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School Heads' Approaches, Preparations, And Experiences in the Implementation of Learning Continuity Plan in Public Elementary Schools

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A B S T R A C T

This study explores the implementation of the Learning Continuity Plan (LCP) in Public Elementary North and South Districts of San Ildefonso, Bulacan for the School Year 2023-2024, focusing on the roles of teachers, parent-teacher associations, and school heads. Employing descriptive tools and quantitative research methods, the study finds consistent "Always Practice" interpretations across various aspects of the LCP implementation, including leadership, technical support, curriculum resources, and professional learning. Similarly, preparations exhibit a "Very Evident" status across leadership, digital infrastructure, training support, and other areas. Experiences in implementing the LCP demonstrate a "Fully Implemented" status across systems, policies, grading, intellectual property rights, and more.

Despite these findings, the study shows no significant relationship among the perspectives of school heads, teachers, and parents regarding approaches, preparations, and experiences in LCP implementation. Recommendations include executing the developmental plan derived from the study's results and suggesting further research focusing on students' academic performance to validate these findings.

Keywords: Leadership and Planning, Learning Conitinuity Plan, Curriculum Resources, System and Procedure

Introduction

The coronavirus (COVID-19) widespread in late December 2019 affect the education system globally. As per the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2023), the pandemic impacted over 1.5 billion students and young people, with the most vulnerable learners bearing the brunt of the crisis. Progress toward achieving the objectives of the 2030 Education Agenda suffered setbacks. Additionally, UNESCO reports that more than 800 million learners worldwide have been affected, with one in five unable to attend school and one in four unable to participate in higher education classes. Furthermore, over 102 countries have mandated nationwide school closures, while 11 have enforced localized school shutdowns. In many developing countries, the primary impact has been an economic shock, triggered by governments implementing lockdown measures to curb the spread of infection. Consequently, these countries are witnessing their most significant economic decline, alongside shutdowns of their education and transportation systems (Haleem et al., 2020).

In the Philippines, the educational system adapt to the changes since the future of millions of Filipino youths is at stake, from traditional teaching and learning to the now normal form of education was a long process addressed by several educational stakeholders. The Basic Education Learning Continuity Plan (BE-LCP) was created in addressing the negative impact and obstacles of pandemic, as detailed in DepEd Order No. 12, series 2020. The BE-5-point LCP's principles were: (1) virus protection, safety, and wellbeing of teachers and personnel, (2) learning continuity through curriculum adjustments, provision of materials, multiple learning delivery modalities, teacher training, and parent orientation, (3) consideration of health protocols for safe return of teachers in the field, (4) equity consideration for the responses, and (5) Link the BE-LCP to Sulong Edukalidad and Future's thinking (Department of Education, 2021b) (Adlit, M. F., & Adlit, M. F., 2022). In addition, the Department of Education (DepEd) in the Philippines acknowledges that while the learning continuity plan has been implemented, it recognizes that there may be areas for improvement.

In light of this, DepEd calls for unity and mutual assistance from all stakeholders (Department of Education, 2020a). To further enhance the Basic Education-Learning Continuity Plan (BE-LCP), DepEd has issued a call for research proposals aimed at evaluating the effectiveness of learning continuity efforts, particularly concerning mother-tongue-based education. Seven key areas have been identified for research, including Most Essential Learning Competencies (MELCs), diverse learning modalities, capacity building for school leaders and educators, health and safety standards in educational settings, collaborative initiatives, financial management and procurement, and monitoring and evaluation (Department of Education, 2021c).

In the Province of Bulacan, the Division Office of the Department of Education (DepEd) has organized a webinar orientation for public supervisors and school heads (Schools Division of Bulacan, Memorandum No. 118, s. 2020). The focus of this session is on assessment for learning and the grading system within the Basic Education Learning Continuity Plan (BE-LCP). This initiative aims to prepare participants for the full implementation of the BE-LCP. Additionally, in 2020, the Municipality of San Ildefonso, led by Hon. Paula Carla Galvez-Tan, the Municipal Mayor, convened a meeting for school heads of public schools. The purpose of this meeting was to discuss the necessary support that all public schools require from the municipal office for the successful implementation of the Basic Education Learning Continuity Plan.

In line with this, the researcher would like to study deeper on the status of learning continuity plan throughout the implementation of Public Elementary School in San Ildefonso, Bulacan. Particularly, school head's approaches, preparations, and experiences in terms of leadership, planning, curriculum and instruction management, resource management, partnership and linkages support, quality, and governance.

Literature Review

The Basic Education-Learning Continuity Plan (BE-LCP), implemented by the Department of Education (DepEd) to address the challenges posed by the ongoing health crisis, represents a comprehensive response aimed at meeting the urgent needs of schools and their stakeholders in the context of COVID-19. The formulation of the Most Essential Learning Competencies (MELCs) was guided by educators and researchers in the education sector, reflecting a curriculum that adapts to the current exigencies. As noted by Zalun (2023), the DepEd introduced the MELCs to provide direction for curriculum development and instructional strategies across public schools, recognizing the evolving educational landscape shaped by the pandemic.

In response to the changing educational landscape, various teaching methodologies and materials have been developed to cater to the needs of learners. Distance learning modalities, including modular learning, have emerged as viable alternatives to traditional classroom instruction, aiming to bridge educational disparities and facilitate student-teacher interaction in unconventional settings. Distance education, as defined by Moore and Kearsley (2012), refers to structured learning experiences conducted outside the confines of a physical classroom, leveraging communication technologies and organizational strategies to facilitate effective instruction.

The advent of the internet has ushered in the era of electronic learning, revolutionizing the dissemination of educational content and knowledge (Mahmud, 2010). While terms such as distance education, electronic learning, and online learning may carry nuanced distinctions, they are interconnected concepts that have evolved within academic discourse over time (Bates, 2018). The BE-LCP endeavors to deliver high-quality distance education through a blend of digital and printed self-learning modules, supplemented by radio, television, and internet-based platforms. To ensure broad accessibility, teacher-broadcasters have been trained to deliver instructional content via DepEd TV and other partner networks, supported by upgraded online learning platforms like DepEd Commons.

Moreover, effective collaboration among school administrators, teachers, and parents plays a pivotal role in the successful implementation of the learning continuity plan. Principals' equitable distribution of responsibilities enhances teacher performance, while the Parents Teachers Association (PTA) lends crucial support in ensuring the provision of education-related services. As stipulated in DepEd Order No. 54 series of 2009, the PTA serves as a supportive partner of the school, fostering cooperative dialogue to promote student welfare.

Despite commendable efforts, challenges persist in the initial stages of LCP implementation, particularly concerning funding constraints and material procurement for instructional delivery. The Commission on Audit (COA, 2021) highlights deficiencies in the planning and evaluation processes, underscoring the need for enhanced quality assurance measures in module development. Conversely, schools have demonstrated proficiency in curriculum delivery and resource planning, notwithstanding limitations posed by constrained budgets and partnerships (Velasco, 2022).

In summary, the BE-LCP represents a multifaceted response to the unprecedented challenges facing the education sector, leveraging innovative strategies and collaborative partnerships to ensure continuity of learning amidst adversity. Through ongoing evaluation and refinement, stakeholders continue to adapt and evolve, striving towards the realization of quality education for all learners.

Conceptual Framework

Educational leaders have a responsibility to work together to prepare the schools, teachers, students, and communities for more flexible models of learning that shift but do not halt in the face of school closures (Michigan Virtual University, 2020). The school heads were at the forefront of making learning happen amidst the pandemic and in the successful implementation of the BE-LCP. Additionally, the school heads modeled their actions on the steps described by Kerrissey (2020), acting in urgency, communicating with transparency, responding productively to missteps, and engaging in constant updating of their stakeholders.

According to Pe and Sumaong (2020) in their study on the implementation of modular distance learning as an urgent response to ensure continuity in education, they argued that the Philippines is in the process of adapting to the new normal form of education, and thus continuous innovations of educators and active participation of stakeholders are the driving forces toward the success of modular distance learning.

The success of the implementation could potentially be due to the school heads' flexibility, adaptability, and fast responsiveness to circumstances in education in the new normal. These school leaders were led by the five domains, such as Leading Strategically, Managing School Operations and Resources, Focusing on Teaching and Learning, Developing Self and Others, and Building Connections, required of effective 21st-century leaders, paving the path for good learning in the middle of the health crisis. The pandemic highlighted the need for strategic, transformative, and adaptive leaders who can set the direction of their schools, align and manage systems and processes, promote quality teaching and learning, nurture themselves and others, and engage stakeholders to ensure learning continues in difficult times (Word Divine, Annie Pagdilao D., Zorayda Paguyo S., 2023)

This conceptual framework was developed to illustrate the visual representation of the study concerning the implementation of the learning continuity plan (LCP). The approach, preparation, and experiences of the school heads in implementing the learning continuity plan were evaluated using the survey questionnaire. The collected data were analyzed and tabulated using descriptive quantitative research methods. These served as the basis for developing a development plan to ensure the effectiveness and efficiency of the learning continuity plan.
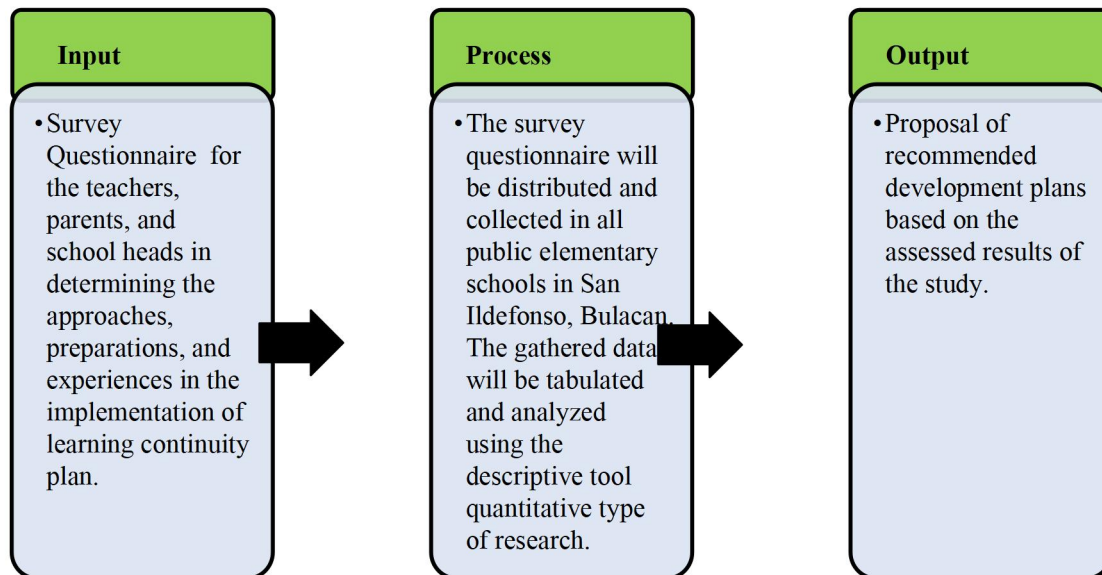

Input	Process	Output
• Survey Questionnaire for the teachers, parents, and school heads in determining the approaches, preparations, and experiences in the implementation of learning continuity plan.	• The survey questionnaire will be distributed and collected in all public elementary schools in San Ildefonso, Bulacan. The gathered data will be tabulated and analyzed using the descriptive tool quantitative type of research.	• Proposal of recommended development plans based on the assessed results of the study.

Figure 1. Paradigm of the Study

Statement of the Problem

This study aims to determine the approaches, preparations, and experiences in the implementation of Learning Continuity Plan (LCP) in all Public Elementary Schools in San Ildefonso, Bulacan for the S.Y. 2023-2024.

Specifically, this study will seek answers to the following questions:

1. How may the school heads' approach in the implementation of Learning Continuity Plan (LCP) be described, in terms of:

    1.1   leadership and planning;

      1.2   technology and technical support;

      1.3   curriculum resources (digital content);

      1.4   professional learning (institutional practices);

      1.5   parent and family support;

      1.6   communication; and,

      1.7   school operations?

2.   How may the school heads' preparations in the implementation of the Learning Continuity Plan (LCP) be described, in terms of:

      2.1   leadership;

      2.2   learning continuity plan;

      2.3   digital infrastructure;

      2.4   training support;

      2.5   communications plan;

      2.6   curriculum resources;

      2.7   technology access;

      2.8   learning spaces; and,

      2.9   accommodations/support?

3.   How may the experiences of the school heads in the implementation of Learning Continuity Plan (LCP) be described, in terms of:

      3.1   systems and procedures;

      3.2   policies on enrollment;

      3.3   attendance;

      3.4   reporting and updating of student-teacher engagement;

      3.5   grading system;

      3.6   teacher complement;

      3.7   intellectual property rights;

      3.8   open educational resources;

      3.9   plagiarism;

      3.10 collaborations; and,

      3.11 health and safety protocols?

4.   Is there a significant difference among the perspectives of the school heads, teachers, and parents on approaches, preparations and experiences in the implementation of learning continuity plan?

5.   Based from the results of the study, what are the recommended development plans can be crafted in the implementation of learning continuity plan?

Hypothesis

Based on the problems above, the hypothesis of the study is that there is no significant difference in the perspectives of the school heads, teachers, and parents.

METHODOLOGY

To obtain a significant result, the study employed a specific method and design. This chapter described the methodologies used in data collection and analysis that were relevant to the research. The methodologies covered topics such as research design, respondents and sampling, locale of the study, instruments, data gathering procedure, data analysis, and ethical considerations.

Research Design

In this study, descriptive correlational research method such as weighted mean, mean, frequency, and percentage were employed for study preparation, implementation, and analysis. This method was used to assess the differences among the variables, and quantitative research methods were utilized in this investigation.

Respondents and Sampling

To obtain a sample size, eighteen (18) public elementary schools in the South District and twenty (20) public elementary schools in the North District were selected. Respondents included the principal/school head, teachers, and two PTA officers. The North District had 244 teachers, while the South District had 260. To achieve a target of 50% of the teacher population, the number of teachers in the North and South Districts was multiplied by the required target, resulting in 122 teacher respondents in the North District and 130 teacher respondents in the South District. The number of teacher respondents was proportional stratified simple random based on the number of teachers per school using the Raosoft Calculator.

Table 1. Respondents of the Study

Name of Schools	No. of Principal/ School Head	No. of Teachers Respondents	No. of Parent-Teacher Association (PTA) - President and Secretary	Total Population
South District of San Ildefonso				
1. Akle Elementary School	1	13	2	16
2. Alagao Elementary School	1	5	2	8
3. Bagong Baryo Elementary School	1	5	2	8
4. Basuit Elementary School	1	5	2	8
5. Casalat Elementary School	1	4	2	7
6.Gabihan Elementary School	1	9	2	12
7. Maasim Elementary School	1	9	2	12
8. Malipampang Elementary School	1	12	2	15
9. Matimbubong Elementary School	1	4	2	7
10. Narra Elementary School	1	5	2	8
11. Palapala Elementary School	1	11	2	14
12. Pasong Bangkal Elementary School	1	4	2	7
13. Pinaod Central School	1	20	2	23
14. Sapang Dayap Elementary School	1	4	2	7
15. Sapang Putik Elementary School	1	8	2	11
16. Sitio Biga Elementary School	1	4	2	7

17. Sitio Pag-asa Elementary School	1	4	2	7
18. Upig Elementary School	1	4	2	7
Subtotal	**18**	**130**	**36**	**184**
North District of San Ildefonso				
1. Anyatam Elementary School	1	10	2	13
2. Bubulong Malaki Elementary School	1	5	2	8
3. Bubulong Munti Elementary School	1	6	2	9
4. Buhol na Mangga Elementary School	1	4	2	7
5. Bulusukan Elementary School	1	5	2	8
6. Calasag Elementary School	1	8	2	11
7. Calawitan Elementary School	1	7	2	10
8. Garlang Elementary School	1	3	2	6
9. Lapnit Elementary School	1	5	2	8
10. Makapilapil Elementary School	1	5	2	8
11. Mataas na Parang Elementary School	1	5	2	8
12. Nabaong Garlang Elementary School	1	5	2	8
13. Pulong Tamo Elementary School	1	3	2	6
14. San Ildefonso Elementary School	1	19	2	22
15. San Juan Elementary School	1	6	2	9
16. Sta. Catalina Bata Elementary School	1	6	2	9
17. Sta. Catalina Mat. Elementary School	1	7	2	10
18. Sumandig Elementary School	1	4	2	7
19. Telapatio Elementary School	1	4	2	7
20. Umpucan Elementary School	1	5	2	8
Subtotal	**20**	**122**	**40**	**182**
Total Number of Respondents	**38**	**252**	**76**	**366**

In summary, the study targeted 366 respondents from both the South and North Districts, including principals, teachers, and parents.

Locale of the Study

This study was conducted in San Ildefonso, Bulacan, Philippines, particularly encompassing all public elementary schools within the municipality.

Figure 2. North and South District of San Ildefonso, Bulacan Map
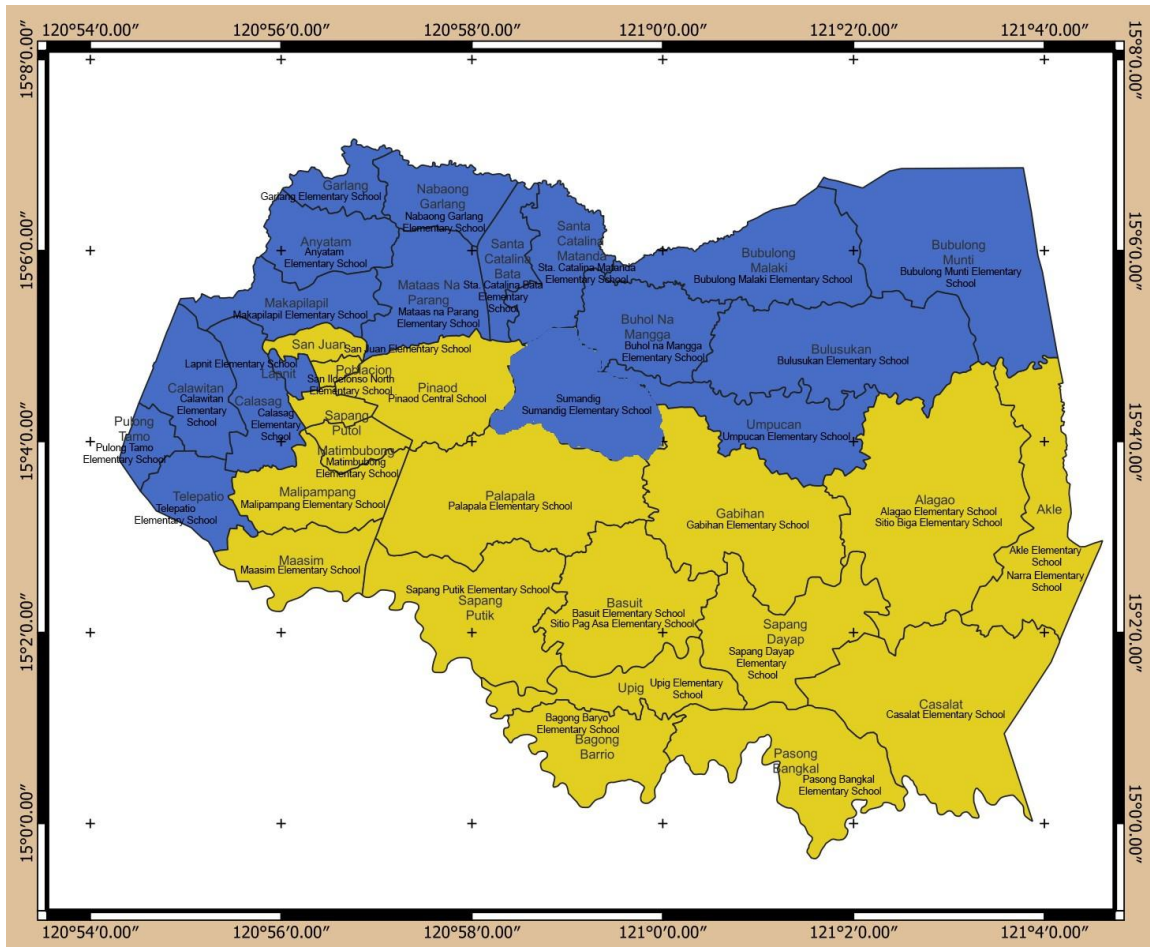
North District ▮ (blue)   South District ▮ (yellow)

Instrument

The research instrument employed in that study was a Likert scale questionnaire, comprising four parts: Part I focused on gathering demographic information, while Parts II, III, and IV delved into assessing school heads' approaches, preparations, and experiences, respectively. The questionnaire utilized in that study was adapted from instruments developed by Mr. Raymond D. Espiritu, a graduate student researcher at Columban College in Olongapo City, Zambales.

Data Gathering Procedure

The researcher was guided by Memorandum No. 9, issued in 2022, in accordance with DepEd Region III Regional Memorandum No. 228, issued in 2020, titled "Policy Guidelines on the Adherence to Ethical Research Principles and Responsibilities in Studies involving Teaching, Teaching-related, Non-teaching Personnel, and Learners," which governed data collection in any research conducted in Central Luzon.

The researcher sought the approval of the superintendent of the school divisions of Bulacan. The printed survey questionnaire, along with the endorsement from the school division of Bulacan, was distributed during the North and South District monthly meetings of school heads.

Prior to obtaining respondents' consent, all participants were guaranteed anonymity, and they were informed that participation in the questionnaire was voluntary.

Demographic data collected during the survey process were secured, and only the researcher had access to all the information gathered, with the assurance that the data collected would be used solely for the purpose of the study and stored in a password-protected folder. Additionally, for the destruction of the survey questionnaires, a paper shredder was utilized.

Data Analysis

The findings of this study were organized, analyzed, tabulated, and interpreted using necessary tables and text. The questionnaire consisted of the following parts: Part I focused on the demographic profile of the respondents, including name, sex, position, district, and name of the school. Part II presented the school leaders' approach in the implementation of the learning continuity plan, utilizing a range of responses: 4 – Always Practiced, 3 – Sometimes Practiced, 2 – Seldom Practiced, and 1 – Never Practiced. Part III encompassed the preparations of the school head in the implementation of the learning continuity plan, employing a range of responses: 4 – Very Evident, 3 – Somewhat Evident, 2 – Slightly Evident, and 1 – Not Evident. Part IV presented the experiences of the school head in the implementation of the learning continuity plan, using a range of responses: 4 – Fully Implemented, 3 – Somewhat Implemented, 2 – Slightly Implemented, and 1 – Not Implemented.

Ethical Considerations

Prior to participating in the survey, written informed consent was obtained from all respondents, affirming their understanding of the study's purpose and ensuring their voluntary participation.

Moreover, the researchers also took meticulous care to minimize any potential harm or discomfort that the participants may have experienced during the survey. They ensured that the survey questions were crafted with sensitivity, avoiding any intrusive or overly personal inquiries. This rigorous adherence to ethical guidelines demonstrates the researchers' commitment to upholding the well-being and rights of the participants. Furthermore, ethical clearance was obtained from the relevant authorities, underscoring the ethical integrity of the survey process. Through these measures, the researchers aimed to establish a foundation of trust and respect with the participants, thereby upholding the ethical standards essential to sound research practices.

RESULTS AND DISCUSSION

School Heads' Approaches in the Implementation of Learning Continuity Plan (LCP)

The subsequent tables present the findings regarding the approaches of the School Head in the execution of the learning continuity plan.

Table 2. Description of Respondents in the School Heads' approach in the implementation of Learning Continuity Plan (LCP) in terms of leadership and planning.

A. Leadership and Planning	Teachers	VI	PTA	VI	School Head	VI
1. Develop a comprehensive strategy that proactively addresses the challenges and barriers that may be encountered throughout the implementation of the school learning continuity plan (LCP).	3.83	AP	3.80	AP	3.91	AP
2. Craft carefully an execution plan to continue learning in the public elementary school.	3.77	AP	3.80	AP	3.91	AP
3. Consider execution strategies that are aligned with actions and tactics already adopted and practiced by other public elementary schools.	3.76	AP	3.74	AP	3.89	AP
4. Include in the developed school LCP the key characteristics of an emergency management plan.	3.81	AP	3.77	AP	3.83	AP
5. Reflect an "all-hazards" approach in the developed school LCP.	3.73	AP	3.71	AP	3.80	AP
GRAND MEAN	**3.78**	**AP**	**3.77**	**AP**	**3.87**	**AP**

Legend: 1.00 – 1.74 "Never Practiced (NP)", 1.75 – 2.49 "Seldom Practiced (SeP)", 2.50 – 3.24 "Sometimes Practiced (SoP)", and 3.25 – 4.00 "Always Practiced (AP)"

Table 2 outlines key aspects of leadership and planning in the implementation of the Learning Continuity Plan (LCP) by school heads in public elementary schools. It highlights strategies such as proactive challenge addressing, careful execution planning, alignment with established practices, incorporation of emergency management plan characteristics, and adoption of an "all-hazards" approach. These elements are pivotal in ensuring the continuity of learning amidst diverse circumstances.

The grand means of 3.78 (Teachers), 3.77 (Parent-Teacher Association), and 3.87 (School Head), interpreted as "Always Practiced." Statement 4, "Include in the developed school LCP the key characteristics of an emergency management plan," with mean results of the three respondents, which are closely aligned at 3.81, 3.77, and 3.83, respectively, with a verbal interpretation of "Always Practiced."

However, statement 3, "Consider execution strategies aligned with actions and tactics already adopted and practiced by other public elementary schools," also interpreted as "Always Practiced," yielded scores of 3.76 for teachers and 3.74 for the parent-teacher association, indicating a noticeable difference in approach compared to school heads. Notably, in Table 1, the mean scores of teachers and the parent-teacher association were similar, while the mean score of the school head showed a subtle distinction from the group.

The result shows that the perception of the three respondents suggests that school heads employ strategies tailored to proactively address challenges and barriers inherent in implementing the school learning continuity plan (LCP). They intelligently observe the practices of other public elementary schools and align their plans with those tactics.

Previous studies underscore the significant influence of school leaders on student outcomes, Cruickshank (2017) argues that principals can enhance student achievement by adopting an integrated leadership approach. This approach involves prioritizing teaching and learning, fostering collaboration to establish school goals and vision, and actively engaging with external factors affecting the school environment.

Table 3. Description of Respondents in the School Heads' approach in the implementation of Learning Continuity Plan (LCP) in terms of Technology and Technical Support.

B. Technology and Technical Support	Teachers	VI	PTA	VI	School Head	VI
1. Create an effective remote learning environment by providing adequate levels of technology access to all students and instructional staff.	3.61	AP	3.63	AP	3.63	AP
2. Recognize that restrictions on individual families' wireless data plans may need to be adjusted and should account for this need as they plan guidance for families.	3.56	AP	3.53	AP	3.69	AP
3. Provide some degree of web content filtering for all school-issued devices (for both students and teachers) to maintain compliance with Data Privacy Act and other related laws.	3.56	AP	3.57	AP	3.54	AP
4. Provide traditional, synchronous, "real time" communications by smart phone or FB messenger for two-way communication with students and staff.	3.75	AP	3.77	AP	3.66	AP
5. Include the use of instant messaging or a text-based chat feature as part of the school's web-based technology help desk system.	3.74	AP	3.71	AP	3.63	AP
GRAND MEAN	**3.64**	**AP**	**3.64**	**AP**	**3.63**	**AP**

Legend: 1.00 – 1.74 "Never Practiced (NP)", 1.75 – 2.49 "Seldom Practiced (SeP)", 2.50 – 3.24 "Sometimes Practiced (SoP)", and 3.25 – 4.00 "Always Practiced (AP)"

The data in Table 3 outlines the perceptions of teachers, parent-teacher associations (PTA), and school heads regarding the implementation of the Learning Continuity Plan (LCP) by school heads, focusing on technology and technical support aspects.

The grand mean scores indicate a high level of consensus among all groups regarding the importance and frequency of various technology and technical support measures within the LCP. Specifically, the grand mean scores for teachers, PTA, and school heads are 3.64 (AP), 3.64 (AP), and 3.63 (AP) respectively, where "AP" represents "Always Practiced."

This suggests that all stakeholders acknowledge the significance of creating an effective remote learning environment, recognizing and addressing restrictions on families' data plans, providing web content filtering for school-issued devices, facilitating real-time communication through smartphones or FB messenger, and incorporating instant messaging or text-based chat features into the school's web-based technology help desk system. Additionally, the high grand mean scores across all items indicate a consistent perception that these measures are regularly and effectively implemented by school heads in the context of the LCP. Overall, the data reflects a shared understanding and endorsement of proactive technology and technical support measures among teachers, PTA members, and school heads, highlighting their collective commitment to leveraging technology to facilitate remote learning and ensure continuity of education.

According to Stenman and Pettersson (2020), remote teaching can solve many problems for school organizations and offer pupils new opportunities to learn in rural areas. The findings align with those of Ali (2020) and Markova et al. (2017), indicating that transitioning to an online learning environment entails more than just addressing technical aspects; it requires close collaboration among instructional, content, and

technology teams. Additionally, the learning context must be flexible enough to accommodate individual student needs, although the remote teaching format itself can present challenges to teachers' flexibility.

Table 4. Description of Respondents in the School Heads' approach in the implementation of Learning Continuity Plan (LCP) in terms of curriculum resources (digital content).

C. Curriculum Resources (Digital Content)	Teachers	VI	PTA	VI	School Head	VI
1. Provide appropriate digital content for all students learning in a remote learning environment.	3.56	AP	3.53	AP	3.49	AP
2. Assist teachers in the curation or development of digital content.	3.66	AP	3.70	AP	3.60	AP
3. Ensure that the content that is curated or developed by teachers should be organized within a learning management system (LMS) or some type of learning platform used by the public elementary schools.	3.72	AP	3.69	AP	3.63	AP
4. Spearhead teacher training and technical support for the users who will be interfacing with the school LMS.	3.75	AP	3.79	AP	3.71	AP
5. Provide assistance to teachers in developing their own digital courses.	3.71	AP	3.74	AP	3.66	AP
GRAND MEAN	**3.68**	**AP**	**3.69**	**AP**	**3.62**	**AP**

Legend: 1.00 – 1.74 "Never Practiced (NP)", 1.75 – 2.49 "Seldom Practiced (SeP)", 2.50 – 3.24 "Sometimes Practiced (SoP)", and 3.25 – 4.00 "Always Practiced (AP)"

Table 4 outlines the school heads' approach to implementing the Learning Continuity Plan (LCP) in terms of curriculum resources, specifically digital content. It covers providing appropriate digital resources, assisting teachers in content curation, ensuring organization within an LMS, leading teacher training for LMS use, and supporting teachers in developing digital courses. These measures are vital for facilitating effective remote learning experiences.

The grand mean scores for teachers, PTA, and school heads are 3.68 (AP), 3.69 (AP), and 3.62 (AP) respectively, where "AP" signifies "Always Practiced." These scores indicate a strong consensus among all stakeholders regarding the consistent implementation of various strategies related to curriculum resources in the LCP. Specifically, the data suggests that there is a shared understanding among teachers, PTA members, and school heads regarding the importance of providing appropriate digital content for students in remote learning environments, assisting teachers in curating or developing digital content, organizing curated or developed content within a learning management system (LMS) or similar platform, spearheading teacher training and technical support for LMS users, and providing assistance to teachers in developing their own digital courses.

This finding is consistent with the results of Markova et al. (2017), which reported a relatively high level of student satisfaction with distance learning. In their study, students evaluated the effectiveness of distance learning compared to other educational patterns.

Overall, the high grand mean scores across all items indicate a widespread recognition and commitment to ensuring access to high-quality digital content and supporting teachers in effectively leveraging technology to enhance the learning experience for students within the LCP. However, Markova et al. (2017) and Manca and Ranieri (2013) noted that despite the rapid growth of online tertiary education, educators and students face various barriers that impact the overall quality of distance learning. These barriers include the broadening context of learning, the integration of information and learning resources, and the hybridization of expertise. Additionally, some researchers caution against the use of online education for educational purposes.

Table 5. Description of Respondents in the School Heads' approach in the implementation of Learning Continuity Plan (LCP) in terms of professional learning (institutional practices).

D. Professional Learning (Instructional Practices)	Teachers	VI	PTA	VI	School Head	VI
1. Support teacher and instructional staff to effectively transition to remote teaching by requiring training and professional development activities.	3.81	AP	3.79	AP	3.80	AP
2. Provide instructional staff the needed training on how to use the adopted learning management system (LMS).	3.75	AP	3.67	AP	3.77	AP

3. Ensure that training for all teachers and instructional staff involved in the development of their own digital content should include aspects of web accessibility and compliance with the existing Philippine Laws.	3.76	AP	3.67	AP	3.74	AP
4. Provide training to teachers on how to build relationships with students in a new way, provide meaningful feedback using digital communication tools, and assess student needs in a teaching that lacks traditional social cues, etc.	3.78	AP	3.76	AP	3.77	AP
5. Plan for providing professional learning opportunities related to instructional design for teachers and instructional staff throughout their first year of virtual teaching.	3.76	AP	3.77	AP	3.80	AP
GRAND MEAN	**3.77**	**AP**	**3.73**	**AP**	**3.78**	**AP**

Legend: 1.00 – 1.74 "Never Practiced (NP)", 1.75 – 2.49 "Seldom Practiced (SeP)", 2.50 – 3.24 "Sometimes Practiced (SoP)", and 3.25 – 4.00 "Always Practiced (AP)"

Table 5 describes respondents' attributes regarding the school heads' approach to implementing the Learning Continuity Plan (LCP) in terms of professional learning, specifically institutional practices. It covers supporting teachers in transitioning to remote teaching, providing LMS training, ensuring compliance with Philippine laws, fostering relationships with students in a virtual setting, and offering ongoing professional learning opportunities. These measures are crucial for equipping educators with the skills needed for effective remote instruction.

The grand mean scores for teachers, PTA, and school heads are 3.77 (AP), 3.73 (AP), and 3.78 (AP) respectively, where "AP" signifies "Always Practiced." These scores indicate a high level of consensus among all stakeholders regarding the consistent implementation of various strategies related to professional learning in instructional practices within the LCP.

Statement 1, which focuses on supporting teacher and instructional staff to effectively transition to remote teaching through required training and professional development activities, and statement 4, which emphasizes providing training to teachers on building relationships with students in new ways, offering meaningful feedback using digital communication tools, and assessing student needs in a teaching environment lacking traditional social cues, both exhibit comparable average scores across teachers, the parent-teacher association, and school heads. Specifically, statement 1 reveals similarity in the averages of teacher, parent-teacher association, and school head responses, with figures of 3.81, 3.79, and 3.80, respectively. Similarly, statement 4 demonstrates a noteworthy convergence in the averages among teachers, the parent-teacher association, and school heads, standing at 3.78, 3.76, and 3.77, respectively.

This data indicates that in the implementation of the learning continuity plan, the school head prioritized professional learning opportunities related to instructional design for teachers and instructional staff. This was achieved by providing required training and professional development activities. This result supported in the statement of Groenewald, E. (2023) that the encouragement and support for ongoing professional development represent another crucial facet of the influence of monitoring and feedback on teacher effectiveness. This dedication to professional growth resonates with broader literature underscoring the significance of fostering a learning-focused school culture in enhancing teacher performance and, consequently, student outcomes (Diano Jr, et al., 2023). The literature consistently highlights the beneficial influence of principals' involvement in monitoring teaching practices, offering constructive feedback, and facilitating ongoing professional development on teacher work performance. This comprehensive approach, rooted in instructional leadership principles, not only enhances teaching practices but also nurtures a culture that prioritizes continuous improvement and promotes positive teacher efficacy and performance (Groenewald, E., 2023).

Table 6. Description of Respondents in the School Heads' approach in the implementation of Learning Continuity Plan (LCP) in terms of parent and family support.

E. Parent and Family Support	Teachers	VI	PTA	VI	School Head	VI
1. Ensure that parents, guardians, or other family members provide additional support to students as they continue with their schoolwork.	3.79	AP	3.80	AP	3.80	AP
2. Communicate with parents to ensure that technology is available and used appropriately at home.	3.78	AP	3.76	AP	3.86	AP
3. Provide guidelines for parents and guardians that help them to create and maintain a distraction-free learning environment and related regular routines that nurture student success.	3.82	AP	3.73	AP	3.77	AP
4. Provided additional support to parents aimed at helping them work with their children to	3.76	AP	3.79	AP	3.74	AP

adapt to this new learning format.

5. Ensure that regular "wellness checks" are conducted with students in partnership with teachers to ensure that students are well-supported both academically and emotionally while working in a remote learning environment.	3.81	AP	3.81	AP	3.74	AP
GRAND MEAN	**3.79**	**AP**	**3.78**	**AP**	**3.78**	**AP**

Legend: 1.00 – 1.74 "Never Practiced (NP)", 1.75 – 2.49 "Seldom Practiced (SeP)", 2.50 – 3.24 "Sometimes Practiced (SoP)", and 3.25 – 4.00 "Always Practiced (AP)"

Table 6 outlines the school heads' approach to implementing the Learning Continuity Plan (LCP) regarding parent and family support. It covers measures such as ensuring additional support from parents or guardians, facilitating communication regarding technology use at home, providing guidelines for creating a conducive learning environment, offering support for adapting to the new learning format, and conducting regular wellness checks to ensure students are well-supported academically and emotionally in a remote learning environment.

The grand mean scores for teachers, PTA, and school heads are 3.79 (AP), 3.78 (AP), and 3.78 (AP) respectively, where "AP" signifies "Always Practiced." These scores indicate a high level of consensus among all stakeholders regarding the consistent implementation of various strategies aimed at providing support to parents and families within the LCP framework. This finding is consistent with the results of Tus (2021), where the level of academic performance indicated that the mean score of respondents' academic achievement was notably high when parent involvement was present.

Specifically, the data suggests that there is shared commitment to ensuring that parents, guardians, or other family members provide additional support to students as they continue with their schoolwork. There is also emphasis on effective communication with parents to ensure that technology is available and used appropriately at home, as well as providing guidelines to help parents create and maintain a distraction-free learning environment and related regular routines that nurture student success. Parental involvement emerges as a key factor influencing the academic success of students in remote learning, underscoring the essential role parents play in this unique educational setup. The disparities between traditional face-to-face instruction and fully online learning environments also imply variations in how parents interact with their children and educators (Tus, 2021; Bacon & Causton-Theoharis, 2013; Ortiz et al., 2017).

Furthermore, stakeholders acknowledge the importance of providing additional support to parents aimed at helping them work with their children to adapt to the new learning format. Additionally, there is recognition of the need for regular "wellness checks" conducted with students in partnership with teachers to ensure that students are well-supported both academically and emotionally while working in a remote learning environment. Parents ought to be adequately informed about their expanded roles as educational partners through seminars organized by the school, fostering a conducive learning atmosphere at home. They should be motivated to actively support their children by offering guidance, supplying learning resources, imparting their insights, and emphasizing the importance of education, especially amidst difficult circumstances (Macasinag & Camacho, 2023).

Overall, the high grand mean scores across all items indicate a shared commitment to fostering strong partnerships between schools, parents, and families to support student learning and well-being within the context of the LCP. Educators and parents share a common commitment to fostering students' socioemotional and academic development throughout the school year (Garbe et al., 2020). Furthermore, Ortiz et al. (2017) and Tus (2021) propose that online educational institutions should acknowledge that parents are not expected to be teachers but rather coaches. They should aim to support, empower, engage, and guide their children with values, recognizing their role as primary educators.

Table 7. Description of Respondents in the School Heads' approach in the implementation of Learning Continuity Plan (LCP) in terms of communication.

F. Communication	Teachers	VI	PTA	VI	School Head	VI
1. Attend to the specific ways to communicate with internal stakeholders (e.g., students, parents, and staff)	3.83	AP	3.86	AP	3.91	AP
2. Attend to the specific ways to communicate to external stakeholders (e.g., citizens, businesses, and the local community).	3.77	AP	3.71	AP	3.80	AP
3. Revisit the frequency and content of the existing communications and modify it appropriately to bridge the gap between what has been done traditionally and what needs to be done going forward, not that school operations have shifted.	3.75	AP	3.73	AP	3.63	AP

4. Keep the academic community apprised of developments relating to the school closure on a regular basis.	3.77	AP	3.70	AP	3.60	AP
5. Leverage existing authoritative sources of information (e.g. DOH) during times of crisis that result in extended school closure to ensure most accurate and timely way of disseminating key information.	3.74	AP	3.70	AP	3.69	AP
GRAND MEAN	**3.77**	**AP**	**3.74**	**AP**	**3.73**	**AP**

Legend: 1.00 – 1.74 "Never Practiced (NP)", 1.75 – 2.49 "Seldom Practiced (SeP)", 2.50 – 3.24 "Sometimes Practiced (SoP)", and 3.25 – 4.00 "Always Practiced (AP)"

Table 7 outlines the school heads' approach to implementing the Learning Continuity Plan (LCP) concerning communication. It covers methods of communication with both internal and external stakeholders, adjustments to communication frequency and content to accommodate shifts in school operations, regular updates for the academic community regarding school closure developments, and utilization of authoritative information sources during crises.

Illustrated in Table 7 are the grand mean scores of 3.77 for Teachers, 3.74 for the Parent-Teacher Association, and 3.73 for School Heads, respectively, with a verbal interpretation of "Always Practiced." These scores determine the description of respondents in the School Heads' approach to implementing the Learning Continuity Plan (LCP) in terms of communication. In statement 5, "Leverage existing authoritative sources of information (e.g. DOH) during times of crisis that result in extended school closure to ensure the most accurate and timely dissemination of key information," the results show a comparable perspective in the averages of teachers, the Parent-Teacher Association, and School Heads, with scores of 3.74, 3.70, and 3.69, respectively, along with a verbal interpretation of "Always Practiced." However, statements 1-4 illustrate distinct averages yet fall under the verbal interpretation of "Always Practiced."

This underscores a consistent perspective that teachers are perceived to be more proactive in keeping the academic community informed, with variations noted among stakeholders. Additionally, this suggests a consensus among stakeholders regarding the importance of relying on credible sources for accurate and timely dissemination of crucial information during challenging circumstances. According to findings, communication emerged as a critical factor for success among principals in the high-performing schools (Tyler, 2016). Similarly, Okoye (2014) emphasizes the vital role of communication as a fundamental aspect of human existence across various administrative endeavors, including education.

Table 8. Description of Respondents in the School Heads' approach in the implementation of Learning Continuity Plan (LCP) in terms of school operations.

G. School Operation	Teachers	VI	PTA	VI	School Head	VI
1. Keep the operation of a school running, even during extended school closures for the maintenance of facilities and compliance with DepEd regulations.	3.83	AP	3.86	AP	3.86	AP
2. Implement appropriate controls as recommended by authoritative agencies such as the DOH, DepEd, DOLE and other national agencies to ensure the safest and healthiest possible work environment.	3.78	AP	3.74	AP	3.86	AP
3. Limit access to school facilities, add staff to monitor the facility entrance(s) and log visitors, and conduct screening as may be necessary to ensure compliance with government directives.	3.79	AP	3.79	AP	3.77	AP
4. Ensure that information technology support services are available to staff and students.	3.75	AP	3.80	AP	3.69	AP
5. Ensure that school health services provided by the school nurse are available for students and families at a consultative level.	3.71	AP	3.77	AP	3.74	AP
GRAND MEAN	**3.77**	**AP**	**3.79**	**AP**	**3.78**	**AP**

Legend: 1.00 – 1.74 "Never Practiced (NP)", 1.75 – 2.49 "Seldom Practiced (SeP)", 2.50 – 3.24 "Sometimes Practiced (SoP)", and 3.25 – 4.00 "Always Practiced (AP)"

Table 8 provides an overview regarding the school heads' approach to implementing the Learning Continuity Plan (LCP) in terms of school operations. It encompasses measures such as maintaining school operations during extended closures for facility maintenance and DepEd compliance, implementing controls recommended by authoritative agencies for a safe work environment, restricting access to school facilities and conducting necessary screenings, ensuring availability of IT support services, and providing consultative health services through the school nurse for students and families.

The grand mean scores for teachers, PTA, and school heads are 3.77 (AP), 3.79 (AP), and 3.78 (AP) respectively, with "AP" representing "Always Practiced." These scores indicate a strong consensus among all stakeholders regarding the consistent implementation of various strategies aimed at ensuring the smooth operation of schools within the framework of the LCP. Noteworthy aspects addressed include the maintenance of facilities even during extended closures for maintenance and compliance with DepEd regulations. Additionally, there is a unanimous agreement on implementing health and safety measures recommended by authoritative agencies, such as limiting access to school facilities and providing IT support services for staff and students.

The study by Medina and Giray (2020) underscores the importance of systematic learning and development for teachers to navigate the complexities of a dynamic educational environment. Additionally, it emphasizes the significance of establishing support systems for students, while ensuring quality assurance through adherence to distance learning policies, standards, and guidelines. Despite the challenges posed by the current pandemic, school heads have demonstrated adaptability and leadership in collaborating with parent-teacher associations and school governing councils (Siason Jr., 2021; Fontanos et al., 2021). This collaborative effort has enabled schools to effectively navigate the changing landscape of education in the new normal.

Furthermore, the importance of ensuring access to school health services for students and families is acknowledged by all stakeholders. These findings underscore a shared commitment to effective school operations, emphasizing health, safety, and technological support to address the challenges posed by the LCP. Based on the findings of Siason Jr. (2021), several emergent results were identified. Firstly, the implementation of the learning continuity plan varied among schools, influenced by their specific contexts. Secondly, stakeholders were empowered as they actively participated in the planning and execution of the learning continuity plan. Thirdly, there was a concerted effort to prioritize the well-being of all personnel and learners by adhering to health protocols mandated by the Inter-Agency Task Force. However, it is noteworthy that decisions primarily focused on health, as directed by the Department of Health and related agencies, and administrative considerations before resuming school operations (Ancho, 2021).

Furthermore, the implementation of modular learning and safety protocol measures was found to be interconnected. The effective enforcement of safety protocols contributed to the successful implementation of modular learning. Similarly, the successful execution of modular learning was supported by the effective implementation of safety protocol measures in schools (Magbanua & Villaruz, 2021).

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter outlines the key findings, draws conclusions based on these findings, and offers recommendations aligned with the conclusions.

Findings

This study determined the relationship among teachers, parent-teacher association, and school heads responds in the approaches, preparation, and experiences of the school heads in the implementation of Learning Continuity Plan (LCP) in Public Elementary North and South Districts of San Ildefonso, Bulacanfor the School Year 2023-2024.

The grand mean scores in the school heads' approach in the implementation of learning continuity plan (LCP) in terms of leadership and planning; leadership and planning; technology and technical support; curriculum resources (digital content); professional learning (institutional practices); parent and family support; communication; and, school operations, received the same verbal interpretation of "Always Practice".

Moreover, grand mean scores in the school heads' preparation in the implementation of learning continuity plan (LCP) in terms of leadership; learning continuity plan; digital infrastructure; training support; communications plan; curriculum resources; technology access; learning spaces; and, accommodations/support, received the same verbal interpretation of "Very Evident".

Furthermore, grand mean scores in the school heads' experiences in the implementation of learning continuity plan (LCP) in terms of systems and procedures; policies on enrollment; attendance; reporting and updating of student-teacher engagement; grading system; teacher complement; intellectual property rights; open educational resources; plagiarism; collaborations; and, health and safety protocols received the same verbal interpretation of "Fully Implemented".

Conclusion

Based on the study there is no significant relationship among the perspectives of the school heads, teachers, and parents on approaches, preparations and experiences in the implementation of learning continuity plan.

Recommendations

Based on the study's findings and conclusions, the following recommendations are proposed:

1. The school is encouraged to execute the developmental plan formulated based on the study's outcomes.; and

2. Future researchers are advised to conduct further studies along similar lines. Specifically, exploring the academic performance of students as a dependent variable could provide validation for the findings of this study.

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