Perspectives on Covid19 Safety Protocols among Non-Native English Speaking Teachers and Students

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Abstract

This study sought to elicit global perspectives on Covid19 safety protocols when communicated in English to teachers and students of other languages. Adherence through comprehension of safety protocols by non-native English speaking students and teachers of higher education institutions (HEIs) is central to this investigation. Covid19 pandemic resulted in an unprecedented impact on the education sector. Since the well-being of students and teachers against any form of risk is a priority, safety protocols should be communicated effectively using comprehensible language. However, there is a valid observation on the lack of inquiries on how HEIs communicate, facilitate and implement those safety protocols to ensure adherence. Hence, the quantitative research approach was employed to address the problem presented. Primary data were collected through a structured questionnaire from 450 global student and teacher respondents. The respondents were chosen through a referral sampling technique, also known as a snowball, they joined the online survey, which took place for a month. The descriptive correlational research design was used, and the data were treated using descriptive and inferential statistical tools. Results revealed that out of eighteen components of safety protocols for educational institutions, wearing face masks is clearly understood and was noted as the most prevalently observed. The high level of knowledge and awareness on safety protocols among respondents is linked to massive information dissemination. The step-wise regression model identified only two significant predictors for a conforming perspective: wearing a face mask and physical distancing. The rest of the pre-identified protocols do not significantly affect or influence the perspectives. These results suggest that the respondents adhere to all protocols and agree that wearing face masks is their foremost concern. A negative perspective is indicated toward those who resist following the Covid19 protocols, suggesting that the respondents are aware of the importance of safety protocols in reducing positive cases if religiously observed. This study concludes that protocols for any crisis should be maintained and institutionalised because they serve their purpose better with proper implementation. Furthermore, English as a medium for communicating those health and safety is not a barrier and did not interfere with the respondents' understanding and adherence. Therefore, the language of the protocols is within the grasp of the respondents, which is attributed to the success of its implementation.

Keywords: perspectives, Covid19 safety protocols, covid19 pandemic, HEI, Social Judgement Theory

1. Introduction

1.1 The Problem and Its Background

Any form of crisis always brings uncertainties to our lives, and the Covid19 pandemic with unparallel impacts is no exception. All activities shut down to curb the spread of Coronavirus, which has exacerbated existing critical problems of the world's national economies (Owtram & Hayek, 2020). However, the devastating impacts of the pandemic have reached beyond economics and have posed unprecedented challenges to the education sector (Osman, 2020). According to King (2012), though minor, the education sector's task is to equip the students for the future. Bonal and Gonz âlez (2020) state that the closure of all learning institutions has jeopardised the students' education and will have some irreversible effects on their future. The Harvard Graduate School of Education and Organisation for Economic

Co-operation and Development proposes that "a key priority of educational institutions should be the well-being of students and staff." A call for "Preventing a learning crisis from becoming a generational catastrophe requires urgent action from all (Reimers & Schleicher 2020). Thus, the UN Policy Brief (2020) appeals and recommends that we should "listen to the voices of all concerned."

In this regard, the education sector could design an educational learning framework that would suit their respective learner's capability and adapt to the current situation to ensure that the safety protocols are being followed (Baloran, 2020). The author adds that Higher Education Institutions (HEIs) have attempted many modalities to deliver learning and instructions, teaching entirely online, modular, and even blended modality. As Pokhrel and Chhetri (2020) state, the newly adopted teaching pedagogies have paved the way to introducing the new normal scheme.

1.2 Importance of This Study

In this light, safety protocols are now considered integral components of educational environments. These protocols are aimed at keeping the well-being of students and teachers. They determine "the ongoing effort to define measures for a safe and healthy teaching and learning environment for in-person learning while monitoring the situation carefully before and during school re-opening and preparing for possible resurgence" (COVID-19 Global Education Coalition UNESCO, 2021).

Higher Education Institutions (HEIs) worldwide, according to Reimers (2020), have ensured that safety protocols are in place during this pandemic by following the established framework as above to protect the well-being of students and teachers. While anticipating the resurging crisis, safety protocols have become the anchors and determiners of continuing pursuits in tertiary education (WHO, 2020). In instituting, however, there are valid observations on whether or not students and teachers have been consulted about their feelings on how those safety protocols have been facilitated. Singh et al. (2020) mention that these observations are related to the impacts of lockdowns on the mental health of the various population and may also be associated with the way safety protocols were instituted in a particular situation.

As the whole world struggle from the irrepressible coronavirus pandemic, assessing the attitudes of the relevant population on safety measures could help better understand their psychology (Mahmood et al. 2020). As HEIs adhere to the safety protocols, various perceptions and attitudes, as Sinha (2021) notes, were observed among students and teachers who exhibited resistance, especially those who could not cope with the trends of the new normal (Ngwewondo et al., 2020). Issues on reservations and lack of awareness, adherence to protocol, and protocols imposed at a certain level have been the stakeholder's concerns (Mirahmadizadeh et al., 2020). There is nascent literature to show the attitudes of these important HEI stakeholders toward those safety protocols that have now been fully embedded in their daily lives. The present study attempts to fill this void and answer that urgent call to provide more information.

1.3 Literature Review

Covid19 has been a real test for higher education institutions around the globe in terms of their flexibility and adaptability in responding to similar global crises (Pokhrel & Chhetri, 2020). Nevertheless, according to Singh et al. (2020), the pandemic serves as an effective 'change agent' for promoting the rapid adoption of eLearning in such classically change-resisting institutions.

Lederman (2020) notes that the forthcoming normalisation of the current emergency eLearning modality does not necessarily mean extending the limitations for face-to-face. Instead, it is a strategy that frames the prevalent adoption of online learning under Covid19 as a conventional and not emergency response pathway. Thus, it can be argued that, although Emergency Remote Teaching (ERT) was initially introduced as a safety and security measure to protect the community, it will eventually change the learning landscape in higher education institutions. Mahmood et al. (2020) suggest that it is essential to reflect on the lessons learned from the recent experience to be prepared for a possible extension of the emergency eLearning through the upcoming academic years. Examples of these learned lessons include, but are not limited to, students' equal access to eLearning environments that should not be taken for granted. In addition, students' needs and technical profiles must be carefully assessed in advance.

Osman (2020) reiterates that second only to supporting learning, the education institution's key priority should be the well-being of students and staff. Acheson (2020) explains that maintaining effective social relationships between learners and educators will contribute to that goal. The International Labor Organisation (ILO), Food and Agriculture Organisation (FAO), International Fund for Agriculture and Development (IFAD), and World Health Organisation (WHO) jointly state that a protracted pandemic has multiple effects on the health, livelihood, and well-being of individuals and communities. Any form of crisis is always likely to strain the psychological reserves of all, including students and teachers (WHO, 2020).

In this vein, Ehrenberg et al. (2021) suggest that educators and leaders of education systems should make explicit and

visible goals. Also, they must pursue strategies that help maintain well-being in the face of a global health crisis that has a considerable toll on individuals' lives and health, such as students who are also members of communities. Such impacts could relate to the learner's and educator's motivation and functioning (Patrinos & Shmis, 2020). Due to this, they are conducting classes and other teaching activities in a way that could minimise the negative impact of the crisis on the students' and teachers' well-being. In addition, the lack of normal functioning and limited mobility will profoundly affect their psychological and physical health (Remiers & Schleicher, 2020).

Schleicher (2020) notes that COVID-1 is a global concern affecting Higher Education Institutions (HEIs). Garbóczy et al. (2021) add that this pandemic led to a strong reaction among students who experience anxiety. However, students with sufficient knowledge and high-risk perception are more likely to have positive attitudes, lessened anxiety, high tendencies to cope with the impacts of the COVID-19 pandemic (Baloran, 2020).) According to Nurunnabi et al. (2020), the positive attitudes on the students and learners were due to the effective non-medical prevention measures imposed in their respective institutions. Likewise, students were satisfied with the government's actions to mitigate problems. However, according to Baticulon, Sy, & Alberto (2021), an unwillingness to the online-blended learning approach was observed from students, especially those among developing countries, because of connectivity issues and the availability of resources. In addition, although students utilised various ways to cope with mental health challenges, the HEIs still have to pose significant concerns among students (Joaquin, Biana, & Dacela, 2020).

Reyes-Chua et al. (2020) found that awareness among students and teachers on the gravity of the COVID-19 pandemic exist. They are well-informed about this global concern despite gaps in various aspects. Students are aware of how the virus is spread, its symptoms, and the preventive measures individuals and the general community need. Students and teachers maintain a common sentiment to enhance quarantine or isolation to mitigate the surging cases of infection. Based on the recommendation by WHO, students abide by the idea of getting vaccinated despite some signs of resistance due to distrust.

HEIs should strengthen their institutional strategies to enhance preparedness for crises like natural calamities and pandemics. There is a call for innovation and a practical approach to keep the educational stakeholders from eventual casualties (Reyes-Chua et al. 2020). Although developing countries embrace the paradigm shift in pedagogical delivery, schools should train their students and teachers with online and blended learning modalities. They must also improve Information and Communication Technology (ICT) resources and capacities to run their programmes successfully. Government subsidies and educational supports should be aligned to capacitating students for online learning, especially during community emergencies in the future (Baloran, 2020).

1.4 Theoretical Framework of the Study

This study was anchored on the Social Judgement Theory, formulated initially by Carolyn et al. (1980) cited in Griffin (2012) (See Figure 1). Mallard (2010) states that this theory explains how existing attitudes produce distortions of attitude-related objects and how these judgments mediate attitude change. Thus, a person's initial attitude towards an issue serves as an anchor for the judgment of attitude-related stimuli. In addition, the person's initial perspective on an issue provides a point of reference against which he evaluates other opinions (Ledgerwood & Chaiken, 2007).

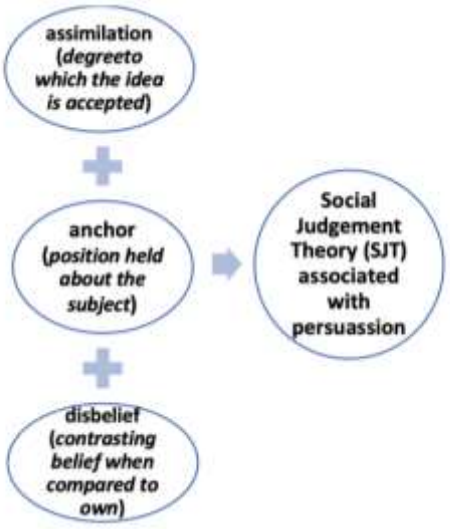

Figure 1. The Social Judgement Theory Framework

These views can be considered an attitudinal continuum and can be regarded as comprising latitudes. The latitude of acceptance, the range of opinions an individual finds acceptable, encompasses the idea that best characterises one's stand. The attitude of rejection, which is the range of the views the individual finds objectionable, encompasses the person's opinion found to be most disagreeable. Finally, the attitude of non-commitment is the range of opinions that the person finds neither acceptable nor unacceptable. The individual's attitude formed under various stages and several factors is the basis for defining 'perspective' in this study.

1.5 Aim of the Study

This study aimed to investigate the perspectives on Covid19 safety protocols among students and teachers of higher education institutions.

1.6 Statement of the Problem

This study believes in contributing timely information on the perspectives of teachers and students understudy toward Covid19 safety protocols. The accurate results would serve a vital role in assisting higher education institutions in developing policies on health and safety protocols that are responsive, conscientious, and admissible to the teacher-student population. Also, this study would propel future exploration forward. More specifically, the study aimed to seek answers to the following questions:

- What Are the Most Prevalent Safety Protocols on the Covid19 Pandemic among Higher Education Institutions?
- What is the respondents' perspective among higher education institutions on Covid19 pandemic safety protocols regarding personal and organisational (interagency) views when rated by teachers and students GroupWise and as an entire group?
- Are there significant differences in respondents' perspectives on Covid19 pandemic safety protocols among higher education institutions regarding personal and organisational (interagency)perspectives as teachers and students?
- What Covid19 safety protocols significantly affect the respondents' perspectives?

1.7 Hypotheses

Ho1: There are no significant differences in the respondents' perspectives on Covid19 pandemic safety protocols in terms of personal and organisational views.

Ho2: None of the Covid19 safety protocols significantly affects the respondents' perspectives.

2. Methodology

2.1 Research Design

The descriptive research design was employed in the overall conduct of this study. Gall & Borg (2007), cited in Nassaji (2015), mention that describing a phenomenon and its characteristics is the primary goal of descriptive research and survey tools are used to gather data. Therefore, this study was anchored on this design to elicit the respondents' perspective towards Covid19 safety protocols through a questionnaire.

2.2 Research Approach

The quantitative approach allowed this study to collect primary data, which are crucial in achieving its objectives.

2.3 Sampling Technique

The primary data was collected from 450 respondents who were identified through referral or snowball sampling technique.

2.4 Data Collection Instrument

The questionnaire was the main instrument in collecting data. It consists of two parts. Part 1 elicited the demographic profile such as gender, category, and nationality of the respondents, shown in Table 1.

Table 1. Distribution of Respondents

Entire Group	450	100
Gender		
Male	149	33.1
Female	301	66.9
Category		
Teachers	151	33.6
Students	299	66.4
Nationality		
Omani	145	32.2
Filipino	152	33.7
Egyptian	30	6.6
Indian	33	7.6
Chinese	34	7.5
Others	56	12.4

Part 2 consists of questions 1-4 about the Covid19 health and safety protocols. The first two questions in the questionnaire elicited baseline information such as the sources of information regarding Covid19 and the number of times the respondents check the news through the selected medium. The results are shown in Tables 2 and 3.

Table 2.1. Source of Information Regarding Covid19

Source of Information	Frequency	Rank
Social Media	400	1
Radio	349	2
Friends	245	3
Family	220	4
TV	163	5

Table 2.2. Number of Times to Check the New

Number of Times/Day	Frequency	Percentage
1-2 times a day	323	71.8
3-4 times a day	90	20
5 or more times a day	37	8.2

The remaining questions in the instrument were expected to find answers to the ultimate objectives of the study. The third question referred to the safety protocol observed and employed by respondents in their affiliated institutions. Finally, the fourth question determined respondents' perspectives on the safety protocol issues among HEIs.

The respondents' perspectives on Covid19 pandemic safety protocols were measured using the following scales: 4.51-5.00 – Not Favorable; 3.51-4.50-Fairly Favorable; 2.51-3.50- Moderately favourable; 1.51-2.50 –Highly Favorable; and 1.00 -1.50 –Extremely Favorable.

The questionnaire was subjected to pilot testing to determine internal consistency. The pilot test ensures that the questions are comprehensible and feedback for improvement are addressed. In addition, Cronbach's Alpha was applied to test the construct validity of the questionnaire. Accordingly, the result showed that the survey questionnaire is internally consistent, as revealed by the Cronbach Alpha value of 0.837. The survey questionnaire also underwent construct validity which was done with the help of a language critic. After which, the respondents were asked to complete the online survey via Google Forms.

The primary data were subjected to appropriate descriptive and inferential statistical treatment. The frequency and percentage were used to describe the profile of respondents in terms of gender, category, and nationality. These tools were also used to analyse the first two questions from part two of the questionnaire. The mean and rank were used to determine the most prevalent safety protocols employed by the respondents. In contrast, the mean determines the respondents' attitudes on Covid19 pandemic safety protocols. For the inferential statistics, the Mann-Whitney U test was performed to determine the significant differences in respondents' perspectives according to their profile. The Step-wise Multiple Linear Regression Analysis was performed to determine the significant predictors of the respondents' perspectives toward safety protocols. These tests were undertaken using the Statistical Package for Social Science (SPSS).

3. Results, Analysis, and Discussion

This section consists of two parts: the Descriptive data analysis, which addressed the statement of objectives 1 and 2, and the Inferential Data analysis for problems 3 and 4.

3.1 Descriptive Data Analysis

3.1.1 The Most Prevalent Safety Protocols on COVID 19 Pandemic Observed among Higher Education Institutions

Table 3 revealed that out of 18 identified safety protocols among HEIs, wearing face masks is most prevalently observed, as indicated in the obtained mean of 4.82. Following the wearing of face masks are washing of hands (M=4.66); sanitising of hands (M=4.62); social distancing (M=4.38); and physical distancing (M=4.3). These show high knowledge and awareness among HEI due to massive safety protocol campaigns. Reyes-Chua et al. (2020) encourage concerned individuals to observe further those safety protocols mentioned earlier. It can be deduced that these safety protocols are the most adhered preventing measures to eradicate the surging cases of Covid19.

The observance of HEIs on those protocols is in congruence with UNESCO's COVID 19 Global Education Coalition (2021), which integrates safety protocols as components of educational environments to keep the well-being of teachers and students across the globe. In other words, observance of those safety protocols should go beyond the context of mere convenience only. Similarly, the Coalition's aim parallels WHO's (2020) and Reimer's (2020) views that ongoing efforts to disseminate safety protocols could ensure that all learning environments are safe for teachers and students.

Results indicated other safety protocols on the Covid19 pandemic observed by HEIs (see Table 3 –safety protocols 6-19). For some reason, these safety protocols are not practised daily. Some HEIs considered them cognates to the wellness of the teachers and students, while others think they are irrelevant. For example, cashless payments (safety protocol number 8), aside from not being done daily, not all HEIs have the technology to facilitate cashless payments. Similar perspectives are noted in refraining from attending events (safety protocol number 13) travel restrictions around and outside the country (safety protocols number 16 and 18). These are not listed in the daily activities of HEIs. Therefore, they are the least priority safety protocols.

Regardless of the manner of implementation, results prove that global HEIs are doing their best to ensure the safety and wellness of their stakeholders. This finding supports the arguments of Osman (2020), stating that educational institutions' key priorities are the well-being of teachers and students, which comes second to supporting learning. The observation on safety protocols by HEIs also conformed with the prepositions of Ehrenberg et al. (2021) that educators and leaders of education systems have to impose clear and sensible goals that make the well-being of teachers and students a priority amidst the Covid19 pandemic crisis. The observance of safety protocols among HEIs are in congruence with Patrinos' and Shmis' (2020) views that the proximal impact of motivation and functioning of the teachers and students toward adherence can maintain the normalcy and regularity of educational institutions despite the conditions they face every day (Remiers and Schleicher, 2020).

Table 3. The most prevalently observed safety protocols on Covid19 pandemic among HEI

Covid19 Safety Protocols	Mean	Rank
1. Wearing of Face Mask	4.82	1
2.Wash hands	4.66	2
3. Sanitise hands	4.62	3
4. Social distancing	4.38	4
5. Physical distancing	4.3	5
6. Disinfecting surfaces	3.9	6
7. Exercising indoor	3.52	7
8. Cashless payment	3.25	8
9. Online shopping	3.2	9
10. Outdoor activities	2.76	10
11. Dining out	2.66	11
12. Exercise outdoor	2.36	13
13. Refraining from Attending events	2.3	14
14. Prohibiting Study/teaching on the campus	2.25	15
15. Prohibiting Going to public parks	2.05	16
16. Travel restrictions around the country	1.87	17
17. Prohibiting going to cinemas	1.55	18
18. Travel restrictions outside the country	1.54	19

3.1.2 Perspectives of Respondents on Covid19 Pandemic Safety Protocols in Terms of Personal and Organisational (Interagency) Levels When Rated by Respondents as an Entire Group and According to Their Category

In Table 4.1, results showed that respondents' overall perspectives on Covid19 pandemic safety protocols on the personal and organisational levels are "Fairly Favorable" as indicated in the obtained mean values, which fell within the range of 3.51-4.50 scales. More specifically, on the personal level, respondents showed a "Not favourable"

perspective for such concerns as "not wearing of masks, crowding places, and increasing number of positive cases. On the organisation level, "the loss of jobs" among people showed a "Not favourable" perspective among respondents. This was indicated in the obtained mean values of the responses, which fell within the range of 4.51-5.00 scale.

Moreover, Table 4.2 and 4.3 showed the combined perspective of teachers and students on Covid19 pandemic safety protocols. It was revealed that, in general, the teachers and students have a "Fairly Favorable " perspective on safety protocols as indicated in the obtained mean values, which fell within the range of 3.51-4.50 scales. However, the level of personal perspective is also "Not Favorable" when people are "Not wearing masks, crowding places, and the number of positive cases is increasing." In addition, respondents are also "Not favourable "to "Loss of Jobs" among people.

These results imply that the implementation of safety protocols on Covid19 is an excellent concern among HEIs, from institutions to the grassroots level. However, institutions are also severe in implementing the safety protocols, manifested in the teachers' and students' overall perspectives. The results also construed that HEIs emphasise wearing masks and other safety protocols mentioned above, such as washing and sanitising hands and social and physical distancing.

The unfavourable perspectives among teachers and students on not wearing the mask can easily be associated with contracting the virus. Similarly, the unfavourable or unfavourable perspective on going to crowded places equals non-adherence to physical or social distancing. As indicated by the respondents, handwashing and sanitising are safety protocols that can inhibit the spread of the virus.

These results relate to the Social Judgement Theory. The opposing perspectives of the respondents toward disobedience to the protocols confirm Mallard's (2010) arguments that the respondents have a favourable mindset (assimilation) toward the existing safety protocols, which is indicative of their strict adherence (anchorage). The results also explain the views of Ledgerwood and Chaiken (2007) that the person's initial attitude on wearing a facemask, social and physical distancing, handwashing, and sanitising, among others, are responsible perspectives (change in behaviour) to the practical value of safety protocols to contain the spread of Covid19 virus.

These results also upheld Mahmood et al.'s (2020) discussions that while struggling to contain the transmission of the Covid19 virus, various perspectives are formed between societies. Similarly, Sinha (2021) found favourable and unfavourable perceptions and attitudes from the students and teachers toward understudy protocols. Ngwewondo et al. (2021) associated a negative perspective with the inability of HEIs to adapt to the new normal due to the lack of technological infrastructure. This present study associate the negative perspective of the respondents on safety protocols with the lack of awareness (assimilation), adherence to protocol behaviour change), and how organisations imposed (anchor) those protocols at different levels (Mirahmadizadeh et al., 2020). As such, differences in perspectives can be linked to the respondents' anxiety caused by a series of events around them (Garbóczy et al., 2021). However, Baloran (2020) argues that sufficiency of knowledge and high-risk perception may negatively affect positive perspectives.

Table 4.1. Perspective of respondents as an entire group on Covid19 pandemic safety protocols in terms of personal and organisational level

COVID 19 Concerns	Mean	Verbal Interpretation	Standard Deviation
Personal			
When people are not wearing a mask	4.55	Not Favorable	0.8249
When places are crowding	4.62	Not favourable	0.7551
Reporting to work or class	3.95	Fairly Favorable	1.0933
The Rising number of Positive cases	4.57	Not Favorable	0.8310
Receiving Vaccine	4.01	Fairly Favorable	1.1627
Overall Mean	4.34	Fairly Favorable	0.6803
Organisational			
Face to Face Classes	4.08	Fairly Favorable	1.1176
Schools Shutdown	4.25	Fairly Favorable	1.0265
Loss of Jobs	4.56	Not Favorable	0.9012
Overall Mean	4.29	Fairly Favorable	0.7577

Table 4.2. Perspective of respondents on Covid19 pandemic safety protocols in terms of personal and organisational level when rated by teachers

COVID 19 Concerns	Mean	Verbal Interpretation	Standard Deviation
Personal			
When people are not wearing a mask	4.54	Not Favorable	0.8385
When places are crowding	4.62	Not Favorable	0.7370
Reporting to work or class	3.83	Fairly Favorable	1.1101
The Rising number of Positive cases	4.53	Not Favorable	0.7691
Receiving Vaccine	4.07	Fairly Favorable	1.1353
Overall Mean	4.37	Fairly Favorable	0.6750
Organisational			
Face to Face Classes	3.98	Fairly Favorable	1.1971
Schools Shutdown	4.26	Fairly Favorable	0.9693
Loss of Jobs	4.51	Not Favorable	0.9009
Overall Mean	4.25	Fairly Favorable	0.7537

Table 4.2.2. Perspective of respondents on Covid19 pandemic safety protocols in terms of organisational level when rated by students

COVID 19 Concerns	Mean	Verbal Interpretation	Standard Deviation
Personal			
When people are not wearing a mask	4.55	Not Favorable	0.8193
When places are crowding	4.62	Not Favorable	0.7653
Reporting to work or class	4.00	Fairly Favorable	1.0822
The Rising number of Positive cases	4.52	Not Favorable	0.8618
Receiving Vaccine	3.98	Fairly Favorable	1.1771
Overall Mean	4.33	Fairly Favorable	0.6840
Organisational			
Face to Face Classes	4.14	Fairly Favorable	1.0734
Schools Shutdown	4.25	Fairly Favorable	1.0558
Loss of Jobs	4.52	Not Favorable	0.9012
Overall Mean	4.30	Fairly Favorable	0.7595

3.2 Inferential Data Analyses

3.2 1 The Significant Differences in the Perspectives of Respondents on Covid19 Safety Protocols in Terms of Personal and Organisational (Interagency) Levels When Rated as a Group

The Mann Whitney U test was performed to assess the significant differences in the perspectives of the teachers and students on the Covid19 pandemic safety protocols. Data in Table 5 revealed no significant differences in respondents' perspectives among HEIs on safety protocols on Covid19, both from the personal and organisational perspectives. This was shown in the respective obtained p values of 0.715 >0.05 and 0.382>0.05. Thus, the null hypothesis of no significant differences in respondents' perspectives on Covid19 safety protocols was accepted from the personal and organisational perspectives.

This result implies that the respondents have the same mindset regarding Covid19 safety protocols. That mindset is that if safety protocols are not followed, they may have irreversible consequences on teachers and students and the HEIs. These results agree with the arguments raised by Ehrenberg et al. (2021), stating that the prioritised goal is the well-being of the stakeholders of HEIs and that this goal has to be translated into the rural communities. The results on no significant perspectives of respondents on Covid19 are also associated with the claims of Schleicher (2020) that Covid19 is a global concern affecting Higher Education Institutions (HEIs).

Table 5. Mann Whitney U test results on the differences in respondents' perspectives on the Covid19 pandemic in terms of personal and organisational levels Sig at alpha <0.05

COVID 19 Concerns	Category	N	Mean Rank	Sum of Ranks	U	p-value	Decision
Personal	Teacher	151	222.38	33579.5	22103.5	0.715	Not sig-Accept
	Student	299	227.08	67895.5			
	Total	450					
Organisational	Teacher	151	216.32	32664	21188	0.382	Not sig -Accept
	Student	299	230.14	68811			
	Total	450					

Sig at alpha <0.05.

3.2.2 The Covid19 Safety Protocols that Significantly Affect the Perspectives of Respondents among HEIs

The step-wise Multiple regression analysis was performed to extract a model that can show the significant predictors of respondents' perspectives among HEIs on Covid19 safety protocols.

This study identified 18 independent variables (see Table 3) to affect the independent variable, the perspective towards Covid19 safety protocols. However, table 6 shows the step-wise regression model identified only two significant predictors, such as wearing a mask and physical distancing, which means other independent variables enumerated in Table 3 do not significantly affect or influence the perspective.

The data provided the following model:

Perspectives toward Covid19 safety protocols $= b_o + b_1 + b_2 + b_3 + b_4 + b_5 \ldots b_{18}$

Where; b (beta coefficients) represents the independent variable enumerated in Table 3, such as wearing the mask and physical distancing, and the perspectives toward Covid19 safety protocols are the dependent variable. Thus, substituting the value in the model will be;

=4.042 + wearing masks (-0.085)+ physical distancing (0.102)

The beta coefficients contribute the independent variables to the dependent variable. For example, in the model, the coefficient - (0.085) means that for every unit change in wearing masks (disregarding the other variables), the perspectives towards Covid19 safety protocols will change by that value. On the other hand, the negative sign means a decrease in the value.

Likewise, the relative importance of the independent variables, as shown in Table 6, is noted that wearing masks and physical distancing are the significant predictors of respondents' perspectives toward Covid19 safety protocols are 0.000 and 0.018, which are less than 0.05. Therefore, with the evidence shown, the null hypothesis advanced, indicating that none of the safety protocols on Covid19 significantly affects the respondents' perspectives was rejected at a 0.05 level of significance.

Further, the multiple correlation coefficient R = 220 or R^2= 0.048 indicates that the independent variables share 4.8% of the variability. Putting this into statistical perspective, this leaves the 95.2 % (1-R^2) of the variability still to be accounted for along with other variables not covered in this present investigation.

These results imply that HEIs consider the Covid19 safety protocols accessible and helpful. Although HEIs acknowledge the importance of protocols for the safety and wellness of their teachers and students, they still wish for uncomplicated safety protocols that are within their grip. However, these results also suggest that other safety protocols not mentioned in this study could unmask a different perspective. These results also agree with the arguments raised by Mahmood et al. (2020) in the battle to fight the virus, stating that many attitudinal perspectives may arise from relevant populations on safety and health protocols.

Those varying perspectives can be attributed to differences in situation, understanding, and points of view related to the multiple levels of contrasting effects of the Covid19 pandemic to the individual. Sinha (2021) agrees that the various perspectives found among HEI students and teachers do not represent the general population precisely.

Table 6. Step-Wise Regression Model for Perspectives Toward Covid19 safety protocols

Safety Protocols VS Perspectives Regression Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
2	(Constant)	4.042	.209		19.344	.000
	Wearing of Mask	-.085	.021	-.186	-4.019	.000
	Physical distancing	.102	.043	.110	2.379	.018

**p<.05, R=0.220,R^2=0.048

4. Implications of Results and Conclusion

The Covid19 pandemic crisis has shuttered learning institutions and other sectors of society. The literature review revealed that the educational system, significantly higher education, has taken its share of the wrath of the Covid19 pandemic beyond imagination. The most challenging of all was when campuses were shut down to protect the safety and well-being of teachers and students. In this regard, the safety protocols introduced and implemented by HEIs confirm the unified goals of WHO, ILO, and UN, among others. Furthermore, these safety protocols were disseminated in many platforms and ways to increase awareness. This study concludes that the dissemination process

is efficient and effective. Otherwise, more lives would have been risked.

The wearing of face masks, washing and sanitising of hands, and social and physical distancing are the most observed protocols among teachers and students of HEIs. However, this result confirms that HEIs want uncomplicated health and safety protocols that are inexpensive and simple. Accordingly, the HEIs' higher level of awareness on the importance of health and safety protocols confirms the success of implementation. Wearing face masks, hand washing and sanitising, and social and physical distancing are protocols that can inhibit the spread of the virus.

The respondents have an unfavourable perspective toward someone who resists following the Covid19 protocols. They indicated that safety protocols could significantly decrease the number of positive cases if religiously observed. Therefore, this study concludes that assumptions and perceptions are valid among respondents and can also be true to other stakeholders of HEIs.

One of the significant findings in this study is the affirmation that HEIs conform with the standardised Covid19 safety protocols. Also, the positive perspectives of respondents on those safety protocols manifest their adherence and awareness of their value and importance, which means that the mechanisms and platforms for information dissemination are effective. Therefore, this study recommends a follow-up investigation with expanded scope by integrating those variables which were not covered in this study.

Results did not prove that English as a medium for communicating those health and safety has affected the respondents' understanding and adherence. Therefore, this study concludes that the language of the protocols is within the grasp of the respondents, which is attributed to the success of its implementation.

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