

## Organizational Resiliency in the Implementation of Basic Education School Learning Continuity Plan in a Changing Educational Landscape

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**Received:** 22 July 2022

**Revised:** 15 & 23 September 2022

**Accepted:** 22 September 2022

**Available Online:** 25 September 2022

**Volume I (2022), Issue 3, ISSN: 2945-3577**

### Abstract

**Aim:** This study attempted to assess the organizational resiliency in the implementation of Basic Education School Learning Continuity Plan and to design a resilient basic education school learning continuity plan.

**Methodology:** The study used mixed method which is quantitative and qualitative. The data for the quantitative part of the study were gathered through a survey with the 19 school heads and 345 teacher-respondents while the qualitative method was conducted through focus group discussion interview with 19 key informants who were composed of the teachers, school heads and stakeholders. The research instrument that was used for the perceived organizational resiliency was a survey questionnaire that was validated by the experts and which the reliability was tested through Cronbach's alpha with excellent level of internal consistency. The statistical treatment for quantitative results used mean and standard deviation to determine the perception of the respondents with regards to the organizational resiliency on the implementation of the BE-SLCP and Pearson Product Moment Correlation Coefficient, testing its significance at the 0.05 level was used in finding out the relationship between the evaluation of the basic-education school learning continuity plan and school performance indicators and organizational resiliency. While content analysis was employed for the qualitative results.

**Results:** The salient findings of the study were as follows: The result showed that the rate of enrollment during pandemic is low while the drop-out rate fostered a positive rate. The school heads and teacher respondents perceived the schools' organizational resiliency as high. Based on the feedback of the key informants the lessons learned from the implementation of Basic Education School Learning Continuity Plan are strong collaboration, consistent communication, and enhanced ICT Skills. The best practices that were observed are sustained partnership and continuous implementation of programs, projects, and activities. The challenges encountered include authenticity of assessment and low capability of learning facilitators at home. The respondent assessed the developed learning continuity plan as very highly satisfactory.

**Conclusion:** The organizational resiliency of schools is high in its performance of continuing education during pandemic. The study suggests that the schools may developed creative strategies on increasing enrolment; the school may strengthen its school-based management level to ensure that the plans and goals for continuity of education will be achieved; the school may also consider strengthening the stakeholders' involvement and the school may consider the strategy of close coordination and constant monitoring and follow-ups with parents/guardians on the implementation of learning delivery.

**Keywords:** Collaboration, Communication, Organizational Resiliency, School Learning Continuity Plan

### INTRODUCTION

The Philippine educational setting has long been facing a lot of challenges. The curriculum had been revised to suit the needs of learners; be competitive and at par with the global standards -- from the transition of the Basic Education Curriculum (BEC) and Revised Basic Education Curriculum (RBEC) with ten years of primary education; to the K to 12 curricula through Republic Act 10533 passed in 2013 being implemented from 20 with Kindergarten plus 12 years of primary education ( 6 years for elementary education, four years of Junior High School, and two years of Senior High School).

Despite this, issues still arise. One to mention is the quality of education. It has been found that our country -- based on the 2018 Programme for International Student Assessment (PISA) -- among 79 participating countries ranked lowest in reading comprehension and second to the last (Dominican Republic) in Math and Science (PISA, 2019).

PISA results made DepEd more aware of the key priorities to focus on; thus, DepEd Secretary Leonor Briones, in December 2019, launched Sulong EduKalidad, which centers on four pillars: K to 12 curriculum review and update; Improving the learning environment; Teachers' upskilling and reskilling; and Engagement of stakeholders for support and collaboration (PISA, 2019).

An unexpected turn of events due to the COVID-19 pandemic propelled DepEd to become more innovative and adaptive than ever to ensure that learning will continue amidst the crisis without sacrificing the delivery of quality

education. DepEd Order No. 12 s. 2020, the Adoption of Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency, ensures that there is educational continuity amidst the challenges. Consideration and strategies in implementing Learning Delivery modalities are discussed in this plan, considering the best for learners without sacrificing quality education (DepED, 2020).

The BE-SLCP has been designed and anchored to the BE-LCP of the DepEd Central, Regional, and Division Office, which is responsive to the education system amidst the crisis. BE-LCP is adapted to the school level. It is always aligned with the constitutional mandate to uphold the right of all citizens to quality education.

School heads and administrators are the prime movers in implementing the school learning continuity plans. Their posts are coupled with too much work to do, which involves physical and mental capacity to perform the tasks. They are expected to perform at their best to ensure that learning delivery will be provided to all learners. Along with the bulk of responsibilities is the expectation of being competent and continuing to grow professionally while attending to all the challenges and adjustments that the new landscape of education has brought (San Miguel and Pascual, 2021). School heads must be physically and mentally healthy and armed with a solid disposition and resiliency to cope with all the demands underlying their positions.

DepEd has historically demonstrated resilience in responding to adversities and delivering its commitments and responsibilities. Nonetheless, the implementation of the BE-SLCP will not be easy. It is also not a perfect plan, and operational complications can be expected along the way. Thus, the resiliency of school heads and teachers and strategic leadership are crucial to ensure success in implementing BE-SLCP and continuity of learning delivery.

The District of Bay – under the supervision of Schools Division Office Laguna -- located in the municipality of Bay, Laguna is no exemption from the growing number of COVID-19 cases. As of January 5, 2022, based on the Rural Health Unit of Bay report, it has a total of 3259 confirmed cases, where 3148 have already recovered; 34 are still active cases; 3 were recorded under reinfection since the pandemic started. Considering the safety and welfare of students and teachers, the researcher finds the more extensive scope to make the BE-SLCP strategic and resilient – a plan that would stand the test of time in delivering quality education to all learners in any crisis.

Education must continue to give hope and stability, contribute to the normalization of activities in the country, facilitate the development of our learners and bring normalcy to their lives. Still, the health and safety of all learners and school personnel are of utmost importance and must be protected at all times.

The organizational resiliency as experienced by the school heads and teachers in the implementation of the BE-SLCP will be an input to the school learning continuity plan that could be a guide for school operation and management during the times of crisis

## Objective

This study attempted to assess the organizational resiliency in the implementation of BE-SLCP and to design a resilient basic education school learning continuity plan.

Specifically, it aimed to answer the following questions:

1. What are the school performance indicators in terms of; enrolment rate: drop-out rate, promotion rate, achievement rate and SBM level of practice?
2. How do the respondents perceived the organizational resiliency in terms of: strategic leadership, preparedness and culture and behaviors?
3. What are the expressed feedbacks of the key informants to the basic education school learning continuity plan as to lessons learned, best practices, and challenges?
4. How do the respondents assessed the designed Basic-Education School Learning Continuity Plan as to: content; adaptability and feasibility and resiliency?

## METHODS

### Research Design

The study used the sequential exploratory mixed method design which is a combination of quantitative and qualitative research. The quantitative phase of data collection and analysis was conducted first then followed by the qualitative phase of data collection and analysis. The incorporation of both method gives a complete picture of the study than a standalone quantitative or qualitative (George, 2021). The data for the quantitative part of the study was gathered through a survey with the school heads and teacher- respondents. The perceived organizational resiliency was collected and analyzed in this phase.

In the second phase, the qualitative method was utilized through focus group discussion interview with the key informants who includes the teachers, school heads and stakeholders. Qualitative research methodologies are used to explore why or how a phenomenon occurs, to develop a theory, or describe the nature of an individual's experience, while quantitative methodologies address questions about causality, generalizability, or magnitude of effect (Fetters, Curry & Creswell, 2013).

Lastly, the quantitative and qualitative data were integrated in designing a proposed Basic Education-School Learning Continuity Plan which was evaluated by the respondents based on a tool developed and adopted from the Schools Division of Laguna.

### **Population and Sampling**

The respondents of the study were the nineteen (19) school heads and three hundred forty-five (345) from a total of four hundred eighty-eight (488) teachers in Bay District, Schools Division of Laguna. Most of the administrators are female and has been in the position for more than ten (10) years. The school heads are also assigned in the District of Bay for more than five years and most of them are also residents of Bay. The highest educational qualifications of some of the administrators are Doctoral Degree while the rest of the bigger population finished their master's degree. On the other hand, the designation of the teacher respondents are mostly Teacher I and II, most of them are female and eight (8) to ten (10) years in service. The respondents for the quantitative part are population of administrators and teachers in Bay District, however those respondents who were not able to respond through a google form survey were not included. The key informant in the focus group interview comprised of 5 master teachers, 8 teachers, 4 school heads and 2 PTA Officers from the schools of Bay Central Elementary School, Calo Elementary School, Maitim Elementary School, and Nicolas L. Galvez Memorial Integrated National High School. The 4 schools were considered since they belong to the performing schools in Bay District. The researcher intentionally chose Bay District because it is one of the towns in Laguna which recorded high incidence of COVID-19 infections, thus the schools encountered struggles in the implementation of BE-SLCP.

### **Instrumentation**

The research instruments that were used are survey questionnaire, test, scale, rating, or tool designed to measure the variable(s), characteristic(s), or information on interest, often behavioral or psychological characteristic. The data for the school performance indicators was collected from the electronic School Based Management of all the schools in Bay District, SDO Laguna. The perceived organizational resiliency was gathered through a survey questionnaire which was externally and internally validated by the experts. External validation experts included 10 experienced school heads who gave knowledgeable comment and suggestion for the refinement of the instrument. The questionnaire was further validated by the competent internal validators who includes the thesis adviser, technical editor, statistician, and the subject specialist. Their constructive comments and recommendation for the reliability and acceptability of the instrument was considered.

The test of reliability was done by pilot testing the survey questionnaire with the 30 school heads and teacher- respondents outside of Bay District. Reliability test was conducted using SPSS. It was observed through Cronbach's alpha that the set of items in given research instrument posted a higher than 0.70. The values implied that the set of items for the survey questionnaire are internally consistent with excellent level of internal consistency. The contents of the questionnaire were modified and revised according to the comments, suggestions, and recommendations of both the internal and external validators. It was refined before its final distribution to the respondents for the data gathering. The questionnaires for the quantitative data were divided into two parts.

Part I. Composed of the name of the respondent and the school

Part II. Checklist composed of questionnaire about the perception of the respondents on the perceived organizational resiliency.

The interview guide questions were validated by 5 school heads and revised based on the recommendation of the validators and it was utilized in the focus group discussion interview of the key informants for the lessons learned in the planning and implementation of the School Learning Continuity Plan. Lastly the developed BE-SLCP was evaluated using the evaluation tool adopted from the tool designed by SDO Laguna.

### **Ethical Consideration**

The respondents of the study were provided with letters stating the confidentiality of the data that they will be provided in the survey. The researcher sought permission from the Schools Division Superintendent, Public Schools District Supervisor and school principal. The content of the questionnaire was validated by experts in DepEd and panelists from LSPU. The researcher also asked permission from the respondent with an agreement that their responses will be treated with utmost confidentiality.

### **Data Collection**

Quantitative Data was gathered through a survey and interview. Qualitative data was gathered through an interview with the school principals and teachers who had an exemplary performance in the implementation of BE-SLCP. The interview is an important data gathering technique involving verbal communication between the researcher and the subject. Interviews are commonly used in survey designs and in exploratory and descriptive studies. There is a range of approaches to interviewing, from completely unstructured in which the subject is

allowed to talk freely about whatever they wish, to highly structure in which the subject responses are limited to answering direct questions (Fox, 2009). In this study, structured questions will be used.

The researcher asked the permission from the Office of the Schools Division Superintendent and Office of the District Supervisor for the conduct of the study. The assistance of the school principals was requested to ensure success of the distribution of the research instrument. The data gathered was organized, tabulated, and treated statistically for analysis and interpretation of each result.

### Data Analysis

The statistical treatment for quantitative results used mean and standard deviation to determine the perception of the respondents with regards to the organizational resiliency on the implementation of the BE-SLCP. For the qualitative part, the interview transcripts were transcribed verbatim, and each participant was assigned a code, such as Key Informant 1, Key Informant 2, and so on. The data was summarized into themes from the significant statements of the key informants.

## RESULTS and DISCUSSION

### Performance Indicators and SBM Level of Practice

Table 1 shows the rates for the performance indicators of 18 schools in Bay District for school year 2020-2021. The indicators are encoded in the Enhanced School Based Management E-tool per school. The enrolment indicated an average of seven hundred seventy-nine (779) and the average percent increase is 1.86 percent which is very low compared to the standard given by the DepEd which states the following interpretation: marginal -at least 3% increase, average -at least 5% increase and high- at least 7% increase. The great decrease in enrolment is reflected in the Bay Central Elementary School with a negative nineteen-point thirty nine percent (-19.39 %) while the greatest increase is indicated in Paciano Rizal Elementary School with an 11.06 percent increase in enrolment. The decrease in enrolment in some schools like Bay Central ES is due to the fear of acquiring the COVID-19 virus, some parents and learners have difficulty in going out of their homes even in getting and submitting the modules and so they decided to stop the education of their children during times of pandemic. The surprising increase in the enrolment of some schools can be attributed to the transfer of students from private schools to public schools because some parents lose their jobs thus their funds are insufficient to finance the education of their children in the private schools.

On the contrary the drop-out rate with an average of 0.27 percent indicated a positive outcome of the educational process during pandemic. This data showed that the school heads and teachers succeeded in ensuring that education will continue amidst the crisis. The very low drop-out rate indicated that the learners finished the grade level for the school year and promoted to the next level, the distance learning process that was implemented at the schools are generally effective. This result can also be justified by the study of Francisco and Nuqui (2020) which revealed that the school heads and teachers are committed to performing their duties in ensuring that quality education will continue amidst the crisis. Furthermore, the average promotion rate which is 98.80 percent proved that the learners who are enrolled for school year 2020-2021 are promoted to the next level.

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The achievement rate of the learners during school year 2020-2021 is assessed from the result of the summative test given to the learners. The average achievement rate in Bay District is 79.16 percent, which is relatively higher than 75 percent, the target of the Department of Education. However, the average increase in achievement rate of 6.84 percent is still lower than the 10% standard increase in achievement rate for it to be predicted with high increase. In a study by Panagouli et.al 2021, it was found out that parents reported that the performance of their children decreased given the new method of teaching and learning while others believe that distance learning was beneficial. The teachers also declared that the students had academic difficulties and gaps in mathematics and reading compared to typical years. Consequently, the impact of the new methods of learning brought by the crisis cannot be described thoroughly. Thus, the researchers suggested that there is a need of investment in technological equipment in schools for all the learners and training of teachers in digital competence. Additionally, the process of assessment for this school year is peculiar since the achievement rate of the learners is derived only from the summative test, the learners were not given the regular quarterly tests which is given during regular classes. Another consideration is the authenticity of the assessment since it is accomplished at home, the learning facilitators might be the one who answers the tests or directly coach the learners in answering the test. The achievement rate during this school year is not a reliable baseline data for planning.

The School Based Management (SBM) level of implementation of schools in Bay District for school year 2020-2021 is also reflected in Table 3. The average SBM level of practice is 2 and interpreted as "Maturing" in the DepEd Standard as stipulated in DepEd Order Number 83 s. 2012, Implementing Guidelines on the Revised School

Based-Management (SBM) Framework, Assessment Process and Tool (APAT). Two elementary and one secondary school had a highest level of SBM Practice which is level 3 interpreted as “Advanced” during the implementation of learning continuity plan in time of crisis.

In a published commentary by Macaspac (2021) it was pointed out that the School Based Management is very relevant in ensuring the continuity of education since the school heads, teachers, parents and stakeholders have the capability to plan and decide on concerns for the continuity of education at their level. The SBM paves the successful implementation of the learning continuity plan because of the collaboration of the school heads, teachers, parents and stakeholders since they are greatly involved in school operations. Together they developed appropriate strategies to ensure the continuity of education amidst the pandemic. Once again, the crisis that happened affirmed that the school based- management is a best practice in the schools in Basic Education. The school and the community were able to share the management, governance, decision making and successfully implemented the activities for the success of the learning continuity plan.

Table 1. School Performance Indicators

School	Enrollment	% Increase in Enrollment	Drop-Out Rate (%)	Promotion Rate (%)	Achievement Rate (%)	% Increase in Achievement Rate	SBM Level of Practice
Bay CES	1580	-19.39	0	100.00	82.53	14.53	2
Bitin ES	1133	3.75	0	100.00	83.00	1.00	2
Calo ES	645	-1.98	0	98.02	78.89	1.08	2
Kabaritan ES	449	-6.85	3	93.00	81.00	1.00	2
Maitim ES	414	-0.96	0	100.00	83.44	5.12	2
Masaya ES	744	-1.46	0.02	98.00	83.00	2.00	2
Paciano Rizal ES	512	11.06	0.60	100.00	87.36	0.36	2
PuyPuy ES	348	-5.43	0	100.00	78.38	1.60	2
San Antonio ES	805	9.67	0	100.00	77.00	1.00	2
San Isidro ES	288	4.73	0	94.11	79.34	7.02	2
Sta. Cruz ES	465	-2.72	0	100.00	72.25	1.00	2
Sto. Domingo ES	754	10.23	0	100.00	83.25	9.88	3
Tagumpay ES	381	9.10	0	100.50	82.69	8.55	2
Tranca ES	324	3.55	0	96.00	76.66	4.21	3
Bitin INHS	861	6.81	1	99.00	68.14	13.68	2
Laguna SINHS	441	10.25	0	100.00	81.00	1.25	2
Masaya INHS	1470	2.01	0.1	99.75	76.96	37.01	2
NLGMINHS	2400	1.05	0.13	100.00	70.05	12.88	3
Average	779	1.86	0.27	98.80	79.16	6.84	2

### Organizational Resiliency

The result showed that the variable with the highest mean is the curriculum and learning delivery and the health and safety measures with 4.49, high level of resiliency and 4.51, very high level of resiliency, respectively. The result evidently illustrated that the schools were effective in adhering to the mandate of the Department of Education on continuing education with utmost consideration on health and safety of all the learners, teachers, non-teaching personnel, parents, and stakeholders.

The schools in the District of Bay prioritized the preparation of the curriculum and learning delivery. The teachers and administrators attended seminars on distance learning delivery sponsored by the Department and other accredited private institutions. Teachers prepared weekly home learning plans, study guides and work sheets aligned to the Most Essential Learning Competencies and the Lesson Exemplars developed by DepEd. Parents were oriented on the process of the learning modalities and their roles are elaborated in facilitating the learning modalities fitted to their children. They were met through various online platforms in which the school administrators and teachers sought their commitment in the implementation of the learning processes of their children during pandemic. For modular print learning delivery, they were obliged to pick-up and submit the Self-Learning Module Packages of their children and they were the ones who facilitated the process of teaching-learning at home in coordination with the



teachers. Communications through online platforms like group chats and others were greatly used to address concerns on learning modalities, assessment, and other learning processes.

The health and safety measures are also one of the variables that was prioritized in the continuity of education during pandemic. Schools in the District of Bay realigned the budget allocation to purchase health and safety materials needed for the safe operations of the school. Stakeholders also provided donations of such materials that augmented its insufficiency. Minimum health and safety protocols were observed in the schools that included social distancing, wearing of face masks and face shields, posting of signage on COVID-19 awareness and health and safety protocols, temperature scanning, contact tracing, frequent handwashing and hand disinfecting, disinfecting of school facilities and equipment and isolation and quarantine of individuals who were infected by the virus, exposed and with symptoms. Vaccination of all teaching and non-teaching personnel were also highly encouraged.

The result of the survey is supported by the outcome of the study of Francisco and Nuqui (2020) which revealed that the school heads and teachers are committed to performing their duties in ensuring that quality education will continue amidst the crisis. In times of challenges and adversities, education retains high public value and demand.

There is a symbiotic relationship between resilience and education. A strong education system has the potential to improve the individual, community, and institutional resilience. Moreover, resilient populations are best able to deliver safe, relevant, quality education and learning for all children and youth (Shivshanker & Weisenhorn, 2020).

In addition, it was also found out in the study of San Miguel and Pascual (2021) that school leaders in the DepEd Division of Laguna maintained themselves resilient in the implementation of the learning continuity plan. The result of the survey showed that the education sector is responsible and committed to deliver quality education to all learners amidst any crisis which was also asserted by the result of the studies conducted by some researchers.

Table 2. Summary of Organizational Resiliency

Indicators	Mean	SD	VI
Strategic Leadership			
Developing Plans	4.26	0.87	HLR
Stakeholders' Engagement	4.30	0.85	HLR
Monitoring and Evaluation	4.24	0.85	HLR
Preparedness			
Management of Resources	4.38	0.75	HLR
Curriculum and Learning Delivery	4.49	0.67	HLR
Culture and Behaviors			
Health and Safety Measures	4.51	0.67	VHLR
Psychosocial Well-Being	4.35	0.75	HLR
Overall	4.36	0.77	HLR

Legend: 4.50- 5.00 - Very High Level of Resiliency (VHLR), 3.50- 4.49 - High Level of Resiliency (HLR), 2.50 -3.49 - Moderate Level of Resiliency (MLR), 1.50 - 2.49 - Low Level of Resiliency (LLR), 1.00- 1.49 - Very Low Level of Resiliency(VLLR)

## Feedbacks of the Key informants to the Basic Education School Learning Continuity Plan

### A. Lessons Learned

The lessons learned in the implementation of the Basic Education Learning Continuity Plan (BE-SLCP) were shared by the Key Informants through a Focus Group Discussion.

#### 1. Strong Collaboration

The key informants relayed that collaboration of all the teachers, parents and stakeholders was very evident during the planning and implementation of the BE-SLCP. The voices of all concerns are considered, their suggestions are solicited in laying down the plans. After which, all are oriented on the developed plans, and everyone were greatly involved in its implementation. The parents and stakeholders cooperated with the teachers and administrator in gathering data through answering in the surveys, the stakeholders pledged through a commitment on the support that they provided to the schools. During the implementation of the plan, the parents facilitated the learning procedure at home in close coordination with the teachers, the stakeholders provided donations for the printing of modules, support in distributing and retrieving the modules at home through organized logistics which are safe for both the learners and teachers. The Local Government Unit provided assistance to augment the scarce resources in the implementation of the learning continuity plan, they donated printers, photocopiers, bond papers, inks, alcohol, disinfectants and other material resources as stated in the plan. The continuity of education became successful because of cooperation and collaboration, truly, the African proverb which says that "It takes a whole

village to educate a child” holds true. In a study by Kuntz et al., 2017 it was discussed that as resiliency deepens, individuals become more resourceful, adaptive, and develop a sense of stability by building resilience and deepening social connections, school leaders will help their school communities to be resilient by adapting to the changes and positively responding to the opportunities that unfold in the educational system brought by the crisis.

## 2. Consistent Communication

The creative strategies of communicating with the teachers, learners, parents, and stakeholders is one of the factors of the successful implementation of the BE-SLCP. Although community quarantines and lockdowns prohibit face-to face communication various virtual/online platforms suffice the need to interact to solicit support for the continuity of education, orient the learners, parents and stakeholder on its implementation, follow up the learning delivery, gather feedbacks, provide trainings, seminars and mental health webinars. Regular interactions are also developed during the implementation of learning continuity plan which is called “Kumustahan” in which, parents, teachers, learners, and stakeholders meet regularly in online platforms to discuss issues and concerns on learning delivery and to serve also as avenue to pray, support each other and to strengthen their mental health capacities and psychosocial well-being. In a study of Zarzycka et.al (2020) communication and collaboration in education during times of crisis was also given emphasis.

## 3. Enhanced ICT Skills

The ICT skills of the teachers and administrators are honed in the continuity of education during pandemic. The new method of teaching required them to be skillful in rendering classes and meetings using online platforms. They are also obliged to prepare audio and video presentations in support to the provision of learning materials that will make distance learning more interesting and effective to the learners. Modular print learning delivery allowed them to develop their skills in preparing modules, learning materials and printing. The use of technology became very vital in this situation of teaching- learning delivery and the teachers adjusted to the new culture developed due to the distance learning delivery (Chavez et.al, 2020).

Table 3. Lessons Learned on the Implementation of BE-SLCP

Statements	Codes	Themes
<i>"Mahalaga din yung ating partnership sa LGU dahil yung partnership natin nabigyan tayo ng bond paper, photocopier and then yung kanilang commitment kung kakailanganin ang suporta ng Barangay sa pagpapahiram ng sasakayan"</i>	Partnership	Strong Collaboration
<i>"Nagkaroon tayo ng colaborative meetings at the same time lahat po ng suggestions ng mga teachers ay isinama so nabigyan ng considerations yun pong kanilang mga ideas"</i>	Collaboration	
<i>"Mam yung unity ng bawat isa at cooperation, kasi kung wala pong unity hindi po tayo magiging successful sa lahat ng ating pinagdaanan"</i>	Unity	
<i>"Palagi po naming silan involve in every step of the way si Mam Mercy palagi po sinasabi o sinabihan na ba ninyo si President o si Kapitan at yung mga stakeholders, It's really the invitation mam, and involving them, informing them"</i>	Involving	
<i>"Nadevelop din ang skills ng communication, kasi lahat ng klase ng pagcocommunicate gagawin mo, written, verbal, online man yan"</i>	Communicate	Consistent Communication
<i>–"Meron din po kami active na gc kung saan yung mga may katanungan ay nasasagot po at the same time, kadalasan po may communication mula sa school sa barangay, sa parents kaya updated po ang bawat isa"</i>	Communication	
<i>"tapos since last year po may kumustahan po"</i> <i>"Para po sa akin ang key po doon ay communication"</i>	"Kumustahan" Communication	

*Nagkaroon po tayo ng 24/7 communication"*

Communication

*"Nung nagsimula po ang pandemya natakot po ako kasi hindi po ako sanay sa technology, pero talagang nag adjust po kami gumawa po kami ng mga video lessons at natutuwa ako kasi kaya ko po pala"*

Technology      Enhanced      ICT  
Skills

*"Yung ICT skills po, ako kasi hindi techy pero nung nagpandemic kailangang matuto yun nadevelop sa akin kasi kailangang matuto"*  
*"ICT"*

ICT Skills

*"May online po kami mam, before ayaw po ng mga teachers pero nag adjust din po sila, may technical assistance din po per Department"*

ICT  
Online

## B. Best Practices

The schools in the District of Bay come up with the best practices in their efforts to continue education amidst the pandemic. These practices are also observed during regular classes however it was enhanced in the new landscape of learning delivery.

### 1. Sustained Partnership

The strong partnership with parents and stakeholders is one of the important factors in the realization of the learning continuity plan. The commitment and dedication of the stakeholders to support the implementation of the plan is another key. The partnership with the stakeholders became stronger if they are involved in the planning and in the implementation. The engagement became stronger if they will be involved in every step of the way starting from the planning, implementation and even in monitoring and evaluation. Another strategy to strengthen the partnership and win their trust is transparency, regular inventory and reporting of the material and services donated and accepted by the school must be reported to all the stakeholders and documents must be posted in the transparency board and official online platforms of the school. Finally, the stakeholders' recognition and appreciation is one way of giving back the gratitude to all the support of the stakeholders and sustaining the established partnership at the same time. In an article written by Rothschild (2021), she elaborated the importance of connecting with the stakeholders which according to her is a solution to creative leadership.

### 2. Continuous Implementation of Programs, Projects, and Activities

Program, projects, and activities (PPA's) are regular enhancement being done to intervene, remediate and improved the teaching-learning process and even school operations. In the time of crisis that requires, distance learning the projects and activities on reading program, numerical literacy and others proved to be effective in ensuring that learning takes place. The schools enhanced and adjusted the programs, projects and activities aligned with the required implementation of Most Essential Learning Competencies (MELCs).

The focus of PPAs is on improving learning delivery with consideration to health and safety of all concerns. To site an example is the reading program, the schools developed projects that will ensure that learners will be taught how to read and comprehend, teachers created strategies on reading like development of reading materials for the learners with contextualized assessment and monitoring tool to continue strengthening the reading ability of learners both in the elementary and secondary.

Moreover, the spirit of volunteerism became very evident during pandemic, there were private individuals and organizations who voluntarily assisted the learners in the reading projects implemented by the schools. Aside from reading projects there were also projects that were either enhanced or newly created to provide supplemental activities that will improve the teaching learning process.

The study of Sanchez et al 2020, affirmed the same observation since they had found out that an intervention program is effective in teaching mathematics.

Table 4. Best Practices on the Implementation of BE-SLCP

Statements	Codes	Themes
<i>"Para maging malinaw yung partnership nagpapasign po kami ng pledge of commitment kung saan naka-specify doon sa pledge of commitment kung ano yung suporta na ibibigay nila at ano yung itutulung nila,"</i>	Pledge	Sustained Partnership
<i>"bukod doon nagrerecognize kami ng partners through pagbibigay ng certificate of appreciation sa lahat ng tumulong sa paaralan in</i>	Recognize	



any way, para maregonize sila at hindi magsawa, tapos ipinopost namin sa lahat ng platforms bukod sa transparency board and also sa facebook account ng school, dun sa DepEd Tayo, para maging transparent tayo”

“Sobra pa nga po, yung pagtutulungan po ng bawat isa, para sa bata, para sa school sobra pa po” “Tulungan”

“Maraming nag donate noon” Donate

“May mga support din po kami para sa pagbasa ng mga bata kagaya ng Jollibee na tunutulong sa reading program, nadagdag din po ang Pru-life, we have reading activities po online na tumutulong po ang mga stakeholders” Support

“kaya po nag implement kami ng mga projects and nag conduct ng mga researches kung paano pagbutuhin pa ang aming pagtuturo, kagaya po ng reading program, Project SAGIP, Project SIKLAB Project CLASS kung saan ang mga stakeholders po ay nagpoprovide ng support sa fagcilitate po ng learning delivery, meron din po tayo face to face tutorial, Project STRIPS po nagpoprovide ng mga activity sheets sa mga bata, napalalaki po ng adjustments mam, pero nasambot naman po ng mga guro sa pamamgitan ng colloborative efforts siguro kaya po naming nameet yung ends ng curriculum, hindi po kami nahuhuli sa pagrespond” Projects Continous Implementation of Programs Project and Activities

“dapat maging pro-active ang isang guro, kasi ang kailangan natin ay solusyon, yung willingness to learn at mag-adopt, yung game silang ma re-skill, ma- upskill, kung magiging innovative ang isa dapat lahat tayo, walang maiiwanan” Innovative

“Bawat project po may focal person tapos po from them may sinusunod pokaming timetable, nagsimula po yun sa project proposal tapos yung monitoring po galling po sa DO yung SMEA po” Project

“gumawa sila ng per grade level per project” Project

### C. Challenges

The challenges are the difficulties that encountered in the continuity of education during the time of crisis.

#### 1. Authenticity of Assessment

The assessment of learning for modular print are conducted through a summative test that was given to the learners every quarter. The authenticity of the result of the assessment may not be reliable since it is accomplished at home, parents or other adult guardians or tutors of some learners’ maybe the one who are answering the test. This is similar to the constraints reported by Agayon et al. (2022). The teachers also elaborated that even the accomplishments of the activity sheets for every module showed some gaps that the learners may not be the one who answered because some handwritten activities implied that they are not the ones who wrote it. There are strategies created to ensure honesty in answering the assessment and the activity sheets such as written pledge of honesty, virtual orientations, and others however the reliability of the written assessment is still a concern need to be addressed.

#### 2. Low capability of learning facilitators at home

Distance learning delivery requires the assistance of facilitators at home. Learning delivery whether modular print, online, radio broadcasting and television broadcasting must have facilitators who will directly assist the learners or supervise their activities in close coordination with the teachers, which coincides with Bacomo et al. (2022).

However, the challenge is that some of the home learning facilitators are incapable of assisting the learners, some parents are elementary level graduates while some did not even finish their studies in elementary, parents or guardians are also working to earn a living for their families, thus no one left at home with the learners to assist them in their studies. Virtual communications were conducted by the schools to monitor and follow up the learning process, but the unavailability of internet connection and gadget is also a challenge. In view of this, programs, or

projects on capacitating the learning facilitators is suggested. A core group of parents maybe created that will support each other on performing their responsibilities as learning facilitators.

Table 5. Challenges on the Implementation of BE-SLCP

Statements	Codes	Themes
"Assessment nahirapan po kami"	"Nahirapan"	Authenticity of Assessment
"Yung handwriting po nila magaganda"	"Handwriting"	
- "At saka kung sino po talaga ang nagsasagot kaya po nagkaroon po tayo ng agreement"	"Nagsasagot"	
"Ang assessment po ay ipinapadala sa bahay at doon po nagsasagot ang mga bata kaya po hindi po natin sigurado kung honestly po nila iyon sinagutan"	Honestly	
"talagang sumasakit ang ulo ko nung una , ang hirap pala talaga maging teacher, lahat ng pag arte ng anak ay nagagawa lalo na sa mga mommy nandyan sabihin na gutom na ako, antok na ako,, kami naman ay nag-iinit ang ulo, hindi kagaya ng pasensya ng mga teachers"	"Hirap"	Low Capability of Learning Facilitators at home
Mas mahirap po ang nagging adjustment ng parents	"Mahirap"	
"Wala na nga po inorasan kahit anong oras nagtatanong po sila"	"Nagtatanong"	
"Marami po sa mga parents ay busy sa pagtatrabaho"	"Trabaho"	

### Evaluation of the Learning Continuity Plan

The result of the evaluation on content is 4.67 with a standard deviation of 0.57, the interpretation is very highly satisfactory. The content of the LCP is aligned to the recommended format of the Schools Division of Laguna as per Division Memorandum No. 200 s. 2021, entitled Crafting, Presentation and Submission of the Enhanced School Learning Continuity Plan (E-SLCP) for School Year 2021-2022. The development of the plan also referred to DepEd Basic Education Learning Continuity Plan (BE LCP) which is stated in the DepEd Order No. 12 s. 2020, the Adoption of Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in light of the COVID-19 Public Health Emergency on the onset of the pandemic.

Moreover, the evaluation tool used in this study was also designed based on the evaluation tool of SDO Laguna. The major parts of the LCP followed the required sequence which is contextualized using the result of the survey on organizational resiliency. The content of the LCP is anchored in the goals and mantra of the DepEd Central Office, Regional Office, and Schools Division Office. The plan includes sample presentations, data, process flow, programs, projects and activities and contextualized operationalization based on the presented data and current situations.

The adaptability and feasibility of the plan is showed in table 16. The overall mean result of the evaluation for adaptability and feasibility is 4.65, which is very highly satisfactory. In this part of the evaluation tool, the focus of the indicators is on the viability of the learning continuity plan with considerations to the current situation in the school and the standards set by the Department of Education. In here, the adaptability and feasibility also depend on the capability of the school heads, teachers, learners, parents, and stakeholders to adopt to the new landscape of education brought by the crisis.

Citing an example of adjustment is the study by Manire (2021) on the Department of Education's Basic Education Learning Continuity Plan revealed that there are four phases of the curriculum management anchored in the adjustments made in the aspects of learning; these are: Correcting Phase (Learning Content); Connecting Phase (Learning Delivery); Coping Phase (Learning Management) and Collecting Phase (Learning Assessment). The revealed adjustments are on the curriculum, however adjustments in school operations and management must also be considered, thus it is expected that the learning continuity plan will be revised according to the current situations, needs and to meet the gaps in ensuring delivery of quality education to all learners.

The evaluation of the learning continuity plan on its resiliency had an overall mean rating of 4.66 with a standard deviation of 0.57. The verbal interpretation is very highly satisfactory which means that the revised learning continuity plan conforms to the indicators for a resilient organization. The crafted plan make used of the result of the survey on organizational resiliency. Among the variables it was found out that the variable with the lowest rate is the

capability of the school heads in strategically developing plans. In the developed LCP it includes the sample of data gathered and the SWOT analysis and teamwork is reiterated to encourage strong engagement and cooperation of all the internal and external stakeholders in the planning and implementation of the LCP. The other variable with lower rate is the ability of the school head to engage stakeholders and the creativity to monitor and evaluate the LCP. Strategies, recommended programs, projects and activities for both variables are narrated in the contextual operationalization of the learning continuity plan.

In addition, the variables with the highest rating which is the implementation of a comprehensive health and safety measures is adopted in the LCP. Indicators from the other variables with higher ratings such as management of resources, curriculum and learning delivery and mental and psychosocial well-being are also considered in the LCP. Finally, it is worth mentioning the statement presented in the study of Harris (2020) which states that there is no ready blueprint for leadership in times of adversities, no pre-determined roadmap, and no leadership checklist of things to tick off and to be considered. This entails school leaders to adapt to the situation and apply strategic actions making sure that the welfare of the teachers, learners, parents and stakeholders are being taken care of.

Table 6. Evaluation of the Respondents on the Content of the Learning Continuity Plan

Indicators	Mean	SD	VI
Content	4.67	0.57	VHS
Adaptability and Feasibility	4.65	0.59	VHS
Resiliency	4.66	0.57	VHS

Legend: 4.50-5.00 Very Highly Satisfactory (VHS), 3.50-4.49 Highly Satisfactory(HS), 2.50-3.49 Satisfactory(S), 1.50-2.49 Fairly Satisfactory (FS), 1.00-1.49 Unsatisfactory(U)

## Conclusions

Based on the results of the study, the following conclusions are drawn:

- (1) The School Based Management in schools is one of the factors of the effective implementation of the Basic Education Learning Continuity Plan. (2) The rate of enrolment during crisis is relatively low, thus strategies to encourage learners to continue their education even in times predicament is suggested. (3) The schools' organizational resiliency is high in terms of strategic leadership and in ensuring the health and well-being of learners, teachers, and stakeholders. (4) Collaboration, communication, and enhanced skills in ICT contributed to the effective implementation of learning continuity plan. (5) The continuity of learning took place because of the continuation of existing programs, projects and activities (6) The support of educational partners is essential in the realization of the plans of continuing education amidst the crisis. (7) Schools must address the problem on authenticity of assessment and lastly (7) The learning facilitators at home must be provided with trainings on how to guide the learners in the distance learning mode of learning delivery.

## Recommendation

On the bases of the findings and conclusion of this study, the following recommendations are hereby suggested:(1) The schools may develop creative strategies for increasing enrolment, such as close coordination with the Local Government Units to locate enrollees who do not intend to go to school, opening the enrolment processes thru various online platforms, provision of drop boxes for the submission of an enrolment form and others. (2) The school may strengthen its school-based management level to ensure that the objectives and goals for continuity of education will be achieved. The school may also consider supporting the stakeholders' involvement which is also one of the factors that made the schools resilient in their duties of ensuring that education will continue amidst the crisis; (3) The school may consider the strategy of close coordination, constant monitoring, and follow-ups with parents/guardians on the implementation of learning delivery. Online virtual meetings and group chats are a venue that was proven effective in engaging the parents/guardians/facilitators to monitor the status of the students' learning process and progress and;(4) For future researchers, the study may be replicated on a larger scale.

## Acknowledgment

The researcher would like to acknowledge Dr. Elisa N. Chua for her advice and inputs in the development of the study. Acknowledgement is also given to Laguna State Polytechnic University San Pablo Campus where the researcher submitted the dissertation paper as requirement for the Degree Doctor of Education. And lastly, to the teachers and school heads in Bay District, Schools Division of Laguna who served as respondents of this study

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