

SCHOOL HEADS' LEARNING CONTINUITY PLAN AND SCHOOLS' ACCESS, QUALITY, AND GOVERNANCE OF SECONDARY SCHOOLS IN LAGUNA

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Abstract

The study was conducted to determine the school heads' learning continuity plan and schools' access, quality, and governance in the secondary schools of Division of Laguna.

Specifically, this determined the description of school head's learning continuity plan in terms of strategic management and operation, curriculum and instruction management, human resource and development, resource management, partnership and linkages and the level of schools' access (inclusive education and reaching the marginalized), quality (ensuring quality of teaching and learning process, focus on Learning, and provision of learning resources), and governance (safe operations, well-being and protection, and education financing); the significant relationship between school heads' learning continuity plan and schools' access, quality, and governance; and the significant difference in the school head's and teachers' perspectives on the implementation of the school learning continuity plan.

This study focused on the learning continuity plan of school heads in the Division of Laguna, which includes twenty-four (24) districts. The study's respondents are 69 school heads and 354 teachers from 82 public secondary schools in the Division of Laguna, with 79 school heads and 3046 teachers. Also, the descriptive and quantitative data analyses were used to determine the significant difference in the school head's and teachers' perspectives on the implementation of the school learning continuity plan and the significant relationship between school heads' learning continuity plan and schools' access, quality, and governance

Based on the data gathered and critical analysis of the investigation, the school heads' learning continuity plan in terms of Strategic Management and Operation, Curriculum and Instruction Management, Human Resource and Development, Resource Management, Partnership, and Linkages was highly evident among the school heads/teachers. The same is true for the schools' access, quality, and governance.

Based on the findings of the study, the following conclusions were made:

The study reveals that the school heads' learning continuity plan was highly evident in schools' access, quality, and governance. Thus, the null hypothesis that there is no significant difference in the school head's and teachers' perspectives on the implementation of the school learning continuity plan is accepted. On the other hand, the second null hypothesis stating that "the school heads' learning continuity plan has no significant relationship to the schools' access, quality, and governance is rejected", which incites that there is a significant relationship between the two.

Based on the conclusions drawn, the study offers the following recommendations: Continuously use a strategic and operational planning process within a school setting to manage the entire life cycle of implementing a learning delivery modality and to ensure that learning continuity is implemented, the school head and internal and external stakeholders must always maintain a harmonious relationship for effective service delivery.

Keywords: Learning Continuity Plan; School Governance; School Access; School Quality

1. INTRODUCTION

"If you fail to plan, you are planning to fail!" (Franklin, 1919). Educational planning is the application of rational, systematic analysis to the process of educational growth with the objective of making education more effective and efficient in responding to the needs and goals of its students and society.

A school head can transform a school or community for the better and ensure success for both students and educators. He or she will possess not just the qualities of a good leader, but also the necessary administrative abilities. It is the role of educational leaders to collaborate in order to prepare schools, teachers, students, and communities for more flexible learning models that evolve but do not stop in the face of school closures.

As stated in Republic Act 9155, also known as Governance of Basic Education under section 6 that the school heads shall form an instructional leader and administrative manager. School achievements greatly affect to the plans and actions undertaken by the school head. The school head has an authority, accountability and responsibility to lead the national educational policies, plans and standards. Furthermore, according to Cunanan (2017), since the principal leads the school, he is empowered and has an authority to make decisions that would result in the achievement of instructional goals. It also means that he was going to be accountable for all actions that he would take at the school level.

Moreover, the School Strategic and Operational Plan is an essential component of the Department's School Accountability and Improvement Framework and provides a means for the school to clearly identify and communicate how the school is working to improve outcomes for its students. It also helps teams, offices, and specific departments plan specific details on how to contribute to the achievement of the objectives and goals of the school.

According to United Nations Sustainable Development Goal (2015), the Sustainable Development Plan envisioned of achieving inclusive and quality education for all. It reaffirmed the belief that the most powerful and proven vehicles for sustainable development is education in itself. The goal is to ensure that all have accesses to complete primary and secondary education by 2030. It also aims to supply equal access to affordable vocational education, to eliminate gender and wealth disparities, and achieve universal access to a top-quality education

A billion children and youth have been affected by school cancellations throughout the world since the COVID-19 worldwide pandemic began in early 2020. The underprivileged populations are in the forefront of increased educational disparity as a result of the crisis. Thus, aside from finding a solution to how education can be reshaped, there is a further need to look at how it could be made inclusive for the many marginalized learners.

It was an immediate shift and policies had to be crafted, changed, and finalized as classes continue. Initially, it was perceived only to be a short-term crisis but experts predicted that it may take a year before everything returns to normal. However, the current situation is already considered the new normal. Online learning will be part of the new normal in education as claimed by education experts. Classes must continue because it is an essential need of everyone. Technology has become an integral alternative to continue classes and may open new learnings and teaching strategies. However, the limitations of online learning made the Department of Education to rethink and focus more on the most essential learning competencies.

On the other hand, to sustain successful teaching and learning during lengthy school closures, school leaders must develop a comprehensive strategy that anticipates and tackles the problems and hurdles they will face as they implement their learning continuity plan. (Michigan Virtual Learning Research Institute (MVLRI), 2020). As such, in the case of unplanned and lengthy school closures, all pupils will have access to learning opportunities. Aside from the essential requirements of education such as the most essential learning competencies and required protocols in schools, the plan importantly covers multiple learning delivery

modalities. While it underscores equity considerations for all possible circumstances in that aspect, the researcher asserts that there is a need to further contextualize it.

Schools which operate without properly developed strategic plans and operational plans is an indication of lack of commitment of quality management, which may jeopardize the provision of quality education services, leading to low student achievement. Principals are expected to commit themselves to strategic endeavors, as they are the key overseers of all activities in the school. This study entitled, “School Heads’ Learning Continuity Plan and Schools’ Access, Quality, and Governance” goals to assist school leaders to must establish a comprehensive approach that proactively addresses the problems and barriers they may face throughout the implementation of their learning continuity plan in order to maintain good teaching and learning during extended school closures. In addition, this enquiry may help the researcher to strengthen the interface between internal and external stakeholders in order to identify issues, challenges, and gaps in the implementation of the school's learning continuity plan.

1.1. Objective of the Study

This study aims to determine the school heads learning continuity plan as related to schools’ access, quality, and governance in select public schools in the Division of Laguna.

Specifically, it sought to answer the following questions

1. How can the school heads’ learning continuity plan be described in terms of:
 - 1.1 Strategic Management and Operation
 - 1.2 Curriculum and Instruction Management
 - 1.3 Human Resource and Development
 - 1.4 Resource Management
 - 1.5 Partnership and Linkages
2. What is the level of schools’ Key Result Area in terms of:
 - 2.1 Access
 - 2.1.1 Inclusive Education
 - 2.1.2 Reaching the Marginalized
 - 2.2 Quality
 - 2.2.1 Teaching and Learning Process
 - 2.2.2 Focus on Learning
 - 2.2.3 Provision of Learning Resources
 - 2.3 Governance
 - 2.3.1 Safe Operations
 - 2.3.2 Well-being and protection
 - 2.3.3 Education Financing
3. Is there a significant difference between school head's and teachers' perspectives on the implementation of the school learning continuity plan?
4. Is there a significant relationship between school heads’ learning continuity plan and schools’ access, quality, and governance?

METHODOLOGY

1.2. Research Design

To get a significant result, certain method and design shall be used in doing the study. In this study, descriptive research will apply as the design. It will be used because it aims to analyze and discuss the status of current phenomenon. The current status of phenomenon in this study is, “the school heads’ learning continuity plan considering the schools’ access, quality, and governance in select secondary schools in the Division of Laguna.

The goal in conducting quantitative research study is to determine the relationship between the school heads learning continuity plan [an independent variable] and the school performance on access, quality, and governance [a dependent or outcome variable within a population].

2.2 Respondents of the Study

The Division of Laguna consists of different public elementary and secondary schools. All public schools are adopting the learning continuity plan, this study will only focus on all secondary public schools. Furthermore, the population of interest.

Table 1. Respondents of the Study

Name of District	No. of Secondary Schools	No. of School Heads	No. of actual respondents	No. of Teachers	No. of actual respondents
Alaminos	3	3	3	121	14
Bay	4	4	3	173	21
Calauan	4	4	4	101	11
Cavinti	4	4	3	83	10
Famy	1	1	1	81	9
Kalayaan	3	3	2	67	7
Liliw	2	2	2	73	8
Los banos	10	10	8	370	43
Lumban	2	2	2	62	7
Luisiana	2	2	2	30	3
Mabitac	3	3	1	63	7
Majayjay	4	4	3	98	12
Magdalena	2	1	1	83	10
Nagcarlan	6	5	5	231	28
Paete	4	3	2	75	10
Pakil	2	2	2	49	6
Pangil	3	3	3	89	10
Pagsanjan	3	3	3	107	12
Pila	4	4	3	146	16
Rizal	1	1	1	64	7
Sta. Cruz	4	4	3	483	56
Siniloan	2	2	2	155	18
Sta. Maria	4	4	3	108	13
Victoria	7	7	7	135	16
Total - 24	82	79	69	3046	354

2.3 Research Instrument

A questionnaire checklist was used to assess the description of the school heads' learning continuity with respect to the schools' access, quality, and governance. Some questions have been adapted and modified to fit the needs of this research. Furthermore, to assess the study's reliability, the researcher used Cronbach alpha, which yielded 0.939764198 for the independent variables and 0.926108726 for the dependent variables, both of which were regarded *Excellent*. The instrument used in this study was a questionnaire consisting of three parts:

Part 1 The demographic profile of the respondents composed of name, school, district, age, sex, years in service, email address, and highest educational attainment

Part 2 presented the school heads' learning continuity plan composed of Strategic Management and Operation, Curriculum and Instruction Management, Human Resource and Development, Resource Management, and Partnership and Linkages.

Part 3 encompasses the schools' access, quality, and governance. Each dimension is made up of sub-dimensions with corresponding indicators such that access is composed of inclusive education and reaching the marginalized;

the quality that encompasses, ensuring quality of teaching and learning process, focus on Learning, and provision of learning resources and; governance that is composed of safe operations, well-being and protection, and education financing.

To determine the description of the school heads' learning continuity the following scale was used:

Table 2. Description of the School Heads' Learning Continuity.

Point	Scale Range	Description	Explanation/ Interpretation
4	3.26 – 4.00	It denotes that the school head and teacher's response in school's learning continuity plan is strongly agreed / Highly Evident upon.	Strongly Agree / Highly Evident
3	2.51 – 3.25	It denotes that the school head and teacher's response in school's learning continuity plan is agreed / Evident upon.	Agree / Moderately Evident
2	1.76 – 2.50	It denotes that the school head and teacher's response in school's learning continuity plan is Disagreed / Less Evident upon.	Disagree / Less Evident
1	1.00 – 1.75	It denotes that the school head and teacher's response in school's learning continuity plan is strongly Disagreed / Not Evident upon.	Strongly Disagree / Not Evident

To determine the level of the school's access, quality, and governance the following scale was used:

Table 3. Level of the School's Access, Quality, and Governance.

Point	Scale Range	Description	Interpretation
4	3.26 – 4.00	It means that school heads' learning continuity plan are highly evident on school's access, quality, and governance.	Highly Evident
3	2.51 – 3.25	It means that school heads' learning continuity plan are evident on school's access, quality, and governance.	Moderately Evident
2	1.76 – 2.50	It means that school heads' learning continuity plan are less evident on school's access, quality, and governance.	Less Evident
1	1.00 – 1.75	It means that school heads' learning continuity plan are not evident on school's access, quality, and governance.	Not Evident

2.4 Conceptual Framework



Research Paradigm of the Study

The dependent variables made up of three dimensions namely: access, quality, and governance. Each dimension is made up of sub-dimensions with corresponding indicators such that access is composed of inclusive education, and reaching the marginalized; the quality that encompasses teaching and learning process, focus on learning, and provision of learning resources; and governance that is composed of safe operations, well-being and protection, and education financing.

Meanwhile, the independent variable is the School Heads' Learning Continuity Plan (SLCP) composed of Strategic Management and Operation, Curriculum and Instruction Management, Human Resource and Development, Resource Management, and Partnership and Linkages

2.5 Statistical Treatment

The data gathered was treated statistically. Weighted mean, standard deviation, f-test, and descriptive correlation statistics are used to determine the significant relationship between the school head's learning continuity plan and schools' access, quality, and governance.

The responses of the respondents were weighted using 4-scale point. The following were the statistical treatments applied in this study:

1. Concerning the description of school head's learning continuity plan.
2. To determine the mean level of school's access, quality, and governance.
3. The significant difference between the school head's and teachers' perspectives on the implementation of the school learning continuity.
4. The relationship between Learning Continuity Plan and Schools' access, quality and governance.

3. RESULTS AND DISCUSSION

This chapter presents the data gathered that determined the relationship between school heads' learning continuity plan as related to schools' access, quality, and governance in the Division of Laguna.

School Heads' Learning Continuity Plan

Level of School Heads' Learning Continuity Plan in Terms of Strategic Management and Operation.

Table 4 presents the level of school heads' learning continuity plan in terms of Strategic Management and Operation.

Table 4. Level of School Heads' Learning Continuity Plan in Terms of Strategic Management and Operation.

<i>The school head...</i>	SCHOOL HEAD			TEACHER		
	<i>Mean</i>	<i>SD</i>	<i>Verbal Interpretation</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Interpretation</i>
1. Set the goal and context of the school.	3.87	0.34	Highly Evident	3.74	0.47	Highly Evident
2. Consider the successes, lessons learned, and Survey results in the previous school year in crafting the new SLCP.	3.90	0.30	Highly Evident	3.71	0.52	Highly Evident
3. Guarantee the process of continuous learning and improvement	3.83	0.38	Highly Evident	3.75	0.46	Highly Evident
4. Plan an inclusive, safe, motivating learning environment appropriate to the needs of all types of learners	3.87	0.34	Highly Evident	3.75	0.46	Highly Evident
5. Consider the physical, mental and overall well-being of all learners.	3.94	0.24	Highly Evident	3.76	0.45	Highly Evident
6. Make a COVID-19 transmission prevention plan for learners, teachers, and non-teaching personnel.	3.91	0.28	Highly Evident	3.77	0.44	Highly Evident
7. Develop a supervision plan for the Basic Education Learning Continuity Plan's implementation.	3.86	0.35	Highly Evident	3.74	0.49	Highly Evident
8. Include a guarantee that the quality of basic education services would increase.	3.83	0.38	Highly Evident	3.72	0.48	Highly Evident
9. Include an assurance that the school would adhere to all health and safety regulations.	3.88	0.32	Highly Evident	3.77	0.46	Highly Evident
10. Create an action plan for putting the school-initiated programs, projects, and activities into action.	3.84	0.37	Highly Evident	3.71	0.56	Highly Evident
Overall Mean	3.87			3.74		
SD	0.33			0.48		
Verbal Interpretation	Highly Evident			Highly Evident		

Legend:

3.26 – 4.00 Highly Evident

2.51 – 3.25 Evident

1.76 – 2.50 Less Evident

1.00 – 1.75 Not Evident

Table 4 depicts the level of learning continuity plan of school heads in terms of Strategic Management and Operation. The school heads perceived, *Highly Evident* in considering all learners' physical, mental, and overall well-being ($M=3.94$, $SD=0.24$), making a COVID-19 transmission prevention plan for students, teachers, and non-teaching personnel with ($M=3.91$, $SD=0.28$), guaranteeing the process of continuous learning and improvement, and include a guaranteeing that the quality of basic education services would increase with ($M=3.83$, $SD=0.38$).

Furthermore, the level of school heads' learning continuity plan can be described in terms of Strategic Management and Operation perceived as *Highly Evident* among school heads, with a mean score of 3.87 and a standard deviation of 0.33.

Meanwhile, the teachers perceived *Highly Evident* in the school head COVID-19 transmission prevention plan for learners, teachers, and non-teaching personnel, as well as an assurance that the school would adhere to all health and safety regulations, yielded the highest mean score ($M=3.77$, $SD=0.44$, 0.46), the school head consider the physical, mental and overall well-being of all learners with a mean score ($M=3.76$, $SD=0.45$), the school head's consideration of the previous school year's successes, lessons learned, and Survey results in crafting the new SLCP and creating an action plan for putting the school-initiated programs, projects, and activities into action with ($M=3.71$, $SD=0.52$, 0.56).

Furthermore, the level of school heads' learning continuity plan can be described in terms of Strategic Management and Operation perceived as *Highly Evident* among teachers, with a mean score of 3.74 and a standard deviation of 0.48.

The level of school heads' learning continuity plan can be described in terms of Strategic Management and Operation, both of which were regarded as *Highly Evident* by the school heads with ($M=3.87$, $SD=0.33$) and teachers with ($M=3.74$, $SD=0.48$) indicating that the commitment of all internal and external stakeholders to school development through the use of best planning techniques may go a long way toward increasing educational quality in schools. Further, using a strategic and operational planning process within a school setting makes it possible to manage an entire life cycle of implementing a remote learning model.

The result of this study is supported by the study conducted by George (2019), strategic management and operational planning should be part of the standard managerial approaches in contemporary organizations and contradict many of the critiques of strategic planning. School leaders must support a school's emergency planning team.

Level of School Heads' Learning Continuity Plan in Terms of Curriculum & Instruction Management

Table 5 presents the level of school heads' learning continuity plan in terms of Curriculum and Instruction Management.

Table 5 shows the school heads' level of learning continuity plan in terms of Curriculum and Instruction Management. The school heads perceived, *Highly Evident* in including a guarantee that the MELCS will be implemented effectively across grade levels and learning areas with ($M=3.87$, $SD=0.34$), consider enhancing the use of technology-enabled support mechanisms for teaching and teaching-related tasks with ($M=3.81$, $SD=0.43$), developed contextualized assessment tools to measure learners' achievement received the lowest mean score of responses with ($M=3.64$, $SD=0.48$).

Furthermore, the level of school heads' learning continuity plan can be described in terms of Curriculum and Instruction Management perceived as *Highly Evident* among school heads, with a mean score of 3.77 and a standard deviation of 0.43. Meanwhile, the teachers perceived *Highly Evident* in the school head guarantee of curriculum implementation on the K–12 BEP, inclusive education, and special programs and consider enhancing the use of technology-enabled support mechanisms for teaching and teaching-related tasks with ($M=3.75$, $SD=0.44$, 0.45), following develop contextualized assessment tools to measure learners' achievement with ($M=3.68$, $SD=0.53$).

Furthermore, the level of school heads' learning continuity plan can be described in terms of Strategic Management and Operation perceived as *Highly Evident* among teachers, with a mean score of 3.73 and a standard deviation of 0.48

The level of school heads' learning continuity plan can be described in terms of Curriculum and Instruction Management, both of which were regarded as *Highly Evident* with school heads achieving a mean score of 3.77 and a standard deviation of 0.43, and teachers achieving a mean score of 3.73 and a standard deviation of 0.48. This means that even in the midst of a pandemic, school leaders and teachers ensure the effective implementation of curriculum and instruction.

The result of this study was supported by Pak, et al., (2020), a curriculum and instruction can be prepared in an academic structure; however, how much of this curriculum is implemented in the classroom determines its effectiveness.

Table 5. Level of School Heads' Learning Continuity Plan in Terms of Curriculum and Instruction Management

<i>The school head...</i>	<i>SCHOOL HEAD</i>			<i>TEACHER</i>		
	<i>Mean</i>	<i>SD</i>	<i>Verbal Interpretation</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Interpretation</i>
1. Include a guarantee of curriculum implementation on the K–12 BEP, inclusive education, and special programs.	3.80	0.41	Highly Evident	3.75	0.44	Highly Evident
2. Include a guarantee that the MELCS will be implemented effectively across grade levels and learning areas.	3.87	0.34	Highly Evident	3.74	0.49	Highly Evident
3. Set feasible mechanisms that would guide in bridging equitable access to education through multiple means of Teaching and Learning	3.75	0.43	Highly Evident	3.73	0.45	Highly Evident
4. Consider enhancing the use of technology-enabled support mechanisms for teaching and teaching-related tasks.	3.81	0.43	Highly Evident	3.75	0.45	Highly Evident
5. Develop contextualized assessment tools to measure learners' achievement	3.64	0.48	Highly Evident	3.68	0.53	Highly Evident
6. Create a strategy for providing technical assistance.	3.75	0.43	Highly Evident	3.70	0.53	Highly Evident
Overall Mean	3.77			3.73		
SD	0.43			0.48		
Verbal Interpretation	Highly Evident			Highly Evident		

Legend:

3.26 – 4.00 Highly Evident

2.51 – 3.25 Evident

1.76 – 2.50 Less Evident

1.00 – 1.75 Not Evident

Level of School Heads' Learning Continuity Plan in Terms of Human Resource and Development

Table 6 shows the level of school heads' learning continuity plan can be described in terms of Human Resource and Development

Table 6. Level of School Heads' Learning Continuity Plan in Terms of Human Resource and Development

The school head...	SCHOOL HEAD			TEACHER		
	Mean	SD	Verbal Interpretation	Mean	SD	Verbal Interpretation
1. Create a competency profiling system for human resources and the necessary professional development programs.	3.70	0.46	Highly Evident	3.70	0.50	Highly Evident
2. Form a team to oversee the creation and implementation of performance management, rewards and recognition, employee welfare, and succession and exit programs.	3.72	0.45	Highly Evident	3.71	0.52	Highly Evident
3. Make a SLAC plan to provide technical assistance for reskilling and upskilling on identified needs aligned with PPST, awareness training, and/or capacity building.	3.80	0.41	Highly Evident	3.76	0.48	Highly Evident
4. Prepare a strategy for implementing and monitoring the Results-based Performance Management System (RPMS)	3.70	0.46	Highly Evident	3.72	0.53	Highly Evident
5. Consider ensuring that the recruitment, selection, and placement processes are carried out effectively and efficiently.	3.68	0.47	Highly Evident	3.70	0.49	Highly Evident
6. Guarantee the delivery of an integrated and needs-based capacity-building intervention accessible to all teachers and school stakeholders.	3.64	0.48	Highly Evident	3.73	0.46	Highly Evident
7. Consider the protection of teaching and non-teaching personnel's mental health and overall well-being.	3.86	0.35	Highly Evident	3.71	0.49	Highly Evident
Overall Mean	3.73			3.72		
SD	0.45			0.50		
Verbal Interpretation	Highly Evident			Highly Evident		

Legend:

3.26 – 4.00 Highly Evident

2.51 – 3.25 Evident

1.76 – 2.50 Less Evident

1.00 – 1.75 Not Evident

Table 6 illustrates the level of school heads' learning continuity plan can be described in terms of Human Resource and Development. The school heads perceived, *Highly Evident* in considering the protection of teaching and non-teaching personnel's mental health and overall well-being with ($M=3.86$, $SD=0.35$), make a SLAC plan to provide technical assistance for reskilling and upskilling on identified needs aligned

with PPST, awareness training, and/or capacity building with ($M=3.80$, $SD=0.41$), following the guarantee of delivering an integrated and needs-based capacity-building intervention accessible to all teachers and school stakeholders with ($M=3.64$, $SD=0.48$).

Moreover, the level of school heads' learning continuity plan can be described in terms of Human Resource and Development perceived as *Highly Evident* among the school heads, with a mean score of 3.73 and a standard deviation of 0.45.

Meanwhile, the teachers also perceived *highly evident*, wherein the school head make a SLAC plan to provide technical assistance for reskilling and upskilling on identified needs aligned with PPST, awareness training, and/or capacity building yielded the highest mean score ($M=3.76$, $SD=0.48$), following the school head guarantee the delivery of an integrated and needs-based capacity-building intervention accessible to all teachers and school stakeholders with a mean score ($M=3.73$, $SD=0.46$), following the school head create a competency profiling system for human resources and the necessary professional development programs and consider ensuring that the recruitment, selection, and placement processes are carried out effectively and efficiently with ($M=3.70$, $SD=0.50$, 0.49).

Furthermore, the level of school heads' learning continuity plan can be described in terms of Human Resource and Development as perceived as *Highly Evident* among the teachers, with a mean score of 3.72 and a standard deviation of 0.50.

The level of school heads' learning continuity plan can be described in terms of Human Resource and Development, both of which were regarded as *Highly Evident* by the school head attained a mean score ($M=3.73$, $SD=0.45$) and teachers with a mean score ($M=3.72$, $SD=0.50$). This means that, human resource and development is an important resource for any organization and its development, even in the new normal, especially if the organization is self-motivated and growth-oriented.

Obeidat, et al., (2012, 2013, 2014) and Masa'deh, et al., (2019), stated in their study that, human resources management is considered to be the most important factor that helps the organization to achieve a competitive advantage. This is due to the fact that managers in both public and private organizations consider human resources to be the main source of sustaining competitive advantage; this is done by having the "best of the best" human resource systems for recruiting, selecting, motivating, and efficiently managing their people.

Level of School Heads' Learning Continuity Plan in Terms of Resource Management

Table 7 shows the level of school heads' learning continuity plan can be described in terms of Resource Management.

Table 7 presents the level of school heads' learning continuity plan can be described in terms of Resource Management. The school head perceived, *Highly Evident* in consider implementing and managing the efficient and effective use of financial, human, and physical resources yielded the highest mean score ($M=3.83$, $SD=0.38$), assuring all eligible employees received their salaries, allowances, and benefits with a mean score ($M=3.81$, $SD=0.39$), the school heads consulted the SGC on matters concerning their respective school's budget, appropriation, and disbursement with ($M=3.62$, $SD=0.57$). Furthermore, the level of school heads' learning continuity plan can be described in terms of Resource Management perceived as *Highly Evident* among the school heads, with a mean score of 3.73 and a standard deviation of 0.46.

Teachers also perceived *Highly Evident* in the school head assurance of all eligible employees received their salaries, allowances, and benefits, yielded the highest mean score ($M=3.79$, $SD=0.45$). This is followed by, the school head organize a team to manage the Enhanced Basic Education Information System (E-BEIS) for periodic performance reviews, detailed workflow charts, and productivity with ($M=3.74$, $SD=0.51$), the school head consult the SGC on matters concerning their respective school's budget, appropriation, and disbursement with ($M=3.68$, $SD=0.52$).

Moreover, the level of school heads' learning continuity plan can be described in terms of Resource Management perceived as *Highly Evident* among teachers, with a mean score of 3.72 and a standard deviation of 0.50.

The level of school heads' learning continuity plan can be described in terms of Resource Management, both of which were rated as *Highly Evident*, with school heads scoring ($M=3.73$, $SD=0.46$) and teachers scoring ($M=3.72$, $SD=0.50$). This means that the school head was doing a good job of managing the school's resources despite the pandemic. He or she is also aware of the goal of resource management, which is to use the best combination of resources to meet requirements while keeping in mind that these same resources may be in demand elsewhere in the organization.

Okendu (2012) asserted that the idea that human and material resources are to be assembled together by Educational administration within the school system for effective teaching and learning cannot be overemphasized. It is supported on this ground that, in secondary schools, the principals play the role of administrators and supervisors, even instructors, and they also participate in teaching activities when it is not required. All staff, teaching and non-teaching, should be made to realize their responsibilities for improving and developing instruction in the school system. This is made possible by utilizing the allocated resources. It is up to the schools to realize the goals of education.

Table 7. Level of School Heads' Learning Continuity Plan in Terms of Resource Management

<i>The school head...</i>	SCHOOL HEAD			TEACHER		
	Mean	SD	Verbal Interpretation	Mean	SD	Verbal Interpretation
1. Consider implementing and managing the efficient and effective use of financial, human, and physical resources.	3.83	0.38	Highly Evident	3.69	0.48	Highly Evident
2. Create a supervisory plan for school management that includes economical, efficient, and effective accounting and budgeting services to ensure the most cost-effective use of financial resources.	3.68	0.47	Highly Evident	3.69	0.54	Highly Evident
3. Assure all eligible employees received their salaries, allowances, and benefits	3.81	0.39	Highly Evident	3.79	0.45	Highly Evident
4. Organize a team to manage the Enhanced Basic Education Information System (E-BEIS) for periodic performance reviews, detailed workflow charts, and productivity.	3.70	0.46	Highly Evident	3.74	0.51	Highly Evident
5. Consider optimizing technology-enabled support mechanisms for the delivery of services and other deliverables.	3.77	0.46	Highly Evident	3.71	0.48	Highly Evident
6. Consult the SGC on matters concerning their respective school's budget, appropriation, and disbursement.	3.62	0.57	Highly Evident	3.68	0.52	Highly Evident
Overall Mean	3.73			3.72		
SD	0.46			0.50		
Verbal Interpretation	Highly Evident			Highly Evident		

Legend:

3.26 – 4.00 Highly Evident

2.51 – 3.25 Evident

1.76 – 2.50 Less Evident

1.00 – 1.75 Not Evident

Level of School Heads' Learning Continuity Plan in Terms of Partnership and Linkages

Table 8 illustrates the level of school heads' learning continuity plan can be described in terms of Partnership and Linkages.

Table 8. Level of School Heads' Learning Continuity Plan in Terms of Partnership and Linkages

The school head...	SCHOOL HEAD			TEACHER		
	Mean	SD	Verbal Interpretation	Mean	SD	Verbal Interpretation
1. Gather information about the resources available to address a particular need or risk	3.84	0.37	Highly Evident	3.71	0.52	Highly Evident
2. Create and maintain a database of partnerships.	3.61	0.49	Highly Evident	3.66	0.55	Highly Evident
3. advocate the Learning and Continuity Operational Plan for support	3.78	0.42	Highly Evident	3.76	0.44	Highly Evident
4. Create a positive relationship with stakeholders	3.83	0.38	Highly Evident	3.77	0.46	Highly Evident
5. Develop sustainable strategies and mechanisms for partnerships	3.75	0.43	Highly Evident	3.73	0.50	Highly Evident
6. Present major activities for each project that address several root causes which are within the school's control, economical, sustainable, and with support and commitment from the process owners	3.80	0.41	Highly Evident	3.68	0.52	Highly Evident
7. Establish partnerships and linkages that contribute to defining policy framework to ensure its relevance to the community	3.71	0.46	Highly Evident	3.73	0.51	Highly Evident
8. Consider continuing to collaborate with other offices and agencies on the implementation of PPAs.	3.77	0.43	Highly Evident	3.73	0.48	Highly Evident
9. Form a team to recognize the contributions of major stakeholders.	3.83	0.38	Highly Evident	3.74	0.47	Highly Evident
Overall Mean	3.77			3.72		
SD	0.42			0.50		
Verbal Interpretation	Highly Evident			Highly Evident		

Legend:

3.26 – 4.00 Highly Evident

2.51 – 3.25 Evident

1.76 – 2.50 Less Evident

1.00 – 1.75 Not Evident

Table 8 depicts the level of school heads' learning continuity plan can be described in terms of Partnership and Linkages. The school head perceived, *Highly Evident* in the school head gathering information about the resources available to address a particular need with ($M=3.84$, $SD=0.37$). Following that, the school head create a positive relationship with stakeholders and form a team to recognize the

contributions of major stakeholders with ($M=3.83$, $SD=0.38$), the school head create and maintain a database of partnerships with ($M=3.61$, $SD=0.49$).

Moreover, the level of school heads' learning continuity plan can be described in terms of Partnership and Linkages regarded as *Highly Evident* among the school heads, with a mean score of 3.77 and a standard deviation of 0.42.

Meanwhile, the teachers perceived *Highly Evident* in the school head create Operational Plan for support with a mean score ($M=3.76$, $SD=0.44$), the school head create and maintain a database of partnerships with ($M=3.66$, $SD=0.55$).

Furthermore, the level of school heads' learning continuity plan can be described in terms of Partnership and Linkages as per teachers attained a mean score of 3.72 and a standard deviation of 0.50 and was *Highly Evident* among the respondents.

Consequently, the level of school heads' learning continuity plan can be described in terms of Partnership and Linkages both of which were regarded as *Highly Evident* by the school heads with a mean score ($M=3.77$, $SD=0.42$) and teachers with a mean score ($M=3.72$, $SD=0.50$). This means that partnerships and linkages are effective and have an impact when they are well-planned, sustainable, collaborative, and based on the mutual sharing of expertise, knowledge, resources, and skills. When different stakeholders recognize each other's contributions and learnings and are able to collaborate to create quality and relevant programs, partnership outcomes improve.

This is parallel to the study conducted by Hogue (2012). According to him, schools are more successful with community involvement and engagement. Principal leadership and belief in community engagement is essential in order to build capacity between a school and the community. It is important for community members to realize their role in supporting the goals of the school and be willing to become active participants in fostering a positive relationship that leads to improved student achievement. Relationships and connections ought to be fostered between schools and the surrounding community in order to build partnerships that are effective and meet the goals of all the partners involved.

Level of Schools' Access to Inclusive Education

The table 9 illustrates the level of schools' Key Result Area in terms of Access as to Inclusive Education.

Table 9 depicts the school's "No child left behind" policy provides all children with a fair, equal, and significant opportunity to obtain a high-quality education with ($M=3.78$, $SD=0.42$), the school then removes barriers to learning before they can affect anyone with ($M=3.74$, $SD=0.46$), provides educational services to all students, including those with special needs with ($M=3.63$, $SD=0.55$) were regarded as *highly evident*. The level of schools' Key Result Area in terms of Access as to Inclusive Education attained a mean score of 3.71 and a standard deviation of 0.48 and was *Highly Evident* among the respondents, indicating that inclusive education is the process of meeting the learning needs of all students by ensuring participation, achievement growth, and a sense of belonging, allowing all students to reach their full potential. Schools should be located within a safe and acceptable distance of communities, or, in the case of distant places, via contemporary technology. All people should be able to afford education, and states should gradually establish free education.

In support to this study, Jarvis et. al, (2020) concluded that, developing sustainable and effective inclusion in schools is a difficult but worthwhile endeavor that requires a shared vision, commitment, ongoing reflection, and patience. Changes in practice, especially in teachers' daily planning and pedagogy, take time and will be aided by ongoing, well-designed, and embedded professional learning in the context of strong leadership and an inclusive school culture. By utilizing a whole school approach, key areas including leadership, school values and culture, building staff capacity, and coordinated frameworks for inclusive practice, can be considered collectively and planned for in advance.

Table 9. Level of Schools' Access to Inclusive Education

<i>The school...</i>	Mean	SD	Verbal Interpretation
1. Provides educational services for all students including those with special needs.	3.63	0.55	Highly Evident
"No child left behind" policy provides all children with a fair, equal, and significant opportunity to obtain a high-quality education.	3.78	0.42	Highly Evident
2. Learners are all enrolled in school and learning centers	3.73	0.46	Highly Evident
3. Supports the collection of disaggregate data by disability for emergency response and/or monitoring to help with tailored interventions, leading to improved support for children with disabilities in their learning environment.	3.67	0.50	Highly Evident
4. Access programs are responsive to the needs of their learners and consistent with their interests and aptitudes.	3.73	0.46	Highly Evident
5. Considers a variety of student characteristics, including ethnic background, race, abilities, disabilities, age, gender, language abilities and preferred learning style	3.72	0.47	Highly Evident
6. Removes barriers to learning before they can affect anyone.	3.74	0.46	Highly Evident
Overall Mean	3.71		
SD	0.48		
Verbal Interpretation	Highly Evident		

Legend:

3.26 – 4.00 Highly Evident

2.51 – 3.25 Evident

1.76 – 2.50 Less Evident

1.00 – 1.75 Not Evident

Level of Schools' Access to Reaching the Marginalized

Table 10 shows the level of schools' Key Result Area in terms of Access as to Reaching the Marginalized.

Table 10 depicts the school assessment of learning complies to DO 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program) and DO 31, s.2020 (Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan) with ($M=3.77$, $SD=0.43$). Followed by the school has initiated programs, projects, and activities (PPAs) under the umbrella of DepEd PPAs and uses of gadgets in reaching academically struggling students with a mean score ($M=3.75$, $SD=0.44$, 0.45), the school despite the pandemic, students are well-rounded, happy, and smart, with ($M=3.61$, $SD=0.52$) all of them perceived as *Highly Evident*.

The level of schools' Key Result Area in terms of Access as to Reaching the Marginalized attained a mean score of 3.70 and a standard deviation of 0.48 and was *Highly Evident* among the respondents. This means that resilient education systems can meet the needs of all students, including the most marginalized. Such responsiveness may entail timely and effective personalized interventions, additional instruction or resources, or more targeted resource allocation. Along with this, key policy levers to strengthen learner resilience – student well-being, home-school links, capacity building, and evaluation and assessment components – will assist all today's learners in navigating an even more volatile path.

According to the result of the study conducted by Mohdnorazmi, Nordin, Nuramalina et. al (2021), the device serves as learning materials, assessment materials, entertainment and networking for students with special needs during a pandemic. Technological devices were very important in the teaching and learning process when the Covid 19 pandemic hit the world, especially in Malaysia. The use of this gadget is very educational in the process of educational delivery, including for special education. However, various constraints have to be faced by teachers, students with special needs and parents in providing the device and have the skills to use it.

Table 10. Level of Schools' Access to Reaching the Marginalized

<i>The school</i>	Mean	SD	Verbal Interpretation
1. Analyzes data to identify gaps in student support and ensure that programs designed for marginalized students are having the desired impact.	3.70	0.47	Highly Evident
2. Despite the pandemic, students are well-rounded, happy, and smart.	3.61	0.52	Highly Evident
3. Provides high priority resources to its most marginalized children.	3.67	0.49	Highly Evident
4. Provides details on operationalizing the continuous learning delivery in Junior/Senior High School Tracks.	3.71	0.46	Highly Evident
5. Has a unique plan of activities (practicing their skills at home with their parents and others) to students under SHS TVL/specialization subject who cannot go to school and learn skills due to pandemic	3.64	0.52	Highly Evident
6. Assessment of learning complies to DO 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program) and DO 31, s.2020(Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan).	3.77	0.43	Highly Evident
7. Has initiated programs, projects, and activities (PPAs) under the umbrella of DepEd PPAs.	3.75	0.44	Highly Evident
8. Provides support to education systems to ensure that distance learning is accessible. Teachers are trained and supported to teach children with disabilities remotely and ensure that caregivers are supported.	3.71	0.49	Highly Evident
9. Conducts home visitation with peer tutoring following health and safety protocols to students who do not have gadgets and anyone at home capable of guiding them in learning.	3.66	0.51	Highly Evident
10. Uses of gadgets in reaching academically struggling students.	3.75	0.45	Highly Evident
Overall Mean	3.70		
SD	0.48		
Verbal Interpretation	Highly Evident		

Legend:

3.26 – 4.00 Highly Evident

2.51 – 3.25 Evident

1.76 – 2.50 Less Evident

1.00 – 1.75 Not Evident

Level of Schools' Quality to Teaching and Learning Process

Table 11 illustrates the level of schools' Key Result Area in terms of Quality as to Teaching and Learning Process.

Table 11. Level of Schools' Quality to Teaching and Learning Process

<i>The school...</i>	MEAN	SD	VERBAL INTERPRETATION
1. Has learning delivery modality based on students' classification and condition and other school programs and activities.	3.80	0.41	Highly Evident
2. Adjusts on teachers' teaching load assignment based on their capabilities.	3.75	0.45	Highly Evident
3. Prepares a flexible weekly home learning plan which is based on standards.	3.81	0.40	Highly Evident
4. Communicates the Content, Purpose, and use of Weekly Home Learning Plan to the learners and parents.	3.79	0.42	Highly Evident
5. Capacitates teachers by providing opportunities through attending different courses and webinars for their learning development	3.80	0.41	Highly Evident
6. Conducts proper monitoring and evaluation of the chosen learning delivery modality	3.77	0.42	Highly Evident
7. Employs Multimodal Assessment to account for the diverse needs of the students and the requirements set by the learning delivery modalities.	3.73	0.46	Highly Evident
8. Supervises and monitors the learners' progress and, if necessary, shall provide remediation and enhancement.	3.77	0.43	Highly Evident
Overall Mean		3.78	
SD		0.43	
Verbal Interpretation		Highly Evident	

Legend:

3.26 – 4.00 Highly Evident

2.51 – 3.25 Evident

1.76 – 2.50 Less Evident

1.00 – 1.75 Not Evident

Table 11 depicts that the school prepares a flexible weekly home learning plan which is based on standards with ($M=3.81$, $SD=0.40$), followed by the school has learning delivery modality based on students' classification and condition and other school programs and activities and capacitates teachers by providing opportunities through attending different courses and webinars for their learning development with ($M=3.80$, $SD=0.41$), the school employs Multimodal Assessment to account for the diverse needs of the students and the requirements set by the learning delivery modalities received the lowest mean score of responses with ($M=3.73$, $SD=0.46$) and all of them were remarked as *Highly Evident*.

The level of schools' Key Result Area in terms of Ensuring Quality of Teaching and Learning Process attained a mean score of 3.78 and a standard deviation of 0.43 and was *Highly Evident* among the respondents. This means that quality of education is directly connected to the quality of teaching learning process in the classrooms and the teacher's competence is considered as the most important factors in teaching learning process.

Anchored to the study conducted by Munna and Kalam (2021) they found out that learning is a cardinal factor that a teacher must consider while teaching students. It also revealed that, it is a teacher responsibility to ensure regular interaction occurs between the basic human capabilities of a learner and the culturally invented technologies so that it finally leads to enhancement in their cognitive capabilities. The research also realized that certain teaching methods might be very useful for certain learners which may be flawed for other. Thus, it is recommended to use a blended learning (mixture of online and offline learning) along with experiential learning (cross-age peer tutoring, pro and con grid, prodigy games, mnemonic) which have been very useful in improving the learning experience and reducing the disruptive issues in the classroom from the case study.

Level of Schools' Quality to Focus on Learning

Table 12 illustrates the level of schools' Key Result Area in terms of Quality as to Focus on Learning.

Table 12. Level of Schools' Quality to Focus on Learning

<i>The school...</i>	<i>MEAN</i>	<i>SD</i>	<i>Verbal Interpretation</i>
1. Provides learner-centered framework	3.77	0.43	Highly Evident
2. Delivers MELC based curriculum through the use of different platforms.	3.78	0.42	Highly Evident
3. Provides excellent learning delivery, which is always the top priority of the workforce.	3.76	0.43	Highly Evident
4. Applies different strategies and techniques through gadgets in dealing with blended learning.	3.74	0.45	Highly Evident
5. Has consistent monitoring and evaluation and appropriate technical assistance	3.74	0.44	Highly Evident
Overall Mean		3.76	
SD		0.44	
Verbal Interpretation		Highly Evident	

Legend:

3.26 – 4.00 Highly Evident

2.51 – 3.25 Evident

1.76 – 2.50 Less Evident

1.00 – 1.75 Not Evident

Table 12 depicts that the school delivers MELC based curriculum through the use of different platforms with ($M=3.78$, $SD=0.42$) followed by, the school provides learner-centered framework with ($M=3.77$, $SD=0.43$), and the school applies different strategies and techniques through gadgets in dealing with blended learning and has consistent monitoring and evaluation and appropriate technical assistance received with ($M=3.74$, $SD=0.45$, 0.44) yet was also regarded as *Highly Evident*. The level of schools' Key Result Area in terms of Quality as to Focus on Learning attained a mean score of 3.76 and a standard deviation of 0.44 and was *Highly Evident* among the respondents. Focus on Learning is a learner-centered pedagogy that creates an environment that speaks to the heart of learning. It encourages students to deeply engage with the material, develop a dialogue, and reflect on their progress. Additionally, learner-centered pedagogy is gaining ground in the realm of online education, where the concept of a classroom without walls harnesses the power of technology. Current and future generations of students are being raised in an environment that straddles the transition from books to terabytes of information.

The result is supported by the study conducted by Hubackova & Semradova (2016), blended learning is not only acceptable but very favored by students. The students of today accept new technology rapidly and learn easily to handle it. Blended learning as a combination of contact teaching using some constructivist principles and electronic format of teaching is a suitable and required way even for foreign language teaching.

Level of Schools' Quality to Provision of Learning Resources

Table 13 illustrates the level of schools' Key Result Area in terms of Quality as to Provision of Learning Resources.

Table 13. Level of Schools' Quality to Provision of Learning Resources

<i>The school...</i>	<i>MEAN</i>	<i>SD</i>	<i>Verbal Interpretation</i>
1. Has complete distribution and retrieval of SLMs, WHLPs, ILMPs, LASSs, and LeaPs.	3.80	0.41	Highly Evident
2. Adopts distance learning mode and is provided with modules printed or digital.	3.84	0.37	Highly Evident
3. Has an appropriate acquisition of online and offline learning	3.74	0.45	Highly Evident
4. Provides tablets, other gadgets, and loads to selected learners.	3.68	0.50	Highly Evident
5. Provides soft and hard copies of materials for school-initiated learning interventions in all subject areas.	3.79	0.42	Highly Evident
Overall Mean		3.77	
SD		0.44	
Verbal Interpretation		Highly Evident	

Legend:

3.26 – 4.00 Highly Evident

2.51 – 3.25 Evident

1.76 – 2.50 Less Evident

1.00 – 1.75 Not Evident

Table 13 depicts that the school adopts distance learning mode and is provided with modules printed or digital with ($M=3.84$, $SD=0.37$), followed by the school has complete distribution and retrieval of SLMs, WHLPs, ILMPs, LASSs, and LeaPs" with ($M=3.80$, $SD=0.41$), and the school provides tablets, other gadgets, and loads to selected learners received the lowest mean score of responses ($M=3.68$, $SD=0.50$) were denoted as *Highly Evident*.

The level of schools' Key Result Area in terms of Quality as to Provision of Learning Resources attained a mean score of 3.77 and a standard deviation of 0.44 and was *Highly Evident* among the respondents. This means that the school must ensure that educational opportunities are available and that they are delivered to students in a secure manner using a variety of learning delivery methods. Since then, SLMs have evolved into an ideal learning resource and, as a result, a priority in remote or distance learning where a teacher is unable to provide continuous instruction.

As revealed by Okongo, R. et. al. (2015) in their study, there were inadequate teaching and learning resources at pre-school centers in Nyamira North sub-county. 78 percent of the respondents revealed that inadequate resources affected the implementation of inclusive education. The study recommends that adequate teaching and learning resources should be provided to ensure effective implementation of inclusive education and more funds to be allocated for procuring teaching and learning materials for Special Needs Education (SNE) learners.

Level of schools' Governance to Safe Operations

Table 14 illustrates the level of schools' Key Result Area in terms of Governance as to Safe Operations.

Table 14. Level of schools' Governance to Safe Operations

<i>The school</i>	<i>MEAN</i>	<i>SD</i>	<i>Verbal Interpretation</i>
1. Provides a safe working environment for employees as well as a safe learning environment for students.	3.83	0.39	Highly Evident
2. Conducts regular faculty meetings and Online Kamustahan in preparation for the distribution and retrieval of learning materials.	3.83	0.39	Highly Evident
3. Implements alternative work arrangement for both teaching and non-teaching personnel.	3.82	0.39	Highly Evident
4. Uses distance learning to ensure that education continues without jeopardizing the students' lives.	3.83	0.38	Highly Evident
5. Has online facilitation of documents and use of Google Drives to manage operations	3.81	0.40	Highly Evident
6. Complies to DO. No. 40, s.2012 (Policy Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other forms of Abuse)	3.82	0.39	Highly Evident
7. Strictly adheres to IATF Protocols, DepEd Orders, and Memoranda.	3.85	0.37	Highly Evident
8. Considers the Safe Assessment procedures of learning	3.85	0.37	Highly Evident
Overall Mean		3.83	
SD		0.38	
Verbal Interpretation		Highly Evident	

Legend:

3.26 – 4.00 Highly Evident

2.51 – 3.25 Evident

1.76 – 2.50 Less Evident

1.00 – 1.75 Not Evident

Table 14 depicts that the school strictly adheres to IATF Protocols, DepEd Orders, and Memoranda and considers the Safe Assessment procedures with ($M=3.85$, $SD=0.37$), followed by the school provides a safe working environment for employees as well as a safe learning environment for students, conducts regular faculty meetings and Online Kamustahan in preparation for the distribution and retrieval of learning materials and uses distance learning to ensure that education continues without jeopardizing the students' lives with ($M=3.83$, $SD=0.39$, 0.38), and the school has online facilitation of documents and use of Google Drives to manage operations with ($M=3.81$, $SD=0.40$) and were regarded as *Highly Evident*. The level of schools' Key Result Area in terms of Governance as to Safe Operations attained a mean score of 3.83 and a standard deviation of 0.38 and was *Highly Evident* among the respondents. It is essential that all schools and students have access to the resources they require, such as personal protective equipment (PPE) such as masks, technical assistance, and other resources. Implement comprehensive prevention strategies and reopen schools for in-person learning in a safe way. It's important to make sure that child's school is adhering to the recommendations set forth by public health officials — implementing every plan and measure needed to keep child safe while at school.

This is parallel with Melnick et. al, (2020) as they suggested that social distancing techniques, along with careful hygiene, cleaning, and use of quarantine, can reduce the spread of disease in schools. The international examples described in this brief provide insight into how these strategies can be put into operation in various contexts to protect the health and safety of students, staff, and families.

Level of Schools' Governance to Well-being and Protection

Table 15 illustrates the level of schools' Key Result Area in terms of Governance as to Well-being and Protection.

Table 15. Level of Schools' Governance to Well-being and Protection

<i>The school...</i>	<i>MEAN</i>	<i>SD</i>	<i>Verbal Interpretation</i>
1. Integrates socio-emotional development activities into the Weekly Home Learning Plan.	3.77	0.43	Highly Evident
2. Conducts symposiums and conferences that encourage positivity among learners and school staff during the pandemic	3.70	0.47	Highly Evident
3. Continues to promote health and wellness among its students.	3.83	0.38	Highly Evident
4. Provides and promotes training and webinars on Mental Health, Cyber	3.78	0.43	Highly Evident
5. Safety, Work Ethics, etc. through School Learning Action Cells (SLAC)			
6. Coordinates with the related agencies that can assist in the promotion of healthy life among the learners, teaching, and non-teaching personnel.	3.76	0.43	Highly Evident
Overall Mean		3.77	
SD		0.43	
Verbal Interpretation			Highly Evident

Legend:

3.26 – 4.00 Highly Evident

2.51 – 3.25 Evident

1.76 – 2.50 Less Evident

1.00 – 1.75 Not Evident

Table 15 depicts that the school continues to promote health and wellness among its students with ($M=3.83$, $SD=0.38$), followed by the school integrates socio-emotional development activities into the Weekly Home Learning Plan with ($M=3.77$, $SD=0.43$), and the school conducts symposiums and conferences that encourage positivity among learners and school staff during the pandemic with ($M=3.70$, $SD=0.47$) were perceived as *Highly Evident*. The level of schools' Key Result Area in terms of Governance as to Well-being and protection attained a mean score of 3.77 and a standard deviation of 0.43 and was *Highly Evident* among the respondents. Well-being and protection have been linked to positive relationships with students, colleagues, and families, as well as higher academic performance in students. The DepEd is committed to providing uninterrupted basic education services to its students and the community while keeping their safety and protection in mind.

This is parallel with Melnick et. al, (2020) as they suggested that social distancing techniques, along with careful hygiene, cleaning, and use of quarantine, can reduce the spread of disease in schools. The international examples described in this brief provide insight into how these strategies can be put into operation in various contexts to protect the health and safety of students, staff, and families.

Level of Schools' Governance to Education Financing

Table 16 illustrates the level of schools' Key Result Area in terms of Governance as to Education Financing

Table 16. Level of Schools' Governance to Education Financing

<i>The school...</i>	<i>MEAN</i>	<i>SD</i>	<i>Verbal Interpretation</i>
1. Provides a budget for the procurement of additional PIVOT4A SLMs as the school year's enrollment increases.	3.76	0.45	Highly Evident
2. Provides budget for the procurement of office supplies for the printing and reproduction of Learning Activity Sheets and Learning Task Sheets	3.80	0.42	Highly Evident
3. Provides budget for the procurement of tablets and radio transistors from the Provincial Special Education Fund (SEF)	3.60	0.58	Highly Evident
4. Strengthens partnership with private institutions, business/industry sector, NGOs for sponsorship and donation.	3.70	0.49	Highly Evident
5. Provides allotment for the procurement of supplementary reading materials and equipment through Provincial Special Education Fund (SEF).	3.65	0.56	Highly Evident
Overall Mean		3.70	
SD		0.51	
Verbal Interpretation		Highly Evident	

Legend:

3.26 – 4.00 Highly Evident

2.51 – 3.25 Evident

1.76 – 2.50 Less Evident

1.00 – 1.75 Not Evident

Table 16 depicts that the school provides budget for the procurement of office supplies for the printing and reproduction of Learning Activity Sheets and Learning Task Sheets with ($M=3.80$, $SD=0.42$), followed by the school provides a budget for the procurement of additional PIVOT4A SLMs as the school year's enrolment increases with ($M=3.76$, $SD=0.45$), and the school provides allotment for the procurement of supplementary reading materials and equipment through Provincial Special Education Fund (SEF) with ($M=3.65$, $SD=0.56$) while also being marked *Highly Evident*.

The level of schools' Key Result Area in terms of Governance as to Education Financing attained a mean score of 3.70 and a standard deviation of 0.51 and was *Highly Evident* among the respondents. To effectively implement the right to education, the government should ensure that a sufficient proportion of the national budget is allocated to education financing and that the funds are used effectively and equitably to ensure education for all and to address inequalities, particularly during times of crisis.

According to Benevene, De Stasio, and Fiorilli (2020), well-being is not just the mere absence of illness at work. Rather, it refers to healthy and successful functioning of teachers at work. In fact, while physical, psychological, and mental health refers more to the lack of impairment, well-being refers more to the ability of teachers to develop a positive though dynamic equilibrium between teachers' resources and their challenges/demands (environmental, social, individual, physical, mental, psychological).

Difference in the School Head's and Teachers' Perspectives on the Implementation of the School Learning Continuity Plan

Table 17 presents the significant difference in the school head's and teachers' perspectives on the implementation of the school learning continuity plan.

Table 17. Difference in the School Head's and Teachers' Perspectives on the Implementation of the School Learning Continuity Plan

<i>School Learning Continuity Plan (SLCP)</i>	<i>Computed F value</i>	<i>p-value</i>	<i>Analysis</i>
Strategic Management and Operation	1.978	0.197	Not Significant
Curriculum and Instruction Management	10.291	0.033**	Significant
Human Resource and Development	0.301	0.607	Not Significant
Resource Management	0.989	0.376	Not Significant
<i>Partnership and Linkages</i>	<i>3.168</i>	<i>0.118</i>	<i>Not Significant</i>

p<0.05 **significant

Table 17 depicts that the Strategic Management and Operation, Human Resource and Development, Resource Management and Partnership and Linkages was not observed to have significant difference in the school head's and teachers' perspectives on the implementation of the school learning continuity plan.

This is attributed to the computed F values for all of the tests which were less than the critical F value. Furthermore, all of the attained p-values were all greater than the significance alpha 0.05, hence there is no significance for all of the tests.

On the other hand, the Curriculum and Instruction Management was observed to have significant difference in the school head's and teachers' perspectives on the implementation of the school learning continuity plan. This is attributed to the computed F values for of the test which were greater than the critical F value. Furthermore, the attained p-value was less than the significance alpha 0.05, hence there is significance of the tests.

Thus, from the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis "There is no significant difference in the school head's and teachers' perspectives on the implementation of the school learning continuity plan" is accepted. The alternative should be rejected which incites that there is no significant difference between them.

According to Sangwa (2018), effective coordination skills will help improve the relationship between departments within the company and key external partners, allowing the organization to successfully achieve its strategic goals.

School leaders must support a school's emergency planning team. The school's emergency planning team must also assess the circumstances and resources that are unique to the school. The information that is gathered from the assessment can be used to customize the school's emergency plans to better fit its needs. The members of the school's emergency planning team should also ensure they have considered all risks that could negatively impact the school (Esquith, 2013).

School heads' learning continuity plan was observed to have significant relationship to the schools'

access, quality, and governance. This is based on the computed r values obtained from the tests which were greater than the critical r value. Furthermore, p -values obtained were less than the significance alpha 0.05, hence there is a significance.

The findings indicate that the plan should be developed with the collaboration of internal and external stakeholders, led by the school head, to ensure learning continuity and have a significant impact on the school's access, quality, and governance.

Relationship Between School Heads' Learning Continuity Plan and Schools' Access, Quality, and Governance

Table 18 depicts the significant relationship between school heads' learning continuity plan and schools' access, quality, and governance.

Table 18. Relationship Between School Heads' Learning Continuity Plan and Schools' Access, Quality, and Governance

<i>School Learning Continuity Plan (SLCP)</i>	<i>Computed r value</i>	<i>Strength</i>	<i>p-value</i>	<i>Analysis</i>
	0.652	Strong	0.000	Significant
Strategic Management and Operation	0.643	Strong	0.000	Significant
	0.658	Strong	0.000	Significant
Curriculum and Instruction	0.673	Strong	0.000	Significant
Management	0.669	Strong	0.000	Significant
	0.661	Strong	0.000	Significant
	0.657	Strong	0.000	Significant
Human Resource and Development	0.644	Strong	0.000	Significant
	0.653	Strong	0.000	Significant
	0.660	Strong	0.000	Significant
Resource Management	0.641	Strong	0.000	Significant
	0.642	Strong	0.000	Significant
	0.707	Strong	0.000	Significant
Partnership and Linkages	0.683	Strong	0.000	Significant
	0.695	Strong	0.000	Significant

Legend:

Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

Table 18 depicts that Strategic Management and Operation, Curriculum and Instruction Management, Human Resource and Development, Resource Management and Partnership and Linkages was deemed to have a significant relationship with any of the descriptors of the schools' access, quality, and governance.

From the findings, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the school heads' learning continuity plan and schools' access, quality, and governance" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

As mentioned by Chira et. Al (2016), the planning process in the area of education is the first and most significant phase in the operation of any educational unit's administration. It refers to both strategic and operational planning, with the former including long-term unit objectives and hence overall orientations, and

the latter involving short-term goals and daily operations.

This implies that, the schools which operate without properly developed strategic plans and operational plans is an indication of lack of commitment of quality management, which may jeopardize the provision of quality education services, leading to low student achievement. School heads are expected to commit themselves to strategic endeavors, as they are the key overseers of all activities in the school. In addition, learning continuity plan would not be possible if the school head may not know to adapt their leadership style to the current situation.

4. CONCLUSION AND RECOMMENDATIONS

Based on the aforementioned findings, the following conclusions were significantly drawn:

The hypothesis that there is no significant difference in the perspectives of the school heads and teachers on the implementation of the school learning continuity plan is accepted. As a result, the alternative hypothesis, "a significant difference between the perspectives of the school head and teachers on the implementation of the school learning continuity plan," is rejected.

The hypothesis that there is no significant relationship between the school heads' learning continuity plan and schools' access, quality, and governance is "rejected," and the alternative hypothesis that there is a "significant relationship between the school heads' learning continuity plan and schools' access, quality, and governance" is accepted.

Based from the conclusions drawn, the study offers the following recommendations:

1. Continuously use a strategic and operational planning process within a school setting to manage the entire life cycle of implementing a learning delivery modality.
2. To ensure that learning continuity is implemented, the school head and internal and external stakeholders must always maintain a harmonious relationship for effective service delivery.
3. The school head may consult the SGC on budget, appropriation, and disbursement issues pertaining to the implementation of learning continuity at their respective school.
4. The school may receive technical assistance and feedback from division office personnel in order to improve the implementation of the learning continuity plan and achieve desired outcomes in terms of curriculum implementation.

5. ACKNOWLEDGMENTS

The author wishes to extend appreciation to the participants of the study.

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