
RESEARCH ARTICLE

Implementation of School Learning Continuity Plan (SLCP) in Selected Public Secondary Schools of Aborlan North District in the Division of Palawan

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ABSTRACT

This study was conducted from February to April 2022 to determine the Implementation of the School Learning Continuity Plan (SLCP) in the selected public secondary schools of Aborlan North District in the Division of Palawan. This study which is quantitative in nature, employed a descriptive research design, specifically the survey method. A total of forty (40) permanent teachers and three (3) school heads were enumerated from the selected junior high schools as the respondents of this study. The data were gathered through survey questionnaires using Google Forms. Descriptive statistics were utilized for data analysis, particularly frequency distribution, percentages, and mean. The results showed that most of the respondents were married females in their middle age. They had been in the service for a mean of 12 years, and 44 percent of them were Secondary School Teacher I. The perceived level of implementation of the different programs and activities in the School Learning Continuity Plan was noted to be "great extent". The insufficient fund was considered the number one problem in the implementation of programs and projects, and activities in the School Learning Continuity Plan.

KEYWORDS

School Learning Continuity Plan, implementation, public secondary teachers, school administrator, school planning team. Internal stakeholder, external stakeholder

ARTICLE INFORMATION

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1. Introduction

As the COVID-19 pandemic alters the means of education nowadays, which restricts the conduct of face-to-face classes, various challenges were faced by the teachers in the New Normal that inevitably, at some point and to some extent, have caused them difficulties. For them to continuously carry out their tasks as educators amidst the global threat, the teachers had several adjustments and coping strategies for stressful events, problems, and struggles during this time.

By the Governance of Basic Education Act of 2001 (Republic Act 9155), the Department of Education (DepEd) promotes shared governance through School-Based Management (SBM). Under this mandate, school heads are tasked with developing the School Improvement Plan (SIP). Likewise, DepEd Order No. 12, s. 2020, the Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020 – 2021, in the light of the COVID-19 Public Health Emergency, states that the Department ensures that education shall continue amidst the threat of the pandemic, the K12 Curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provisions of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners.

In light of the crisis, DepEd introduced the Basic Education Learning Continuity Plan (BE-LCP) during COVID-19. This is the Department's response to the challenges posed by the COVID-19 pandemic in the field of basic education. Nonetheless, DepEd

also believes that education must continue, regardless of the changes and even dangers confronted now and in the future (Briones, 2020). With a learner-oriented framework, the reforms articulated in the BE-LCP are aligned with the four pillars of Sulong Edukalidad: K to 12 curriculum review and update; improving the learning environment; teachers' upskilling and reskilling; and engagement of stakeholders for support and collaboration. These pillars should be implemented with an emphasis on innovation, agility, and synergy. The goals unite Sulong Edukalidad, BE-LCP, and the futures of the Philippine education for and with every learner: agency and self-actualization, work readiness, and responsible citizenship. Thus, the BE-LCP must be guided by lifelong, life-wide, life-deep, and life-wise learning principles (DepEd, 2020), as cited by Abril and Callo (2021).

Improvement can be determined by our activity of today and the assurance of tomorrow. Continuous improvement will be achieved if one of the activities of today is "proper planning". Every action must be well-planned to avoid waste of time, effort, and budget. The school learning Continuity Plan was crafted through the collaborative effort of inner and outer stakeholders. Problems, needs, faulty performances, and the inability to reach the desired targets always arise in the educational system due to a lack of planning. The planning worksheet indicated in the plan is the basis for decision making/actions, and if this is implemented accordingly, no time, effort, or money would be in vain.

2. Literature Review

Education is concerned with the total development of an individual. It embraces the cognitive, physical, social, and emotional development of a person. In the school system, the total development of the individual is carried out through the curricular and co-curricular programs. The curricular program has to do with the curriculum content that involves classroom, laboratory, and studio interaction between the teachers and the learners for the acquisition of knowledge and skills necessary for survival (Abdullah et al., 2013).

DepEd Order No. 12, s. 2020, the Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020 – 2021, in the light of the COVID-19 Public Health Emergency, states that the Department ensures education shall continue amidst the threat of the pandemic. It will be made possible through the K12 Curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provisions of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners. The quality of education is one of the keys to overcoming challenges. It is usually understood as the balanced compliance of education (its outcomes, processes, and environment) with identified needs, goals, requirements, norms, and standards, as cited by Abril and Callo (2021).

Ogochukwu and Gbendu (2015) stated that the role of education in the transformation and development of a nation could not be overemphasized. Hence, the required education at the primary level (basic education) to equip learners with the needed knowledge, attitudes, and skills for both individual and national development cannot be underestimated.

O'Neill (2017) further stated that strong leadership is required. School leaders need to be able to work with staff and the community to set the direction for the school and put processes in place to manage changes effectively. The path to improvement for each school will need to be forged by the people in that school community after a thorough assessment of how they are traveling and an identification of the issues they feel they need to address to improve. It will be through the collective efforts of staff accessing any support available that the school will improve. He also believes that schools can learn a lot from each other. That is why he is encouraging partnerships between schools in similar circumstances so they can share solutions to commonly faced problems and stimulate innovation.

Chukwumah and Ezeugbor (2015) posit that principals as instructional leaders are expected to be more resourceful and proactive in collaborating with the stakeholders in the education sector to ensure effective resource inputs, skillfully coordinating and managing human and material resources in their strive to meet the competing demands of school administration and instructional supervision which are germane for continuous improvement and achievement of the set goals.

All schools want their students to succeed. But schools can only make a lasting difference when they focus on specific goals and strategies for change. School improvement planning is a process through which schools set goals for improvement and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve student achievement levels by enhancing the way curriculum is delivered, creating a positive environment for learning, and increasing the degree to which parents are involved in their children's learning at school and the home. A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement and shows how and when these changes will be made (Weingarten et al., 2016).

Gibson and Davies (2008), as cited by Celestial (2015), stated that Education is widely believed to help people escape from poverty and participate more fully in society and the marketplace. Governments around the world assume the responsibility for providing and financing education, especially basic education.

Burkhauser et al. (2012) pointed out that the principal is usually expected to improve or at least maintain levels of student achievement. First-year principals' decisions and strategies are critically important and influence their schools' performance, their success as school leaders, and the likelihood that they will remain at that school.

The key areas that are considered crucial in meeting the minimum standard specifications or requirements for the achievement of the basic education objectives include facilities – such as enough classrooms (that are spacious and well-ventilated), well-equipped libraries with books and computers, etc. (to enhance teaching-learning activities), toilets, offices, staff-room, sick bays, a source of Portable Water (PW) for example- bore-hole, spacious playgrounds/football pitch, gender-sensitive and quality instructional materials, a waste disposal system/facility (e.g., an isolated land for a land-fill method of disposal or an incinerator if possible), metal doors and windows, a fence wall, staff-quarters, and desks, just to name but a few (Ogochukwu and Gbendu, 2015).

Celestial (2015) pointed out that it is an undeniable fact that facilities/equipment would always be of no use if there is not enough qualified manpower to put them to use. In support of the above statement, Labo-Popoola et al. (2009), as cited by Ogochukwu and Gbendu (2015), admitted that teachers play a vital role in the utilization of every other resource. In other words, the role of trained manpower (including teachers and school administrators) as an indispensable human resource in the utilization of school facilities/equipment for the realization of educational goals cannot be undermined.

According to Weingarten et al. (2016), the professional development component of the school improvement plan should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, especially in core academic subjects, and the alignment of classroom activities with academic content standards and assessments. Another example of useful professional development would be training teachers to analyze classroom and school-level data and use it to improve their instruction. The professional development detailed in the school improvement plan must be provided in a manner that affords the increased opportunity for teachers to participate and must incorporate teacher mentoring activities or programs. The school improvement plan must address parental involvement in two ways. First, it must describe how the school will provide the parents of each student enrolled with written notice about the school's identification for improvement. Second, the plan must specify the strategies that will be used to promote parental involvement. Effective strategies will engage parents as partners with teachers in educating their children and will involve them.

School principals agreed that lack of parent involvement was one of the most serious school problems. Among public school principals, poverty was described as a "serious" problem as often as lack of parent involvement. Private school principals cited poverty as a "serious" problem somewhat more often than they cited lack of parent involvement (National Center for Education Statistics, 1993).

According to Caldwell (2004), as cited by Ng and Yuen (2015), empowering parents to play a role in the self-management of schools is one of the most important recent innovations in helping achieve school effectiveness. Marked evidence from a lot of research in the West demonstrates that partnership between teachers and parents can help enhance.

To achieve change and improved learning outcomes for students, it is often necessary to work with or meet family members outside the school environment, which has the following benefits: holistic assessment, rapport building, parenting, and whole family work, addressing absenteeism as required under the Education Act 1994, observations uniform assistance, equitable access to support, identify opportunities for referral to other services (Tasmania, Department of Education, 2012).

Building partnerships with parents and critical stakeholders, trust, and relationships between students and school practitioners are also facilitated by the careful coordination of services with community partners to meet specific nutrition, health care, and counseling needs. In partnering with parents, schools should work to provide clear guidance on what they can do to support children. Work with parents should be based on the assumption that all parents want the best for their children and would like to partner effectively with the school. In considering the structures for incorporating the cooperation of parents, schools should remember that the most critical forms of parental support occur at home (Ahram et al., 2009).

According to Khan and Iqbal (2012), there was a strong need for creating an excellent and suitable learning environment where all sorts of physical facilities were available both to teachers and learners. Such an environment could be created, among things, which

include plant facilities. Effective teaching-learning would not be possible without adequate physical facilities for the students and teachers to improve the current status of schools and make them a better place for the effective teaching-learning process.

Landers (2016) said that having students work with each other is an effective methodology because it forces students to be active learners and to talk through course concepts in their own words.

Moreover, Verhoeff (2016) believed that the availability of good competition is beneficial for education in almost any discipline and that a good competition should challenge the participants to give their best, or preferably more than that. If the regular curriculum is not sufficiently challenging, then good students should be encouraged to participate in extracurricular competitions.

Meanwhile, remedial teaching is done in school wherein the ultimate aim is to help pupils who have fallen behind to learn to the best of their ability and to bring them back into the mainstream classes as far as possible. A remedial teacher needs to understand the strengths and weaknesses of their pupils thoroughly so that appropriate teaching approaches can be adapted to meet their individual needs. Although these pupils are low academic achievers, they are not necessarily limited in abilities, or their attainment will remain permanently low. With proper remedial help, the use of stimulating teaching strategies, closer supervision, and more individual attention, these pupils' interest in learning will be aroused, and they will make better progress (English Section of the Advisory Inspectorate, Education Department, Hongkong, 1999).

Akpan (2015) stated that the provision of continuous in-service programs or development programs for the teachers to update their knowledge, skills, and competence for them to function effectively and efficiently is important where teachers' professional development is planned through organizational activities aimed at improving and increasing teachers' skill, knowledge, concept, attitudes, and behavior to enable them to meet the demands of the teaching job.

Alabi (2002), as cited by Akpan (2015), stated that teachers in basic educational institutions should be encouraged to attend training programs for capacity building and development. These can be achieved by exposing them to in-service training, such as induction programs, ICT training, workshops, conferences, seminars, and refresher courses, particularly for nonprofessional teachers employed to teach in basic schools. Furthermore, the quality of any educational system depends to a great extent on the quality of teachers. Teachers are the most important component of any educational system because they are the people to shape the behavior, thinking, and attitude of the pupils/students in the teaching/learning situation. The quality of teachers determines the quality of teaching and knowledge imparted to the students and the quality of learning outcomes.

According to Murphy (2010), as cited by Jackson (2010), school dynamic internal learning communities and their relationships with external networks make the difference.

O'Keefe (2011) pointed out that reaching out to all stakeholders as one of the best ways to connect and create an authentic bond is to go to the people who matter most and meet them on their turf. A series of community walks are a great way to start. Get your teachers and some local businesses on board and go and knock on people's doors, visit local businesses and senior homes and talk with them. Share your dreams for enhanced community school partnerships, ask people what matters to them, ask them how they might help, and show them your passion. Deliver them an open invitation to reconnect, collaborate and share their experience, skills, and time to make a difference. Furthermore, a visual representation of your community and the various skills people have to offer is a super way to understand what community resources are available. If you build one, also point out the materials people can supply at cost or for free, the time they can invest in projects, and how they can connect to curriculum and classroom activities.

Madison (2000) mentioned that another way for the community to work closely with the school is through community volunteers. When we provide a way for non-school personnel to come into the classroom, we allow parents to recognize and respond to the problems that the classroom teacher faces every day. With increased understanding comes mutual respect. Parents are allowed to volunteer their time working with students who can make significant gains when given a little more individual attention. Home school community builds understanding of the education process and is beneficial to students; we serve as an African proverb states that it takes a whole village to raise a child. Partnerships allow the whole village to help educate our children.

Teacher leadership is increasingly being seen as a key vehicle for school improvement. A range of conditions needed to be in place in schools for teacher leadership to be successful, including a culture of trust and support, structures that supported teacher leadership but were clear and transparent, and strong leadership, with the head usually being the originator of teacher leadership, and engagement in innovative forms of professional development (Uduku, 2015).

As to the school's effectiveness related to the quality of administrators, it is said that the principal is the most important person in improving the school and bringing the school to its best performance. The more effectively the principal plays his/her role, the more effectively the school vision and mission are implemented, and the more efficient human resource management is being managed (Vally & Daud, 2015).

Major and Ominabo (2013), as cited by Ogochukwu and Gbendu (2015), mentioned that the success or effectiveness of the implementation of any educational program largely depends on the 'quality' and 'adequacy' of both human resources (professional teachers and school administrators such as principals, head-teachers and proprietors) and other facilities as specified in the minimum standards for basic education. However, poor supervision, monitoring, and evaluation are also noted as some of the militating factors against proper implementation and achievement of the objectives.

According to Lane (2016), if the implementation is impossible or difficult, it is not because we lack an adequate concept of implementation but because the relationship between policy and action is such that processes of implementation have several properties that are not conducive to the occurrence of successful implementation. Let us focus on the implications of implementation as a process for the concept. An implementer gives practical effect to a policy by taking action about the objectives of the policy. Hopefully, the implementer is sooner or later confronted with a set of outcomes that are positively relevant to the realization of the objectives. If these outcomes are congruent with the objectives, then there will be successful implementation. Successful implementation requires that the objective(s) and the outcome(s) satisfy the requirements of a very special relationship with each other: what is implemented is an objective (intention) that exists before the outcome, and implementation is the process of effecting an outcome that is the realization of the objective, i.e., the outcome that comes about as a function of the implementation is the objective which means that the objective exists after the implementation.

According to Aibueku and Ogbouma (2013), effective implementation of designed policy guidelines is, without doubt, the key factor that determines the success of any program in any setting. Notwithstanding what level of human ingenuity and material resources may have been put into the planning and design of a program, the extent to which such a program succeeds is, to a large degree, a function of the extent to which policy mandates guiding the design of such program are tenaciously implemented and translated into tangible outcomes. Be this as it may, Pfeffer (1992), as cited by Aibueku and Ogbouma (2013), observed that it is on record that the failure to implement carefully conceived ideas and decisions is increasingly pervasive in both public and private organizations today.

Fixsen et al. (2005), as cited by Siebersma et al. (2012), pointed out that research and theory consistently suggest that implementation with fidelity is a key to successful school reform. Dean and Parlsey (2010), as cited by Siebersma et al. (2012), mentioned that new improvement strategies do not always guarantee increases in student achievement, but partial implementation and inconsistent implementation will most certainly doom even the best strategies [and programs] to failure. Thus, one of the best investments a school or district can.

Lehr et al. (2004) cited that the following are Key Components of Interventions Designed to Decrease Dropout/Increase School Completion based on findings from an evaluation of 20 programs funded by the School Dropout Demonstration Assistance Program (Dynarski, 2001): creating small schools with smaller class sizes; allowing teachers to know students better (building relationships, enhanced communication); provision of individual assistance (academic and behavioral); focus on helping students address personal and family issues through counseling and access to social services and oriented toward assisting students in efforts to obtain certificates.

Moreover, the principal is usually expected to improve or at least maintain levels of students' achievement. Principals' decisions and strategies are critically important and influence their schools' performance, their success as school leaders, and the likelihood that they will remain at that school (Burkhauser et al., 2012).

3. Methodology

This part presents the procedures of how this study was conducted. It discusses the locale of the study, research design, sampling procedure, respondents of the study, instrumentation, data collection procedure, and treatment of data.

3.1 Locale of the Study

The study was conducted in selected public secondary schools in Aborlan North District, Division of Palawan, namely: Marcelo A. Bantug National High School, Magbabadil National High School, and Cabigaan National High School. The study was conducted from February to April 2022.

3.2 Research Design

The research design used in this study was the descriptive research method, specifically the survey method. According to Gay and Sian, as cited by Santiago (2005), the descriptive method is useful for investigating educational problems, especially those concerning the assessment of attitudes, opinions, preferences, practices, and procedures.

This design is used to determine the Extent of Implementation of the School Learning Continuity Plan (SLCP) in the selected Public Secondary Schools in Aborlan North District, Division of Palawan.

3.3 Respondents of the Study

The respondents of the study were forty (40) public secondary school teachers and three (3) school administrators of the selected secondary schools in Aborlan North District. Only the medium schools were considered. A total enumeration of the school administrators and teachers from these schools was conducted.

3.4 Instrumentation

The instrument used in this study was a researcher-made questionnaire. The instrument was composed of three parts which included: Part I – Demographic Characteristics of the Respondents, Part II – List of Areas of concern, Programs, Projects, and Activities in School Learning Continuity Plan, and Part III – The Problems Encountered in Implementation of Learning Continuity Plan.

3.5 Data Collection Procedure

The researcher personally administered the survey questionnaire to the public secondary school administrators and secondary school teachers after permission and approval from the Division Superintendent of Schools Division of Palawan were sought. Permission to conduct the study among teachers was also sought from the school heads.

The questionnaires were distributed to the respondents via Google forms. The respondents were given two weeks to answer the questionnaire. The gathered data were tabulated and subjected to statistical treatment. The findings were analyzed and interpreted.

3.6 Treatment of Data

The data gathered were analyzed using descriptive statistics such as frequency count, percentage, and mean. There were thirty-nine (39) questions that determined the extent of implementation of the SLCP. Each question was rated by respondents using the scale below:

- 4 – Very Great Extent (100% implementation)
- 3 – Great Extent (75–99% implementation)
- 2 – Moderate Extent (50–74% implementation)
- 1 – Slight Extent (25–49% implementation)
- 0 – Not implemented (0–24% implementation)

4. Results and Discussion

This section discusses the demographic characteristics and job-related factors of the respondents, the extent of implementation of the programs, projects, and activities in the school learning continuity plan as perceived by the respondents, the extent of implementation of the school learning continuity plan, and problems encountered in the implementation of School Learning Continuity Plan.

4.1 Demographic Characteristics and Job-Related Characteristics of the School Head – Respondents

Table 1 shows the demographic characteristics of the respondents. Results revealed that 83.7 percent are females, and 16.3 percent of the respondents are males. This result implies that public junior high school teachers of Aborlan North are led by females.

Most of the respondents (39.5%) were in the age range of 31 to 39 years old, twelve (27.9 %) were between 22 to 30, and eight (18.6 %) respondents were 40 to 48 years old. Four (9.3%) respondents belonged to the age bracket of 49 to 57 years old, and only two (4.7%) were in the age range of 58 to 65. Their mean age was 38.7 years old.

As to their civil status, a majority (62.8%) were married, twelve (27.9%) of them were single, and four (9.3%) were widows(er).

Table 1. Distribution of the respondents as to their demographic characteristics.

Characteristics	Frequency (n = 43)	Percent
Gender		
Male	7	16.3
Female	36	83.7
Age		
22 – 30	12	27.9
31 – 39	17	39.5
40 – 48	8	18.6
49 – 57	4	9.3
58 – 65	2	4.7
Mean = 38.7 years		
Civil Status		
Single	12	27.9
Married	27	62.8
Widow(er)	4	9.3

4.2 Job-related Characteristics of the Respondents

Data revealed that the majority (46.5%) of the respondents had been in the service for 1 to 8 years, thirteen (30.2%) of the respondents had been in the service for 9 to 16 years; four (9.3%) for 17 to 24, three (7%) for 25 to 32 and 33 to 40. Their average number of years in teaching was 12 years. It implies that the respondents have been in the teaching profession for quite a long time now.

As to academic rank, nineteen (44%) of the respondents are Secondary School Teachers I, fourteen (32.6%) are Secondary School Teachers III; six are Secondary School Teachers II, two are head teacher III, one (2.3%) is principal I and (2.3%) Principal II. This result implies that most of the respondents hold lower academic ranks.

Table 2. Distribution of the respondents as to their job-related characteristics.

Characteristics	Frequency (n = 43)	Percent
Number of Years in Teaching		
1 – 8	20	46.5
9 – 16	13	30.2
17 – 24	4	9.3
25 – 32	3	7
33 – 40	3	7
Mean = 12 years		
Highest Educational Attainment		
BS/AB	4	9.3
BS/AB with MA/MS units	36	83.7
MA/MS	1	2.3
MA/MS with Ph.D. units	1	2.3
PhD	1	2.3
Academic Rank		
Teacher 1	19	44.2
Teacher 2	6	13.9
Teacher 3	14	32.6
Head Teacher III	2	4.7
Principal I	1	2.3
Principal II	1	2.3

4.3 Extent of implementation of Priority Improvement Areas/Programs, Projects, and Activities in School Improvement Plan

The extent of implementation of Priority Improvement Areas in the School Improvement Plan as perceived by the respondents is shown in table 3.

The table shows the extent of implementation of different activities in Mapping the learning context and types of learners being catered to by the school: Printing/Reproduction of Learner's Enrollment Survey Form (LESF) (4.47), Conduct Remote Enrolment for the learners in all grade levels using LES Form, Physical Enrolment and Online Enrolment (4.30), Gather data on failed learners per grade level using Printed Copy (4.16), Physical enrolment for the learners in all grade levels (to be done by parents (4.14), Conduct Remedial Classes for learners with 1-2 failed subjects in the previous grade level using Printed Worksheets/ Activity Sheets and Narrative Report (3.86) and Conduct Child Finding activities: Put/drop boxes in every Purok of Bgy. (3.77) were all perceived to a great extent.

Likewise, the teachers and school heads perceived that the extent of implementation to ensure equitable provision of resources needed in the implementation of MDL and Limited Face to Face Learning Modality was also to a great extent. Specifically, these were the Procurement and equitable distribution of necessary supplies and materials (4.44), Inventory of available and quality assured SLMs for each of the competencies in the MELC (4.35), Refinement of SLMs Activity Sheets (if necessary) (4.23) and Contextualization of existing SLMs (4.12).

Moreover, the different activities for Ensuring the quality of teaching and learning in the use of Modular Distance Learning like the Distribution of tablets to all grade 10 learners (4.70), Printing and distribution of SLMs to all learners (4.60), Conducting offline distance learning for the learners with available gadgets (4.30), Conducting an intervention program among identified students who did not meet expectations in different subject areas (4.14), Conducting information dissemination through online news articles published on the school FB page about school programs and updates (4.12), Implement and monitor the Gulayan sa Paaralan Gawin sa Tahanan Project (4.00) and Conduct Radio – Based Instruction lesson to supplement modular distance learning (3.91) were perceived by the respondents as to a great extent.

Furthermore, the activities to Monitor the implementation of curriculum and to provide appropriate and timely technical assistance to all grade levels on various concerns relative to School-Based Management such as School Learning Action Cell (4.30), Instructional Supervision and Provide technical Assistance (4.28), In-Service Training (4.26), Benchmarking activities to adopt/showcase the best practices on SBM implementation (4.26), Assessment of teacher's performance (4.19), Capacity-building activities/refreshers to further enhance/update the knowledge and skills on SBM implementation (4.12) and Other School Initiated Capacity Building Activity (3.98) were also perceived to be implemented to a great extent.

For the activities to Enhance the capacity of teachers and parents on MDL and other alternative modalities in the delivery of basic education like Reproduction and distribution of Parents Guide for MDL (4.30), Participation of teachers and school heads in online training activities by the Division Office, Regional Office and Central Office (4.21), Reorientation of parents on the implementation of MDL and RBI (4.16), and School Online Training on the implementation of MDL and RBI (4.14), the respondents also perceived these as implemented to a great extent.

The implementation of activities to Ensure safe and conducive learning and working environment responsive to new normal through Brigada Eskwela focuses on compliance to safety requirements set for the implementation of limited face-to-face classes (4.42), Decontamination of school facilities and equipment (4.33), Improvement of school ground through grass cutting and herbicide spraying (4.33), Enhancement of DRRM capability of school (4.28), Implement repair of classrooms & facilities (4.26), were likewise perceived as to a great extent.

In addition, the respondents perceived that the activities to Strengthen partnership with stakeholders to ensure the delivery of quality basic education in the new normal were also implemented to a great extent, namely: Dialogue of School officials and staff with the LGUs to solicit assistance in providing resources for the learners given the new normal (4.21), Community-based Capacity Building for Parents on their role in Distance Learning (3.95), MOA/MOU signing with the LGUs, NGOs, GAs, and other stakeholders relative to the pledges and commitments for the school (3.81) and School-based capacity building activities for parents (3.74).

Lastly, to ensure that the school community is strictly and efficiently implementing the School Learning Continuity Plan as adopted from the Division LCP, it was perceived that the development and submission of School LCP based on the Division LCP and Conduct School Monitoring Evaluation and Plan Adjustment (SMEPA) were also implemented to a great extent with a mean of 4.40 and 4.16 respectively.

Mundal (2013), as cited by Tindog (2015), mentioned that the type and quality of instructional materials and equipment play an important part in the instructional efficiency of the school.

Akpan (2015) stated that the provision of continuous in-service programs or development programs for the teachers to update their knowledge, skills, and competence for them to function effectively and efficiently is important where teachers' professional development is planned through organizational activities aimed at improving and increasing teachers' skill, knowledge, concept, attitudes, and behavior to enable them to meet the demands of the teaching job.

Major and Ominabo (2013), as cited by Ogochukwu and Gbendu (2015), mentioned that the success or effectiveness of the implementation of any educational program largely depends on the 'quality' and 'adequacy' of both human resources (professional teachers and school administrators such as principals, head-teachers and proprietors) and other facilities as specified in the minimum standards for basic education. However, poor supervision, monitoring, and evaluation are also noted as some of the militating factors against proper implementation and achievement of the objectives.

McPartland (1994), as cited by Lehr et al. (2004), mentioned that providing opportunities for success in schoolwork, such as intensive reading instruction and tutoring, was one of the reasons for the students to stay in school.

Table 3. The extent of Implementation of Priority improvement areas/programs, projects, and activities in the school learning continuity plan.

Programs, Projects, and Activities	Mean Rating	Descriptive Rating
<i>Map the learning context and types of learners being catered to by the school</i>		
- Printing/Reproduction of Learner's Enrollment Survey Form (LESF)	4.47	Great Extent
- Conduct Remote Enrolment for the learners in all grade levels. *LES Form *Physical Enrolment *Online Enrolment	4.30	Great Extent
- Gather data on failed learners per grade level. *Printed Copy	4.16	Great Extent
- Physical enrolment for the learners in all grade levels (to be done by parents)	4.14	Great Extent
- Conduct Remedial Classes for learners with 1-2 failed subjects in the previous grade level *Printed Worksheets/ Activity Sheets *Narrative Report	3.86	Great Extent
- Conduct Child Finding activities *Put/drop boxes in every Purok of Bgy.	3.77	Great Extent
<i>Ensure equitable provision of resources needed in the implementation of MDL and Limited Face to Face Learning Modality</i>		
- Procurement and equitable distribution of necessary supplies and materials	4.44	Great Extent
- Inventory of available and quality assured SLMs for each of the competencies in the MELC	4.35	Great Extent
- Refinement of SLMs Activity Sheets (if necessary)	4.23	Great Extent
- Contextualization of existing SLMs	4.12	Great Extent
<i>Ensure the quality of teaching and learning in the use of Modular Distance Learning</i>		
- Distribution of tablets to all grade 10 learners.	4.70	Great Extent
- Printing and distribution of SLMs to all learners	4.60	Great Extent
- Conduct offline distance learning for the learners with available gadgets	4.30	Great Extent
- Conduct intervention program among identified students who did not meet expectations in different subject areas	4.14	Great Extent
- Conduct information dissemination through online news articles published on the school FB page about school programs and updates	4.12	Great Extent
- Implement and monitor the Gulayan sa Paaralan Gawin sa Tahanan Project	4.00	Great Extent

- Conduct Radio – Based Instruction lessons to supplement modular distance learning	3.91	Great Extent
Monitor the implementation of curriculum and provide appropriate and timely technical assistance to all grade levels on various concerns relative to School-Based Management		
Conduct and monitor the following:		
- *School Learning Action Cell	4.30	Great Extent
- *Instructional Supervision and Provide technical Assistance	4.28	Great Extent
- *In-Service Training	4.26	Great Extent
- Benchmarking activities to adopt/showcase the best practices for SBM implementation	4.26	Great Extent
- *Assessment of teacher’s performance	4.19	Great Extent
- Capacity-building activities/refreshers to further enhance/update the knowledge and skills on SBM implementation	4.12	Great Extent
- *Other School Initiated Capacity Building Activity	3.98	Great Extent
Enhance the capacity of teachers and parents on MDL and other alternative modalities in the delivery of basic education		
- Reproduction and distribution of Parents Guide for MDL	4.30	Great Extent
- Participation of teachers and school heads in online training activities by the Division Office, Regional Office, and Central Office	4.21	Great Extent
- Reorientation of parents on the implementation of MDL and RBI	4.16	Great Extent
- School Online Training on the implementation of MDL and RBI	4.14	Great Extent
Ensure safe and conducive learning and working environment responsive to new normal		
- Brigada Eskwela focuses on compliance with safety requirements set for the implementation of limited face-to-face classes	4.42	Great Extent
- Decontamination of school facilities and equipment	4.33	Great Extent
- Improvement of school ground through grass cutting and herbicide spraying	4.33	Great Extent
- Enhancement of DRRM capability of schools	4.28	Great Extent
- Implement repair of classrooms & facilities	4.26	Great Extent
Strengthen partnership with stakeholders to ensure the delivery of quality basic education in the new normal		
- Dialogue of School officials and staff with the LGUs to solicit assistance in providing resources for the learners given the new normal	4.21	Great Extent
- Community-based Capacity Building for Parents on their role in Distance Learning	3.95	Great Extent
- MOA/MOU signing with the LGUs, NGOs, GAs, and other stakeholders relative to the pledges and commitments for the school	3.81	Great Extent
- School-based capacity-building activities for parents	3.74	Great Extent
Ensure that the school community is strictly and efficiently implementing the School Learning Continuity Plan as adopted from the Division LCP		
- Development and submission of School LCP based on the Division LCP	4.40	Great Extent
- Conduct School Monitoring Evaluation and Plan Adjustment (SMEPA) on the extent of implementation of school LCP	4.16	Great Extent

Legend: 1.00 – 1.49 = Not implemented, 1.50 – 2.49 = Slight extent, 2.50 – 3.49 = Moderate extent, 3.50 – 4.49 = Great extent, 4.50 – 5.00 = Very great extent

4.4 Problems Encountered in SLCP Implementation

Table 4 shows the problems encountered by the respondents in the school learning continuity planning and implementation. Results reveal that among the problems encountered, the insufficient fund ranked number one (1). Other problems encountered were: Lack of support from the Local Government Unit (ranked 2); Unwillingness of external stakeholders to get involved in SLCP (ranked 3); Improper identification of school needs, and the problem of the school planning team (ranked 4); Time constraint on implementation (ranked 5); Project team is not well-equipped in handling their project (ranked 6); Lack of orientation of stakeholders on SLCP (ranked 7); There is no close monitoring on the implementation (ranked 8); unwillingness of internal stakeholders to get involved in SLCP (ranked 9), and some of the school data are not available (ranked 10).

This result indicates that the schools need to strengthen the internal and external linkages to support the school programs and projects, and activities of the school learning continuity plan.

Table 4. Problems Encountered in School Learning Continuity Plan implementation.

List of Problems Encountered in SLCP Implementation	Rank
Insufficient fund	1
Lack of support from the Local Government Unit	2
The unwillingness of external stakeholders to get involved in SLCP	3
Improper identification of school needs and the problem of the school planning team	4
Time constraints on implementation	5
The project team is not well-equipped to handle their project	6
Lack of orientation of stakeholders on SLCP	7
There is no close monitoring of the implementation	8
The unwillingness of internal stakeholders to get involved in SLCP	9
Some of the school data are not available	10

5. Conclusion

The study was conducted from February to April 2022. Data were gathered through survey questionnaires. Three (3) school head respondents and 40 public secondary school teachers were the respondents of the study. Data were collected, tabulated, and analyzed using frequencies, percentages, and means.

The findings of the study revealed that the majority of the respondents are married females with a mean age of 38.7 years old. Moreover, 20 (46.5%) of them had been in the Deped for 1 to 8 years. Most of them have earned MA/MS units. The majority of them were Secondary School Teachers I.

As to the extent of implementation of programs, projects, and activities in the school learning continuity plan, it can be noted that the respondents perceived that there was a great extent of implementation.

Results revealed that among the problems encountered, the insufficient fund was ranked number one, which indicates that the schools need to strengthen the internal and external linkages to support the school programs and projects and activities in the school learning continuity plan.

Based on the findings of the study, the following conclusions were drawn: The schools still need to strive to achieve their identified target in their school learning continuity plan to achieve an excellent result, and schools need to strengthen the internal and external linkages to support the school programs and projects in the school learning continuity plan.

This research focuses only on the extent of implementation of priority improvement areas/programs, projects, and activities in the School Learning Continuity Plan of the selected secondary schools under the medium school category of the said district. Future researchers may conduct similar studies on small and large school categories. It may be within the same district or any district and region in the Philippines.

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