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THE LEVEL OF IMPLEMENTATION OF LEARNING CONTINUITY PLAN AMONG PUBLIC SCHOOLS IN T'BOLI 1 DISTRICT: BASIS FOR A PROPOSED INTERVENTION PROGRAM

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Abstract:
This study aimed to determine the level of implementation of the learning continuity plan among all public schools in Tboli 1 District during School Year 2022-2023. This research employed a cross-sectional research design. In selecting the study's respondents, total enumeration was used, resulting in 5 school heads, 5 district supervisors, 5 guidance advocates, 5 school PTA presidents, and 5 School Governing Council (SGC) chairmen, and stratified random sampling was used in selecting teachers' respondents, resulting in 109 teachers in T'boli 1 District. Based on the results of the study. The following conclusions were established based on the data gathered. The level of implementation of Learning Continuity Plan (LCP) was high in terms of multiple learning modalities-online distance learning, TV/RBI, capacity building, requiring health standards in schools and workplaces-increase physical and mental resilience, reduce transmission, reduce contact, reduce duration of infection, stakeholder's engagement and partnership, governance and operations, advocacy and awareness, and monitoring, evaluation, and adjustments. On the other hand, the level of implementation of the Learning Continuity Plan (LCP) was moderately high in terms of curriculum and learning support, multiple learning modalities-modular distance learning, and blended learning. The implementation of a learning continuity plan among public schools was significant as it ensured uninterrupted access to quality education, supported students' well-being, promoted equity, and enhanced the resilience of the education system during times of disruption.

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1. Introduction

In response to the disruptions caused by the COVID-19 pandemic, the Department of Education (DepEd) developed the Basic Education Learning Continuity Plan (BE-LCP), which outlined instructional strategies and operational guidelines to ensure learning continued despite restrictions on face-to-face instruction. The plan aimed to help schools, educators, learners, and stakeholders adapt to the changing educational landscape. However, its implementation faced significant challenges, such as limited access to learning resources, insufficient teacher preparation, and weak stakeholder coordination. These issues affected the consistency and effectiveness of the LCP, particularly in remote and disadvantaged areas. Assessing its level of implementation is, therefore, vital in understanding how schools responded to the demands of education during the pandemic (Peregrino *et al.*, 2022).

However, assessing the implementation of the Learning Continuity Plan is essential for determining the effectiveness of educational policies during crises. Implementation serves as the link between policy and its actual impact. Without proper execution, even well-designed plans may fail. Evaluating how consistently schools applied the LCP helps identify areas of success and gaps that limited its effectiveness. This understanding enables education leaders to determine whether support, resources, and training were delivered correctly and used. Such assessment is key to refining future interventions, promoting equity, and supporting evidence-based decisions in educational planning (Abril & Callo, 2021; Rabor *et al.*, 2022).

On the other hand, the level of implementation of the Learning Continuity Plan (LCP) is significantly influenced by key independent variables, including teacher training, resource availability, and stakeholder involvement. Adequate teacher training ensures that educators are well-equipped to deliver lessons through various learning modalities, directly affecting the quality and consistency of implementation. Resource availability, including access to learning materials, technology, and internet connectivity, enables schools to carry out the LCP more effectively, especially in remote areas. Meanwhile, active stakeholder involvement—through collaboration among parents, local governments, and community organizations—strengthens support systems that sustain the LCP. These factors are interrelated and determine how successfully schools can implement the plan under challenging conditions (Tolentino, 2024).

Despite the nationwide rollout of the Basic Education Learning Continuity Plan (BE-LCP) by the Department of Education, there is limited localized data on how effectively these guidelines are being implemented at the district level, especially in geographically and socioeconomically disadvantaged areas such as T'boli 1 District. Most existing studies focus on national-level analyses or general challenges of distance learning, often overlooking the realities schools face in specific local contexts. As a result,

there is a lack of understanding of how the LCP is being implemented on the ground, particularly regarding curriculum support, flexible learning modalities, capacity building, and stakeholder participation. This lack of localized assessment creates a blind spot in evaluating the program's overall success and leaves room for educational access and quality disparities.

The creation of specialized interventions that address the particular requirements of disadvantaged communities is hampered by the lack of district-level data on the LCP's implementation. Each district faces distinct challenges that national frameworks may not fully capture. Education leaders may struggle to provide adequate support, allocate resources efficiently, or strengthen school-community partnerships without accurate and contextualized information. This study aims to fill that gap by evaluating the level of implementation of the LCP in T'boli 1 District. The findings are expected to serve as a basis for crafting a more responsive and evidence-based intervention—the proposed F.A.S.T. Program—that directly addresses the strengths and limitations identified within the district's implementation efforts.

Thus, this study assessed the level of implementation of the Learning Continuity Plan (LCP) among public schools in the T'boli 1 District during the 2022–2023 school year. It focused on evaluating specific components of the LCP, including curriculum and learning support, learning delivery modalities, capacity building, health and safety standards, stakeholder engagement, governance and operations, advocacy and awareness, and monitoring and evaluation. Based on the findings gathered, the researcher developed a context-specific intervention—the proposed F.A.S.T. Program—to address identified issues and enhance the overall implementation of the LCP within the district.

Moreover, despite the gradual easing of COVID-19 restrictions, its lingering effects continue to disrupt educational systems, especially in remote and marginalized areas, such as T'boli 1 District. Persistent challenges, including limited access to technology, inadequate digital competencies among stakeholders, and inequitable distribution of learning resources, hinder the effective execution of LCP. These concerns underscore the urgent need for immediate, data-driven interventions that respond directly to the ongoing educational disruptions caused by the pandemic.

However, while national efforts have been made to implement the LCP across schools in the Philippines, limited localized data are available to evaluate its effectiveness in geographically isolated and disadvantaged areas, such as the T'boli 1 District. This lack of area-specific assessment prevents decision-makers from fully understanding the real-time challenges on the ground, resulting in generalized strategies that may not meet the unique needs of remote schools. The study fills this gap by offering district-specific insights into how the LCP functions in a rural, indigenous context.

Hence, this study generated localized evidence directly informing school and district-level education planning. It provided baseline data on LCP implementation challenges and successes, enabling the F.A.S.T. Program to develop as a tailored intervention. Moreover, the findings helped education leaders and policymakers design

responsive, inclusive, and culturally appropriate strategies to strengthen learning continuity in marginalized communities, particularly during ongoing and future crises.

2. Literature Review

2.1 Learning Continuity Plan

The Philippine Department of Education (DepEd) has adopted a Learning Continuity Plan (LCP) to protect the safety and well-being of students, teachers, and staff while ensuring the continuity of learning in response to the additional educational challenges posed by the COVID-19 pandemic. The National Educators Academy of the Philippines (NEAP), a member of the Coalition, is responsible for assisting teachers and school administrators in transitioning from face-to-face instruction to distance learning (Basilaia & Kvavadze, 2020; Cahapay, 2020; Murgatrotd, 2020).

Additionally, the Learning Continuity and Attendance Plan (Learning Continuity Plan) is a significant component of the overall K–12 budget package that aims to address school funding stability while supplying local educational agencies (LEA) with information on how student learning continuity will be addressed during the COVID–19 crisis in the 2020–21 academic year. The proposal terms are detailed in EC Section 43509 and were authorized by the Governor and Legislature in SB 98 in June (Adlit & Adlit, 2022; DepEd Order No. 012 s. 2020).

Moreover, various studies and frameworks emphasize the importance of alternative learning delivery modes, including modular, online, and blended approaches, to ensure inclusivity and minimize learning loss. Global frameworks highlight priorities such as ensuring safety, adapting pedagogical methods, and engaging stakeholders to meet the unique needs of diverse communities. Localized approaches, such as the Philippine Basic Education Learning Continuity Plan (BE-LCP), have incorporated strategies including self-learning modules, TV and radio-based instruction, and online learning to adapt to the constraints of the COVID-19 pandemic (Basilaia & Kvavadze, 2020; Gostin *et al.*, 2020).

Likewise, the integration of technology has become a cornerstone of many LCPs, enabling both synchronous and asynchronous learning. However, challenges such as the digital divide, limited internet connectivity, and varying levels of teacher readiness underscore the need for capacity-building initiatives and equitable access to technological resources. Parental and community involvement has also proven critical to the success of LCPs, as families play a vital role, particularly in modular and home-based learning environments. Active engagement of local stakeholders ensures that learning continuity strategies are more effective and relevant to the community's needs (Bernido, 2021).

Similarly, beyond academic continuity, addressing the psychosocial well-being of learners, teachers, and parents has been highlighted as equally important. The stress and anxiety brought about by crises necessitate the inclusion of psychosocial support mechanisms in LCPs to foster holistic development. Assessment and monitoring are also

critical for evaluating the effectiveness of LCPs, with formative assessments and learner feedback playing key roles in identifying learning gaps and refining instructional strategies. While Learning Continuity Plans have demonstrated promise, several challenges remain, including resource limitations, inadequate teacher training, and resistance to change (Cahapay, 2020; Manca & Delfino, 2021).

Furthermore, learning Continuity Plans has also spurred innovations that address the unique challenges posed by crises. Countries that have successfully implemented LCPs often prioritize localized and community-driven solutions, which enable schools to remain connected with families and adapt quickly to changing circumstances. For instance, some regions have established community learning hubs and leveraged partnerships with non-governmental organizations to fill gaps in resources and technology. Additionally, the use of radio and television-based instruction in remote areas has proven effective in reaching learners without internet access. These promising practices demonstrate that LCPs are not merely stopgap measures but can serve as a catalyst for long-term improvements in education systems (Minkos & Gelbar, 2021; Peregrino *et al.*, 2022).

2.2 Curriculum and Learning Support

To construct the BE-LCP, the department reviewed information on primary education and the epidemiological scenario for the upcoming school year. Because of this, DepEd has scheduled the start of SY 2020–2021 for August 24, 2020, giving ample time to take the essential steps to prepare for the challenging academic year. The simplification of the K–12 Curriculum into the Essential Learning Competencies (MELCs) and enabling of numerous learning delivery modalities, such as distance learning and blended learning, are the fundamental components of the learning methods that shall operationalize the BE–LCP learning, either in addition to or in place of in-person instruction (Hollweck & Doucet, 2020; Murgatroyd, 2020; Rasiah *et al.*, 2020).

Furthermore, for use in the upcoming school year, Self-Learning Modules (SLMs) would be made available in both print and digital formats, including offline and online, to assist students, parents, and instructors in implementing these learning delivery modalities. DepEd will also use the resources created by other collaborators and organizations, including Front Learners Inc., CHED, Knowledge Channel, BASA Pilipinas, and SEAMEO INNOTECH, among many others. A portfolio or electronic portfolio that includes written work, performances, and products (in hardcopy, softcopy, or a combination of these formats), as well as summative tests, will be used to evaluate the learning outcomes in terms of knowledge, skills, attitudes, and values, as circumstances permit. Throughout the COVID-19 pandemic, national examinations will still be administered (Koo *et al.*, 2020; Ravichandran *et al.*, 2020; Sintema, 2020).

To ensure that learning activities seamlessly transition into formats, starting in June and lasting through July 2020, the capacity building would be conducted according to the platforms and learning delivery methods that would be used. Additionally, support systems must be implemented to enable educators to access administrative and

technical guidance whenever needed. Changes were made to the Alternative Learning System (ALS). Health standards must be upheld when operationalizing the BE-LCP to minimize vulnerability, infection duration, contact, and transmission (Minkos & Gelbar, 2021; Subedi *et al.*, 2020; Tadeo, 2021).

Additionally, effective education relies not only on well-designed curricula but also on robust learning support systems. A thoughtfully crafted curriculum serves as the foundation for students' educational journeys, outlining the essential content, skills, and objectives they should acquire. However, the success of curriculum implementation is significantly enhanced by the provision of adequate learning support. Transitional devices play a crucial role in facilitating the seamless integration of curriculum and learning support. These devices, such as well-structured lesson plans, educational technologies, and targeted interventions, serve as bridges between the theoretical aspects of the curriculum and the practical needs of learners (DO No. 012 s. 2020; Singh & Thurman, 2019).

For instance, incorporating tailored learning materials, providing additional resources for struggling students, and leveraging technological tools for interactive learning experiences can address diverse learning styles and abilities. This cohesive approach ensures that the curriculum is not merely a static document but a dynamic framework that responds to the unique needs of students, fostering a more inclusive and effective learning environment. In essence, the synergy between curriculum and learning support, facilitated by transitional devices, is pivotal in creating a comprehensive educational experience that nurtures the holistic development of all students (De Torres, 2021; Pokhrel & Chhetri, 2021; Zhao & Watterston, 2021).

2.3 Multiple Learning Delivery Modalities-Modular Distance Learning

The streamlining of the K–12 Curriculum into the Essential Learning Competencies (ELCs) and the permitting of multiple learning delivery modalities, such as distance learning and blended learning, are crucial components of the learning strategies that will operationalize the BE–LCP, either in addition to or in place of face–to–face learning. Distance learning is a method of delivering education in which the teacher and the students interact while they are physically separated during teaching. There are three variations of this modality: TV/radio-based instruction, online distance learning, and modular distance learning (Dangle & Sumaong, 2020, DO No. 012 s. 2020).

In response to the evolving landscape of education, institutions are increasingly adopting multiple learning delivery modalities to cater to the diverse needs of students. One prominent approach is Modular Distance Learning. This modality is characterized by a flexible structure, allowing students to engage with educational materials at their own pace and convenience. Modules, typically organized thematically or by subject, provide a structured framework that students can navigate independently. This self-directed nature enables learners to manage their time effectively, accommodating varying schedules and commitments. Modular Distance Learning often incorporates a blend of digital resources, printed materials, and multimedia tools, fostering a dynamic

and interactive learning experience. This modality is particularly valuable in reaching remote or underserved populations and overcoming geographical barriers to education. While providing flexibility, Modular Distance Learning requires robust support mechanisms, such as online forums, virtual assistance, and periodic assessments to ensure student engagement and comprehension (Cahapay, 2020; DO No. 012 s. 2020).

Moreover, Modular Distance Learning encourages personalized learning pathways, allowing students to delve deeper into specific topics of interest or revisit challenging concepts as needed. This modality also promotes the development of self-discipline and time management skills, which are valuable attributes for lifelong learning. The modular structure enables educators to continuously update and refine content, ensuring the curriculum remains current and relevant. Assessment strategies within Modular Distance Learning can be diversified, encompassing quizzes, projects, and collaborative activities to gauge a comprehensive understanding of the material (Hollweck & Doucet, 2020; Rasiah *et al.*, 2020; DO No. 012 s. 2020).

Additionally, the flexibility of this modality not only accommodates diverse learning styles but also facilitates the integration of real-world applications, enhancing the practical relevance of the education provided. As institutions embrace the multifaceted benefits of Modular Distance Learning, it stands as a testament to the adaptability of educational systems in meeting the evolving needs of a dynamic and technologically advanced society. This approach continues to reshape traditional instruction into more learner-centered experiences (Peregrino *et al.*, 2022; Sintema, 2020; Tadeo, 2021).

2.4 Online Distance Learning

Additionally, e-learning resources have been essential in facilitating student learning while colleges and institutions were closed due to the pandemic. Staff and student preparation must be assessed during the transition to the new changes and supported appropriately. While people with a growth mindset readily adapt to new learning environments, learners with a fixed mindset often struggle to adapt and change. No one approach to online learning works for everyone. There are several topics with various requirements. Different approaches to online learning are necessary for various disciplines and age groups. Students with physical disabilities have greater freedom to engage in class through online learning, which requires minimal mobility (Basilaia & Kvavadze, 2020; König *et al.*, 2020; Subedi *et al.*, 2020).

Moreover, the COVID-19 pandemic has also had an unforeseen ripple effect on children, parents, and educators worldwide, resulting from the closure of schools to combat the global epidemic. Governments, first responders, and health authorities are working hard to contain the epidemic, and educational systems are doing their utmost to provide high-quality instruction during this challenging period. Many students are unable to participate successfully at home or in their living environment due to psychological and emotional suffering. The best practices for online homeschooling are yet to be explored (Park *et al.*, 2020; Minkos & Gelbar, 2021).

Online Distance Learning (ODL) represents a dynamic and transformative approach to education, offering students the flexibility to pursue academic endeavors from virtually anywhere with internet connectivity. This modality leverages digital technologies to deliver instructional content, facilitate interactions, and assess learning outcomes. The heart of Online Distance Learning lies in asynchronous and synchronous communication tools, allowing students to engage with course materials at their own pace while also fostering real-time interactions with instructors and peers. The asynchronous aspect accommodates diverse schedules, enabling learners to balance education with work or other commitments (Endaya *et al.*, 2022; Teunissen *et al.*, 2023; Zhao & Watterston, 2021).

Additionally, Online Distance Learning (ODL) offers various synchronous components, such as virtual classrooms and live discussions, which foster a sense of community and immediacy, thereby combating potential isolation in distance learning. ODL utilizes multimedia resources and diverse assessment strategies to ensure comprehensive student evaluation and enriched learning experiences. It transcends geographical barriers, providing educational opportunities globally. However, successful implementation demands robust technological infrastructure, dedicated support services, and intentional instructional design. ODL remains pivotal in contemporary education, embodying accessibility, adaptability, and innovation (Adlit & Adlit, 2022; Bernido, 2021; Gostin *et al.*, 2020).

2.5 TV/Radio-Based Instruction

The knowledge and experience instructors and students have with information and communications technology (ICT) may have a role in their ability to use appropriate and pertinent pedagogy for online education. Unified communication and collaboration systems, such as Microsoft Teams, Google Classroom, Canvas, and Blackboard, are among the online tools that instructors have already utilized to develop educational courses, training sessions, and skill development programs. They include workplace chat, video meetings, and file storage options that keep classes organized and easy to work with. They usually support sharing content such as Word, PDF, Excel files, audio, and videos. By employing quizzes and evaluating submitted tasks using a rubric, they also facilitate the monitoring of student learning and assessment (König *et al.*, 2020; Qureshi *et al.*, 2021; Singh & Thurman, 2019).

TV/Radio-Based Instruction has long been a valuable tool in expanding educational access, especially in areas with limited infrastructure or challenges in traditional schooling. Leveraging the reach of broadcast media, this mode of instruction delivers educational content through television and radio channels. In regions where internet connectivity is limited, TV and radio-based instruction serve as a reliable alternative to reach a broad audience. Educational programs are designed to cover a wide range of subjects, catering to diverse grade levels and academic needs. These broadcasts often include engaging visuals, animations, and interactive elements to enhance comprehension. TV/Radio-Based Instruction provides flexibility, allowing learners to

access lessons at scheduled broadcast times or through recorded sessions, accommodating different schedules (Ceballos *et al.*, 2021; Dangle & Sumaoang, 2020; Rasheed *et al.*, 2020).

Moreover, it can be a valuable resource during emergencies, ensuring the continuity of education when physical classrooms are disrupted. Despite these challenges, the accessibility and potential for widespread impact make TV/Radio-Based Instruction a powerful tool, particularly in fostering inclusive education and reaching remote or marginalized communities. As technology continues to advance, the integration of broadcast media in education remains a versatile and impactful solution for enhancing educational access and equity (Dangle & Sumaong, 2020; DO No. 012 s. 2020).

Furthermore, TV/Radio-Based Instruction has been utilized not only for formal education but also for lifelong learning and skill development. Educational programs can cover a wide array of subjects, including vocational training, health education, and community development. This versatility makes TV/Radio-Based Instruction a valuable tool not only within the traditional academic framework but also for addressing broader societal needs. As technology continues to advance, the potential for innovation in TV and Radio-Based Instruction expands. Interactive features, audience participation mechanisms, and real-time feedback systems can be integrated to enhance engagement and make learning more dynamic (König *et al.*, 2020; Qureshi *et al.*, 2021; Singh & Thurman, 2019).

2.6 Blended Learning

All public schools in the Philippines presently employ this teaching strategy. In a study conducted by the Department of Education (DepEd), parents of students this academic year indicated that learning through printed and digital modules was their top choice for remote learning. It also takes into account students who live in remote places without access to the internet for online education. The responsibility of monitoring the student's progress falls to the instructor. Students may contact the teacher via email, phone, text message, instant messaging, and other methods. Where possible, the teacher should visit learners who need remediation or assistance. Printed modules were delivered to students, parents, or guardians by the teachers or through Local Government Officials (Dangle & Sumaong, 2020; DO No. 012 s. 2020).

In addition, as education moves beyond school premises, parents and stakeholders now play a crucial role as partners in their children's learning journey. They serve as home facilitators and community learning enablers, establishing connections and guiding their children in distance learning. Adjustments in the K-12 curriculum, aligned learning materials, multiple delivery modalities, teacher and school leader training, and proper orientation for parents or guardians are necessary to ensure continuity of learning. However, challenges identified in the study include insufficient school funding for module production and delivery, students' struggles with self-studying, and parents' lack

of knowledge in academic guidance (Dangle & Sumaong, 2020; DO No. 012 s. 2020; Manca & Delfino, 2021).

Consequently, blended learning —a pedagogical approach that combines traditional face-to-face instruction with online learning components —represents a dynamic and flexible method of education. In a blended learning model, students participate in a combination of in-person classroom sessions and online activities, resulting in a more personalized and adaptive learning experience. This approach recognizes the advantages of both traditional and digital learning, leveraging the strengths of each to enhance educational outcomes. Blended learning environments often integrate multimedia resources, interactive simulations, and collaborative online tools to cater to diverse learning styles and preferences (Basilaia & Kvavadze, 2020; König *et al.*, 2020; Subedi *et al.*, 2020).

Furthermore, the face-to-face component enables direct interaction with instructors and peers, fostering a sense of community and providing immediate feedback. At the same time, the online aspect offers flexibility in terms of pacing and access to a wealth of digital resources. The effectiveness of blended learning lies in its ability to cater to individualized learning needs. Students can progress through materials at their own pace, revisit content as needed, and engage in collaborative online discussions. Additionally, the flexibility of this model accommodates varied learning preferences, making it suitable for a broad spectrum of learners (Park *et al.*, 2020; Minkos & Gelbar, 2021).

Furthermore, the integration of technology in blended learning cultivates digital literacy skills, preparing students for the demands of the modern workforce. Despite its benefits, the successful implementation of blended learning requires careful planning, technological infrastructure, and ongoing support for both educators and students. Nevertheless, the adaptability and potential for personalized learning make blended learning a valuable and increasingly popular approach in educational settings worldwide, bridging the best of traditional and digital instruction for a comprehensive and engaging learning experience (Dangle & Sumaong, 2020; DO No. 012 s. 2020).

2.7 Capacity Building

The Learning Continuity Plan aims to balance the demands of all parties involved, including teachers, parents, students, and community members, while streamlining interaction and consolidating many previous plans. It was crucial to combine, without requiring two plans, the purpose of Executive Order N-56-20, which was released in April 2020 and called for an off-cycle Local Control and Accountability Plan (LCAP) due on December 15, and the ongoing requirement for LEAs to formally plan to resume classes in the face of uncertainty and COVID-19. For the 2020–21 academic year, the Learning Continuity Plan will take the role of the LCAP (Palden, 2020; Sedgwick, 2019).

Furthermore, to ensure that the Learning Continuity Plan is finished before the start of the 2020–21 academic year, an adoption deadline of September 30, 2020, has been set. The Learning Continuity Plan template documents the planning process already in

progress for the 2020–21 academic year and includes descriptions of the following: filling in learning gaps; engaging stakeholders in meaningful ways; upholding transparency; attending to the needs of students without duplicates, those with special needs, and those who are homeless; providing access to the tools and connectivity required for distance learning; providing resources and assistance (Ceballos *et al.*, 2021; Dangle & Sumaoang, 2020; Rasheed *et al.*, 2020).

Furthermore, capacity building is a comprehensive and ongoing process that involves enhancing the skills, knowledge, resources, and organizational structures of individuals, communities, or institutions. This multifaceted approach aims to empower individuals and organizations to address current challenges and effectively adapt to future needs. The capacity building spans various sectors, including education, healthcare, governance, and community development, and it can take different forms, such as training programs, skill development initiatives, and institutional strengthening (Minkos & Gelbar, 2021; Subedi *et al.*, 2020; Tadeo, 2021).

In the context of individuals, capacity building focuses on upgrading skills, expanding knowledge, and fostering a growth mindset. It involves providing training opportunities, mentorship, and resources to enable individuals to excel in their roles and contribute more effectively to their communities or organizations. For institutions, capacity building often involves strategic planning, refining organizational structures, and optimizing operational processes to enhance efficiency and effectiveness (Koo *et al.*, 2020; Ravichandran *et al.*, 2020; Sintema, 2020).

In education, capacity building might involve teacher training programs, curriculum development initiatives, and the integration of technology to enhance learning outcomes. In healthcare, this could entail training healthcare professionals, strengthening health systems, and enhancing infrastructure to deliver better patient care. In community development, capacity building might involve empowering local communities with the skills and resources needed for sustainable development (Hollweck & Doucet, 2020; Murgatroyd, 2020; Rasiah *et al.*, 2020).

2.8 Stakeholders' Engagement and Partnership

As a result of the COVID-19 pandemic, educational organizations and their leaders have undergone significant transformations. To overcome the issues brought about by the pandemic, educational leaders must develop new adaptive learning techniques in collaboration with various stakeholders. It is expressly mentioned in Section 1 of Article XIV of the 1987 Constitution of the Philippines. "*The State shall defend and advance the right of all people to quality education at all levels and shall take reasonable measures to ensure that such education is accessible to all - a comprehensive, adequate, and integrated educational system that is in line with societal and individual demands. Everyone is interested in education. It also significantly contributes to everyone's lives by fostering personality development, enhancing knowledge and skills, and promoting feelings of well-being*" (Ceballos *et al.*, 2021; Monge *et al.*, 2018; Sedgwick, 2019).

However, under the direction of Secretary Leonor Magtolis Briones, the Department of Education (DepEd) has made necessary steps to proactively address and respond to the problems and needs of the times through a shared vision of quality, accessible, relevant, and liberating primary education for everyone. To address the need for high-quality education, the department issued an order to all Regional Offices, Divisions, and City Schools Division Offices (Dangle & Sumaong, 2020; DO No. 012 s. 2020).

According to DepEd Order No. 12, Section 2020, the Department of Education (DepEd) is issuing this order to provide clear direction to all its offices, units, schools, and community learning centers (CLCs), as well as to students, their parents, partners, and other stakeholders. A bundle of educational interventions known as the Basic Education Learning Continuity Plan has been devised to address the issues with primary education brought on by COVID-19. The policy ensures safe and continuous learning amid the pandemic (DO No. 012 s. 2020; Singh & Thurman, 2019).

Stakeholder engagement and partnership building are integral components of effective and sustainable development initiatives, whether in the corporate, nonprofit, or public sector. Stakeholders encompass a diverse range of individuals, organizations, and communities with a vested interest or influence in a particular project or endeavor. Engaging stakeholders involves actively involving them in decision-making processes, seeking their input, and considering their perspectives. Partnerships, on the other hand, entail establishing collaborative relationships between different entities to achieve shared goals (König *et al.*, 2020; Qureshi *et al.*, 2021; Singh & Thurman, 2019).

2.9 Governance and Operations

Schools, training centers, and institutions of higher education have been forced to close in the majority of nations as a result of lockdown and social segregation measures brought on by the COVID-19 pandemic. The way instructors deliver high-quality instruction has undergone a paradigm shift in favor of numerous online platforms. Despite the difficulties faced by teachers and students, online learning, distance learning, and continuing education have emerged as solutions to the unprecedented worldwide pandemic. For students and teachers, switching from conventional face-to-face learning to online learning can be a completely different experience that they must adjust to, as there are few, if any, other options (De Torres, 2021; Pokhrel & Chhetri, 2021; Zhao & Watterston, 2021).

Additionally, the educational system and instructors have adopted "Education in Emergency" through various online platforms, but are often forced to use a system for which they are ill-equipped. Learning should continue even when there is a protracted school closing or student absence. It is a crucial part of emergency management in schools because it encourages teaching and learning to continue even when one or more pupils are unable to attend class as usual due to unforeseen circumstances (Cahapay, 2020; DO No. 012 s. 2020).

Governance and operations are intertwined facets of organizational management, both of which are critical for the effective functioning and success of any entity, whether a business, nonprofit organization, or government agency. Governance refers to the system of structures, processes, and principles by which an organization is directed and controlled. It involves defining roles and responsibilities, establishing decision-making frameworks, and ensuring accountability at various levels. Effective governance provides a roadmap for ethical behavior, risk management, and strategic planning, contributing to the overall sustainability and success of the organization (Ceballos *et al.*, 2021; Dangle & Sumaoang, 2020; Rasheed *et al.*, 2020).

On the other hand, operations pertain to the day-to-day activities and processes that organizations undertake to achieve their objectives. It encompasses everything from resource allocation and project management to customer service and product delivery. Efficient operations are vital for optimizing resources, minimizing costs, and delivering high-quality products or services. Well-structured operations are often guided by strategic plans and aligned with the organization's mission and goals. The relationship between governance and operations is symbiotic. Strong governance frameworks set the parameters for operational activities, ensuring that they align with the organization's overall strategy and adhere to ethical and legal standards. Effective governance also provides mechanisms for monitoring and evaluating operational performance, enabling timely adjustments and improvements (Endaya *et al.*, 2022; Teunissen *et al.*, 2023; Zhao & Watterston, 2021).

2.10 Advocacy and Awareness

Additionally, DepEd will guarantee the readiness of educational facilities, students, and academic and support staff in time for the start of the school year in August. The BE-LCP will primarily be implemented through communications, with the approval and assistance of our key stakeholders. The Central Office will oversee communications activities to maintain unified branding while keeping them grounded in grassroots contexts, responding to localized demands (Peregrino *et al.*, 2022; Pokhrel & Chhetri, 2021; Yayen *et al.*, 2021).

Further, cooperation and synergy with national government media outlets (PCOO, DOH, and IATF) must be made. These initiatives, which are founded on the fundamental values of being proactive, cooperative, responsive, and intensely involved with the department's various publics, will be concentrated on the creation of new media platforms, the creation of a Crisis Communications Management Team, and the development of Public Health Information Protocols (Hollweck & Doucet, 2020; Rasiah *et al.*, 2020; DO No. 012 s. 2020).

Furthermore, to further assist the department in implementing the BE-LCP, a Monitoring and evaluation framework adapted to learners' needs during this emergency has been implemented. To avoid prolonged school closures, which are linked to numerous social risks for youth, and to promote education-related economic activity, the decision was made to resume school-managed support systems, such as the School-Based

Feeding Program, among other socioeconomic factors. This decision was made in order to start classes on August 24, 2020. However, we also expect that socioeconomic gaps, as shown by home internet access and willingness to participate in blended or distance learning, will have an impact on the standard of learning during the implementation of this learning continuity plan, which DepEd must address and lessen these (Peregrino *et al.*, 2022; Sintema, 2020; Tadeo, 2021).

Advocacy and awareness are powerful tools for addressing social issues, driving change, and promoting positive outcomes. Advocacy involves actively supporting a cause or policy, influencing decision-makers, and championing the rights and interests of individuals or communities. Awareness, on the other hand, involves educating the public and stakeholders about specific issues and fostering understanding, empathy, and support. Advocacy efforts aim to bring attention to issues that require action or policy change. Advocates work to influence public opinion, mobilize communities, and engage with policymakers to create a favorable environment for change. Whether focused on human rights, environmental sustainability, or healthcare access, effective advocacy involves crafting compelling narratives, utilizing data and evidence, and strategically leveraging various communication channels to achieve its goals (Minkos & Gelbar, 2021; Subendi *et al.*, 2020; Tadeo, 2021).

Additionally, the symbiotic relationship between advocacy and awareness is evident in their collaborative impact. Awareness serves as the foundation for effective advocacy, as informed individuals are more likely to engage with and support causes. Advocacy, in turn, amplifies awareness by providing actionable steps, influencing policies, and catalyzing broader social change. Together, they create a cycle of informed engagement that can drive systemic improvements. Nonprofits, grassroots organizations, and social movements frequently employ advocacy and awareness strategies to address a range of issues, including social justice, environmental conservation, public health, and education. Success depends on clear communication, supporter engagement, and lasting impact (Park *et al.*, 2020; Minkos & Gelbar, 2021).

2.11 Monitoring, Evaluation, and Adjustment

In these uncertain times, the department must also deal with a variety of security-related issues, such as the need to reduce the level of anxiety among students, teachers, parents, and other stakeholders to improve coordination and collaboration at both the national and local levels and to enlist the help of its large constituency and alliances. Quick monitoring and response mechanisms include the DepEd Task Force COVID-19 and the redesigned Oplan Balik Eskwela. These security issues have been addressed by Brigada Eskwela (Endaya *et al.*, 2022; Teunissen *et al.*, 2023; Zhao & Watterston, 2021).

The reforms outlined in the BE-LCP, which employ a learner-oriented framework, align with the four Sulong Edukalidad pillars: curriculum review and update for grades K through 12, enhancement of the learning environment, teacher upskilling and reskilling, and engagement of stakeholders for support and collaboration. The implementation of these pillars must prioritize innovation, agility, and synergy. We share

the same aims for and with every learner at Sulong Edukalidad, BE-LCP, and the future of Philippine education: agency and self-actualization, work readiness, and responsible citizenship (Adlit & Adlit, 2022; Bernido, 2021; Gostin *et al.*, 2020).

The streamlining of the K–12 Curriculum into the Essential Learning Competencies (ELCs) and allowing multiple learning delivery modalities, such as distance learning and blended learning, are critical components of the learning strategies that will operationalize the BE–LCP, either on top of or in place of face–to–face learning. Distance learning is a method of delivering education in which the teacher and the students interact while they are physically separated during teaching. There are three variations of this modality: TV/radio-based instruction, online distance learning, and modular distance learning (Dangle & Sumaong, 2020; DO No. 012 s. 2020).

This MEA cycle is integral to adaptive management, an approach that recognizes the dynamic and complex nature of projects and initiatives. Instead of adhering rigidly to predetermined plans, adaptive management embraces flexibility, allowing organizations to respond effectively to changing circumstances, uncertainties, and unexpected outcomes. Effective MEA requires clear indicators, robust data collection methods, and a commitment to learning and improvement. It fosters accountability by providing evidence of impact, informs stakeholders about progress, and guides decision-making for future initiatives (Dangle & Sumaong, 2020; DO No. 012 s. 2020).

Additionally, a September 30, 2020, adoption deadline has been established to ensure that the Learning Continuity Plan is completed before the start of the 2020–21 academic year. The schedule also aims to facilitate communication of decisions that will shape the provision of education in 2020–2021. According to medical guidance, this approach involves a combination of in-person instruction and online learning, along with essential opportunities for stakeholder interaction. The department researched data on fundamental education and the anticipated epidemiological environment to develop the BE-LCP. The foundational elements of the learning methods that will operationalize the BE-LCP learning, either in addition to or in place of in-person instruction, are the simplification of the K-12 Curriculum into the Essential Learning Competencies (MELCs) and the enabling of numerous learning delivery modalities, such as distance learning and blended learning.

3. Methodology

This chapter discusses the research design, research locale, respondents, research instrument, data collection procedure, and statistical treatment of data used in this study.

3.1 Research Design

This study employed quantitative research utilizing the descriptive survey method. Quantitative research design comprises a variety of techniques for systematically investigating social phenomena using statistical or numerical data. As a result, quantitative research relied on measurement and assumed that the studied phenomena

could be quantified. It aimed to examine data for patterns and connections and to validate the measurements (Bloomfield & Fisher, 2019; Park *et al.*, 2020; Swart *et al.*, 2019).

The use of a quantitative descriptive survey method was appropriate for this study, as it focused on assessing the level of implementation of various components of the Learning Continuity Plan. Since the goal was to measure the extent of implementation rather than explore underlying causes, a descriptive quantitative approach provided a suitable framework for analysis. This design enabled the systematic collection and analysis of measurable data, providing a clear overview of existing practices. The results provided a strong empirical basis for developing the proposed F.A.S.T. Program, thereby addressing the second research objective. This approach supported evidence-based planning and helped stakeholders identify strengths and areas for improvement in the LCP implementation.

This study employed a quantitative descriptive survey method with a cross-sectional time dimension, making it well-suited to the research objectives. The cross-sectional design, which involved collecting data at a single point in time, was suitable for assessing the level of implementation of the Learning Continuity Plan across public schools in the T'boli 1 District during the 2022–2023 school year. As the study aimed to measure the extent to which components such as curriculum support, learning delivery modalities, and stakeholder engagement had been implemented—rather than explore causal relationships—a descriptive quantitative approach was the most practical and effective choice. The findings provided a solid basis for crafting the proposed F.A.S.T. Program, thereby fulfilling the second research objective.

Additionally, in quantitative research, closed-ended questions were frequently preferred. This design ensured that the quantitative research process was much more efficient than if open-ended questions of the qualitative type had been used. It was considered more effective because it eliminated the need for the time-consuming task of coding a sizable number of open-ended responses. However, when appropriate, the inclusion of an "Other" category in the list of possible answers to questions was frequently permitted by the quantitative research design (Cooksey, 2020; Habib, 2021).

Furthermore, the quantitative research design aimed to collect numerical data and generalize it to different populations. In this design, all aspects were meticulously and precisely planned before data collection, and the researcher had a clearly defined research question to which objective answers were sought. Statistics and numbers served as examples of data. Projects were often used to investigate causal relationships, predict future outcomes, or, more broadly, generalize concepts (Leavy, 2022; Sileyew, 2019; Park *et al.*, 2020).

Consequently, quantitative research designs were beneficial for exploring causal relationships, making predictions, and generalizing findings across different settings or populations. For example, a researcher might investigate whether there is a statistically significant relationship between students' attendance and their academic performance, or whether a specific intervention leads to improved outcomes in a target group. Through

the use of structured instruments, such as surveys, questionnaires, or standardized tests, data can be gathered efficiently from large samples (Cooksey & Cooksey, 2020).

On the other hand, descriptive survey research often emphasizes the what, how, when, and where rather than the why in quantitative research. It concentrates on a phenomenon's characteristics rather than its causes. The primary objective of descriptive survey research was to illuminate and better understand the core issues of the study problem. The method provided a thorough understanding of the problem before examining its underlying causes (Braun *et al.*, 2021; Story & Trait, 2019).

Moreover, the descriptive survey research technique involved creating questionnaires or polls, which were subsequently distributed to respondents, who then answered the questions (typically a mix of open-ended and closed-ended questions). The most efficient and cost-effective approach to gathering opinions on a subject was through surveys. These could be conducted offline or online, with various sample sizes and distribution methods available. Information about a particular topic was gathered using descriptive surveys (Millner *et al.*, 2020; Siedlecki, 2020).

Additionally, this research design was primarily descriptive and intended to collect data that captured the characteristics, behaviors, or attitudes of a specific population or phenomenon at the time of the study. It focused on understanding "what was" rather than exploring causal relationships or changes over time. Often referred to as a cross-sectional study, this design involved collecting data simultaneously. It was beneficial when the objective was to provide a snapshot of a particular issue, situation, or group of individuals, making it ideal for studies that aimed to describe rather than explain (Bloomfield & Fisher, 2019).

For instance, if a researcher had wanted to study the level of concentration among church members during a service, they might have used this approach by randomly selecting participants from the congregation and distributing survey instruments such as questionnaires. These would have been completed and returned immediately, capturing the respondents' state of mind or behavior (Braun *et al.*, 2021).

3.2 Research Locale

This study was conducted in 5 different public schools in Tboli 1 District, Tboli, South Cotabato. Malugong Central Elementary School was established on January 01, 2002. It is situated in Barangay Malugong, T'boli, South Cotabato. The school has a population of 825 learners with 28 teachers. The majority of the people are T'boli, and they are engaged in farming.

On the other hand, Aflek Elementary School is a DepEd-managed, partially urban public Elementary school located in TBoli, South Cotabato. It is near the Aflek barangay hall and the Aflek National High School Annex. Aflek Elementary School was established on January 01, 2002. It has a population of 928 learners with 30 teachers. It practices the SBM Level III practices in the T'boli district.

Moreover, Falcon Elementary School was established on January 01, 1984. It has a population of 658 learners with 20 teachers. The majority are T'boli, with some also being

Cebuano, Ilonggo, and Ilocano. The primary livelihoods of the people are farming and fishing.

Additionally, Diata Elementary School is in the province of South Cotabato. Diata Elementary School is in Proper Basag, Barangay Basag, Tboli, South Cotabato. It was established in March 1995. It is one of the small schools in the T'boli district, with 328 learners and 12 teachers. The school is a Brigada Eskwela awardee and one of the most beautiful schools in the district.

Furthermore, Glungga Elementary School is located in the province of South Cotabato, Region XII - Soccsksargen, in the municipality of T'boli. Glungga Elementary School was established on January 01, 1996. It has a population of 720 learners with 25 teachers handled by a full-pledged principal. The school is known as a Gulayan sa Paaralan awardee.

3.3 Population and Sample

The study respondents included five school heads, five district supervisors, five guidance advocates, five school PTA presidents, five chairpersons of the School Governing Council (SGC), and 115 teachers from five schools in T'boli 1 District. The researcher employed total enumeration to determine the number of school heads, district supervisors, guidance advocates, PTA presidents, and SGC chairpersons.

On the other hand, the researcher employed Slovin's formula to determine the desired number of teacher-respondents, resulting in a final number of 89 out of a total of 115. The fishbowl method was employed to obtain the desired sample. The researcher used a purposive sampling technique. It, also called judgment sampling, is the deliberate choice of respondents based on the nature and qualities the researcher wants. It is a non-random technique that does not require underlying theories or a predetermined number of respondents (Anugraheni *et al.*, 2023).

The actual response of 76 out of the intended 89 teachers in the survey introduces a notable deviation from the initial study design. The reasons for non-response, including teacher absence, illness, and lack of interest, suggested a mix of situational and attitudinal factors that could introduce bias. This reduced sample size could impact the study's generalizability and statistical power, requiring careful consideration of potential biases and transparent reporting of non-response details. Researchers should acknowledge and address these limitations to provide a more accurate interpretation of the study findings, allowing readers to understand the scope and potential constraints of the research results.

Table 1: The Distribution of the Respondents

Respondents	Number of Respondents		%
	N	n	
School Head	5	5	100
District Supervisor	5	5	100
Guidance Advocate	5	5	100
PTA President	5	5	100
SGC Chairman	5	5	100
Teacher			
School A	28	22	72
School B	30	23	73
School C	20	15	71
School D	12	10	73
School E	25 115	19 90	73
Total	**175 175**	**114 114**	

The researcher set the inclusion criteria in the selection of the respondents: male or female, regardless of religion and ethnicity, aged 25-50 years old, who are public school teachers, school heads, district supervisors, guidance advocates, PTA presidents, and SGC chairman, currently assigned in Malungong Central Elementary School, Aflek Elementary School, Talcon Elementary School, Diata Elementary School, and Glungga Elementary School.

On the other hand, specific individuals were excluded from participation in this study, including public school teachers, school heads, district supervisors, guidance advocates, PTA presidents, SGC chairpersons aged 24 and under, and those aged 51 and above. Additionally, respondents who were unable or unwilling to consent or cooperate in data collection were excluded from the study.

Nevertheless, respondents had the right to withdraw from the study at any stage without providing a reason. Any respondent who chose to withdraw was assured that their decision would not have any negative consequences or impact on their relationship with the school or program. Furthermore, if any respondents displayed discomfort, distress, or emotional unease during the study, appropriate measures were taken to support and ensure their well-being.

3.4 Research Instruments

The standardized questionnaire for the learning continuity plan was based on the standardized questionnaire for the Evaluation of the Implementation of the Basic Education – Learning Continuity Plan (BE-LCP) of Region XII, which was used to gather the necessary data. The questionnaire consists of eight parts: Curriculum and Learning Support, Multiple Learning Delivery Modalities, Capacity Building Requiring Health Standards in Schools and Workplaces**,** Flexible Class and Programming, Stakeholders' Engagement and Partnership, Governance and Operations, Advocacy and Awareness, Monitoring, Evaluation, and Adjustments.

Moreover, in Curriculum and learning support there were seven statements, Multiple Learning Delivery Modalities (Modular distance Learning) there were seven statements, Multiple Learning Delivery Modalities (Online Distance Learning), there were 7 statement, Multiple Learning Delivery Modalities (TV/RBI) there was 7 statement, Multiple Learning Delivery Modalities (Blended Learning) there were seven statements, in Capacity Building there were six statements, in Requiring in Schools and Workplaces (Increase Physical and Mental Resilience) there were four statements, Requiring in Schools and Workplaces (Reduce contact) there were five statements, in Stakeholders' Engagement and Partnership there were seven statements, in Governance and Operations there were six statements, in Advocacy and Awareness there were four statements and, in Monitoring, Evaluation, and Adjustment there were seven statements.

Table 2: Cronbach's Alpha Internal Consistency

Cronbach's Alpha	**Internal Consistency**
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The retest method was employed to ensure the reliability of the research instrument. It involved administering the questionnaire to a sample of teachers from five different public schools within the T'boli 1 District, located in T'boli, South Cotabato. The selected schools included Malungong Central Elementary School, Aflek Elementary School, Talcon Elementary School, Diata Elementary School, and Glungga Elementary School.

Further, the purpose of this procedure was to determine the instrument's internal consistency using Cronbach's Alpha, a statistical measure used to assess the reliability of a set of scales or test items. Values closer to 1.0 indicate higher reliability, with specific ranges interpreted as shown in Table 2. This step was crucial in validating that the instrument would yield consistent and dependable results when used in the actual data-gathering phase of the study, ensuring accuracy and coherence in the collection of meaningful data.

Table 3: Reliability Statistics

Cronbach's Alpha	**Cronbach's Alpha Based on Standardized Items**	**Number of Items**
.905	.8820	83

The results indicate that the instrument achieved excellent internal consistency, with a Cronbach's Alpha value of 0.905, which is well above the threshold for reliability. The survey items were highly consistent in measuring the intended constructs. Initially, the research instrument consisted of 85 items. However, following the reliability testing procedures and data analysis, two items were removed due to poor correlation with the

overall scale or redundancy, resulting in 83 items. Despite this reduction, the high Cronbach's Alpha value confirms that the remaining items form a coherent, dependable set of questions. Thus, the researcher can confidently proceed and be assured that the instrument is reliable for the study.

3.5 Data Collection

The researcher collected data from Igwenagu's (2016) book, "Fundamentals of Research Methodology and Data Collection." The researcher collected data using the following procedures. First, the researcher made a research questionnaire that was validated by the expert validators. Second, the researcher applied to the Ethics and Review Committee and the Graduate School for approval. Third, the researcher waited for the approval. Fourth, upon approval, the researcher asked permission from the School Division Office of South Cotabato to conduct the study.

Next, the researcher prepared for reproduction according to the number of target respondents: five school heads, five district supervisors, five guidance advocates, five school PTA presidents, and five chairpersons of the School Governing Council (SGC) in T'boli 1 District. Sixth, after granted permission, the researcher personally administered the questionnaire to the respondents and explained the Informed Consent Form (ICF). Seventh, the respondents were given ample time to complete the questionnaires. While retrieving questionnaires, the researcher checked to ensure the respondents had completed all the items. The completed questionnaires were summarized, tallied, analyzed, and interpreted.

The researcher used the weighted mean to determine the profile of the respondent distributions when analyzing the gathered data.

Scale	Range	Verbal Interpretation
4.50-5.00	Strongly Agree	The level of implementation of the learning continuity plan is very high
3.50-4.49	Agree	The level of implementation of the learning continuity plan is high
2.50-3.49	Moderately Agree	The level of implementation of the learning continuity plan is moderately high
1.50-2.49	Disagree	The level of implementation of the learning continuity plan is low
1.00-1.49	Strongly Disagree	The level of implementation of the learning continuity plan is very low

3.6 Statistical Tool

The mean was used to determine the level of implementation of the Learning Continuity Plan in T'boli District.

3.7 Ethical Consideration

There was a primary ethical consideration that had distinct implications for this quantitative research. This study followed the standards of the RMMC Ethics and Review Committee for the guidelines of ethical consideration, particularly in addressing the population and data, such as, but not limited to:

3.7.1 Voluntary Participation

The respondents were allowed to participate without being subject to any plan for consequences, compensation, or loss of benefits. The participant's rights to contribute to the body of knowledge were therefore carefully considered and anticipated after the purpose of the study and its advantages were explained to the participant. The subjects in this study volunteered to participate. They can end their participation in the study when they begin to feel uncomfortable.

3.7.2 Privacy and Confidentiality

Respondents' right to privacy should not be violated without explicit consent, per the Data Privacy Act of 2012, which safeguards the fundamental human right to privacy. Giving respondents the option to omit their names from the survey questionnaire is one way to maintain privacy and confidentiality in this quantitative study. In addition, confidentiality and privacy were maintained by withholding the informants' demographic information, including their age, gender, occupation, and any health conditions. As a result, their identity was kept private for security reasons.

3.7.3 Informed Consent Process

The prospective research respondents were fully informed about the research's objectives, methods, and benefits as comprehensively as possible within the framework of the study. The respondents' consent was obtained, indicating that their participation was voluntary. It was done in written form, stating all the essential details to be disclosed to the respondents and how the survey was conducted. The respondents were asked to affix their signatures on the informed consent form confirming that they voluntarily agreed to participate in the survey. Since the respondents were consenting adults, asking for parents' consent was unnecessary.

3.7.4 Recruitment

The respondents were informed of the reasons for their inclusion in the study. To help the respondents understand the study's purpose, the researcher explained its objectives, allowing them to infer further from the researcher and gain insight into the study's essence. The researcher gave the study's rationale and significance apart from the letter.

3.7.5 Risks

Research shall be conducted only if an acceptable, favorable benefit-to-risk ratio exists. In this study, protecting the respondents from significant harm is equally essential. The

study prioritized the welfare of the respondents. Furthermore, the respondents were not harmed, as their identities were kept confidential. Their security and safety were of the utmost concern. As the researcher, it was necessary to ensure that the respondents were physically, emotionally, and socially prepared for the study. When administering the survey questionnaire, the researcher ensured that respondents did not experience any discomfort or awkwardness during the process.

3.7.6 Benefits

The results of this study could benefit the global community by ensuring equal access to quality education and minimizing learning disruptions, thereby fostering educational equity and enabling students to thrive in the face of various challenges and crises. The data would provide updates on the Department of Education about the level of implementation of learning continuity. In this way, district supervisors and school heads could act and work on tangible activities that would benefit the school during this pandemic. This study provides relevant data on implementing a learning continuity plan among public schools in the Division of South Cotabato.

Furthermore, teachers could consider ways to promote and strengthen the school's efforts in implementing the continuity of the learning plan. It could encourage the stakeholders to participate in the school's activities voluntarily. The parents would be allowed to actively participate in the school's efforts to maintain learning continuity. They could contribute in any way, particularly to Bayanihan projects such as Brigada Eskwela, feeding programs, Bayanihan sa Paaralan, and other activities that welcome all volunteerism. Future researchers could replicate this study in a broader scope to assess the effectiveness and efficacy of the Department of Education's Basic Education (BE) Learning Continuity Plan.

3.7.7 Plagiarism

The study showed no evidence of misinterpretation of someone else's work. The study was subjected to plagiarism detection software, such as Grammarly. As a researcher, one must have that positive character and integrity associated with moral virtues and values. The researcher must better understand the paradigm of plagiarism to produce a credible research paper.

3.7.8 Fabrication

The study had no indication or cue of purposive misinterpretation of what had been done. There was no manipulation of data or results, nor was there any purposeful distortion of conclusions that were not accurate. The researcher employed and integrated theories related to the information and other inferential concepts.

3.7.9 Falsification

The study showed no evidence of purposefully misrepresenting the theoretical expectation and no instances of overclaiming or exaggeration. Additionally, this study

needed to adhere to the principles of data manipulation, which involved formulating statements or disregarding important details and maneuvering materials, tools, or methodologies that would not mislead others.

3.7.10 Conflict of Interest (COI)

The study had no trace of conflict of interest, for example, the disclosure of COI, which is a set of conditions in which professional judgment concerning primary interest, such as respondents' welfare or the validity of the research, tends to be influenced by a secondary interest, such as financial or academic gains or recognitions. Furthermore, the researcher had no control or influence over the respondents, who were not compelled to participate in the study.

3.7.11 Deceit

The study had no trace of misleading the respondents about any possible danger. There must be humongous protection for the rights of the respondents in any study, especially since they have attained higher education, so balanced and appropriate principles shall be adhered to.

3.7.12 Permission from the Organization/Location

The researcher followed the protocols of this study. Upon receiving the signal from the panelists, the adviser, and the RMMCERC committee, the researcher sought approval from the school division Superintendents for the study's conduct through a formal letter. After this, the researcher wrote a formal letter to the district supervisor and the school principal involved in the study, attaching the school's endorsed letter from the school division superintendent.

3.7.13 Authorship

Ethical authorship involves recognizing and acknowledging individuals who have contributed significantly to the research, ensuring that only those who meet the authorship criteria are included. The researcher ensures that the study's results are transparently represented, all parties' contributions, maintaining fairness and credibility in research outputs. Adherence to ethical authoring norms is emphasized to ensure a transparent and fair contribution to the advancement of knowledge.

4. Results and Discussion

This chapter deals with the presentation, analysis, and interpretation of the data gathered on the level of implementation of a learning continuity plan in terms of curriculum and learning support, multiple learning delivery modalities, capacity building, requiring health standards in schools and workplaces, stakeholder's engagement and partnership, governance and operations, advocacy and awareness, and monitoring, Evaluation, and adjustment.

4.1 The Level of Implementation of Learning Continuity Plan in terms of Curriculum and Learning Support

Table 4 presents the level of implementation of the Learning Continuity Plan regarding curriculum and learning support. The mean and standard deviation were used to analyze the data collected.

Data revealed that curriculum and learning support obtained a mean of 3.4, indicating moderately high implementation. The highest mean was for teachers' learning resources, learning environment, assessment and exits, school leadership and management, community/industry relevance, and partnerships ($\bar{x}$ = 4.0). It was followed by SLMs and LAS being within the learners' capacity ($\bar{x}$ = 3.7) and easily translated content and performance standards, which helped educators ($\bar{x}$ = 3.7). Systematic learning activities in the MELCs that address learners' needs received a mean score of $\bar{x}$ (3.6). The coverage of MELCs by the SLMs had a mean of $\bar{x}$ (3.4). The Department of Education's provision of suitable copies of MELCs received a mean of $\bar{x}$ (3.3). Lastly, the competencies included 21st-century, interpersonal, leadership, global, and cross-cultural skills, with the lowest mean of $\bar{x}$ (3.0).

Table 4: The Level of Implementation of Learning Continuity Plan in terms of Curriculum and Learning Support

A. Curriculum and Learning Support	Mean	Description
1. The unpacking and combining of MELCs help to systematize learning activities and effectively address the varying needs of learners and the challenges of instructional deliveries.	3.6	High
2. Unpacking content and performance standards results in a form more easily translated into a unit, and daily lesson plans help educators zero in on what is essential for instruction.	3.7	High
3. The streamlined competencies include 21st-century skills, interpersonal skills, leadership skills, and global cross-cultural awareness.	3.0	Moderately High
4. The copy of Most Essential Learning Competencies (MELCs) provided by the Department of Education (DepEd) is suited to the local context and fully maximized by school heads and teachers.	3.3	Moderately High
5. The Most Essential Learning Competencies (MELCs) per quarter are covered by the SLMs distributed by the schools, wherein learners can cope with them.	3.4	Moderately High
6. Learners can respond to the required SLMs and Learning Activity Sheets (LAS) distributed by the schools per quarter.	3.7	High
7. To ensure holistic intervention, the following components are well-implemented: Teachers' Learning Resources, Learning Environment, Assessment and exits, School Leadership and Management, Community/Industry Relevance, and Partnerships.	4.0	High
Total	**3.4**	**Moderately High**

4.2 The Level of Implementation of Learning Continuity Plan in terms of Multiple Learning Delivery Modalities- Modular Distance Learning

Table 5 presents the level of implementation of the Learning Continuity Plan in terms of multiple learning delivery modalities, including modular distance learning used by the participating schools. The mean and standard deviation were used to analyze the data collected and to determine the overall consistency and trends in responses.

Data revealed that multiple learning delivery modalities—modular distance Learning obtained a mean of 3.2, indicating moderately high implementation. The highest mean scores were for subject teachers who utilized varied innovative assessment strategies ($\bar{x}$ = 3.4) and assisted learners through email, telephone, text messages, and other communication tools ($\bar{x}$ = 3.4). It was followed by learners' access to self-learning modules (SLMs) in printed or digital form $\bar{x}$ (3.2), learning materials on electronic devices being accessible to learners $\bar{x}$ (3.2), teachers conducting home visits or intervening for learners needing remediation $\bar{x}$ (3.2), and family members and stakeholders serving as para-teachers to assist learners with needs $\bar{x}$ (3.2). The lowest mean was for varied teacher assessments, $\bar{x}$ (3.0).

Table 5: The Level of Implementation of the Learning Continuity Plan in Terms of Multiple Learning Delivery Modalities- Modular Distance Learning

B1. Multiple Learning Delivery Modalities	Mean	Description
1. The use of self-learning modules (SLMs) in print or digital format/electronic copy, depending on the learner's context, as well as other learning resources like textbooks, activity sheets, study guides, and other study materials, is permitted by the individualized instruction.	3.2	Moderately High
2. The delivery of e-learning resources, including offline e-books, can also be done via CDs, DVDs, USB storage, and computer-based apps. Learners can access electronic versions of instructional materials on a computer, tablet, PC, or smartphone.	3.2	Moderately High
3. The subject teacher monitors the learners' progress by utilizing varied innovative assessment strategies responsive to the current health crisis.	3.4	Moderately High
4. The subject teachers assist the learners via e-mail, telephone, text message or instant messaging.	3.4	Moderately High
5. Where possible, the teachers do home visits or initiate interventions for learners needing remediation or assistance.	3.2	Moderately High
6. Any family member or other community stakeholders serve as para-teachers to learners needing more assistance.	3.2	Moderately High
7. The teacher uses varied assessment strategies and provides rubrics if necessary.	3.0	Moderately High
Total	**3.2**	**Moderately High**

4.3 The Level of Implementation of Learning Continuity Plan in Terms of Multiple Learning Delivery Modalities- Online Distance Learning

Table 6 presents the level of implementation of the Learning Continuity Plan in terms of multiple learning delivery modalities, including online distance learning. The mean and standard deviation were used to analyze the data collected.

Data revealed that multiple learning delivery modalities in online distance learning obtained a mean of 4.2, indicating a high level of implementation. The highest-rated indicators were teachers utilizing various technologies to engage learners ($\bar{x}$ = 4.3), interactive discussions between teachers and learners that provide real-time responses ($\bar{x}$ = 4.3), and learners having a good and stable internet connection during classes ($\bar{x}$ = 4.3). It was followed by the effectiveness of learning management systems, DepEd Commons, LR Portal, and other related technologies $\bar{x}$ (4.2). Smooth synchronous instruction using online platforms $\bar{x}$ (4.1), the availability of downloadable materials $\bar{x}$ (4.1), and the provision of varied assessment strategies and rubrics $\bar{x}$ (4.1) all received the following highest mean scores.

Table 6: The Level of Implementation of Learning Continuity Plan in Terms of Multiple Learning Delivery Modalities- Online Distance Learning

B2. Online Distance Learning	**Mean**	**Des**
1. The teacher as facilitator engages learners' active participation by using various technologies accessed through the internet.	4.3	High
2. The online platforms that facilitate learner-teacher and peer-to-peer communication provide smooth synchronous instruction.	4.1	High
3. The learners utilizing this modality have good and stable internet connection during actual conduct of lessons.	4.3	High
4. There is interactive discussion during the session that provides real-time responses between teachers and learners and between and among learners.	4.3	High
5. The students can access online resources, complete and turn in assignments, participate in webinars, and take virtual classes.	4.1	High
6. Effective practice in using a Learning Management System, DepEd Commons, LR Portal, and other related technologies in this learning modality is observed.	4.2	High
7. The teacher uses varied assessment strategies and provides rubrics if necessary.	4.1	High
Total	**4.2**	**High**

4.4 The Level of Implementation of Learning Continuity Plan in terms of Multiple Learning Delivery Modalities- TV/RBI

Table 7 presents the level of implementation of the Learning Continuity Plan in terms of multiple learning delivery modalities, specifically TV/Radio-Based Instruction (TV/RBI). The mean and standard deviation were used to analyze the data collected.

Data revealed that multiple learning delivery modalities—TV/RBI obtained a mean of 4.2, indicating a high level of implementation. The highest-rated indicators were teachers using varied assessment strategies ($\bar{x}$ = 4.4), followed by teachers providing learning input at the end of the learning module ($\bar{x}$ = 4.2) and observing different perspectives in the lesson ($\bar{x}$ = 4.2). Learners upholding active and personalized Learning

received a mean of $\bar{x}$ (4.1). Meanwhile, using SLMs converted from TV/RBI instructions for video lessons ($\bar{x}$ = 4.0) and the observed collaboration among teachers, learners, and parents in implementing TV/RBI ($\bar{x}$ = 4.0) received the lowest, though still high, mean scores.

Table 7: The Level of Implementation of Learning Continuity Plan in terms of Multiple Learning Delivery Modalities- TV/RBI

B3. TV/RBI	Mean	Description
1. TV/Radio-Based Instruction utilizes SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio scripts for Radio-Based Instruction.	4.0	High
2. Teacher-learner-parent/guardian's collaboration has been observed in implementing this modality based on the monitoring and evaluation.	4.0	High
3. The teacher who delivers lessons through this modality manifests evidence of content area expertise.	4.4	High
4. Active and personalized learning on the part of the learner has been upheld in this type of distance learning modality.	4.1	High
5. The teacher provides inputs on how learning shall be assessed at the end of the learning module lesson.	4.2	High
6. Inclusion has been observed in terms of the different perspectives in the lesson, pedagogical choices, teaching activities, and learning materials used to suit the learners' varied needs and socio-cultural backgrounds.	4.2	High
7. The teacher uses varied assessment strategies and provides rubrics if necessary.	4.4	High
Total	**4.2**	**High**

4.5 The Level of Implementation of Learning Continuity Plan in terms of Multiple Learning Delivery Modalities- Blended Learning

Table 8 presents the level of implementation of the learning continuity plan in terms of multiple learning delivery modalities- blended Learning. The mean and standard deviation were used to analyze the data collected**.**

Data revealed that multiple learning delivery modalities—blended Learning obtained a mean of 3.2, indicating a moderately high level of implementation. The highest-rated indicators were using rubrics and varied assessment strategies ($\bar{x}$ = 3.4) and achieving higher learning outcomes ($\bar{x}$ = 3.4). It was followed by the effective implementation of the LR Portal, DepEd Commons, and media support (3.2), the combination of TV/RBI with modular distance learning (3.2), and the establishment of clear school guidelines for implementing the blended modality (3.2). Modular and online Learning, being well-implemented by teachers, also received a mean of $\bar{x}$ (3.2). The lowest mean was observed in the assurance of face-to-face learning with social distancing ($\bar{x}$ = 3.1).

Table 8: The Level of Implementation of Learning Continuity Plan in Terms of Multiple Learning Delivery Modalities- Blended Learning

B4. Blended Learning	**Mean**	**Description**
1. Blended learning enables the schools to limit face-to-face learning, ensure social distancing, and decrease the number of people outside the home at any given time.	3.1	Moderately High
2. The combination of modular distance learning with online distance learning is well-implemented by teachers.	3.2	Moderately High
3. The combination of modular distance learning with TV/Radio-based instruction is well-implemented by teachers.	3.2	Moderately High
4. There is an effective implementation in terms of the production of the needed teachers' and learners' learning materials (LR *et al.*) and the support of media institutions like TV and radio stations.	3.2	Moderately High
5. The school has established clear guidelines for implementing blended learning modalities.	3.2	Moderately High
6. Learners manifest higher levels of learning outcomes through a blended learning approach.	3.4	Moderately High
7. The teacher uses varied assessment strategies and provides rubrics if necessary.	3.4	Moderately High
Total	3.2	Moderately High

4.6 The Level of Implementation of the Learning Continuity Plan in Terms of Capacity Building

Table 9 presents the level of implementation of the learning continuity plan in terms of learning assessment. The mean and standard deviation were used to analyze the data collected.

The data revealed that the learning assessment obtained a mean of 4.2, indicating a high level of implementation. The highest-rated indicator addressed the needs of DepEd personnel and stakeholders through crafting a comprehensive capability-building program ($\bar{x}$ = 4.4). It was followed by the initiation of regional training to create experts in conducting varied capability-building programs $\bar{x}$ (4.2), the conduct of webinars for parents and stakeholders in implementing BE-LCP $\bar{x}$ (4.2), the initiation of webinars for private schools $\bar{x}$ (4.2), and the conduct of series of orientations and conferences to ensure high program awareness $\bar{x}$ (4.2). Implementing the webinar series received a slightly lower, still high, mean of $\bar{x}$ (4.1).

Table 9: The Level of Implementation of Learning Continuity Plan in terms of Learning Assessment

C. Learning Assessment	Mean	Description
1. A comprehensive capability-building program has been crafted to address the needs of DepEd personnel and stakeholders.	4.4	High
2. A webinar series for key officials has been implemented.	4.1	High
3. Regional Training of Trainers has been initiated to create a pool of experts to be utilized as resource persons in various capability-building programs.	4.2	High
4. Webinars for private schools have been initiated to capacitate key officials and personnel from the private sector.	4.2	High
5. Webinars for parents and stakeholders have been done to capacitate them as partners in implementing the BE-LCP.	4.2	High
6. A series of orientations and conferences have been conducted to ensure high awareness of the priority programs and projects and essential directives of DepEd in this time of health crisis.	4.2	High
Total	**4.2**	**High**

4.7 The Level of Learning Continuity Plan in Terms of Requiring Health Standards in Schools and Workplaces- Increase Physical and Mental Resilience

Table 10 presents the level of implementation of the learning continuity plan in terms of distance learning delivery modalities. The mean and standard deviation were used to analyze the data collected.

Data revealed that requiring health standards in schools and workplaces increased physical and mental resilience, with a mean of 4.2, indicating a high level of implementation. The highest-rated indicators prioritized mental health protection and promotion ($\bar{x}$ = 4.4) and evident daily engagement in 30-minute physical activity by DepEd personnel ($\bar{x}$ = 4.3). Interventions to improve mental health ($\bar{x}$ = 4.2) and scheduled activities related to MPSS, debriefing sessions, and work-life balance promotion ($\bar{x}$ = 4.2) also received high mean scores. Promoting school-life balance, physical activities while observing social distancing was rated slightly lower but still high at $\bar{x}$ (4.1).

Table 10: The Level of Implementation of Learning Continuity Plan in Terms of Requiring Health Standards in Schools and Workplaces- Increase Physical and Mental Resilience

D1. Increase Physical and Mental Resilience	Mean	Des
1. The DepEd Required Health Standards on re-establishing regular and safe delivery of essential school-based services, adapted school-based feeding, continuous promotion of "school-life balance," and learners' engagement in daily physical activities, provided physical distancing is observed.	4.1	High
2. Personnel in DepEd offices are engaged in at least 30 minutes of daily physical activities, subject to the strict observance of physical distancing, and to observe proper hygiene, safety, and other precautionary measures.	4.3	High
3. Priority on protecting and promoting mental health and the general welfare of all learners and personnel is upheld.	4.4	High
4. There are interventions to increase mental health within the first week of return to school, operationalization of a guidance office in every school to provide essential mental health services to learners and personnel, and establishing counseling services through a hotline/platform in SDOs.	4.2	High

5. Mental Health and Psychosocial Support (MPSS) and debriefing sessions to personnel, and the promotion of "work-life balance" through project scheduling activities and rotation workforce are established	4.2	High
Total	**4.2**	**High**

4.8 The Level of Learning Continuity Plan in Terms of Requiring Health Standards in Schools and Workplaces- Reduce Transmission

Table 11 presents the level of implementation of the learning continuity plan in terms of reduced Transmission. The mean and standard deviation were used to analyze the data collected.

Data revealed that requiring health standards to reduce Transmission obtained a mean of 4.3, indicating a high level of implementation. The highest-rated indicator was the regular cleaning and disinfecting of workstations at least once daily ($\bar{x}$ = 4.4). It was followed by enforcing stay-at-home policies and medical consultations ($\bar{x}$ = 4.3). Sustaining appropriate educational information and campaigns by schools and DepEd offices received a mean of $\bar{x}$ (4.2), as did the availability and observance of basic hygiene facilities and personal protective equipment (PPEs) $\bar{x}$ (4.2).

Table 11: The Level of Implementation of the Learning Continuity Plan in Terms of Requiring Health Standards in Schools and Workplaces- Reduce Transmission

D2. Reduce Transmission	Mean	Description
1. Strategies to reduce transmission in schools/CLCs and DepEd offices include implementing appropriate information and education campaigns on proper handwashing and respiratory etiquette.	4.2	High
2. Ensuring symptomatic individuals must stay home and seek medical consultation is enforced.	4.3	High
3. Institutionalizing routine cleaning and disinfecting of workstations and touch areas such as toilets, doorknobs, and switches at least once daily for workstations are observed.	4.4	High
4. Ensuring access to basic hygiene facilities and the rational use of personal protective equipment (PPEs), such as masks, is observed.	4.2	High
Total	**4.3**	**High**

4.9 The Level of Learning Continuity Plan in Terms of Requiring Health Standards in Schools and Workplaces- Reduce Contact

Table 12 presents the level of implementation of the learning continuity plan in terms of reduced Transmission. The mean and standard deviation were used to analyze the data collected.

Data revealed that the implementation of the plan to reduce physical Contact obtained a mean of 4.1, indicating a high level of implementation. Several indicators shared the highest mean: limited travel and activities of learners $\bar{x}$ (4.2), restriction of large physical gatherings and activities $\bar{x}$ (4.2), utilization of online platforms for meetings, training, and conferences $\bar{x}$ (4.2), and the implementation of Alternative Work Arrangements (AWA) to minimize physical Contact in schools $\bar{x}$ (4.2). The

implementation of strict physical distancing, with at least one meter apart, followed by a slightly lower mean ($\bar{x}$ = 4.1).

Table 12: The Level of Implementation of the Learning Continuity Plan in Terms of Requiring Health Standards in Schools and Workplaces- Reduce Contact

D3. Reduce Contact	Mean	Description
1. The implementation of strict physical distancing of at least one (1) meter apart in all common areas is observed.	4.1	High
2. Travel and activities of learners and personnel are limited to those most essential.	4.2	High
3. The conduct of large physical gatherings and other activities where physical distancing may not be possible is restricted.	4.2	High
4. Online platforms for meetings, training, and conferences are utilized instead of face-to-face.	4.2	High
5. Revised policy on alternative work arrangements (AWA) to minimize contact in schools/CLCs and offices through DO No. 11, s. 2020 is enforced.	4.2	High
Total	**4.1**	**High**

4.10 The Level of Learning Continuity Plan in Terms of Requiring Health Standards in Schools and Workplaces- Reduce Duration of Infection

Table 13 presents the level of implementation of the Learning Continuity Plan in terms of reducing the duration of infection through health interventions in schools. The mean and standard deviation were used to analyze the data collected and identify trends and consistency in implementation practices.

Data revealed that the implementation of measures to reduce the duration of infection resulted in a mean of 4.2, indicating a high level of implementation. The highest-rated indicator was the early detection and isolation of individuals with symptoms ($\bar{x}$ = 4.4). It was impressed by the availability of clinics for health assessments ($\bar{x}$ = 4.2) and the assurance of referral and follow-up on learners' health status ($\bar{x}$ = 4.2). The Preventive Alert System in Schools (PASS) continued operation received a slightly lower mean ($\bar{x}$ = 4.1).

Table 13: The Level of Implementation of the Learning Continuity Plan in Terms of Requiring Health Standards in Schools and Workplaces- Reduce Duration of Infection

D3. Reduce Duration of Infection	Mean	Description
1. To reduce the duration of infection of COVID-19, early detection and isolation of symptomatic individuals are ensured in all schools/CLCs and offices.	4.4	High
2. The Preventive Alert System in Schools (PASS) has continued its operation to identify possible cases. Part of the implemented procedure is the daily health inspection to detect symptoms of infection.	4.1	High
3. Schools/CLCs and offices ensure the establishment/setting-up/refurbishment of their clinics for health assessment for the provision of appropriate interventions such as first aid or treatment and proper management of symptoms of learners, teachers, personnel, and, when applicable, of visitors.	4.2	High
4. Clinics ensure the provision of referral services and follow-up of learners, teachers, and personnel status in appropriate health facilities.	4.2	High

Total	**4.2**	**High**

4.11 Level of Implementation of Learning Continuity Plan in Terms of Stakeholders' Engagement and Partnership

Table 14 presents the level of implementation of the learning continuity plan in terms of stakeholders' engagement and partnership. The mean and standard deviation were used to analyze the data collected**.**

Data revealed that stakeholders' engagement and partnership obtained a mean of 4.2, indicating a high level of implementation of the learning continuity plan. The implementation of BE-LCP in all education sectors was strengthened ($\bar{x}$ = 4.2), along with the enforcement of SEF to support learning modalities ($\bar{x}$ = 4.2), and the strengthening of Oplan Kalusugan ($\bar{x}$ = 4.2). Slightly lower, but still high, was the encouragement of SEF to support LCP $\bar{x}$ (4.1).

Table 14: The Level of Implementation of Learning Continuity Plan in Terms of Stakeholders' Engagement and Partnership

E. Stakeholders' Engagement and Partnership	Mean	Description
1. Convergence of all education sectors was strengthened to support the implementation of BE-LCP.	4.2	High
2. Alignment of SEF funds to support the LCP of the schools was encouraged.	4.1	High
3. Prioritization of SEF to support the learning modalities, but not limited to learning materials and equipment for students and teachers, was enforced	4.2	High
4. All LGUs, NGAs, NGOs, and CSOs partnerships for implementing the DepEd Minimum Health Standards were collaboratively set up.	4.2	High
5. The national schools' maintenance week (Brigada Eskwela) has been conducted, including cleaning, minor repairs, repainting, beautification, landscaping, electrical works and installations, and other activities.	4.2	High
6. Oplan Balik Eskwela has been strengthened to ensure that learners are appropriately informed of the learning opportunities amidst COVID-19 to address enrollment-related problems, queries, and other concerns commonly encountered by the public	4.2	High
7. Oplan Kalusugan has been strengthened to ensure the health conditions of learners during this time of pandemic through stakeholders' support	4.2	High
Total	**4.2**	**High**

4.12 The Level of Implementation of Learning Continuity Plan in Terms of Governance and Operations

Table 15 presents the level of implementation of the learning continuity plan regarding governance and operations. The mean and standard deviation were used to analyze the data collected.

Data revealed that governance and operations obtained a mean of 4.2, indicating a high level of implementation of the learning continuity plan. The provision of technical assistance through the Field Technical Assistance Team (FTAT) and Quality Assurance and Monitoring Evaluation (QAME) is closely monitored $\bar{x}$ (4.2), along with prioritizing personnel welfare and benefit $\bar{x}$ (4.2), improving school facilities and infrastructure $\bar{x}$

(4.2), ensuring transparency of funds in schools and divisions $\bar{x}$ (4.2), and observing effective and efficient processes in reproducing SLMs $\bar{x}$ (4.2). The implementation of inputs for LCP formulation $\bar{x}$ (4.1) is slightly lower, but still high.

Table 15: The Level of Implementation of Learning Continuity Plan in terms of Governance and Operations

F. Governance and Operations	**Mean**	**Description**
1. Research has been conducted as input for implementing LCP formulation and learning modalities.	4.1	High
2. The Field Technical Assistance Team (FTAT) is organized to provide technical assistance to the field, and Quality Assurance & Monitoring Evaluation (QAME) is established to quality assure, monitor, and evaluate programs, projects, and activities.	4.2	High
3. Personnel welfare and benefits have been given priority in terms of on-time release of salary, allowances, and other benefits.	4.2	High
4. Facilities and infrastructure have been improved in terms of school classroom structuring, establishment of WASH Facilities, and ICT internet connectivity	4.2	High
5. There is transparency in utilizing funds downloaded to SDOs for implementing BE-LCP of divisions and schools.	4.2	High
6. An effective and efficient procurement process has been observed in the reproduction of SLMs.	4.2	High
Total	**4.2**	**High**

4.13 The Level of Implementation of Learning Continuity Plan in terms of Advocacy and Awareness

Table 16 presents the level of implementation of the learning continuity plan in terms of advocacy and awareness. The mean and standard deviation were used to analyze the data collected.

Data revealed that advocacy and awareness obtained a mean of 4.2, indicating a high level of implementation of the learning continuity plan. Maximizing the use of social media in disseminating information (4.2), linking with radio and TV stations (4.2), and encouraging the establishment of websites related to distance learning modalities (4.2) were all highly implemented. Slightly lower, but still effective, was the sustaining of related programs, projects, and activities in DepEd Dose sa Ere $\bar{x}$ (4.1).

Table 16: The Level of Implementation of Learning Continuity Plan in terms of Advocacy and Awareness

G. Advocacy and Awareness	Mean	Description
1. The regular conduct of DepEd Dose as Ere as a mechanism for information dissemination of all related programs, projects, and activities of the Learning Continuity Plan has been sustained.	4.1	High
2. Facebook Page/social media has been maximized to disseminate relevant information regarding issues and concerns affecting learning.	4.2	High
3. Linkages with radio and TV stations were established to disseminate relevant information to the field.	4.2	High
4. Establishment of websites at all governance levels is encouraged to disseminate memoranda and advisories related to implementing Distance Learning Modalities.	4.2	High
Total	**4.2**	**High**

4.14 The Level of Implementation of the Learning Continuity Plan in terms of Monitoring, Evaluation, and Adjustment

Table 17 presents the level of implementation of the learning continuity plan in terms of monitoring, evaluation, and adjustment. The mean and standard deviation were used to analyze the data collected.

Data revealed that monitoring, evaluation, and adjustment obtained a mean of 4.2, indicating a high level of implementation of the learning continuity plan. Maximizing the research undertaking received the highest mean ($\bar{x}$ = 4.4). The utilization of School Monitoring Evaluation and Plan Adjustment (SMEPA) technology as a basis for plan adjustments $\bar{x}$ (4.2), implementation of DMEPA and corresponding follow-ups $\bar{x}$ (4.2), evaluation of issues and concerns from DMEPA put into action $\bar{x}$ (4.2), and follow-ups during RMEPA $\bar{x}$ (4.2) were also highly implemented. Slightly lower was the implementation of agreements and follow-ups during SMEPA ($\bar{x}$ = 4.1).

Table 17: The Level of Implementation of Learning Continuity Plan in Terms of Monitoring, Evaluation, and Adjustment

F. Monitoring, Evaluation, and Adjustment	Mean	Description
1. The School Monitoring Evaluation and Plan Adjustment (SMEPA) technology is utilized to monitor and evaluate the implementation of the school's BE-LCP as a basis for plan adjustment.	4.2	High
2. The agreements made during SMEPA have been implemented, and follow-up has been done to ensure effective resolutions to all issues and concerns.	4.1	High
3. The Division Monitoring Evaluation and Plan Adjustment (DMEPA) technology is utilized to monitor and evaluate the implementation of the Division's BE-LCP as a basis for plan adjustment.	4.2	High
4. The agreements made during DMEPA have been implemented, and follow-up has been done to ensure effective resolutions to all issues and concerns.	4.2	High
5. Issues and concerns from DMEPA have been elevated to the Regional Monitoring Evaluation and Plan Adjustment (RMEPA) for immediate action.	4.2	High
6. The agreements made during RMEPA have been implemented, and follow-up has been done to ensure effective resolutions to all issues and concerns.	4.2	High

7. A research undertaking has been maximized as a monitoring and evaluation mechanism.	4.4	High
Total	**4.2**	**High**

5. Conclusions

The following conclusions were established from the study's results. The level of implementation of t e Learning Continuity Plan (LCP) was high in terms of Multiple learning modalities-online distance learning, TV/RBI, capacity building, requiring health standards in schools and workplaces-increase physical and mental resilience, reduced transmission, reduced contact, reduced duration of infection, stakeholder's engagement and partnership, governance and operations, advocacy and awareness, and monitoring, Evaluation, and adjustments.

On the other hand, the level of implementation of the Learning Continuity Plan (LCP) was moderately high, with curriculum and learning support, as well as multiple learning modalities (including modular distance learning and blended learning).

Conflict of Interest

The authors declare no conflicts of interest.

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