

Governance and Challenges Among Schools in Division of Zamboanga del Norte Amidst COVID-19

Ervie A. Acaylar¹, Rolando R. Reyes^{2*}

¹Department of Education, Education Supervisor, SGOD, Division of Zamboanga del Norte, Philippines

²Department of Education, Division of Zamboanga del Norte, Philippines

Abstract: School governance has no escape from the unprecedented COVID-19, urging the education system to adopt several approaches to survive its programs and projects. The array of adjustments to favor the modular approach has been wisely decided to deliver across the system. Notwithstanding, this modality had positively accepted due to its efficacy, the implementation of programs and projects in addition to academic aspect have been subjected to study. Public schools, both elementary secondary and senior high schools in Zamboanga del Norte, were the coverage wherein the survey tools were sent to the respondents composed of teachers, school heads, and principals through the Online platform. Fully Implemented with a $\bar{x}= 3.47$ for Health Programs and DRRM, both with a mean 3.47, and implemented with a $\bar{x}=3.10$ for sports and scouting, and a $\bar{x}= 2.28$ for operations and other programs and activities. Challenges marked a level of $\bar{x}=3.50$ with a VD of Agree. Socio-demographic profiles such as sex, age, and length of service fail to reject the null hypotheses of no significant relationship. But, schools and positions rejected the null hypotheses of no significant relationship. Among the socio-demographic profiles, only the school exhibited the rejection of the hypothesis, and evidence suggested that these variables with the challenges were significantly related. Governance and challenges have remarkably shown a significant relationship as calculated through the Spearman Rank Order Correlation Coefficient r_s , ($r_s(10) = .973$, $p = .000$). In the time of the pandemic, the schools' implementation of programs and projects was quite satisfying even though challenges were relatively high and unarguably influence the actual delivery of services.

Keywords: Challenges, Governance, Health programs, Scouting and Sports, School operations.

1. Introduction

People realized the importance of self-discipline in the global health crisis, particularly on safety observance, since the pandemic has utterly disrupted the usual global security. Various adversities have been recorded, such as the closures of businesses, affected families' occupations, and abnormalities in daily routines. Besides, the education system has mainly been unaligned with normality, such as face-to-face interaction with the learners and rooted to extreme demands on the monetary budget to the online classes. Before the global horrific health

threat, the problem of affordances to technological tools for education had existed for quite some time (Wagner, 2018). Children have been found staying at home due to lockdown and tend to spend more time on the Internet and watching television and, leading to psycho-social problems likely to lower self-esteem (Grechyna, 2020). The pandemic unarguably brings about all these circumstances. Undetermined when to cease the intense spreading of the virus remained a unpredictable. Health officials accorded the decision to close schools must weigh the significant health benefits by reducing transmission and case numbers against the high social and economic costs, complex ethical issues, and the possibility of critical services like health care disruption (Cauchemez et al. 2009).

Although the Department of Education has undergone several rescheduling for the opening of classes, in the end, it has been doing its best to provide quality basic education during that year. One unique approach the department has featured is the involvement of the Learning Distance Modality that underpins after a series of consultations and deliberations with the stakeholders. When learning is independent and usually an Online self-paced with the teacher's facilitation, it is called distance learning (Akyol & Garrison, 2011). The Division of Zamboanga del Norte assured how this distance learning modality would be practiced amidst the covid-19 experience. Thus, the school governance and operations in the division level tended to investigate the gap in how each educational institution implemented the programs and activities during the pandemic under its jurisdiction. It included the sex, age, school level, position, and length of service as socio-demographic profiles of the respondents. Scopes were all the elementary, junior, and senior high schools in Zamboanga del Norte. The teachers and school heads were asked to participate in responding to the tool for the survey with the underlying ethical standards and considerations.

In this moment of major and exhaustible endeavors, the purpose is to determine the schools' challenges and the level of various programs' implementation directly for learning. According to educators, learning that provides face-to-face interaction is a rich context of instruction than learning through

*Corresponding author: rol_rey111975@yahoo.com

an online environment (Arinto, 2007; Hill, Chidambaram, & Summers, 2013). This gap needs an abrupt resolution if impacted negatively to ensure the plausibility of learning delivery, mainly through a modular approach. The findings serve as the bases to cope with the difficulties the schools and their personnel have been encountering since the pandemic has experienced. According to Hussain (2017), the lack of one-to-one support in middle and high school will significantly disadvantage. Intentional rejection, especially on the fundamental principles of helping the learners through sound and relevant programs, might result in long-lasting learning impairment. Although classes are remotely done, there is a tendency of losing focus since distractions are eminent at home, and parents are worried about the money for additional remote-learning-related expenses. Teachers have more work without compensation increase (Nicholls, 2020).

2. Framework

Governing school in times of crisis is a complex task. Not only to satisfy with the understanding of how various programs and projects implementations equate with the kind of demand the school system needs but to balance safety and dedication while in the middle of a fearful situation. Espoused theories in the context of school governance are likened to the functions and conditions that policy documents or actors assert are the aims of school governance bodies. The tasks that are actually performed are theories-in-use (Lewis & Naidoo, 2004). Theories of actions view as relevant support as analytical framework bounds within a participative response of the community and stakeholders. But, a simple understanding of power and the power relations between local and central actors and within local groups evolved a major criticism of the participation discourse (Hailey, 2001). During the last two decades, the concept of governance is not new but rather as old as human history or civilization and has increased tremendously (Farazmand, 2013). Governance cannot be confined to a timeframe. Cultural heritage, environmental realities, political culture, traditional values, and economic structure have to be considered in defining and determining characteristics of good governance (Asaduzzaman, 2011). Therefore, the meaning of good governance cannot be confined to a timeframe. Cultural heritage, traditional values, environmental realities, political culture, and economic structure have to be considered in defining and determining characteristics of good governance (Asaduzzaman, 2011).

3. Objectives of the Study

Despite the pandemic, schools in Zamboanga del Norte Division manifested their commitment to the continuity to implement the Deped's programs and projects feasibly. With the considerations of how the major logistic approach suited the probability of realizing positive results. However, looking at the other aspect to improve the education set-up, especially in this Division, a study was conducted and premised on the following objectives; 1. To determine the socio-demographic profile of the respondents. 2. To determine the levels of governance and

challenges among public schools in Zamboanga del Norte. 3. To determine the significant relationship between governance and the socio-demographic profiles of the respondents. 4. To determine the significant relationship between challenges and the socio-demographic profiles of the respondents. 5. To determine the significant relationship between governance and challenges among respondents.

4. Research Question

In the confinement of school personnel to the limitation in performing duties somewhat contributed to affect some obligation to comply. Numerous observable indicators presume these facts. But, to ensure how intense their occurrence, the following specific research questions were formulated;

1. What are the socio-demographic profiles of the respondents of the study?
2. What are the levels of governance and challenges among the respondents?
3. Is there a significant relationship between governance and socio-demographic profile in terms of;
 - a) Sex
 - b) Age
 - c) School Assignment
 - d) Position, and
 - e) Length of Service
4. Is there a significant relationship between challenges and socio-demographic profile in terms of;
 - a) Sex
 - b) Age
 - c) School Assignment
 - d) Position, and
 - e) Length of Service?
 - f) Is there a significant relationship between governance and challenges among the respondents of the study?

Hypotheses:

It presumed that the investigations would deem of the following hypotheses;

1. There is no significant relationship between governance and socio-demographic profile in terms of;
 - a) Sex
 - b) Age
 - c) School Assignment
 - d) Position, and
 - e) Length of Service?
2. There is no significant relationship between challenges and socio-demographic profile in terms of;
 - a) Sex
 - b) Age
 - c) School Assignment
 - d) Position, and
 - e) Length of Service?
3. There is no significant relationship between governance and challenges among public schools in Zamboanga del Norte.

5. Methodology

A. Research Design

The study employed a descriptive-correlational design which presented the mean, frequency count, and percentage of the various levels of measurement. Categorical such as among the socio-demographic profile as treated to find the relationship similarly dwelled on this design, much more with the construct variables like whether governance positively or negatively influenced the challenges.

B. Research Site

Only the public elementary, secondary, and senior high schools in Zamboanga del Norte served as the coverage of the study that this province is composed of three congressional districts. In the first district, peoples' cultural backgrounds mostly are Christians with a minimal number in Muslim and Indigenous People and other ethnic groups. Same with the first district, the second shared similar backgrounds, including individual traits and characteristics. But in the third congressional, the Muslim community has more in numbers than other Muslims in the previous districts.

C. Research Participants

All the school employees in the Division of Zamboanga del Norte that included teachers I-III, Master Teachers I-II, Head Teachers I-VI, and School Heads or principals, were the study participants. Supervisors and the accounting and other staff like administrative officers, guidance counselors, and bookkeepers were not subjected to undergo because the propositions have nothing to do with them, which focus only on governance and school's challenges being encountered with the respondents. A total of 387 served as respondents taken through a random sampling method. Out of these samples, the interval level was set as 5% with a confidence level of 95%. It showed that 85%-5 and 85%+5, the researchers were confident that the correct responses would suffice within this interval if the same questions were asked in the population.

D. Instrument

The instruments were a researcher-made closed-ended questionnaire and broken down into different parts. The first tool has four areas; health program, scouting, and sports, Disaster Risk Reduction Management (DRRM), and other programs and operations measured through the scales and codes; Fully Implemented (4), Implemented (3), Partially Implemented (2), Not Implemented (1). For challenges, responses were through a 5-point scale; Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), and Strongly Disagree (1). With the calculation of Cronbach alpha to test their reliability, they yielded $\alpha=.875$ and $\alpha=.913$ for the first and second tools confident enough to assume their consistencies after being conducted in a separate group of teachers and school heads before they were finally distributed through the online platform.

E. Statistical Treatment

Initial Data Analyses (IDA) wherein the raw data being

collected were firstly organized and treated by the calculation of mean, percentage, and presentation of frequency. Chi-Square test for independence was used for categorical variables like, sex, age, position, school assignment and length of service correlated to governance and challenges. Calculating the significant relationship between governance and challenges, the Spearman Rank Order Correlation Coefficient was appropriately used.

6. Results and Discussion

The presentation of results here would visually depict a brief reflection of various data, and the discussions were settled by giving interpretations in each question.

1) *What is the socio-demographic profile of the respondents of the study?*

Socio-demographic profile of the respondents is shown in table 1. Mostly were females with the percentage of 57.10 as compared to males who marked only 42.90 percent. Among them, aging 51 and above most respondents belong and followed by 41-50 years old. Few were coming from below 30 years. Total respondents were 387 composed of various positions in the Department of Education. Majority were coming from elementary, while the senior HS turned to be the least in number. With these school levels, principals' responses on the study hugely considered as the representations with a length of service to 5-15 years.

As observed, the principal's majority responded to this study because of being the heads of school and knew pretty well the programs and projects for implementation during a year round. Some were teachers I-III, master teachers and head teachers.

Table 1
The Socio-demographic profile

Sex	f	%
Male	166	42.90
Female	221	57.10
Total	387	100
Age	f	%
Below 30	41	10.60
31-40 yrs. old	108	27.90
41-50 yrs. Old	114	29.50
51 & above	124	32.00
Total	387	100
School Assignment	f	%
Elementary	237	61.24
Junior HS	59	15.25
Junior & Senior HS	56	14.47
Senior HS	35	9.04
Total	387	100
Position	f	%
Teacher I-III	117	30.23
Master Teacher I-II	36	9.30
Head Teacher I-VI	94	24.29
Principal I-IV	140	36.18
Total	387	100
Length of Service	f	%
Below 5 yrs.	48	12.40
5-15 yrs.	133	34.37
16-25 yrs.	108	27.91
26 & above yrs.	98	25.32
Total	387	100

2) *Objective 2: To determine the level of governance and challenges among public schools*

During the pandemic, the health program is highlighted as one component under the school governance to implement. Table 2 shows its level. All the items from 1-10, have a Verbal Description (VD) of “Fully Implemented” (FI). It presumes that despite of this global crisis, schools had never affected and instead, dealt with the programs successfully. To reveal further, item eight “Provided proper guidelines to parents, stakeholders, and visitors for minimum health protocols” recorded a mean of 3.8 as the highest with the VD of FI. While, the “Reported any COVID-19 related concerns to the Division Health Personnel” is the least in mean; but remains fully implemented in school. Overall mean has 3.47 with a VD of fully implemented. The related health problems, economic difficulties, and social isolation generate widespread stress, depression, anxiety, and other mental health concerns (Kirzingeretal., 2020; Panchaletal, 2020), as cited in McMorrow (2020).

Another significant program of governance being analyzed is the school’s Disaster Risk Reduction Management (DRRM). Table 3 gives sufficient analysis on its implementation and arranges in decreasing order. Statement 1-9 obtained a VD of FI and only item 10 for Implemented (I). The “Continuously executed the programs and activities concerning DRRM, such as earthquake drills and others” manifested that all schools have been performing their duties in acting on this program regardless of stringent health protocols. Item that refers to the improvement of facilities by procuring additional equipment and facilities rated least among other items. However, the table presents an overall level of FI with a mean of 3.47 enough to conclude that these enumerated items, the schools had regarded them as relevant and necessary.

Table 4 supplies the level of scouting and sports. Notably, there was a constant monitoring of the conditions of sports and scouting facilities as reflected on the table. Statements 3,1,6,5 and 4 obtained VD of “FI”, while 2,7,9,10, & 8 for “I”. Besides,

Table 2
The governance level under health program

Statement	Item No.	Mean	Verbal Description (VD)
Provided proper guidelines to parents, stakeholders, and visitors for minimum health protocols	8	3.8	Fully Implemented
Advocated the implementation of various school’s health protocols to parents and stakeholders.	9	3.8	Fully Implemented
Complied with the Health standards and work safety issued by the DepED.	1	3.78	Fully Implemented
Participated in the programs, activities, and initiatives about health.	2	3.73	Fully Implemented
Monitored each co-employee health conditions in school and reported to the Local Inter-Agency Task Force (IATF)	10	3.73	Fully Implemented
Managed all safety and hygiene provided by DepEd, LGU, and stakeholders	4	3.72	Fully Implemented
Constructed sustainable washing facilities as a mandate of the right of the child to receive protection from conditions that would hamper their development.	7	3.72	Fully Implemented
Supported the LGU and barangay actions to respond to COVID-19	5	3.71	Fully Implemented
Used sanitary resources provided by DepEd	3	3.69	Fully Implemented
Reported any COVID-19 related concerns to the Division Health Personnel	6	3.50	Implemented
Overall Mean		3.47	Fully Implemented

Table 3
The governance level under Disaster Risk Reduction Management (DRRM)

Statement	Item No.	Mean	Verbal Description (VD)
Continuously executed the programs and activities concerning DRRM, such as earthquake drills and others.	1	3.68	Fully Implemented
Updated based on new guidelines and activities of DRRM	2	3.62	Fully Implemented
Established community partnership to recover negative impact brought by any calamities	3	3.54	Fully Implemented
Continuously established advocacy to safeguard individual lives during calamity	7	3.51	Fully Implemented
Strengthened the capacities to cope with the occurrence of disasters	4	3.51	Fully Implemented
Mitigated potential impacts by securing school facilities that might cause risk to individuals, including parents	9	3.46	Fully Implemented
Helped the community to enhance its disaster risk reduction committee	10	3.45	Fully Implemented
Participated regular training to prepare when calamity comes.	5	3.45	Fully Implemented
Re-visited programs on disaster prevention and implement effectively	8	3.38	Fully Implemented
Improved DRRM facilities by procuring additional equipment and facilities	6	3.14	Implemented
Overall Mean		3.47	Fully Implemented

Table 4
The governance level under scouting and sports

Statement	Item No.	Mean	Verbal Description (VD)
Monitored the conditions of sports and scouting supplies/facilities/equipment	3	3.51	Fully Implemented
Discussed sports and scouting programs during virtual meetings as one of the agenda	1	3.44	Fully Implemented
Regularly observed on the wearing of scouting uniforms during occasions	6	3.44	Fully Implemented
Observed significant dates for sports and scouting activities	5	3.51	Fully Implemented
Sports and scouting plans and programs were visible and updated	4	3.35	Fully Implemented
Procured sports and scouting facilities and equipment	2	3.23	Implemented
Encouraged membership registrations of learners to scout	7	2.81	Implemented
Assigned possible coaches and chaperons if ever the face-to-face will resume	9	2.65	Implemented
Appropriated budget for sports and scouting activities	10	2.65	Implemented
Maintained the records on potential athletes who are still qualified to play	8	2.65	Implemented
Overall Mean		3.10	Implemented

updates and other programs were most likely included during webinars of school heads and teachers. To summarize how the schools embraced them, the overall mean belongs to a VD of “I”.

In table 5 is the level of governance under operations and other programs and projects. As arranged in descending order, only statements 1 & 2 have VD of “FI”, while the rest stands on “I”. Gulayans sa Paaralan with stakeholders’ participation relative to this program remains visible. Schools have been committing doing their valuable responses to policies amplifying the significance of maintaining vegetable garden in school. On other side, the schools’ PTA programs and projects were seen updated despite that the table pointed this statement lastly.

Table 6 presents the challenges encountered by the schools during the pandemic. Strongly Agree (SA) on the difficulty on catering to school activities with the teachers because of the limited face-to-face. Supposedly, in the delivery of quality services particularly on a continuous improvement seemed unaffected, however, the school tended to encounter challenges that affect the realization of school operations. Statement 7 gives only a VD of Strongly Agree (SA), while statements 1,8,9, & 10 give a VD of Agree (A). Three statements belong to Neither Agree nor Disagree (NA/D), such as 2, 3, 4, 6 & 5. In totality, a VD of Agree obtains by the schools during this horrific situation.

Presenting the relationship between socio-demographic profile and governance is found in table 7. Sex has a computed $X^2(3, N=387)=0.24, p=.971$ has insufficient evidence

to suggest that sex has a significant relationship with governance. The p -value of .971 is greater than the alpha level of .05; this implies that the study fails to reject the null hypothesis of no significant relationship. Regardless of what sex the respondents have, there is nothing to do with how they governed the school in this health crisis. Similarly, their ages do not influence their governance. As the computation reveals $X^2(6, N=387)=1.88, p=.931$, there is no sufficient evidence to suggest the rejection of the null hypothesis; instead, it bears on the idea that ages have no significant relationship with governance as supported by the p -value greater than the alpha level of .05. However, the school type, such as from Elementary to Senior HS, shows a significant relationship. Considering the computed $X^2(6, N=387)=14.91, p=.021$ suggests that schools' levels influenced their governance with the p -value being less than the alpha level of .05, which tells the rejection of the null hypothesis. Based on the contingency table, elementary tended to fully implement the programs and projects despite the impact of COVID-19. The respondents positions have a significant relationship with the governance with $X^2(6, N=387)=45.88, p=.000$. However, the length of service as correlated with the governance fails to reject the null hypothesis. Years of experience in the Department of Education do not associate how they govern the schools' programs and projects.

Table 8 shows the relationship between the socio-demographic profile and the challenges of the respondents. Sex has no sufficient evidence to suggest that being a male or female directly correlates with the challenges as the computations

Table 5
The governance level under operations and other programs & projects

Statement	Item No.	Mean	Verbal Description (VD)
Maintained the "Gulayansa Paaralan" year round.	1	3.51	Fully Implemented
Coordinated with the stakeholders to participate in the maintenance of the "Gulayansa Paaralan" and other school programs	2	3.44	Fully Implemented
Observed various DepEd orders and memoranda on their implementations	9	3.02	Implemented
Efficient MOOE Expenditures based on Annual and School Implementation Plans.	10	2.82	Implemented
All physical plants that include buildings, signage, perimeter fence and others were properly maintained.	3	2.82	Implemented
Implemented or conducted actions research	8	2.7	Implemented
A continuous implementation of PTA programs and projects	7	2.68	Implemented
There was a proper utilization of donations intended for repair and maintenance	5	2.66	Implemented
There were notable personalities who continuously adopted the school for a specific project.	6	2.66	Implemented
PTA programs and projects were active and updated.	4	2.66	Implemented
Overall Mean		2.88	Implemented

Table 6
The level of challenges

Statement	Item No.	Mean	Verbal Description (VD)
There was difficulty observing school activities due to prohibition or limited face-to-face with the teachers.	7	4.02	Strong Agree
Located in an area with an unstable internet connection, making it challenging to listen to any webinars and virtual conferences.	1	4.01	Agree
School programs and activities mostly experienced implementation pendency	8	3.87	Agree
The Alternative work assignment did not address the bulks of works to comply.	9	3.5	Agree
Notable absences were observed of school personnel due to health conditions.	10	3.41	Agree
There were no laptops or personal computers to use for online submission of reports or communication with the parents and students	2	3.37	Neither Agree nor Disagree
It is not easy to communicate with the barangay officials and LGU council due to lockdowns	3	3.3	Neither Agree nor Disagree
The repair and maintenance materials from donors and other stakeholders failed to deliver on time	4	3.3	Neither Agree nor Disagree
The school experienced a delay in procurement transactions for MOOE expenditures	6	3.2	Neither Agree nor Disagree
There was a dramatic increase of covid-19 in the place, causing to miss reporting to school and do important reports.	5	3.13	Neither Agree nor Disagree
Overall Mean		3.50	Agree

Note: 1-1.8- Strongly Disagree, 1.9-2.6-Disagree, 2.7-3.4- Neither Agree nor Disagree, 3.5-4.2- Agree, 4.3-5.0- Strongly Agree

present $X^2(4, N=387)=0.643, p=.958$, the p-value is greater than the alpha level of .05, which fails to reject the null hypothesis of no significant relationship. Age also does not directly associate with the challenges since $X^2(12, N=387)=19.19,$

$p=.086$ with the p-value greater than the alpha level of .05 that fails to reject the null hypothesis. But, the school level gives a distinct relationship with the challenges. And as supplied in the table, elementary teachers primarily confronted those stated

Table 7
Relationship between socio-demographic profile and governance

Governance						
Sex	Fully Implemented (FI)	Implemented (I)	Partially Implemented (PI)	Not Implemented (NI)	X ²	p-value
Male	80	61	20	5		
Female	109	80	27	5	0.24	.971

Age	Fully Implemented (FI)	Implemented (I)	Partially/Not Implemented (P/NI)	X ²	p-value
Below 30	20	15	6		
31-40	53	44	11	1.88	.931
41-50	62	42	10		
51 & above	64	49	11		

School	Fully Implemented (FI)	Implemented (I)	Partially/Not Implemented (P/NI)	X ²	p-value
Elementary	135	88	14		
Junior HS	83	27	9	14.91	.021*
Junior HS	14	4	7		
Junior HS & Senior HS	23	27	9		

Position	Fully Implemented (FI)	Implemented (I)	Partially/Not Implemented (P/NI)	X ²	p-value
Teacher I-III	78	48	14		
Master Teacher I-II	13	12	11	45.88	.000*
Head Teacher I-VI	56	45	16		
Principal I-IV	44	38	12		

Length of Service	Fully Implemented (FI)	Implemented (I)	Partially/Not Implemented (P/NI)	X ²	p-value
Below 5 years	21	17	10		
5-15 years	66	50	172	0.948	.815
16-25 years	54	40	12		
26 & above years	50	36	12		

* $p < .05$, significant

Table 8
Relationship between socio-demographic profile and challenges

Challenges							
Sex	Strongly Agree (SA)	Agree (A)	Neither Agree nor Disagree (NA nor DA)	Disagree (DA)	Strongly Disagree (SDA)	X ²	p-value
Male	37	57	43	23	13	0.643	.958
Female	42	76	58	31	14		

Age	SA	A	NA nor DA	DA	SDA	X ²	p-value
Below 30 yrs. old	9	10	11	5	6		
31-40 yrs.old	22	35	30	15	6	19.19	.086
41-50 yrs.old	24	34	24	21	6		
51 & above	21	43	46	9	5		

School Level	SA	A	NA nor DA	DA	SDA	X ²	p-value
Elementary	51	82	66	33	5		
Junior HS	11	23	12	6	7	21.81	.040*
Senior HS	8	7	9	6	5		
Junior HS & Senior HS	10	15	15	10	6		

Position	SA	A	NA nor DA	DA	SDA	X ²	p-value
Teacher I-III	27	53	41	12	7		
Master Teacher I-II	8	9	8	6	5	15.21	.23
Head Teacher I-VI	23	38	32	19	5		
Principal I-IV	18	27	21	18	10		

Length of Service	SA	A	NA nor DA	DA	SDA	X ²	p-value
Below 5 years	10	14	11	8	5		
5-15 years	26	46	40	14	7	11.44	.491
16-25 years	25	35	22	20	6		
26 & above years	16	41	28	9	4		

* $p < .05$, significant

challenges compared to the other respondents. The computed $X^2(12, N=387)=21.81, p=.040$, implies to reject the null hypothesis and favors the alternative to have associations. To support the claim, the p-value is less than the alpha level of .05. With the teaching position and the length of service, they do not show any significant relationship as interpreted based on calculated X^2 .

In correlating the governance and challenges, the coefficient of correlation and p-value are presented in table 9. Much further, the computed ($r_s(10) = .973, p = .000$) explains that these variables are associated strongly and established a relationship. Since the probability value is .000 less than the alpha level of .05, it undertakes the idea of rejecting the null hypothesis of no significant relationship attributing to the explanation of the higher the school governance as responded by the different group of teachers and school heads, the higher also the challenges encountered. It presumes that even the pandemic where schools seem uncertain of the projects and programs implementation was able to adapt several approaches to realization. Regardless of risk, anxiety, and irregular reporting to school, priorities to support school governance have been accustomed for the sake of students' learning progress amidst the pandemic.

Table 9
The relationship between governance and challenges

Variables	Coefficient of Correlation	p-value
Governance and Challenges	.973	.000*

* $p < .05$, significant

7. Conclusion

Series of consultations with the World Health Organization (WHO) on how to deal with the current situation in the context of education have been made wherein the International Agency Task Force (IAFT) in the Philippines against COVID-19 relies on its worldwide guidelines. DepEd is embarking its policies in accordance with areas classifications to ensure the safety of both pupils and personnel, making school governance delimits some implementation on programs and projects. This study reveals the situational analyses about the level of governance and challenges and their relationship met by each school in the Division of Zamboanga del Norte by surveying all school personnel in the field except school supervisors and fiscal staff. Most of them were females aged 51 and above assigned in elementary. Among them, principals' position hugely represented the study, and all the respondents generally have 5-15 years in service in DepEd. Governance was composed of Health Programs, DRRM, Scouting and Sports, and Operations and other Programs and Projects. Fully implemented for health programs and DRRM, and implemented for scouting and sports and operations and other programs and projects. The established relationship between socio-demographic profile and governance, sex, age, and length of service had no significant relationship and assumed they never influenced the level of implementation. However, school assignments and positions showed a significant relationship, which means, the higher the level of implementation, the higher the challenges they confronted. It is presumably attributable to the present

situation; despite how intense the difficulties in initiating to sustain the programs and projects, they handled it successfully. Challenges brought by the pandemic as correlated with socio-demographic profile, only school assignment found significantly related. It mostly was respondents from elementary, while sex, age, position, and length of service were not supplied shreds of evidence to suggest they're significantly related. The construct of relating the variables, namely, governance and challenges among public schools, clearly found that they have a strong association. Basically, the data portrayed an almost perfect positive coefficient of correlation enough to wrap up that the higher the schools' governance, the higher their challenges.

8. Translational

Looking at the basic principle of how the DepEd formulating policies to cater to school continuous improvement, the utmost consideration is the research findings to suit their wider applicability. Thus, it is recommended to have another study that aims to seek how parents, stakeholders, and other known individuals have contributed the school governance and their impact to learners' school performance during the new normal.

References

- [1] Akyol, Z., & Garrison, D. R. (2011). Understanding cognitive presence in an online and blended community of inquiry: Assessing outcomes and processes for deep approaches to learning. *British Journal of Educational Technology*, 42(2), 233-250.
- [2] Alvarez, A. Jr. (2020). The phenomenon of learning at a distance through emergency remote teaching amidst the pandemic crisis. *Asian Journal of Distance Education*, 15(1), 144-153.
- [3] Arinto, P. (2007). Going the distance: Towards a new professionalism for full-time distance education faculty at the University of the Philippines. *The International Review of Research in Open and Distributed Learning*, 8(3).
- [4] Asaduzzaman M (2011) Innovation in local governance: decentralization and citizen participation in Bangladesh. In: Anttiroiko AV et al (eds) Innovative trends in public governance in Asia. ISO Press, Amsterdam, pp. 220-233.
- [5] Farazmand A (2013) Governance in the age of globalization: challenges and opportunities for South and South-east Asia. *Public Org Rev* 13:349-363.
- [6] Grechyna D. Health threats associated with children lockdown in Spain during COVID-19. SSRN. 2020.
- [7] Hailey, John (2001). Beyond the Formulaic: Process and Practice in South Asian NGOs. In B. Cooke and U. Kothari (Eds.) *Participation. The New Tyranny?* London: Zed Books, 88-101.
- [8] Hussain, F. (2017). Teaching in primary schools in China and India: Contexts of learning. *Asia Pacific Journal of Education*.
- [9] Joshi Ankur, Kale Saket, Chandel Satish, and Pal Dinesh. (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science & Technology*. 7. 396-403.
- [10] Lewis, S.G and Naidoo, J. (2004). Whose Theory of Participation? School Governance Policy and Practice in South Africa.
- [11] McMorrow, S., Gonzalez, D., Caraveo, A., & Kenny, J. (2020). Urgent Action Needed to Address Children's Unmet Health Care Needs during the Pandemic.
- [12] Nicholls, A. C. (2020, June 11). Education in time of a pandemic: What students and teachers are in for this coming school year. *CNN Philippines*. <https://www.cnn.ph/news/2020/6/11/COVID-19-2020-school-classes.html>
- [13] Simon Cauchemez, Neil M Ferguson, Claude Wachtel, Anders Tegnell, Guillaume Saour, Ben Duncan, Angus Nicoll, Closure of schools during an influenza pandemic, *The Lancet Infectious Diseases*, Volume 9, Issue 8, 2009.

- [14] Wagner, D. A. (2018). Technology for education in low-income countries: Supporting the UN sustainable development goals. In *ICT-Supported Innovations in Small Countries and Developing Regions*. Springer, Cham.