

Enhancing Educational Outcomes of Learning Continuity Plan Implementation on Elementary School in Selected School in Lumban and Kalayaan Sub-Offices

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Abstract

The main objective of the study was to determine the relationship between the level of learning continuity plan and educational outcomes to the teachers' and school performance of the selected elementary schools in Lumban and Kalayaan Sub-Offices. Specifically, this study sought answers to the level of learning continuity plan in terms of Teachers' Professional Development, Resource Allocation, Curriculum Adaptation, Technology Integration and Student Characteristic. Follow by the level of educational outcomes in terms of teachers' performance with regards to Individual Performance Commitment and Review Form. It is also sought for the level of educational outcomes in terms of school performance with regards to Office Performance Commitment and Review Form. Most importantly, to identify the significant relationship between the learning continuity plan and educational outcomes in terms of teachers' performance. Same as the other hand, to detect the significant relationship between the learning continuity plan and educational outcomes in terms of school performance.

This study utilized the descriptive research approach, a reliable non-experimental research design. Findings were collected from 167 public elementary school teachers in Lumban and Kalayaan Sub-Offices using a self-developed questionnaire. Statistical treatments used were mean, standard deviation, and Pearson-r.

Findings show that the significant relationship between learning continuity plans and educational outcomes, particularly school performance, in selected elementary schools within Lumban and Kalayaan Sub-Offices. By investing in teacher development, strategic resource allocation, adaptable curriculum, and student-centered approaches fosters a conducive learning environment for academic success and school excellence. A holistic approach ensures sustained quality education and resilience against challenges.

Based on the findings, the following conclusions were formulated. There is no significant relationship between the learning continuity plan and educational outcomes to the teachers' performance, thus accepting the first hypothesis. In addition, there is no significant relationship between the learning continuity plan and educational outcomes to the school's performance, thus rejecting the second hypothesis.

Based on the findings and conclusions of the study, the following are recommended. The school should create a learning continuity plan that supports learners and helps teachers improve performance. It should ensure uninterrupted meaningful learning and foster a harmonious relationship between students and teachers. Teachers should continue their good performance in school and classroom to foster better outcomes for their students. They should also maintain a positive attitude towards the ever-changing educational landscape. Schools must prioritize a learning continuity plan that focuses on teachers' professional development, resource allocation, curriculum adaptation, and student-centered approaches. This comprehensive approach ensures sustained educational quality and resilience.

Keywords: learning continuity plan; educational outcomes; school performance

1. Introduction

The implementation of Learning Continuity Plans (LCPs) has become essential to ensure educational continuity for learners. As schools navigate the challenges of distance learning and hybrid models, it is crucial to explore ways to enhance the educational outcomes of LCP implementation. By focusing on innovative teaching methods, personalized learning experiences, and increased support for students and teachers, elementary schools can maximize the effectiveness of LCPs. However, potential drawbacks such as technology accessibility issues must be carefully addressed to ensure that all students have equal opportunities for success.

The LCP has been designed with a legal framework responsive to the new normal, keeping in mind the constitutional mandate to always uphold the right of all citizens to quality education. The Department of Education also reviewed and assessed the programs, projects and activities outlined in the plan and their corresponding budgetary implications. The available program funds are being maximized, reprogrammed, or realigned to the programs, projects, and activities that shall require more funding support. However, there is still a need to provide substantial and additional financial resources from known and potential sources of funds (The Basic Education Learning Continuity Plan in the Time of COVID-19, 2020).

Through a targeted focus on improving the effectiveness of Learning Continuity Plans in elementary schools, we can ensure that every child has access to a high-quality education regardless of the circumstances. By exploring strategies to enhance educational outcomes in this context, we can pave the way for a more resilient and adaptable educational system for elementary school students.

This study is conducted by seeking solutions and improvements to the recent learning continuity plan of the selected schools in Lumban and Kalayaan Sub-Offices and how it affects the teacher and school performance. Researchers will gain information that will help them to revise their plans and help teachers and learners to make meaningful educational outcomes. In this research, every teacher will be assessed in terms of their learning continuity plan to find out what more developments or recommendations are needed.

1.1 Statement of the Problem

Specifically, it sought to answer the following questions:

1. What is the level of learning continuity plan in terms of:

1.1 Teachers' Professional Development

1.2 Resource Allocation

1.3 Curriculum Adaptation

1.4 Technology Integration; and

1.5 Student Characteristic?

2. What is the level of educational outcomes in terms of:

2.1 teachers' performance with regards to Individual Performance Commitment and Review Form; and

2.2 school performance with regards to Office Performance Commitment and Review Form?

3. Is there a significant relationship between the learning continuity plan and educational outcomes in terms of teachers' performance?

4. Is there a significant relationship between the learning continuity plan and educational outcomes in terms of school performance?

2. Methodology

The descriptive method was used to determine the level of learning continuity plan and educational outcomes to the teachers' performance of the selected elementary schools in Lumban and Kalayaan Sub-Offices.

The researcher discusses the study's design and the techniques used to address the study's principal issue in this chapter. This chapter addresses the technique of inquiry used, as well as the apparatus, considering worldwide guidelines for conducting research. A brief description of the study's setting, sampling procedure, and subjects was also provided. Finally, it demonstrates the meticulous procedure followed in this investigation, as well as the statistical techniques utilized to analyze the information obtained.

3. Results and Discussion

This chapter presents, analyzes, and interprets the data that determined the significant relationship between technostress and teachers' work efficacy and performance.

Level of Learning Continuity Plan

The level of learning continuity plan in terms of teachers' professional development, resource allocation, curriculum adaptation, technology integration and student characteristic was treated statistically using mean and standard deviation.

Table 1. Level of Learning Continuity Plan in Terms of Teachers' Professional Development

<i>The teacher</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...collaborates with stakeholders in crafting solutions to the problem and decision-making.</i>	4.59	0.55	Strongly Agree
<i>...utilizes data derived from outcomes of research.</i>	4.38	0.76	Strongly Agree
<i>...applies data-based decision-making.</i>	4.50	0.64	Strongly Agree
<i>...maximizes the use of technology in crafting research in terms of professional growth and other school system.</i>	4.60	0.63	Strongly Agree
<i>... attends training relevant to his/her profession and in line with his/her specialization.</i>	4.61	0.60	Strongly Agree
Weighted Mean		4.53	
SD		0.64	
Verbal Interpretation		Very High	

Table 1 shows the level of learning continuity plan in terms of teachers' professional development. Also shows the statements, mean, standard deviation and remarks.

The teachers attend training relevant to his/her profession and in line with his/her specialization. The mean ($M = 4.61$ and $SD=0.60$) suggests a level of learning continuity plan in terms of teachers' professional development. On the other hand, teachers utilize data derived from outcomes of research. While the mean is slightly lower ($M = 4.38$ and $SD=0.76$), it still indicates a high level of learning continuity plan in terms of teachers' professional development

The level of learning continuity plan in terms of teachers' professional development attained a weighted mean score of 4.53 and a standard deviation of 0.64 and was verbally interpreted as very high among the respondents.

Table 2. Level of Learning Continuity Plan in Terms of Resource Allocation

<i>The teacher</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...optimizes engagement performance by allocating the right resources to the right tasks at the right time.</i>	4.59	0.55	Strongly Agree
<i>...ensures work is divided evenly among all resources to prevent staff burnout.</i>	4.38	0.76	Strongly Agree
<i>...empowers teams by ensuring resources have the skills, knowledge, and training necessary to complete allocated work.</i>	4.50	0.64	Strongly Agree
<i>...maximizes the productivity of resources on projects.</i>	4.60	0.63	Strongly Agree
<i>...aligns school resources to the school goals.</i>	4.61	0.60	Strongly Agree
Weighted Mean		4.53	
SD		0.64	
Verbal Interpretation		Very High	

Table 2 illustrates the level of learning continuity plan in terms of resource allocation.

The teachers align school resources to the school goals. The mean ($M = 4.61$ and $SD = 0.60$) suggests a level of learning continuity plan in terms of resource allocation. On the other hand, teachers utilize data derived from outcomes of research. While the mean is slightly lower ($M = 4.38$ and $SD = 0.76$), it still indicates a high level of learning continuity plan in terms of resource allocation.

The respondents verbally interpreted the level of resource allocation in the learning continuity plan as very high, with a weighted mean score of 4.53 and standard deviation of 0.64.

Table 3. Level of Learning Continuity Plan in Terms of Curriculum Adaptation

<i>The teacher</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...provides different teaching strategies and learning materials to meet a learner's individual goals.</i>	4.59	0.55	Strongly Agree
<i>...adjusts how students can respond to instructions.</i>	4.38	0.76	Strongly Agree
<i>...individualizes timeline for completing a task.</i>	4.50	0.64	Strongly Agree
<i>...extends to which a learner is actively involved in the task.</i>	4.60	0.63	Strongly Agree
<i>...assigns peer buddies, teaching assistants, peer tutors, or cross-age tutors.</i>	4.61	0.60	Strongly Agree

Weighted Mean	4.53
SD	0.64
Verbal Interpretation	Very High

Table 3 shows the level of learning continuity plan in terms of curriculum adaptation. Also shows the statements, mean, standard deviation and remarks.

The teachers assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. The mean ($M = 4.61$ and $SD=0.60$) suggests a level of learning continuity plan in terms of curriculum adaptation. On the other hand, teachers utilize data derived from outcomes of research. While the mean is slightly lower ($M = 4.38$ and $SD=0.76$), it still indicates a high level of learning continuity plan in terms of curriculum adaptation.

The curriculum adaptation in the learning continuity plan was rated very high by respondents (mean score= 4.53 , $SD=0.64$).

Table 4. Level of Learning Continuity Plan in Terms of Technology Integration

<i>The teacher</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...utilizes interactive displays to do fun games and tasks to engage students with their learning materials.</i>	4.59	0.55	Strongly Agree
<i>...shares or adapts other schools' innovations derived from technology.</i>	4.38	0.76	Strongly Agree
<i>...motivates students to get more involved in learning activities.</i>	4.50	0.64	Strongly Agree
<i>...uses technology to improve communication with the learners and parents during suspension of classes occur.</i>	4.60	0.63	Strongly Agree
<i>...provides learners adequate access to technological tools for learning.</i>	4.61	0.60	Strongly Agree
Weighted Mean		4.53	
SD		0.64	
Verbal Interpretation		Very High	

Table 4 illustrates the level of learning continuity plan in terms of technology integration.

Teachers provide adequate access to technological tools for learning. Mean score of 4.61 ($SD=0.60$) indicates high continuity in learning plan for technology integration. They utilize research data for teaching practices with a mean score of 4.38 ($SD=0.76$).

The technology integration in the learning continuity plan was rated very high by respondents (mean score= 4.53 , $SD=0.64$).

Table 5. Level of Learning Continuity Plan in Terms of Student Characteristic

<i>The teacher supports the learners to</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...cultivate difficulty in reading and numerical skills.</i>	4.59	0.55	Strongly Agree
<i>...increase academic achievement.</i>	4.38	0.76	Strongly Agree
<i>...promote collaboration and communication skills.</i>	4.50	0.64	Strongly Agree

...enjoy activities and performance task for their improvement in every subject. 4.60 0.63 Strongly Agree

...participate actively in every discussion.

4.61 0.60

Strongly Agree

Weighted Mean

4.53

SD

0.64

Verbal Interpretation

Very High

Table 5 shows the level of learning continuity plan in terms of student characteristic.

The teachers support the learners to participate actively in every discussion. The mean ($M = 4.61$ and $SD=0.60$) suggests a level of learning continuity plan in terms of student characteristic. On the other hand, teachers utilize data derived from outcomes of research. While the mean is slightly lower ($M = 4.38$ and $SD=0.76$), it still indicates a high level of learning continuity plan in terms of curriculum adaptation.

The respondents verbally interpreted the level of learning continuity plan as very high, attaining a weighted mean score of 4.53 with a standard deviation of 0.64 based on student characteristic.

Level of Educational Outcomes

The level of educational outcomes in terms of teachers 'performance and school performance with regards to individual and office performance commitment and review form was treated statistically using the frequency and percentage.

Table 6. Level of Educational Outcomes in Terms of Teachers with Regards to IPCRF

Range	Frequency	Percentage	Adjective Rating
4.500-5.000	9	5.52%	Outstanding
3.500-4.499	153	93.87%	Very Satisfactory
2.500-3.499	1	0.61%	Satisfactory
1.500-2.499	0	0.00%	Unsatisfactory
below 1.499	0	0.00%	Poor
Total	163	100%	

The table 6 shows the level of educational outcomes in terms of teachers 'performance with regards to individual performance commitment and review form. Also shows the range, frequency, percentage and remarks.

Out of 8 schools, the rating "3.500-4.499" received the highest frequency, with one hundred fifty-three (153) respondents, accounting for 93.87% of the total sample population. This was followed by the grades "4.500-5.000" with a frequency of nine (9) respondents, comprising 5.52% of the total sample population. Meanwhile, the grades "1.500-2.499 and below 1.499" received zero (0) respondent, making up 0.00% of the total sample population.

The results suggest that the level of teachers' performance and their commitment to individual goals, as reflected in very satisfactory ratings on review forms, significantly impact educational outcomes in elementary schools. By addressing challenges, leveraging opportunities, and implementing targeted interventions, educational stakeholders can foster a culture of excellence among teachers, ultimately leading to improved student achievement and overall school success in the Lumban and Kalayaan Sub-Offices.

Table 7. Level of Educational Outcomes in Terms of School Performance with Regards to OPCRf

Range	Frequency	Percentage	Adjective Rating
4.500-5.000	0	0.00%	Outstanding
3.500-4.499	1	12.50%	Very Satisfactory

2.500-3.499	7	87.50%	Satisfactory
1.500-2.499	0	0.00%	Unsatisfactory
below 1.499	0	0.00%	Poor
Total	8	100%	

The table 7 shows the level of educational outcomes in terms of school performance with regards to office performance commitment and review form. Also shows the range, frequency, percentage and remarks.

Out of 163 teachers, the rating "2.500-3.499" received the highest frequency, with seven (7) respondents, accounting for 87.50% of the total sample population. This was followed by the grades "3.500-4.499" with a frequency of one (1) respondents, comprising 12.50% of the total sample population. Meanwhile, the grades "4.500-5.000, 1.500-2.499 and below 1.499" received zero (0) respondent, making up 0.00% of the total sample population.

Significant Relationship between the Learning Continuity Plan and Educational Outcomes

To test the significant relationship between the learning continuity plan and educational outcomes in terms of teachers' performance school performance was treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

Table 8. Significant Relationship between the Learning Continuity Plan and Educational Outcomes in Terms of Teachers' Performance

Learning Continuity Plan (IV)		Educational Outcomes (DV)
		IPCRF
Teachers' Professional Development:	Pearson Correlation	-0.13
	Significance(2-Tailed)	.106
	N	163
Resource Allocation:	Pearson Correlation	-0.07
	Significance(2-Tailed)	.382
	N	163
Curriculum Adaptation:	Pearson Correlation	-0.07
	Significance(2-Tailed)	.384
	N	163
Technology Integration:	Pearson Correlation	-0.05
	Significance(2-Tailed)	.522
	N	163
Student Characteristic:	Pearson Correlation	0.00
	Significance(2-Tailed)	0.989
	N	163

The table 8 shows the significant relationship between the learning continuity plan and education outcomes in terms of teachers' performance. Also shows the range, frequency, percentage and remarks.

The correlation coefficients measure the strength and direction of the relationship between the learning continuity plan and educational outcomes in terms of teachers' performance. A positive correlation

indicates that as learning continuity plan increase, educational outcomes in terms of teachers' performance also tends to increase.

Correlations were computed among five learning continuity plan on data for 163 teachers. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from -0.13 to 0.00, indicating a *very weak negative to no relationship*, and it was observed that there is *no significant* relationship between the learning continuity plan and educational outcomes in terms of teachers' performance. This implies that as learning continuity plan increases, there is no increase or decrease in the educational outcomes in terms of teachers' performance.

Table 9. Significant Relationship between the Learning Continuity Plan and Educational Outcomes in Terms of School Performance

Learning Continuity Plan (IV)		Educational Outcomes (DV)
		OPCRF
Teachers' Professional Development: Pearson Correlation		-0.19**
Significance(2-Tailed)		.017
N		163
Resource Allocation: Pearson Correlation		-0.18**
Significance(2-Tailed)		.025
N		163
Curriculum Adaptation: Pearson Correlation		-0.17**
Significance(2-Tailed)		.035
N		163
Technology Integration: Pearson Correlation		-0.14
Significance(2-Tailed)		.067
N		163
Student Characteristic: Pearson Correlation		-0.20**
Significance(2-Tailed)		0.011
N		163

The table 8 shows the significant relationship between the learning continuity plan and education outcomes in terms of school performance.

The correlation coefficients measure the strength and direction of the relationship between the learning continuity plan and educational outcomes in terms of school performance. A positive correlation indicates that as learning continuity plan increase, educational outcomes in terms of school performance also tends to increase.

Correlations were computed among five learning continuity plan on data for 163 teachers. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from -0.20 to -0.17, indicating a *very weak to weak negative relationship*, and it was observed that there is a *significant* relationship between the learning continuity plan in terms of *teachers' professional development, resource allocation, curriculum adaptation and student*

characteristic and educational outcomes in terms of school performance. This implies that as learning continuity plan increases in terms of teachers' professional development, resource allocation, curriculum adaptation and student characteristic, there is a decrease in the educational outcomes in terms of school performance with regards to OPCRF.

4. Conclusion and Recommendations

Based on the foregoing findings, the following conclusions were drawn.

1. The study shows a significant relationship between the level of learning continuity plan and educational outcomes to the teachers' performance; thus, the researcher concludes that the research hypothesis stating that "no significant relationship exists between learning continuity plan and educational outcomes to the teachers' performance" is accepted. From the findings above, the correlation coefficients range from -0.13 to 0.00, indicating a very weak negative to no relationship, and it was observed that there is no significant relationship between the learning continuity plan and educational outcomes in terms of teachers' performance. This implies that as learning continuity plan increases, there is no increase or decrease in the educational outcomes in terms of teachers' performance.

2. The study shows a significant relationship between the level of learning continuity plan and educational outcomes to the school's performance; thus, the researcher concludes that the research hypothesis stating that "no significant relationship exists between learning continuity plan and educational outcomes to the school's performance" is rejected. From the findings above, the correlation coefficients range from -0.20 to -0.17, indicating a very weak to weak negative relationship, and it was observed that there is a significant relationship between the learning continuity plan in terms of teachers' professional development, resource allocation, curriculum adaptation and student characteristic and educational outcomes in terms of school performance. This implies that as learning continuity plan increases in terms of teachers' professional development, resource allocation, curriculum adaptation and student characteristic, there is a decrease in the educational outcomes in terms of school performance with regards to OPCRF.

Based on the drawn conclusions the study resulted with the following recommendations:

The school must create a learning continuity plan that not only supports learners, but also helps teachers enhance their performance. This plan should ensure that teachers are comfortable with the process of imparting knowledge, while also guaranteeing that meaningful learning remains uninterrupted. When the school fosters a harmonized relationship between students and teachers through the learning continuity plan, it can lead to increased performance for both parties. It is suggested that the teachers continue their good performance in school and the classroom to foster better outcomes for their students. It is also indicated that they continue their positivity in dealing with the never-ending educational trend. Next, School heads should prioritize investing in a learning continuity plan that focuses on teachers' professional development, strategic resource allocation, curriculum adaptation, and student-centered approaches. By doing so, they can create a conducive learning environment that leads to academic success and overall school excellence. It's important to take a comprehensive and holistic approach to educational planning and implementation to ensure sustained educational quality and resilience in the face of challenges. Lastly, it is highly recommended that future researchers include additional variables not covered in this study.

Reference:

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