

# Perceived Psychosocial Preparedness (3p's) Towards Transition to Full Blast Implementation of Face to Face Classes among Grade 9 Students of Calamba Integrated School

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## ABSTRACT

The spread of COVID-19 has significantly impacted individuals worldwide, including those involved in education such as teachers, parents, and especially students. Besides challenges posed by physical separation and personal factors, parental concerns have been exacerbated by reluctance to support homeschooling or distance learning, limited access to technology, inadequate support for children with special educational needs, and financial constraints. This study aims to explore the psychological issues faced by students and employees during and after the pandemic, informing effective strategies for education, emotional counseling, and stress management to enhance student mental health. A quantitative research approach using a survey method was employed to assess the psychosocial preparedness of Grade 9 students at Calamba Integrated School for the full implementation of face-to-face classes. This design aimed to determine the prevalence of specific beliefs, behaviors, or emotions. Key findings indicate a significant number of students reported being psychosocially unprepared for the transition to full face-to-face classes.

**Institutionalization of Project TEEN-NIG anchored on the PEER HELPING Program (PHP) of the school would intensify the help-seeking mechanism for the learners.**

**Keywords:** Psychosocial, preparedness, full blast, Face-to-face, descriptive quantitative design

## INTRODUCTION

The mental health of students and school personnel has been profoundly influenced by the COVID-19 pandemic. Over two years of exposure to the threat of contamination brought about significant changes in individuals' psychological states and social behaviour. Physical distancing and quarantine protocols, although vital in minimizing virus transmission and alleviating pressure on healthcare systems, have come with substantial personal and social costs. These measures led to reduced social contact, confinement within limited spaces, and disruption in daily routines, thereby compromising both physical and mental well-being (Brooks et al., 2020). Extended home quarantine during an infectious outbreak has been found to reduce participation in physical activities and amplify stress levels, anxiety, and feelings of isolation (Loades et al., 2020).

From the onset of the pandemic, widespread psychological responses such as anxiety, fear, and emotional distress were reported. The unpredictability of the virus, fear of infection, and grief from the loss of loved ones contributed to heightened psychological vulnerability among communities (Rajkumar, 2020). Students exhibited increased symptoms of panic attacks, insomnia, irritability, and depression (Odriozola-González et al., 2020). A large-scale meta-analysis also confirmed that depression and anxiety among students were prevalent during the pandemic, with rates as high as 39% and 36% respectively (Li et al., 2021).

Given this context, this study aims to understand the psychosocial effects of COVID-19 on Grade 9 students at Calamba Integrated School, particularly as they transition from limited to full-blast face-to-face classes. The

shift back to physical schooling, which officially began on November 2, 2022, presents both challenges and opportunities. It is crucial to understand students' mental states, coping mechanisms, and readiness to reintegrate into a traditional learning environment to ensure a psychologically safe and fear-free educational setting. By identifying current psychosocial conditions, this study can contribute to the development of supportive strategies and interventions necessary for the holistic well-being of learners in the post-pandemic era.

## METHODOLOGY

This chapter described the research design, description of participants, sampling, and procedure for collecting information on measuring the psychosocial preparedness among the students prior to the implementation of face-to-face classes. This was followed by a discussion about how the data was analyzed.

### Research Design

The quantitative research approach was utilized in this study which was to examine the psychosocial preparedness of Calamba Integrated School's Grade 9 students for the full-blast implementation of face-to-face classes. The goal of quantitative research design is to ascertain the proportion of persons who hold a given belief, behavior, or emotion. Large sample sizes are common in quantitative projects, which focus on the volume of replies rather than the more nuanced or emotional understanding that qualitative research seeks to elicit.

### Research Locale

Kenton (2019) claimed that a population may involve a larger group of people, institutions, or things that have one or more characteristics in common on which a study focuses. It consists of all cases of individuals or elements that fit a certain specification.

This research will aim to determine the psychosocial preparedness towards the transition from limited to full-blast face-to-face classes among the selected grade 9 students of Calamba Integrated School. The total population of Grade 9 students in the conduct of this study is six hundred fifteen (615) which is composed of fourteen sections based on the data in the Learners Identification System or LIS of the school for the academic year 2022-2023. Using Cochran's formula there are 62 identified as the sample size to be the respondents of the study as shown in the online source.

### Research Participants

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### Research Instrument

A questionnaire was administered to all the student respondents regarding their psychosocial preparedness on the full-blast implementation of face-to-face classes. The survey was composed of multiple-choice and 5 – 5-point Likert Scale.

The research made use of the adopted instrument or tool from the DepEd Psychosocial Evaluation Guide. This tool has 12 items directly aligned with the psychosocial concepts identified in the Psychosocial Support Activity Pack as well as factors relating to the adjustment of learners to in-person face-to-face learning modality. This evaluation tool adopts the Three Sources of Resilience Model of the Department of Education and Department of Health. These three sources include learners' internal, and personal strengths ("I am"), social and interpersonal skills ("I can"), support, and external resources ("I have"). Moreover, each of the three resources of resilience corresponds to the key psychosocial skills which will be summarized in the given table in the study.

## Data Gathering Procedure

A letter of approval from the school principal was considered prior to the conduct of survey questionnaires. Likewise, a separate letter of consent were sent to the parents of the participants to ensure their approval for their children to be part of the study, the survey questionnaires containing the profile of the respondents (Part I) and their responses to the list of questions pertaining to their psychosocial preparedness towards transition from limited to full blast implementation of face-to-face classes. (Part II). Their responses were collected through Google Forms then facilitation of analysis and interpretation were followed.

## Ethical Considerations

The schools subjected to the study were provided with consent, together with the students who participated in the orientation, simulation, and evaluation. The information collected from the participants remained confidential and used only according to the purpose, as indicated in the research.

## FINDINGS AND DISCUSSION

This study explored the perceived psychosocial preparedness of Grade 9 students at Calamba Integrated School as they transitioned from distance learning to the full-blast implementation of face-to-face classes. Findings revealed that while many students expressed readiness in returning to the physical classroom, a significant portion showed signs of psychosocial unpreparedness. Notably, some learners reported reluctance to share their thoughts and feelings with peers, teachers, and even family members—indicating issues related to trust, emotional expression, and social interaction. A number of respondents also hesitated to seek academic help, reflecting possible challenges in collaboration and peer support. These findings highlight the importance of understanding students' emotional and social readiness as schools fully reopen and underscore the need for targeted interventions to support students' mental and emotional well-being during this critical adjustment period.

**Table 1: Psychosocial status of the respondents in relation to their experiences prior to the implementation of face-to-face classes.**

INDICATOR	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	ncy	age	ncy	age	ncy	age	ncy	age	ncy	age
1. I have a trustworthy teacher and classmates who are open to approach and tell about my thoughts and feelings.	73	30.8	98	41.4	38	16.0	19	8.0	9	3.8
2. I recognize and understand my various thoughts and feelings, including their sources or causes.	11	4.6	131	55.3	37	15.6	58	24.5	0	0.0
3. I share my thoughts and feelings with my classmates, teachers, friends, parents or guardians without hesitation.	25	10.5	113	47.7	24	10.1	49	20.7	26	11.0
4. I make myself feel better and calm myself down when I'm thinking a lot or feeling bad.	60	25.3	101	42.6	36	15.2	37	15.6	3	1.3
5. I ask for help from my classmates and teachers when I have difficulty in studying.	15	6.3	153	64.6	15	6.3	29	12.2	25	10.5
6. I look for ways to solve problems or problems when I am struggling.	97	40.9	90	38.0	36	15.2	10	4.2	4	1.7
7. I can show my strengths and abilities in school	20	8.4	112	47.3	69	29.1	36	15.2	0	0.0
8. I understand what my classmates or neighbors are going through.	94	39.7	95	40.1	21	8.9	26	11.0	1	0.4
9. I'm happy to be back in in-person classes	83	35.0	76	32.1	22	9.3	49	20.7	7	3.0
10. I feel like/excited to go to school.	97	40.9	75	31.6	3	1.3	54	22.8	8	3.4
11. It is good to be back in the in-person classes.	65	27.4	107	45.1	29	12.2	36	15.2	0	0.0
12. We are kept safe from the impact of unexpected events, disasters through the preparations and precautions taken by our school.	65	27.4	116	48.9	36	15.2	20	8.4	0	0.0
13. I protect myself from illness or the effects of unexpected events such as disasters.	60	25.3	94	39.7	64	27.0	19	8.0	0	0.0

The Table above shows the top three indicators as highlighted, pertaining to the psychosocial preparedness of the students in relation to the implementation of face-to-face classes.

Indicator 1: "I have trustworthy teachers and classmates who often approach and talk about my thoughts and feelings". Among 237 respondents there were 19 or 8% Strongly disagreed with the statement and 49 or 20.7% disagreed. A total of 75 or 31.7% of learners do not entrust other people to intervene in their thoughts and

feelings.

One of the articles in the Australian e-Journal for the Advancement of Mental Health explained the need for a framework that provides a help-seeking process of translating the very personal domain of psychological distress to the interpersonal domain of seeking help. Adolescence and young adulthood find barriers to seeking help - lack of emotional competence, the help-negation effect related to suicidal thoughts, negative attitudes, and beliefs about help-seeking and fear of stigma; and facilitators of seeking help.

Indicator 2: “I recognize and understand my various thoughts and feelings, including their sources or causes”. This indicator obtained 58 responses or 24.5%. negative comments of strongly disagreed at disagreed. The figure reveals that non-recognition of one’s thoughts and feelings including their sources and causes will collapse the life principle and eventually ruin the existence of the individuals. Failure to recognize these things will create chaos in how these people make decisions in life.

Dekin, (2020) found that teens who are poor at differentiating their negative emotions are more likely to have depressive symptoms after stressful life events. On the other hand, teens who are good at distinguishing negative feelings are better at managing their emotions after dealing with stress, which lowers their chance of getting depression.

Indicator 3: “I ask for help from my classmates and teachers when I have difficulty studying”. This indicator obtained a total of 22.7% negation from the learners. Normally, a typical learner would seek support or assistance from classmates and seldom from teachers when encountering difficulty in studying. The inability to approach classmates or the absence of comfortable peers to go with would mean problems in socialization that need to be addressed to prevent isolation.

Radez (2020). Almost all studies (96%) reported barriers related to young people’s individual factors, such as limited mental health knowledge and broader perceptions of help-seeking.

The second most commonly (92%) reported theme related to social factors, for example, perceived social stigma and embarrassment. The third theme captured young people’s perceptions of the therapeutic relationship with professionals (68%) including perceived confidentiality and the ability to trust an unknown person. The fourth theme related to systemic and structural barriers and facilitators (58%), such as financial costs associated with mental health services, logistical barriers, and the availability of professional help.

Table 2: Level of preparedness of learners regarding psychosocial attributes towards full-blast face-to-face modality.

INDICATOR	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	ncy	age	ncy	age	ncy	age	ncy	age	ncy	age
1. I have a trustworthy teacher and classmates who are open to approach and tell about my thoughts and feelings.	73	30.8	98	41.4	38	16.0	19	8.0	9	3.8
2. I recognize and understand my various thoughts and feelings, including their sources or causes.	11	4.6	131	55.3	37	15.6	58	24.5	0	0.0
3. I share my thoughts and feelings with my classmates, teachers, friends, parents or guardians without hesitation.	25	10.5	113	47.7	24	10.1	49	20.7	26	11.0
4. I make myself feel better and calm myself down when I'm thinking a lot or feeling bad.	60	25.3	101	42.6	36	15.2	37	15.6	3	1.3
5. I ask for help from my classmates and teachers when I have difficulty in studying.	15	6.3	153	64.6	15	6.3	29	12.2	25	10.5
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7. I can show my strengths and abilities in school	20	8.4	112	47.3	69	29.1	36	15.2	0	0.0
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Legend: 4.50- 5.00 Strongly Agree; 3.50- 4.49-Agree; 2.50- 3.49-Nuetral; 1.50- 2.49-Disagree; 1.00- 1.49-Strongly Disagree.

The table asserts that learners are still in doubt, afraid, or in difficult feelings about in-person classes. A total of 65% of responses for the three highlighted indicators above namely: indicator 9, with 23.6%, indicator 10 with 26.2%, and indicator 11 with 15.2% revealed negative reactions on the level of preparedness of Grade-9 learners toward full-blast face-to-face classes.

In a study on academic stress associated with the pandemic, it was identified that stress was high, on a scale of 1 to 10, most students valued 8 points. The authors identified that the students are capable of handling stress, however, it increased, which may affect their academic trajectory. (Castro, 2023)

## CONCLUSION

Based on the findings of the study, it is evident that a significant number of Grade 9 students at Calamba Integrated School demonstrated signs of psychosocial unpreparedness for the full-blast implementation of face-to-face classes. Among the 237 respondents, notable percentages expressed discomfort in engaging with others emotionally and academically. Specifically, 11.8% of learners indicated a lack of trust in sharing their thoughts and feelings with teachers and classmates, suggesting issues related to vulnerability, privacy, or interpersonal trust. Furthermore, 31.7% reported reluctance in openly communicating with key figures in their lives—including classmates, teachers, friends, and family, pointing to possible fears of judgment or emotional discomfort. Additionally, 22.7% admitted hesitance in seeking academic help from peers and teachers, indicating potential socialization difficulties or a strong inclination toward self-reliance. These patterns reflect broader concerns regarding the emotional readiness and social adaptability of students as they re-enter traditional learning environments. Addressing these psychosocial barriers through supportive interventions, trust-building activities, and open communication strategies is essential to foster a safe, inclusive, and emotionally resilient school community.

## RECOMMENDATION

Based on the comprehensive analysis of the research studies conducted on the Perceived Psychosocial Preparedness (3P's) Towards Transition to Full Blast Implementation of Face to Face Classes Among Grade 9 Students of Calamba Integrated School it is recommended that the school:

1. Conduct an effective psychosocial support system for learners by identifying the specific psychosocial needs of the student population through surveys, interviews, or focus group discussions. This will provide a foundation for tailoring the support system with the help of the guidance office/counselor, Peer Helping coordinator/Adviser.
2. Provide training for educators and staff to recognize signs of psychosocial distress in students. Equip them with basic counseling skills and knowledge about available resources.
3. Strengthen and utilize counseling services or establish partnerships with mental health professionals. Ensure that students have access to confidential and supportive counseling when needed.
4. Institutionalize the Center for Peer Helping Program of the school to create peer support programs or mentoring initiatives where older students or trained peers can offer support and guidance to their peers.
5. Plan activities that promote psychosocial well-being, such as mindfulness sessions, art therapy, or group discussions. These activities can be integrated into the regular school schedule.
6. The researchers are conceptualizing project TEEN-NIG aligned with the Center for Peer Helping Program of the school which aims to uplift students' self-confidence and raise their voices to address issues, concerns, or problems to which they may encounter in home, in school or in community and to have a healthy relationship with their family members, peers, teachers and others.

These recommendations highlight key and important insights and suggest that implementation of the recommendation would positively impact on learners with regards to their psychosocial preparedness. This recommendation aims to articulate a broader goal or impact, aligning with the research's overarching objectives.



Further exploration and application of these insights could lead to the full realizations on learners' progress on their psychosocial health as also one of the key components in the teaching and learning process.

New research shows that teenagers who do share their emotions and talk about their feelings in a specific way are less likely to get depression. It's based on a concept called negative emotion differentiation (NED), which is the ability to make detailed distinctions between negative emotions and give those emotions labels. There is a need for a policy recommendation for the institutionalization of Project TEEN-NIG aligned with the Center for Peer Helping of the school which aims to: uplift students' self-confidence; raise their voices to certain problems in school or in studies; and have a healthy relationship with their peers and teachers.

Ultimately contributing to their holistic development. Understanding these themes is essential for educators, policymakers, and institutions to create supportive and effective learning environments that address the unique needs of students in different phases of their educational journey.

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The authors confirm the equal contribution in each part of this work. All authors reviewed and approved the final version of this work.

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### Conflict of Interests

All authors declare that they have no conflicts of interest

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