

Crisis management and LRCP level of practice: Its implication to school supervision and stakeholder's participation for learning continuance amidst pandemic

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Abstract

This study aimed to assess the crisis management level of practice and LRCP implementation during the critical years of pandemic and its implications in school supervision and stakeholder's participation for public secondary schools. It utilized the Descriptive Quantitative research design evaluated by 469 respondents chosen through Probability Sampling, a Combination of Stratified and Cluster sampling techniques. Data gathered were treated using descriptive statistics, T-test, and Person r moment of correlations. Findings are: school highly practiced crisis management, LRCP was highly implemented, Crisis management practices and the LRCP implementation are correlated, and there is no significant difference in the perception of the internal and external stakeholders in school's crisis management practice but there is a significant difference in the implementation of LRCP. In conclusion, the crisis management level of practiced is correlated with the LRCP implementation, thus null hypothesis is not accepted. There is a significant difference as to crisis management and no significant difference as to LRCP level of practiced as perceived by the internal and external stakeholders. The result implies that the school head may closely supervise the school projects and programs to ensure a strong collaboration with the internal and external stakeholders through school-community conferences even in times of pandemic. Also, recommendations to school planning team, school heads, PSDS, stakeholders and to future researchers were given at the end of the study to ensure learning continuity even when pandemic occurred.

Keywords: crisis management, learning recovery continuity plan, educational challenges, school supervision, stakeholder's participation, learning continuity

1. Introduction

This study aims to assess the crisis management level of practice and Learning Recovery Continuity Plan (LRCP) implementation during the critical years of the pandemic and its implications in school supervision and stakeholders for public secondary schools in Nagcarlan, District.

On the State of the Global Education Crisis: A Path to Recovery sounded very alarming: this is due to the fact that today's school children who will soon join the workforce shall not have mastered the basics and will grow up to be less productive (Cecilia, 2022). This new projection reveals that the impact of the pandemic is more severe than previously thought. The pandemic and school closures not only jeopardized children's health and safety with domestic violence and child labor increasing, but also impacted student learning substantially. (UNESCO et al., 2022).

Living with the greatest threats in global education and a gigantic educational crisis. Is already experiencing a global learning crisis, as many students were back to school but they are not learning the fundamental skills needed for life (Saavedra, 2022). As cited on World Bank report (2022) that 91 percent of

children at 10 years of age are unable to read and understand a short and simple text. These data show substantial losses in math and reading, in high-, middle-, and low-income countries alike, that disproportionately affect the most marginalized students.

Philippines is also suffering from educational crisis and facing a lot of challenges being at the bottom of 10 Asian countries in “learning poverty” (Villegas, 2022). Prior pandemic, there is already learning gaps, which were accentuated during the pandemic because there are had a lot of learners who did not go to school anymore due to various reasons including difficulties with internet connectivity in remote areas and having to rely on parents on their education with the use of self-learning modules,” (Cruz, 2022). It was also observed in Nagcarlan, District wherein almost all schools adopted modular distance learning (Modular in-print) due to lack of internet connectivity. Due to unfamiliarity to the learning modality, some challenges occurred such as low output compliance of learners, low motivational level, lack of interest, mental health problem, and psychosocial problem that led to learning gaps.

The pandemic has caused the largest and the worst disruption to education in history. This crisis is a global phenomenon (Suralta, 2022). This educational crisis and challenges need to be addressed properly yet not all schools have good crisis management practices. Inefficient crisis management lead to this crucial situation. According to Ahlgrenjoao et al. (2022) unless action is taken, learning losses may continue to accumulate endangering future learning. Now is the time to act, to prevent this generation of students from suffering permanent losses in their learning and future productivity, and to protect their ability to participate fully in society (UNESCO et al., 2022).

As more schools open their doors for physical learning, the learning gaps became more evident and challenges continue. To address the issue, the school crafted Learning Recovery Continuity Plan to ensure that learning gaps will be addressed and provide interventions so that everyone can catch up and accelerate their learning. Yet the efficiency of the crafted LRCP depends on its level of practice which will be determined by this study.

The negative impact of pandemic in educational system led to the learning loss. Crisis situation cannot be predicted that might happen again since Philippines being the third top country in the world that is most at risk of disasters, to avoid class disruption and school closure that led to learning gaps, the school must have a good crisis management practices and Learning Recovery Continuity Plan.

In regards, the researcher assessed the crisis management level of practice, LRCP implementation, and educational challenges during the critical years of pandemic and its implication to school supervision and stakeholder’s participation to ensure that learning will continue despite pandemic or any kind disasters that might led to school closure or class suspension so that children will receive quality education to develop their full potentials and become productive members of society as stated in the Ambisyon2040.

1.1 Research Questions

This study focuses on Crisis Management and LRCP Level of Practice: It’s Implication to School Supervision and Stakeholder’s Participation for Learning Continuance Amidst Pandemic.

Specifically, it sought to answer the following questions:

1. To what extent is crisis management practiced in school organizations be described in terms of:
 - 1.1 goal formation;
 - 1.2 environmental analysis;
 - 1.3 strategy formulation;
 - 1.4 strategy evaluation;
 - 1.5 strategy implementation; and
 - 1.6 strategic control?
2. How do the respondents perceive the level of implementation of the BE-Learning Recovery Continuity Plan

in terms of:

- 2.1 inclusive education;
 - 2.1 reaching the marginalized;
 - 2.2 teaching and learning process;
 - 2.3 focus on learning;
 - 2.4 provision of learning resources;
 - 2.5 safe operations;
 - 2.6 well-being and protection; and
 - 2.7. education financing?
3. Is there a significant relationship between the practice of crisis management and the implementation of the Learning Recovery Continuity Plan (LRCP) as to:
- 3.1 inclusive education;
 - 3.2 reaching the marginalized;
 - 3.3 teaching and learning process;
 - 3.4 focus on learning;
 - 3.5 provision of learning resources;
 - 3.6 safe operations;
 - 3.7 Well-being and protection; and
 - 3.8 education financing?
4. Is there a significant difference between the perception of the internal and external stakeholders as to:
- 4.1 crisis management; and
 - 4.2 Learning Recovery Continuity Plan (LRCP) level of practice?
5. Based on the results of the study, what are the implications in school supervision and stakeholder's participations to ensure learning continuity?

1.2. Hypotheses

This study attempted to answer the following hypotheses:

1. There is no significant relationship between practice of crisis management and the implementation of the Learning Recovery Continuity Plan (LRCP) as to:
 - 1.1 inclusive education;
 - 1.2 reaching the marginalized;
 - 1.3 teaching and learning process;
 - 1.4 focus on learning;
 - 1.5 provision of learning resources;
 - 1.6 safe operations;
 - 1.7 Well-being and protection; and
 - 1.8 education financing?
2. There is no significant difference between the perception of the internal and external stakeholders as to Crisis Management and Learning Recovery Continuity Plan (LRCP) level of practice.

1.3. Scope and Limitation of the Study

This study focuses on determining the schools' crisis management and Learning Recovery Continuity Plan (LRCP) level of practiced during the pandemic. It was conducted from October, 2022 to June 2023 in Nagcarlan, Laguna. Data from 469 respondents were generated through survey. These led to implications in school supervision and stakeholder's participations for Public Secondary Schools to ensure learning continuity despite pandemic, disasters or any circumstance to address the learner's learning gaps.

2. Literature review

On Educational Crisis. The crisis brought education systems across the world to a halt, with school closures affecting more than 1.6 billion learners and millions more are at risk of never returning to education. Evidence of the detrimental impacts of school closures on children's learning offer a harrowing reality: learning losses are substantial, with the most marginalized children and youth often disproportionately affected globally (World Bank, 2021).

On Crisis Management. Crisis Management is the process of ensuring that your organization is prepared for potential disruptions, has a process in place to collaborate and communicate during a critical moment, and has a defined process to manage short and long-term recovery efforts. Finally, a defined process to capture lessons learned from the crisis and use those lessons to improve your preparedness for the next disruption (Brightpath, 2022). At the end of the day, the goal of crisis management is to have a system in place that effectively addresses the coordinated response, resources, and internal/external communication requirements before, during, and after the critical moment. How you accomplish these tasks will impact your organization's reputation and recovery. Successful crisis management begins with identifying possible negative events and creating a plan for response, resources, and communication. The goal is to be effective in managing all aspects of the crisis to assure the long-term success of the organization.

There are three types of crisis management styles as cited by Fontanella (2019) such as Responsive Crisis Management in Practice is a building a plan that includes communicating with stakeholders, informing employees, and creating adaptive solutions once the crisis has happened. The second type is the Proactive Crisis Management which anticipates a potential crisis and works to prevent it, or prepare for it. While not all crises can be prevented or planned for, actively monitoring for threats to the organization to reduce the impact of a potential crisis. The Recovery Crisis Management accounts for unexpected crisis which is too late to be prevented. Technological and personnel crises are on the blindside, causing long-term negative effects, the organization is only capable to lessen the effects and salvage what's left of the situation.

On Crisis Management Practices. Confusion is the biggest enemy during a crisis. If organization do not have a clear plan of action, mistakes are made that can exacerbate the situation. That is why there is a need identify who will be responsible for what actions and communicate this with staff and personnel. How the organization accomplish their tasks will impact the institution's reputation and recovery (Brightpath, 2022).

The goal of the crisis management system is to be able to respond quickly and effectively to have a coordinated plan in place. Crisis planning is based on reasonable challenges the institution may face and need to identify those events that are most likely to occur in order to develop appropriate responses. Identify issues that would severely damage the organization and have a plan in place to address them. Keep in mind that there is a need of different protocols to address various scenarios.

A SWOT analysis is another helpful tool that strategists use to assess the current situation -both internal and external environments of an organization. It helps to gain insight into internal landscape by analyzing strengths and weaknesses, and insight into external landscape by scanning opportunities and threats (Long & Smith, 2022).

On Learning Recovery Continuity Plan. DepEd Learning Recovery and Continuity Plan is reflective of contexts and situations of schools and community learning centers (CLCs). This will guide the Region to better respond to the learning needs of our learners. Taking from the lessons learned in the previous school years, this makes the learning recovery and continuity plan a more calibrated and sophisticated version that the Office believes can stand the test of times even in the uncertainty of the future. Available data have been utilized to ensure responsiveness, relevance and appropriateness of the plan. This plan incorporates the support and enabling mechanisms that shall be established and operationalized to ensure efficiency and effectiveness in learning delivery to address learning gaps, improve learning outcomes, and the total wellbeing of the learners (Rocafort, 2022).

School Supervision. Onasanya (2017) said, “Educational activities need supervision and inspection to achieve educational objective. Supervision and inspection are good machineries to up-grade teachers into required standard. Teachers need supervision and inspection to work harder no matter their level of experience an devotion. Without supervision both teachers and school administrators backslide rapidly in their performance.”

Forsyth (2017) in his book stated that “effective supervision in public schools is an elusive but fascinating activity, and much confusion and misapprehension surround the word “supervision” itself... Close supervision was a classic response to production and control problems: it was management’s attempt to manipulate and control subordinates. It should not be surprising, then, that a good many teachers view supervisions as simply another layer in the bureaucratic structure designed to watch and control their actions.”

Stakeholder’s Participation. Community partnership and linkages is very vital in the implementation of full face to face classes this emphasized in the DEPED-DOH-JMC-No.-001-s.-2022. This Joint Memorandum Circular of DepEd and DOH focuses on the protocols in establishing a safe school environment to better support the teaching and learning process. This includes ensuring safe operations of schools, and well-being and protection of learners and school personnel is hereby established to guide the safe implementation of face-to-face classes, focusing on health and safety protocols during the COVID-19 Pandemic. Specifically, the implementation seeks to: deliver quality basic education in a safe learning environment to learners, address the teaching and learning gaps; and strengthen the school-community health and safety support system for all learners.

For the past decade the 21st Century Community Learning Centers initiative has asked schools to work in partnership with community- and faith-based organizations to support children’s learning When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula (Weiss et al., 2010). This may be because positive relationships with schools and community can foster high quality, engaging, and challenging activities, along with promoting staff engagement.

Research shows that schools with high levels of community support from parental involvement and partnership programs have increased student attendance, grades, and achievements and resulted in fewer behavioral issues and a general attitude of positivity towards school and homework that is why community support is very significant for the learners and proper implementation of schools’ Projects, Programs and Activities (PPA) yet there are certain acts that shows poor support from the stakeholders simply put a community that refuses to get involved. Parents who make excuses that their schedules are too busy and they don’t have extra time to volunteer, attend parent-teacher conferences etc. often are inhibiting the benefits of community support for their children. (Alignstaffing, 2022). That is why school must have a good plan to gain the support of the community which is included on their Learning Continuity Recovery Plan BE-LCRP).

2.1. Theoretical framework

The unexpected pandemic led to educational crisis. To continue the education, there must be a good Crisis management. In 1998, John Burnett proposed a crisis management model supported by Marker (2020). This model follows a progression like the other lifecycle models. The steps in Burnett’s model are goal formation, environmental analysis, strategy formulation, strategy evaluation, strategy Implementation, and strategic control.

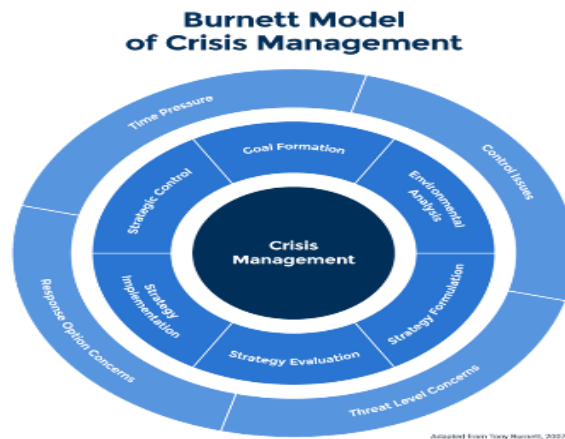


Figure 1. Burnett Model of crisis Management

Marker A. (July 20, 2020). *Models and Theories to Improve Crisis Management* retrieved from https://www.google.com/search?q=model+of+crisis+management&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiQm_SjrH7AhXCbN4KHWPCAmYQ_AUoAXoECAEQAw&biw=1280&bih=562&dpr=1.5&safe=active&ssui=on#imgsrc=yU5-C1UpIvD5

Since different schools have different crisis management strategy, this model will be used in assessing the crisis management level of practice by different secondary schools in Nagcarlan District.

As part of the crisis management and response to the educational challenges the Division of Laguna crafted its BE-LRCP to accelerate the recovery of learning gaps and losses. Every school in Nagcarlan District also crafted their Basic Education-Learning Recovery Continuity Plan. But this BE-LRCP is a short-term plan that also face different challenges while being implemented.

As part of the crisis management strategy and Learning Recovery, this study assessed the school's crisis management level of practiced and LRCP implementation and its school supervision and stakeholder's participation to ensure learning continuity despite pandemic.

2.2. Research Paradigm

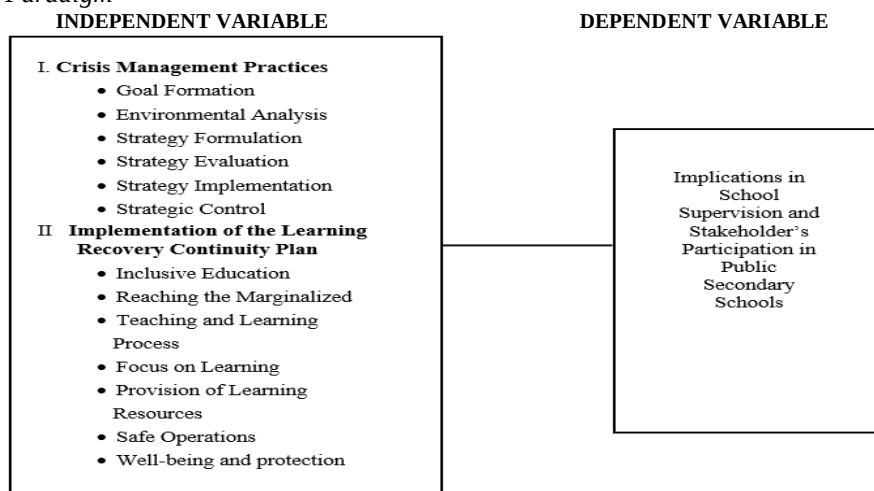


Figure 2. Paradigm of the Study

3. Methodology

3.1 Research Design

This study utilized mixed methods, which explained descriptive-developmental and qualitative exploratory research. The qualitative research method was utilized through focus group discussions among the key informants in determining the challenges encountered during the two critical years of the pandemic, 2020-2022. The descriptive method was also used since it is appropriate to identify existing conditions in the school's level of practice in crisis management and LRCP implementation. According to Gillaco (2014), the descriptive method seeks the real facts about a current situation. This study used descriptive correlational to determine the significant relationship between the schools' crisis management and Learning Recovery Continuity Plan (LRCP) level of practice. The level of significant difference was also used in determining the perception of the internal and external stakeholders.

3.2 Respondents and Sampling Technique

The respondents of the study were the internal and external stakeholders from the five (5) secondary schools in Nagcarlan District. The selection of samples was done through Probability Sampling, a Combination of Stratified and Cluster sampling techniques

Table 1. List of Respondents for the Quantitative Data

School	Internal Stakeholders	External Stakeholders	Total
Talangan INHS	157	48	205
Upland INHS	20	13	33
Lowlang INHS	17	3	20
Plaridel INHS	121	33	154
Calumpang NHS	52	5	57
Total	367	102	469

The table shows the respondents from five Public Secondary schools in Nagcarlan District. The internal stakeholders include school heads, teachers, non-teaching staff and learners, while the external stakeholders include parents, Brgy. Officials, SGC, Alumni, LGUs, private sectors, and others.

3.3 Research Instruments

This research utilized a modified survey questionnaire to determine the crisis management and LRCP level of practiced a 4-point Likert scale was used indicating 5-15 items per variable aligned to the study's objective and is subjected to a reliability test to make it more valid.

3.4 Research Procedure

The researcher sought permission from the Office of the Schools Division Superintendent and District Supervisor to conduct the study. Letters of invitation to conduct focus group discussions were also submitted and sent to each school's internal and external stakeholders as the key informants.

The data gathered were organized, tabulated and treated statistically for analysis and interpretation of each result that led to its implications to school supervision and stakeholder's participation to ensure learning continuity despite pandemic.

3.4 Data Analysis

The data gathered were treated as Frequency count, percentage, mean and standard deviation to determine the respondents' perception of the crisis management and LRCP level of practice, Pearson Product Moment Correlation Coefficient in testing of significance at the 0.05 level, in determining if there is a significant relationship between the crisis management and Learning Recovery Continuity Plan (LRCP) level of practice. Also T-test was used to determine the significant difference in the perception of the internal and external stakeholders in the crisis management and Learning Recovery Continuity plan level of practice.

4. Findings and Discussion

Table 2. The School Crisis Management Level of Practiced

Indicators	Mean	Sd	VI
Goal Formation	3.29	.63	HP
Environmental Analysis	3.31	.65	HP
Strategies Formulation	3.30	.62	HP
Strategy Evaluation	3.29	.63	HP
Strategy Implementation	3.29	.63	HP
Strategic Control	3.34	.63	HP
Average	3.30	.51	Highly Practiced

Legend: 3.26 – 4.00 *Highly Practiced (HP)* 1.76 - 2.50 *Moderately Practiced (MP)*
 2.51 - 3.25 *Practiced (P)* 1.00 – 1.75 *Not Practiced (NP)*

The table shows the result of the crisis management level of the secondary schools in Nagcarlan District as perceived by internal and external stakeholders of the school. It shows the different crisis management indicators such as Goal formation with a mean of 3.29 and sd of .63 (highly practiced), Environmental analysis with a mean of 3.31 and sd of 0.65 (highly practiced), Strategies formulation with a mean of 3.30 and sd of 0.62 (highly practiced), strategy evaluation with a mean of 3.29 with sd of 0.63 (highly practiced), Strategy implementation mean of 3.29 and sd of 0.628 and Strategic control with a mean of 3.38 and sd of 0.63 (highly practiced). It shows that all the indicators were highly practiced with an over-all mean of 3.30 and sd of 0.51 which was interpreted as highly practiced.

It shows that the respondents believed that the secondary schools in Nagcarlan, District highly practiced crisis management during the critical years of the pandemic despite many challenges that they had encountered, still they were able to continue school operations through collaborations and full support of the stakeholders to attain the school goals and objectives. Truly, the support of the stakeholders contributes to the success of the institution especially during the pandemic wherein the access is very limited which really challenges the school but able to passed through it with the help of the external stakeholders.

The result of the survey shows that the school highly practiced crisis management despite of all the challenges encountered as stated during the focus group discussion. Simply because schools were able to pass through it and gain lessons learned from the pandemic experience that can be applied and use now in the now normal.

Based on the results it revealed that the school highly practiced crisis management. As describe by Fontanella (2019) on the three types of Crisis management styles such as Responsive, Reactive and Proactive crisis management styles. This revealed that the secondary schools in Nagcarlan District have Responsive

crisis management style, which includes a building a plan that includes communicating with stakeholders, informing employees, and creating adaptive solutions once the crisis has happened.

Table 3. Learning Recovery Continuity Plan Level of Implementation

Indicators	Mean	Sd	VI
Inclusive Education	3.35	.64	HP
Reaching the Marginalized	3.34	.60	HP
Teaching and Learning Process	3.34	.61	HP
Focus on Learning	3.36	.63	HP
Provision of Learning	3.33	.64	HP
Safety Operations	3.36	.64	HP
Well-being and Protection	3.35	.65	HP
Education Financing	3.29	.65	HP
Average:	3.34	.59	Highly Practiced

Legend: 3.26 – 4.00 *Highly Practiced (HP)* 1.76 - 2.50 *Moderately, Practiced (MP)*
 2.51 - 3.25 *Practiced (P)* 1.00 – 1.75 *Not Practiced (NP)*

The table shows the result of the perception of the internal and external stakeholders regarding the learning recovery continuity plan level of implementation. It shows that inclusive education has a mean of 3.35 (highly practiced) and sd of 0.638, reaching the marginalized mean of 3.34 and sd of 0.60 (highly Practiced) , teaching and learning process with a mean of 3.34, sd of 0.61 (highly practiced), focus on the learning of 3.36 mean and sd of 0.64 (highly practiced) , safety operation 3.36 sd 0.64 (highly practiced), provision of learning 3.33, 0.64 (highly practiced), safety operations mean of 3.36 sd 0.64 (highly practiced) , well-being and protection mean of 3.29 sd 0.65 (highly practiced) , and education financing mean of 3.29 sd 0.65 (highly practiced) with an over-all mean of 3.34 sd 0.59 with an interpretation of highly practiced.

All the indicators were interpreted as highly practiced, implying that the school highly practiced the proper implementation of the Learning Recovery Continuity Plan, which aims to fill in the learning gaps in literacy and numeracy and recover from the disruptive pandemic effect.

It implies that the school could adapt and remain flexible despite all the challenges. The respondents are positive that the school highly practiced/implemented LRCP, which will lead to recovery from the learning gaps. It was highly evident that the school was able to practice the LRCP with the constant support of the high and shared responsibility with the school, parents, community partners, LGUs, private sectors and other government agencies, which is also the aim of the Department of Education shared responsibility.

In connection to the Burnett model, the framework effectively engage society in ensuring that learners are safe and healthy while attending face-to-face classes. Specifically, the framework puts the learners' health and safety at the heart of the implementation, allowing them to learn better. Shared responsibility and partnership can strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula (Weiss et al., 2010).

Table 4. Significant Relationship between the Practice of Crisis Management the Implementation of the Learning Recovery Continuity Plan (LRCP)

Implementation Of LRCP	Goal Formation	Environmental Analysis	Strategy Formation	Strategy Evaluation	Strategy Implementation	Strategy Control	Crisis Management Level of Practice
Inclusive Education	.739**	.711**	.769**	.800**	.800**	.740**	.793**
Reaching the Marginalized	.749**	.685**	.781**	.803**	.803**	.763**	.786**
Teaching and Learning Process	.729**	.664**	.762**	.763**	.763**	.717**	.766**
Focus on Learning	.724**	.655**	.765**	.779**	.779**	.714**	.762**
Provision of Learning	.714**	.656**	.767**	.770**	.770**	.718**	.760**
Safe Operations	.726**	.663**	.785**	.770**	.770**	.740**	.772**
Well-being and Protection	.705**	.649**	.762**	.767**	.767**	.721**	.761**
Education Financing	.681**	.648**	.751**	.772**	.772**	.736**	.747**
Average	.768**	.711**	.819**	.830**	.830**	.779**	.819**

***. Correlation is significant at 0.01 level (2-tailed)*

The highlight of the results revealed an overall r-value of 0.819 **, which is greater than 0.5 suggesting strong positive correlations that crisis management practices are highly correlated with the LRCP implementation. The result shows a 0.01 level of significance, implying a significant relationship between the crisis management practices and the learning recovery continuity implementation in secondary schools in Nagcarlan District, as perceived by the internal and external stakeholders.

The result is significant because it can contribute to realizing that if the school carefully planned and implemented the learning recovery continuity plan in collaboration with the stakeholders, it will lead the school to have good crisis management and be more resilient in any circumstance we encounter.

It implies that to ensure learning recovery from the negative impact of the pandemic in the educational sector, it is important to consider formulating a clear goal and objectives for learning recovery in filling in the learner's learning gaps. It is also essential to consider environmental analysis, such as SWOT analysis to analyze the school's current situation to formulate strategies such as programs, projects, and activities together with the internal and external stakeholders to take actions that will address the current problem and strengthen the identified weaknesses. It is also necessary to evaluate the strategies to be used to determine their alignment with the objective and the possible effect of the strategy to be used to make modifications if necessary. Also, efficient strategy implementation is significant to implement what is being planned to attain the objective of the LRCP, which is to fill in the learner's learning gaps. Strategic control is also important to monitor the plan's implementation to minimize deviation and modify the strategy if an unwanted situation arises. Strategic control can be done by properly monitoring and evaluating programs,

projects, and activities.

Furthermore, all the crisis management indicators are correlated and significant indicators to efficiently implement the Learning Recovery Continuity Plan towards learning continuity to fill in the learner's learning gaps and address and solve the educational crisis.

Table 5. Regression Analysis of the Implementation of the Learning Recovery Continuity Plan (LRCP) Practices on Crisis Management Practices

Model Summary

Model			Df	Mean square	F	Sig.
	Regression	118.221	4		300.716	<.0001
	Residual	45.603	464	29.555		
	Total	163.824	468	0.098		
Coefficients^a						
Model	Unstandardized Coefficients		Standardized Coefficients			
	B	Std.Error		Beta	t	Sig.
Constant	.548	0.083			6.597	<.001
Strategy Evaluation	0.309	0.069		0.328	4.463	<.001
Strategy Formulation	0.207	0.068		0.217	3.043	0.002
Strategic Control	0.187	0.047		0.198	3.981	<.001
Goal Formation	0.143	0.047		0.153	3.065	0.001
Model	R= .849 ^d		R square= 0.722	Adjusted R Square= 0.719		

The table presented the regression analysis of implementing a learning recovery continuity plan (LRCP) on crisis management practices. It shows that the R square revealed 71.9 % attributed to the crisis management practices, specifically to strategy evaluation, strategy formulation, strategic control, and goal formation. This suggests that to implement the LRCP effectively, there is a need to manage the crisis through those crisis management variables highly.

The model suggested that strategy evaluation, strategy formulation, strategic control, and goal formation are predictors of implementing the learning recovery continuity plan. It implies that for the school to implement LRCP efficiently, they must consider the presence of those predictors.

This implies that to implement Learning Recovery Continuity Plan efficiently, there is a need to formulate specific, clear goals and objectives. It is also suggested to formulate strategies aligned to set goals and objectives to ensure that specific problems can be addressed with specific solutions. The result also suggests that the strategy to be used must be carefully studied and evaluated to ensure that the strategy to be used effectively addresses the learning gaps of the learners toward learning recovery. Strategic control is also a significant indicator suggesting that the strategy, such as projects, programs and activities, must be carefully monitored to lessen the deviation from the plan and to give corrective actions if necessary. Considering all these predictors will ensure that LRCP will be implemented properly to ensure the attainment of the objectives and that learners will recover from the learning gaps experienced and develop their full potential.

On the other hand, effective implementation of the LRCP will also lead to high crisis management of the school and other institutions.

Table 6. Test of Difference of the Perceptions of the Internal and External Stakeholders as to Crisis Management Practices

Crisis Mgt. Indicators	Mean Difference	t	df	Two sided p-value	Verbal Interpretation
Goal Formation	0.19	2.727	467	0.01	Significant
Environmental Analysis	0.11	1.457	467	0.15	Not Significant
Strategies Formulation	0.12	1.727	467	0.09	Not Significant
Strategy Evaluation	0.13	1.867	467	0.06	Not Significant
Strategy Implementation	0.13	1.867	467	0.06	Not Significant
Strategic Control	0.10	1.417	467	0.16	Not Significant
Average	0.11	1.974	467	0.05	Not Significant

Equal < Variances Assumed=EVA p value 0.05 significant

The table shows the test of differences in the perceptions of the internal and external stakeholders regarding the school's crisis management practices. It indicates that goal formation, it has a p-value of 0.01 with a verbal interpretation of significance, environmental analysis with a p-value of 0.15 (not significant), strategies formulation has 0.09 (not significant), strategy evaluation with 0.06 (not significant), strategy implementation with a p-value of 0.06 (not significant), and as to strategic control with a p-value of 0.16 (not significant). It also revealed an overall p-value of 0.05 which can be interpreted as insignificant.

It implies a significant difference between the internal and external stakeholders' perception of goal formation supported with a p-value of 0.01. Thus, the result also revealed no significant difference in the perceived level of practice between the internal and external in terms of environmental analysis, strategies formulation, strategies evaluation, strategy implementation and strategic control, as revealed by the p-value of greater than 0.05. Overall, there is no significant difference between the perception of the internal and external stakeholders in the school's crisis management practices, as supported by a mean difference of 0.11 and a p-value of 0.05.

It implies that the internal and external stakeholders both perceived that the school practiced good crisis management by analyzing and evaluating the environment and current situation of the school and its learners. They also believe the school highly practices strategy formulation in formulating programs, projects and activities aligned with the set objectives. The internal and external stakeholders also agreed that the school carefully evaluates strategies and activities to be done before it is being implemented. Both of the respondents also believe that the school has strategic control over those school programs, projects and activities through monitoring and evaluation and is able to take corrective actions if a problem or deviation arises to minimize the effect and to ensure that learning may continue despite the pandemic. Overall, the internal and external stakeholders agreed that the school highly practiced effective crisis management.

Table 7. Test of Difference of the Perceptions of the Internal and External Stakeholders as to Learning Recovery Continuity Plan Implementation

LRCP Indicators	Mean Difference	t	df	Two- sided p- value	Verbal Interpretation
Inclusive Education	0.15	2.06	467	0.04	Significant
Reaching the Marginalized	0.15	2.16	467	0.03	Significant
Teaching and Learning Process	0.19	2.73	467	0.01	Significant
Focus on Learning	0.19	2.36	467	0.02	Significant
Provision of Learning Resources	0.11	11.56	467	0.12	Not Significant
Safe Operations	0.13	1.86	467	0.06	Not Significant
Well-being and Protection	0.13	1.78	467	0.08	Not Significant
Educational Financing	0.10	1.38	467	0.17	Not Significant
Average	0.14	2.11	467	0.04	Significant

Equal < Variances Assumed=EVA. p value 0.05 significant

It shows that in terms of inclusive education having a mean difference of 0.15 and a p-value of 0.04 with the verbal interpretation of significant, reaching the marginalized with a mean difference of 0.15 with a p-value of 0.03 (significant), teaching and learning process 0.19 mean difference and 0.01 p-value (significant), focus on learning mean difference of 0.19 and p-value of 0.02 (significant), provision of learning resources with a mean difference of 0.11 with a p-value of 0.12 (not significant), safe operations mean difference 0.13 and p-value of 0.06 (not significant), well-being and protection mean difference 0.13 with a p-value of 0.08 (not significant), and educational financing mean difference of 0.10 with a p-value of 0.17 (not significant). It also revealed an overall mean difference of 0.14 and a p-value of 0.04, which is significant.

It shows that in the LRCP level of implementation, there is a significant difference in the internal and external stakeholders' perception of inclusive education, reaching the marginalized, teaching and learning, and focus on learning supported with a p-value of less than 0.05. Yet, providing learning, safe operations, well-being and protection, and educational financing is the same. Overall, there is a significant difference between the perception of the internal and external stakeholders in the level of implementation of the learning continuity plan having a p-value of 0.04.

It implies that there is a significant difference in the perception of the internal and external stakeholders in four variables which are related to the direct teaching and learning process, which is understandable since internal stakeholders are those who can see directly how the school implements inclusive education to ensure that learning materials are available in all types of learners. Also, the internal stakeholders can observe how the school tried to reach marginalized learners to provide education for all. Teaching and learning and focus on learning are also indicators that have a direct involvement with the teacher and learners, both internal stakeholders, which did not directly involve the external stakeholders, which could be the reason for their different perceptions. On the other hand, the internal and external stakeholders agreed that the school highly practiced providing learning, safe operations, well-being and protection, and educational financing, which are indicators with direct involvement with the internal and external stakeholders that have unified their perception. The provision of learning where the school provided learning materials greatly involved the external stakeholders in distributing and retrieving outputs. Also, parents, LGUs, and other stakeholders are directly involved in implementing safe operations and strictly

follow safety protocols. Promoting well-being and protection also unified the internal and external stakeholders' perceptions since both participated in the school symposiums on mental health, psychosocial support, and child protection policy such as anti-cyberbullying. Lastly is the educational financing, wherein the school has a transparency board on how the MOOE is being liquidated and can communicate with the external stakeholders related to financial matters that inform them of the school's financial status and involve them in school income-generating activities through the School Parent Teachers Association (SPTA) and School Governing Council (SGC).

Overall, there is a significant difference in the perception of the internal and external stakeholders in the LRCP. This implies a need to enhance stakeholders' participation, especially parents, in school activities, particularly in the direct teaching and learning process. Parental involvement refers to parents' participation in their children's education at home and school. This can take many forms, such as helping with homework, attending school events and parent-teacher conferences, participating in decision-making processes, or regularly communicating with the child's teacher. According to Llego (2023), parental involvement is a critical factor in the success of children's education. When parents are involved in their children's education, children are more likely to do well in school and have better social and emotional development.

5. Conclusion

The findings of the study show that:

1. The school highly practiced crisis management during the two years of critical year of the pandemic in all as perceived by the respondents supported with an overall mean of 3.30 which was interpreted as highly practiced.
2. The Learning Recovery Continuity Plan (LRCP) with an over-all mean of 3.34 with an interpretation of Highly Practiced.
3. The resulting r value of 0.819 ** suggests a strong positive correlation that crisis management practices are highly correlated with the LRCP implementation as perceived by the internal and external stakeholders.
4. The regression analysis of implementing a learning recovery continuity plan on crisis management practices revealed that strategy evaluation, strategy formulation, strategic control, and goal formation attributes and predictors of implementing the learning recovery continuity plan.
5. There is no significant difference between the perception of the internal and external stakeholders in the school's crisis management level of practiced.
6. There is a significant difference between the perception of the internal and external stakeholders in the level of implementation of the learning continuity plan having a p -value of 0.04.

It concludes that the secondary schools in Nagcarlan District highly practiced crisis management and LRCP Implementation during the two critical pandemic years from 2020-2022. It is also concluded that the crisis management level of practice is highly correlated with the learning recovery continuity plan of the level of practice or implementation. Since there is a significant relationship between the practice of crisis management and the implementation of the Learning Recovery Continuity Plan (LRCP), thus the null hypothesis is not accepted.

On the hypothesis testing the significant difference between the perception of the internal and external stakeholders as to Crisis Management and Learning Recovery Continuity Plan (LRCP) level of practice, it was found that there is a significant difference in inclusive education, reaching the marginalized, teaching and learning and focus on learning. Yet, there is no significant difference in the provision of learning, safe operations, well-being and protection, and educational financing thus, the null hypothesis is partially sustained.

5.1. Implications to School Supervision and Stakeholder's Participation

The result seen in this study has implication to school supervision and stakeholder's Participation.

1. The school may give credit to the school personnel and stakeholders by giving certificate of appreciation for their significant participation during the critical years of pandemic in the highly practiced crisis management and successful LRCP implementation. Since without their commitment and engagement, those achievement will not be possible.

2. The school planning team may conduct SWOT analysis on school projects and programs and different strategies practiced on crisis management and LRCP implementation to continue the good crisis management practiced and LRCP implementation and try to improve those other indicators to ensure learning continuity despite pandemic.

3. The school head may supervise the school projects and programs to ensure a strong collaboration with the internal and external stakeholders through LAC sessions, seminars and school-community conferences. Involvement of the stakeholders in school projects and programs from planning, implementation, evaluation may increase their commitment and engagement.

4. The internal and external stakeholders may continue to extend their helping hand for the school in the implementation of school's projects and programs to attain its goal and objective to ensure learning continuity despite pandemic.

5.2. Recommendations

Based on the findings and conclusion of this study, the following recommendations are hereby suggested:

1. The study's result indicates a significant correlation between the crisis management level of practice and the implementation of a learning recovery continuity plan. There are also crisis management indicators that attribute and serve as predictors of the LRCP implementation. Thus, it is highly suggested to the school planning team to focus on developing those to ensure an efficient LRCP implementation.

2. The District and school may consider the strategy of proper channeling to enhance communication between the school, learners, and others reaching out to those marginalized learners to ensure that learning will continue when distance learning occurs due to pandemic, disasters, calamity or any social issues that might lead to school closure or cancellation of classes.

3. Strong support from the internal and external stakeholders is highly suggested. To ensure strong community commitment and engagement, the school may consider involving external stakeholders in school programs, projects, and activities from planning, implementation, and evaluation.

4. The study was conducted in Nagcarlan district only. Yet, conducting it in other districts is recommended since different districts have different demographic profiles to determine their possible hazard mapping so they can come up with their own LCCP directing their own risk and hazard mapping. The disaster history of the location is also recommended.

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