was 3.56 with qualitative interpretation of "Strongly Agreed".

Table 7 Perception of the teacher-respondents on the governance of education during pandemic as to Financing of School Needs

N=221

	Financing of School Needs	Weighted Mean	Qualitative Interpretation	Rank
1	The school heads allocate fund for the purchase of printers and office supplies for teachers' use in the printing of modules.	3.65	Strongly Agree	1
2	The school heads lead school improvement planning to include needs of the teachers to enhance delivery of learning.	3.63	Strongly Agree	2
3	The school heads provide fund for the procurement of disinfectants and hygiene supplies in the school.	3.62	Strongly Agree	3
4	The school heads allocate resources for improvement of school facilities.	3.60	Strongly Agree	4
5	The school heads allocate fund for internet connectivity of the school for teachers' use.	3.41	Strongly Agree	6
6	The school heads lead in the sourcing out of resources to promote quality instruction.	3.48	Strongly Agree	5
	Overall Weighted Mean	**3.56**	**Strongly Agreed**	

The data clearly demonstrate as observed by the respondents on the manner by which school administrator handles financial resources particularly this time of pandemic in purchasing the needed supplies and materials for modules construction and development. School funding

systems should ensure equal access to core educational services. But allocating equal funding for every student does not guarantee that all students will have a rigorous educational experience. School finance reform must focus on the quality of every school, from the excellence of the instruction to the rigor of the classes. (Benner, 2018). In other words, advocates should be focused on the quality of educational opportunities as the driving goal of an equitable education financing system. Using this as a model, advocates should prioritize increased access to high-quality educational opportunities that raise student achievement as part of an equitable education financing system.

Table 8 shows the Summary Table on the perception of the teacher-respondents on the dimensions towards governance of education during pandemic.

The teacher-respondents "Strongly Agreed" on health and safety protocols and teacher supervision with equal overall weighted mean of 3.69 and ranked 1.5th respectively; for capacity building of human relation (3.58); for financing of school needs (3.56) and ranked 4tg and for family and community relations (3.24) interpreted as "Agree" and ranked 5th. The computed grand mean on the responses towards governance of education during pandemic was 3.55 with qualitative interpretation of "Strongly Agreed".

Table 8. Summary Table on the perception of the teacher-respondents on the dimensions towards governance of education during pandemic

Dimensions towards governance of education during pandemic	Overall Weighted Mean	Qualitative Interpretation	
1. Health and Safety Protocols	3.69	Strongly Agree	1.5
2. Capacity Building of Human Resource	3.58	Strongly Agree	3
3. Family and Community Relations	3.24	Agree	5
4. Teacher Supervision	3.69	Strongly Agree	1.5
5. Financing of School Needs	3.56	Strongly Agree	4
Grand Mean	**3.55**	**Strongly Agree**	

RECOMMENDATION

Based on the summary of the investigations and the conclusions arrived at, the following are recommended;

1. The school management is encouraged to carefully plan the financial resources prioritizing the essential needs address the learning welfare of the students.
2. Continue the good school governance practices of adhering IATF health standard protocols to assure the health safety of the students, teachers and other stakeholders.
3. To assure the better teaching competence, school management is encouraged to continue sending teachers to seminars and training.
4. The school leadership is encouraged to established good network and rapport among community and other stakeholders that would address issues on distribution, and retrieval of modules and internet connectivity.
5. To conduct a similar study with in-depth and wider in scope so as to validate the findings obtained in the study.

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