BASIC EDUCATION LEARNING CONTINUITY PLAN IN THE NEW NORMAL: AN ASSESSMENT

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NELLY GABUAY-SABAS

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APPROVAL SHEET

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and **my Family.**

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in loving memory of **my beloved father**, **Salvador**, who passed away before I finished my Master's Degree,

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A B S T R A C T

Learning Continuity Plan (LCP) is a plan for emergency learning and teaching which focuses on the transitions of students from one type of learning to another as their learning context rapidly changes and this does not only involve the technologies the school used to continue teaching, but also considers how the students return to campus after the emergency ends. This assessment uncovered the extent of implementation of the LCP employing the quantitative method with the application of the descriptive-comparative-correlational analysis. To ensure confidence in the results, appropriate descriptive and inferential tools were utilized. The study revealed that the level of implementation of the LCP as assessed by the school administrator-respondents was "highly implemented" in terms of planning, organizing, and networking while it was "highly implemented" along curriculum implementation and evaluation, instructional supervision, monitoring and evaluation, and technical assistance. It was "extremely implemented" in terms of human resource development and management, and special task/other assignment.

Key Words: Schools' Performance, Continuity Plan, New Normal, Distance Learning Modality, Most Essential Learning Competencies (MLCs)

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THE PROBLEM AND ITS BACKGROUND

Introduction

The COVID-19 pandemic has caused disruption of classes because schools were the most affected upon the onset of the said disease in March 2020 and the government were enjoined to adopt confinement measures of the people. With the risk in the health of the students if schools will open and adopt the traditional, face-to-face classes, the government has made it a conscious effort to shift to alternative modes of learning which will ensure the continuity of learning of school-aged children amid the COVID-19 pandemic.

The Department of Education Order Number 12, Series of 2020 otherwise known as the "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the Light of the Covid-19 Public Health Emergence" adopted the Basic Education Learning Continuity Plan (BE-LCP) in the Philippines in response to the need to continue with students' learning in the basic education level in the midst of a public health crisis brought about by the pandemic caused by coronavirus disease known as COVID-19. It was promulgated to respond to the need to continue learning while ensuring the safety of all education stakeholders through a package of education interventions which primarily include a variety of

learning delivery strategies and operational directions. It is essentially the framework that governs the teaching and learning for the current School Year 2020-2021 (DepEd Order Number 12, Series of 2020, 2020:1-2).

The Coronavirus disease or COVID-19 is an infectious disease caused by the newly-discovered strain of coronavirus which has prompted the World Health Organization (WHO) to declare a global public health emergency in the early part of 2020. Unfortunately, COVID-19 has penetrated every country across the globe and has permeated almost all sectors. The education sector has suffered from discontinued and disrupted learning due to extended closures of schools as confinement measures of the pandemic (United Nations, 2020:1-26).

Moreover, global data show that the COVID-19 pandemic caused the disruption and discontinuity of nearly 1.6 billion learners in more than 190 countries around the world. The closure of schools and learning spaces have impacted 94 percent of the world's student population, and up to 99 percent of these students are from low and lower middle-income countries (Tria, 2020:47).

Consequently, more than 250 million students in most countries were out of school and nearly 800 million adults were illiterate. More so, learning prior to COVID-19 pandemic was far from being fully guaranteed as some 387 million or approximately 56 percent of primary school-aged children

worldwide were estimated to lack basic reading skills.

In addition, the scenario reflected from the above data is depressing considering that before the COVID-19 pandemic, the world was already confronted with challenges of making students stay in school as education is a basic human right. Hence, it is implied from these data that the COVID-19 pandemic might further aggravate the perennial disparities in access and quality of education in many countries worldwide. It is now a sad reality that the disruption of education has had, and will continue to have substantial effects beyond education.

The closure of schools has also made considerable effects on the delivery of essential services to school-aged children like access to nutritious food in school-based feeding programs. Thus, it is relevant to maintain effective teaching and learning in situations of extreme difficulties and possibilities like the COVID-19 pandemic through effective school leadership by school administrators (United Nations Development Programme, 2020:1).

At this time, leading an educational institution in the middle of a public health emergency is stressful because the functions expected from the leaders are magnified. This is an opportunity for school administrators to help in redesigning the educational environment and to respond to the challenge of changing the long-standing patterns of behavior in the

traditional teaching and learning process. To this end, the school administrators have to navigate through distance or remote learning to guarantee that learners are able to learn even with the imminence of a public health crisis (Fernandez & Shaw, 2020:39-44).

Hence, the DepEd BE-LCP has called schools to re-engineer their teaching and learning process away from the traditional and face-to-face platform. Part of re-engineering schools to be COVID-19-ready is covering the most essential learning competencies (MELCs); multiple learning delivery modalities for teachers, school leaders and learners; and required health standards in schools and special activities like Brigada Eskwela, Oplan Balik Eskwela, and others.

However, the reality highlights a different scenario in as much as the ability to respond to school closures depend so much on the level of development of education systems. In countries with low levels of development, they have the most fragile education systems where disruptions of classes will have even more negative effect on learners from marginalized sectors, and on learners where conditions for continuity of learning at home are limited. To address these negative implications, school leaders must develop a comprehensive strategy that proactively addresses the challenges that may be experienced throughout the continuity of learning amid the difficult situation. A key aspect, thus, is the development

of a carefully-designed execution plan which should be aligned with actions and means already adopted and practiced by schools and stakeholders (Rice, 2020:3-15).

In response, school administrators in the Division of Samar are also being capacitated to implement the learning delivery system in all the public elementary and secondary schools, including the District of Wright I in as much as local data on COVID-19 cases in the Eastern Visayas region continues to escalate. As of August 29, 2020, the reported cases were at 1,098, with 612 of these from the Province of Samar which is approximately 55.74 percent of the total number of cases in the region. The Municipality of Paranas, in particular, had a reported 57 confirmed cases of COVID-19 as of September 13, 2020, and thus, the District of Wright I need to adopt the BE-LCP as a means to embrace the new normal education to ensure the continuity of learning among its students (https://covid19stats.ph, 13 September 2020).

According to Secretary Briones, one of the challenges is the key elements of the learning strategies that shall operationalize the BE-LCP in the streaming of the K to 12 Curriculum into the Most Essential Learning Competencies (MELCs) and allowing of multiple learning delivery modalities such as distance learning and blended learning, either on top or in place of face-to-face learning. The parents and teachers

implement these learning delivery modalities such as Self-Learning Modules (SLMs) for the learners in print and offline/online digital formats. (https://www.deped.gov.ph/ wp-content/ uploads/ 2020/07/, 14 April 2021).

In the District of Wright I, Schools Division of Samar, school administrators have formulated their respective BE-LCP to define the dynamics of education and governance in the current School Year 2020-2021. The challenges mentioned by Secretary Briones is also a concern by all school administrators in the District of Wright 1, Schools Division of Samar. As early as July 2020, school administrators were already advised to craft and finalize their school-level LCP in time for the opening of classes. However, despite the concerted efforts of the school administrators and teachers, all the schools under the district are still developing based on the Scoring Matrix for the SBM Level of Practice (District-SMEA Report, 2020). Impliedly, this served as a wake-up call for both the school administrators and teachers to reassess the LCP implementation in order to improve the SBM score of the whole district in general and for the schools in particular.

On this premise, the present research took it as an opportune time to assess the learning continuity plan (LCP) of school administrators as inputs for effective school management in the midst of the pandemic. However, the most

important question is the readiness and competence of school administrators to put into action the BE-LCP.

Statement of the Problem

The present research assessed the learning continuity plan of school administrators in the District of Wright I, Schools Division of Samar, during the School Year 2020-2021, as basis for the intervention plan.

Specifically, the study sought answers to the following questions:

1. What is the profile of the school administrator-respondents in terms of the following variates:

    1.1 age and sex;

    1.2 civil status;

    1.3 gross monthly family income;

    1.4 highest educational attainment;

    1.5 number of years as administrator;

    1.6 number of schools covered;

    1.7 performance rating based on the latest OPCRF;

    1.8 number of relevant in-service training; and

    1.9 attitude toward LCP implementation?

2. What is the profile of the teacher-respondents in terms of the following variates:

    2.1 age and sex;

    2.2 civil status;

2.3 gross monthly family income;

2.4 highest educational attainment;

2.5 teaching position;

2.6 number of years in teaching;

2.7 grade level taught;

2.8 performance rating based on the latest IPCRF; and

2.9 number of relevant in-service training?

3. What is the level of implementation of the learning continuity plan as assessed by the school administrator-respondents in terms of the following areas:

3.1 planning, organizing, and networking;

3.2 curriculum implementation and evaluation;

3.3 instructional supervision;

3.4 monitoring and evaluation;

3.5 technical assistance;

3.6 human resource development and management; and

3.7 special task/other assignment?

4. Based on the perceptions of the school administrators themselves and the teacher-respondents, what is the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of the respective schools along the following areas:

4.1 formulation of the most essential learning

competencies (MELCs);

4.2 design of multiple learning delivery modalities for teachers and learners; and

4.3 establishment of the required health standards in schools and special activities?

5. Is there a significant difference in the perception of the school administrator- and teacher-respondents in terms of the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools along identified areas?

6. Is there a significant relationship between the perception of the two groups of respondents as to the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools along identified areas:

6.1 school administrator-related variates;

6.2 teacher-related variates; and

6.3 level of competence of school administrators in the implementation of LCP?

7. What are the problems encountered by the school administrators in the implementation of the LCP in their schools based on their own perceptions and the teacher-respondents?

8. Is there a significant difference in the perceptions of the two groups of respondents relative to the problems

encountered by the school administrators in the implementation of the LCP in their schools?

9. Is there a significant relationship between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools and the following:

9.1 level of implementation of LCP; and

9.2 level of competence in the implementation of the LCP?

10. What intervention plan may be derived from the findings of the study?

Hypotheses

Based on the specific questions of the study, the following null hypotheses were tested:

1. There is no significant difference in the perception of the school administrator- and teacher-respondents in terms of the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools along identified areas.

2. There is no significant relationship between the perception of the two groups of respondents as to the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective

schools along identified areas:

2.1 school administrator-related variates;

2.2 teacher-related variates; and

2.3 level of competence of school administrators in the implementation of LCP.

3. There is no significant difference in the perceptions of the two groups of respondents relative to the problems encountered by the school administrators in the implementation of the LCP in their schools.

4. There is no significant relationship between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools and the following:

3.1 level of implementation of LCP; and

3.2 level of competence of school administrators in the implementation of LCP.

Theoretical Framework

The study of LCP was anchored on the following theories: Instructional Theory by Einbrain, Assessment Theory by Kirkpatrict, Theory of Continuity of Experience in Education by Dewey, and Theory of Ecosystemic Continuity (Discontinuity) of Learning by Boulanger.

Instructional Theory by Einbrain (https://einbraine.

Com/1807, 15 April 2021) is a theory for Learning Continuity planning instruction known as Instruction Theory in Practices. According to Reigeluth (1999), an instructional theory is a theory that offers explicit guidance on how to better help people learn and develop. Instructional theory has four characteristics as follows: First, provide direct guidance on how to achieve a learning goal. Since this focuses on the guidance, this can be called as means-oriented, and at the same time, this can be considered as goal-oriented. The main purpose of instructional theories is to provide guidance to educators.

Second, this essentially includes of instruction, that is, how to teach, support, and facilitate learning. Most importantly, this should come with the situation. The situation includes the concept of instructional conditions, which consist of the nature of: 1) what is to be learned, 2) the learner, 3) the learning environment, and 4) the instructional development constraints.

Third, the methods of instruction can be broken into some components. The components can be: (1) parts of the more general method, (2) kinds of the more general method, and (3) criteria that the general method should meet.

Fourth, the main characteristics of instructional theories is that the instructional methods are probabilistic rather than deterministic. This means that the guidance and

methods do not guarantee the success of the goal achievement because there are so many variables that we cannot control in real educational settings. Instead, instructional methods increase the chances of learning success. So, the goal of an instructional theory is to achieve the highest possible chance of the desired learning outcome effectively and/or efficiently.

The Assessment Theory by Kirkpatrick (https:// www.andres.edu/sem/admin/surveys-assessment/ theory/ index. html, 6 April 2021) begins with level one that measures the reactions. According Kirkpatrick, every program should at least be evaluated at this level to provide for program improvement. The level two is all about learning. Assessing at this level moves the evaluation beyond learner satisfaction and attempts to assess the extent students have advanced in skills, knowledge, or attitude. Methods range from formal to informal testing to team assessment and self-assessment. The third level is behavioral evaluation in which the extent applied the learning and changed of the learner's behavior. In this level, the evaluation wants to measure the transfer that has occurred in the learner's behavior. The last level is the result wherein the intention at this level is to assess the benefits of the educational program.

Another theory which supports the present research is the Theory of Continuity of Experience in Education by Dewey

(1963:33-50). The said theory addresses the continuity of experiential continuum. The theory also proposes that what the student has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations which follow. More so, the principle of continuity of experience means that every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after. Hence, it is the task of the education authorities such as school administrators to give learners platforms from which they can create connections of their earlier experience in learning to the new one.

Implied from the Dewey's Theory is the academic continuity which is the process of maintaining continuity of learning in a situation caused by events that make it difficult or impossible for students and teachers to attend face-to-face classes. Academic continuity is also a core component most closely linked with the education system's ability to maintain or restore its business and academic services when circumstances threaten or disrupt normal operations. Most important, academic continuity is reflective of the education system's resilience which is its capacity to prepare for, withstand, and recover from major disasters or circumstances which threaten or disrupt normal operations (Bates, 2013:1-7).

Accordingly, the BE-LCP of DepEd is the answer to the need to augment the traditional, face-to-face platform of learning to a mix of alternative learning delivery modalities (ADMs) to ensure the continuity of learning. Notwithstanding the logistical challenges related to ensuring the effective success of the various ADMs vis-à-vis the existence of COVID-19, the BE-LCP is designed with the framework responsive to the new normal, keeping in mind the constitutional mandate on the right of the learners to quality education at all times (https://www.deped.gov.ph, 13 September 2020).

The third theory is the Theory of Ecosystemic Continuity (Discontinuity) of Learning by Boulanger (2019:1-12). The said theory proposes that in poverty- or emergency-stricken environment or in any place characterized by a higher concentration of deprivation indications, the child is considered to be at risk of academic failure to learning difficulties due to situations of learning discontinuity. The theory further points out that this discontinuity of learning results to cultural discontinuity which is defined as the gap between school and family as cultures. Hence, the learner, when exposed to cultural objects incoherent with the basis of the family culture, he/she is susceptible to experiencing a major learning disruption due to the imbalance that occurs.

To address the dilemma of the discontinuity of learning, school leaders need to make a relatively drastic intervention

by establishing conditions of continuity in the context of local teaching and learning cultures within the community, or by reversing the direction of the current learning platform. However, there must be careful consideration to the relevance of the interventions for the continuity of learning with the family culture. In the shift to non-traditional and non-face-to-face modes of learning, parents take on more active roles. This is the very essence of the ecosystemic concept of the continuity of learning where school leaders and teachers do not passively respond to external phenomenon nor impose constraints on families in proposing learning continuity plans (Wepner & Demick, 2018:24).

In the enactment and implementation of BE-LCP by DepEd, there must be a process of engaging different people at the frontier of school and family to carry out the continuity of learning among learners. In this sense, the continuity of learning in public elementary and secondary schools become an ecosystem where each stakeholder dynamically understands the representations of the various actors in regard to the learning environment. The development of the BE-LCP involved inputs from the different units of DepEd, from the Philippine Forum for Inclusive Quality Basic Education or Educ Form, and from chairpersons of the House and Senate Committees on Basic Education. In fact, the implementation is anchored on the true spirit of unity or the so-called Bayanihan spirit of the

Filipino (Department of Education Order Number 12, Series of 2020, 2020:7-9).

The aforementioned theories provided valuable explanation and better understanding of the specific problems of the study.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. It illustrates the process undertaken and the variables of the study.

The bottom frame shows the respondents of the study, the school administrators and teachers of the District of Wright I, Schools Division of Samar, during the School Year 2020-2021. The bottom frame is connected to a bigger frame by a single-directional arrow moving upward. The bigger frame has four smaller frames which consist of the variates of the study. At the uppermost frame at the left of the bigger frame are the variates that describe the school administrator-respondents, including their age and sex, civil status, gross monthly family income, highest educational qualification, number of years as administrator, number of schools covered, performance rating based on the latest OPCRF, and number of relevant in-service training.

The lowermost frame at the left of the bigger frame also consists of the variates that describe the profile of the

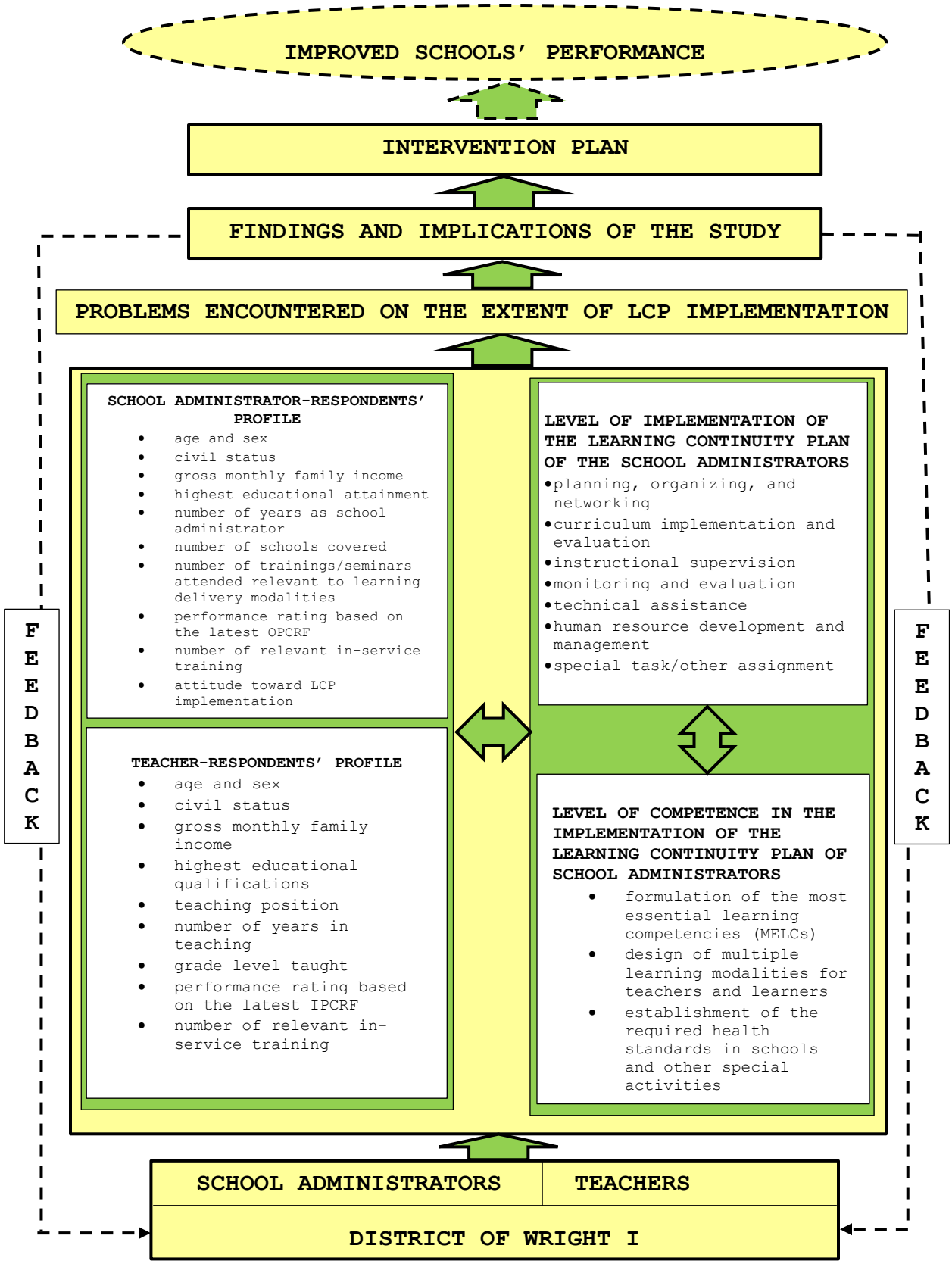

Figure 1. The Conceptual Framework of the Study

teacher-respondents in terms of their age and sex, civil status, gross monthly family income, highest educational qualification, number of years in teaching, grade level taught, teaching load, performance rating based on the latest IPCRF, and number of elated in-service training. The study likewise assessed the perceptions of the school administrators on the level of implementation of the learning continuity plan in the areas of planning, organizing, and networking, curriculum implementation and evaluation, instructional supervision, monitoring and evaluation, technical assistance, human resource development and management, and special task/other assignment.

The lowermost frame at the right of the bigger frame consists the assessed perception of the school administrator- and teacher-respondents regarding the level of competence of the school administrators in the implementation of the learning continuity plan (LCP) of the respective schools along certain essential requirements of education, to wit: formulation of the most essential learning competencies (MELCs), design of multiple learning delivery modalities for teachers and learners, and establishment of the required health standards in schools and special activities, as shown in the uppermost frame at the right of the bigger frame. Moreover, the study identified the problems encountered by the school administrators in the implementation of the LCP in

their schools based on their own perceptions and the teacher-respondents.

Comparative analysis was conducted in order to determine the difference in the perception of the school administrator and teacher-respondents in terms of the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools along identified essential requirements of education.

On the other hand, correlation analysis, reflected by the double-directional arrows connecting the smaller frames, was employed in order to determine the relationship between the perception as regards the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools along the identified essential requirements of education and the school administrator-related variates and teacher-related variates; and between the perceptions of the school administrator- and teacher-respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools and their level of competence in the implementation of the LCP along some essential requirements of education.

The findings of the study, as shown in the fourth higher frame served as implications of the study and provided inputs for the design of an intervention plan, as shown in the fifth

higher frame. The intervention plan would, in turn, serve the improvement of the schools' LCP performance, as shown by the topmost perforated shape. The loops on either side of the bigger frame served as feedback
mechanisms to achieve the objectives of the study.

Significance of the Study

The study would provide essential benefits to the school administrators, teachers, DepEd key officials, curriculum planners, students, parents, health authorities, local government officials, community, and future researchers.

To the School Administrators. The findings of the study would empower school administrators to plan for contingencies or for situations that are beyond the capacities of the school given its resources and manpower. They would be able to assess their level of competence in the implementation of LCP along the most essential learning competencies (MELCs), design of multiple learning delivery modalities for teachers and learners, and establishment of the required health standards in schools and special activities. Ultimately, the findings of this study would serve as crucial eye opener to school administrators to consider planning as a major function in the administration of schools, particularly in this time of pandemic.

To the Teachers. The findings of the study would enable

teachers to adopt responsive strategies to the learning continuity plans formulated by their school administrators. The findings of the study would help teachers facilitate learning among their students despite the difficulty of the teaching and learning process of the present times due to the COVID-19 pandemic because of their understanding of the most essential learning competencies (MELCs) and the multiple learning delivery modalities for teachers and learners that are encompassed in the LCP.

To the DepEd Key Officials. The findings of the study would give DepEd key officials with significant inputs about the level of competence in the implementation of LCP of school administrators along the most essential learning competencies (MELCs), design of multiple learning delivery modalities for teachers and learners, and establishment of the required health standards in schools and special activities. These inputs would enable the DepEd key officials to make informed decisions regarding potential revisions of the MELCs and learning delivery modes to better suit the individual learners for quality learning despite the difficult situation due to the COVID-19 pandemic.

To the Curriculum Planners. The findings of the study would help in organizing various elements of a curriculum such as in the implementation of LCP by the school administrators to attain its core objectives. It gives

emphasis on the growing appreciation for the importance of linking teaching to the success of the program. They could also aid the process to ensure all components work for an intended learning outcome.

To the Students. The findings of the study would provide a continuity of learning for the students. They would be able to easily cope up with the transition into the new normal platform of learning because of the strategic learning continuity plan of the school administrators. In the end, there would be no students left behind in spite of the existence of situations that are challenging and difficult like the COVID-19 pandemic.

To the Parents. The findings of the study would assure the parents of the continuity of learning of their children and, at the same, be guaranteed of their health and safety from the COVID-19 disease.

To the Health Authorities. The findings of the study would allow health authorities such as doctors and nurses to think about additional health requirements for stakeholders in education to further ensure their safety while continuing the learning process. This study would give the leverage to make infographics on health campaigns to lessen COVID-19 disease infection among stakeholders in education.

To the Local Government Officials. The findings of the study would serve as insights to local government officials,

especially those involved in the Inter-Agency Task Force (IATF) on COVID-19 to formulate health requirements for those in the education systems, especially those involved in the various modes of learning delivery such as those who would deliver and retrieve modules from learners, those who would be involved in the radio- and television-based instruction, and the like.

To the Community. The findings of the study would give the community the opportunity to provide financial support to schools in terms of additional funding to support the various learning delivery modalities.

To the Future Researchers. The findings of the study would serve as reference material for future researchers who would be encouraged to conduct follow-up investigations on the progress made by the learning continuity plans formulated for the school heads.

Scope and Delimitation

The present research assessed the learning continuity plan of school administrators in the District of Wright I, Schools Division of Samar, as basis for the intervention plan for the school.

This study specifically described the profile of the school administrators in terms of their age and sex, civil status, gross monthly family income, highest educational

qualification, number of years as administrator, performance rating based on the latest OPCRF, and number of relevant in-service training.

Likewise, this study identified the teacher-respondents as to the following variates: age and sex, civil status, gross monthly family income, highest educational qualification, teaching position, number of years in teaching, grade level taught, performance rating based on the latest IPCRF, and number of relevant in-service training.

More so, the study determined the level of implementation of the learning continuity plan in the areas of planning, organizing, and networking, curriculum implementation and evaluation, instructional supervision, monitoring and evaluation, technical assistance, human resource development and management, and special task/other assignment. It also determined the level of competence of school administrators in the implementation of the LCP of the respective schools based on formulation of the most essential learning competencies (MELCs), design of multiple learning delivery modalities for teachers and learners, and establishment of the required health standards in schools and special activities, based on the perceptions of the school administrators themselves and the teacher-respondents.

Similarly, the present study identified the problems

encountered by the school administrators as regards the implementation of the LCP in their schools based on their own perceptions and the teacher-respondents.

This study was conducted during the School Year 2020-2021.

Definition of Terms

The following terms are given their conceptual and operational definitions for better understanding of how they were used in this research.

Assessment. Conceptually, the term is defined as the action or an instance of making a judgment about something (https://www.merriam-webster.com, 13 September 2020). Operationally, the term was used to refer to the action of making judgment about the learning continuity plan (LCP) of the school administrators along their level of competence in the implementation of LCP using the following essential education requirements: formulation of the MELs, design of multiple learning delivery modalities for teachers and learners, and establishment of the required health standards in schools and special activities.

Curriculum Evaluation. Conceptually, the term refers to the process of measuring and judging the extent to which the planned courses, programs, learning activities and opportunities as expressed in the formal curriculum actually

produce the expected results (https:// www.google.com/search, 10 May 2021). Operationally, this term refers to the process of assessing the LCP in the locale of the study.

Curriculum Implementation. Conceptually, the term refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum (https:// ibe. unesco. org> curriculum-implementation, 10 May 2021). Operationally, this term refers to the curriculum implementation for LCP in the locale of the study.

Design of Multiple Learning Delivery Modality for Teacher and Learner. Conceptually, the term pertains to the drawing or crafting of the means and resources to be used to structure the learning experiences customized according to learner's learning level, personal characteristics, learning needs, and learning styles (https://www.deped.gov.ph, 13 September 2020). Operationally, the term was taken to mean the same as it is conceptually defined and served as one of the essential education requirements for determining the level of competence in the implementation of LCP of the school heads.

Distance Learning Delivery Mode. This term refers to the learning mode where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning

(ODL), and TV/Radio-Based Instruction (https:// www.teacherph.com/deped-learning-delivery modalities/ 25 September 2021). In this study, it refers to the modular distance learning modality that was adopted by the District I of Wright, Schools Division of Samar.

Establishment of the Required Health Standard in School and Special Activity. Conceptually, the term refers to putting in place the important health requirements set by the Department of Health (DOH) and the Inter-Agency Task Force for COVID-19 (IATF) such as observance of one-meter physical distancing, handwashing, and wearing of face masks and face shields (https://covid19.healthypilipinas.ph, 14 September 2020). Operationally, the term was taken to mean the same as it is conceptually defined and served as one of the essential education requirements for determining the level of competence in the implementation of LCP of the school heads.

Formulation of the Most Essential Learning Competency (MELC). Conceptually, the term refers to the development of the competencies that served as primary references of all schools, districts, divisions, and regional officers of DepEd in determining and implementing learning delivery approaches that are suited to the local context and diversity of learners while adapting to the challenges due to the COVID-19 pandemic (http://guroako.com, 14 September 2020). Operationally, the term was taken to mean the same as it was conceptually defined

and served as one of the essential education requirements for determining the level of competence in the implementation of LCP of the school heads.

Implementation. Conceptually, the term refers to the act of putting a plan into action or of starting to use something (https://dictionary.cambridge.org, 14 September 2020). Operationally, the term was used in this study in the same conceptual definition in the preceding sentence, except that it specifically referred to putting into action the learning continuity plan of school administrators in their respective schools.

Human Resource Development and Management. Conceptually, the term refers to the strategic approach to the effective management of people in an organization such that they help their employees to maximize their performance through the vast filed of training and development provided by organization to increase the knowledge, skills, education, and abilities of their employees (https://study.com/academy lesson/human-resource-development-definition, 10 May 2021).

IPCRF. Conceptually, the term stands for the Individual Performance Commitment Review Form which is an assessment tool for government employees, including teachers where they are rated for their accomplishments for a year based on some key result areas (KRAs), namely: instructional competence, professional growth, learning outcomes, community involvement

and the special task (https://depedtambayan.org, 24 December 2020). Operationally, the term was used in this study to refer to the assessment tool to get the performance rating of the teacher-respondents for the latest year.

Instructional Supervision. Conceptually, the term pertains to a type of school-based supervision carried out by the school staff (principals, department heads, supervisors) for ensuring the implementation of the educational mission of a school by overseeing, equipping, and empowering teachers to provide meaningful learning experiences for students (https://ledraperportfolio. weebly.mcom>uploads.defi,pdf, 10 May 2021).

Learning Continuity Plan (LCP). Conceptually, the term refers to the education continuity plan for emergency learning and teaching which focuses on the transitions of students from one type of learning to another as their learning context rapidly changes; and this not only involve the technologies the school used to continue teaching, but also considers how the students returned to campus after the emergency ends (International Baccalaureate Organization, 2020:2).

Learning Delivery Modality (LDM). Conceptually, the term pertains to the platforms of delivering learning to students which may be adopted as a single or a combination of face-to-face learning; distance learning using modules, radio,

television, and Internet connectivity; blended learning; and home schooling, depending on COVID-19 restrictions and the particular context of the learners in the school or locality (Department of Education Order Number 12, Series of 2020, 2020:30-32).

Level of Competence. Conceptually, the term pertains to the graduated or scaled set of demonstrable characteristics and skills that enable and improve the efficiency or performance of a job (Maaleki, 2018:18). Operationally, the term was taken in this study to mean the scaled skills and characteristics of the school administrators in the implementation of the LCP in their respective schools based on their responses in the questionnaire along certain educational requirements formulation of the MELCs, design of multiple learning delivery modalities for teachers and learners, and establishment of the required health standards in schools and special activities.

Monitoring and Evaluation. Conceptually, it pertains to the systematic process of collection, analyzing and using information to track a program's implantation and to assess the performance of projects, institutions and programs set up by governments. Its goal is to improve current and future management of outputs, outcomes and impact (https:// www/ end vawnow.org.aticales.330-what-is-m, 10- May 2021). Operationally, this term refers to the LCP areas of

evaluation.

Most Essential Learning Competency (MELC). It refers to the competency which the students need, considered indispensable, in the teaching-learning process to building skills to equip learners for subsequent grade levels and subsequently, for lifelong learning. Furthermore, desirable learning competencies were defined as what may enhance education but may not be necessary in building foundational skills. Moreover, the MELC will enable the Department to focus instruction to the most essential and indispensable competencies that our learners must acquire as challenges in learning delivery are anticipated (https:// guroph.com/melc-cg-codes-and-guidelines/ 25 September 2021).

New Normal. This term refers to a current situation, social custom, and the like, that is different from what has been experienced or done before but is expected to become usual or typical (https://www.dictionary. com/browse/new-normal/ 25 September 2021).

Office Performance Commitment Review Form (OPCRF). Conceptually, it is an assessment tool for government employees such as school administrators where they are rated for their accomplishments for a year (https:// depedtambayan. org, 24 December 2020). Operationally, the term was used in this study to refer to the assessment tool to get the

performance rating of the administrator-respondents based on the latest year.

Planning, Organizing, and Networking. Conceptually, the term planning refers to the act of process of making or carrying out plans; specifically: the establishment of foals, policies and procedure for an organization while organizing is the function of management which follows planning. It is a function in which the synchronization and combination of human, physical and financial involved and Networking is the exchange of information and ideas among people with a common profession or special interest, usually in an informal social setting (https:// www.google.com/serach?=planning/ organizing/networking&sxsrf=ALeKk03q, 10 May 2021). Operationally, these three terms were the indicators to assess the implementation of the LCP
in the locale of the study.

School Management Tool. Conceptually, the term pertains to a sound, qualified, and methodical measure that contribute to the optimization of school and teaching and learning processes (Bhatta et al, 2012:1). Operationally, the term refers to the output of the present research based on an assessment of the learning continuity plan of the school heads.

Special Task. Conceptually, this term refers to the special operation of the entity or institution such as for

special education, special needs and the like (https:/dictionaly.reverso.net.english definition.spec…, 10 May 2021). Operationally, this term was one of the areas that were used as indicator to assess the implementation of LCP.

Technical Assistance. Conceptually, this term pertains to any form of professional help, guidance or support to be more effective in the performance of their functions, it is an active process with steps to follow; makes use of tools, via process consultation, requires specific skills and focuses on achieving set goals (https://www .deped.gov.ph.2016/0129.technical-ass., 10 May 2021). Operationally, this term was also one of the indicators that was used for LCP evaluation.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter gives extensive review of literature and studies about learning continuity plan of schools, and other related ideas from books, journals, periodicals, published, unpublished, and electronic sources.

Related Literature

Included in this chapter are discussions of ideas about learning continuity plans for the school administrators and other similar topics which are relevant to the present study.

The coronavirus disease known as COVID-19 has resulted to massive and prolonged school disruption, globally. When the World Health Organization (WHO) has declared the said disease as a pandemic on March 12, 2020 after it has affected 110 countries, confinement measures have been made by counties to flatten the curve as there is as yet no cure or vaccine for the disease. Unfortunately, these confinement measures, also known as quarantine policies, have direct impact on education because schools have to be closed and, in effect, classes are suspended for indefinite period of time (WHO, 2020:1).

The escalating COVID-19 situation in the Philippines has reflected a basic fact that the pandemic caused by the disease

will not end soon, but learning must continue. With confinement measures and health standards set in place, the education in the time of COVID-19 is expected to be in the context of the new normal which, at the outset, is already bombarded by a lot of issues centered mainly on access to education of the learners from various levels of social and economic strata. A sad implication of the transition to new normal of education is that the exposure to vulnerabilities and socio-spatial inequalities is further aggravated by adjustment to remote learning that has to be made to ensure the continuity of learning in the time of the COVID-19 pandemic (UNESCO, 2020:3-4).

Globally, various governments have been forced to make innovative solutions that promote remote learning. In fact, the World Bank (WB) has presented various strategies for the continuity of learning amid COVID-19. Some countries like Argentina and Indonesia have responded to the call to adopt two tracks of remote learning, one for students and teachers with connectivity, and one for those without connectivity. In the Philippines, however, the initiation of remote learning must factor in the level of development of the Information and Communications Technology (ICT) infrastructure which determine quality of Internet access, and diverse socio-economic and geographic situations which determine access to learning materials of learners (WB, 2020:3).

Thus, the scale and magnitude of the COVID-19 crisis has prompted the education sector of the country to adapt an approach to the continuity of learning that considers the above-mentioned issues. The new normal education system is the response of the Department of Education (DepEd) to provide the students with continued access to learning despite the presence of the COVID-19 crisis. However, the transition by educational systems from the traditional, face-to-face mode of learning to alternative modes must be prepared for various scenarios. Hence, the transition to this setup of education must be guided by a framework for the continuity of learning which, in turn, is based on certain considerations (Miradora et al., 2020:1-29).

Subsequently, one of the considerations is that learning must continue but first children must be enrolled. This implies that the Department of Education (DepEd) must ensure children remain enrolled in school and their education continues. A second consideration is that social inequities and multiple vulnerabilities of children and teachers must be considered. This means that the education interventions that must be provide to ensure the continuity of learning in the midst of pandemic must not aggravate the already existing vulnerabilities of learners due to poverty, location, and other similar elements.

Moreover, an important consideration in the continuity

of learning is that parents and guardians play a significant role in a learner's development. This means that embracing the new normal corresponds to understanding that learning also takes place inside the household. It is also necessary to consider that the private sector, civil society, and communities must step up to fill in the gaps of the public education sector. The new normal of education must enjoin more stakeholders to ensure the easy transitions to the various platforms of learning delivery. Finally, ensuring continuity of learning must be approached in partnership with local government units (LGUs). In fact, local leaders and the communities may be tapped to help facilitate the continuity of learning especially in areas where access to learning is not feasible.

Therefore, education decision-makers must have a clear understanding of the concept of continuity of learning before any decision for adoption of a plan of action. In essence, continuity of learning is the continuation of education in the event of a prolonged school closure or student absence. It is a crucial part of a school's emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance for one or core students (San Buenaventura, 2019:1).

The response of the Philippine education sector to the need for the continuity of learning is the development of a

Learning Continuity Plan (LCP) in the basic education level which identified some challenges as areas of focus, to wit: a) access to ICT platforms; b) family support to learning; c) learning resources; d) differential teacher capacities; and e) geographic peculiarities. The Department of Education (DepEd) as the lead agency has moved towards strengthening its Alternative Delivery Modes (ADMs) as well as online infrastructure through DepEd Commons which has launched to support distance learning modalities. At the outset, however, the DepEd has already recognized that the plan of action has its limitations owing to the fact that only 48 percent of the 47,013 public schools have connectivity (Malaluan, 2020:1).

As a result, DepEd has adopted the Basic Education-Learning Continuity Plan (BE-LCP) through Department of Education Order Number 12, Series of 2020. The BE-LCP is a package of education interventions that will respond to basic education challenges brought about by COVID-19. Basically, the BE-LCP streamlines the K to 12 Curriculum into the most essential learning competencies (MELCs) to be delivered in multiple learning modalities and platforms. This streamlining is an emergency measure adopted by DepEd to allow instruction amid challenging circumstances to focus on the most essential learning, and to ease the requirements for adapting classroom-based learning resource for distance learning (DepEd Order No. 12, Series of 2020, 2020:1-723).

Moreover, the following principles has guided DepEd in the formulation of the BE-LCP: a) protect the health, safety, and well-being of learners, teachers, and personnel, and prevent the further transmission of COVID-19; b) ensure learning continuity through K to 12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners; and c) facilitate the safe return of teaching and non-teaching personnel and learners to workplace and schools, taking into consideration the scenarios projected by the Department of Health (DOH) and the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), complemented by other credible sources, and balanced with DepEd's own risk assessments.

Likewise, the BE-LCP is anchored on the following principles: d) be sensitive to equity considerations and concerns, and endeavor to address them the best we can; and e) link and bridge the BE-LCP to DepEd's pivot to quality and into the future of education under the framework of Sulong EduKalidad and Futures Thinking in Education. Thus, the BE-LCP has been developed by DepEd on the basis of data on basic education as well as the epidemiological picture for the incoming school year, to make informed decisions. Ultimately,

the BE-LCP is based on a learner-oriented framework which is aligned with the four pillars of Sulong EduKalidad, namely: K to 12 curriculum review and update; improving the learning environment; teachers' upskilling and reskilling; and engagement of stakeholders for support and collaboration.

Consequently, the DepEd has streamlined the K to 12 Curriculum into the most essential learning competencies (MELCs). This component of BE-LCP has reduced the total number of competencies in all learning areas from Kindergarten to Grade 12 to 5,689 from the original 14,171, or a reduction of about 60 percent. The identification of the MELCs is a response to the findings of pre-COVID-19 analysis that there are overlaps and congestion in the curriculum. These MELCs are defined as the competencies that a learner needs in order to continue to subsequent grades, and ultimately to have a successful life. By adopting the MELCs, the focus is more on the learning activities and resources while having sufficient time for coverage and mastery.

Additionally, the BE-LCP provides for the learning delivery modalities that schools can adopt may be one or a combination of some, depending on the COVID-19 restrictions and the particular context of the learners in the school or locality. The face-to-face learning where the students and the teachers are both physically present in the classroom, and there are opportunities for active engagement, immediate

feedback, and socio-emotional development may be utilized as the learning delivery modality in very low risk areas to COVID-19 such as the geographically-isolated, disadvantaged, and conflict affected areas (GIDCA), with no history of infection and with easily monitored external contacts, but with teachers and learners living in the vicinity of the school.

Similarly, the BE-LCP encourages the distance learning mode where learning takes place between the teacher and the learners who are geographically-remote from each other during instruction. This modality has three types, to wit: Modular Distance Learning (MDL), Online Distance Learning (ODL), and Television (TV)-Based and Radio-Based Instruction. Distance learning using modules, also known as modular distance learning, involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format, whichever is applicable in the context of the learner.

Furthermore, online distance learning is another mode of distance learning which features the teachers as facilitator, engaging learners' active participation through the use of various technologies accessed through the Internet while they are geographically remote from each other during instruction. In this type of delivery mode, Internet is used to facilitate the learner-teacher and peer-to-peer communication. A third

mode of distance learning is through television (TV)-based instruction (TBI) or radio-based instruction (RBI) which uses SLMs converted to video lessons in TBI and radio scripts for RBI.

However, the distance learning modality is most viable for independent learners and learners supported by periodic supervision of parents or guardians. Thus, the challenge will be in dealing with learners who are incapable of independent learning and/or do not get support from parents or guardians. To this end, the DepEd has proposed blended learning which refers to a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TBI or RBI. Lastly, the BE-LCP considers as one of the learning delivery modality homeschooling which aims to provide learners with quality basic education facilitated by qualified parents, guardians, or tutors who have undergone relevant training in a home-based environment.

Yet, the availability of the various learning delivery modalities in the BE-LCP does not automatically allow the schools to randomly choose a certain type of modality. There needs to be an assessment of some factors that are existing in the school and in the epidemiological situation of the locality. These factors include: a) risk severity grading as per IATF policy which includes whether teachers and learners are allowed to be in school, and physical distancing; b)

school context such as the health status of teachers, readiness of principals and supervisors to lead and manage multiple learning delivery modalities, availability of learning resources such as textbooks, and teachers' readiness and capacity to facilitate multiple learning delivery modes; and c) learners' context such as capacity to complete self-directed learning resources; access to learning resources and technology; parental, home, and community support; and capacity to guide learners in understanding lessons.

However, in the development of learning delivery modes to ensure the continuity of learning, accessibility, type and quality of materials, and the length of time that a particular type or mode of learning must be used or maintained must be taken-into-account. There are certain considerations that must be taken-into-account in the continuity of learning using the various modes of learning. First, designing for different age groups, which implies that the design of instruction must be aligned with the skill level of age groups, is an important consideration in the continuity of learning. Second, continuity of learning must ensure that there is supporting system training necessary for students, teachers, and parents. Third, the continuity of learning must ensure that students can access the various modes of learning delivery. The school must, thus, offer a variety of methods of learning delivery because not all students may have access

to the Internet, television, or radio. (https://rems.ed.gov, 13 September 2020).

The aforementioned challenges that stem from the various scenarios under the new normal conditions of learning need a strong school leadership. School leaders should be provided with actionable advice on how they can leverage digital instructional content and remote teaching practices to provide learning opportunities for all students in times of unexpected and extended school closures due to situations of extreme difficulties and possibilities. A shift to a remote or virtual learning model requires thoughtful planning, and to this effect, school leaders are advised that when pressed to make such a shift in learning in a short period of time, they should be mindful of some basic ideals: a) start small; b) use current resources; c) build on micro-level successes; d) set and manage expectations for students, parents, and teachers; and e) take care of each other (Rice, 2020:4-5).

Moreover, school leaders can take specific actions that fall within the following seven categories to prepare their schools for remote teaching and learning: a) leadership and planning; b) technology and technical support; c) curriculum and resources; d) professional learning; e) parent and family support; and f) communication. Of these seven categories, the technology and technical support is considered to be one of the primary challenges in creating effective remote learning

environment. The provision of adequate levels of technology access to all students and instructional staff is an important concern that must be taken into consideration before making a learning continuity plan.

Meantime, more specific barriers as to the provision of adequate levels of technology access to students and teachers include: a) access to computing devices which includes the need for school leaders to use discretion regarding the amount of screen time required of students to complete their work, and in this case, the most appropriate device is a laptop or desktop; b) high-speed Internet access which may be either a broadband connectivity form Internet service providers or through the use of cellular networks such as mobile hotspots, and hence, school leaders may need to recognize the families' wireless data plans; c) web content filtering in reference to various child welfare protection act; and d)technical support for students and teachers which aims to help them when they experience technical issues with their devices and network access (https://www.mindhearts.com.ph, 13 September 2020). In addition, curriculum and resources is an important issue to be taken into consideration when formulating a learning continuity plan. In certain cases, for instance, schools are forced to use digital content to work in a remote learning environment. Hence, school leaders need to address the following aspects of providing digital content to provide the

most effective learning experience for students: a) subject-specific content; and b) learning management systems or platforms which include Moodle and Google meet classrooms (https://www.ednet.ns.ca, 13 September 2020).

Meanwhile, there is the usual belief that once a teacher is skilled in face-to-face instruction that they can automatically transition to teaching in different format such as blended learning or online learning. Unfortunately, each format has its own unique pedagogies and purposes, and hence, shifting to a new platform is not something school leaders can expect from their teachers to embrace easily and readily with the same effective results as face-to-face or any of the traditional platforms of learning to which teachers have been constantly and continuously exposed in the past. To this effect, teachers need to be trained and be given the right type of professional development in the following key areas: a) training on how to use the learning management system; b) professional development on effective online instruction; and c) professional development on effective course design.

The continuity of learning when face-to-face learning is not possible is likely to need additional support from parents or other family members to play a critical role in helping the students stay motivated as they continue with their school work. Parents need to keep the physical home learning premise conducive to learning. More specifically, school leaders must

help parents in creating and maintaining a distraction-free learning environment and related regular routines for student success. Most importantly, the parents must provide their children with the needed social and emotional support to ensure the wellness of the students while embarking on a non-traditional learning modality (Fensterwald, 2020:1-3).

Apparently, school administrators, as leaders of their respective schools, are enjoined to perform the following functions with respect to the continuity of learning: a) support teachers, students, and families; b) continue to work on list of students who teachers are unable to reach; b) participate in central, district, division, and regional offices workgroups as appropriate; c) communicate with and provide timely feedback to students, parents, and staff; and d) promote the availability of resources to help build capacity of knowledge and skill in students and staff (https://www.hcps.og, 13 September 2020).

The presented ideas in this section, thus, provide rich insights regarding the need for a plan of action to ensure the students' access to learning despite the pandemic brought about by COVID-19, the various considerations that must be taken-into-account prior to the formulation of such a plan of action, and the role that school leadership through the school administrators play in the continuity of learning. Overall,

the ideas help in facilitating better understanding of the specific problems of this study.

Related Studies

Included in this chapter are excerpts of significant findings of past researches on topics relevant to learning continuity plans of schools which are reviewed in this study.

Mohmmed (2020) conducted a study entitled, "Emergency Remote Teaching during Coronavirus Pandemic: The Current Trend and Future Directive at Middle East College". The study showed that online delivery is more convenient as it provides vibrant and dynamic teaching and learning environment. However, due to time constraint, there were challenges due to curriculum transformation without sufficient preparations. The specific difficulties of the emergency remote teaching (ERT) were also revealed such as redesign of modules to suit the online platform of learning; adaption by faculty and students to the new teaching and learning environment; lack of focus during the online teaching due to the absence of eye contact, gesture, and classroom atmosphere; home atmosphere is not suitable for teaching and learning process; and students living in remote areas encountered difficulties in accessing online platforms.

The previous research found some convergences with the present research. First, they both have the same underlying

situation that necessitated the shift in learning plans since both studies took the COVID-19 pandemic as the reason. Second, they both have the same purpose for conducting the study, that is, to assess the current trend of learning of schools. Despite these convergences, the two studies have differences. For one, the previous research is situated in the tertiary level whereas the present research was in the basic education level. Another difference was focused on the depth of the research since the previous research was deeper as it included a forecast of the future direction of the emergency remote teaching (ERT) whereas the present research was concerned with assessing the current situation of the learning continuity plan (LCP) of the school administrators. A third difference was on the scope of the study since the previous study specifically focused on the learning delivery modality which was ERT whereas the present research was broader as it encompassed the whole plan for all types of learning delivery modality of the new normal education.

Hung (2020) conducted a study entitled, "In an Era of Uncertainty: Impact of COVID-19 on Dental Education". The study revealed that among the 145 respondents, majority were pre-doctoral dental students; majority were females; and lived alone during the school closure due to the pandemic. Students' age ranged from 23 to 39 years. Younger students expressed

more concerns about their emotional health. In terms of the school's overall response to COVID-19, majority of the students thought it was effective.

The majority of students believed that social distancing in school can minimize the development of COVID-19 disease. In general, students felt that clinical education suffered after transitioning to online but responded more positively about adjustments to other online curricular components. Also, students indicate that students are experiencing increased levels of stress and feel their clinical education has suffered. Lastly, most students appear comfortable with technology adaptations for didactic curriculum and favor masks, social distancing, and liberal use of sanitizers.

The previous study of Hung presented a similarity of purpose to the present research in so far as they both dealt with how the education sector responded to the COVID-19 pandemic to ensure the continuity of learning of the students. Likewise, they both considered other platforms of learning apart from online learning. In spite of these similarities, the two studies differed in the major methodological aspect because the previous research covered dental education in the collegiate level, whereas, the present research focused on the basic education level. Most importantly, the previous research involved the perspectives of the students as

directly affected with the transformation in learning platform whereas the present research was only concerned with the perspectives of the school administrators and teachers as internal stakeholders in education.

Tria (2020) conducted a research entitled, "The COVID-19 Pandemic through the Lens of Education in the Philippines: The New Normal". The study disclosed that the challenge for the education sector in the Philippines is how to provide and deliver quality education amidst exceptional times like the COVID-19 pandemic and on what extent the sector is prepared when another crisis comes in the future. The study also showed that the pressing challenges of education in today's time include the strengthening of online platforms, research and development, and program creation and health integration.

The previous and present research have the same intent which highlighted the assessment of how learning pushed through amid the COVID-19 pandemic. Yet, the previous study specifically emphasized on the challenges that confront the education sector as it navigated through the new normal setup whereas the present research broadly covered the means through which the sector responded to the challenge.

Alvarez (2020) conducted a research entitled, "The Phenomenon of Learning at a Distance through Emergency Remote Teaching Amidst the Pandemic Crisis". The study revealed four themes: poor to no internet access, financial constraints,

lack of technological devices, and affective or emotional support. Findings also showed that learning remotely in these times is challenging because of the emerging concerns on financial stability and affective support contributed to interrupted learning engagement. Also, the study revealed that exposing culturally face-to-face learners in the context of emergency remote teaching (ERT) can put on additional learning pressure.

The previous study found relevance with the present research as it gave insights regarding the continuity of learning of students in the midst of COVID-19 pandemic. One of the obvious differences between the previous study and the present one was on the research design used. While the previous research was qualitative in nature as it employed a phenomenological research design, the present one was a quantitative in nature as it employed a descriptive research design. Another difference between the two studies was on the respondents involved in as much as the previous one focused on five college students whereas the present one focused on school administrators and teachers. Lastly, the previous study dealt with the respondents' lived experiences gathered through interviews whereas the present research focused on the respondents' perceptions based on their answers in the questionnaire.

Bao (2020) conducted a study entitled, "COVID-19 and

Online Teaching in Higher Education: A Case Study of Peking University". The study revealed five salient findings out of the case studies made, with five high-impact principles for online education: high relevance between online instructional design and student learning, effective delivery on online instructional information, adequate support provided by faculty and teaching assistants to students, high-quality participation to improve the breadth and depth of student's learning, and contingency plan to deal with unexpected incidents of online education platforms.

The previous study was relevant in the present research because it gave the latter idea that COVID-19 had, indeed, changed the platform of learning for students throughout the globe. The previous study likewise paralleled the present one in terms of its focus on the paradigm shift of schools during COVID-19 pandemic. However, they differed because the previous study focused on higher educational institutions whereas the present one was focused on the basic education level. Also, the previous research was especially focused on the online learning platform whereas the present one focused on all types of learning modalities included in the BE-LCP. Lastly, the previous research was a case study whereas the present one was a descriptive research.

Houston (2017) in a study entitled, "The Experience of Faculty and Staff at Academic Institutions Preparing

Themselves for Academic Continuity after a Disaster: A Phenomenological Study", disclosed that faculty and staff members identified assistance needed including professional development in terms of training and support, communication, and technological resources to provide academic continuity aster a disaster. The respondents also emphasized that academic institutions need to support their students, staff, and faculty with disaster training and the resources needed to provide academic continuity during and after disasters; while disasters and other academic institution incidents are occurring more frequently, limited funding, and the push for online education have created limited resources for academic institutions; the need to create partnerships and consortiums with other academic institutions and communities is crucial for the success and sustainability of academic institutions, and academic institutions participate in Disaster Resilient University networks and learn how to become better prepared.

The previous and the present study provided valuable insights regarding the need for an education intervention in the midst of a situation which imposed impossibilities of learning. One obvious difference between the previous research and the present research was on the research design because the former utilized a phenomenological research design which is qualitative in nature whereas the latter utilized a descriptive research design which is quantitative

in nature. Likewise, the previous research centered on academic continuity which implied involvement of higher education institutions (HEIs) whereas the present research was focused on the continuity of learning which implied the inclusion of schools at the basic education levels. Lastly, the previous research talked about the response of academic institutions after a disaster in general, which was in contrast to the present research which specifically focused on a public health crisis due to COVID-19.

Schwartz (2017) in a research entitled, "Opportunities and Challenges in Using Online Learning to Maintain Continuity of Instruction in K-12 Schools in Emergencies", found that while there are significant barriers to offering distance learning in an emergency, schools that already offer online learning prior to an emergency are best equipped to continue instruction during closures for some types of emergencies.

The study was similar to the present research in terms of its focus on the continuity of learning in the midst of a disruption. The previous study provided insights that schools shift to other platforms of learning in cases of emergencies. Despite the similarity, the two studies were different in some aspects. Foremost among their differences is on the learning delivery modality focused upon. While the previous study was on online learning as alternative delivery modality

in cases of emergencies, the present research was focused on the various learning delivery modalities that were included in the BE-LCP of DepEd. Second, the previous research explored both the opportunities and challenges of using online learning in times of emergencies whereas the present research merely assessed the LCP in terms of the competencies included, the various learning delivery modalities proposed, and the health requirements for the continuity of education.

Moseley (2016) in a study entitled, "An Examination of How School Continuity Plans in Northeast Arkansas Address the Post-Emergency Resumption of the Educational Process", determined that out of twenty-six Northeast Arkansas high schools that were asked to participate in this study, slightly more than half of the participants stated that a school employee or team was in place to manage their school would do for the resumption of education after an emergency. More than half of the participants further responded that they did not have a school continuity plan for an offsite location or a plan for lost materials or plans needed for lessons. Every participating school had a plan in place to contact school employees and parents/legal guardian even in an emergency. Only two of the schools have had to use their back-up supplies or facilities due to an emergency.

The similarities of the two studies dealt both on the learning continuity plan (LCP) for the basic education. The

difference of these two studies were on the variables used and on the methodological approach.

Tull (2016) conducted a research entitled, "Social Media and E-Learning in Response to Seismic Events: Resilient Practices". The findings indicate that the combined use of social media and e-learning to support teaching, learning, communication, and related organizational practices fosters resilience for students, staff, and organizations in times of crises.

The two studies were similar because they both tackled how learning institutions respond and develop resilience in times of disasters and crises. The previous research was more specific than the present research as it identified social media and e-learning as modes to deliver learning to students in times of disasters. In the present research, however, there was a variety of modalities proposed for use in the delivery of learning to students such as distance learning, blended learning, and home schooling, and under each, there were sub-categories of learning modes as provided in the DepEd Order Number 12, Series of 2020. The previous research also focused specifically on seismic events or more popularly known as earthquakes and other related disasters whereas the present research was focused on a health crisis caused by COVID-19 disease.

Meyer (2011) in a research entitled, "The Role of Online

Learning in the Emergency Plans of Flagship Institutions", found out that only a third of the flagship institutions had incorporated statements about academic continuity in the face of an emergency, largely using technological solutions. It also found out that even when technological solutions were mentioned and available, they seemed to be in the form of suggestions that faculty could consider should they so desire and incline to use. Also, in no case did the flagship schools state a policy that courses would continue to be delivered online in the event of an emergency, and so, higher education institutions were not well-prepared.

The previous research was relevant in the present study for some reasons. First, they were both concerned with the continuity of learning. Second, they were both centered on the continuity of learning in the midst of public health emergency as it focused on the H1N1 virus onset in the same way that the present research focused on the COVID-19 disease from the coronavirus. Notwithstanding the similarities, they differed in some aspects. First, the previous research dealt with higher education institutions (HEIs) whereas the present research dealt with elementary and secondary schools in the basic education level. Second, the present research will consider a variety of learning delivery modalities in the continuity of learning in the basic education level whereas the previous research focused specifically on online

learning.

The researches that were cited in this part were relevant to the present research in terms of their purpose of providing educational interventions to ensure the continuity of learning in the midst of disasters and risks. Hence, the studies gave broader and deeper understanding of how the specific problems of the present research would be understood and interpreted.

Chapter 3

METHODOLOGY

This chapter discusses thoroughly the processes which were used in the conduct of the present research. Included in this chapter are the research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

The present research assessed the learning continuity plan of school administrators in the District of Wright I, Schools Division of Samar, as basis for the design of school management tool. The descriptive design was used to describe the profile of the school administrator-respondents in terms of their age and sex, civil status, gross monthly family income, highest educational attainment, number of years as administrator, number of schools covered, number of trainings/seminars attended relevant to learning delivery modalities, and performance rating based on the latest OPCRF.

Moreover, the same design was utilized to describe the profile of the teacher-respondents in terms of their age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, grade level taught, teaching load, number of trainings/seminars

attended relevant to learning delivery modalities, and performance rating based on the latest IPCRF.

Similarly, the said design was used to assess the perceptions of the school administrator- and teacher-respondents regarding the level of competence of the school administrators in the implementation of the learning continuity plan (LCP) of the respective schools along certain essential requirements of education, to wit: formulation of the most essential learning competencies (MELCs), design of multiple learning delivery modalities for teachers and learners, and establishment of the required health standards in schools and special activities.

Lastly, the descriptive research design was employed to identify the problems encountered by the school administrators in the implementation of the LCP in their schools based on their own perceptions and the teacher-respondents.

On the one hand, comparative analysis was utilized to determine the difference in the perception of the school administrator- and teacher-respondents in terms of the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools along identified essential requirements of education.

On the other hand, the correlation analysis was employed to determine the relationship between the perception as to

the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools along identified essential requirements of education and the school administrator-related variates and teacher-related variates; and between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools and their level of competence in the implementation of LCP along some essential requirements of education.

The data were treated statistically using both descriptive and inferential statistical tools in the parametric and non-parametric analysis. Frequency Count, Percentage, Mean, Standard Deviation, Median, Mean Average Deviation, Weighted Mean, Chi-Square Test, Pearson's Product-Moment Coefficient of Correlation or the Pearson's r, and the Spearman's Rank Coefficient of Correlation or the Spearman's Rho were the descriptive statistical tools used. The hypotheses of the study were tested with the inferential statistical tools such as t-Test for Independent Samples, and the Fisher's t-Test.

Locale of the Study

Figure 2, shows the locale of the study, the District of Wright I, Schools Division of Samar.

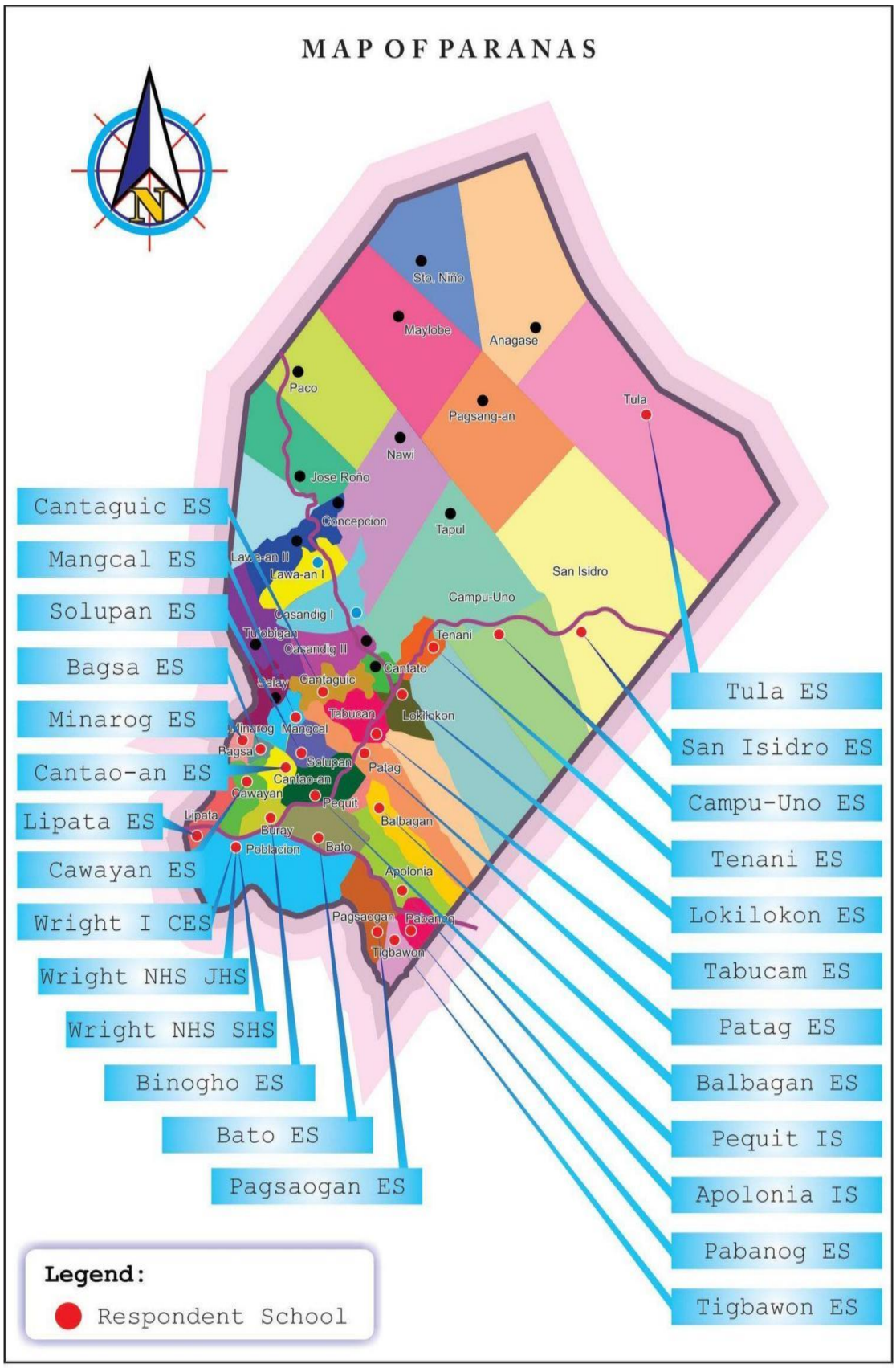

Figure 2. The Map Showing the Locale of the Study

The District of Wright I includes the following schools: Apolonia Integrated School (IS), Bagsa Elementary School (ES), Balbagan ES, Bato ES, Binogho ES, Campo Uno ES, Cantaguic ES, Cawayan ES, Lipata ES, Lokilokon ES, Mangcal ES, Minarog ES, Pabanog ES, Pagsaogan ES, Patag ES, Pequit ES, San Isidro ES, Solupan ES, Tabucan ES, Tenani ES, Tigbawon ES, Tula ES, Wright I CES, Lokilokon IS, Tenani IS, Pequit IS, Wight National High School (Junior and Senior High).

The schools, under the District of Wright I, are located in the Municipality of Paranas, a 2nd class municipality in the Province of Samar, which has a population of 30,557 based on the 2015 Census of Population by the Philippine Statistics Authority (PSA). History accounts the development of Paranas into a municipality as narrated by several historian archived in the Municipal Planning and Development Office (2019).

A strip of sand bordering along the coast of the Maqueda Bay, nestling at the foot of a hill which shields it from floods and storms was inhibited by a few natives who engaged in fishing and farming. As time went on, the number of people increased. More and better houses were built and a village was farming. So, it attracted many people to trade with the natives and to dwell in it. The trees along the line of sand were cut down and a street was laid. The increasing inhabitants constructed nipa houses on both side of the street. As the village expanded the people opened other

streets toward the hill.

Shortly after the occupation of the Spaniards in Catbalogan some of them went to Wright, the newly made village. When they reached the village, the tide was low and many of the natives were along the stony coast picking and gathering shellfish and crabs. The banca headed toward the place where the people settled. One of the Spanish Officials asked for the name of the place or the village in Spanish language. The ignorant native looked boastfully at the over tall stranger. Thinking that the Spaniard was asking for the name of slippery rock which the Spaniard was apparently looking at, the native answered “Palanas”, name of the rock. The Spaniard then pronounced the word “Paranas” instead of palanas and recorded it as the name of the village. They went ashore and organized the village government and appointed its officials under the banner of Spain.

The Spanish sovereignty over the village had greatly inspired the natives. The doctrine of Christianity was introduced and the people willingly and readily accepted and believe it. Through the course of time, the village grew to the end and be one of the progressive towns along the shore of the Maqueda Bay. A Catholic church and a convent were erected and a thick high wall around the church site was constructed.

When America succeeded in overthrowing Spain during the

Spanish-American War, the Philippines was ceded to her. Paranas was at the height of her glory at that time. In 1890 during the Philippine-American War the Paranasnon were one of these who showed strong resistance against the American Forces. American troops headed by General Curry came sudden and subdue the Revolutionist here in Paranas. Most of the native fled to the mountain. The revolutionist fought hard and bravely. Many American lives were lost here. In one of these encounters General Curry was lost in the midst of the forest where they were the old people of Paranas or Wright.

General Curry had been in the wilderness for three days and the man who saved him was taken to the United States with him. Due to the hospitality and kindness of the people of Paranas one of General Curry's savior. General Curry recommended the changed of the name of the town Paranas to Wright in honor of the Governor General of the Philippines at that time. Because of its location the town of Wright engage in farming and fishing.

They engage in farming because on the eastern part of the areas to town are wide vast of land on the western part in a fertile ground for fishing. The wide of land are converted into rice fields both for upland and lowland rice. One unique kind of rice that is so anosmatic and palatable to the town to town to eat is the famous “Kalinayan” an upload rice that is favorable to most of the town folks. Aside from

rice, fruits, vegetables; root cops are so cheap and abundant that people of Wright used to sell to other places. The biggest and surest market of these products are the capital town of Catbalogan and Bagacay, the set of the copper mine in Samar.

From the Maqueda bay, fish fresh of different kinds are so plentiful that people who engaged in fishing earned enough for the family support. Aside from the fish sea shells can also be gathered from there. The famous bahong, sabuad, baliad, ponao, saringa, bocawil, and others so plentiful and more than enough for the town's consumption.

The people of Wright are lovers of socials and they love dance the Curracha. The Summer time Club is a town organization composed of both the married and single group that usually hold its annual affair very beginning of the summer vacation. During the American period, Paranas was renamed by the new administrators to Wright, in honour of General Wright. However, locals retained and still use the name Paranas. It absorbed the former town of San Sebastian.

In November 4, 1988, the Sangguniang Bayan adopted a resolution by virtue of RA 6681 renaming the Municipality of Wright to the Municipality of Paranas.

Formerly, Paranas was clustered by the DepEd with San Jose de Buan as one educational district in the Division of Samar. With the increasing population of teachers and

students, the then Supervisor of Wright-San Jose De Buan District, Mrs. Mila O. Rebosura, decided to divide the District into two. She made a resolution clamoring for the separation of Wright-San Jose De Buan District for the following reasons based on legal basis: 1) the biggest number of teachers of Wright-San Jose De Buan District, 2) geographical location, wherein the school should be near to each other and the central school must be within the municipality, and 3) the large population of the whole district, and the mother district should not be less than 100 teachers. It went through the whole process, until it was finally signed for the approval of the resolution.

Luckily, by the year 1997, the Wright-San Jose De Buan District was the first district that was divided within the Division of Samar. At present, there are two Districts Wright I and Wright II in Paranas, Samar (Department of the Interior and Local Government, 2016, Souvenir Program, 2001:10).

Instrumentation

A questionnaire was used as the sole data gathering instrument for this study.

Questionnaire. There were two sets of questionnaires prepared to capture the needed information in the study. Set 1 was intended for the school administrator-respondents while Set 2 was for the teacher-respondents.

The questionnaire for the school administrator-respondents was composed of five major parts. Part I was a supply type and checklist with items about their profile. This part captured the following variates: age and sex, civil status, gross monthly family income, highest educational attainment, number of years as administrator, number of schools covered, number of relevant in-service trainings attended, and performance rating based on the latest OPCRF. In this part, the school administrator-respondents were tasked to fill in the needed information on the blank line spaces provided or check the appropriate response of an item.

Part II was a checklist composed of 10 items reflective of their attitude toward LCP implementation. The school administrator-respondents were tasked to place a check mark (/) on the appropriate column of their responses using the following five-point scale: 5 for Strongly Agree, 4 for Agree, 3 for Undecided, 2 for Disagree, and 1 for Strongly Disagree.

Part III was a checklist to assess the level of implementation of the learning continuity plan (LCP) composed of seven major indicators reflective of the perceptions of the school administrator-respondents, to wit: 1) planning, organizing, and networking, 2) curriculum implementation and evaluation, 3) instructional supervision, 4) monitoring and evaluation, 5) technical assistance, 6) human resource development and management, and 7) special task/other

assignment.

In this part of the questionnaire, they checked the appropriate column of their responses using the following five-point scale: 5 for Extremely Implemented, 4 for Highly Implemented, 3 for Moderately Implemented, 2 for Slightly Implemented, and 1 for Not Implemented.

Part IV was a checklist composed of 10 statements for each of the three major indicators reflective of the perceptions of the school administrator-respondents as to their level of competence in the implementation of the LCP of the respective schools along certain essential requirements of education, to wit: formulation of the MELCs, design of multiple learning delivery modalities for teachers and learners, and establishment of the required health standards in schools and special activities.

In this part of the questionnaire, they checked the appropriate column of their responses using the following five-point scale: 5 for Outstanding, 4 for Very Satisfactory, 3 for Satisfactory, 2 for Fairly Satisfactory, and 1 for Poor.

Part V consisted of 10 statements reflective of the problems encountered by the school administrators in the implementation of the LCP in their schools.

In this part of the questionnaire, they were tasked to check the appropriate column of their responses using the following five-point scale: 5 for Always Encountered, 4 for

Often Encountered, 3 for Moderately Encountered, 2 for Rarely Encountered, and 1 for Not Encountered.

On the other hand, the questionnaire for the teacher-respondents was composed of three major parts. Part I was a supply type and checklist with items about their profile. This part determined the following variates: age and sex, civil status, gross monthly family income, highest educational attainment, teaching position, number of years in teaching, grade level taught, number of trainings/seminars attended relevant to learning delivery modalities, and performance rating based on the latest IPCRF.

In this part, the teacher-respondents were tasked to fill in the needed information on the blank line spaces provided or check the appropriate response of an item.

Part II was a checklist composed of 10 statements for each of the three major indicators reflective of their perceptions as regards the level of competence of the school administrators in the implementation of the LCP of the respective schools along certain essential requirements of education, to wit: formulation of the MELCs, design of multiple learning delivery modalities for teachers and learners, and establishment of the required health standards in schools and special activities.

In this part, the teacher-respondents checked the appropriate column of their responses using the following

five-point scale: 5 for Outstanding, 4 for Very Satisfactory, 3 for Satisfactory, 2 for Fairly Satisfactory, and 1 for Poor.

Part III consisted of 10 statements reflective of the problems encountered by the school administrators in the implementation of the LCP in their schools based on their own perceptions. In this part, the teacher-respondents were tasked to check the appropriate column of their responses using the following five-point scale: 5 for Always Encountered, 4 for Often Encountered, 3 for Moderately Encountered, 2 for Rarely Encountered, and 1 for Not Encountered.

Validation of Instrument

The questionnaire was not subjected to reliability test since it was adopted from the LCP evaluation tool.

However, these instruments passed through an expert validation procedure through the members of the panel of oral examiners who reviewed the two sets of questionnaires focusing on the following areas, namely: face, content, construct, pragmatic and convergent-discriminant validity with consideration on the cognitive and situational perspectives of the respondents. Their comments and suggestions for improvement were considered and incorporated in the revision of the questionnaire.

Sampling Procedure

The respondents of the present study were the school administrators and teachers in the District of Wright I, Schools Division of Samar, during the School Year 2020-2021. Universal sampling was employed to identify the school administrator- and teacher-respondents, that is, all the school administrators and teachers in the different schools under the District of Wright I was considered respondents of the study.

There was a total of 25 school administrators and 267 teachers in the said district. The distribution of the two groups of respondents is shown in Table 1.

Data Gathering Procedure

The researcher prepared and submitted a request letter addressed to the School Division Superintendent, Schools Division of Samar to conduct the study among the school administrators and teachers in the District of Wright I. After which, separate requests were made to the school principals, head teachers, and teachers-in-charge of all the public elementary and secondary schools in the said district administer the questionnaires to the respondents of the study.

The gathering of the data for this study was made with strict observance of the health requirements of the

Table 1

The Respondents of the Study by School and Category

School	School Administrator	Teachers
Apolonia Elementary School (ES)	1	6
Apolonia Integrated School (IS)	1	6
Bagsa Elementary School	1	4
Balbagan ES	1	4
Bato ES	1	7
Binogho ES	1	10
Campo Uno ES	1	8
Cantao-an ES	1	4
Cawayan ES	1	5
Lipata ES	1	8
Lokilokon ES	1	8
Lokilokon IS		8
Mangcal ES	1	5
Minarog ES	1	4
Pabanog ES	1	10
Pagsaogan ES	1	3
Patag ES	1	8
Pequit ES	1	7
Pequit IS		12
San Isidro ES	1	7
Solupan ES	1	4
Tabucan ES	1	3
Tenani ES	1	7
Tenani IS		16
Tigbawon ES	1	8
Wright I CES	1	17
Wight National High School	2	78
Total	**25**	**267**
Response Rate	**100.00%**	

Department of Health (DOH) through the Municipal Health Office (MHO) of Paranas, Samar, and the local Inter-Agency Task Force (IATF) for COVID-19. The administration of the questionnaire to the individual respondents was made only during the three days that the school administrators and

teachers are at work in their respective schools. If the physical administration of the questionnaires to the two groups of respondents was not possible, then soft copies were sent to their social media accounts such as Facebook and Messenger or as attached files in electronic mails, and in google forms.

The retrieval of the questionnaires was also made in the same process, physical and virtual. Once the data have been retrieved, the researcher tabulated, organized, computed, interpreted, and analyzed the data.

Finally, the study was conducted during the School Year 2020-2021.

Statistical Treatment of Data

The following descriptive and inferential statistical tools were employed in analyzing the raw data collected: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Median, Mean Average Deviation, Mode, Weighted Mean, t-Test for Independent Sample Means, Chi-Square Test, Pearson's Product-Moment Coefficient of Correlation or the Pearson's r, Spearman's Rank Coefficient of Correlation, and the Fisher's t-Test.

Frequency Count. This was the statistical tool used in the computation of the data on the profile of the school administrator- and teacher-respondents. As to the profile of

the school administrator-respondents, the said statistical tool was used to compute the age and sex, civil status, gross monthly family income, highest educational attainment, number of years as administrator, number of schools covered, number of trainings/seminars attended relevant to learning delivery modalities, and performance rating based on the latest OPCRF.

The same statistical tool was used to compute the profile of the teacher-respondents in terms of their age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, grade level taught, teaching load, number of trainings/seminars attended relevant to learning delivery modalities, and performance rating based on the latest IPCRF.

Percentage. This statistical tool was used in presenting the school administrator- and teacher-respondents' profile as to the magnitude of occurrences. The formula (Sevilla et al., 1992:200) used was as follows:

$$P = [f/N] \times 100$$

Where P refers to the percentage;
f refers to the number of occurrences; and
N refers to the total number of samples.

Arithmetic Mean. This was employed to calculate the averages where the measure was applicable like age and gross

monthly family income that were approximately in the normal distribution. The following formula (Freud & Simon, 1992:35) was used:

$$\mu = \frac{\sum fX}{N}$$

where μ refers to the arithmetic mean;

f refers to the frequency of an occurrence;

X refers to the identified variable; and,

N refers to the sample size.

Standard Deviation. This statistical measure was utilized in describing the extent to which the data vary among themselves such as age and gross monthly family income in an approximately normally distributed data. The following formula (Freud & Simon, 1992:35) was used:

$$s = \sqrt{\frac{\sum f(X - \mu)^2}{n - 1}}$$

where: s refers to the standard deviation;

∑f refers to the summation of frequency of occurrences;

X refers to the identified variable; and

μ refers to the arithmetic mean.

Median. This statistical tool was used to express the

middle most point of some of the identified characteristics of the respondents specifically on the not normally distributed ratio and interval scale data. The following formula (Freud & Simon, 1992:35) was used:

$$M_d = \left(\frac{[1/2N - F]}{F}\right) i$$

where: M_d refers to the middle most point of an array of observations;

N refers to the total observations;

F refers to the accumulated frequencies equal or less than 1/2 of the total observations; and

f refers to the number of occurrences in the assumed midpoint step distribution.

Mean Average Deviation. This tool was used to describe the extent to which not normally distributed data varied. The following formula (Freud & Simon, 1992:35) was used:

$$MAD = \frac{\sum /X_i - \mu/}{n}$$

where: MAD refers to the mean average deviation;

$/X_i-\mu/$ refers to the absolute difference between the observation and the mean; and

n refers to the number of observations.

Mode. This tool was used to calculate the most frequent occurring observation which was determined by the highest registered frequency in the step distribution (Walpole, 1989:207).

Weighted Mean. This was used to express the collective perception of each group of respondents such as in regard to the level of competence of the school administrators in the implementation of the LCP of the respective schools along certain essential requirements of education, to wit: formulation of the most essential learning competencies (MELCs), design of multiple learning delivery modalities for teachers and learners, and establishment of the required health standards in schools and special activities; and the problems encountered by the school administrators in the implementation of the LCP in their schools based on their own perceptions and the teacher-respondents.

$$\mu_w = \frac{\sum f_i X_i W_i}{n}$$

where: μ_w refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of

variable;

W_i refers to the weights which are expressed in a five-point Likert or Thurstone scales; and

n refers to the sample size.

t-Test for Independent Samples. This statistical tool was used to compare between the perception of the school administrator- and teacher-respondents in terms of the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools along identified areas. The formula (Freud & Simon, 1992:54) used was:

$$t = \frac{\overline{x_1} - \bar{x}_2}{\sqrt{(s^2(\frac{1}{n_1} + \frac{1}{n_2}))}}$$

Where: t refers to the t-value;

$\overline{x_1}\ and\ \bar{x}_2$ means of the two groups;

s^2 represents the standard error; and

n_1 and n_2 the number of observations in each group.

In interpreting the weighted mean, the following set of five-point scales was used:

Range	Interpretation	
4.50-5.00	Strongly Agree	(SA)
	Extremely Implemented	(EI)
	Outstanding	(O)

3.50-4.49	Agree	(A)
	Highly Implemented	(HI)
	Very Satisfactory	(VS)
2.50-3.49	Uncertain	(U)
	Moderately Implemented	(MI)
	Satisfactory	(S)
1.50-2.49	Disagree	(D)
	Slightly Implemented	(SI)
	Fairly Satisfactory	(FS)
1.00-1.49	Strongly Disagree	(SD)
	Not Implemented	(NI)
	Poor	(P)

Chi-Square Test. This tool was used to determine the relationship between nominal dependent variables using the following formula (Walpole,1989:390):

$$X^2 = \sum \frac{(O_i - E_i)}{E_i}$$

where: O refers to the observed frequency; and

E refers to the expected frequency.

Pearson's Product-Moment Coefficient of Correlation (Pearson's r). This statistical tool was used to determine the linear relationship between the perception as regards the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools along identified essential requirements of education and of the school administrator-related variates

and teacher-related variates; and between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools and their level of competence in the implementation of LCP along some essential requirements of education. The formula (Walpole, 1982:376) used was:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[n\sum X^2 - (\sum X)^2\right]\left[n\sum Y^2 - (\sum Y)^2\right]}}$$

where: r refers to the computed statistical Value;

x refers to the independent variable (factors);

y refers to the predicted variable;

N refers to the number of cases; and

$\sum$ refers to the summation notation.

Spearman's Rank Coefficient of Correlation. The Spearman's Rho was employed to associate linear relationship between two variables which are in a not normal distribution using the following formula (Walpole, 1997:460):

$$\rho = 1 - \frac{6\sum D^2}{N^3 - N}$$

where: ρ refers to the coefficient of linear association between paired ranks

assigned to individual scores on two variables;

D refers to the deviation between paired ranks;

N refers to the total number of paired observations.

Table 2, was used as guide in interpreting the degree of linear association (SRTC, 2013:98).

Fisher's t-Test. This was used to test the significance of relationship between paired variables. The formula (Walpole, 1982:382) used was as follows:

$$t_f = r_{xy}\sqrt{\frac{N-2}{1-r_{xy}^2}}$$

where: r refers to the computed correlation coefficient;

N refers to the number of paired observations;

t refers to the computed Fisher's t-value/ significance of the correlation coefficient.

To test the normality of the distribution in a parametric test, the Shapiro Wilk test (Goss-Sampson, 2020:30) was employed using the following formula:

$$\omega = \frac{(\sum^{n}_{i=1}\alpha_i x_{(i)})^2}{\sum^{n}_{i=1}(x_i - \mu)^2}$$

where the $x_{(1)}$ is the smallest ordered sample value and α_1 is the constant value generated from the mean, variance, and covariance of the order statistics of a sample size n from a normal distribution. The higher the value of ω than the chosen alpha level, the normal the distribution is.

Furthermore, in all cases in the testing the hypotheses, the decision whether the null hypothesis was accepted or rejected, the following decision rule served as guide: accept the null hypothesis if and when the computed value turned lesser than the critical or tabular value or the p-value turned greater than the α; on the other hand, reject the null hypothesis if and when the computed value turned equal or greater than the critical or tabular value or the p-value turned equal or lesser than the α.

Table 2

The Table of Linear Association

Correlation Coefficient	Interpretation
0	No linear association
$0<p<\pm0.2$	Very weak linear association
$\pm0.2\leq p<\pm0.4$	Weak linear association
$\pm0.4\leq p<\pm0.6$	Moderate linear association
$\pm0.6\leq p<\pm0.8$	Strong linear association
$\pm0.8\leq p<\pm1.0$	Very strong linear association
±1.0	Perfect linear association

Finally, the hypotheses testing assumed the level of significance equals to $\alpha=0.05$ in a two-tailed test. A free-ware statistical program was utilized for accuracy and precision in the data processing known as Jeffrey's Amazing Statistical Program (JASP) version 0.14.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included in this chapter are the following: profile of the school administrator-respondents, profile of the teacher-respondents, level of implementation of the learning continuity plan as assessed by the school administrator-respondents, level of competence of school administrators in the implementation of the learning continuity plan (LCP) of the respective schools based on the perceptions of the school administrators themselves and the teacher-respondents, comparison between the perception of the school administrator- and teacher-respondents in terms of the level of competence of school administrators in the implementation of the LCP, relationship between the perception of the two groups of respondents as to the level of competence of school administrators in the implementation of the LCP of their respective schools and the identified factors, problems encountered by the school administrators in the implementation of the LCP, and relationship between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools and the

identified factors.

Profile of School Administrator-Respondents

This part presents the profile of school administrator-respondents in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years as administrator, number of schools covered, performance rating based on the latest OPCRF, number of relevant in-service training, and attitude toward LCP implementation.

Age and Sex. Table 3 provides the age and sex distribution of school administrator-respondents.

It can be gleaned from Table 4 that the oldest school administrator-respondent was aged 63 years old while the youngest was 25 years old whereby two or 8.00 percent each were aged 53 years old, 52 years old, 48 years old, 44 years old, 38 years old, 36 years old, and 34 years old. The rest were evenly distributed to the other identified ages.

The mean age of the school administrator-respondents was posted at 43.60 years old with a standard deviation (SD) of 9.60 years. The data signified that the school administrator-respondents differed by an age gap of 10 years however, they were still relatively young and at the prime of their age in their best health condition.

Moreover, majority of the school administrator-

Table 3

Age and Sex Distribution of School Administrator-Respondents

Age	Sex		Total	%
	Male	Female		
63	0	1	1	4.00
57	1	0	1	4.00
55	0	1	1	4.00
53	0	2	2	8.00
52	0	2	2	8.00
51	0	1	1	4.00
48	0	2	2	8.00
47	0	1	1	4.00
44	0	2	2	8.00
42	0	1	1	4.00
40	0	1	1	4.00
39	0	1	1	4.00
38	0	2	2	8.00
36	0	2	2	8.00
34	1	1	2	8.00
33	0	1	1	4.00
28	1	0	1	4.00
25	0	1	1	4.00
Total	**3**	**22**	**25**	**100.00**
%	**12.00**	**88.00**	**100.00**	
Mean	**43.60 years old**			
SD	**9.60 years**			

ω=*p*=.886>.05 approximately normally distributed

respondents were female accounting for 22 or 88.00 percent. The male counterpart composed the minority with only three or 12.00 percent population. This indicated that female dominance existed among the school administrators' group and indication that in the past more of this sex group had been

interested with teaching as a profession hence, they were promoted as administrators after several years in the service being classroom teachers.

Civil Status. Table 4 shows the civil status of the student-respondents.

From the table, it can be noted that majority of the school administrator-respondents were married accounting for 21 for 84.00 percent and the rest were slimly distributed to the other identified civil statuses.

The data signified that the school administrator-respondents had been in the marital state already an advantage for a school administrator considering that the school replicate their household with several members. The way they manage their household reflects the manner by which they took the lead in their respective stations.

Gross Monthly Family Income. Table 5 discloses the gross monthly family income of the school administrator-

Table 4

Civil Status of School Administrator-Respondents

Civil Status	f	%
Single	3	12.00
Married	21	84.00
Wid0wed	1	4.00
Total	**25**	**100.00**

Table 5

Gross Monthly Family Income of School Administrator-Respondents

Income Bracket	f	%
Php100,000.00 and Over	1	4.00
Php70,000.00–Php99,999.00	0	0.00
Php50,000.00–Php69,999.00	5	20.00
Php30,000.00–Php49,999.00	12	48.00
Php10,000.00–Php29,999.00	7	28.00
Total	**25**	**100.00**
Modal Income	**Php40,000.00**	

respondents.

As gleaned from Table 5, a number of the school administrator-respondents, that is, 12 or 48.00 percent registered a gross family income of Php30,000.00–Php49,999.00 monthly while seven or 28.00 percent earned a gross monthly family income of Php10,000.00–Php29,999.00, five or 20.00 percent derived a gross monthly family income of Php50,000.00–Php69,999.00, and only one or 4.00 percent boldly disclosed that he earned a gross monthly income of Php100,000.00 and Over.

Consequently, the modal income of the school administrator-respondents was posted at Php40,000.00 which suggested that most of them earned this figure indicating that they earned sufficient income, far higher than the

poverty threshold, to provide the basic, nutritional, and educational needs of every member including some luxury.

Highest Educational Attainment. Table 6 presents the highest educational attainment of the school administrator-respondents.

From the table, it can be noted that eight of the school administrator-respondents or 32.00 percent were with units in the post-graduate programs while six or 24.00 percent were with post-graduate degree, five or 20.00 percent were with graduate degree, and the rest were distributed to the other identified educational levels.

The foregoing data suggested that the school administrator-respondents qualified themselves for the position having surpassed the minimum educational requirement

Table 6

Highest Educational Attainment of School Administrator-Respondents

Educational Level	f	%
With Post-Graduate Degree	6	24.00
With Units in Post-Graduate Programs	8	32.00
With Graduate Degree	5	20.00
With Units in Graduate Programs	4	16.00
Bachelor's Degree Only	1	4.00
Not Stated	1	4.00
Total	**25**	**100.00**

of being a master's degree holder indicating that they were ready and capable in handling a school toward its development.

Number of Years as Administrator. Table 7 discloses the number of years as administrator of school administrator-respondents.

It can be noted from Table 8 that more than half of the school administrator-respondents, that is, 14 or 56.00 percent had been an administrator for six years and more while seven or 28.00 percent had been in the service as school administrator for one year to three years and the rest were thinly distributed to the other identified number of years as administrator.

The data signified that most of the school administrator-respondents had been in the position as such for a longer number of years which suggested that they were

Table 7

Number of Years as Administrator of School Administrator-Respondents

No. of Years	f	%
Six Years and More	14	56.00
Four Years – Six Years	2	8.00
One Year – Three Years	7	28.00
Less than a Year	1	4.00
Not Stated	1	4.00
Total	**21**	**100.00**

experts already in the administration and supervision of their station including the teachers under their leadership.

Number of Schools Covered. Table 8 reveals the number of schools covered by the school administrator-respondents.

The table shows that majority of the school administrator-respondents covered one school only under their management accounting for 18 or 72.00 percent. The rest handled two or more schools under their leadership. Probably, these schools were small that they were clustered under one school administrator.

The data denoted that the school administrator-respondents were focused on a school under their management whereby they introduce innovations and developmental programs.

Latest Performance Rating Based on the OPCRF. Table 9 contains the latest performance rating of the school

Table 8

Number of Schools Covered by the School Administrator-Respondents

No. of Schools	f	%
More than Three Schools	2	8.00
Two to Three Schools	1	4.00
One School Only	18	72.00
Not Stated	4	16.00
Total	**25**	**100.00**

Table 9

Latest Performance Rating Based on the OPCRF of School Administrator-Respondents

Rating	f	%
Outstanding	2	8.00
Very Satisfactory	23	92.00
Satisfactory	0	0.00
Total	**25**	**100.00**

administrator-respondents based on the OPCRF.

From the table, it can be noted that majority of the school administrator-respondents garnered a "very satisfactory" performance rating accounting for 23 or 92.00 percent while only two of them or 8.00 percent obtained an "outstanding" performance rating.

The foregoing data disclosed that the school administrator-respondents performed exemplarily their functions as school administrators. Furthermore, the data signified that they were able to successfully attained their targets which they committed at the beginning of the school year.

Relevant In-Service Trainings. Table 10 contains the relevant in-service trainings of the school administrator-respondents.

The table shows that the school administrator-respondents "never" attended national level trainings while

Table 10

Relevant In-Service Trainings of School Administrator-Respondents

Level	Weighted Mean	Interpretation
National	1.44	Never
Regional	1.76	Sometimes
Division	1.96	Sometimes
District	2.36	Sometimes
School	2.33	Sometimes
Overall	**1.97**	**Sometimes**

Legend: 3.50-4.00 Always
2.50-3.49 Oftentimes
1.50-2.49 Sometimes
1.00-1.49 Never

they "sometimes" attended regional, division, district, and school levels training. The overall relevant in-service trainings, the school administrator-respondents averred that they "sometimes" attended with an overall weighted mean of 1.97.

The data signified that the school administrator-respondents do not regularly attend relevant in-service trainings considering that their focus was the implementation of the different programs of the DepEd. Probably, they attended trainings only during orientation and operationalization of the DepEd programs.

Attitude Toward LCP Implementation. Table 11 appraises attitude of the school administrator-respondents toward LCP

Table 11

Attitude Toward LCP Implementation of School Administrator-Respondents

Attitude Statement	WM	I
1. I believe in the inherent goodness of the LCP to continue with the learning under the new normal.	4.76	SA
2. I am confident that I can be able to implement LCP efficiently and effectively.	4.60	SA
3. I feel that the LCP implementation is more taxing on the part of the teachers than on any one in the education system.	4.08	A
4. I am in doubt regarding the effectiveness of the various learning delivery modalities mandated in the LCP.	3.60	A
5. I believe that the LCP implementation is a challenge to my capacity as a leader of my school.	4.52	SA
6. I know that the LCP is a learning opportunity which will make me a better school administrator in the end.	4.44	A
7. I find it stressful to carry out the provisions in the LCP, and so, I would have appreciated it if classes did not push through this school year.	3.08	U
8. I find it emotionally-draining to follow all the inclusions in the LCP considering the limitation of financial resources.	3.40	U
9. I feel that we are left with no choice but to implement the LCP because COVID-19 is a real phenomenon.	4.04	A
10. I feel that I am not really prepared and cut for the implementation of the LCP.	3.44	U
Grand Weighted Mean	**4.00**	
Interpretation	**Agree**	

Legend:			
	4.50-5.00	Strongly Agree	(SA)
	3.50-4.49	Agree	(A)
	2.50-3.49	Uncertain	(U)
	1.50-2.49	Disagree	(D)
	1.00-1.49	Strongly Disagree	(SD)

implementation. There were 10 attitude statements included in this case whereby the respondents signified their agreement or disagreement on each of the statements.

Table 11 shows that the school administrator-respondents "strongly agreed" three attitude statements corresponding to the following: "I believe in the inherent goodness of the LCP to continue with the learning under the new normal," "I am confident that I can be able to implement LCP efficiently and effectively," and "I believe that the LCP implementation is a challenge to my capacity as a leader of my school," with weighted means of 4.76, 4.60, and 4.52, respectively. Four attitude statements were "agreed" by the same respondents and the remaining three were appraised by them with "uncertainty."

Taken as a whole, the school administrator-respondents "agreed" their attitude toward LCP implementation being shown by the grand weighted mean of 4.00. This denoted that the school administrator-respondents manifested highly favorable toward LCP and its implementation.

Profile of Teacher-Respondents

This part provides the profile of the teacher-respondents in terms of age and sex, civil status, gross monthly family income, highest educational attainment, teaching position, number of years in teaching, grade level

taught, performance rating based on the latest IPCRF, and number of relevant in-service training.

Age and Sex. Table 12 presents the age and sex distribution of teacher-respondents.

From the table, it can be gleaned that a number of the teacher-respondents, that is, 62 or 23.22 percent were aged 26-30 years old while 44 or 16.48 percent were aged 31-35 years old, 34 or 12.73 percent were aged 36-40 years old, 32

Table 12

Age and Sex Distribution of Teacher-Respondents

Age Bracket	Sex			Total (f)	%
	Male	Female	Not Stated		
61-65	0	2	0	2	0.75
56-60	4	12	0	16	6.00
51-55	0	15	0	15	5.62
46-50	3	15	0	18	6.74
41-45	7	25	0	32	11.99
36-40	6	28	0	34	12.73
31-35	7	37	0	44	16.48
26-30	11	51	0	62	23.22
21-25	10	11	0	21	7.86
Not Stated	0	0	23	23	8.61
Total	**48**	**196**	**23**	**267**	**100.00**
%	**17.98**	**73.41**	**8.61**	**100.00**	
Median	**35.00 years old**				
MAD	**7.00 years**				

ω=*p*=.001<.05 not normally distributed.

or 11.99 percent were aged 41-45 years old, and the rest were distributed to the other identified age brackets.

The median age of the teacher-respondents was posted at 35.00 years old with a mean average deviation (MAD) of 7.00 years. The data suggested that the teacher-respondents were on their mid-30s with an age gap of seven years indicating that they were relatively young and at the prime of their age and in the best of their health able to discharge their sworn in duties and responsibilities.

Moreover, majority of them belonged to the female sex accounting for 196 or 73.41 percent with their male counterpart being composed of 48 or 17.98 percent only. The rest did not dare to disclose their sexes for unknown reasons. The data suggested female dominance existing among the teacher-respondents. This confirmed to the notion that teaching was a "woman's world" considering that then and now more of this sex group embrace teaching as their chosen field of profession.

Civil Status. Table 13 shows the civil status of the teacher-respondents.

The table shows that majority of the teacher-respondents were married accounting for 159 or 59.55 percent while 87 or 32.59 percent were still single, and the rest were slimly distributed to the other identified civil statuses.

The data manifested that the teacher-respondents had

Table 13

Civil Status of Teacher-Respondents

Civil Status	f	%
Single	87	32.59
Married	159	59.55
Separated	3	1.12
Wid0wed	13	4.87
Not Stated	5	1.87
Total	**267**	**100.00**

entered into a marital state which indicated that they have their respective nuclear family that they took good care, a benchmark of their being a second parent in school.

Gross Monthly Family Income. Table 14 shows the gross monthly family income of the teacher-respondents.

Table 14 shows that majority of the teacher-respondents earned a gross monthly family income of Php10,000.00-Php29,999.00 accounting for 170 or 63.67 percent while 66 or 24.72 percent earned gross family income of Php50,000.00-Php69,999.00 monthly, and the rest were thinly distributed to the other identified income brackets.

Corollarily, the modal income of the teacher-respondents was posted at Php20,000.00 monthly which indicated that most of the teacher-respondents earned this amount that was sufficient being far above the poverty threshold. This meant that they have the capability to support their nuclear family

Table 14

Gross Monthly Family Income of Teacher-Respondents

Income Bracket	f	%
Php100,000.00 and Over	2	0.75
Php70,000.00–Php99,999.00	1	0.37
Php50,000.00–Php69,999.00	66	24.72
Php30,000.00–Php49,999.00	21	7.87
Php10,000.00–Php29,999.00	170	63.67
Less than Php 10,000.00	6	2.25
Not Stated	1	0.37
Total	**267**	**100.00**
Modal Income	**Php20,000.00**	

with its basic, nutritional, and educational needs of the members and even to provide them a little luxury in life.

Highest Educational Attainment. Table 15 contains the highest educational attainment of the teacher-respondents.

From the table, it can be noted that a number of the teacher-respondent, that is, 101 or 37.82 percent were with units in graduate programs while 60 or 22.47 percent were with units in the post-graduate programs, 52 or 19.48 percent were with graduate degree, and the rest were distributed to the other identified educational levels.

The foregoing information suggested that the teacher-respondents were qualified for the teaching position having satisfied the entry requirement, which is a teacher education

Table 15

Highest Educational Attainment of Teacher-Respondents

Educational Level	f	%
With Post-Graduate Degree	26	9.74
With Units in Post-Graduate Programs	60	22.47
With Graduate Degree	52	19.48
With Units in Graduate Programs	101	37.82
Bachelor's Degree Only	26	9.74
Not Stated	2	0.75
Total	**267**	**100.00**

baccalaureate degree. In fact, most of them did not settle as baccalaureate degree holders but pursued advance education by enrolling in the graduate and post-graduate programs for their professional development aside from their aspiration to advance in rank to the next higher level based on the organizational structure of the DepEd.

Teaching Position. Table 16 reveals the teaching position of the teacher-respondents.

The table shows that a number of the teacher-respondents, that is, 107 or 40.07 percent were appointed as Teacher III while 97 or 36.33 percent were appointed as Teacher I, and the rest were slimly distributed to the other identified teaching positions.

The foregoing data signified that the teacher-

Table 16

Teaching Position of Teacher-Respondents

Position	f	%
Master Teacher IV	2	0.75
Master Teacher II	17	6.37
Master Teacher I	24	8.99
Teacher III	107	40.07
Teacher II	19	7.12
Teacher I	97	36.33
Not Stated	1	0.37
Total	**267**	**100.00**

respondents were tapped to the different hierarchical teaching positions where most of them had advanced already to the next higher level. This indicated that most of the teacher-respondents had been promoted already based on their merit and fitness.

Number of Years in Teaching. Table 17 presents the number of years in teaching of the teacher-respondents.

The table shows that more than half of the teacher-respondents, that is, 143 or 53.56 percent had been teaching for six years and more while 62 or 23.22 percent had been in the service as teachers for four years to six years, 48 or 17.98 percent for one year to three years, and the rest were distributed to the other identified years of service.

The data signified that most of the teachers had been teaching for a longer number of years which denoted that they

Table 17

Number of Years in Teaching of Teacher-Respondents

No. of Years	f	%
Six Years and More	143	53.56
Four Years – Six Years	62	23.22
One Year – Three Years	48	17.98
Less than a Year	9	3.37
Not Stated	5	1.87
Total	**267**	**100.00**

were able to hone their teaching skills and strategies to include the new mode of the delivery of basic education during the pandemic.

Grade Level Taught. Table 18 provides the information on the grade level taught by the teacher-respondents.

Table 18 categorically presents that a number of the teacher-respondents, that is, 73 or 27.34 percent were teaching multi grade levels while the rest were distributed to mono grade levels identified in this study.

The data signified that the teacher-respondents were multi-tasked that handled several grade levels due to the streamline positions available in the DepEd. This served as a challenge to the teachers with several preparations hence, school administrators and DepEd key officials should consider this predicament.

Table 18

Grade Level Taught by Teacher-Respondents

Grade Level	f	%
Grade 12	7	2.62
Grade 11	18	6.74
Grade 10	9	3.37
Grade 9	9	3.37
Grade 8	10	3.75
Grade 7	9	3.37
Grade 6	18	6.74
Grade 5	19	7.12
Grade 4	21	7.87
Grade 3	23	8.61
Grade 2	20	7.49
Grade 1	16	5.99
Kindergarten	11	4.12
Multiple Grade Levels	73	27.34
Not Stated	4	1.50
Total	**267**	**100.00**

Latest Performance Rating Based on the IPCRF. Table 19 presents the latest performance rating based on the IPCRF of the teacher-respondents.

From the table, it can be noted that majority of the teacher-respondents obtained performance rating of 3.500-4.499 accounting for 232 or 86.89 percent while 32 or 11.99 percent obtained ratings of 4.500-5.000, and three or 1.12 percent got ratings of 2.500-3.499.

The median performance rating of the teacher-respondents based on the IPCRF was posted at 4.300 with an adjectival rating of "very satisfactory." This indicated that the

Table 19

Latest Performance Rating Based on the IPCRF of Teacher-Respondents

Rating	f	%
4.500-5.000	32	11.99
3.500-4.499	232	86.89
2.500-3.499	3	1.12
Total	**267**	**100.00**
Median	**4.300**	
Interpretation	**Very Satisfactory**	

ω=*p*=<.001<.05 not normally distributed

Legend:			
	4.500-5.000	Outstanding	(O)
	3.500-4.499	Very Satisfactory	(VS)
	2.500-3.499	Satisfactory	(S)
	1.500-2.499	Unsatisfactory	(US)
	1.499 and below	Poor	(P)

teacher-respondents manifested highly favorable performance whereby their targets committed at the beginning of the school year was successfully accomplished.

Relevant In-Service Trainings. Table 20 shows the relevant in-service training of the teacher-respondents in the different levels.

The table shows that the teacher-respondents averred that they "oftentimes" attended the division and district levels training while they "sometimes" attend to school levels training, and "never" attended the national and regional levels trainings. Corollarily, the overall

Table 20

Relevant In-Service Trainings of Teacher-Respondents

Level	Weighted Mean	Interpretation
National	1.12	Never
Regional	1.25	Never
Division	2.67	Oftentimes
District	2.68	Oftentimes
School	1.94	Sometimes
Overall	**1.93**	**Sometimes**

Legend: 3.50-4.00 Always
2.50-3.49 Oftentimes
1.50-2.49 Sometimes
1.00-1.49 Never

assessment of the teacher-respondents on their relevant in-service trainings was "sometimes" being shown by the overall weighted mean of 1.93. This indicated that the teacher-respondents lacked the necessary trainings relevant to LCP implementation which suggested that an intervention be conducted at the school level through LAC sessions.

Level of Implementation of the LCP as Assessed by the School Administrator-Respondents

This section appraises the level of implementation of the LCP as assessed by the school administrator-respondents in terms of planning, organizing, and networking, curriculum implementation and evaluation, instructional supervision, monitoring and evaluation, technical assistance, human

resource development and management, and special task/other assignment.

Planning, Organizing, and Networking. Table 21 appraises the level of implementation of the LCP as assessed by the school administrator-respondents in terms of planning, organizing, and networking. There were five indicators included in this area whereby the respondents evaluated the

Table 21

Level of Implementation of the LCP as Assessed by the School Administrator-Respondents in Terms of Planning, Organizing, and Networking

Indicator	WM	I
1. Develop a comprehensively strategy that productively address the challenges and barriers of LCP.	4.20	HI
2. Ready to adopt best practices to deliver new learning modalities.	4.52	EI
3. Plan on effective instruction by providing remote instruction to students.	4.52	EI
4. Committed to the goal of delivering accessible, quality modules, liberating, and safe services.	4.52	EI
5. Move forward to attain the preparedness for the new normal.	4.40	HI
Grand Weighted Mean	**4.43**	
Interpretation	**Highly Implemented**	

Legend:

4.50-5.00	Extremely Implemented	(EI)
3.50-4.49	Highly Implemented	(HI)
2.50-3.49	Moderately Implemented	(MI)
1.50-2.49	Slightly Implemented	(SI)
1.00-1.49	Not Implemented	(NI)

extent of its implementation.

Table 21 presents that the school administrator-respondents assessed three indicators as "extremely implemented" which corresponded to the statements stating: "ready to adopt best practices to deliver new learning modalities," "plan on effective instruction by providing remote instruction to students," and "committed to the goal of delivering accessible, quality modules, liberating, and safe services," with the same weighted mean of 4.52. The remaining two indicators were assessed by the same group of respondents as "highly implemented."

Taken as a whole, the school administrator-respondents considered the LCP in terms of planning, organizing, and networking as "highly implemented" being shown by the grand weighted mean of 4.43. This signified that to the view point of the school administrators, planning, organizing, and networking as a component of the LCP was highly exercised in their respective station.

Curriculum Implementation and Evaluation. Table 22 appraises the level of implementation of the LCP as assessed by the school administrator-respondents in terms of curriculum implementation and evaluation. There were five indicators considered in this case whereby the respondents evaluated the extent of its implementation.

As gleaned from Table 22, the school administrator-

Table 22

Level of Implementation of the LCP as Assessed by the School Administrator-Respondents in Terms of Curriculum Implementation and Evaluation

Indicator	WM	I
1. School checklist is completed.	4.40	HI
2. Maximizing the number of contact hours daily per subject area.	4.44	HI
3. Bound to the new normal approached with patriotism, compassion and sensitivity.	4.28	HI
4. Effectively and efficiently address the educational needs of all learners by employing various innovative strategies.	4.24	HI
5. Maintain regular follow-up to the learners by way of home visitation.	4.36	HI
Grand Weighted Mean	**4.34**	
Interpretation	**Highly Implemented**	

Legend:

4.50-5.00	Extremely Implemented	(EI)
3.50-4.49	Highly Implemented	(HI)
2.50-3.49	Moderately Implemented	(MI)
1.50-2.49	Slightly Implemented	(SI)
1.00-1.49	Not Implemented	(NI)

assessed all indicators as “highly implemented” with weighted means ranging from 4.24 to 4.44. Eventually, the indicators that obtained the highest and the least weighted means, respectively, corresponded to the following statements: “maximizing the number of contact hours daily per subject area” and “effectively and efficiently address the educational needs of all learners by employing various innovative strategies.”

Taken as a whole, the school administrator-respondents considered the LCP in terms of curriculum implementation and evaluation as "highly implemented" being shown by the grand weighted mean of 4.34. This signified that to the view point of the school administrators, curriculum implementation and evaluation as a component of the LCP was highly practiced in their respective station.

Instructional Supervision. Table 23 appraises the level of implementation of the LCP as assessed by the school administrator-respondents in terms of instructional supervision. There were five indicators considered in this case whereby the respondents evaluated the extent of its implementation.

From the table, it can be noted that the school administrator-respondents assessed two indicators as "extremely implemented" which corresponded to the statement stating: "conduct orientation to parents and stakeholders on enrollment procedures, the new learning delivery modes and health protocols" and "conduct instructional supervision focus on the accurateness as and appropriateness of the printed modules and instructional materials" with the same weighted mean of 4.56. The remaining three indicators were assessed by the same group of respondents as "highly implemented." Consequently, the indicator stating, "conduct virtual monitoring of the Teaching-Learning Process (Learning

Table 23

Level of Implementation of the LCP as Assessed by the School Administrator-Respondents in Terms of Instructional Supervision

Indicator	WM	I
1. Ensure that learning and assessment materials are aligned with MELC (year round).	4.44	HI
2. Conduct virtual monitoring of the Teaching-Learning Process (Learning Modality)	4.20	HI
3. Conduct Oplan Balik Eskwela/ Enrollment in the new normal	4.44	HI
4. Conduct orientation to parents and stakeholders on enrollment procedures, the new learning delivery modes and health protocols	4.56	EI
5. Conduct instructional supervision focus on the accurateness as and appropriateness of the printed modules and instructional materials.	4.56	EI
Grand Weighted Mean	**4.44**	
Interpretation	**Highly Implemented**	

Legend:

4.50-5.00	Extremely Implemented	(EI)
3.50-4.49	Highly Implemented	(HI)
2.50-3.49	Moderately Implemented	(MI)
1.50-2.49	Slightly Implemented	(SI)
1.00-1.49	Not Implemented	(NI)

Modality)" obtained the least weighted mean of 4.20.

Taken as a whole, the school administrator-respondents assessed the LCP in terms of instructional supervision as "highly implemented" being manifested by the grand weighted mean of 4.44. This signified that to the view point of the

school administrators, instructional supervision as a component of the LCP was highly practiced in their respective station.

Monitoring and Evaluation. Table 24 appraises the level of implementation of the LCP as assessed by the school

Table 24

Level of Implementation of the LCP as Assessed by the School Administrator-Respondents in Terms of Monitoring and Evaluation

Indicator	WM	I
1. Successful engagement of all concerns in the educational system and supported by stakeholders.	4.44	HI
2. Flexible teaching and delivery options amid the crisis.	4.40	HI
3. Attain the plans anchored to the four cornerstones of success, creativity, communication and critical thinking in this new normal of basic education.	4.28	HI
4. Not compromise the delivery of quality education in the delivery of modalities such as a modular kind of blended learning.	4.12	HI
5. Translates "Brigada Eskwela,Balik Eskwela" to enwure the achievement of quality basic education agenda.	4.28	HI
Grand Weighted Mean	**4.30**	
Interpretation	**Highly Implemented**	

Legend:

4.50-5.00	Extremely Implemented	(EI)
3.50-4.49	Highly Implemented	(HI)
2.50-3.49	Moderately Implemented	(MI)
1.50-2.49	Slightly Implemented	(SI)
1.00-1.49	Not Implemented	(NI)

administrator-respondents in terms of monitoring and evaluation. There were five indicators considered in this case whereby the respondents evaluated the extent of its implementation.

The table shows that the school administrator-respondents assessed all indicators as "highly implemented" with weighted means ranging from 4.12 to 4.44. Eventually, the indicators that obtained the highest and the least weighted means, respectively, corresponded to the following statements: "successful engagement of all concerns in the educational system and supported by stakeholders" and "not compromise the delivery of quality education in the delivery of modalities such as a modular kind of blended learning."

Taken as a whole, the school administrator-respondents considered the LCP in terms of monitoring and evaluation as "highly implemented" being shown by the grand weighted mean of 4.30. This signified that to the view point of the school administrators, monitoring and evaluation as a component of the LCP was highly practiced in their respective station.

Technical Assistance. Table 25 appraises the level of implementation of the LCP as assessed by the school administrator-respondents in terms of instructional supervision. There were five indicators considered in this case whereby the respondents evaluated the extent of its implementation.

Table 25

Level of Implementation of the LCP as Assessed by the School Administrator-Respondents in Terms of Technical Assistance

Indicator	WM	I
1. Preserve the "bayanihan" spirit.	4.32	HI
2. Organize/conduct webinar/virtual in-service training	4.28	HI
3. Conduct virtual School Learning Action Cell	4.08	HI
4. Advise teachers and non-teaching personnel to attend webinars according to their needs or specialization	4.56	EI
5. Conduct monthly virtual conference of teachers.	4.16	HI
Grand Weighted Mean	**4.28**	
Interpretation	**Highly Implemented**	

Legend:

4.50-5.00	Extremely Implemented	(EI)
3.50-4.49	Highly Implemented	(HI)
2.50-3.49	Moderately Implemented	(MI)
1.50-2.49	Slightly Implemented	(SI)
1.00-1.49	Not Implemented	(NI)

The table shows that the school administrator-respondents assessed one indicator as "extremely implemented" which corresponded to the statement stating, "advise teachers and non-teaching personnel to attend webinars according to their needs or specialization" with a weighted mean 4.56. The remaining four indicators were assessed by the same group of respondents as "highly implemented" whereby the indicator stating, "conduct virtual School Learning Action Cell"

obtained the least weighted mean of 4.08.

Taken as a whole, the school administrator-respondents considered the LCP in terms of technical assistance as "highly implemented" being shown by the grand weighted mean of 4.28. This signified that to the view point of the school administrators, technical assistance as a component of the LCP was highly practiced in their respective station.

Human Resource Development and Management. Table 26 appraises the level of implementation of the LCP as assessed by the school administrator-respondents in terms of human resources development and management. There were five indicators considered in this case whereby the respondents evaluated the extent of its implementation.

From the table, it can be noted that the school administrator-respondents assessed three indicators as "extremely implemented" which corresponded to the statement stating: "assign teachers as coordinators ancillary services as approved by the IATF," "carry outs the programs, projects, and activities with compassion, understanding and love," and "submit accurate financial liquidation quarterly, before deadline and accurate required reports on time" with the weighted means of 4.68, 4.60, and 4.56, respectively. The remaining two indicators were assessed by the same group of respondents as "highly implemented." Consequently, the indicator stating, "endorsed a ray of hope with the clientele;

Table 26

Level of Implementation of the LCP as Assessed by the School Administrator-Respondents in Terms of Human Resource Development and Management

Indicator	WM	I
1. Endorsed a ray of hope with the clientele; teachers, students, parents, amidst the crisis	4.40	HI
2. Carry outs the programs, projects, and activities with compassion, understanding and love.	4.60	EI
3. Craft and submit SLCP Adjusted AIP and WFP and present to the school, parents and community	4.48	HI
4. Submit accurate financial liquidation quarterly, before deadline and accurate required reports on time.	4.56	EI
5. Assign teachers as coordinators ancillary services as approved by the IATF.	4.68	EI
Grand Weighted Mean	**4.54**	
Interpretation	**Extremely Implemented**	

Legend:

4.50-5.00	Extremely Implemented	(EI)
3.50-4.49	Highly Implemented	(HI)
2.50-3.49	Moderately Implemented	(MI)
1.50-2.49	Slightly Implemented	(SI)
1.00-1.49	Not Implemented	(NI)

teachers, students, parents, amidst the crisis" obtained the least weighted mean of 4.40.

Taken as a whole, the school administrator-respondents considered the LCP in terms of human resources development and management as "extremely implemented" being shown by the grand weighted mean of 4.54. This signified that to the view

point of the school administrators, human resources development and management as a component of the LCP was extremely practiced in their respective station.

Special Task/Other Assignment. Table 27 appraises the level of implementation of the LCP as assessed by the school administrator-respondents in terms of special task/other assignment. There were two indicators considered in this case whereby the respondents evaluated the extent of its implementation.

Table 27

Level of Implementation of the LCP as Assessed by the School Administrator-Respondents in Terms of Special Task/Other Assignment

Indicator	WM	I
1. Coordinate with GPTA, Brgy Officials/LGU, Alumni on the implementation of DepEd PAP (Year Round)	4.76	EI
2. Ensure active support of parents and stakeholders on students learning and school improvement activities.	4.64	EI
Grand Weighted Mean	**4.70**	
Interpretation	**Extremely Implemented**	

Legend:	4.50-5.00	Extremely Implemented	(EI)
	3.50-4.49	Highly Implemented	(HI)
	2.50-3.49	Moderately Implemented	(MI)
	1.50-2.49	Slightly Implemented	(SI)
	1.00-1.49	Not Implemented	(NI)

From the table, it can be noted that the school administrator-respondents assessed all indicators as "extremely implemented" which corresponded to the statement stating: "coordinate with GPTA, Barangay Officials/LGU, Alumni on the implementation of DepEd PAP (Year-Round)" and "ensure active support of parents and stakeholders on students learning and school improvement activities" with weighted means of 4.76 and 4.64, respectively.

Taken as a whole, the school administrator-respondents considered the LCP in terms of special task/other assignment as "extremely implemented" being shown by the grand weighted mean of 4.70. This signified that to the view point of the school administrators, special task/other assignment as a component of the LCP was extremely practiced in their respective station.

Level of Competence of School Administrators in the Implementation of the Learning Continuity Plan (LCP) of the Respective Schools Based on the Perceptions of the School Administrators Themselves and the Teacher-Respondents

This part provides the level of competence of school administrators in the implementation of the LCP of the respective schools based on the perceptions of the school administrators themselves and the teacher-respondents along the following areas, namely: formulation of the MELCs, design of multiple learning delivery modalities for teachers and

learners, and establishment of the required health standards in schools and special activities.

Formulation of the Most Essential Learning Competencies (MELCs). Table 28 contains the level of competence of school administrators in the implementation of the LCP of the respective schools based on the perceptions of the school administrators themselves and the teacher-respondents along formulation of the MELCs. There were 10 indicators considered in this case whereby the respondents assessed their competences in each indicator.

Table 28 provides that from the viewpoint of the school administrator-respondents, they considered their competence in all indicators as "very satisfactory" with weighted means ranging from 4.16 to 4.48. Corollarily, the indicators that obtained the highest and the least weighted means, respectively, corresponded to the following statements: "ensuring that the MELCs as part of the compressed K to 12 learning competencies are directed towards the continuity of learning among students" and "streamlining the MELCs using the different learning delivery modalities."

Taken as a whole, the school administrators considered their level of competence in the implementation of the LCP of the respective schools along formulation of the MELCs as "very satisfactory" being shown by the grand weighted mean of 4.36.

On the other hand, the same table provides that from the

Table 28

Level of Competence of School Administrators in the Implementation of the LCP as Perceived by the Two Groups of Respondents along Formulation of the Most Essential Learning Competencies (MELCs)

Indicator	School Administrators		Teachers	
	WM	I	WM	I
1. Streamlining the MELCs using the different learning delivery modalities	4.16	VS	4.11	VS
2. Ensuring that the MELCs as part of the compressed K to 12 learning competencies are directed towards the continuity of learning among students	4.48	VS	4.36	VS
3. Considering review of results of implementation of MELCs as part of the streamlined K to 12 learning competencies	4.40	VS	4.51	O
4. Upskilling and reskilling teachers' competence in implementing the MELCs in the teaching and learning process	4.35	VS	4.16	VS
5. Engaging and preparing teachers in the implementation of the MELCs through conduct of technical assistance (TA)	4.48	VS	4.26	VS
6. Monitoring feedback of MELC implement-tation from teachers, parents, and students for policymaking in higher DepEd levels	4.40	VS	4.16	VS

Table 28 continued

Indicator	School Administrators		Teachers	
	WM	**I**	**WM**	**I**
7. Reviewing and updating higher DepEd officials (at the district or division level) about the progress of the teaching and learning using MELCs	4.32	VS	4.11	VS
8. Collaborating with fellow school administrators in assessing the feasibility of MELCs for use even after the COVID-19 pandemic	4.36	VS	4.26	VS
9. Identifying the operational plans and needs of the teachers and learners in learning in the new normal using the MELCs as compressed learning competencies	4.28	VS	4.11	VS
10. Bridging and integrating MELCs in the short- and long-term response of their respective schools to the overlying DepEd policies and program thrusts under the new normal	4.36	VS	4.26	VS
Grand Weighted Mean	**4.36**		**4.23**	
Interpretation	**Very Satisfactory**		**Very Satisfactory**	

Legend:

4.50-5.00	Outstanding	(O)
3.50-4.49	Very Satisfactory	(VS)
2.50-3.49	Satisfactory	(S)
1.50-2.49	Fairly Satisfactory	(FS)
1.00-1.49	Poor	(P)

point of view of the teacher-respondents, they considered the competence of their school administrators as "outstanding" along one indicator corresponding to "considering review of results of implementation of MELCs as part of the streamlined K to 12 learning competencies" with a weighted mean of 4.51. The remaining nine indicators were perceived by the same group of respondents as "very satisfactory" with weighted means ranging from 4.11 to 4.36. Eventually, the indicator that obtained the highest weighted corresponded to the statement stating, "ensuring that the MELCs as part of the compressed K to 12 learning competencies are directed towards the continuity of learning among students."

Taken as a whole, the teacher-respondents perceived the competence of their school administrators along formulation of the MELCs as "very satisfactory" being manifested by the grand weighted mean of 4.23.

In summary, the two groups of respondents arrived at the same adjectival perception on the level of competence of school administrators in the implementation of the LCP of the respective schools along formulation of the MELCs. Both respondents considered it as "very satisfactory". However, the differed in the numerical perception. While the school administrators gave a grand weighted mean of 4.36, the teachers gave a grand weighted mean of 4.23.

Design of Multiple Learning Delivery Modalities for

Teachers and Learners. Table 29 appraises the level of competence of school administrators in the implementation of the LCP of the respective schools based on the perceptions of the school administrators themselves and the teacher-respondents along design of multiple learning delivery modalities for teachers and learners. There were 10 indicators considered in this case whereby the respondents assessed their competences in each indicator.

Table 29 provides that from the viewpoint of the school administrator-respondents, they considered their competence in five indicators as "outstanding" with weighted means ranging from 4.52 to 4.64. From these indicators, "Orienting teachers on how to make sure that parents and learners can follow the instructions for the modular distance learning like on the distribution and retrieval of the learners' kits" obtained the highest weighted mean, while "facilitating the teachers' adoption of teaching strategies attuned to the distance learning modality as the key learning delivery modality in the BE-LCP" and "ensuring that learning is optimized by the students despite the challenges of the modular distance learning" equally obtain the least weighted mean. The remaining indicators were assessed by the same group of respondents as "very satisfactory."

Taken as a whole, the school administrators considered their level of competence in the implementation of the

Table 29

Level of Competence of School Administrators in the Implementation of the LCP as Perceived by the Two Groups of Respondents along Design of Multiple Learning Delivery Modalities for Teachers and Learners

Indicator	School Administrators		Teachers	
	WM	I	WM	I
1. Facilitating the teachers' adoption of teaching strategies attuned to the distance learning modality as the key learning delivery modality in the BE-LCP	4.52	O	4.41	VS
2. Identifying and analyzing the difficulties and other constraining elements on the part of the teachers and learners in using the various learning delivery modalities in the new normal education	4.48	VS	4.36	VS
3. Aligning of learning resource materials (LRMs) to the various learning delivery modalities mandated by DepEd	4.48	VS	4.40	VS
4. Conducting continuous updates of the household capacity and access to learning to ensure that students are getting the most learning outcomes from the various learning delivery modalities	4.40	VS	4.30	VS

Table 29 continued

Indicator	School Administrators		Teachers	
	WM	I	WM	I
5. Providing technical assistance to teachers to cope with the challenges of the various learning delivery modalities, especially modular distance learning	4.60	O	4.36	VS
6. Orienting teachers on how to make sure that parents and learners can follow the instructions for the modular distance learning like on the distribution and retrieval of the learners' kits	4.64	O	4.30	VS
7. Conducting learning action cell (LAC) sessions at the school level to provide learning opportunities for teachers in the use of the various learning delivery modalities under the new normal	4.56	O	4.34	VS
8. Ensuring that learning is optimized by the students despite the challenges of the modular distance learning	4.52	O	4.35	VS
9. Getting teachers ready for transition to other modalities of learning such as face-to-face learning in areas where there are few cases of COVID-19	4.32	VS	4.40	VS

Table 29 continued

Indicator	School Administrators		Teachers	
	WM	**I**	**WM**	**I**
10. Addressing key operational challenges in using the different learning delivery modalities	4.28	VS	4.25	VS
Grand Weighted Mean	**4.48**		**4.35**	
Interpretation	**Very Satisfactory**		**Very Satisfactory**	

Legend:

4.50-5.00	Outstanding	(O)
3.50-4.49	Very Satisfactory	(VS)
2.50-3.49	Satisfactory	(S)
1.50-2.49	Fairly Satisfactory	(FS)
1.00-1.49	Poor	(P)

LCP of the respective schools along design of multiple learning delivery modalities for teachers and learners as “very satisfactory” being indicated by the grand weighted mean of 4.48.

On the other hand, the same table provides that from the viewpoint of the teacher-respondents, they perceived all indicators along design of multiple learning delivery modalities for teachers and learners as “very satisfactory” with weighted means ranging from 4.25 to 4.41. From these indicators, “facilitating the teachers’ adoption of teaching strategies attuned to the distance learning modality as the key learning delivery modality in the BE-LCP” and “addressing key operational challenges in using the different learning

delivery modalities" obtained the highest and the least weighted means, respectively.

Taken as a whole, the teachers considered the level of competence of their school administrators in the implementation of the LCP of the respective schools along design of multiple learning delivery modalities for teachers and learners as "very satisfactory" being indicated by the grand weighted mean of 4.35.

In summary, the two groups of respondents arrived at the same adjectival perception on the level of competence of school administrators in the implementation of the LCP of the respective schools along design of multiple learning delivery modalities for teachers and learners. Both respondents considered it as "very satisfactory". However, the differed in the numerical perception. While the school administrators gave a grand weighted mean of 4.48, the teachers gave a grand weighted mean of 4.36.

Establishment of the Required Health Standards in Schools and Special Activities. Table 30 appraises the level of competence of school administrators in the implementation of the LCP of the respective schools based on the perceptions of the school administrators themselves and the teacher-respondents along establishment of the required health standards in schools and special activities. There were 10 indicators considered in this case whereby the respondents

Table 30

Level of Competence of School Administrators in the Implementation of the LCP as Perceived by the Two Groups of Respondents along Establishment of the Required Health Standards in Schools and Special Activities

Indicator	School Administrators		Teachers	
	WM	I	WM	I
1. Placing appropriate infographics about COVID-19 and how it can be prevented from spreading in schools and in the community	4.60	O	4.40	VS
2. Making of bulletin of information about the "hows" of preventing the spread of COVID-19 such as wearing of facemasks, face shields, physical distancing, and handwashing practices	4.76	O	4.39	VS
3. Installing handwashing areas and/or sanitizing areas in the school premises	4.76	O	4.80	O
4. Purchasing of basic and essential health tools for COVID-19 such as thermometer, alcohol, sanitizing soap, facemasks and face shields	4.72	O	4.75	O
5. Coordinating with local health authorities such as the Rural Health Units (RHUs) for updates regarding the number of active and positive cases of COVID-19 in the community	4.52	O	4.60	O

Table 30 continued

Indicator	School Administrators		Teachers	
	WM	**I**	**WM**	**I**
6. Coordinating with local health authorities regarding new updates on COVID-19 prevention as per the Inter-Agency Task Force (IATF) for COVID-19	4.56	O	4.80	O
7. Making sure that the teachers and learners are protected from getting infected by COVID-19 during home monitoring of the learners by wearing all the protective gears such as facemasks, face shields, and physical distancing	4.64	O	4.60	O
8. Establishing designated areas for the distribution and retrieval of modules by the parents and/or guardians	4.72	O	4.70	O
9. Keeping tab of the possibility that schools are used as isolation facilities	4.52	O	4.30	VS
10. Monitoring the COVID-19 trend in the community where the school is located in order to prepare teachers and learners for updates	4.44	VS	4.50	O
Grand Weighted Mean	**4.62**		**4.58**	
Interpretation	**Outstanding**		**Outstanding**	

Legend:

4.50-5.00	Outstanding	(O)
3.50-4.49	Very Satisfactory	(VS)
2.50-3.49	Satisfactory	(S)
1.50-2.49	Fairly Satisfactory	(FS)
1.00-1.49	Poor	(P)

assessed their competences in each indicator.

Table 30 provides that from the viewpoint of the school administrator-respondents, they considered their competence in nine indicators as "outstanding" with weighted means ranging from 4.52 to 4.76. From these indicators, "making of bulletin of information about the "hows" of preventing the spread of COVID-19 such as wearing of facemasks, face shields, physical distancing, and handwashing practices" and "installing handwashing areas and/or sanitizing areas in the school premises" equally obtained the highest weighted mean, while "coordinating with local health authorities such as the Rural Health Units (RHUs) for updates regarding the number of active and positive cases of COVID-19 in the community" and "keeping tab of the possibility that schools are used as isolation facilities" equally obtained the least weighted mean. The remaining indicator was perceived by this same group of respondents as "very satisfactory."

Taken as a whole, the school administrators considered their level of competence in the implementation of the LCP of the respective schools along establishment of the required health standards in schools and special activities as "outstanding" being indicated by the grand weighted mean of 4.62.

Furthermore, Table 30 provides that from the viewpoint of the teacher-respondents, they perceived seven indicators

along establishment of the required health standards in schools and special activities as “outstanding” with weighted means ranging from 4.50 to 4.80. From these indicators, “installing handwashing areas and/or sanitizing areas in the school premises” and “coordinating with local health authorities regarding new updates on COVID-19 prevention as per the Inter-Agency Task Force (IATF) for COVID-19” equally obtained the highest weighted mean, while “monitoring the COVID-19 trend in the community where the school is located in order to prepare teachers and learners for updates” was rated with the least weighted mean. The remaining indicators were perceived by the same group of respondents as “very satisfactory.”

Taken as a whole, the teachers considered the level of competence of their school administrators in the implementation of the LCP of the respective schools along establishment of the required health standards in schools and special activities as “outstanding” being indicated by the grand weighted mean of 4.58.

In summary, the two groups of respondents arrived at the same adjectival perception on the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of the respective schools along establishment of the required health standards in schools and special activities. Both respondents considered it as

"outstanding". However, the differed in the numerical perception. While the school administrators gave a grand weighted mean of 4.62, the teachers gave a grand weighted mean of 4.58.

Comparison Between the perception of the School Administrator- and Teacher-respondents in Terms of the Level of Competence of School Administrators in the Implementation of the Learning Continuity Plan (LCP) of Their respective schools

Table 31 reveals the comparison between the perception of the school administrator- and teacher-respondents in terms of the level of competence of school administrators in the implementation of the LCP of their respective schools along formulation of the most essential learning competencies (MELCs), design of multiple learning delivery modalities for teachers and learners, and establishment of the required health standards in schools and special activities.

Formulation of the MELCs. It can be recalled that the two groups of respondents arrived at the same adjectival perception on the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of the respective schools along formulation of the MELCs. Both respondents considered it as "very satisfactory". However, the differed in the numerical perception. While the school administrators gave a grand weighted mean of 4.36, the teachers gave a grand weighted

Table 31

Comparison of the Perception Between the Two Groups of Respondents Relative to the Implementation of the LCP

Parameter	t-Values		df	p-Value @ α=.05	Evaluation/ Decision
	Computed	Critical			
Formulation of the Most Essential Learning Competencies (MELCs)	2.546	±1.734	18	0.020	S / Reject Ho.
Design of Multiple Learning Delivery Modalities for Teachers and Learners	3.309	±1.734	18	0.004	S / Reject Ho.
Establishment of the Required Health Standards in Schools and Special Activities	0.593	±1.734	18	0.561	NS / Accept Ho.

ω=*p*=.074<.05 normally distributed
ω=*p*=.470<.05 normally distributed
ω=*p*=.367<.05 normally distributed

S = Significant
NS = Not Significant

mean of 4.23 which resulted to a mean difference of 0.13. To ascertain whether the mean difference was significant the t-Test for Independent Sample Means was employed.

The result showed that the computed t-value was posted at 2.546 at df = 18 with a p-value of 0.020. The critical

value was set at ±1.734. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the difference between the evaluation of the two groups of respondents relative to the implementation of the LCP of the respective schools along formulation of the MELCs was essentially significant. Therefore, the null hypothesis stating: "there is no significant difference between the perception of the two groups of respondents relative to the level of implementation of the learning continuity plan (LCP) of the respective schools along formulation of the MELCs" was rejected. This meant that the school administrators and the teachers despaired in their perception regarding it. The disparity could be attributed to the involvement of the two groups with the implementation of LCP. While the school administrators were tasked to implement the said program averred that they had fully implemented it in accordance with the guidelines however, the teachers being the direct beneficiary with it could not observe its impact therefore, they gave lesser perception with its implementation.

Design of Multiple Learning Delivery Modalities for Teachers and Learners. It may be recalled that the two groups of respondents arrived at the same adjectival perception on

the level of competence of school administrators in the implementation of the LCP of the respective schools along design of multiple learning delivery modalities for teachers and learners. Both respondents considered it as "very satisfactory". However, the differed in the numerical perception. While the school administrators gave a grand weighted mean of 4.48, the teachers gave a grand weighted mean of 4.36 resulting to a mean difference of 0.12. To ascertain whether the mean difference was significant the t-Test for Independent Sample Means was employed.

The result showed that the computed t-value was posted at 3.309 at df = 18 with a p-value of 0.004. The critical value was set at $\pm$1.734. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the difference between the evaluation of the two groups of respondents relative to the implementation of the LCP of the respective schools along design of multiple learning delivery modalities for teachers and learners was essentially significant. Therefore, the null hypothesis stating: "there is no significant difference between the perception of the two groups of respondents relative to the level of implementation of the learning continuity plan (LCP) of the

respective schools along design of multiple learning delivery modalities for teachers and learners" was rejected. This meant that the school administrators and the teachers despaired in their perception regarding it. The disparity could be attributed to the involvement of the two groups with the implementation of LCP. While the school administrators were tasked to implement the said program averred that they had fully implemented it in accordance with the guidelines however, the teachers being the direct beneficiary with it could not observe its impact therefore, they gave lesser perception with its implementation.

Establishment of the Required Health Standards in Schools and Special Activities. It can be recalled that the two groups of respondents arrived at the same adjectival perception on the level of competence of school administrators in the implementation of the LCP of the respective schools along establishment of the required health standards in schools and special activities. Both respondents considered it as "outstanding". However, the differed in the numerical perception. While the school administrators gave a grand weighted mean of 4.62, the teachers gave a grand weighted mean of 4.58 which resulted to a mean difference of 0.04. To ascertain whether the mean difference was significant the t-Test for Independent Sample Means was employed.

The result showed that the computed t-value was posted at 0.593 at df = 18 with a p-value of 0.561. The critical value was set at ±1.734. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the difference between the evaluation of the two groups of respondents relative to the implementation of the LCP of the respective schools along establishment of the required health standards in schools and special activities was not essentially significant. Therefore, the null hypothesis stating: "there is no significant difference between the perception of the two groups of respondents relative to the level of implementation of the LCP of the respective schools along establishment of the required health standards in schools and special activities" was accepted. This meant that the school administrators and the teachers have similar perception regarding it. This signified that both the school administrators and teachers observed that the establishment of the required health standards in schools and special activities was actually extremely observed for the protection of everybody. Furthermore, this area was given priority for its failure would ruin the whole implementation of the LCP.

Relationship Between the Perception of the Two Groups of Respondents as to the Level of Competence of School Administrators in the Implementation of the Learning Continuity Plan (LCP) of Their Respective Schools and the Identified Factors

This part presents the relationship between the perception of the two groups of respondents as to the level of competence of school administrators in the implementation of the LCP of their respective schools and identified factors, namely: school administrator-related variates, teacher-related variates, and level of implementation of LCP.

School Administrator-Related Variates. Table 32 presents the relationship between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and the school administrator-related variates in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years as administrator, number of schools covered, performance rating based on the latest OPCRF, number of relevant in-service training, and attitude toward LCP implementation.

Age. In associating linear relationship between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their age using the

Table 32

Relationship Between the Level of Competence of School Administrators in the Implementation of the LCP and Their Profile Variates

Variates	Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
	Coefficient	Degree			
Age	r = -0.098 (ω=*p*=.097)	Very Weak	0.472	0.642	NS / Accept Ho.
Sex	X^2 = 0.711 (df = 1)	---	---	0.399	NS / Accept Ho.
Civil Status	X^2 = 1.422 (df = 2)	---	---	0.491	NS / Accept Ho.
Gross Monthly Family Income	ρ = 0.036	Very Weak	0.173	0.864	NS / Accept Ho.
Highest Educational Attainment	ρ = -0.158	Very Weak	0.767	0.461	NS / Accept Ho.
Number of Years as School Administrator	ρ = -0.235	Weak	1.159	0.268	NS / Accept Ho.
Number of School Covered	ρ = -0.075	Very Weak	0.361	0.740	NS / Accept Ho.
Latest Performance Rating Based on the OPCRF	The variance is equal to 0				
Number of Relevant In-Service Trainings	ρ = 0.074	Very Weak	0.356	0.732	NS / Accept Ho.
Attitude Toward LCP Implementation	ρ = 0.641	Strong	4.005	0.000	S / Reject Ho.

Fisher's t-Critical = ±2.069, df = 23
X^2 Critical Value = 3.841, df = 1
5.991, df = 2

S = Significant
NS = Not Significant

Pearson's Product Moment Coefficient of Correlation or the Pearson's r, the coefficient resulted to -0.098 denoting a

very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.472 with a p-value of 0.642. The critical value was set at ±2.069 at df = 23. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their age was not significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their age" was accepted. This meant that the perception of the school administrators to the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools was similar irrespective of their age.

Sex. In associating r relationship between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their sex using the

Chi-Square Test, the X^2 value resulted to 0.711 at df = 1. In comparing the calculated value with the critical value of 3.841 and the p-value of 0.399 with the α of .05, it was obvious that the computed value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their sex was not significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their sex" was accepted. This meant that the perception of the school administrators to the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools was similar irrespective of their sex.

Civil Status. In associating linear relationship between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their civil status using the Chi-Square Test, the X^2 value resulted to 1.422 at df = 2. In comparing the calculated value with the critical

value of 5.991 and the p-value of 0.491 with the α of .05, it was obvious that the computed value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the school administrators to the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools and their civil status was not significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their civil status" was accepted. This meant that the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools was similar irrespective of their civil status.

Gross Monthly Family Income. In associating linear relationship between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their gross monthly family income using the Spearman's Rho, the coefficient resulted to 0.036 denoting a very weak linear association. To ascertain the

significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.173 with a p-value of 0.864. The critical value was set at ±2.069 at df = 23. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their gross monthly family income was not significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their gross monthly family income" was accepted. This meant that the perception of the school administrators to the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools was similar irrespective of their gross monthly family income.

Highest Educational Attainment. In associating linear relationship between the perception of the school administrators to the level of competence of school

administrators in the implementation of the LCP of their respective schools and their highest educational attainment using the Spearman's Rho, the coefficient resulted to -0.158 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.767 with a p-value of 0.461. The critical value was set at $\pm$2.069 at df = 23. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their highest educational attainment was not significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the school administrators to the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of their respective schools and their highest educational attainment" was accepted. This meant that the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools was similar irrespective

of their highest educational attainment.

Number of Years as Administrator. In associating linear relationship between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of years as administrator using the Spearman's Rho, the coefficient resulted to -0.235 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 1.159 with a p-value of 0.268. The critical value was set at $\pm$2.069 at df = 23. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of years as administrator was not significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of years as

administrator" was accepted. This meant that the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools was similar irrespective of their number of years as administrator.

Number of School Covered. In associating linear relationship between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of school covered using the Spearman's Rho, the coefficient resulted to -0.075 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.361 with a p-value of 0.740. The critical value was set at $\pm$2.069 at df = 23. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of schools covered was not significant. Therefore, the hypothesis stating that "there is no

significant between the the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of schools covered" was accepted. This meant that the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools was similar irrespective of their number of schools covered.

Performance Rating Based on the Latest OPCR. The linear association between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their performance rating based on the latest OPCRF was not possible considering that the school administrator-respondents obtained similar performance rating and the variance was equals to zero.

Number of Relevant In-Service Training. In associating linear relationship between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of relevant in-service training using the Spearman's Rho, the coefficient resulted to 0.074 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's

t-Test was employed which yielded a value of 0.356 with a p-value of 0.732. The critical value was set at ±2.069 at df = 23. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of relevant in-service trainings was not significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of relevant in-service trainings" was accepted. This meant that the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools was similar irrespective of their number of relevant in-service trainings.

Attitude Toward LCP Implementation. In associating linear relationship between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their

respective schools and their attitude toward LCP implementation using the Spearman's Rho, the coefficient resulted to 0.641 denoting a strong linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 4.005 with a p-value of 0.000. The critical value was set at $\pm$2.069 at df = 23. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their attitude toward LCP implementation was essentially significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and their attitude toward LCP implementation" was rejected. This meant that the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools was significantly influenced by their attitude toward LCP implementation.

The coefficient being positive suggested a direct proportional linear relationship which indicated that the more favorable the attitude of the school administrators toward the LCP implementation, their perception on the level of competence of school administrators in the implementation of the LCP of their respective schools was higher also.

In summary, of the school administrator-related variates, only their attitude toward LCP implementation significantly influenced their perception on the level of competence of school administrators in the implementation of the LCP of their respective schools in a direct proportional way. The other identified variates did not show any evidence on their influence to it.

Teacher-Related Variates. Table 33 contains the relationship between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and the school administrator-related variates in terms of age and sex, civil status, gross monthly family income, highest educational attainment, teaching position, number of years in teaching, grade level taught, performance rating based on the latest IPCRF, and number of relevant in-service training.

Age. In associating linear relationship between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP

Table 33

Relationship Between the Level of Competence of School Administrators in the Implementation of the LCP and the Teacher Related-Variates

Variates	Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	ρ = 0.151 (ω=*p*=.007)	Very Weak	2.487	0.017	S / Reject Ho.
Sex	X^2 = 1.453 (df = 1)	---	---	0.228	NS / Accept Ho.
Civil Status	X^2 = 9.650 (df = 3)	---	---	0.022	S / Reject Ho.
Gross Monthly Family Income	ρ = 0.046	Very Weak	0.750	0.459	NS / Accept Ho.
Highest Educatio-nal Attainment	ρ = -0.035	Very Weak	0.570	0.570	NS / Accept Ho.
Teaching Position	ρ = 0.057	Very Weak	0.929	0.357	NS / Accept Ho.
Number of Years in Teaching	ρ = 0.002	Very Weak	0.033	0.974	NS / Accept Ho.
Grade Level Taught	ρ = -0.023	Very Weak	0.375	0.715	NS / Accept Ho.
Latest Perfor-mance Rating Based on the IPCRF	ρ = 0.015	Very Weak	0.244	0.804	NS / Accept Ho.
Number of Relevant In-Service Trainings	ρ = -0.034	Very Weak	0.554	0.575	NS / Accept Ho.

Fisher's t-Critical = ±1.969, df = 265 S = Significant
X^2 Critical Value = 3.841, df = 1 NS = Not Significant
7.815, df = 3

of their respective schools and their age using the Spearman's Rho, the coefficient resulted to 0.151 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 2.487 with a p-value of 0.017. The critical value was set at $\pm$1.969 at df = 265. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their age was essentially significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their age" was rejected. This meant that the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools was significantly influenced by their age.

The coefficient being positive suggested a direct proportional linear relationship which indicated that the older teachers gave higher perception on the level of

competence of school administrators in the implementation of the LCP of their respective schools that the younger counterpart. This indicated that maturity mattered much in the assessment of a program implemented by the implementers.

Sex. In associating linear relationship between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their sex using the Chi-Square Test, the X^2 value resulted to 1.453 at df = 1. In comparing the calculated value with the critical value of 3.841 and the p-value of 0.228 with the α of .05, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. It was obvious that the computed value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their sex was not significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their sex" was accepted. This meant that the perception of the teachers to the level of competence of school

administrators in the implementation of the LCP of their respective schools was not significantly influenced by their sex.

Civil Status. In associating linear relationship between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their civil status using the Chi-Square Test, the X^2 value resulted to 9.650 at df = 3. In comparing the calculated value with the critical value of 7.815 and the p-value of 0.022 with the α of .05, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. It was obvious that the computed value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their civil status was essentially significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their civil status" was rejected. This meant that the perception of the teachers to the level of competence of school administrators in the

implementation of the LCP of their respective schools was significantly influenced by their civil status. The married teachers gave higher perception on the level of competence of school administrators in the implementation of the LCP of their respective schools that their single ones. Thus, they were more competent in implementing the LCP than the single teachers.

Gross Monthly Family Income. In associating linear relationship between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their gross monthly family income using the Spearman's Rho, the coefficient resulted to 0.046 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.750 with a p-value of 0.459. The critical value was set at $\pm$1.969 at df = 265. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their gross monthly family income was not significant.

Therefore, the hypothesis stating that "there is no significant between the the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their gross monthly family income" was accepted. This meant that the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools was not significantly influenced by their gross monthly family income.

Highest Educational Attainment. In associating linear relationship between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their highest educational attainment using the Spearman's Rho, the coefficient resulted to -0.035 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.570 with a p-value of 0.570. The critical value was set at $\pm$1.969 at df = 265. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the teachers to the level of competence of school

administrators in the implementation of the LCP of their respective schools and their highest educational attainment was not significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their highest educational attainment" was accepted. This meant that the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools was not significantly influenced by their highest educational attainment.

Teaching Position. In associating linear relationship between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their teaching using the Spearman's Rho, the coefficient resulted to 0.057 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.929 with a p-value of 0.357. The critical value was set at $\pm$1.969 at df = 265. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association

between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their teaching position was not significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their teaching position" was accepted. This meant that the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools was not significantly influenced by their teaching position.

Number of Years in Teaching. In associating linear relationship between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of years in teaching using the Spearman's Rho, the coefficient resulted to 0.002 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.033 with a p-value of 0.974. The critical value was set at $\pm$1.969 at df = 265. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than

the α. Following the decision rule stated in the methodology, the linear association between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of years in teaching was not significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of years in teaching" was accepted. This meant that the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools was not significantly influenced by their number of years in teaching.

Grade Level Taught. In associating linear relationship between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their grade level taught using the Spearman's Rho, the coefficient resulted to -0.023 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.375 with a p-value of 0.715. The critical value was set at ±1.969 at df = 265. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the

computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their grade level taught was not significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their grade level taught" was accepted. This meant that the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools was not significantly influenced by their grade level taught.

Performance Rating Based on the Latest IPCRF. In associating linear relationship between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their performance rating based on the latest IPCRF using the Spearman's Rho, the coefficient resulted to 0.015 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.244 with a p-value of 0.804. The critical value was set at $\pm$1.969 at df =

265. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their performance rating based on the latest IPCRF was not significant. Therefore, the hypothesis stating that "there is no significant between the the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their performance rating based on the latest IPCRF" was accepted. This meant that the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools was not significantly influenced by their performance rating based on the latest IPCRF.

Number of Relevant In-Service Training. In associating linear relationship between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of relevant in-service training using the Spearman's Rho, the coefficient resulted to -0.034 denoting

a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.554 with a p-value of 0.575. The critical value was set at $\pm$1.969 at df = 265. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their performance rating based on the latest IPCRF was not significant. Therefore, the hypothesis stating that "there is no significant between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and their number of relevant in-service trainings" was accepted. This meant that the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools was not significantly influenced by their number of relevant in-service trainings.

In summary, of the teacher-related variates, only their age and civil status proved to significantly influence their perception to the level of competence of school

administrators in the implementation of the LCP of their respective schools. The other variates posted no significant influence to it.

Level of Implementation of LCP. Table 34 presents relationship between the level of competence of school administrators in the implementation of the LCP of their respective schools and the level of implementation of LCP.

In associating linear relationship between the perception on the level of competence of school administrators in the implementation of the LCP of their respective schools and level of implementation of LCP using the Spearman's Rho, the coefficient resulted to 0.679 denoting a strong linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 4.032 with a p-value of 0.000. The critical value was set at $\pm$1.969 at df = 265. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the perception ono the level of competence of school administrators in the implementation of the LCP of their respective schools and the level of implementation of LCP was essentially significant. Therefore, the hypothesis stating

Table 34

Relationship Between the Level of Competence of School Administrators in the Implementation of the LCP and the Level of Implementation of LCP

Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
Coefficient	Degree			
ρ = 0.679	Strong	4.032	0.000	S / Reject Ho.

ω=*p*=.002<.05 not normally distributed
Fisher's t-Critical = ±2.069
df = 23

S = Significant
NS = Not Significant

that "there is no significant between the perception on the level of competence of school administrators in the implementation of the LCP of their respective schools and the level of implementation of LCP" was rejected. This meant that the perception on the level of competence of school administrators in the implementation of the LCP of their respective schools was significantly influenced by the level of implementation of LCP.

The coefficient being positive suggested a direct proportional linear relationship which meant the higher the extent of implementation of LCP, the perception on the level of competence of school administrators in the implementation of the LCP of their respective schools tend to be higher also.

Problems Encountered by the School Administrators in the Implementation of the LCP in Their Schools Based on Their Own Perceptions and the Teacher-Respondents

Table 35 provides the information regarding the problems encountered by the school administrators in the implementation of the LCP in their schools based on their own perceptions and the teacher-respondents. There 10 identified problems which were assessed by the respondents in each item.

Table 35 presents that among the school administrator-respondents, they considered all the identified problem as "slightly encountered" with weighted means ranging from 2.76 to 3.44. From these problems, "overwhelming number of documents that must be accomplished by teachers under the various learning delivery modalities" and "negative attitude of teachers in managing the teaching and learning situation under the different learning delivery modalities in the new normal" were rated by the same group of respondents with the highest and the least weighted means, respectively.

Taken as a whole, the school administrator-respondents considered the problems encountered by the school administrators in the implementation of the LCP in their schools as "slightly encountered" also being indicated by the grand weighted mean of 3.08

The same table provides also that from the viewpoint of the teacher-respondents, perceived nine identified problems

Table 35

Problems Encountered by the School Administrators in the Implementation of the LCP Based on the Perception of the Two Groups of Respondents

Indicator	School Administrators		Teachers	
	WM	I	WM	I
1. Uncoordinated efforts between the teachers and parents in the schedule of distribution and retrieval of the learning kits which include the modules	3.04	SE	3.01	SE
2. Resistance from parents to help in facilitating learning of students at home	2.96	SE	3.15	SE
3. Negative attitude of teachers in managing the teaching and learning situation under the different learning delivery modalities in the new normal	2.76	SE	2.38	RE
4. Confusion in the instruction on LCP implementation from higher DepEd authorities	3.04	SE	2.82	SE
5. Overwhelming number of documents that must be accomplished by teachers under the various learning delivery modalities	3.44	SE	3.31	SE
6. Unclear assessment of learning strategies that teachers must use to determine learning outcomes of students using modular distance learning	3.08	SE	2.97	SE

Table 35 continued

Indicator	School Administrators		Teachers	
	WM	**I**	**WM**	**I**
7. Higher risk of contracting COVID-19 because of the physical monitoring to be done by the teachers to their learners	3.08	SE	3.27	SE
8. Overbearing deadlines for summative tests which are often done without much thought	3.16	SE	3.12	SE
9. Burden of extra works on the teachers in making weekly accomplishment reports, and other documents required by DepEd	3.32	SE	3.27	SE
10. Lack of pedagogical skills of teachers to carry out the various learning delivery modalities	2.92	SE	2.93	SE
Grand Weighted Mean	**3.08**		**3.02**	
Interpretation	**Sometimes Encountered**		**Sometimes Encountered**	

Legend:

4.50-5.00	Always Encountered	(AE)
3.50-4.49	Often Encountered	(OE)
2.50-3.49	Sometimes Encountered	(SE)
1.50-2.49	Rarely Encountered	(RE)
1.00-1.49	Not Encountered	(NE)

along this area as “slightly encountered” with weighted means ranging from 2.82 to 3.31. Consequently, the identified problems that obtained the highest and the least weighted means, respectively, corresponded to the statements stating: “overwhelming number of documents that must be accomplished

by teachers under the various learning delivery modalities" and "confusion in the instruction on LCP implementation from higher DepEd authorities." The remaining one identified problem was considered by this same group of respondents as "rarely encountered."

Taken as a whole, the teacher-respondents considered the problems encountered by the school administrators in the implementation of the LCP in their schools as "slightly encountered" being indicated by the grand weighted mean of 3.02.

In summary, the two groups of respondents arrived at a similar perception on the problems encountered by the school administrators in the implementation of the LCP in their schools adjectivally. Both groups considered the problems as "slightly encountered." However, they differed in the numerical assessment. While the school administrators gave a grand weighted mean of 3.08, the teachers gave a grand weighted mean of 3.02.

Comparison between the Perceptions of the Two Groups of Respondents Regarding the Problems Encountered by the School Administrators in the Implementation of the LCP in Their Respective Schools

Table 36 provides the comparison between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the

Table 36

Comparison of the Perception Between the Two Groups of Respondents Relative to the Problems Encountered by the School Administrators in the Implementation of the LCP

t-Value		df	p-Value @ α=.05	Evaluation/ Decision
Computed	Critical			
0.531	±1.734	18	0.602	NS / Accept Ho.

ω=*p*=.118<.05 normally distributed

S = Significant
NS = Not Significant

implementation of the LCP in their respective schools.

It can be recalled that the two groups of respondents arrived at a similar perception on the problems encountered by the school administrators in the implementation of the LCP in their schools adjectivally. Both groups considered the problems as "slightly encountered." However, they differed in the numerical assessment. While the school administrators gave a grand weighted mean of 3.08, the teachers gave a grand weighted mean of 3.02 which resulted to a mean difference of 0.06. To ascertain whether the mean difference was significant the t-Test for Independent Sample Means was employed.

The result showed that the computed t-value was posted at 0.531 at df = 18 with a p-value of 0.602. The critical value was set at ±1.734. In comparing the calculated value with the critical value and the p-value with the α of .05. It

was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the difference between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools was not essentially significant. Therefore, the null hypothesis stating: "there is no significant difference between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools" was accepted. This meant that the school administrators and the teachers have similar perception regarding it. This signified that both the school administrators and teachers observed that the the problems encountered by the school administrators in the implementation of the LCP in their respective schools were slight, however, they should be addressed so that they would not cause the failure of the implementation of the LCP.

Relationship Between the Perceptions of the Two Groups of Respondents Regarding the Problems Encountered by the School Administrators in the Implementation of the LCP in Their Respective Schools and the Identified Factors

Table 37 provides the relationship between the perceptions of the two groups of respondents regarding the

Table 37

Relationship Between the Problems Encountered in the Implementation of the LCP and the Identified Factors

Factors	Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
	Coefficient	Degree			
Level of Implementation of LCP	ρ = 0.300 (ω=*p*=.031)	Weak	1.508	0.145	NS / Accept Ho.
Level of Competence in the Implementation of LCP	r = 0.358 (ω=*p*=.140)	Weak	1.839	0.079	NS / Accept Ho.

Fisher's t-Critical = ±2.069
df = 23

S = Significant
NS = Not Significant

problems encountered by the school administrators in the implementation of the LCP in their respective schools and the identified factors, namely: level of implementation of LCP, and level of competence in the implementation of the LCP.

Level of Implementation of LCP. In associating linear relationship between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools and the level of implementation of LCP using the Spearman's Rho, the coefficient resulted to 0.300 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-

Test was employed which yielded a value of 1.508 with a p-value of 0.145. The critical value was set at ±1.969 at df = 265. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools and the level of implementation of LCP was not significant. Therefore, the hypothesis stating that "there is no significant between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools and the level of implementation of LCP" was accepted. This meant that the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools was not influenced by the level of implementation of LCP.

Level of Competence in the Implementation of the LCP. In associating linear relationship between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the

implementation of the LCP in their respective schools and the level of competence in the implementation of LCP using the Pearson's r, the coefficient resulted to 0.358 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 1.839 with a p-value of 0.079. The critical value was set at $\pm$1.969 at df = 265. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools and the level of competence in the implementation of LCP was not significant. Therefore, the hypothesis stating that "there is no significant between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools and the level of competence in the implementation of LCP" was accepted. This meant that the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools was not

influenced by the level of competence in the implementation of LCP.

In summary, none of the identified factors was influenced significantly by the problems encountered by the school administrators in the implementation of the LCP in their respective schools.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings with the conclusions drawn from them and the recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

The following were the salient findings of the study:

1. The oldest school administrator-respondent was aged 63 years old while the youngest was 25 years old whereby the mean age of the school administrator-respondents was posted at 43.60 years old with a standard deviation (SD) of 9.60 years. Moreover, majority of the school administrator-respondents were female accounting for 22 or 88.00 percent.

2. Majority of the school administrator-respondents were married accounting for 21 for 84.00 percent.

3. The modal income of the school administrator-respondents was posted at Php40,000.00.

4. Eight of the school administrator-respondents or 32.00 percent were with units in the post-graduate programs while six or 24.00 percent were with post-graduate degree.

5. More than half of the school administrator-respondents, that is, 14 or 56.00 percent had been an administrator for six years and more.

6. Majority of the school administrator-respondents covered one school only under their management accounting for 18 or 72.00 percent.

7. Majority of the school administrator-respondents garnered a “very satisfactory” performance rating accounting for 23 or 92.00 percent.

8. In the overall, the school administrator-respondents averred that they “sometimes” attended with an overall weighted mean of 1.97.

9. The school administrator-respondents “agreed” their attitude toward LCP implementation being shown by the grand weighted mean of 4.00.

10. The median age of the teacher-respondents was posted at 35.00 years old with a mean average deviation (MAD) of 7.00 years whereby majority of them belonged to the female sex accounting for 196 or 73.41 percent.

11. Majority of the teacher-respondents were married accounting for 159 or 59.55 percent.

12. The modal income of the teacher-respondents was posted at Php20,000.00 monthly.

13. A number of the teacher-respondent, that is, 101 or 37.82 percent were with units in graduate programs while 60 or 22.47 percent were with units in the post-graduate programs.

14. A number of the teacher-respondents, that is, 107

or 40.07 percent were appointed as Teacher III.

15. More than half of the teacher-respondents, that is, 143 or 53.56 percent had been teaching for six years and more.

16. A number of the teacher-respondents, that is, 73 or 27.34 percent were teaching multi grade levels.

17. The median performance rating of the teacher-respondents based on the IPRF was posted at 4.300 with an adjectival rating of "very satisfactory."

18. In the overall, the teacher-respondents "sometimes" attend relevant in-service trainings being shown by the overall weighted mean of 1.93.

19. The level of implementation of the LCP as assessed by the school administrator-respondents was "highly implemented" in terms of planning, organizing, and networking while it is highly implemented along curriculum implementation and evaluation, instructional supervision, monitoring and evaluation, and technical assistance. It was "extremely implemented in terms of human resource development and management; and special task/other assignment.

20. The level of competence of school administrators in the implementation of the LCP of the respective schools was evaluated by the two groups of respondent with the following assessment: along formulation of the MELCs, school administrators and teachers considered it "very satisfactory;" along design of multiple learning delivery

modalities for teachers and learners, school administrators and teachers considered it “very satisfactory;” and along establishment of the required health standards in schools and special activities, school administrators and teachers considered it “outstanding.”

21. The comparison between the perception of the school administrator- and teacher-respondents in terms of the level of competence of school administrators in the implementation of the LCP of their respective schools along the identified areas was: formulation of the MELCs, significant; design of multiple learning delivery modalities for teachers and learners, significant; and establishment of the required health standards in schools and special activities, not significant.

22. In associating linear relationship between the perception of the school administrators to the level of competence of school administrators in the implementation of the LCP of their respective schools and the school administrator-related variates, it was found out as not significant in terms of age, sex, civil status, gross monthly family income, highest educational attainment, number of years as administrator, number of schools covered, performance rating based on the latest OPCRF, number of relevant in-service training, and it was significant in terms of attitude toward LCP implementation.

23. In associating linear relationship between the perception of the teachers to the level of competence of school administrators in the implementation of the LCP of their respective schools and the school administrator-related variates it was found significant in terms of age and civil status only while in terms of age, gross monthly family income, highest educational attainment, teaching position, number of years in teaching, grade level taught, performance rating based on the latest IPCRF, and number of relevant in-service training it was noted as not significant.

24. Both the school administrators and teachers assessed the problems encountered by the school administrators in the implementation of the LCP in their schools as “slightly encountered.”

25. The comparison between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools was evaluated as not significant.

26. In associating linear relationship between the perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools and the level of implementation of LCP, the evaluation was not significant.

27. In associating linear relationship between the

perceptions of the two groups of respondents regarding the problems encountered by the school administrators in the implementation of the LCP in their respective schools and the level of competence in the implementation of LCP, the evaluation was not significant.

Conclusions

The following were the conclusions drawn from the findings of the study:

1. The school administrator-respondents differed by an age gap of 10 years however, they were still relatively young and at the prime of their age in their best health condition whereby female dominance existed among them an indication that in the past more of this sex group had been interested with teaching as a profession hence, they were promoted as administrators after several years in the service being classroom teachers.

2. The school administrator-respondents had been in the marital state already an advantage for a school administrator considering that the school replicate their household with several members. The way they manage their household reflects the manner by which they took the lead in their respective stations.

3. Most of them earned sufficient income, far higher than the poverty threshold, to provide the basic,

nutritional, and educational needs of every member including some luxury.

4. The school administrator-respondents qualified themselves for the position having surpassed the minimum educational requirement of being a master's degree holder indicating that they were ready and capable in handling a school toward its development.

5. Most of the school administrator-respondents had been in the position as such for a longer number of years which suggested that they were experts already in the administration and supervision of their station including the teachers under their leadership.

6. The school administrator-respondents were focused on a school under their management whereby they introduce innovations and developmental programs.

7. The school administrator-respondents performed exemplarily their functions as school administrators. Furthermore, the data signified that they were able to successfully attained their targets which they committed at the beginning of the school year.

8. The school administrator-respondents do not regularly attend relevant in-service trainings considering that their focus was the implementation of the different programs of the DepEd. Probably, they attended trainings only during orientation and operationalization of the DepEd

programs.

9. The school administrator-respondents manifested highly favorable toward LCP and its implementation.

10. The teacher-respondents were on their mid-30s with an age gap of seven years indicating that they were relatively young and at the prime of their age and in the best of their health able to discharge their sworn in duties and responsibilities whereby female dominance existed among them. This confirmed to the notion that teaching was a "woman's world" considering that then and now more of this sex group embrace teaching as their chosen field of profession.

11. The teacher-respondents had entered into a marital state which indicated that they have their respective nuclear family that they took good care, a benchmark of their being a second parent in school.

12. Most of the teacher-respondents earned sufficient income far above the poverty threshold. This meant that they have the capability to support their nuclear family with its basic, nutritional, and educational needs of the members and even to provide them a little luxury in life.

13. The teacher-respondents were qualified for the teaching position having satisfied the entry requirement, which is a teacher education baccalaureate degree. In fact, most of them did not settle as baccalaureate degree holders but pursued advance education by enrolling in the graduate

and post-graduate programs for their professional development aside from their aspiration to advance in rank to the next higher level based on the organizational structure of the DepEd.

14. The teacher-respondents were tapped to the different hierarchical teaching positions where most of them had advanced already to the next higher level. This indicated that most of the teacher-respondents had been promoted already based on their merit and fitness.

15. Most of the teachers had been teaching for a longer number of years which denoted that they were able to hone their teaching skills and strategies to include the new mode of the delivery of basic education during the pandemic.

16. The teacher-respondents were multi-tasked that handled several grade levels due to the streamline positions available in the DepEd. This served as a challenge to the teachers with several preparations hence, school administrators and DepEd key officials should consider this predicament.

17. The teacher-respondents manifested highly favorable performance whereby their targets committed at the beginning of the school year was successfully accomplished.

18. The teacher-respondents lacked the necessary trainings relevant to LCP implementation which suggested that an intervention be conducted at the school level through LAC

sessions.

19. The LCP according the school administrators was properly implemented in terms of the different components of the program.

20. The school administrators and the teachers have the same assessment on the level of competence of school administrators in the implementation of the learning continuity plan (LCP) of the respective schools along the identified areas.

21. The evaluation of the two groups of respondents on the level of competence of school administrators in the implementation of the LCP of their respective schools differed along formulation of the MELCs and design of multiple learning delivery modalities for teachers and learners which could be attributed to the involvement of the two groups with the implementation of LCP. While the school administrators were tasked to implement the said program averred that they had fully implemented it in accordance with the guidelines however, the teachers being the direct beneficiary with it could not observe its impact therefore, they gave lesser perception with its implementation. However, they similarly assessed the establishment of the required health standards in schools and special activities due to its urgency and imperativeness for the protection of everybody. Furthermore, this area was given priority for its failure would ruin the

whole implementation of the LCP.

22. Of the school administrator-related variates, only their attitude toward LCP implementation significantly influenced their perception on the level of competence of school administrators in the implementation of the LCP of their respective schools in a direct proportional way. The other identified variates did not show any evidence on their influence to it.

23. Of the teacher-related variates, only their age and civil status proved to significantly influence their perception to the level of competence of school administrators in the implementation of the LCP of their respective schools. The other variates posted no significant influence to it.

24. The two groups of considered the problems as in the implementation of LCP as manageable due to its moderate occurrence.

25. Both the school administrators and teachers observed that the problems encountered by the school administrators in the implementation of the LCP in their respective schools were slight, however, they should be addressed so that they would not cause the failure of the implementation of the LCP.

26. None of the identified factors was influenced significantly by the problems encountered by the school

administrators in the implementation of the LCP in their respective schools.

Recommendations

Based on the findings of the study, the following were recommended:

1. Inasmuch as both the school administrators and teachers lacked the necessary relevant in-service trainings, DepEd key officials in the division should provide them intervention appreciate LCP and its implementation.

2. As it was found out that disparities in the perception of the school administrators and teachers as regards the level of competence of the latter in the implementation of LCP, an intervention program in a form of LCP be developed and implemented whereby the both the school administrators and teachers are the participants.

3. Although the problems encountered in the implementation of the LCP was in moderation, these should not be taken for granted instead they should be properly addressed so that the implementation of the LCP will be smooth and effective.

4. The teachers should be involved in the implementation of LCP and in the monitoring of its progress so that they will have the same perception regarding it.

5. Proper disclosure of the implementation of the

program and its progress should be done regularly.

6. School administrators should conduct extensive monitoring on the implementation of the LCP by the teachers.

7. Linkages and partnership with stakeholders should be intensified in the implementation of LCP through the bayanihan concept.

8. Another study may be conducted in other districts to validate the findings of the study.

Chapter 6

INTERVENTON PLAN

(THE LEARNING CONTINUITY PLAN)

This chapter presents the intervention plan based on the findings of the study which is the Learning Continuity Plan (LCP).

Rationale

The current health of the country poses the greatest challenge to all, that government through the Department of Education has mandated the adoption of the New Normal in educational delivery and operations. Thus, the school adheres to all its mandates and directives with the collaboration and support of all school constituents, the local government unit and the community, supports to one common goal; "Unity in Security Amidst Pandemics for Education" in Pequit Integrated School to achieve its ultimate goal; of making quality education available and accessible to all.

This Learning Continuity Plan of Pequit Integrated School is anchored on the National, Region, and District's Learning Continuity Plan. This is the schools' roadmap in the implementation of the department's vision, mission, goals and objectives to continuously provide the quality basic education to the learners amidst this COVID-19 crisis giving

utmost priority to the health and safety of everyone in the school. Schools policies, programs and activities are specifically identified and realigned to its school financial resources to ensure the safety and health of all school constituents particularly of the learners and teachers while effective and appropriate learning modalities were carefully chosen for implementation aligned with the Most Essential Learning Competencies (MELCs) for learners to acquire the basic and essential knowledge and life skills for effective learning thus a productive individual in the community and of the country.

Objectives

The LCP has the following objectives:

1. Ensure that learners are prepared to acquire the skills necessary for success in the next grade;

2. Ensure that all school are in school;

3. Align available learning materials with curriculum standards and MELC;

4. Utilize ICT systems and other available learning resources and materials in media and in the community.

5. Capacitate teachers about the design and execution of various learning delivery options;

6. Orient learners and parents about the approaches in accessing and communicating with the teachers; and

7. Ensure safe and conducive learning environment.

8. Intensify partnership with stakeholders in the delivery of quality basic education.

Features of the Intervention Plan

The LCP contains six parts, namely: 1) job description, 2) KRA/designation/other tasks, 3) PAPs, 4) budgetary requirements, 5) risks and challenges, and 6) response to risks and challenges.

The Intervention Plan

The proposed learning continuity plan covering the six parts is presented on the last part of this chapter.

Strategies of Implementation

There are many things that need to be done before the Intervention Plan, the Learning Continuity Plan can be implemented, which include: 1) asking the help from the district supervisor in seeking the approval from the schools division superintendent for the implementation of the program; 2) once approved, requesting from the schools division superintendent in issuing a memorandum for the implementation of the Intervention Program in the district and inviting support from the school administrators and ICT coordinators for its effective implementation; 3) the district supervisor, school

administrators, ICT Coordinators, and general PTCA officers should invite cooperation among teachers for the participation in the activities of the program; and 4) seeking alliance from the local government unit (LGU) or non-government

organizations (NGO's) in the implementation of the program specially, if budget is required.

Monitoring and Evaluation

This is the most important part of the Intervention Plan because the persons involved in the implementation of the program can determine whether the goals and objectives are carried out or not. They can also ascertain what other things are needed to be done to accomplish the goals and objectives. In monitoring and evaluation, the following can be used as tools: 1) monthly progress report; 2) monthly accomplishment report of activities; and 3) regular strategic assessment and planning among school administrators, ICT Coordinators, and teachers and parents and stakeholders.

Funding Source

Funding for this intervention scheme may come from the following sources:

1. General PTA or Homeroom PTA funds;

2. Proceeds from an income-generating project launched by the school; and

3. Voluntary support and donations from the LGU and from education-oriented NGOs and the like.

JOB DESCRIPTION	KRA/DESIGNATION/ OTHER TASKS	PAPS	BUDGETARY REQUIREMENTS		RISKS AND CHALLENGES	RESPONSES TO THE RISKS AND CHALLENGES
			COST	SOURCE OF FUNDS		
Leadership and Instruction	**Instructional Leadership**	**1.To achieve standards for performance indicators and learning outcomes.**				
		a. Construct a unified quarterly test	10,000	MOOE	Availability ICT equipment	Provision of additional
		b. Ensure that learning and assessment materials are aligned with MELC (Year-Round)	20,000	MOOE	Availability of ICT equipment Face to face checking/ monitoring	Provision of internet load/expense to teachers Online/virtual checking
		c. Allocate budget for production/ preparation /printing of learning materials/modules	150,000	MOOE	Mobility issue on the purchase of supplies	Bulk orders and purchases Provision of printer and photocopier Seek assistance LGU and PTA
		d. Conduct orientation to parents and stakeholders on enrollment procedures the new learning delivery modes and health protocols.	2,000	Local Fund	Gathering for parent' assembly and students' orientation	Utilize school Facebook account for information dissemination, group chat/tarpaulins and bandillo Face to face parents meeting observing health protocols
		e. Conduct Oplan Balik Eskwela Enrollment in the new normal (June-August)	5,000	MOOE	Traditional conduct of face to face enrollment in the school	1.Online enrollment thru google/school Facebook account/text message. 2. Assigned teachers as focal person residents of the place/coordinate with Barangay Education Committee/GPTA Officers. 3. Prepare the Learner Enrollment and Survey Form taken charge by the committee. 4. Provide budget for internet load to teachers.

JOB DESCRIPTION	KRA/DESIGNATION/ OTHER TASKS	PAPS	BUDGETARY REQUIREMENTS		RISKS AND CHALLENGES	RESPONSES TO THE RISKS AND CHALLENGES
			COST	SOURCE OF FUNDS		
Leadership and Instruction	**Instructional Leadership**	**2. To perform instructional supervision to achieve learning outcomes**				
		a. Conduct virtual monitoring of the Teaching Learning Process (Learning Modality	15,000	MOOE	Poor internet connectivity interruption	1.On site monitoring of teachers 2.Secure power bank 3.Provide flash drive to teachers 4.Create school google drive for submission and banking of the modules
		b. Conduct instructional supervision focus on the accurateness and appropriateness of the printed modules and instructional materials	10,000	MOOE	Conduct face to face supervision	1.Submission of the modules thru google drive 2.Ask feedback online from the learners and parents of the modules using M & E tool
		c. Conduct virtual post conference and feedbacking (Scheduled)	3,000	MOOE	Poor internet connectivity and power interruption	1.On site one on one post conference with selected teachers
		d. Provide virtual or face to face mentoring and coaching sessions to teachers with the same needs (Years Round/As Scheduled)	10,000	MOOE	Poor access to internet connections	Scheduled on ideal time with strong internet connections For teachers with poor signal conduct face to face mentoring and coaching following minimum health standards.

JOB DESCRIPTION	KRA/DESIGNATION/ OTHER TASKS	PAPS	BUDGETARY REQUIREMENTS		RISKS AND CHALLENGES	RESPONSES TO THE RISKS AND CHALLENGES
			COST	SOURCE OF FUNDS		
Monitoring and Supervision	**Learning Environment**	**1. To provide a safe and a child friendly learning and school environment for learners**				
		a. Implement Brigada Eskwela in the new normal (June-August)	30,000	MOOE/Stakeholders	Conduct physical preparations on BE implementation	1.Conduct virtual BE orientation 2.Engage stakeholders for assistance 3.Parents/ Stakeholders rendered services on scheduled basis following health protocols
		b. Construct handwashing facility with water supply (June-September	60,000	MOOE/PTA	Lack of budget	1.Tap PTA 2.Allocate budget from MOOE funds
		c. Provide health and sanitation supplies/DR d. R materials	10,000	MOOE/Stakeholders	GCQ Guidelines Difficulty of purchasing	1.Allocate budget for the materials in the school funds 2.Solicit from stakeholders
Administrative	**Human Resource Management and Development**	1. **To provide technical assistance teachers on matters pertaining to enhancement, skills and instructional competence and to non-teaching personnel for support services within the RPMS cycle**				
		a. Organize/conduct webinar/virtual in-service training	10,000	MOOE	Slow internet connection	1.Download videos to be played offline 2.Make recorded video on the topic. 3.Scheduled on ideal time for strong internet connection
		b. Conduct virtual SLACs (Twice a month or as it is needed)	5,000	MOOE	Slow access to internet connections	1.Conduct face to face one-on-one following the minimum health standards 2.Send to teachers a recorded video of SLAC topics.
		c. Advise teachers and non-teaching personnel to attend webinars according to their needs or specialization (As scheduled)	10,000	MOOE/Stakeholders	Availability of school funds	Allocate funds from MOOE

JOB DESCRIPTION	KRA/DESIGNATION/ OTHER TASKS	PAPS	BUDGETARY REQUIREMENTS		RISKS AND CHALLENGES	RESPONSES TO THE RISKS AND CHALLENGES
			COST	SOURCE OF FUNDS		
		d. Conduct monthly virtual conference of teachers	2,000	MOOE	Slow access to internet connections	1.Post agenda/video to played offline 2.Distribute minutes to teachers thru online
		2. To recommend and facilitate the hiring/promotion/approved ERF/reclassification of teachers and personnel				
		a. Organize virtual screening committee for promotion, transfer	2,000	MOOE	Slow access to internet connections	1.Assign school ranking committee
Administrative	**Human Resource Management and Development**	b. Conduct school-based ranking for promotion and transfer			Gathering of documents and its authentic-city	1.Posting of the schedule/timeline 2.Online submission of documents
		c. Post the result online (As scheduled)			Anti-Privacy Act Law	Send the result individually to the concerned individual
		d. Recommend teachers for ERF promotions			Difficulty in securing/gathering documents	Provide guidance and assistance
		3. To submit school-based action research on education in the new normal				
		a. Encourage teachers to conduct school-based action research on education in the new normal	5,000	MOOE	Physical gathering of data	1.Gather data virtually 2.Tap BERHT

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APPENDICES

APPENDIX A

REQUEST LETTER FOR APPROVAL OF RESEARCH TITLE

Samar College
Catbalogan City

July 18, 2020

DR. NIMFA T. TORREMORO
Dean, College of Graduate Studies
Samar College

Madame:

The undersigned will enrol in thesis writing this **First** Semester, School Year 2020-2021. In this regard, she would like to present the following proposed thesis titles, preferably number **1** for your evaluation, suggestions, and recommendations:

1. **BASIC EDUCATION LEARNING CONTINUITY PLAN IN THE NEW NORMAl: AN ASSESSMENT**
2. MODERN TECHNOLOGY IN TEACHING ADOPTED BY TEACHERS IN THE DISTRICT OF WRIGHT I
3. GRADE ONE PARENTS' INVOLVEMENT IN THE NEW NORMAL PROMOTES ACADEMIC PERFORMANCE IN THE DISTRICT OF WRIGHT I

Very truly yours,

(SGD) **NELLY G. SABAS**
Researcher

1 (SGD) GUILLERMO D. LAGBO, DPA

1 (SGD) LETECIA R. GUERRA, PhD

1 (SGD) NATALIA B. UY, PhD

Approved Title Number: **2**

Approved:

(SGD) **NIMFA T. TORREMORO, PhD**
Dean, College of Graduate Studies

APPENDIX B

ASSIGNMENT OF ADVISER

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGES, INC.
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

NAME : NELLY G. SABAS

COURSE : Master of Arts in Education

MAJOR : Educational Management

TITLE OF THESIS : BASIC EDUCATION LEARNING CONTINUITY PLAN IN THE NEW NORMAL: AN ASSESSMENT

NAME OF ADVISER : NATALIA B. UY

(SGD) **NELLY G. SABAS**
Researcher

Conforme:

(SGD) **NATALIA B. UY, PhD**
Adviser

Approved:

(SGD) **NIMFA T. TORREMORO, PhD**
Dean, College of Graduate Studies

APPENDIX C

QUESTIONNAIRE
(for School Administrator-Respondent)

Samar College
Catbalogan City

December 28, 2020

Dear Respondent:

Good day!

I am presently conducting a research entitled, **"Basic Education Learning Continuity Plan in the New Normal: An Assessment"**, in partial fulfillment of the requirements for the degree Master of Arts in Education, major in Educational Management, which I am currently taking in Samar College, City of Catbalogan. In view of this, I am praying for your cooperation by being accepting to be one of the respondents of this study.

Please be assured that your privacy will be treated with utmost care and your responses will be used solely for the purpose of providing data for this study. A final copy of this study will also be provided to the Schools Division of Samar and the District of Wright I to show proof that this is conducted for the purpose of improving effective management by school administrators of the Learning Continuity Plan for the New Normal Education.

Thank you very much and Godspeed!

Very truly yours,

(SGD) **NELLY G. SABAS**
Researcher

PART I. PROFILE OF RESPONDENT

Directions: This part of the questionnaire consists of items about your profile. Please fill in the blank spaces the needed information and/or check (/) the appropriate boxes of your responses.

Name (Optional) _____

1. Age ___ 2. Sex ___ Male
___ Female

3. Civil Status ___ Single ___ Married
___ Separated ___ Widowed

4. Gross Monthly Family Income
___ Less than Php 10,000.00
___ Php 10,000.00 – Php 29,999.00
___ Php 30,000.00 – Php 49,999.00
___ Php 50,000.00 – Php 69,999.00
___ Php 70,000.00 – Php 99,999.00
___ Php 100,000.00 and Over

5. Highest Educational Attainment
___ With Post-Graduate Degree
___ With Units in Post-Graduate Programs
___ With Graduate Degree
___ With Units in Graduate Programs
___ Bachelor's Degree Only
___ Others, please specify _____

6. Number of Years as School Administrator
___ Less than a Year
___ One Year – Three Years
___ Four Years – Six Years
___ Six Years and More

7. Number of Schools Covered (in cases of integrated schools or in cases of primary schools covered)
___ One School Only
___ Two to Three Schools
___ More than Three Schools

8. Number of Relevant Trainings Attended

School Level
___ Always
___ Oftentimes
___ Sometimes
___ Never

District Level
___ Always
___ Oftentimes
___ Sometimes
___ Never

Division Level
___ Always
___ Oftentimes
___ Sometimes
___ Never

Regional Level
___ Always
___ Oftentimes
___ Sometimes
___ Never

National Level
___ Always
___ Oftentimes
___ Sometimes
___ Never

9. Performance Rating based on the Latest OPCRF ____

PART II. ATTITUDE TOWARD LCP IMPLEMENTATION

Directions: This part of the questionnaire is a checklist reflective of your attitude toward LCP implementation. Please indicate your attitude by checking the appropriate column of your responses using the following five-point scale:

5 – Strongly Agree (SA)
4 – Agree (A)
3 – Undecided (U)
2 – Disagree (D)
1 – Strongly Disagree (SD)

Attitude Statement	Responses				
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I believe in the inherent goodness of the LCP to continue with the learning under the new normal.					
2. I am confident that I can be able to implement LCP efficiently and effectively.					

3.	I feel that the LCP implementation is more taxing on the part of the teachers than on any one in the education system.					
4.	I am in doubt regarding the effectiveness of the various learning delivery modalities mandated in the LCP.					
5.	I believe that the LCP implementation is a challenge to my capacity as a leader of my school.					
6.	I know that the LCP is a learning opportunity which will make me a better school administrator in the end.					
7.	I find it stressful to carry out the provisions in the LCP, and so, I would have appreciated it if classes did not push through this school year.					
8.	I find it emotionally-draining to follow all the inclusions in the LCP considering the limitation of financial resources.					
9.	I feel that we are left with no choice but to implement the LCP because COVID-19 is a real phenomenon.					
10.	I feel that I am not really prepared and cut for the implementation of the LCP.					

PART III. LEVEL OF IMPLEMENTATION OF THE LEARNING CONTINUITY PLAN (LCP)

Directions: This part of the questionnaire is a checklist reflective of your assessment on the level of implementation of the Learning Continuity Plan

(LCP) in your school. Please indicate your assessment by checking the appropriate column of your responses using the following five-point scale:

5 – Extremely Implemented (EI)
4 – Highly Implemented (HI)
3 – Moderately Implemented (MI)
2 – Slightly Implemented (SI)
1 – Not Implemented (NI)

Indicator	Responses				
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
A. PLANNING, ORGANIZING, AND NETWORKING					
1. Develop a comprehensively strategy that productively address the challenges and barriers of LCP.					
2. Ready to adopt best practices to deliver new learning modalities.					
3. Plan on effective instruction by providing remote instruction to students.					
4. Committed to the goal of delivering accessible, quality modules, liberating, and safe services.					
5. Move forward to attain the preparedness for the new normal.					
B. CURRICULUM IMPLEMENTATION AND EVALUATION					
1. School checklist is completed.					
2. Maximizing the number of contact hours daily per subject area.					
3. Bound to the new normal approached with patriotism, compassion and sensitivity.					

4. Effectively and efficiently address the educational needs of all learners by employing various innovative strategies.					
5. Maintain regular follow-up to the learners by way of home visitation.					
C. INSTRUCTIONAL SUPERVISION					
1. Ensure that learning and assessment materials are aligned with MELC (year round).					
2. Conduct virtual monitoring of the Teaching-Learning Process (Learning Modality)					
3. Conduct Oplan Balik Eskwela/ Enrollment in the new normal					
4. Conduct orientation to parents and stakeholders on enrollment procedures, the new learning delivery modes and health protocols					
5. Conduct instructional supervision focus on the accurateness as and appropriateness of the printed modules and instructional materials.					
D. MONITORING AND EVALUATION					
1. Successful engagement of all concerns in the educational system and supported by stakeholders.					
2. Flexible teaching and delivery options amid the crisis.					
3. Attain the plans anchored to the four cornerstones of success, creativity, communication and critical thinking in this new normal of basic education.					

4. Not compromise the delivery of quality education in the delivery of modalities such as a Modular kind of blended learning.					
5. Translates "Brigada Eskwela,Balik Eskwela" to enwure the achievement of quality basic education agenda.					
E. TECHNICAL ASSISTANCE					
1. Preserve the "bayanihan" spirit.					
2. Organize/conduct webinar/virtual in-service training					
3. Conduct virtual School Learning Action Cell					
4. Advise teachers and non-teaching personnel to attend webinars according to their needs or specialization					
5. Conduct monthly virtual conference of teachers.					
F. HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT					
1. Endorsed a ray of hope with the clientele; teachers, students, parents, amidst the crisis					
2. Carry outs the programs, projects, and activities with compassion, understanding and love.					
3. Craft and submit SLCP Adjusted AIP and WFP and present to the school, parents and community					
4. Submit accurate financial liquidation quarterly, before deadline and accurate required reports on time.					
5. Assign teachers as coordinators ancillary					

services as approved by the IATF.					
G. SPECIAL TASK/OTHER ASSIGNMENT					
1. Coordinate with GPTA, Brgy Officials/LGU, Alumni on the implementation of DepEd PAP (Year Round)					
2. Ensure active support of parents and stakeholders on students learning and school improvement activities.					

PART IV. LEVEL OF COMPETENCE OF SCHOOL ADMINISTRATORS IN THE IMPLEMENTATION OF THE LEARNING CONTINUITY PLAN (LCP)

Directions: This part of the questionnaire is a checklist reflective of your perception of your level of competence in the implementation of the Learning Continuity Plan (LCP) in your school. Please indicate your perception by checking the appropriate column of your responses using the following five-point scale:

5 – Outstanding (O)
4 – Very Satisfactory (VS)
3 – Satisfactory (S)
2 – Fairly Satisfactory (FS)
1 – Poor (P)

Indicator	Responses				
	5 (O)	4 (VS)	3 (S)	2 (FS)	1 (P)
A. FORMULATION OF THE MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)					
1. Streamlining the MELCs using the different learning delivery modalities					
2. Ensuring that the MELCs as part of the compressed K to 12 learning competencies are directed towards the					

continuity of learning among students					
3. Considering review of results of implementation of MELCs as part of the streamlined K to 12 learning competencies					
4. Upskilling and reskilling teachers' competence in implementing the MELCs in the teaching and learning process					
5. Engaging and preparing teachers in the implementation of the MELCs through conduct of technical assistance (TA)					
6. Monitoring feedback of MELC implementation from teachers, parents, and students for policymaking in higher DepEd levels					
7. Reviewing and updating higher DepEd officials (at the district or division level) about the progress of the teaching and learning using MELCs					
8. Collaborating with fellow school administrators in assessing the feasibility of MELCs for use even after the COVID-19 pandemic					
9. Identifying the operational plans and needs of the teachers and learners in learning in the new normal using the MELCs as compressed learning competencies					

10. Bridging and integrating MELCs in the short- and long-term response of their respective schools to the overlying DepEd policies and program thrusts under the new normal					
B. DESIGN OF MULTIPLE LEARNING DELIVERY MODALITIES FOR TEACHERS AND LEARNERS					
1. Facilitating the teachers' adoption of teaching strategies attuned to the distance learning modality as the key learning delivery modality in the BE-LCP					
2. Identifying and analyzing the difficulties and other constraining elements on the part of the teachers and learners in using the various learning delivery modalities in the new normal education					
3. Aligning of learning resource materials (LRMs) to the various learning delivery modalities mandated by DepEd					
4. Conducting continuous updates of the household capacity and access to learning to ensure that students are getting the most learning outcomes from the various learning delivery modalities					

5.	Providing technical assistance to teachers to cope with the challenges of the various learning delivery modalities, especially modular distance learning					
6.	Orienting teachers on how to make sure that parents and learners can follow the instructions for the modular distance learning like on the distribution and retrieval of the learners' kits					
7.	Conducting learning action cell (LAC) sessions at the school level to provide learning opportunities for teachers in the use of the various learning delivery modalities under the new normal					
8.	Ensuring that learning is optimized by the students despite the challenges of the modular distance learning					
9.	Getting teachers ready for transition to other modalities of learning such as face-to-face learning in areas where there are few cases of COVID-19					
10.	Addressing key operational challenges in using the different learning delivery modalities					
C.	**ESTABLISHMENT OF THE REQUIRED HEALTH STANDARDS IN SCHOOLS AND SPECIAL ACTIVITIES**					

1. Placing appropriate infographics about COVID-19 and how it can be prevented from spreading in schools and in the community					
2. Making of bulletin of information about the "hows" of preventing the spread of COVID-19 such as wearing of facemasks, face shields, physical distancing, and handwashing practices					
3. Installing handwashing areas and/or sanitizing areas in the school premises					
4. Purchasing of basic and essential health tools for COVID-19 such as thermometer, alcohol, sanitizing soap, facemasks and face shields					
5. Coordinating with local health authorities such as the Rural Health Units (RHUs) for updates regarding the number of active and positive cases of COVID-19 in the community					
6. Coordinating with local health authorities regarding new updates on COVID-19 prevention as per the Inter-Agency Task Force (IATF) for COVID-19					
7. Making sure that the teachers and learners are protected from getting infected by COVID-19 during home monitoring of the learners by wearing all the protective gears					

such as facemasks, face shields, and physical distancing					
8. Establishing designated areas for the distribution and retrieval of modules by the parents and/or guardians					
9. Keeping tab of the possibility that schools are used as isolation facilities					
10. Monitoring the COVID-19 trend in the community where the school is located in order to prepare teachers and learners for updates					

PART V. PROBLEMS ENCOUNTERED BY THE SCHOOL ADMINISTRATORS IN THE IMPLEMENTATION OF THE LCP IN THEIR SCHOOLS

Directions: This part of the questionnaire is a checklist reflective of your perception of the problems you encountered in the implementation of the LCP in their schools. Please indicate your perception by checking the appropriate column of your responses using the following five-point scale:

5 – Always Encountered (AE)
4 – Often Encountered (OE)
3 – Moderately Encountered (ME)
2 – Rarely Encountered (RE)
1 – Not Encountered (NE)

Problem	**Responses**				
	5 (AE)	**4 (OE)**	**3 (ME)**	**2 (RE)**	**1 (NE)**
1. Uncoordinated efforts between the teachers and parents in the schedule of distribution and retrieval of the learning kits which include the modules					

2. Resistance from parents to help in facilitating learning of students at home					
3. Negative attitude of teachers in managing the teaching and learning situation under the different learning delivery modalities in the new normal					
4. Confusion in the instruction on LCP implementation from higher DepEd authorities					
5. Overwhelming number of documents that must be accomplished by teachers under the various learning delivery modalities					
6. Unclear assessment of learning strategies that teachers must use to determine learning outcomes of students using modular distance learning					
7. Higher risk of contracting COVID-19 because of the physical monitoring to be done by the teachers to their learners					
8. Overbearing deadlines for summative tests which are often done without much thought					
9. Burden of extra works on the teachers in making weekly accomplishment reports, and other documents required by DepEd					
10. Lack of pedagogical skills of teachers to carry out the various learning delivery modalities					

APPENDIX D

QUESTIONNAIRE
(for Teacher-Respondent)

Samar College
Catbalogan City

December 28, 2020

Dear Respondent:

Good day!

I am presently conducting a research entitled, **"Basic Education Learning Continuity Plan in the New Normal: An Assessment"**, in partial fulfillment of the requirements for the degree Master of Arts in Education, major in Educational Management, which I am currently taking in Samar College, City of Catbalogan. In view of this, I am praying for your cooperation by being accepting to be one of the respondents of this study.

Please be assured that your privacy will be treated with utmost care and your responses will be used solely for the purpose of providing data for this study. A final copy of this study will also be provided to the Schools Division of Samar and the District of Wright I to show proof that this is conducted for the purpose of improving effective management by school administrators of the Learning Continuity Plan for the New Normal Education.

Thank you very much and Godspeed!

Very truly yours,

(SGD.) **NELLY G. SABAS**
Researcher

PART I. PROFILE OF RESPONDENT

Directions: This part of the questionnaire consists of items about your profile. Please fill in the blank spaces the needed information and/or check (/) the appropriate boxes of your responses.

Name (Optional) _____

1. Age ___ 2. Sex ___ Male
___ Female

3. Civil Status ___ Single ___ Married
___ Separated ___ Widowed

4. Gross Monthly Family Income
___ Less than Php 10,000.00
___ Php 10,000.00 – Php 29,999.00
___ Php 30,000.00 – Php 49,999.00
___ Php 50,000.00 – Php 69,999.00
___ Php 70,000.00 – Php 99,999.00
___ Php 100,000.00 and Over

5. Highest Educational Attainment
___ With Post-Graduate Degree
___ With Units in Post-Graduate Programs
___ With Graduate Degree
___ With Units in Graduate Programs
___ Bachelor's Degree Only
___ Others, please specify _____

6. Teaching Position
___ Teacher I
___ Teacher II
___ Teacher III
___ Master Teacher I
___ Master Teacher II
___ Master Teacher IV

7. Number of Years in Teaching
___ Less than a Year
___ One Year – Three Years
___ Four Years – Six Years
___ Six Years and More

7. Grade Level Taught
___ Kindergarten
___ Grade 1 ___ Grade 2 ___ Grade 3
___ Grade 4 ___ Grade 5 ___ Grade 6
___ Grade 7 ___ Grade 8 ___ Grade 9
___ Grade 10 ___ Grade 11 ___ Grade 12

8. Number of Relevant Trainings Attended

School Level
___ Always
___ Oftentimes
___ Sometimes
___ Never

District Level
___ Always
___ Oftentimes
___ Sometimes
___ Never

Division Level
___ Always
___ Oftentimes
___ Sometimes
___ Never

Regional Level
___ Always
___ Oftentimes
___ Sometimes
___ Never

National Level
___ Always
___ Oftentimes
___ Sometimes
___ Never

9. Performance Rating based on the Latest IPCRF ____

PART II. LEVEL OF COMPETENCE OF SCHOOL ADMINISTRATORS IN THE IMPLEMENTATION OF THE LEARNING CONTINUITY PLAN (LCP)

Directions: This part of the questionnaire is a checklist reflective of your perception of the level of competence of school administrators in the implementation of the Learning Continuity Plan (LCP) in your school. Please indicate your perception by checking the appropriate column of your responses using the following five-point scale:

5 – Outstanding (O)
4 – Very Satisfactory (VS)
3 – Satisfactory (S)
2 – Fairly Satisfactory (FS)
1 – Poor (P)

Indicator	Responses				
	O	VS	S	FS	P

	(5)	(4)	(3)	(2)	(1)
A. FORMULATION OF THE MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)					
1. Streamlining the MELCs using the different learning delivery modalities					
2. Ensuring that the MELCs as part of the compressed K to 12 learning competencies are directed towards the continuity of learning among students					
3. Considering review of results of implementation of MELCs as part of the streamlined K to 12 learning competencies					
4. Upskilling and reskilling teachers' competence in implementing the MELCs in the teaching and learning process					
5. Engaging and preparing teachers in the implementation of the MELCs through conduct of technical assistance (TA)					
6. Monitoring feedback of MELC implementation from teachers, parents, and students for policymaking in higher DepEd levels					
7. Reviewing and updating higher DepEd officials (at the district or division level) about the progress of the teaching and learning using MELCs					
8. Collaborating with fellow school					

	administrators in assessing the feasibility of MELCs for use even after the COVID-19 pandemic					
9.	Identifying the operational plans and needs of the teachers and learners in learning in the new normal using the MELCs as compressed learning competencies					
10.	Bridging and integrating MELCs in the short- and long-term response of their respective schools to the overlying DepEd policies and program thrusts under the new normal					
B.	**DESIGN OF MULTIPLE LEARNING DELIVERY MODALITIES FOR TEACHERS AND LEARNERS**					
1.	Facilitating the teachers' adoption of teaching strategies attuned to the distance learning modality as the key learning delivery modality in the BE-LCP					
2.	Identifying and analyzing the difficulties and other constraining elements on the part of the teachers and learners in using the various learning delivery modalities in the new normal education					
3.	Aligning of learning resource materials (LRMs) to the various learning delivery modalities mandated by DepEd					

4. Conducting continuous updates of the household capacity and access to learning to ensure that students are getting the most learning outcomes from the various learning delivery modalities					
5. Providing technical assistance to teachers to cope with the challenges of the various learning delivery modalities, especially modular distance learning					
6. Orienting teachers on how to make sure that parents and learners can follow the instructions for the modular distance learning like on the distribution and retrieval of the learners' kits					
7. Conducting learning action cell (LAC) sessions at the school level to provide learning opportunities for teachers in the use of the various learning delivery modalities under the new normal					
8. Ensuring that learning is optimized by the students despite the challenges of the modular distance learning					
9. Getting teachers ready for transition to other modalities of learning such as face-to-face learning in areas where there are few cases of COVID-19					

10. Addressing key operational challenges in using the different learning delivery modalities					
C. ESTABLISHMENT OF THE REQUIRED HEALTH STANDARDS IN SCHOOLS AND SPECIAL ACTIVITIES					
1. Placing appropriate infographics about COVID-19 and how it can be prevented from spreading in schools and in the community					
2. Making of bulletin of information about the "hows" of preventing the spread of COVID-19 such as wearing of facemasks, face shields, physical distancing, and handwashing practices					
3. Installing handwashing areas and/or sanitizing areas in the school premises					
4. Purchasing of basic and essential health tools for COVID-19 such as thermometer, alcohol, sanitizing soap, facemasks and face shields					
5. Coordinating with local health authorities such as the Rural Health Units (RHUs) for updates regarding the number of active and positive cases of COVID-19 in the community					
6. Coordinating with local health authorities					

regarding new updates on COVID-19 prevention as per the Inter-Agency Task Force (IATF) for COVID-19					
7. Making sure that the teachers and learners are protected from getting infected by COVID-19 during home monitoring of the learners by wearing all the protective gears such as facemasks, face shields, and physical distancing					
8. Establishing designated areas for the distribution and retrieval of modules by the parents and/or guardians					
9. Keeping tab of the possibility that schools are used as isolation facilities					
10. Monitoring the COVID-19 trend in the community where the school is located in order to prepare teachers and learners for updates					

PART III. PROBLEMS ENCOUNTERED BY THE SCHOOL ADMINISTRATORS IN THE IMPLEMENTATION OF THE LCP IN THEIR SCHOOLS

Directions: This part of the questionnaire is a checklist reflective of your perception of the problems encountered by the school administrators in the implementation of the LCP in their schools. Please indicate your perception by checking the appropriate column of your responses using the following five-point scale:

5 – Always Encountered (AE)
4 – Often Encountered (OE)

3 – Moderately Encountered (ME)
2 – Rarely Encountered (RE)
1 – Not Encountered (NE)

Problem	Responses				
	AE (5)	**OE (4)**	**ME (3)**	**RE (2)**	**NE (1)**
1. Uncoordinated efforts between the teachers and parents in the schedule of distribution and retrieval of the learning kits which include the modules					
2. Resistance from parents to help in facilitating learning of students at home					
3. Negative attitude of teachers in managing the teaching and learning situation under the different learning delivery modalities in the new normal					
4. Confusion in the instruction on LCP implementation from higher DepEd authorities					
5. Overwhelming number of documents that must be accomplished by teachers under the various learning delivery modalities					
6. Unclear assessment of learning strategies that teachers must use to determine learning outcomes of students using modular distance learning					
7. Higher risk of contracting COVID-19 because of the physical monitoring to be done by the teachers to their learners					

8. Overbearing deadlines for summative tests which are often done without much thought					
9. Burden of extra works on the teachers in making weekly accomplishment reports, and other documents required by DepEd					
10. Lack of pedagogical skills of teachers to carry out the various learning delivery modalities					

Thank you so much . . .

The Researcher

APPENDIX E

REQUEST LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT

Samar College
Catbalogan City

December 28, 2020

DR. CARMELA R. TAMAYO
Schools Division Superintendent
Schools Division of Samar

Dear Madame:

Good day!

I am presently conducting a research entitled, **"Basic Education Learning Continuity Plan in the New Normal: An Assessment"**, in partial fulfillment of the requirements for the degree Master of Arts in Education, major in Educational Management, which I am currently taking in Samar College, City of Catbalogan. In view of this, I am praying for your kindness to allow the conduct of this study among the school administrators and teachers in the District of Wright I.

Please be assured that there will be limited face-to-face interaction during the conduct of the study, and the minimum health requirements of wearing of masks, hygienic practices, and physical distancing will be observe should there be a need for physical administration of the research instrument.

Please be assured that the privacy of the respondents of this study will be treated with utmost confidentiality and the data collected from them will be used solely for research purposes. A copy of the final manuscript will be provided to your office for reference.

Thank you very much and Godspeed!

Very truly yours,

(SGD) **NELLY G. SABAS**
Researcher

Recommending Approval:

(SGD) **NIMFA T. TORREMORO, PhD**
Dean, College of Graduate Studies

Approved:

(SGD) **CARMELA R. TAMAYO, EdD, CESO VI**
Schools Division Superintendent

APPENDIX F

REQUEST LETTER TO THE PUBLIC SCHOOLS DISTRICT SUPERVISOR

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

December 28, 2020

Madame TEODORA B. ABAIGAR
Public Schools District Supervisor
Schools Division of Samar

Madame:

Greetings!

I am presently conducting a research entitled, **"Basic Education Learning Continuity Plan in the New Normal: An Assessment"**, in partial fulfillment of the requirements for the degree Master of Arts in Education, major in Educational Management, which I am currently taking in Samar College, City of Catbalogan. In view of this, I am praying for your kindness to allow the conduct of this study among the school administrators and teachers in the District of Wright I.

Please be assured that there will be limited face-to-face interaction during the conduct of the study, and the minimum health requirements of wearing of masks, hygienic practices, and physical distancing will be observe should there be a need for physical administration of the research instrument.

Please be assured that the privacy of the respondents of this study will be treated with utmost confidentiality and the data collected from them will be used solely for research purposes. A copy of the final manuscript will be provided to your office for reference.

Thank you very much and Godspeed!

Very truly yours,

(SGD) **NELLY G. SABAS**
Researcher

Recommending Approval:

(SGD) **NIMFA T. TORREMORO, PhD**
Dean, College of Graduate Studies

Approved:

(SGD) **Madame TEODORA B, ABAIGAR, PhD**
Public Schools District Supervisor

APPENDIX G

REQUEST LETTER TO THE SCHOOL PRINCIPAL

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

December 28, 2020

GERONIMA G. CEBLANO
Secondary School Principal
Schools Division of Samar

Sir/Madam:

Greetings!

I am presently conducting a research entitled, **"Basic Education Learning Continuity Plan in the New Normal: An Assessment"**, in partial fulfillment of the requirements for the degree Master of Arts in Education, major in Educational Management, which I am currently taking in Samar College, City of Catbalogan. In view of this, I am praying for your kindness to allow the conduct of this study among the school administrators and teachers in the District of Wright I.

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Very truly yours,

(SGD) **NELLY G. SABAS**
Researcher

Recommending Approval:

(SGD) **NIMFA T. TORREMORO, PhD**
Dean, College of Graduate Studies

Approved:

(SGD) **GERONIMA G. CEBLANO, MAeD**
Sec. School Principal

CURRICULUM VITAE

NAME : NELLY GABUAY-SABAS

ADDRESS	:	Yakal St., Brgy. 10 City of Catbalogan
DATE OF BIRTH	:	November 6, 1971
PLACE OF BIRTH	:	Hinabangan,Samar
PRESENT POSITION	:	Master Teacher II
STATION	:	Pequit Integrated School District of Wright I Schools Division of Samar
CIVIL STATUS	:	Married
DEGREE PURSUED	:	Masters of Arts in Education
SPECIALIZATION	:	Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY	:	Catbalogan I Central Elementary School City of Catbalogan 1978-1984
SECONDARY	:	Samar National School City of Catbalogan 1984-1988
TERTIARY	:	Bachelor of Elementary Education (BEEd) Samar College City of Catbalogan 1988-1993
GRADUATE STUDIES	:	Samar College City of Catbalogan 2017-Present

PROFESSIONAL ELIGIBILITY

Philippine Board Examination for Teacher (PBET)	:	May 29, 1994 Rating 72.22%

WORK EXPERIENCES

Teacher I	:	Department of Education Schools Division of Samar 1996-2008
Teacher II	:	Department of Education Schools Division of Samar 2009-2012
Teacher III	:	Department of Education Schools Division of Samar 2012-2016
Master Teacher I	:	Department of Education Schools Division of Samar 2016-2019
Master Teacher II	:	Department of Education Schools Division of Samar 2019-Present

TRAININGS, SEMINARS AND WORKSHOPS

Cluster-Based RPMS-PPST Roll-Out Seminar Workshop conducted by the DepEd Schools Division of Samar, Wright I District on January 3-5, 2019.

District Orientation-Workshop on School Improvement Plan (SIP) formulation conducted by the DepEd District Level on February 10-12, 2019.

International Seminar on Transformational Leadership and Professional Growth Development conducted by DepEd Division of Samar on March 29-31, 2019.

Division-Based Training in Coaching and Officiating School Sports and Events conducted by the DepEd on October 25-27, 2019.

2019 Samar Provincial Athletic Association Meet conducted by DepEd on November 26-29, 2019.

Webinar Presentation Titled, "Enacting Flexible Learning Options" conducted by College of Education, University of the Philippines-Diliman on July 3, 2020.

National Webinar on Kindergarten Remote Teaching and Learning: Developmentally Appropriate Responses in the Time

of Covid-19 conducted by BLD-TLD for Cluster 3 – Regions VI, VII, and VIII on September 21-25, 2020.

School-Based In-Service Program Titled, "Learning Distance Modalities Course 2 (LDM2) for Teachers" conducted by DepEd on November 4-6, 2020.

Division/District-Based Research Summit 2021 conducted by DepEd Division of Samar at the District of Wright I on May 17-21, 2021.

Division Training-Workshop on Instrumental Music (Rondalla Ensemble) conducted by DepEd Samar Division on July 27-30, 2021.