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Implementation of Learning Continuity Plan: A Basis for a Sustainable Development Program

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ABSTRACT

The Basic Education Learning Continuity Plan (BE-LCP) ensures that students' learning progresses even amidst a pandemic. It is also focused on improving the quality of basic education with enhanced teacher performance and improved mastery of learning competencies on the part of the learners. This research aimed to determine the extent of the implementation of the BE-LCP and the challenges encountered in aligning the four strategic thrusts in the new normal education. Furthermore, the respondents of the study are the sixty (60) teachers of Banlic Elementary School, Division of Calamba City. The researchers used the descriptive method and the researcher-made questionnaire as the main data gathering tool. Weighted mean, Frequency Count, Percentage, Ranking, and one-way ANOVA are the statistical tools used in analyzing the data gathered. The results revealed that despite the challenges encountered, most of the respondents represent a high extent of LCP implementation along with the four strategic thrusts. Thus, age, educational background, length of service, and relevant training have a significant relationship in the implementation of advancing hand holding initiatives and amplifying defined technical assistance to target delivery units; consequently, age and length of service have a significant correlation on appraising stakeholders on the progress of interventions. Based on the conclusion drawn from the study, a proposed development program was crafted to enhance the implementation of the BE-LCP.

Keywords **—** Education, Learning Continuity Plan, strategic thrusts, implementation, Calamba City, Descriptive design, Philippines

INTRODUCTION

The COVID-19 pandemic has profoundly affected our lives, including school closures. More than 160 countries have mandated temporary school closures, leaving 1.2 billion children and youth out of school, with 28 million learners in the Philippines, without any resort to continuing with their education face-to-face (UNESCO, 2020).

Undoubtedly, there has been a negative impact on the education system in the country because of COVID-19 and extended lockdowns. In addition, the strain of continued social isolation, lack of schooling, and reduced provisions has taken its toll, as it has across the world. As lockdown restrictions are here

to stay, for the time being, educators and parents must provide some form of education for their children and students. Additionally, extended school closures may cause a loss of learning in the short term and further loss of human capital and diminished economic opportunities in the long term. To help mitigate the loss of learning, many countries are pursuing options to utilize remote learning to manage and cope with the crisis (Mundial, 2020).

Online learning has been popular in Singapore since it allows students to learn and access information according to their needs. Compared to traditional classes, online learning offers more interactive materials that allow students to easily access information and provide feedback. To meet the different needs in learning, most established colleges have incorporated online learning into their teaching. According to studies, many college students have had online learning experiences, either totally online or through hybrid models that mix face-to-face learning with an online component (Guan et al., 2015).

Likewise, the Indonesian government promotes learning through technology-enhanced learning. Responses to the COVID-19 pandemic have created opportunities to incorporate more technology into teaching. Moving to a more integrated learning environment, on the other hand, will necessitate policy changes in infrastructure, teaching and learning quality, and cyber safety and security, among other things (World Bank, 2020).

Recognizing the digital divide, the article (Chang, 2020) mentioned that Thailand's government created the Remote Learning Foundation, which assists the Ministry of Education in launching distance teaching and learning courses via televised broadcasts. The National Broadcasting and Telecommunications Commission (NBTC) has agreed to run instructional programs throughout its seventeen channels for students to access education. While the broadcast approach allows kids in rural Thailand and families from lower socioeconomic backgrounds to obtain instruction during the lockdown, students' families must still have a digital cable box to see the channels.

As stipulated by Batubara (2021), the problems faced by students and teachers in the implementation of such continuing education, many factors can be focused on, such as learning in unfamiliar times and seasons, the use of devices and gadgets that they are not used to, technological issues that they have only now focused on and lack of guidance for children to study. Some of these factors affect learning and the effectiveness of education. This change will affect their skills and ability. Because of this change, these affecting factors will be difficult to focus on even if it is needed now for education to continue. Therefore, it is necessary to

intensify the existence of criteria and policies for this new normal setting. With this change, the operational requirements in the school and the implementation of the curriculum for the regular class need to be changed to keep pace with and meet the needs of the students and the school. The transformation of education does not mean it is insurmountable. Different goals have been developed and intended for children's skills and competencies to be developed even as change takes place. Achieve goals for students to see the target learning outcomes.

Nonetheless, the educational system has changed the set-up schedule and teaching and learning methods. Time to identify the needs of students when it comes to learning whatever aspect locally or nationwide will be realized. After all, what is taught in school or education in a normal setting is like real-life applying what you know to prepare students to apply what they learned for real-world events. There is almost no difference just being set up in the new normal way, so we need a more rigorous and orderly plan for quality learning even if we are in the new normal setting.

As indicated in Cahapay (2020) study, "Collaboration is the most important at these difficult times." This indicates that we should help form the post-COVID-19 education, stepping into the new normal. He also recommends that the opportunity and challenges presented be grasped and taken into a serious concern. The challenge herewith is how to provide and deliver quality education amidst exceptional times and to what extent we will become prepared if another crisis comes.

On the other hand, as mentioned in an article (*Education Responses to COVID-19*, 2020), learning and collaborating in an online environment might not come naturally to teachers and students. In considering policy responses to the school closures, policymakers need to consider ways such as; (1) *Balance digital with screen-free activities*. Students' health is likely to suffer because of substituting classroom hours with online learning. Lectures can be shortened and combined with non-digital learning activities. (2) *Keep a pulse on students' emotional health*. The context of the virus and school closures can be unsettling and disorientating for students. Technological solutions need to find a way to provide connection, interaction, and support while learning is happening, particularly in a time of uncertainty. (3) *Access to devices*. Students are more likely to have access to smartphones than laptops at home, where more students might be than devices. Governments could lend laptops or provide alternative resources (printed work booklets). (4) *Manage access to IT infrastructure*. Having all students connected simultaneously may be a problem in some places, and access to IT infrastructure

should also be monitored to provide good access to all, perhaps within certain time frames.

The Philippine Government, in collaboration with the Department of Education (DepEd), developed DepEd Order No. 012, s. 2020, titled Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for the school year 2020-2021, in response to the need to continue education despite the restrictions imposed by the COVID-19 crisis. Further analysis of data on basic education and the epidemiological status was also considered (Cahapay, 2020). It will help education because the result will produce a variety of methods that can be used for continuing education. There were discussions with education stakeholders such as lawmakers, basic education committees, executives from the various departments and field offices, and the general public. A series of online surveys of more than the required respondents, such as parents and learners and teachers, on their readiness for remote education, were also conducted. The inputs from the discussions, surveys, and analyses were unified in planning the framework.

Furthermore, School Learning Continuity Plan has already made significant strides in education access and is pivoting to shift its focus on quality. It continues to support all efforts toward healing the nation by remaining committed to the goal of delivering accessible, quality, liberating, and safe basic education services amid these critical times. This period of new normal shall be approached with patriotism, compassion, and sensitivity so that the learning process will not be a burden for parents, children, and teachers but a ray of hope amidst the crisis. DepEd calls on the whole nation to preserve the "Bayanihan" spirit as it ensures that the education of millions of Filipino learners will continue (Department of Education, 2021.).

In line with this, The Public Elementary School in Cluster 1, Division of Calamba City, Laguna is one of the affected schools that strive to continue to offer excellent education during the pandemic by adopting the Learning Continuity Plan as a guide in delivering educational services. As the school year 2020-2021 ends, there is a need to assess the implementation of the school BE-LCP so that the needs and gaps will be addressed, adjustments will be made, and appropriate actions and interventions will be a plan in preparation for the Opening of the school year 2021-2022.

Thus, the researcher aimed to assess the extent of the implementation and challenges encountered by the BE-LCP based on the strategic thrusts: focus and intervention, hand-holding initiatives, defined technical assistance; and appraising stakeholders targeting the goals of excellence, empowerment, and efficiency. This sought to create a sustainable development plan to ensure learners'

safe, effective, and efficient delivery of the Most Essential Learning Competencies (MELC). It also operationalized part of the LCP as a comprehensive plan in response to the new normal in education. This research aided the strategic planning and coordination with the stakeholders to develop comprehensive content as per DepEd guidelines. Additionally, trying to give a better education as the goal of teachers to provide appropriate knowledge for the students despite the challenging crisis was of great help too. Lastly, the result of the study provided a long-term solution to the call for inclusive education. This also presented timely solutions to the global quest to attain education.

FRAMEWORK

The study was anchored on the Department of Education (2021), which focuses on improving the quality of basic education in Region 4A with enhanced teacher performance and improved mastery of learning competencies on the part of the learners. Specifically, the framework has four strategic thrusts: focus and intervention, hand-holding initiatives, technical assistance, and appraising stakeholders on the progress of interventions targeting the goals of excellence, empowerment, and efficiency. In this context, the prolonged closure of schools due to the COVID-19 crisis has transformed stakeholders' relationships with both schools and learning content. Although some students continued their education, many were deprived of adequate opportunities and often lacked essential services and tools such as technological equipment or learning support services.

OBJECTIVES OF THE STUDY

The study aimed at assess the implementation of the Learning Continuity Plan of Banlic Elementary School. Likewise, this also crafted Sustainable Development Plan to ensure effective and efficient delivery of the "Most Essential Learning Competencies (MELC)" even amidst a pandemic.

Specifically, the study sought to achieve the following objectives: (1) Describe the respondent's profile in terms of Age; Educational Background; Length of Service; and Number of Relevant Training attended, (2) determine the extent of implementation of the Learning Continuity Plan along with the following strategic thrusts: aligning focus and intervention, advancing hand holding initiatives; amplifying defined technical assistance to target delivery units and; appraising stakeholders on the progress of interventions, (3)

determine the relationship between the respondent's profile and the extent of implementation of LCP strategic thrusts, (4) identify the challenges encountered in the implementation of the school learning continuity plan, and (5) create a sustainable development program on the Learning Continuity Plan.

METHODOLOGY

Research Design

The researchers utilized the descriptive method in checking the extent of the challenges encountered in the implementation of LCP and the extent of the schools' initiatives to avert those challenges. Furthermore, the researchers collected quantitative data. This method provided a better understanding of research problems and sought informative interviews from the respondents.

Research Site

The study was conducted at Banlic Elementary School, Calamba East 5 District, Division of Calamba City, Laguna. Banlic Elementary School is an ISO CERTIFIED large school with 60 teachers,

One (1) administrative assistant, (2) two utility men, and One (1) security guard as the working force. Seven (7) buildings with 36 classrooms as teaching and learning areas and one (1) principal's office with 2,291 sq. m land area catering 2,517 learners. This school was chosen as the beneficiaries of the crafted development program because the researchers were one of the staff and administrators of this institution.

Respondents

The researchers involved sixty (60) teachers of Banlic Elementary School, Division of Calamba City, Laguna, as the participants of the study who assessed the implementation of the School Learning Continuity Plan. A purposive sampling technique was used to determine the respondents.

Instrumentation

The researchers used a survey questionnaire in conducting the study. To enrich the data gathered, interviews and documentary analysis were likewise used. The survey questionnaire was composed of four parts (1) Demographic Profile of the Respondents, (2) Extent of implementation of Learning Continuity Plan along with the following strategic thrusts, (3) Relationship Extent of Implementation

of Learning Continuity Plan and the Respondent's Profile, and (4) Challenges Encountered in the Implementation of the School Learning Continuity Plan.

The questionnaire was evaluated by some experts in education for further comments and approval, after which all suggestions for improvement noted with necessary corrections were incorporated in the final draft. Enough copies were prepared for the respondents of the study. To check the reliability of the interview and test questionnaire, Cronbach's alpha test was also administered in the study.

Research Ethics

Ethical considerations were applied to the whole process of this study. The researchers gave a letter to the principal to inform them of an overview of the whole program and seek permission to administer the study and interview what the study was about, who was undertaking the study, the benefits of the research, and what was exactly involved for the participant. Then, the researchers also seek permission from the teacher-respondents to become part of the study.

Statistical Techniques

The questionnaire was administered, and the interview was conducted based on the approved permits. Weighted mean, Frequency Count, Percentage, *Ranking, and* one-way *ANOVA* are the statistical tool used in analyzing the data gathered.

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

Age

The data revealed that 16 or 26.7 percent of the respondents have 21-30, 31-40, and 41-50. This is followed by teachers having an age bracket of 41-50 years old with a frequency of 11 or 18.2 percent. On the other hand, only 1 respondent, or 21.7 percent, was above 61 years old. Furthermore, it can be deduced from the findings that most of the respondents were middle-aged adults. Alufohai and Ibhafidon (2015) conducted a study on selected public senior secondary schools that showed that middle-aged teachers between the ages of 36 to 48 years old were more effective at producing higher student scores than younger and older teachers. On the other hand, the study of Sivasakthi and Muthumanickam (2012) reveals that young teachers (below 30 years of age), mature or middle-aged teachers of 30-40 years, and older teachers above 40 years old do not differ significantly in their effectiveness in teaching or performing additional tasks.

Educational Background

The data revealed that most of the respondents, 28 or 46.6 percent possess MA units. It was followed by teachers who are College graduates with a frequency of 24 or 40.0 percent. Meanwhile, teachers who are MA graduates and with Doctorate Units with frequencies of four (4) or 6.7 percent. In contrast, none of the respondents finished their Doctorate Degree. Continuing education helps to improve professional practices. This was highlighted by the study of Dixon and Ward (2015).

Years in Service

The result implies that teacher-respondents with 5-10 years in service got the highest frequency of 17 or 28.3 percent. This is followed by teachers with 11-15 years in service with a frequency of 13 or 21.7 percent. While teachers with 0-5 years in service with a frequency of 10 or 16.7 percent. There is 8 or 13.3 percent of teachers with 21-25 years in service, 7 or 11.7 are 16-20 years in service, and those teachers who have rendered 26-30 years in service have the least number among the respondents with the frequency of 5 or 8.3 percent. The fundamental notion of Podolsky et al. (2019) emphasizes that the effectiveness of a teacher is positively associated with the years of their teaching experience. This could mean that teachers' experience can be a key factor affecting the extent of the LCP implementation.

Relevant Trainings Attended

The result revealed that 19 or 31.7 percent of the respondents attended 13-15 relevant training while 14 or 23.4 percent attended 1-3 relevant training. Moreover, 11 or 18.3 percent of the respondents attended 7-9 training, and 8 or 13.3% attended 4-6 and 10-12 relevant training, respectively. According to a study by Soe (2018), Training and development is a process designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. Thus, this denotes that training teachers are more likely to lead to diversity in practice at all levels of instruction.

The extent of implementation of the Learning Continuity Plan along with the following strategic thrusts:

Focus and Intervention

The findings showed that the teacher- respondents greatly focused on "ensuring a safe distribution and retrieval of modules by adhering to DOH, IATF

and DRRM safety protocols and measures." This manifested by a 4.42 weighted mean and ranked as 1. Moreover, "attend an orientation about the involvement and participation in the LCP" obtained the lowest weighted mean of 3.68. As part of the Philippines' short- and long-term strategies, Secretary Briones (2020) introduced the BE-LCP as a guideline for the department on how to deliver education during the time of the COVID-19 pandemic while ensuring the health, safety, and welfare of all learners, teachers, and personnel of DepEd as the top priority. The result implies that the respondents adhered, committed, and complied with the directive to protect our learners, teachers, and personnel' safety, health, and well-being and prevent further transmission of COVID-19. Moreover, communications play a major role in implementing the BE-LCP, but it can be challenging because of the quarantine restrictions. Though the results revealed a high extent of "attend an orientation about the involvement and participation in the LCP" it obtained the lowest weighted mean of 3.68.

A study from Anne Arundel County Public Schools (2020) states that Collaborative Decision Making (CDM) provides a framework for educators, parents, students, and community representatives to solve problems and support student achievement and success. It is a proactive approach that emphasizes early intervention, evidence-based practices, collaborative teaming, and ongoing progress monitoring. CDM fosters best practices in adult and student learning, collaboration, and problem-solving to achieve the desired results. To sum up, the teacher respondents assessed the extent of the implementation of the Learning Continuity Plan in terms of Aligning Focus and Intervention as present with a high extent as shown by a composite mean of 4.09. The result could be attributed to the teachers' beliefs that aligning focus and intervention is vital so that the Learning continuity plan will be successful. Despite the pandemic, they know that their main goal is to deliver quality education among learners.

Table 1. The Extent of Implementation of the Learning Continuity Plan in terms of Aligning Focus and Intervention

The teachers…	Mean	VI
1. ensure a safe distribution and retrieval of modules by adhering to DOH, IATF, and DRRM safety protocols and measures.	4.42	HE
2. accomplish and check Weekly Home Learning Plan using SLMs as references and has considered the learning competencies, key concepts/ essential understandings, and the learning tasks/formative assessments needed to track the learner's progress	4.23	HE
3. prepare lesson exemplars, learning management systems, and learning resources aligned with the available matrix of curriculum standards	4.18	HE

4. map out learners' context, their learning condition, and potential home learning facilitators	4.15	HE
5. orient parents and learners about the different learning pathways, enrolment procedures, school calendar, approach to gaining access to learning packets and resources, school protocol and health measures, and communication with teachers	4.10	HE
6. monitor learners' progress and set up a timely feedback mechanism	4.10	HE
7. design appropriate assessment and evaluation tools	4.08	HE
8. determine and plan for the learning modalities/pathways appropriate for each learner.	4.05	HE
9. prepare the list of Priority Improvement Areas (PIAs) and participate in the needs assessment to implement the crafted LCP.	3.87	HE
10. attend an orientation about the involvement and participation in the LCP.	3.68	HE
Composite Mean	4.09	HE

Legend:	*Range*	*Verbal Interpretation*
	4.50 -5.00	*Very High Extent*
	3.50 - 4.49	*High Extent*
	2.50 - 3.49	*Moderate Extent*
	1.50 - 2.49	*Slight Extent*
	1.00 - 1.49	*Not At All*

Hand Holding Initiatives

As shown in the table, respondents show a high extent in attending webinars about assessment and evaluation techniques for the modality. The obtained weighted mean of 4.28 suggests that the respondent's manifest adherence to the training assistance provided by the Department of Education. It was mentioned in the DepEd National LCP (2020) that teachers and school leaders shall be capacitated to implement and manage the adoption of multi-modal learning delivery models based on their technology resources map, readiness assessment results, and implementation plans.

The overall result revealed that the LCP of Banlic ES had implemented *Advancing Hand Holding Initiatives with a high extent and a weighted mean of 3.94.* Capacity-building programs implemented addressed the curriculum requirements in terms of essential learning competencies and content and pedagogy and assessment. These will complement the learning resources already available through the DepEd LR Portal, DepEd Commons, and other LR portals and resources that may be made available by education partners.

Table 2. The Extent of Implementation of the Learning Continuity Plan in terms of Advancing Hand Holding Initiatives

The teachers…	Mean	VI
1. attend webinars about assessment and evaluation techniques for the modality	4.28	HE
2. participate in seminars/workshops about current trends and practices in curriculum and pedagogy	4.22	HE
3. implement programs and activities that are anchored on the DepEd Vision and Mission and its Four Core Values	4.00	HE
4. inform stakeholders to participate in school programs that are necessary for learners	4.00	HE
5. match the provided teachers' training on curriculum content and instructional strategies	3.93	HE
6. uses age-appropriate and localized materials based on the needs of the learners	3.92	HE
7. provides differentiated activities among learners, especially when giving follow-up lessons.	3.85	HE
8. design learning materials that show higher levels of learning	3.83	HE
9. conduct individual or collaborative research based on needs assessment	3.70	HE
10. create a class/school website or learning management system	3.65	HE
Composite Mean	3.94	HE

Legend:	*Range*	*Verbal Interpretation*
	4.50 -5.00	*Very High Extent*
	3.50 - 4.49	*High Extent*
	2.50 - 3.49	*Moderate Extent*
	1.50 - 2.49	*Slight Extent*
	1.00 - 1.49	*Not At All*

Technical Assistance

The finding denotes that the respondents have a high extent of consulting teams who will provide the Technical Assistance (TA) and support needed with a weighted mean of 4.12. This implies that the extent of the implementation of the BE-LCP recognized the importance of technical assistance as deemed necessary to ensure effective program implementation to achieve higher or better learning outcomes. This recognized that it impacts performance and the general welfare of the people in the organization. It was stated in the study of Magcanas (2019) that technical assistance help, guidance, or supports "teachers" to be more effective in the performance of their functions. It is also conducted to help, solve problems, improve performance, get results, and gather data for policy formulation.

On the other hand, creating a class/school website or learning management system got the lowest weighted mean of 3.65. The challenges in the shift moving from the traditional classroom to a blended learning classroom can be recognized. As mentioned in the study by Reischl and Toro (2018), both teacher and student strive for more self-directed learning opportunities using technology. The idea of the networked student and the networked teacher "promotes inquiry-based learning and digital literacy, empowers the learning, and offers flexibility as new technologies emerge."

To sum up, the teacher respondents assessed the extent of implementing the Learning Continuity Plan in terms of Amplifying Defined Technical Assistance to Target Delivery Units as present with a high extent as shown by a composite mean of 3.83. The result could be attributed to the beliefs of the teachers that there should be an effort to train teachers in identifying and assisting children under vulnerable conditions. Moreover, support mechanisms shall be established for teachers, school leaders, parents, and learners.

Table 3. The Extent of Implementation of the Learning Continuity Plan in terms of Amplifying Defined Technical Assistance to Target Delivery Units

The teachers…	Mean	VI
1. consult teams who will provide the Technical Assistance (TA) and support needed	4.12	HE
2. monitor the outcomes of the activities and process the insights and learnings gained by the learners involved in the activity	3.93	HE
3. documenting, record – keeping and reporting the activities and agreements in the LAC sessions	3.92	HE
4. provide interventions (if necessary)	3.92	HE
5. Conduct follow up and remediation	3.87	HE
6. create an individual monitoring plan for learners who are not able to master the intended most essential competencies	3.77	HE
7. monitor learners' progress and set up a timely feedback mechanism	3.77	HE
8. track learners' progress and monitors the completeness of the submitted output	3.72	HE
9. utilize online platforms to conduct online kumustahan/ give follow-up lessons with his/her students.	3.65	HE
10. assist parents in administering the modules and learning activity sheet	3.68	HE
Composite Mean	3.83	HE

Legend:	*Range*	*Verbal Interpretation*
	4.50 -5.00	*Very High Extent*
	3.50 - 4.49	*High Extent*
	2.50 - 3.49	*Moderate Extent*
	1.50 - 2.49	*Slight Extent*
	1.00 - 1.49	*Not At All*

Appraising Stakeholders

As seen in the table below, the teacher assessed "establish a network of communication between students and parents" as a high extent with a weighted mean of 4.18. While "present school needs assessment to stakeholders" got the lowest weighted mean of 3.78. The overall result revealed that the extent of the implementation of the LCP in terms of *Appraising Stakeholders on the Progress of Interventions* is highly evident, with a weighted mean of 3.94. Although ensuring health protocols and continuity of education is very costly, the Department of Education (DepEd) maintained that there are enough resources to fund implementing the Basic Education Learning Continuity Plan (BELCP) this upcoming school year. DepEd cited further that the Special Education Fund (SEF) is sourced from real property taxes that are collected by the local government that can finance the BE-LCP. Moreover, DepEd also recognized the importance of Brigada Eskwela and Oplan Balik Eskwela; these partnership initiatives of DepEd prepare the school opening and fully assist the preparation of stakeholders in the roll-out of the BE-LCP.

Table 4. The Extent of Implementation of the Learning Continuity Plan in terms of Appraising Stakeholders on the Progress of Interventions

The teachers…	Mean	VI
1. establish a network of communication between students and parents	4.18	HE
2. use of technology as a tool for collaboration with teachers, learners, and parents	4.12	HE
3. consult teachers, pupils, parents, and stakeholders to participate in the design, implementation, monitoring, and evaluation of policies, programs, projects, and activities	4.05	HE
4. capacitate school officials, teachers, home learning facilitators, and LGUs to deliver the different learning modalities and learning packages/packets.	3.92	HE
5. develop and implement projects and interventions with partner institutions and individuals.	3.90	HE
6. push for increased assistance from stakeholders	3.90	HE
7. post infographics and other materials online to attract stakeholders	3.83	HE

8. ensure collaborative engagement with stakeholders to achieve LCP	3.82	HE
9. present school needs assessment to stakeholders	3.78	HE
Composite Mean	3.94	HE

Legend:	*Range*	*Verbal Interpretation*
	4.50 -5.00	*Very High Extent*
	3.50 - 4.49	*High Extent*
	2.50 - 3.49	*Moderate Extent*
	1.50 - 2.49	*Slight Extent*
	1.00 - 1.49	*Not At All*

Comparison of the Extent of Implementation of Learning Continuity Plan When Grouped According to Respondent's Profile

Age

As shown in Table 5, the computed F-value of age in the four strategic thrusts are 3.672, 3.431, 3.561, and 4.113. The p-value ranging from 0.005 to 0.014 is less than a 0.05 level of significance that rejects the null hypothesis. Thus, there is a significant difference in the extent of the implementation of the LCP when grouped according to age. It indicates that the age of the respondents affects the implementation of the LCP. The age of teachers affects their ability to develop and formulate a plan or program that will help students and schools Tůmová (2012). When it comes to a teacher's career, age affects the job and assigned tasks. The age-based volume of knowledge has increased over time, and the capacity to compile and analyze things that need to change in the education system**.**

Table 5. Comparison on the Extent of Implementation of Learning Continuity Plan When Grouped According to Age

Variables	F- value	p-value	Decision on Ho	VI
focus and intervention	3.672	0.010	Reject Ho	Significant
hand holding initiatives	3.431	0.014	Reject Ho	Significant
technical assistance	3.561	0.012	Reject Ho	Significant
appraising stakeholders	4.113	0.005	Reject Ho	Significant

$p<0.05$

Educational Background

Table 6 showed that the computed F-value of educational background in the four strategic thrusts was 0.500, 1.679, 0.600 and 0.218. The obtained p-value ranging from 0.182 to 0.884 is greater than the 0.05 level of significance that failed to reject the null hypothesis. Thus, there is no significant difference in the extent of the implementation of the LCP when grouped according to educational background. It indicates that regardless of the educational background of the respondents, the extent of the LCP implementation is the same. The outcome of the projects and the problems that need to be solved will depend on the capacity and background of the teacher to address the needs. Especially when it comes to curriculum or lessons needed for the education system in timely approaches (Nevenglosky & Cale, 2019). The desired goal can be achieved when it comes to this aspect to assist in the collaboration and support of an organization to advance education.

Table 6. Comparison of the Extent of Implementation of Learning Continuity Plan When Grouped According to Educational Background

Variables	F - value	p-value	Decision on Ho	VI
focus and intervention	0.500	0.684	Failed to Reject Ho	Not Significant
advancing hand holding initiatives	1.679	0.182	Failed to Reject Ho	Not Significant
technical assistance	0.600	0.618	Failed to Reject Ho	Not Significant
appraising stakeholders	0.218	0.884	Failed to Reject Ho	Not Significant

$p<0.05$

Length of Service

The table shows that the computed F-value of age in the four strategic thrusts are 4.037, 2.805, 3.540, and 3.646. The p-value ranging from 0.003 to 0.025 is less than a 0.05 level of significance that rejects the null hypothesis. Thus, there is a significant difference in the extent of the implementation of the LCP when grouped according to the length of service. It indicates that the years in service of the respondents affect the implementation of the LCP. Developing and creating a program for education based on the curriculum for school plans to pursue education is not that easy to meet. However, it can help teachers' length of service depending on their involvement (Mandukwini, 2016). It may be that experienced or so-called teachers with sufficient teaching experience and methodologies in

approaches and techniques can help design a curriculum or continuing education plan, while there may be teachers who do not have sufficient experience but do not be able to provide information and insights. However, any teachers can give time on learning these and can be used as an advantage to improve education.

Table 7. Comparison of the Extent of Implementation of Learning Continuity Plan When Grouped According to Length of Service

Variables	F - value	p-value	Decision on Ho	VI
focus and intervention	4.037	0.003	Reject Ho	Significant
advancing hand holding initiatives	2.805	0.025	Reject Ho	Significant
technical assistance	3.540	0.008	Reject Ho	Significant
appraising stakeholders	3.646	0.006	Reject Ho	Significant

$p<0.05$

Relevant Training

Table 8 revealed that the computed F-value of relevant training in the four strategic thrusts were 1.298, 1.134, 0.930, and 1.199. The p-value range from 0.282 to 0.454 was greater than the 0.05 level of significance, which failed to reject the null hypothesis. Thus, there is no significant difference in the extent of the implementation of the LCP when grouped according to relevant training. It indicates that regardless of the number of training attended by the respondents, the extent of the LCP implementation is the same.

Applying the training is one of the factors that affect and help the teaching or performance of a teacher's work for the benefit of the students (Boudersa, 2016). Training, workshops, and seminars play a major role in educators' further honing their ability to deliver and provide innovative and better teaching methods, researching, and preparing for strategic needs. Professional Development may serve as the key to progress to any plan of action of the teachers for the students.

Table 8. Comparison of the Extent of Implementation of Learning Continuity Plan When Grouped According to Relevant Trainings Attended

Variables	F - value	p-value	Decision on Ho	Verbal Interpretation
focus and intervention	1.298	0.282	Failed to Reject Ho	Not Significant
advancing hand holding initiatives	1.134	0.275	Failed to Reject Ho	Not Significant
technical assistance	0.930	0.454	Failed to Reject Ho	Not Significant
appraising stakeholders	1.199	0.322	Failed to Reject Ho	Not Significant

$p<0.05$

Challenges Encountered in the Implementation of the School Learning Continuity Plan

Focus and Intervention

Some study reveals that challenges encountered in creating and modifying protocols in this new normal regarding the variation of modalities in teaching and learning need to be implemented (Arrieta & Sudarsana, 2021). Due to adjustments to the usual routine of strategies in teaching and learning as to schedules, modes, and other matters, the problems faced today need to be addressed so that students can continue learning. Based on the conducted interview, most of the school funds were used to reproduce modules and other learning materials. It is challenging for the school to acquire or purchase thermal scanners, alcohol, mats, sanitation, and health kits, for both teachers and learners. They are also asked what interventions/ they used to cope-up with the challenges, and they narrate that adopt-a-school programs under Republic Act 8525 or partnerships with the private companies have been an essential tool to provide the needs of the school, such as upgrading existing facilities, provision of books, publications, instructional materials; and health kits which the school MOOE cannot cover.

Table 9. Challenges Encountered in the Implementation of Learning Continuity Plan in terms of Aligning Focus and Intervention

The teachers…	Mean	Verbal Interpretation
1. implementing IATF guidelines such as Social Distancing, Wearing Face Masks, etc.	4.18	Serious
2. orienting the parents on the roles and responsibilities of parents and Learning Facilitators	3.92	Serious
3. training support on crafting lesson exemplars, Weekly Home Learning Plan (WHLP), appropriate assessment and evaluation tools aligned with the available matrix of curriculum standards	3.83	Serious
4. awareness of the objectives and policy about involvement and participation in the LCP.	3.82	Serious
5. preparing needs assessment that is aligned to Priority Improvement Areas (PIAs)	3.75	Serious
6. mapping out learners' condition, teachers' capacity, and potential home learning facilitators	3.73	Serious
7. crafting of plans and submitting documents, reports, and accomplishments as required in PPAs	3.73	Serious
8. selecting appropriate learning modalities/pathways plan for each learner	3.70	Serious
Composite Mean	3.83	Serious

Legend:	*Range*	*Verbal Interpretation*
	4.50 - 5.00	*Very Serious*
	3.50 - 4.49	*Serious*
	2.50 - 3.49	*Moderate Serious*
	1.50- 2.49	*Less Serious*
	1.00 - 1.49	*Not Serious*

Advancing Hand Holding Initiatives

Today's educational pathways need to be addressed with adequate intervention to keep students learning to not fall behind. Cortezano et al. (2021) stated that those instances in implementing the Continuity Plan need to meet so that even in a pandemic, the things to be done in school can be resolved for continuous operation and learning. Even though some components do not affect the plan for continuing education, it still needs to be demonstrated and implemented. Based on the conducted interview, assisting parents in administering the modules and learning activity sheet is the most challenging for the teacher respondents since some parents do not have stable internet connections to access the video guides for the lesson. Some parents send queries after working hours or even late at night

since it is the only time they are available.

Table 10. Challenges Encountered in the Implementation of Learning Continuity Plan in terms of Advancing Hand Holding Initiatives

The teachers…	Mean	Verbal Interpretation
1. assisting parents in administering the modules and learning activity sheet	4.13	Serious
2. establishing a network of communication between students and parents	4.12	Serious
3. facilitating the delivery of the modular distance learning process	4.05	Serious
4. crafting localized learning materials that show a higher level of learning	4.00	Serious
5. attending and scheduling training/webinars, and meetings one at a time	3.92	Serious
6. accomplishing 100% implementation of the programs and projects in the proposed LCP activities.	3.92	Serious
7. resource availability such as materials, technical, and human resources that the school needs during proposed LCP activities	3.87	Serious
8. conducting research based on needs assessment	3.68	Serious
Composite Mean	3.96	Serious

Legend:	*Range*	*Verbal Interpretation*
	4.50 - 5.00	*Very Serious*
	3.50 - 4.49	*Serious*
	2.50 - 3.49	*Moderate Serious*
	1.50- 2.49	*Less Serious*
	1.00 - 1.49	*Not Serious*

Technical Assistance

Due to the crisis today, we are facing the needs of children that cannot be met since, at this point, there are limited and constrained opportunities (Huber & Helm, 2020). Data shows that it is difficult for students to receive or see the need for education, including communication, location, environmental conditions, and learning conditions. To overcome this situation, there's a need for stakeholders and teachers to participate in cooperation for the betterment of the school and the students. To monitor what the students have learned to what extent and what else needs to be studied needs a clear purpose of the plan and dissemination, transparency, and adequate communication.

Table 11. Challenges Encountered in the Implementation of Learning Continuity Plan in terms of Amplifying Defined Technical Assistance to Target Delivery Units

	Mean	Verbal Interpretation
1. tracking learners' progress and monitoring the completeness of the submitted output	4.20	Serious
2. Keeping learners' documents and records.	4.20	Serious
monitoring learning outcomes	4.13	Serious
3. contacting the parents/ students to give instructions and follow-up	4.13	Serious
4. utilizing online platforms to provide intervention, online kumustahan/ give follow-up lessons to learners.	4.08	Serious
5. training, coaching, and technical assistance to the teacher about partnership planning, joint problem solving, and resource mobilization	3.97	Serious
6. setting up a feedback mechanism	3.97	Serious
7. creating individual monitoring plan for learners who are not able to master the intended most essential competencies	3.93	Serious
Composite Mean	4.08	Serious

Legend:	*Range*	*Verbal Interpretation*
	4.50 - 5.00	*Very Serious*
	3.50 - 4.49	*Serious*
	2.50 - 3.49	*Moderate Serious*
	1.50- 2.49	*Less Serious*
	1.00 - 1.49	*Not Serious*

Amplifying Defined Technical Assistance to Target Delivery Units

Table 12 revealed that challenges encountered in implementing a learning continuity plan in terms of appraising stakeholders on the progress of interventions are serious, as shown in the table. In times of unforeseen circumstances, there are many obstacles to education, but it is necessary to develop a plan of action to continue it. Creed and Morpeth (2014) cited that students' learning should not be compromised because of the pandemic's unforeseen circumstances.

Cognizant of that, the school allotted funds for implementing health protocols, such as buying temperature scanners, alcohol dispensers, and power hoses to disinfect the school premises. However, the funds are not enough to sustain the needs. Fortunately, some schools received donations from their stakeholders which can be used for following health protocol purposes. There are many possible sources and resources for the advancement or continuous process

in education; all that is needed is proper planning appropriate to the situation and good implementation to accomplish it. Additionally, in the study by Sampat (2020), it was expounded that the school must keep records of the agreements between the donors and donations from the latter. He also emphasized that schools should sustain other programs and projects to show that schools could effectively and efficiently manage the resources resulting in more donors and active stakeholders.

Table 12. Challenges Encountered in the Implementation of Learning Continuity Plan in terms of Appraising Stakeholders on the Progress of Interventions

	Mean	Verbal Interpretation
1. present school needs assessment to stakeholders	4.02	Serious
2. request support from the LGU on the implementation of Health Protocols	4.02	Serious
3. allot funds for purchasing health equipment such as thermal scanners, alcohol dispensers, etc	4.02	Serious
4. establish projects and interventions with partner institutions and individuals.	4.02	Serious
5. consult teachers, pupils, parents, and stakeholders to participate in designing, implementing, monitoring, and evaluating policies, programs, projects, and activities.	4.02	Serious
6. capacitate school officials, teachers, home learning facilitators, and LGUs on the delivery of the different learning modalities and learning packages/packets	4.02	Serious
7. involve the barangay functionaries in the distribution and retrieval of modules/output	3.98	Serious
8. ensure collaborative engagement with stakeholders to achieve LCP	3.97	Serious
9. post infographic and other materials online to attract stakeholders	3.93	Serious
Composite Mean	4.00	Serious

Legend:	*Range*	*Verbal Interpretation*
	4.50 - 5.00	*Very Serious*
	3.50 - 4.49	*Serious*
	2.50 - 3.49	*Moderate Serious*
	1.50- 2.49	*Less Serious*
	1.00 - 1.49	*Not Serious*

CONCLUSIONS

Based on the accumulated findings, the following conclusions were drawn. (1) Most of the respondents are 21-30, 31-40, and 41-50, with 0- 5 years of teaching experience, with MA units, and 3-15 relevant trainings. (2) Majority of the respondents represent a high extent of LCP implementation along with the four strategic thrusts, which are aligning focus and intervention; advancing hand holding initiatives, amplifying defined technical assistance to target delivery units, and; appraising stakeholders on the progress of interventions. (3) Age and years of service have a significant difference in the extent of implementation of the BE-LCP. While the educational background and relevant training do not have a significant difference in the implementation of the BE-LCP. (4) Majority of the respondents signify those challenges encountered in implementing the learning continuity plan in terms of the four strategic thrusts are serious. (5) The proposed development program may enhance the implementation of the BE-LCP in Banlic Elementary School.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the researcher recommended the following: (1) The Extent of the implementation of the BE-LCP in Banlic Elementary School promotes positive outcomes; thus, The LCP should be sustained and maintained by the school administrators with the support of the staff and stakeholders. (2) The administrator should focus on proper orientation and training, planning, coaching, and provide technical assistance to the teachers in assisting parents in administering the modules and learning activity sheet, tracking learners' progress, and monitoring the completeness of the submitted output and present school needs assessment to stakeholders. (4) Schools should utilize the proposed Sustainable Development Plan as it aims to uplift schools' performance and deliver quality education. (5) Similar study maybe is conducted with the inclusion of students and parents to assess the implementation of the BE-LCP, a bigger sample size, and more school samples.

TRANSLATIONAL RESEARCH

The result of the study could be translated through a journal article for publication, newsletter, radio, social media, and others for information dissemination and to revisit institutional policies. The researchers developed a

proposed development plan for the four strategic thrusts: aligning focus and intervention, advancing hand holding initiatives, amplifying defined technical assistance to target delivery units and appraising stakeholders on the progress of interventions. It aims to identify what activities are needed after determining the appropriate learning delivery modality and ensure that students' learning progresses even amidst unexpected events. This development program is evidence-based, results-based, and learner-centered. It can also be translated by revisiting the implementation of the BE-LCP, indicating objectives, schedule, venue/ online platforms, budget, and the person(s) responsible. Additionally, this study benefits curriculum developers, administrators, teachers, and pupils in planning and improving quality education amidst pandemics.

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