



# The Implementation of Inter- Agency Task Force Guidelines in School Settings and Its Effect to Students' Learning at Davao Central College

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## **Authors' contributions**

*This work was carried out in collaboration among all authors. Author JCAE, AMEE, PAG, FLHA, JMMD and ACB et al conceptualized the research study. They conducted the survey to the respondent and collected the data. Author Mondejar managed the analysis and supervision of the improvement of the paper study. All authors read and approved the final manuscript.*

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## **ABSTRACT**

**Aims:** It examines the extent of integration of the guidelines in the school setting and their impact on students. The study aims to determine the level of implementation of Inter-Agency Task Force in the different alert level in school setting and its effect to the student's learners in their physiological, socio-emotional, and mental well-being.

**Study Design:** Descriptive Research Study.

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**Place and Duration of Study:** Davao Central College (DCC) students of the school year 2022-2023.

**Methodology:** The study focuses to post-evaluate the implementation of Inter-Agency Task Force Guidelines and its effect to students of Davao Central College in terms of the alert level implemented in the region and its effects to the physiological, socio-emotional, and mental well-being of the students. The study involved 300 students from different year levels, equal allocations were used to obtain number of samples across the different year level. The questionnaire was undergone content validation by three validators experts. There The findings revealed that students' perceptions play a crucial role in assessing the effectiveness of the guidelines. Continuous support, reinforcement of social distancing practices, and ongoing evaluation are essential for a safe and effective learning environment. While the guidelines positively affect students' physical and socio-emotional well-being.

**Results:** The level of implementation of IATF guidelines, categorized into Level 1, Level 2, and Level 3. The SD values for all three levels are relatively similar, ranging from 0.90 to 0.92, indicating a moderate level of variation in student responses within each level. The overall category mean is 4.04, reflecting the average perception of students across all levels. Additionally, the overall SD of 0.82 indicates relatively low variation in student responses, suggesting a consistent perception of the overall level of implementation of the IATF guidelines as high. The effects of the implementation of IATF guidelines on students. The standard deviation (SD) values range from 0.88 to 0.97, indicating a moderate level of variation in student responses within each aspect. The overall category mean is 3.85, representing the average perception of students regarding the effects of the implementation of IATF guidelines across all aspects. Additionally, the overall SD of 0.83 suggests relatively low variation in student responses, indicating a consistent perception of the overall effects as high. In terms of the Physiological Aspect, there is a significant positive relationship between the implementation of IATF guidelines (Level 1, Level 2, Level 3) and its effects, with r-values ranging from 0.595 to 0.680. This indicates that as the implementation of the guidelines increases, there is a corresponding increase in the positive effects on students' physiological well-being. The p-values of 0.000 indicate that these relationships are statistically significant.

**Conclusion:** Students' perceptions reveal the effectiveness of implemented guidelines, emphasizing the need for continuous support, reinforced of social distancing. Importantly the study showcases Davao Central College as an exemplar of law-abiding institution, exemplified by its unwavering commitment to adhering to the IATF guidelines within the school setting. The diligent and consistent compliance demonstrated by DCC establishes it as a model for other institutions to emulate. As a future research, they can use this as references if there are crisis that related for the health safety of the students and its implementation.

*Keywords: Inter-Agency task force; Davao central college guidelines.*

## 1. INTRODUCTION

As the pandemic arises, law enforcement agencies are tasked with implementing rules and regulations in order to maintain peace and order as well as slow the fast spread of COVID-19. Government officials have placed an order to ensure the health and safety of the community. As a result, it is the responsibility of law enforcement to follow the guidelines that have been established. The Department of the Interior and Local Government (DILG), the Department of Justice (DOJ), and the Philippine National Police (PNP) released a joint memorandum circular (JMC) on how to handle violations of health and safety regulations as well as violations involving quarantine [1]. Aside from the guidelines, sanctions and penalties are also

indicated for the violators, but there are still people out there who are believed to disregard their own health and, at the same time, the health of those around them. For effective implementation of the guidelines, law enforcers are also tasked with observing the guidelines within themselves.

In the United States, around one year after the World Health Organization announced the cases of coronavirus disease, the country is said to have experienced over 24 million cases of COVID-19 and around 400,000 recorded deaths. With this, the White House has established a national strategy that will serve as a guide for America in order to fight out the health crisis caused by the pandemic [2]. The United States is one of the nations that has experienced the

pandemic the worst, as they have one of the highest infection rates and death tolls related to the said disease. Further, as the effect emerged, the White House implemented guidelines that will provide a guide for the citizens, one of which is to immediately expand emergency relief and exercise the Defense Production Act.

On March 16, 2020, the Philippines declared an Extended Community Quarantine (ECQ), which was later downgraded to a General Community Quarantine and took effect on June 1st in Metro Manila. The Inter-Agency Task Force, which is led by the police and military forces, is in charge of overseeing the implementation of quarantines. A curfew and frequent checkpoints were implemented as part of the ECQ throughout the Luzon region, including Metro Manila. Only essential workers, such as hospital staff, grocery store and pharmacy employees, and individuals going out for food, medications, or medical services were permitted to move about for a limited number of reasons, thanks to a pass system provided by local community leaders [3].

In Davao City, after an increase in COVID-19 cases in the city, the City of Davao has been placed under general community quarantine (GCQ) with immediate effect until November 30, 2020. Also, law enforcement organizations are instructed to support the implementation of granular lockdowns in concerned areas or clusters and, if necessary, deploy personnel in the city [4]. Furthermore, local authorities observed that the infections were still increasing when the city was put under the more stringent ECQ at the beginning of April. As a result, the Davao City COVID-19 Task Group and Former Mayor Sara decided to implement an area-specific lockdown mechanism to restrict public movement in places where diseases are known to cluster [5]. Thus, this established how important law enforcement was during the time of the pandemic up until these days in observing the guidelines implemented.

As of now, several studies have been conducted in relation to the enforcement of inter-agency guidelines, especially at the time of a pandemic. Davao Central College is an institution which is not exempted in the implementation of the policy of Inter-agency Task Force. DCC have recorded some violations like social distancing and capacity of person in the area as stated in the alert levels. In addition, DCC had recorded several employees who have been positive for COVID-19. In this state the DCC need to address

the needs of the employees that aligned to the policy implemented in DCC concept. As a result the researchers would like to conduct this in order to determine and validate the implementation of inter-agency task force in Davao Central College concept.

The purpose of this study is to post-evaluate the implementation of Inter-Agency Task Force Guidelines and its effect to students of Davao Central College. It focuses primarily on finding answers to the following problems:

1. What is the level of implementation of IATF guidelines in DCC in terms of:
  - 1.1 Level 1,
  - 1.2 Level 2, and
  - 1.3 Level 3?
2. What are the effects of the implementation of IATF guidelines to DCC students in terms of:
  - 2.1 Physiological;
  - 2.2 Socio-emotional; and
  - 2.3 Mental?
3. What recommendation can be provided to improve the implementation of IATF guidelines in school settings?

## 2. MATERIALS AND METHODS

This study employed the descriptive research design. This design aims to systematically collect and analyze data to provide an accurate and comprehensive picture of the current situation regarding the implementation of the Inter-Agency Task Force guidelines at DCC and its impact on the students. The study utilized surveys to gather data from the 300 selected students from different year levels at DCC. The survey assessed the students' perceptions of the guidelines, their compliance, and how these measures affect their daily routines and academic experiences. The descriptive research design enabled the researchers to present a detailed and factual account of the situation, facilitating a comprehensive understanding of the guidelines' effects on the student population at Davao Central College.

The respondents of the study were 300 students from first year to fourth year level during the SY 2022-2023. Equal allocations were used to obtain number of samples across the different year levels. These students form a

representative sample of the DCC student population, and their experiences and perspectives will be crucial in understanding the impact of the Inter-Agency Task Force guidelines on the educational environment. By analyzing their responses and feedback, the study aims to assess how the implementation of these guidelines affects students' academic performance, well-being, and overall learning experience, contributing to valuable insights for the improvement of school policies and support systems.

The main instrument used in this study is a constructed questionnaire for which were lifted from the literatures. The questionnaire underwent validation from pool of experts and internal validity using Cronbach Alpha. The questionnaire consisted of three (3) parts: Part 1 determined respondent's profile, Part 2 determined respondent's perception on the level of

implementation of the IATF guidelines in DCC and Part 3 determined students' perception towards the effects of IATF guidelines.

A five (5) point Likert scale of: 5) always, 4) often, 3) sometimes, 2) seldom, 1) never, will be used to determine the student's perceptions on the level of the implementation of IATF guidelines in DCC. On the other hand, students' perception on the effect of IATF guidelines upon implementation to DCC students.

The following range of interpretation was used to describe the obtain mean score on the level of implementation of IATF guidelines in DCC and its effect to DCC students:

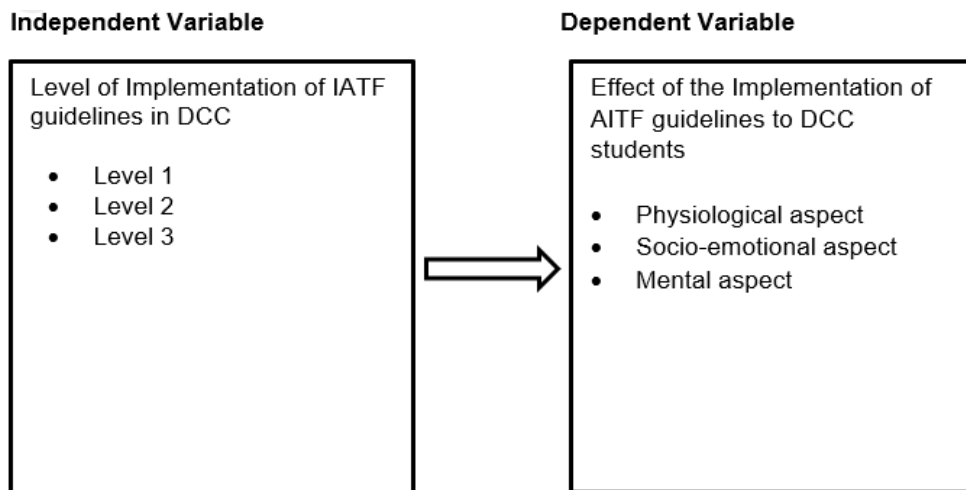
The following range of interpretation was used to describe the obtain mean score on the effect of the implementation of IATF guidelines to DCC students:

**List 1. Range of interpretation of IATF guidelines in DCC and its effect to DCC students**

Range	Description	Interpretation
4.21 – 5.00	Very high	Respondents' perception towards the implementation of IATF guidelines is always observed.
3.41 – 4.20	High	Respondents' perception towards the implementation of IATF guidelines is oftentimes observed.
2.61- 3.40	Average	Respondents' perception towards the implementation of IATF guidelines is sometimes observed.
1.81 – 2.60	Low	Respondents' perception towards the implementation of IATF guidelines is seldom observed.
1.00 – 1.80	Very low	Respondents' perception towards the implementation of IATF guidelines is never observed.

**List 2. Range of interpretation of IATF guidelines to DCC students**

Range	Description	Interpretation
4.21 – 5.00	Very high	Respondents' perception towards the effect of the implementation of IATF guidelines to DCC is always evident.
3.41 – 4.20	High	Respondents' perception towards the effect of the implementation of IATF guidelines to DCC is oftentimes evident.
2.61- 3.40	Average	Respondents' perception towards the effect of the implementation of IATF guidelines to DCC is sometimes evident.
1.81 – 2.60	Low	Respondents' perception towards the effect of the implementation of IATF guidelines to DCC is seldom evident.
1.00 – 1.80	Very low	Respondents' perception towards the effect of the implementation of IATF guidelines to DCC is never evident.



**Fig. 1. The Schematic diagram showing the variables of the study**

The following steps of are followed: First, a questionnaire was constructed by the researchers. Second, if items must pass the standard validation, copies were distributed to the selected DCC students. Third, the questionnaire was collected for the collation of data. Fourth, the collated data undergone statistical testing and results will be interpreted. Fifth, presentation of the results of the study.

The independent variable of the study is the level of implementation of Inter-Agency Task Force (IATF) guidelines in Davao Central College along with the following indicators: levels 1, 2, and 3. On the other hand, the dependent variable is the effect of the implementation of IATF guidelines to DCC students in terms of physiological, socio-emotional, and mental aspects. The arrow pointing from independent variable illustrates how the implementation of AITF guidelines affects the students of DCC. Shown in Fig. 1 is the conceptual framework of the study.

### 3. RESULTS AND DISCUSSION

In Table 1 above, the highest mean is observed in Statement 3, which is "school implements distance learning and online classes", with a mean of 4.15. This indicates that students perceive the implementation of distance learning and online classes as highly effective and successful.

On the other hand, the lowest mean is found in statement 2, which is the school observed the minimum social distancing at all times", with a mean of 3.99 and a SD of 1.07. This suggests

that students consistently perceive the adherence to minimum social distancing measures to be slightly lower compared to other aspects of the guidelines.

Generally, the overall mean and SD are 4.08 and 0.92, respectively, which is rated as High. This explains why the level of implementation of IATF guidelines in the level 1 category is often observed in the school.

#### 3.1 Level of Implementation of IATF Guidelines in Terms of Level 1

The high mean score for the statement regarding the implementation of distance learning and online classes indicates that students perceive these measures as highly effective and successful. This supports previous research suggesting that online learning can provide educational continuity and flexibility during challenging circumstances [6]. It underscores the importance of investing in technology infrastructure and providing necessary support to ensure the seamless delivery of distance education.

On the other hand, the lower mean score for the statement related to social distancing suggests that students perceive adherence to minimum social distancing measures to be slightly lower compared to other aspects of the guidelines. In the context of Davao Central College, the institution is strictly implemented the social distancing align to the guidelines stated in the AITF. It is a human nature that everyone is sociable in nature. It is hard to control to totally

disperse the group of students when they go to the school. Particularly, that the school is implementing once in a week the students can go to school to get their modules and submit their activities. Students are sociable since, this are the time that they can communicate, talk a lot with their friends and classmates physically and in a face-to-face approach. This highlights the need for schools to reinforce and consistently monitor social distancing practices to create a safe and healthy learning environment [7]. It emphasizes the importance of educating students about the significance of social distancing and implementing measures to promote compliance.

Overall, the high overall mean and SD in Table 1 indicate that the level of implementation of IATF guidelines in the level 1 category is generally observed in the school. It highlights the importance of a comprehensive and well-executed approach to ensure the effective implementation of IATF guidelines and their positive impact on students' educational experiences and well-being [8].

Table 2 above the implementation of IATF guidelines in the level 2 category. The highest mean is observed in statement 3, which is the "school makes sure that the teachers and their staff are all vaccinated," with a mean of 4.23 described as very high. This indicates that students perceive the vaccination of teachers and staff as a crucial aspect of ensuring a safe learning environment, and they view it as being very effectively implemented.

The lowest mean is found in statement 4, which says "social distancing is strictly implemented at all times," with a mean of 4.07 described as high. This suggests that students perceive the strict implementation of social distancing measures to be slightly lower compared to other aspects of the guidelines.

In general, the level of implementation of IATF guidelines in the Level 2 category at DCC is 4.13, rated as high, with a SD of 0.91. This represents the consistent perception of the students regarding the level of implementation of the IATF guidelines in the Level 2 category at the school.

### 3.2 Level of Implementation of IATF Guidelines in Terms of Level 2

The findings from Table 2 shows the implementation of IATF guidelines in the level 2 category and its effects on students. The high mean score for the statement regarding the vaccination of teachers and staff indicates that students recognize the importance of ensuring the vaccination of these individuals for the safety and well-being of the school community. In the Davao Central College, the teachers are fully vaccinated as it is one of the requirements of the CHED in preparation for the limited face-to-face. This is for the safety of the teachers and learners as they will have interaction in the classroom setting. This supports research highlighting the role of vaccination in mitigating the spread of infectious diseases and creating a secure learning environment [9]. It emphasizes the need for schools to prioritize the vaccination of education personnel to instill confidence and maintain a healthy educational setting.

On the other hand, the slightly lower mean score for the statement related to the strict implementation of social distancing suggests that students perceive room for improvement in this aspect of the guidelines. This finding aligns with studies emphasizing the challenges and complexities of maintaining consistent social distancing measures within school settings [10].). It underscores the importance of continued efforts to reinforce and monitor compliance with social distancing protocols to effectively mitigate the transmission of infectious diseases.

**Table 1. Level of Implementation of IATF Guidelines in school settings in Terms of Level 1**

Level 1	Mean	SD	D.E.
1 Able to go to school to submit school papers and complied without strict procedures.	4.06	1.12	High
2 School observed the minimum social distancing at all times.	3.99	1.07	High
3 School implement distance learning and online classes.	4.15	1.12	High
4 Able to enter the school premises to talk with teachers.	4.06	1.11	High
5 Able to travel to school easily.	4.12	1.07	High
<b>Category Mean</b>	<b>4.08</b>	<b>0.92</b>	<b>High</b>

**Table 2. Level of Implementation of IATF guidelines in school settings in terms of Level 2**

Level 2	Mean	SD	D.E.
1 Allowed to go enter the school If vaccinated.	4.15	1.11	High
2 Allowed to enter the school premise if above 18 years old and above.	4.10	1.10	High
3 School make sure that the teachers and their staff are all vaccinated.	4.23	1.09	Very High
4 Social distancing is strictly implemented at all times.	4.07	1.11	High
5 Before entering the school, advised to wash our hands in their respective washing area.	4.11	1.12	High
<b>Category Mean</b>	<b>4.13</b>	<b>0.91</b>	<b>High</b>

In addition, cited by Cochrane, et al [11]. He studies about Assessing the impact of social distancing measures in limited face-to-face classes: Perspectives from students and teachers. This study explored the impact of social distancing measures in limited face-to-face classes from the perspectives of both students and teachers. The researchers surveyed students and conducted interviews with teachers to gather their perceptions and experiences regarding social distancing practices. The findings indicated that while social distancing measures were challenging, they were generally perceived as necessary for reducing COVID-19 risks and maintaining a safe learning environment.

Moreover, Gamage, & Jayawardane, [12] stated in his study examined the effectiveness of classroom rearrangement strategies to maintain social distancing in schools during the COVID-19 pandemic. The researchers conducted simulations and evaluated different seating arrangements to optimize social distancing compliance. The findings suggested that rearranging classrooms by spacing desks and seats appropriately could effectively support social distancing efforts in limited face-to-face classes.

Generally, the high overall mean and SD in Table 2 indicate that the level 2 category of IATF guidelines is generally well-implemented at the school. It underscores the importance of a comprehensive and proactive approach to implement and communicate the guidelines to ensure the safety and well-being of students and staff [13].

**3.3 Level of Implementation of IATF guidelines in school settings in terms of Level 3**

In Table 3, the highest mean is observed in statement 5, which is "the school implemented

limited face-to-face or in-person classes during this alert level," with a mean of 4.21. This indicates that students perceive the implementation of limited face-to-face or in-person classes as highly effective and necessary during the specified alert level.

The lowest mean is found in Statement 1, which states that "social distancing is strictly observed and monitored by the teachers and staff at all times," with a mean of 3.73. This suggests that students perceive the strict observation and monitoring of social distancing by teachers and staff to be slightly lower compared to other aspects of the guidelines.

In general, the level of implementation of IATF guidelines in the level 3 category at DCC is 3.91 with a SD of 0.90, rated as high with a SD of 0.91. This represents the consistent perception of the students regarding the level of implementation of the IATF guidelines in the school in the level 3 category.

**3.4 Level of Implementation of IATF Guidelines in Terms of Level 3**

As shown in Table 3 is the implementation of IATF guidelines in the level 3 category and its effects on students. The highest mean score for the statement regarding the implementation of limited face-to-face or in-person classes suggests that students perceive this approach as highly effective and necessary during the specified alert level. This aligns with research highlighting the importance of balancing educational continuity with safety measures during times of heightened risk [14]. It emphasizes the need for schools to adapt and implement strategies that prioritize both learning opportunities and the health and well-being of students.

**Table 3. Level of Implementation of IATF guidelines in school settings in terms of Level 3**

Level 3	Mean	SD	D.E.
1 Social distancing is strictly observed and monitored by the teachers and staff at all times.	3.73	1.11	High
2 Going through strict checkpoints in traveling to school.	3.74	1.10	High
3 Temperature is monitored upon entering the school.	3.87	1.06	High
4 Scheduled time in going to school is advised to avoid creating a crowd.	4.00	1.08	High
5 The school implemented the limited face-to-face or in person class during this alert level.	4.21	1.07	Very High
<b>Category Mean</b>	<b>3.91</b>	<b>0.90</b>	<b>High</b>

On the other hand, the lower mean score for the statement related to the strict observation and monitoring of social distancing by teachers and staff indicates that students perceive room for improvement in this aspect of the guidelines. This finding resonates with studies emphasizing the challenges of consistently ensuring social distancing compliance within educational settings [15]. It underscores the need for ongoing efforts to reinforce the importance of maintaining adequate physical distance and for continuous monitoring and support by teachers and staff to create a safe learning environment.

In addition, Maier, et al. (2020). This systematic review focused on the impact of the COVID-19 pandemic, including social distancing measures, on the mental health of children and adolescents. The authors synthesized the findings from various studies and highlighted the increased prevalence of mental health challenges, such as anxiety and depression, among young individuals. The review emphasized the need for support systems and interventions to address the psychological impact of social distancing in educational settings.

As cited by Nelson, et al. (2021) this comprehensive review article examined the literature on social distancing in K-12 schools. The authors discussed the effectiveness of various strategies for maintaining social distancing, such as rearranging classroom layouts, staggering schedules, and implementing physical barriers. The review highlighted the importance of combining multiple strategies to achieve optimal social distancing compliance and reduce COVID-19 transmission risks.

Overall, the high level of implementation of IATF guidelines in the level 3 category, as indicated by the overall mean and SD, suggests that the school has made considerable efforts to adhere to the majority of the guidelines in this category.

This reflects positively on the school's commitment to ensuring the safety and well-being of students and staff during times of heightened alert. It underscores the significance of comprehensive planning, effective communication, and collaboration between stakeholders to successfully implement and sustain guidelines that address the challenges posed by the pandemic [16].

### 3.5 Level of Implementation of IATF Guidelines

Table 4 presents an overview of the level of implementation of IATF guidelines, categorized into Level 1, Level 2, and Level 3. Level 2 demonstrates the highest mean score of 4.13, indicating that students perceive the implementation of guidelines in this level to be slightly higher compared to other levels. On the other hand, Level 3 exhibits the lowest mean score of 3.91, suggesting that students perceive the implementation in this level to be slightly lower compared to the other levels. The SD values for all three levels are relatively similar, ranging from 0.90 to 0.92, indicating a moderate level of variation in student responses within each level. The overall category mean is 4.04, reflecting the average perception of students across all levels. Additionally, the overall SD of 0.82 indicates relatively low variation in student responses, suggesting a consistent perception of the overall level of implementation of the IATF guidelines as high.

### 3.6 Level of Implementation of IATF Guidelines

The highest mean score in Level 2 suggests that students perceive the implementation of guidelines in this level to be relatively higher compared to other levels. This finding aligns with previous studies emphasizing the importance of



comprehensive implementation strategies to effectively address the challenges posed by the pandemic [17-19]. It highlights the need for schools to prioritize and consistently implement measures in Level 2 to ensure the safety and well-being of students and staff.

On the other hand, the lower mean score in Level 3 indicates that students perceive the implementation of guidelines in this level to be slightly lower compared to other levels. This finding emphasizes the importance of continuous evaluation and improvement in implementing measures at Level 3, such as limited face-to-face or in-person classes. Research suggests that the successful implementation of such measures relies on factors such as clear communication, stakeholder engagement, and resource allocation [19,20]. It underscores the need for schools to address any perceived gaps and enhance the implementation of Level 3 guidelines to ensure a safe and conducive learning environment.

The overall category mean and SD indicate a consistent perception of the level of implementation of the IATF guidelines as high among students. This finding is in line with research that emphasizes the importance of effective implementation and adherence to guidelines to mitigate the spread of COVID-19 in

educational settings [21,22]. It highlights the significance of maintaining a high level of implementation across all categories to promote the well-being and academic progress of students amidst the ongoing challenges posed by the pandemic.

### 3.7 Effects of the Implementation of IATF Guidelines to Students in Terms of Physiological Aspect

Table 5 provides an overview of the effects of the implementation of IATF guidelines on students in terms of their physiological aspect. Statement 2 which is "*significantly improved physical fitness, as measured by the 6-minute walk test,*" has the highest mean of 3.92. This suggests that students perceive the implementation of IATF guidelines to have a positive impact on their physical fitness levels, as evidenced by improved performance in the 6-minute walk test.

On the other hand, statement 1 which is "*significantly decrease the prevalence of obesity, hypertension, and hypercholesterolemia,*" has the lowest mean of 3.82. This indicates that students perceive the effects of the guidelines on reducing the prevalence of these health conditions to be slightly lower compared to other physiological aspects.

**Table 4. Level of Implementation of IATF guidelines**

Implementation of IATF Guidelines		Mean	SD	D.E.
1	Level 1	4.08	0.92	High
2	Level 2	4.13	0.91	High
3	Level 3	3.91	0.90	High
<b>Category Mean</b>		<b>4.04</b>	<b>0.82</b>	<b>High</b>

**Table 5. Effects of the Implementation of IATF guidelines to students in terms of physiological aspect**

Physiological Aspect		Mean	SD	D.E.
1	Significantly decrease the prevalence of obesity, hypertension, and hypercholesterolemia.	3.82	1.12	High
2	Significantly improved physical fitness, as measured by the 6-minute walk test.	3.92	1.00	High
3	Have higher physical activity levels and better cardiovascular health.	3.84	1.03	High
4	Have significantly decreased anxiety and depression.	3.81	1.05	High
5	Decrease my weights and maintained ideal weights to balance pressure.	3.94	1.00	High
<b>Category Mean</b>		<b>3.87</b>	<b>0.88</b>	<b>High</b>

The standard deviation (SD) values across all aspects range from 1.00 to 1.12, indicating a moderate level of variation in student responses within each aspect. The overall category mean is 3.87, representing the average perception of students regarding the effects of the implementation of IATF guidelines on their physiological aspect. Furthermore, the overall SD of 0.88 suggests relatively low variation in student responses, indicating a consistent perception of the overall effects as high.

### **3.8 Effects of the Implementation of IATF Guidelines to Students in Terms of Physiological Aspect**

The highest mean score in Statement 2 highlights the positive impact of the guidelines on students' physical fitness, as evidenced by improved performance in the 6-minute walk test. This finding aligns with previous research emphasizing the importance of physical activity and exercise in promoting overall health and well-being among students [23,24]. It underscores the effectiveness of the implemented guidelines in fostering physical fitness and highlights the potential long-term health benefits for students.

On the other hand, the lower mean score in statement 1 suggests that students perceive the effects of the guidelines on reducing the prevalence of obesity, hypertension, and hypercholesterolemia to be slightly lower compared to other physiological aspects. While the implemented guidelines may have a positive impact on physical fitness, addressing and reducing the prevalence of these specific health conditions may require additional targeted interventions and comprehensive health promotion strategies. Research has emphasized the importance of multifaceted approaches involving education, lifestyle modification, and access to healthy food options in combating obesity and related health conditions [25] (World Health Organization, 2020). This finding highlights the need for schools to prioritize and implement holistic health programs that address the specific health needs of students.

The overall category mean and SD suggest a consistent perception of the effects of the implementation of IATF guidelines on students' physiological aspect as high. This finding underscores the importance of implementing guidelines that prioritize students' physical well-being and promoting healthy behaviors. It also

emphasizes the need for continued monitoring and evaluation to ensure the effectiveness of the implemented measures. Research supports the positive impact of comprehensive school-based health promotion programs on students' physical health outcomes and highlights the importance of ongoing evaluation and continuous improvement [26,21].

### **3.9 Effects of the Implementation of IATF Guidelines to Students in Terms of Socio-Emotional Aspect**

Table 6 presents the effects of the implementation of IATF guidelines on students in terms of their socio-emotional aspect. Statement 5 which is "*ensure positive outcomes and avoid potential negative effects*," has the highest mean of 3.95 rated as high. This suggests that students perceive the implementation of the guidelines to have a significant positive impact on ensuring positive outcomes and preventing potential negative effects on their socio-emotional well-being.

Conversely, statement 4 which is "*enhance academic performance by promoting a healthy lifestyle and reducing stress*," obtained the lowest mean of 3.82. This indicates that students perceive the effects of the guidelines on academic performance enhancement to be slightly lower compared to other socio-emotional aspects.

The standard deviation (SD) values across all aspects range from 1.03 to 1.11, indicating a moderate level of variation in student responses within each aspect. The overall category mean is 3.89, representing the average perception of students regarding the effects of the implementation of IATF guidelines on their socio-emotional aspect. Moreover, the overall SD of 0.92 suggests relatively low variation in student responses, indicating a consistent perception of the overall effects as high.

### **3.10 Effects of the Implementation of IATF Guidelines to Students in Terms of Socio-Emotional Aspect**

The highest mean score in statement 5 highlights the significant positive impact of the guidelines in ensuring positive outcomes and preventing potential negative effects on students' socio-emotional well-being. This finding aligns with previous research emphasizing the importance of

**Table 6. Effects of the Implementation of IATF guidelines to students in terms of socio-emotional aspect**

Socio-Emotional Aspect	Mean	SD	D.E.
1 Significantly improved self-esteem and resilience.	3.89	1.11	High
2 Improve social skills, which results in positive interactions and social development.	3.94	1.03	High
3 Increase school engagement to create a positive school environment and promote participation in school activities.	3.87	1.04	High
4 Enhance academic performance by promoting a healthy lifestyle and reducing stress.	3.82	1.04	High
5 Ensure positive outcomes and avoid potential negative effects.	3.95	1.03	High
<b>Category Mean</b>	<b>3.89</b>	<b>0.92</b>	<b>High</b>

creating a supportive and nurturing school environment that promotes students' mental health and emotional well-being [27,28]. It

underscores the effectiveness of the implemented guidelines in fostering a conducive socio-emotional climate for students.

On the other hand, the lower mean score in statement 4 suggests that students perceive the effects of the guidelines on enhancing academic performance, promoting a healthy lifestyle, and reducing stress to be slightly lower compared to other socio-emotional aspects. While the implemented guidelines may have a positive impact on students' overall socio-emotional well-being, addressing the specific aspects related to academic performance enhancement may require additional targeted interventions and support systems. Research supports the notion that a healthy socio-emotional environment positively influences students' academic engagement and achievement [29,30]. This finding emphasizes the need for schools to implement comprehensive approaches that address both socio-emotional well-being and academic success.

Moreover, few studies have examined the influence of the ability of self-regulation of emotions on the ability of college students to deal with daily life events [31,32]. Students can

handle their academic stress emotionally during the implementation of the IATF guidelines in the school. It shows that students manage their emotions properly, they divert it into a healthy lifestyle to control their emotions and mentally stable. There is study conducted that the results of the study indicate that college students who assess their self-efficacy based on their emotional state and who are able to manage

their emotions will experience more positive feelings psychologically and behaviorally, and thus achieve higher self-efficacy in activities such as classes, internships, and employment interactions.

The overall category mean and SD suggest a consistent perception of the effects of the implementation of IATF guidelines on students' socio-emotional aspect as high. This finding highlights the significance of prioritizing students' socio-emotional well-being and fostering a supportive and positive school climate. It also underscores the need for ongoing assessment and support systems to ensure the sustained positive effects of the implemented guidelines. Previous research has emphasized the importance of implementing evidence-based socio-emotional learning programs and creating a sense of belonging and connectedness among students to promote their socio-emotional development [33].

### 3.11 Effects of the Implementation of IATF Guidelines to Students in Terms of Mental Aspect

Table 7 outlines the effects of the implementation of IATF guidelines on students in terms of their mental aspect. "*Reduced levels of perceived stress, which has a positive impact on stress management,*" has the highest mean of 3.82. This suggests that students perceive the implementation of the guidelines to have a significant positive impact on reducing stress levels and promoting effective stress management strategies.

Conversely, among the statements of mental aspect, statement 1 which is "*noticed a significant decrease in symptoms of anxiety and depression,*" has the lowest mean of 3.75. This

indicates that students perceive the effects of the guidelines on alleviating symptoms of anxiety and depression to be slightly lower compared to other mental aspects.

The standard deviation (SD) values across all aspects range from 1.04 to 1.14, indicating a moderate level of variation in student responses within each aspect. The overall category mean is 3.79, representing the average perception of students regarding the effects of the implementation of IATF guidelines on their mental aspect. Furthermore, the overall SD of 0.97 suggests relatively low variation in student responses, indicating a consistent perception of the overall effects as high.

### 3.12 Effects of the Implementation of IATF Guidelines to Students in Terms of Mental Aspect

Students perceive the guidelines to have a significant positive impact on reducing stress levels and promoting effective stress management strategies. This finding aligns with previous research highlighting the importance of stress reduction techniques and coping mechanisms in promoting students' mental well-being [35,36]. It underscores the effectiveness of the implemented guidelines in providing support for students' mental health and equipping them with the necessary tools to manage stress.

On the other hand, students perceive the effects of the guidelines on alleviating symptoms of anxiety and depression to be slightly lower compared to other mental aspects. This finding suggests that while the implemented guidelines may contribute to stress reduction, additional targeted interventions may be needed to address the specific mental health concerns of students, such as anxiety and depression. Previous

research has emphasized the importance of implementing comprehensive mental health support systems in schools to address the diverse needs of students and promote their psychological well-being (Waters et al., 2018; [37]. It highlights the need for a multifaceted approach to support students' mental health within the framework of the implemented guidelines.

Moreover, IATF guidelines, while necessary to protect public health, may have unintended consequences for student learning and potential entrepreneurial efforts, affecting their mental and emotional well-being. The pandemic environment has created challenges and opportunities for student entrepreneurship, impacting students' physiological, socio-emotional, and mental well-being. Educational institutions should foster a supportive environment that encourages open communication, provides access to mental health resources, and promotes a culture of well-being [38].

The overall category mean and SD indicate a consistent perception of the effects of the implementation of IATF guidelines on students' mental aspect as high. This finding underscores the importance of prioritizing students' mental well-being and providing them with the necessary resources and support. It also emphasizes the need for ongoing assessment and monitoring of students' mental health to ensure the sustained positive effects of the implemented guidelines. Previous studies have highlighted the positive impact of school-based mental health interventions on students' emotional well-being and academic outcomes (Hazel et al., 2020; Skoog et al., 2015). It highlights the significance of implementing evidence-based practices and fostering a supportive school environment that promotes positive mental health.

**Table 7. Effects of the Implementation of IATF guidelines to students in terms of mental Aspect**

Mental Aspect	Mean	SD	D.E.
1 Noticed a significant decrease in symptoms of anxiety and depression.	3.75	1.14	High
2 Reduced levels of perceived stress, which has a positive impact on stress management.	3.82	1.04	High
3 Improved sleep quality, which has a positive influence on sleep behaviors and environment.	3.82	1.08	High
4 Improved overall mental well-being, which had a positive effect on my mental health.	3.78	1.09	High
5 Reduced my psychological distress.	3.79	1.11	High
<b>Category Mean</b>	<b>3.79</b>	<b>0.97</b>	<b>High</b>

**Table 8. Effects of the Implementation of IATF Guidelines to Students**

<b>Variables</b>	<b>Mean</b>	<b>SD</b>	<b>D.E.</b>
1 Physiological Aspect	3.87	0.88	High
2 Socio-Emotional Aspect	3.89	0.92	High
3 Mental Aspect	3.79	0.97	High
<b>Category Mean</b>	<b>3.85</b>	<b>0.83</b>	<b>High</b>

**3.13 Effects of the Implementation of IATF Guidelines to Students**

Presented in Table 8, the effects of the implementation of IATF guidelines on students. The aspect with the highest mean score is the Socio-Emotional Aspect with a mean of 3.89. This suggests that students perceive the implementation of IATF guidelines to have a significant positive impact on their socio-emotional well-being, including self-esteem, resilience, social skills, school engagement, and overall positive outcomes.

The aspect with the lowest mean score is the Mental Aspect with a mean of 3.79. This indicates that students perceive the effects of the guidelines on their mental well-being, including symptoms of anxiety, depression, stress management, sleep quality, and overall mental health, to be slightly lower compared to the other aspects.

The standard deviation (SD) values range from 0.88 to 0.97, indicating a moderate level of variation in student responses within each aspect. The overall category mean is 3.85, representing the average perception of students regarding the effects of the implementation of IATF guidelines across all aspects. Additionally, the overall SD of 0.83 suggests relatively low variation in student responses, indicating a consistent perception of the overall effects as high.

These findings highlight the multi-dimensional impact of the implemented guidelines on students. The guidelines have positive effects on students' physiological, socio-emotional, and mental well-being. While the effects may vary across aspects, the overall perception remains high, indicating the overall positive impact of the guidelines on students' holistic development and well-being.

**3.14 Effects of the Implementation of IATF Guidelines to Students**

Students perceive the guidelines to have a significant positive impact on various socio-

emotional factors, such as self-esteem, resilience, social skills, school engagement, and overall positive outcomes. This aligns with previous research emphasizing the importance of creating a supportive and nurturing school environment to foster students' socio-emotional development (Durlak et al., 2011; Shochet et al., [38]. underscores the effectiveness of the implemented guidelines in promoting students' socio-emotional well-being and contributing to their overall positive outcomes.

On the other hand, students perceive the effects of the guidelines on their mental well-being, including symptoms of anxiety, depression, stress management, sleep quality, and overall mental health, to be slightly lower compared to other aspects. This suggests the need for further attention and targeted interventions to address students' mental health needs within the context of the implemented guidelines. Prior research has emphasized the significance of comprehensive mental health support systems in schools to address the diverse mental health challenges faced by students and promote their well-being [39,36]. It highlights the importance of integrating mental health promotion strategies and interventions to further enhance the positive impact of the implemented guidelines on students' mental well-being.

The overall category mean and SD indicate a consistent perception of the effects of the implementation of IATF guidelines as high across all aspects. This suggests that the guidelines have a positive and beneficial impact on students' holistic development and well-being. It further highlights the significance of prioritizing students' well-being and implementing evidence-based strategies to support their physiological, socio-emotional, and mental health within the framework of the guidelines. Previous studies have demonstrated the positive outcomes associated with comprehensive well-being programs in schools, emphasizing the need for a whole-school approach to support students' well-being and academic success [40]. These findings reinforce the importance of continuing and strengthening efforts to implement and evaluate

the impact of the IATF guidelines on students' overall well-being.

### 3.15 Significant Relationship between the Implementation of IATF Guidelines and Its Effects to Students

Table 9 presents the significant relationship between the implementation of IATF guidelines and its effects on students across different aspects. The table includes correlation coefficients (r-values) and corresponding p-values, which indicate the significance of the relationship.

In terms of the Physiological Aspect, there is a significant positive relationship between the implementation of IATF guidelines (Level 1, Level 2, Level 3) and its effects, with r-values ranging from 0.595 to 0.680. This indicates that as the implementation of the guidelines increases, there is a corresponding increase in the positive effects on students' physiological well-being. The p-values of 0.000 indicate that these relationships are statistically significant.

Similarly, in the Socio-Emotional Aspect, there is a significant positive relationship between the implementation of IATF guidelines and its effects on students. The r-values range from 0.588 to 0.664, indicating a strong positive correlation. This suggests that as the guidelines are implemented more effectively, there is a corresponding increase in positive socio-emotional outcomes for students. The p-values of 0.000 confirm the statistical significance of these relationships.

In the Mental Aspect, there is also a significant positive relationship between the implementation

of IATF guidelines and its effects on students. The r-values range from 0.514 to 0.606, indicating moderate to strong positive correlations. This implies that as the guidelines are implemented more comprehensively, there is a corresponding improvement in students' mental well-being. The p-values of 0.000 confirm the statistical significance of these relationships.

Overall, the Implementation of IATF Guidelines shows a significant positive relationship with its effects on students across all aspects. The r-values ranging from 0.567 to 0.727 indicate a strong overall positive correlation. These findings highlight the importance of effective implementation of the guidelines in promoting positive outcomes in students' physiological, socio-emotional, and mental well-being. The statistically significant p-values further support the robustness of these relationships.

### 3.16 Significant Relationship Between the Implementation of IATF Guidelines and Its Effects to Students

The significant positive relationships observed in the physiological aspect highlight the importance of effectively implementing the guidelines in promoting positive physiological outcomes for students. These findings align with previous research emphasizing the positive impact of health-promoting guidelines and interventions on students' physical well-being [41,42]. They underscore the need for continued efforts to ensure the comprehensive implementation of the guidelines to support students' physiological health.

**Table 9. Significant Relationship between the Implementation of IATF Guidelines in school settings and Its Effects to Students of DCC**

IATF Guidelines		Physiological Aspect	Socio-Emotional Aspect	Mental Aspect	Effects of the Implementation of IATF Guidelines
Level 1	r-value	0.600	0.614	0.566	0.664
	p-value	0.000 (Sig)	0.000(Sig)	0.000(Sig)	0.000(Sig)
Level 2	r-value	0.595	0.588	0.514	0.633
	p-value	0.000(Sig)	0.000(Sig)	0.000(Sig)	0.000(Sig)
Level 3	r-value	0.643	0.590	0.557	0.667
	p-value	0.000(Sig)	0.000(Sig)	0.000(Sig)	0.000(Sig)
Implementation of IATF Guidelines	r-value	0.680	0.664	0.606	0.727
	p-value	0.000(Sig)	0.000(Sig)	0.000(Sig)	0.000(Sig)

Similarly, the significant positive relationships found in the socio-emotional and mental aspects emphasize the importance of the effective implementation of the guidelines in fostering positive socio-emotional and mental outcomes for students. These findings are consistent with prior research highlighting the beneficial effects of supportive school environments and interventions on students' socio-emotional and mental well-being [43,36]. They reinforce the significance of creating a conducive school climate that prioritizes students' socio-emotional and mental health needs within the context of the implemented guidelines.

Moreover, the pandemic environment has presented challenges and opportunities for student entrepreneurship, impacting their physiological, socio-emotional, and mental well-being. IATF guidelines, while necessary to protect public health, may have unintended consequences for student learning and potential entrepreneurial efforts, affecting their mental and emotional well-being. Policies and programs should be designed to balance public health measures with the needs of student entrepreneurs, ensuring that they have the opportunities and resources necessary to thrive while maintaining their well-being (Luo, M. et al., 2022)

In general, the significant positive relationships between the implementation of IATF guidelines and their effects on students across all aspects underscore the importance of comprehensive and effective implementation strategies. These findings highlight the potential of the guidelines to positively impact students' holistic well-being. They call for continued attention to the implementation process, monitoring, and evaluation of the guidelines to maximize their positive effects on students' physiological, socio-emotional, and mental health [44-46].

#### 4. CONCLUSION

Students' perceptions reveal the effectiveness of implemented guidelines, emphasizing the need for continuous support, reinforced of social distancing. Importantly the study showcases Davao Central College as an exemplar of law-abiding institution, exemplified by its unwavering commitment to adhering to the IATF guidelines within the school setting. The diligent and consistent compliance demonstrated by DCC establishes it as a model for other institutions to emulate.

The proactive stance by DCC in prioritizing the safety and well-being of its students has undoubtedly contributed to fostering a secure and conducive learning environment. This remarkable accomplishment stands as a testament to the immense value of a steadfast dedication to implementing guidelines that safeguard the health and welfare of the students.

In conclusion, the research findings carry a profound message by understanding and embracing the implication of students' perception, addressing areas improvement, developing effective strategies, and prioritizing compliance, educational institutions can pave the way for a brighter, safer and more successful future for their students.

#### COMPETING INTERESTS

Authors have declared that no competing interests exist.

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