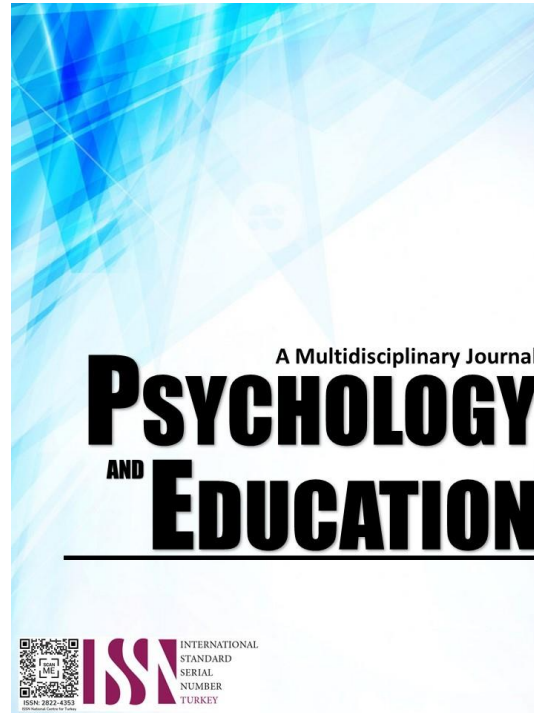


**IMPLEMENTATION OF SCHOOL LEARNING
RECOVERY AND CONTINUITY PLAN:
BASIS OF ACTION PLAN**



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Implementation of School Learning Recovery and Continuity Plan: Basis of Action Plan

Murphy P. Espinosa*

For affiliations and correspondence, see the last page.

Abstract

The research study assessed the implementation of the School Learning Recovery and Continuity Plan (SLRCP) in Public Elementary and Secondary Schools of Zone 1, Division of Zambales for the school year 2023-2024. The study used a descriptive survey research design and employed descriptive and inferential statistics for data analysis. The findings revealed characteristics of school heads involved in the implementation and highlighted areas of significant difference in the SLRCP implementation based on educational attainment. However, no significant difference was found in terms of age, sex, position, and years in service as school head concerning the implementation. The proposed action plan is based on the study's lowest mean findings. Recommendations include encouraging teachers to conduct learning needs assessments and seeking assistance from the Local Government Unit for learners in need of electronic devices. Regular class observations are advised to assess teaching methodologies, and training for community stakeholders and parents is encouraged to improve communication and partnering skills. The action plan can be presented to School Heads for potential implementation, and future researchers may conduct similar studies to validate the results.

Keywords: *implementation, electronic devices, action plan, learning recovery*

Introduction

One cannot refute the fact that the CoViD-19 pandemic is one of the reasons why there is a learning loss. According to United Nations Children's Fund or UNICEF (2022), even before the onset of the COVID-19 pandemic, there were serious questions about whether children were actually learning. Suspension of face-to-face instruction in schools during the COVID-19 pandemic has led to concerns about consequences for students' learning (Engzell, Frey & Verhagen, 2021).

UNICEF Executive Director Catherine Russell (2022) said that when children are not able to interact with their teachers and their peers directly, their learning suffers, and when they are not able to interact with their teachers and peers at all, their learning loss may become permanent. The report entitled, *Are children really learning?*, features country-level education data on the impact that COVID-19 school closures are having on children along with an updated analysis of the state of learning before the pandemic. The study points out that 147 million children missed more than half of them in-class instruction over the past two years – amounting to two trillion hours of lost in-person education, globally (United Nations, 2022).

The loss of learning hasn't been fully quantified, but in a joint report published in March 2022 with the UN Educational, Scientific and Cultural Organization and the World Bank, UNICEF said schools in the Philippines had the longest closure – more than 70

weeks – among the 122 countries covered by the report. The global average was a closure of 20 to 21 weeks. The report also found that fewer than 15 percent of 10-year-olds in the Philippines could read a simple text (Desmon, 2022).

The report made by the panel of (GEEAP) or Global Education Evidence Advisory Panel (2022) identified four urgent recommendations to help prevent further loss and recover children's education: prioritize keeping schools and preschools fully open; prioritize teachers for the COVID-19 vaccination, provide and use masks where assessed as appropriate, and improve ventilation; adjust instruction to support the learning needs of children and focus on important foundational skills; and governments must ensure teachers have adequate support to help children learn.

Following the progressive expansion of face-to-face classes, the Department of Education (DepEd) is developing a learning recovery plan framework to guide schools in addressing learning gaps due to pandemic-related disruptions. The proposed policy is anchored on learning remediation and intervention, professional development, health, safety and wellness (DepEd, 2022). DepEd Curriculum and Instruction Assistant Secretary Alma Torio (2022), explained that learning recovery plan includes extending school calendar, expanding of learning time, establishing learning support centers in schools and community-based learning spaces, conducting summer learning remediation and intervention programs, and hiring of additional learning support aides.

DepEd will also intensify reading interventions, conduct regular home visits and follow-ups, implement physical and virtual study groups or buddy systems, establish literacy at home and in the community, hire parents or guardians teacher-volunteers, and develop appropriate assessment tasks and resources (Torio, 2022). The agency is also studying physical and online learning action cell sessions, adaptive teaching strategies and classroom assessments, and the transition from the traditional approach to tailored acceleration for teachers' professional development. (Torio, 2022).

As part of the post pandemic efforts, a learning recovery plan (LRP) needs to be in place to guide schools and ensure that interventions are effective thereby helping learners catch up and accelerate their learning (Schools Division of Zambales Memorandum No. 138, 2022). To address the learning gaps caused by CoViD-19 pandemic, school heads in the Division Siraj & Ibrahim of Zambales were crafted their School Learning Recovery and Continuity Plan (SLRCP). As stated in Regional Memorandum No. 395 s. 2022, the School Learning Recovery and Continuity Plan (SLRCP) is only an enhance version of School Learning Recovery Plan. The researcher was intended to assess the implementation of School Learning Recovery and Continuity Plan (SLRCP) as a basis of action plan to address learning disruption and support student resilience and mental well-being.

Research Questions

The research study assessed the implementation of School Learning Recovery and Continuity Plan (SLRCP) in Public Elementary and Secondary Schools of Zone 1, Division of Zambales that will serve as basis of an action plan for the school year 2022-2023. Specifically, the research answered the following research questions:

1. What is the profile of the School Head in terms:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Highest Educational Attainment;
 - 1.4. Position; and
 - 1.5. Years in Service?
2. How may the implementation of the School Learning Recovery and Continuity Plan (SLRCP) may be described in terms of:
 - 2.1. K-12 Curriculum Review and Update;
 - 2.2. Improving Learning Environment;
 - 2.3. Teachers' Upskilling and Reskilling; and
 - 2.4. Engagement of Stakeholders for Support and Collaboration?

3. Is there a significant difference in the profile of the respondents on the implementation of School Learning Recovery and Continuity Plan (SLRCP)?

4. What action plan may be proposed with the findings of the study?

Methodology

Research Design

This research study employed a descriptive research method with the survey questionnaire as the main research instrument. According to McCombes (2019), Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions.

For Calderon (2006) as cited by English Language Education Journals (2018), defined descriptive research as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making adequate and accurate interpretation about such data with or without or sometimes minimal aid of statistical methods. Also, this method ascertains prevailing conditions of facts in a group under study that gives either qualitative or quantitative, or both, descriptions of the general characteristics of the group as results.

It was stated in the article of Bhattacharya & Chetty (2020), that according to Apuke (2017), quantitative research refers to data present in numeric form. When collected using a primary method, it uses statistical data collected by means of a questionnaire. The purpose of quantitative research is to emphasize the collection of objective data in order to assess a social phenomenon (Bhattacharya, 2020).

Respondents and Location

The respondents of the research study were the School Heads/Administrators from Elementary, National High Schools, and Integrated Schools at Zone 1, Division of Zambales. Table 1 below shows the frequency distribution of the respondents by school. A total population of seventy seven (77) School Heads/Administrators were the respondents of the research study.



Table 1. *Distribution of the School Head/Administrator - Respondents from Public Elementary & Secondary Schools of Zone 1 Division of Zambales The Instrument*

<i>Districts</i>	<i>Frequency</i>
Masinloc District	23
Candelaria District	18
Sta. Cruz District	36
Total	77

The main instrument used in gathering the data for the study was survey checklist. According to Pressbooks (2022), survey research is a research method involving the use of standardized questionnaires or interviews to collect data about people and their preferences, thoughts, and behaviors in a systematic manner. The survey method can be used for descriptive, exploratory, or explanatory research. This method is best suited for studies that have individual people as the unit of analysis.

The contents of the survey checklist were lifted from the provisions of DepEd Order No. 12, Series of 2020 - Adoption of the Basic Education Learning Continuity Plan for School Year-2021 In Light of the Covid-19 Public Health Emergency, Zambales Schools Division Office Memorandum No. 172, Series of 2022 - Development of School Learning Recovery Plan (SLRP) and 3BS Bata Basa Bilang Suri – A Learning Recovery and Continuity Plan for Zambaleño Learners.

Initial part of the survey checklist focused on the profile of the school head –respondents which include the age, sex, highest educational attainment, position and number of years in service.

The last part assessed the implementation of school learning recovery and continuity plan of school heads. This part has 4 sections which were K-12 Curriculum Review and Update, Improving Learning Environment, Teachers' Upskilling and Reskilling and Engagement of Stakeholders for Support and Collaboration with 10 indicators. The school heads answered from the scale ranging from 4 (Always Implemented), 3 (Implemented), 2 (Sometimes Implemented) and 1 (Never Implemented).

The instrument in its first draft was presented to the

panel of oral examiners of PRMSU Graduate School for validity purpose. Their ideas, suggestions and corrections sought in terms of the extent of clarity, consistency and suitability of the indicators. The amendments and revisions carried on in the finalization of the research instrument. The conduct of a pilot test was necessary for the research instrument's test of reliability. The pilot test conducted among the School Heads of Palauig District, of Zone 2. Cronbach's alpha was computed to test the reliability of the responses in the pilot test.

Data Collection

After making the final draft of the survey checklist, the researcher sought permission/approval of the Schools Division Superintendent, Division of Zambales, through letters signed by the Director of Graduate School to administer the survey questionnaire to the respondents.

After securing the endorsement, the researcher personally distributed the instrument to the participants. In addition, the researcher also utilized Google Form for the administration of survey questionnaire. The objectives of the study were explained to the participants, for them to consider and gain better understanding of the objectives of the research study. The respondents' answers treated confidential. The instruments collected immediately.

Data Analysis

The statistical treatment of this research study utilized descriptive statistical tools such as percentage, frequency counts and mean. The inferential statistics used was ANOVA. All the data obtained in the instrument were tallied, tabulated, analyzed and interpreted accordingly. The following are the explanations of the utility and/or uses of the above mentioned statistical tools.

Frequency Count – This is a simple count of the tallies for each indicator of the variables in the statement of the problems number 1 and 2.

Percentage – It is the ratio of any number to the whole. It will be used to determine the proportions of the respondents that fall under the personal or demographic profile variables.

Weighted Mean – This will be computed in order to determine the overall perceptions of the respondents.



Results and Discussion

Profile of the Respondents

The profile of the respondents is presented in Table 2.

Table 2. Profile of the Respondents

	Profile	Frequency	Percent
Age Mean = 48 years old	61 & above	3	3.90
	51 - 60	27	35.06
	41 - 50	34	44.16
	31 - 40	13	16.88
	Total	77	100.00
Sex	Female	56	72.73
	Male	21	27.27
	Total	77	100.00
Highest Educational Attainment	Doctorate Degree	7	9.09
	With Doctorate Degree Units	30	38.96
	Master's Degree	38	49.35
	With Master's Degree Unit	2	2.60
	Total	77	100.00
Position	Principal IV	8	10.39
	Principal III	17	22.08
	Principal II	20	25.97
	Principal I	14	18.18
	Head Teacher III	12	15.58
	Head Teacher II	4	5.19
	Head Teacher I	2	2.60
	Total	77	100.00
Years in Service as School Head Mean = 4.36 years	More than 5 years	43	55.84
	3-5 years	29	37.66
	0-2 years	5	6.49
	Total	77	100.00

Age. Most of the school heads with 34 (or 44.16%) are from the age group of 41- 50; 27 (or 35.06%) are from the age group of 51-60; 13 (or 16.88%) are from the age group of 31-40, 3 (or 3.90%) are from the age group of 51-60. The mean age was 40 years old. The result shows that the school heads are in the middle adulthood age. According to a 2021 Harris Poll conducted exclusively for Fast Company, the period of time between youth and old age is in flux. The study found that younger millennial consider median middle age to be between 35 and 50 years old (Schroeder, 2021). Psychology Today defines midlife as the central period of a person's life, spanning from approximately

age 40 to age 65.

Sex. Majority of the school heads with 56 (or 72.73%) are females and 21 (or 27.27%) are males. The result shows that females are dominant in handling administrative or managerial level position. Consistent with the report of *Progress of the World's Women 2015–2016*, the presence of women in the overall workforce is predominant in the services sector, especially in education, health, and social work (United Nations, 2016).

Highest Educational Attainment. Most of the school heads with 38 (or 49.35%) are Master's degree holder, 30 (or 38.96%) are with Doctorate Degree Units, 7 (or 9.09%) are Doctorate Degree holder and 2 (or 2.60%) are with Master's Degree Units. The result shows that the school heads took Master's degree in educational administration to acquire knowledge and expertise in the area of educational management. Principals also need ongoing, high-quality in-service training and support, such as mentoring and coaching programs, which are critical in developing and keeping effective principals (Coggshall, 2015; Sutchter et al., 2017). Principal professional development encompasses multiple phases including recruitment and selection, completion of a preparation program, initial licensure, induction, and continuing professional development (Gordon, 2020; Steinberg & Yang, 2020). Dr. Asuncion A. Eala, school head of Taltal National High School, and an alumna of President Ramon Magsaysay State University – Iba Campus was awarded by the Masinloc District as the Most Outstanding Secondary School Head for the school year 2021-2022. And recently, she was also awarded as the Brigada Eskuwela Best Implementer in Mega School Category.

Position. Most of the school heads with 20 (or 25.97%) are Principal II, 17 (or 22.08%) are Principal III, 14 (or 18.18%) are Principal I, 12 (or 15.58%) are Head Teacher III, 8 (or 10.39%) are Principal IV, 4 (or 5.19%) are Head Teacher II, and 2 (or 2.60%) are Head Teacher I. The result shows that the promotion is evident to the Principal position. Iniguez (2022) stated that an employee promotion is desired by employees because of the impact it has not only on their salary but on the amount of authority the new title entails, the added responsibilities, and the opportunity to have a bigger input in the organization's decision making and future.

Years in Service as School Head. More than half of the school heads with 43 (or 55.84%) have more than 5 years of service as school head, 29 (or 37.66%) have



3-5 years of service, and 5 (or 6.49%) have less than 2 years of service as school head. The mean years of service as school heads was 4.36. The result shows that the Principals are currently establishing their career as school administrator. Education administrators are professionals who work in schools, but not as teachers. While they may not spend their days in a classroom, they do have an incredible impact on both students and staff. School administrators oversee the day to day functions of an educational institution. All school administration jobs entail being an educational leader, and the job description does not change whether you are in a public school or private school (Alliant International University, 2020).

Implementation of the School Learning Recovery and Continuity Plan

K-12 Curriculum Review and Update

The implementation of the school learning recovery and continuity plan in terms of K- 12 Curriculum Review and Update is presented in Table 3.

The school heads always implemented the school monitoring on the conduct of Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool – English with a mean of 3.94. They always implemented the school administering the learning needs analysis, pre-test and data gathering instruments to identify the learning gap. The overall weighted mean on the implementation of the school learning recovery and continuity plan in terms of K- 12 Curriculum Review and Update was 3.75, interpreted as Always Implemented. The results suggest that the *Philippine Informal Reading Inventory (Phil-IRI) program is mandated by the Department of Education (DepEd) for implementation in schools as an assessment tool in determining the performance of learners in reading proficiency.* The DepEd Order No. 14 (2018) details the implementation guidelines of the PhilIRI for Grades 3 to 6 in both the elementary level and secondary levels nationwide. It stipulated the responsibilities on the dissemination in every level of school governance and the utilization of the said tool. The guidelines are to be strictly applied to ensure and evidence-based approach adoption by teachers and school principals. The instructions are to be student-oriented and receptive to individual learners' needs as well to the whole class.

Table 3. *Implementation of the School Learning Recovery and Continuity Plan in terms of K- 12 Curriculum Review and Update*

<i>K-12 Curriculum Review And Update</i>	<i>Mean</i>	<i>Descriptive Rating</i>	<i>Rank</i>
The school monitor the conduct of Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool – English.	3.94	Always Implemented	1
The school monitor the conduct of Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool – Filipino.	3.92	Always Implemented	2
The school provide Programs Projects and Activities (PPA's) as intervention to increase the reading comprehension ability of the learners.	3.77	Always Implemented	6.5
The school monitor the numeracy report in Mathematics.	3.71	Always Implemented	9
The school provide intervention to increase the number of numerates learners.	3.77	Always Implemented	6.5
The school identify the most learned and least learned competencies in all subjects to every grade level.	3.78	Always Implemented	4
The school provide intervention for the learners who have difficulty in learning.	3.82	Always Implemented	3
The school administer learning needs analysis, pre-test and data gathering instruments to identify the learning gap.	3.34	Always Implemented	10
The school provide MPS results of all subject areas.	3.73	Always Implemented	8
The school provide remediation and enrichment program for learners with learning difficulty.	3.78	Always Implemented	4
Overall Weighted Mean	3.75	Always Implemented	

It should also conform to the existing guidelines and policies in classroom assessment of K-12 program as mandated in the DepEd Order No. 8, series of 2015. The reading performances of learners is associated with their achievement in academics since reading is essential in developing study habits effectively (Balan, Katenga, & Simon, 2019; Daniel, Esoname, Chima, & Udoaku, 2017).

Improving Learning Environment

The implementation of the school learning recovery and continuity plan in terms of Improving Learning Environment is presented in Table 4.

The school heads always implemented school monitoring on the completion and promotion rate and drop-out and retention rate with a mean of 4.00. However, they seldom implemented on the school has electronic devices for learners such as personal computer, tablet PC and laptop with a mean of 2.45. The overall weighted mean on the implementation of the school learning recovery and continuity plan in terms of Improving Learning Environment Update was 3.58, interpreted as Always Implemented.

Table 4. *Implementation of the School Learning Recovery and Continuity Plan in terms of Improving Learning Environment*

<i>Improving Learning Environment</i>	<i>Mean</i>	<i>Descriptive Rating</i>	<i>Rank</i>
The school monitor and update the number of enrollees.	3.97	Always Implemented	2.5
The school monitor the participation rate, transition rate, gross enrolment rate and cohort survival rate.	3.97	Always Implemented	2.5
The school monitor the completion and promotion rate and drop-out and retention rate.	4.00	Always Implemented	1
The school monitor the vaccination status of school personnel and learners.	3.94	Always Implemented	4
The school has enough teachers to facilitate the conduct of face-to-face classes.	3.43	Always Implemented	8
The school has adequate number of classroom.	3.55	Always Implemented	6.5
The school ensure the availability of textbooks and other learning materials.	3.61	Always Implemented	5
The school has electronic devices for learners such as personal computer, tablet PC and laptop.	2.45	Seldom Implemented	10
The school conduct inventory and identify the needs of the number of teachers, school facilities and learning resources.	3.55	Always Implemented	6.5
The school has excellent school-based management practice.	3.34	Always Implemented	9
Overall Weighted Mean	3.58	Always Implemented	

The result denotes that administrators regularly check the status of their performance indicators with regards to completion and promotion rate and drop-out and retention rate. They are tasked to provide intervention to ensure that the learners will continue their schooling. Project Salbabida aims to provide assistance by encouraging students who are at-risk of dropping out to return to school and continue with their education (Beloy, 2021). According to the performance indicators of Department of Education in Zambales, in the year 2020- 2021, elementary level recorded 91.71% for completion rate, 95% for

promotion rate, and 99.42% for retention rate. In the junior high level recorded 88.75% for completion rate, 92.45% for promotion, 96.78% for retention rate while in the senior high level recorded 78.59% for completion rate, and 92.45% for promotion.

Teachers' Upskilling and Reskilling

The implementation of the school learning recovery and continuity plan in terms of Teachers' Upskilling and Reskilling is presented in Table 5.

The school heads always implemented on the conduct of in-service training (INSET) and School Learning Action Cell (SLAC) with a mean of 4.00. However, they often implemented on observing the teacher's utilization of various pedagogy with a mean of 3.05. The overall weighted mean on the implementation of the school learning recovery and continuity plan in terms of Teachers' Upskilling and Reskilling was 3.62, interpreted as Always Implemented. The result signifies that the school heads conduct in-service training and learning action cells for their teachers to ensure the continuity of learning and to support learners' needs. The need for in-service training in schools is getting more attention for teachers to equip with new knowledge and skills for them to face new challenges and reformation in education. In-service training can enhance the professionalism of teachers who can contribute to the organization to achieve its goals. INSET is the right avenue for re-skilling and upskilling of teachers for the new normal in education. It equipped teachers with adequate new knowledge and skills on how to face and overcome challenges. The undying support of education leaders for teachers, learners, and parents and the long-term impact of Virtual INSET manifests a clear future ahead. INSET is proof that no global crisis can stop education from soaring and prospering the education sector (Niones, 2021). Ekpoh, Oswald & Victoria (2013) shows that, teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students. The findings clearly indicated that the conducted LAC sessions contribute much to teachers' professional development (Cabral & Millando, 2019).



Table 5. *Implementation of the School Learning Recovery and Continuity Plan In terms of Teachers' Upskilling and Reskilling*

<i>Teachers' Upskilling And Reskilling</i>	<i>Mean</i>	<i>Descriptive Rating</i>	<i>Rank</i>
The school update and monitor the teacher's career stage.	3.81	Always Implemented	3
The school conduct capacity building for teachers that focus on literacy, numeracy and science skills.	3.79	Always Implemented	4
The school conduct in-service training (INSET) and School Learning Action Cell (SLAC).	4.00	Always Implemented	1
The school monitor the level of teacher's foundational knowledge in teaching reading.	3.62	Always Implemented	7
The school identify the priority needs per Key Results Areas (KRA) of teachers based on DepEd Memo 004, s.2022.	3.66	Always Implemented	6
The school observe the teacher's utilization of various pedagogy.	3.05	Often Implemented	10
The school provide sufficient teaching supply for teachers.	3.71	Always Implemented	5
The school conduct classroom observation.	3.83	Always Implemented	2
The school provide programs to encourage teachers to increase their educational attainment.	3.40	Always Implemented	8
The school provide mentoring programs that pair novice teachers with more experienced teachers who can ably explain school policies, regulations and procedures.	3.27	Always Implemented	9
Overall Weighted Mean	3.62	Always Implemented	

Engagement of Stakeholders for Support and Collaboration

The implementation of the school learning recovery and continuity plan in terms of Engagement of Stakeholders for Support and Collaboration is presented in Table 6. The school heads always implemented the conduct of orientation on school PPAs with a mean of 3.61. However, they never implemented on the provision of training to community stakeholders and parents to help them develop effective communications and partnering skills with a mean 1.49. The overall weighted mean on the implementation of the school learning recovery and continuity plan in terms of Engagement of Stakeholders for Support and Collaboration was 3.16 interpreted as Often Implemented. The result clearly indicates that the school heads presents the Program, Projects and Activities to the organization. The members of the institutions are informed and aware with the PPAs to be implemented in the school year. The Department of Education (DepEd) had been implementing several projects, programs and activities (PPA) that will realize SBM and other sound philosophical and legal frameworks of the department.

Table 6. *Implementation of the School Learning Recovery and Continuity Plan in terms of Engagement of Stakeholders for Support and Collaboration*

<i>Engagement Of Stakeholders For Support And Collaboration</i>	<i>Mean</i>	<i>Descriptive Rating</i>	<i>Rank</i>
The school craft and forge a Memorandum of Agreement or Understanding to learning institutions and other industries.	3.13	Often Implemented	9
The school strengthen partnership through prioritizing resource generation relative to teaching and learning.	3.32	Always Implemented	5.5
The school monitor the proper utilization of the Special Education Fund (SEF) and other generated resources.	3.43	Always Implemented	3
The school conduct orientation on school PPAs.	3.61	Always Implemented	1
The school recognize the active participation of LGUs, barangay officials and other stakeholders in school PPAs.	3.32	Always Implemented	5.5
The school convince local community minded members to extend assistance to schools especially during special activities like Brigada Eskuwela activities and others.	3.48	Always Implemented	2
The school conduct parenting support. Connect to less fortunate parents and invite a resource person to inspire them.	3.16	Often Implemented	8
The school conduct parent's orientation about the implementation of school's PPAs.	3.40	Always Implemented	4
The school provide training to community stakeholders and parents to help them develop effective communications and partnering skills.	1.49	Never Implemented	10
The school use effective communications tools to ensure timely access to information which is in a format that can be easily comprehended.	3.27	Always Implemented	7
Overall Weighted Mean	3.16	Often Implemented	

These PPAs include Brigada Eskwela, Every Child-A-Reader Program, School First Initiative; Child-Friendly School System; Project WATCH (We Advocate Time Consciousness and Honesty); and Adopt-A-School Program (Cabardo, 2016).

Summary on Implementation of the School Learning Recovery and Continuity



The summary on implementation of the School Learning Recovery and Continuity is presented in Table 7.

Table 7. Summary on Implementation of the School Learning Recovery and Continuity

	Mean	Descriptive Rating	Rank
K-12 Curriculum Review and Update	3.75	Always Implemented	1
Improving Learning Environment	3.58	Always Implemented	3
Teachers' Upskilling and Reskilling	3.62	Always Implemented	2
Engagement of Stakeholders for Support and Collaboration	3.16	Often Implemented	4
Overall Weighted Mean	3.53	Always Implemented	

The school heads evaluated always implemented on the K-12 Curriculum Review and Update (3.75, rank 1st), Teachers' Upskilling and Reskilling (3.62, rank 2nd), Improving Learning Environment (3.58, rank 3rd) and Engagement of Stakeholders for Support and Collaboration (3.16, rank 4th). The overall weighted mean on the implementation of the School Learning Recovery and Continuity was 3.53, interpreted as Always Implemented. The result signifies that the K-12 Curriculum Review and Update was given a priority on the school learning recovery and continuity. The 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).

Significant Difference in the Profile of the Respondents on the Implementation of School Learning Recovery and Continuity Plan

K- 12 Curriculum Review and Update

The test of significant difference in the implementation of the School Learning Recovery and Continuity Plan in terms of K- 12 Curriculum Review and Update when grouped according to profile variables is presented in Table 8.

There was a significant difference in the implementation of the School Learning Recovery and Continuity Plan in terms of K- 12 Curriculum Review and Update on the computed P-value of highest educational attainment (Sig.= 0.01) which is less than or equal to (\leq) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is a significant difference when grouped according to profile variables in terms of highest educational attainment.

Table 8. Test of Significant Difference on Implementation of the School Learning Recovery and Continuity Plan in terms of K- 12 Curriculum Review and Update When Grouped According to Profile Variables

Source of Variations	df	F	Sig.	Decision/ Interpretation	
Age	Between Groups	3	0.92	0.43	Accept Ho
	Within Groups	73			Not Significant
	Total	76			
Sex	Between Groups	1	0.00	0.96	Accept Ho
	Within Groups	75			Not Significant
	Total	76			
Highest Educational Attainment	Between Groups	3	3.96	0.01	Reject Ho
	Within Groups	73			Significant
	Total	76			
Position	Between Groups	6	1.57	0.17	Accept Ho
	Within Groups	70			Not Significant
	Total	76			
Years in Service as School Head	Between Groups	2	0.91	0.41	Accept Ho
	Within Groups	74			Not Significant
	Total	76			

The findings revealed that educational background of the school heads affects the School Learning Recovery and Continuity Plan in terms of K- 12 Curriculum Review and Update. This could be attributed on the involvement of the school heads with regards to the needs of the learners, learning outcomes, and the inclusion of the most essential learning competencies in the subjects. Best quality instruction and teacher competence can be directly or indirectly influenced by the leadership style of their school leaders (Posner, 2016; Ross, Vescio, Tricarico, & Short, 2011; Li, Hallinger, & Ko, 2016). Leadership practice is the mode of conduct that the leader embraces in affecting the performance of the teacher because educational success could only be accomplished by fulfilled and inspired teachers (Sebastian, Huang, & Allensworth, 2017).

There was no significant difference in the implementation of the School Learning Recovery and Continuity Plan in terms of K- 12 Curriculum Review and Update on the computed P-values of age (Sig.= 0.43), sex (Sig.= 0.96), position (Sig.= 0.17), and years in service as school head (Sig.= 0.41) which are greater than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference when grouped according to profile variables in terms of sex, age, position and years in service as school head. The school heads'



perception on the K- 12 Curriculum Review and Update has no statistically significant on the profile of the respondents. According to Go (2021), the Department of Education (DepEd) recently announced its plan to review the present K-to-12 curriculum because of the obvious congestion in the learning competencies. According to reports, the 2022 version of the new curriculum will be released by the end of 2021 and applied next year. The review is being undertaken to relieve students of overwhelming requirements in all their subjects.

Improving Learning Environment

The test of significant difference on implementation of the School Learning Recovery and Continuity Plan in terms of Improving Learning Environment when grouped according to profile variables is presented in Table 9.

Table 9. *Test of Significant Difference on Implementation of the School Learning Recovery and Continuity Plan in terms of Improving Learning Environment When Grouped According to Profile Variables*

Source of Variations		df	F	Sig.	Decision/ Interpretation
Age	Between Groups	3	1.63	0.19	Accept Ho
	Within Groups	73			Not Significant
	Total	76			
Sex	Between Groups	1	0.58	0.45	Accept Ho
	Within Groups	75			Not Significant
	Total	76			
Highest Educational Attainment	Between Groups	3	1.78	0.16	Accept Ho
	Within Groups	73			Not Significant
	Total	76			
Position	Between Groups	6	0.80	0.58	Accept Ho
	Within Groups	70			Not Significant
	Total	76			
Years in Service as School Head	Between Groups	2	2.81	0.07	Accept Ho
	Within Groups	74			Not Significant
	Total	76			

There was no significant difference in the implementation of the School Learning Recovery and Continuity Plan in terms of Improving Learning Environment on the computed P-values on the computed P-values of age (Sig.= 0.19), sex (Sig.= 0.45), highest educational attainment (Sig.= 0.16), position (Sig.= 0.58), and years in service as school head (Sig.= 0.07) which are all greater than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference when grouped according to profile variables in terms of age, sex, highest educational attainment,

position and years in service as school head. The results suggest that the profile of the school heads has nothing to do with the improving of learning environment, what matters is that the school heads are able to perform duties and responsibilities on school management. Besides, school leaders must determine the school’s progression and promote a positive learning environment to foster and strengthen the motivation and commitment of teachers to enable change in stressful conditions (Noureen, Shah, & Zamir, 2017). Principals play a key role in creating effective learning environments through their influence on factors such as teachers' development and cooperation, motivations and working conditions and the general school climate and environment (OECD, 2013).

Teachers’ Upskilling and Reskilling

The test of significant difference on implementation of the School Learning Recovery and Continuity Plan in terms of Teachers’ Upskilling and Reskilling when grouped according to profile variables is presented in Table 10.

There was a significant difference in the implementation of the School Learning Recovery and Continuity Plan in terms of Teachers’ Upskilling and Reskilling on the computed P-value of highest educational attainment (Sig.= 0.048) which is less than or equal to (\leq) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is a significant difference when grouped according to profile variables in terms of highest educational attainment. The result denoted that the school heads’ educational attainment perceived important also on the enhancing the teaching competencies of the teachers. It is important that the teachers are abreast with the current trends in pedagogy. Pihie, Sadeghi, and Elias (2012) assertion that to be successful, school leaders should learn as much as possible of leadership effectiveness by engaging in professional development to regularly demonstrate their transformational leadership to handle organizational change. Sustained advanced knowledge is a key aspect of helping teachers to respond to changing expectations and to develop their professional skills (Ross, Vescio, Tricarico, & Shor, 2011). Successful leadership requires both explicit and implicit methods to boost the work environment (Kusumadewi, Sudja, & Sujana, 2018).

Table 10. Test of Significant Difference on Implementation of the School Learning Recovery and Continuity Plan in terms of Teachers' Upskilling and Reskilling When Grouped According to Profile Variables

Source of Variations	df	F	Sig.	Decision/ Interpretation	
Age	Between Groups	3	0.05	0.99	Accept Ho
	Within Groups	73			Not Significant
	Total	76			
Sex	Between Groups	1	0.07	0.79	Accept Ho
	Within Groups	75			Not Significant
	Total	76			
Highest Educational Attainment	Between Groups	3	2.77	0.048	Reject Ho
	Within Groups	73			Significant
	Total	76			
Position	Between Groups	6	0.35	0.91	Accept Ho
	Within Groups	70			Not Significant
	Total	76			
Years in Service as School Head	Between Groups	2	0.05	0.95	Accept Ho
	Within Groups	74			Not Significant
	Total	76			

There was no significant difference in the implementation of the School Learning Recovery and Continuity Plan in terms of Teachers' Upskilling and Reskilling on the computed P-values on the computed P-values of age (Sig.= 0.99), sex (Sig.= 0.79), position (Sig.= 0.91), and years in service as school head (Sig.= 0.95) which are greater than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference when grouped according to profile variables in terms of age, sex, position and years in service as school head. The results suggest that the profile of the school has statistically significant effect to the teachers' upskilling and reskilling. Postholm (2012) proposed that, in addition to formal continuing education (e.g., masters or doctoral degrees), teachers can best develop their skills through various activities within their school.

Engagement of Stakeholders for Support and Collaboration

The test of significant difference on implementation of the School Learning Recovery and Continuity Plan in terms of Engagement of Stakeholders for Support and Collaboration when grouped according to profile variables is presented in Table 11.

Table 11. Test of Significant Difference on Implementation of the School Learning Recovery and Continuity Plan in terms of Engagement of Stakeholders for Support and Collaboration When Grouped According to Profile Variables

Source of Variations	df	F	Sig.	Decision/ Interpretation	
Age	Between Groups	3	1.81	0.15	Accept Ho
	Within Groups	73			Not Significant
	Total	76			
Sex	Between Groups	1	0.24	0.63	Accept Ho
	Within Groups	75			Not Significant
	Total	76			
Highest Educational Attainment	Between Groups	3	6.32	0.00	Reject Ho
	Within Groups	73			Significant
	Total	76			
Position	Between Groups	6	3.00	0.01	Reject Ho
	Within Groups	70			Significant
	Total	76			
Years in Service as School Head	Between Groups	2	3.42	0.04	Reject Ho
	Within Groups	74			Significant
	Total	76			

There was a significant difference in the implementation of the School Learning Recovery and Continuity Plan in terms of Engagement of Stakeholders for Support and Collaboration on the computed P-values of highest educational attainment (Sig.= 0.00), position (Sig.= 0.01), and years in service as School Head (Sig.= 0.04) which are less than or equal to (\leq) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is a significant difference when grouped according to profile variables in terms of highest educational attainment, position, and years in service as School Head. The result suggests that the educational background can be attributed to the engagement of the stakeholders. Stakeholder provides support and collaboration to the schools. The school heads' level of leadership practices on stakeholder involvement is significantly different when they were grouped based on their highest educational attainment. The result indicates that the level of leadership practices of school heads is incomparable when their highest educational attainment is taken into account. This further implies that school heads that pursued their doctorate degrees have a higher level of leadership practices than those holders of master's degrees (Aquino, Fabelico & Afalia, 2021).

There was no significant difference in the implementation of the School Learning Recovery and Continuity Plan in terms of Engagement of Stakeholders for Support and Collaboration on the computed P-values of age (Sig.= 0.15), and sex (Sig.= 0.63), which are greater than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference when grouped according to profile variables in terms

of age and sex. The results suggest that the profile of the school has statistically significant effect to the engagement of stakeholders for support and collaboration. According to Reading (2018), school leaders must encourage collaboration with stakeholders who understand the mission of the school, who share vision and passion for student success, and most importantly who have a personal stake in the performance of the school and its students.

Conclusion

Based on the summary of findings, the researcher concluded that: (1) The school heads are young adult, females, Master's degree holder, Principal II, and with more than 5 years in service as school head. (2) The school heads always implemented the K-12 curriculum review, update, teachers' upskilling and reskilling and improving learning environment while engagement of stakeholders for support and collaboration evaluated often implemented on the implementation of the School Learning Recovery and Continuity. (3) There was a significant difference in the implementation of the School Learning Recovery and Continuity Plan in terms of K-12 Curriculum Review and Update when grouped according to highest educational attainment. There was no significant difference in the implementation of the School Learning Recovery and Continuity Plan in terms of Improving Learning Environment when grouped according to age, sex, highest educational attainment, position, and years in service as school head. There was a significant difference in the implementation of the School Learning Recovery and Continuity Plan in terms of Teachers' Upskilling and Reskilling when grouped according to highest educational attainment. There was a significant difference in the implementation of the School Learning Recovery and Continuity Plan in terms of Engagement of Stakeholders for Support and Collaboration when grouped according to highest educational attainment. (4) The proposed action plan was developed based on lowest mean as the findings of the study.

Based on the findings of the study, the researcher has formulated the following recommendations. (1) The school heads are encouraged to develop their educational attainment to contribute more in the attainment of school vision, motivation, performance management, decision-making, negotiation and interpersonal skills. (2) The school heads are encouraged to focus on consistent and frequent execution of K-12 curriculum review, update, teachers' upskilling and reskilling, and improvement of the

learning environment, while actively involving stakeholders for support and collaboration. (3) To improve the School Learning Recovery and Continuity Plan, attention should be given to tailoring the implementation of the K-12 Curriculum Review and Update based on the highest educational attainment of school heads, while no significant differences were found in terms of Improving Learning Environment when considering age, sex, highest educational attainment, position, and years in service as school head. (4) For effective action planning, it is recommended to prioritize areas identified with the lowest mean scores in the study, aiming to address and improve those aspects of the School Learning Recovery and Continuity Plan.

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Affiliations and Corresponding Information

Murphy P. Espinosa

Sta. Cruz National High School

Department of Education - Philippines