School-Based Management Practices and the Basic Education Learning Continuity Plan in the New Normal in Aborlan South District, Department of Education, Division of Palawan

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Abstract

This study determined the School-Based Management Practices and Basic Education – Learning Continuity Plan Implementation of Public Elementary School Heads in Aborlan South District. This study employed the descriptive correlation design. Frequency counts, percentages, mean, Pearson Moment Coefficient Correlation r, and t-test were the statistical tools employed. The School-Based management practices of elementary school heads in Aborlan South District in terms of school leadership and governance, curriculum and learning, accountability and continuous improvement was "moderately evident" as perceived by the respondents. The Basic Education Learning Continuity Plan Implementation of Elementary School heads in Aborlan South District in terms of Learning Strategies and modalities, Learning Delivery and Operationalizing the Learning Continuity Program was in "much extent" as perceived by the school heads while in "very much extent" as perceived by the teacher respondents. Based on the statistical findings, there is no significant difference between the level of school-based management practices and the level of basic education learning continuity plan implementation in the new normal as perceived by the school heads. Furthermore, there is a significant difference between the level of school-based management practices and the level of basic education learning continuity plan implementation in the new normal as perceived by the teacher respondents.

Keywords: Learning Continuity Plan, School-Based Management, New Normal Education

Introduction

In this 21st century education, school-based management (SBM) has been viewed largely as a political reform that transfers a central power over the management of budget, personnel, and curriculum to the individual schools. SBM aims to drive greater school improvement by fostering principals' roles and involving stakeholders in school communities through putting in the hard work and generating significantly better results for their students.

The Department of Education is pursuing policy reforms under the Basic Education Sector Reform Agenda. Key Reform Thrust 1 of BESRA is School-Based Management. SBM underscores the empowerment of key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of higher pupil/student learning outcomes. School-based management decentralizes control from the central district office to individual schools as a way to give school constituents-principals, teachers, parents, and community members more control over what happens in schools. Often SBM is adopted for school improvement. By empowering groups who are closest to the students, school decisions, it is thought,

will be better tailored to the particular needs of students, and school performance will improve. (Manual on SBM Practices).

However, the year 2020 has brought another concept of new normal since the COVID-19 pandemic has affected globally in terms of the economy, and education. It is a battle in which people are being stretched to adjust to a situation where education and money are at stake. Hence, New Normal in Education is defined as a shift of learning space from public space to personal space, a shift of delivery (i.e. teaching) methods from one size fit all to individualized and differentiated learning, the shift of responsibility in the teaching and learning process where there is the active participation of household members, and shift in learning evaluations.

The Covid-19 pandemic has led to a disruption of education systems all over the world on a scale never seen before. Remote schooling has become the main form of delivery during the crisis, resulting in the need for teachers and education leaders to quickly adapt to new and often unfamiliar circumstances to continue to provide schooling for learners.

The term "new normal" is not new since it was used even after World War II. As mentioned in a study,

leadership in the new normal is leadership in which the author traces well to great leadership attributes in such forefathers as George Washington and Abraham Lincoln, and by doing so he describes the nature of leadership itself. Lieutenant General Honoré, USA (Ret.), postulates that we won our freedom because of leadership during the critical times in our history, such as Valley Forge and the Civil War, and leadership will continue to help us as we transition to the next "new normal" period. Thus, a new normal leader is a good leader who learns to do the routine things well, good leaders are not afraid to act even when criticized, and good leaders are not afraid to take on the impossible according to Honore et al. (2012).

New normal as a reality and certainty by everyone seeking to improve education must accept. Doing more with less has become the scenario for achieving better academic outcomes for all students. A bright revenue forecast in education is not likely anytime soon. For the next several years, preschool, K-12, and postsecondary educators are projected to face the challenge of stretching resources in creative ways as never before witnessed. (Growe, 2011)

Amidst the COVID-19 pandemic and its concomitant challenges, DepEd, affirms its commitment to the availability of learning opportunities, and learning shall continue in the time of COVID-19. Sulong EduKalidad provides and supports the professional development of teachers and school leaders.

To provide clear guidance to all offices, units, schools, and community learning centers (CLCs) of the Department of Education (DepEd), learners and their parents, partners, and stakeholders, the Department developed a Basic Education Learning Continuity Plan (BE-LCP), a package of education interventions that will respond to basic education challenges brought about by COVID-19.

Revisiting leadership in a new normal concept is needed. The 'defining moment', an event that typifies or determines all subsequent related occurrences (viacharacter.org), is a preliminary character of a leader. A leader exemplifies his or her strong actions and decisions by defining his or her moment. Not everyone can be a leader. Not everyone can steer people to move. Not everyone can anticipate the challenges that come the way. "Leadership is a concept that has been widely studied and researched across a variety of domains including both the business and educational worlds" (Smith, 2016).

Through this study, the researcher determined the level of School-Based Management Practices and Basic Education Learning Continuity Plan Implementation in the Schools Division of Palawan, specifically in the District of Aborlan South.

Objectives of the Study

1. Determine the level of School-Based Management Practices under the new normal as perceived by the respondents in terms of:
   1.1. School leadership and governance;
   1.2. Curriculum and learning;
   1.3. Accountability & Continuous Improvement; and
   1.4. Management of Resources
2. Assess the level of Basic Education Learning Continuity Plan implementation under the new normal as perceived by the respondents in terms of;
   2.1. Learning Strategies and modalities;
   2.2. Learning Delivery; and
   2.3. Operationalizing the Learning Continuity Program.
3. Find out the significant difference between the level of school-based management practices and the level of Basic Education Learning Continuity Plan implementation in Aborlan South District.

Methodology

Research Design

This study used a quantitative research approach and descriptive- correlational research method.

Locale of the Study

This study was conducted in 10 public elementary schools in Aborlan South District, Department of Education, Division of Palawan.

Respondents of the Study

The population of this study was the 84 teachers in Aborlan South District and 10 school heads as respondents. These respondents held regular positions at the time of data gathering in their respective schools.

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Sampling Procedure

The total enumeration was used for all public elementary school heads and teachers in the district of Aborlan South.

Research Instrument

The researcher modified a survey questionnaire based mostly on the questions from DepEd Revised School-Based Management Assessment Tool and Basic Education School Learning Continuity Plan for the New Normal Situation. Parallel questions were prepared for the school heads and teachers.

The questionnaire was divided into three parts. Part I was the profile of school administrators and the teacher-subordinates; Part II consisted of questions about the level of school-based management of school heads as perceived by themselves and their teacher-subordinates in terms of Leadership and Governance, Curriculum and Learning, Accountability, and Continuous Improvement, and Management of Resources; Part III tackled about the basic education learning continuity plan implementation of public elementary school heads in the new normal as perceived by themselves and their teacher-subordinates in terms of Learning Strategies and Modalities; Learning Delivery; and Operationalizing the Learning Continuity Plan.

Data Collection Procedure

Following the approval of the study by the research committee, the researcher requested permission from the Schools Division Superintendent, District Supervisor, and respective school heads to conduct the study. After the permission was granted to conduct the study, an initial request for the respondents followed.

Results and Discussion

The results and interpretation of data were presented in sub-sections aligned to the specific objectives of this study. The sub-sections presented the data as follows: School-Based Management Practices Under the New Normal of Elementary School Heads and Basic Education- Learning Continuity Plan implementation, and the relationships between the variables involved.

Table 1.1 (*Please see appendix 1*) presents the results in terms of School Leadership and Governance as for School heads, the highest rating is on the statement, *The School head facilitates communication between and among school and community leaders for informed decision-making and solving of school-*

community-wide learning problems with a mean of 4.30 described as "Moderately Evident". Followed by the statements; *The School head leads in the development of development plans (e.g. SIP developed collaboratively by the stakeholders of the school and the community)* (4.20) and *The School head organizes a clear school structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders* (4.20) rated as to "Moderately Evident". In contrast, the least were the two statements; *The School head ensures that the development plan (e.g. SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities,* and; *The School head addresses the training and development needs of school and community leaders* both with a mean of 4.10 described as "Moderately Evident". The overall mean from school heads responses attained 4.18, described as "Moderately Evident".

In terms of teachers' responses, highest rating was given on the statement, *The School head leads in the development of development plans (e.g. SIP developed collaboratively by the stakeholders of the school and the community)* with a mean of 4.43 described as "Moderately Evident". Followed by the statements; *The School head ensures that the development plan (e.g. SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities* (4.40) and *The School head organizes a clear school structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders* (4.37) both described as "Moderately Evident" while the least was the statement *The School head addresses the training and development needs of school and community leaders* with a mean of 4.27 described as "Moderately Evident". The overall mean attained from teachers' responses was 4.37 with a descriptive rating of "Moderately Evident".

This implies that the school heads showed good network of leadership and governance through demonstrating openness and by uniting school and community leaders in attaining the schools' development plans.

The result reveals that as for Curriculum and learning as perceived by school heads, the statement; *The School Head make sure that the curriculum provides*

for the development needs of all types of learners in the school community and *The School Head guarantees that methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners* both got the highest mean of 4.50 with a described as "strongly evident". Followed by the statements; *The School Head encourages learning managers and facilitators (teachers, administrators, and community members) to nurture values and environments that are protective of all children and demonstrate behaviors consistent with the organization's vision, mission, and goals* (4.40) and *The School Head leads in the implementation of localized curriculum to make it more meaningful to the learners and applicable to life in the community* (4.20) both described as "moderately evident" while the statement *The School Head encourages a representative group of school and community stakeholders to develop methods and materials for developing creative thinking and problem-solving* got the lowest mean of 3.90 described as "Moderately Evident". The overall mean for School Head was 4.24 with a descriptive rating of "Moderately Evident".

Whereas from teachers' responses, the statements; *The School Head encourages learning managers and facilitators (teachers, administrators, and community members) to nurture values and environments that are protective of all children and demonstrate behaviors consistent with the organization's vision, mission, and goals,* and; *The School Head guarantees that methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners* both got the highest mean of 4.43 described as "Moderately Evident". Followed by the statements; *The School Head make sure that the curriculum provides for the development needs of all types of learners in the school community* (4.37) , *The School Head leads in the implementation of localized curriculum to make it more meaningful to the learners and applicable to life in the community* (4.33) and *The School Head ensures that appropriate assessment tools for teaching and learning are continuously reviewed and improved and assessment results are contextualized to the learner and local situation and the attainment of the relevant life skills* (4.33) described as "Moderately Evident. On the other hand, the statement, *The School Head encourages a representative group of school and community stakeholders to develop methods and materials for*

developing creative thinking and problem-solving got the lowest mean of 4.31 described as "Moderately Evident". The overall mean for teachers was 4.36 with a descriptive rating of "Moderately Evident"

This implies that the learning systems were collaboratively developed and continuously improved by the school heads, anchored on the community and learners' contexts and aspirations.

It was noticeable that the lowest statements for Curriculum and Learning as perceived by the school heads and the teacher-subordinates were the same: *The School Head encourages a representative group of school and community stakeholders to develop methods and materials for developing creative thinking and problem-solving*. It implies that the respondents were aware that there is a need for school community and stakeholders' participation for developing methods and materials for emerging imaginative thinking and problem-solving as shown in the result.

In terms of Accountability and Continuous Improvement, the statements; *The School Head assures that roles and responsibilities of accountable person/s and collective body/ies are defined and agreed upon by community stakeholders,* and; *The School Head recognizes the achievement of goals based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action* got the highest mean of 4.30 described as "Moderately Evident". Followed by the statements; *The School Head encourages a representative group of school and community stakeholders to develop methods and materials for developing creative thinking and problem-solving* (4.10) and *The School Head ensures that the accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon* (4.10) both described as "moderately evident" while the statement, *The School Head regularly do a participatory assessment of performance with the community and use assessment results and lessons learned to serve as the basis for feedback, technical assistance, recognition, and plan adjustment* got the lowest mean of 3.90 described as "Moderately Evident". The overall mean from school heads responses attained 4.14 described as "Moderately Evident".

As for the teachers' responses, highest rating is on the statement, *The School Head assures that roles and responsibilities of accountable person/s and collective body/ies are defined and agreed upon by community stakeholders* with the mean of 4.43 described as "Moderately Evident. Followed by the statements; *The School Head recognizes the achievement of goals based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action* (4.39) and *The School Head ensures that the accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon* (4.24) both described as "moderately evident" while the least statement was *The School Head continuously enhances the accountability system owned by the community to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community* (4.19) described as "moderately evident". The overall mean for teachers was 4.29 with a descriptive rating of "Moderately Evident".

The results above indicated that the school heads demonstrated a substantial role in enhancing the accountability system in adherence to the Department of Education's Order No. 45, series of 2015 stating that the guidelines on School-based management grants aimed to strengthen school improvement planning and make it more transparent.

Management of Resources result showed that for school heads, the statement, *The school head takes charge of regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as the basis for resource allocation and mobilization* got the highest mean of 4.20 described as "Moderately Evident". Followed by the statements; *The school head manages a regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engages stakeholders, and supports the implementation of community education plans (4.10)* and *The school head supervises regular monitoring, evaluation, and reporting processes of resource management that are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders (4.10)* both described as "moderately evident" while the least is, *The school head guarantees that in place is a community-*

developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources with the mean of 3.90 described as "Moderately Evident". The overall mean from school heads responses attained 4.06 described as "Moderately Evident".

For teacher respondents, the statement, *the school head values the system that manages the network and linkages, which strengthens and sustains partnerships for improving resource management* got the highest mean of 4.45 described as "moderately evident". Followed by the statements; *the school head takes charge of regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as the basis for resource allocation and mobilization* (4.40), *The school head manages a regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engages stakeholders, and supports the implementation of community education plans* (4.37) and *The school head supervises regular monitoring, evaluation, and reporting processes of resource management that are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders* (4.37) however, the statement, *the school head guarantees that in place is a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources* got the lowest mean of 4.29 described as "Moderately Evident". The overall mean for teachers was 4.38 with a descriptive rating of "Moderately Evident".

This implies that the teacher respondents and the school head themselves recognize their practices in terms of managing resources as moderately evident. However, the school heads must be cautious to ensure sensible, suitable, and operative use of resources as shown in the statements that got the lowest mean for school heads and teachers.

This adapts to a document published by the World Bank Organization in 2014, that schools started to manage resources and use these resources in implementing their school improvement plans.

Table 1.2 Presents the summary of school heads responses among the four indicators; school leadership and governance, curriculum and learning, accountability and continuous improvement and

management of resources, it turns out that the curriculum and learning attained the highest mean of 4.24 as perceived by the school heads signifying to a "moderately evident" descriptive equivalent rating. On the other hand, as to the teachers' responses, showed that management of resources obtained the highest mean of 4.38 denoting to a "moderately evident" descriptive equivalent rating.

It implies that the school heads prioritize the sudden adjustments in the curriculum and take full advantage of the available resources since the learning competencies have been decongested to focus only on the most essential learning competencies (MELC) in order to implement the alternative learning delivery modalities such as modular and radio-based instruction, while face-to-face classes was still prohibited due to the public health situation.

Whereas, Management of Resources obtained a less weighted mean of 4.06 described to as "moderately evident" as assessed by the school heads while the Accountability and Continuous Improvement was the lowest with 4.29 mean rating described to as "moderately evident" from the perspective of teachers.

The overall mean for the level of School Based Management Practices in the New Normal for School Heads was 4.16 while the overall mean for teachers was 4.35 with both descriptive rating of "Moderately Evident".

This revealed that the level of School-based management practices of elementary school heads in Aborlan South District in terms of school leadership and governance, curriculum and learning, accountability and continuous improvement was "moderately evident" as perceived by the respondents.

Table 1.2. *Summary of School-Based Management Practices of Elementary School Heads in Aborlan South District under the New Normal*

Indicators	School Heads		Teachers	
	Mean Rating	Description	Mean Rating	Description
a. School Leadership and Governance	4.18	Moderately evident	4.37	Moderately evident
b. Curriculum and Learning	4.24	Moderately evident	4.36	Moderately evident
c. Accountability and Continuous Improvement	4.14	Moderately evident	4.29	Moderately evident
d. Management of Resources	4.06	Moderately evident	4.38	Moderately evident
Overall mean	4.16	Moderately evident	4.35	Moderately evident

Table 2.1 (*Please see appendix 2*) presents the Level of Basic Education Learning Continuity Plan Implementation Under the New Normal as perceived by the School Heads and Teachers. A Likert scale was used to show the ratings from Very much extent (5) to Not at all (1) summarized in Table 2.1.

On the implementation of BE-LCP under Learning Strategies and Modalities, result showed that for School heads the statement: *"The School head maximizes MOOE funds to provide the resources needed in the implementation of Modular Distance Learning"* got the highest mean of 4.60 described as "very much extent". Next are the statements; *The School head facilitates Remote Enrolment for the learners in all grade levels* (4.50), *The School head supervises the orientation of parents and learners on the various modalities for the new normal setting of basic education* (4.50) *and The School head monitors teachers in the preparation of necessary materials for the implementation of Modular Distance Learning* (4.50) all described as "very much extent" while the statements; *The School head mobilizes PTA to capacitate School-based capacity-building activities for parents on assisting learners during distance learning*, and, *The School head ensures safe and conducive learning and working environment responsive to new normal* were the least with the mean of 4.20 described as "much extent". The overall mean from school heads responses attained 4.40, with descriptive rating of "much extent".

As for the teacher respondents, the statement, *The School head maximizes MOOE funds to provide the resources needed in the implementation of Modular Distance Learning* was the highest with the mean of 4.62 described as "very much extent". It is followed by the statement; *The School head identifies priority needs of our school for SEF allocation and submit PR and other documents to the office of the LGU Budget Officer* (4.61), *The School head monitors teachers in the preparation of necessary materials for the implementation of Modular Distance Learning* (4.58) and *The School head supervises the orientation of parents and learners on the various modalities for the new normal setting of basic education* (4.50) all described as "very much extent". While the statement, *"The School head mobilizes PTA to capacitate School-based capacity-building activities for parents on assisting learners during distance learning"* got the lowest mean of 4.43 described as "much extent". The overall mean from teachers' responses attained 4.52,

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with descriptive rating of "very much extent".

As noticed, the statement with the highest and lowest computed mean of school heads and teacher-subordinates were the same. It means that the school heads and teachers' perception towards the implementation of Learning Strategies and Modalities were alike as shown based on how the MOOE funds were maximized by the school heads in sustenance to the modular distance learning and how limited the PTA mobilization for capacity building activities for parents on assisting learners during distance learning have become due to the restrictions brought by the pandemic.

As for Learning Delivery, school heads rated "Very much extent" on one out of ten statement, *"The School head conducts instructional supervision in terms of providing learners appropriate, adequate, and essential learning resources to deliver quality education"* as the highest with the mean of 4.50. Followed by the statements; *The School head facilitates the upskilling and reskilling of teachers in our school in the implementation of MDL* (4.40), *The School head make sure to participate incapacitating activities/ trainings for the school head led by the Central/ Regional/ Division/ District Office* (4.30), *The School head ensures the implementation of all academic programs initiated by the school anchored on District Programs* (4.30), *The School head ensures the quality of teaching and learning in the use of Modular Distance Learning* (4.30), *The School head monitors teachers' assessment of the effectiveness of learning outcomes and learning delivery* (4.30), and *The School head establishes a home-based partnership to provide updated information to the parents of all learners in our school* (4.30) all described as "much extent". On the other hand, the least statement described as "much extent" was *"The School head supervises Radio-Based Instruction as a support modality for learners in our school* with a mean of 3.50. The overall mean from school heads responses attained 4.21, with descriptive rating of "much extent".

Teacher respondents on the other hand, identified the statement, *The School head make sure to participate incapacitating activities/ trainings for the school head led by the Central/ Regional/ Division/ District Office* as the highest with the mean of 4.52 described as "very much extent". Next are the statements; *The School head ensures the quality of teaching and learning in the use of Modular Distance Learning* (4.51) describes

as "very much extent", *The School head ensures the implementation of all academic programs initiated by the school anchored on District Programs* (4.48) and *The School head facilitates the upskilling and reskilling of teachers in our school in the implementation of MDL* (4.46) both described as "much extent". Whereas, the statement, *The School head supervises Radio-Based Instruction as a support modality for learners in our school* as the least with the mean of 3.77 described as "much extent". The overall mean from teachers' heads responses attained 4.36, with descriptive rating of "much extent".

Results imply that the implementation of Radio-Based Instruction served as a support modality only for learners in Aborlan South District since the school heads and the teachers greatly focused on the implementation of MDL assuring its quality in teaching and learning through application of different strategies.

As to the perception of the School Heads on Operationalizing the Learning Continuity Program, School heads rated "Very much extent" on three out of eleven statements having the statement, *The School head monitors the implementation of the School-Based Feeding Program,* as the highest with mean of 4.70. Followed by the statements, *The School head identifies priority needs of our school for SEF allocation and submit PR and other documents to the office of the LGU Budget Officer* (4.60) and, *The School head encourages the vaccination of all teachers and personnel in our school* (4.50).

Likewise, the remaining eight out of eleven statements were described "Much extent" having the statement, *The School head highly encourages the conduct of capacity building in research for school personnel* as the lowest with a mean of 3.90. The overall mean from school heads responses attained 4.30, with descriptive rating of "much extent".

Teacher respondents regarded "Very much extent" on nine out of eleven statements having the two statements, *The School head encourages the vaccination of all teachers and personnel in our school, and The School head identifies priority needs of our school for SEF allocation and submit PR and other documents to the office of the LGU Budget Officer* tied up with the highest mean of 4.64. It is followed by the statements; *The School head monitors the compliance of the school personnel with the*

existing health protocols (4.63), *The School head monitors the implementation of the School-Based Feeding Program* (4.63), and *The School head monitors the conduct of Brigada Eskwela* (4.61). On the other hand, two out of eleven statements got the "much extent" description having the statement, *The School head highly encourages the conduct of capacity building in research for school personnel* as the least with the mean of 4.37. The overall mean from teachers' responses attained 4.57, with descriptive rating of "very much extent".

This implies that the school heads prioritized the required health standards to enable learners of basic education to continue learning and for teachers to be able to deliver instruction in a safe work and learning environment amid the threat of COVID-19 with the help and support from Local Government Units as perceived by the respondents.

As shown in Table 2.2 as to school heads responses, reveals that among the three indicators; learning strategies and modalities, learning delivery and operationalizing the learning continuity program, it turns out that the learning strategies and modalities attained the highest mean of 4.40 as perceived by the school heads signifying to a "much extent" descriptive equivalent rating. On the other hand, as to the teachers' responses, showed that operationalizing the learning continuity program obtained the highest mean of 4.58 denoting to a "very much extent" descriptive equivalent rating.

However, learning delivery obtained a less weighted mean of 4.21 described to as "much extent" as assessed by the school heads and least mean of 4.36 described to "much extent" from the perspective of teachers.

This infers that school heads and teachers in Aborlan South District in the context of constraints and opportunities presented by COVID-19 were mindful of protecting health, safety and well-being of learners, teachers and personnel to prevent the transmission of COVID-19 while Operationalizing the Learning Continuity Program.

The overall mean for the level of Basic Education Learning Continuity Program in the New Normal for School Heads for school heads was 4.30 described as "much extent" while the overall mean for teachers was 4. 58 with descriptive rating of "very much extent".

This revealed that the level of Basic Education Learning Continuity Plan Implementation of

Elementary School heads in Aborlan South District in terms of Learning Strategies and modalities, Learning Delivery and Operationalizing the Learning Continuity Program was in "much extent" as perceived by the school heads while in "very much extent" as perceived by the teacher respondents.

Table 2.2. *Summary of Basic Education Learning Continuity Plan implementation of Elementary School Heads in Aborlan South District in the new normal*

Indicators	School Heads		Teachers	
	Mean Rating	Description	Mean Rating	Description
a. Learning Strategies and Modalities	4.40	Much Extent	4.52	Very Much Extent
b. Learning Delivery	4.21	Much Extent	4.36	Much Extent
c. Operationalizing the Learning Continuity Program	4.30	Much Extent	4.57	Very Much Extent
Overall Mean	4.30	Much Extent	4.58	Very Much Extent

Table 3.1 presents the difference between the level of school-based management practices and the level of basic education learning continuity plan implementation as perceived by the school heads.

The mean rating of the school heads for the school-based management practices was 4.16 and for the basic education learning continuity plan implementation was 4.32. As revealed by the t-value of 1.59 which is lower than the critical value of 2.26, the difference between mean ratings were insignificant. Thus, it resulted in the acceptance of the null hypothesis.

This result implies that there is no significant difference between the level of school-based management practices and the level of basic education learning continuity plan implementation in the new normal as perceived by the school heads.

Table 3.1 *Difference between the level of school-based management practices and the level of basic education learning continuity plan implementation in the new normal as perceived by the school heads.*

Variables	Mean Rating	t-value	Critical value	Decision
School-Based Management Practices	4.16	1.59	2.26	Accept Null Hypothesis
Basic Education Learning Continuity Plan Implementation	4.32			

Table 3.2 presents the difference between the level of

school-based management practices and the level of basic education learning continuity plan implementation as perceived by the teacher respondents. These were analyzed using t-test through Excel program of the computer as shown in table 3.2.

Result showed that the mean rating of the teacher respondents for the school-based management practices was 4.35 and for the basic education learning continuity was 4.48. As revealed by the t-value of 4.63 which is greater than the critical value of 1.99, the difference between mean ratings was significant. Thus, it resulted to the rejection of the null hypothesis.

The result implies that there is a significant difference between the level of school-based management practices and the level of basic education learning continuity plan implementation in the new normal as perceived by the teacher respondents.

Table 3.2. *Difference between the level of school- based management practices and the level of basic education learning continuity plan implementation in the new normal as perceived by the teachers.*

Variables	Mean Rating	t-value	Critical value	Decision
School-Based Management Practices	4.35	4.63	1.99	Reject Null Hypothesis
Basic Education Learning Continuity Plan Implementation	4.48			

Conclusion

Based on the findings of the study, the following conclusions were derived: (1) The level of School-based management practices of elementary school heads in Aborlan South District in terms of school leadership and governance, curriculum and learning, accountability and continuous improvement was "moderately evident" as perceived by the respondents. (2) The level of Basic Education Learning Continuity Plan Implementation of Elementary School heads in Aborlan South District under the new normal in terms of Learning Strategies and modalities, Learning Delivery and Operationalizing the Learning Continuity Program was in "much extent" as perceived by the school heads while in "very much extent" as perceived by the teacher respondents. (3) There is no significant difference between the level of school-based management practices and the level of basic education learning continuity plan implementation in the new

normal as perceived by the school heads. (4) There is a significant difference between the level of school-based management practices and the level of basic education learning continuity plan implementation in the new normal as perceived by the teacher respondents.

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Appendix 1 (Table 1.1). *School-Based Management Practices Under the New Normal of Elementary School Heads in Aborlan South District*

Area/ Statement	School Heads		Teachers	
	Mean Rating	Description	Mean Rating	Description
a. School Leadership and Governance				
1. The School head leads in the development of development plans (e.g. SIP developed collaboratively by the stakeholders of the school and the community)	4.20	Moderately Evident	4.43	Moderately Evident
2. The School head ensures that the development plan (e.g. SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities.	4.10	Moderately Evident	4.40	Moderately Evident
3. The School head organizes a clear school structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders.	4.20	Moderately Evident	4.37	Moderately Evident
4. The School head facilitates communication between and among school and community leaders for informed decision-making and solving of school-community-wide learning problems.	4.30	Moderately Evident	4.36	Moderately Evident
5. The School head addresses the training and development needs of school and community leaders.	4.10	Moderately Evident	4.27	Moderately Evident
Overall Mean	**4.18**	**Moderately Evident**	**4.37**	**Moderately Evident**
b. Curriculum and Learning				
1. The School Head make sure that the curriculum provides for the development needs of all types of learners in the school community.	4.50	Strongly Evident	4.37	Moderately Evident
2. The School Head leads in the implementation of localized curriculum to make it more meaningful to the learners and applicable to life in the community.	4.20	Moderately Evident	4.33	Moderately Evident
3. The School Head encourages a representative group of school and community stakeholders to develop methods and materials for developing creative thinking and problem-solving.	3.90	Moderately Evident	4.31	Moderately Evident
4. The School Head validates that the learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	4.10	Moderately Evident	4.32	Moderately Evident
5. The School Head ensures that appropriate assessment tools for teaching and learning are continuously reviewed and improved and assessment results are	4.10	Moderately Evident	4.33	Moderately Evident

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contextualized to the learner and local situation and the attainment of the relevant life skills.				
6. The School Head encourages learning managers and facilitators (teachers, administrators, and community members) to nurture values and environments that are protective of all children and demonstrate behaviors consistent with the organization's vision, mission, and goals.	4.40	Moderately Evident	4.43	Moderately Evident
7. The School Head guarantees that methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners.	4.50	Strongly Evident	4.43	Moderately Evident
Overall Mean	**4.24**	**Moderately Evident**	**4.36**	**Moderately Evident**
c. Accountability and Continuous Improvement				
1. The School Head assures that roles and responsibilities of accountable person/s and collective body/ies are defined and agreed upon by community stakeholders.	4.30	Moderately Evident	4.43	Moderately Evident
2. The School Head recognizes the achievement of goals based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.	4.30	Moderately Evident	4.39	Moderately Evident
3. The School Head continuously enhances the accountability system owned by the community to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.	4.10	Moderately Evident	4.19	Moderately Evident
4. The School Head ensures that the accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.	4.10	Moderately Evident	4.24	Moderately Evident
5. The School Head regularly do a participatory assessment of performance with the community and use assessment results and lessons learned to serve as the basis for feedback, technical assistance, recognition, and plan adjustment	3.90	Moderately Evident	4.21	Moderately Evident
Overall Mean	**4.14**	**Moderately Evident**	**4.29**	**Moderately Evident**
d. Management of Resources				
1. The school head takes charge of regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as the basis for resource allocation and mobilization.	4.20	Moderately Evident	4.40	Moderately Evident
2. The school head manages a regular dialogue for planning and resource	4.10	Moderately Evident	4.37	Moderately Evident

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programming, that is accessible and inclusive, continuously engages stakeholders, and supports the implementation of community education plans.				
3. The school head guarantees that in place is a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.	3.90	Moderately Evident	4.29	Moderately Evident
4. The school head supervises regular monitoring, evaluation, and reporting processes of resource management that are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders.	4.10	Moderately Evident	4.37	Moderately Evident
5. The school head values the system that manages the network and linkages, which strengthens and sustains partnerships for improving resource management.	4.00	Moderately Evident	4.45	Moderately Evident
Overall Mean	**4.06**	**Moderately Evident**	**4.38**	**Moderately Evident**

Appendix 2 (Table 2.1). *Level of Basic Education Learning Continuity Plan Implementation Under the New Normal as Perceived by the School Heads and Teachers*

Area/ Statement	*School Heads*		*Teachers*	
	Mean Rating	Description	Mean Rating	Description
a. Learning Strategies and Modalities				
1. The School head leads in the implementation of activities that prepare the learners for the opening of classes. (Oplan - Balik Eskwela)	4.40	Much Extent	4.50	Very Much Extent
2. The School head supervises the gathering of essential data on context and types of learners in School.	4.40	Much Extent	4.45	Much Extent
3. The School head facilitates Remote Enrolment for the learners in all grade levels.	4.50	Very Much Extent	4.46	Much Extent
4. The School head made sure that teachers align existing learning materials with the competencies and standards of the curriculum.	4.40	Much Extent	4.49	Much Extent
5. The School head supervises the orientation of parents and learners on the various modalities for the new normal setting of basic education.	4.50	Very Much Extent	4.57	Very Much Extent
6. The School head make sure to recalibrate all existing targets and plans to be aligned to the new normal conditions.	4.30	Much Extent	4.52	Very Much Extent
7. The School head maximizes MOOE funds to provide the resources needed in the implementation of Modular Distance Learning.	4.60	Very Much Extent	4.62	Very Much Extent
8. The School head monitors teachers in	4.50	Very Much	4.58	Very Much

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the preparation of necessary materials for the implementation of Modular Distance Learning.		Extent		Extent
9. The School head mobilizes PTA to capacitate School-based capacity-building activities for parents on assisting learners during distance learning.	4.20	Much Extent	4.43	Much Extent
The School head ensures safe and conducive learning and working environment responsive to new normal.	4.20	Much Extent	4.61	Very Much Extent
Overall Mean	**4.40**	**Much Extent**	**4.52**	**Very Much Extent**

b. Learning Delivery

1. The School head make sure to participate incapacitating activities/ trainings for the school head led by the Central/ Regional/ Division/ District Office.	4.30	Much Extent	4.52	Very Much Extent
2. The School head facilitates the upskilling and reskilling of teachers in our school in the implementation of MDL.	4.40	Much Extent	4.46	Much Extent
3. The School head conducts instructional supervision in terms of providing learners appropriate, adequate, and essential learning resources to deliver quality education.	4.50	Very Much Extent	4.38	Much Extent
4. The School head ensures the implementation of all academic programs initiated by the school anchored on District Programs.	4.30	Much Extent	4.48	Much Extent
5. The School head ensures the quality of teaching and learning in the use of Modular Distance Learning.	4.30	Much Extent	4.51	Very Much Extent
6. The School head supervises Radio-Based Instruction as a support modality for learners in our school.	3.50	Much Extent	3.77	Much Extent
7. The School head monitors teachers' assessment of the effectiveness of learning outcomes and learning delivery.	4.30	Much Extent	4.38	Much Extent
8. The School head assists teachers' needs to deliver accessible and quality instruction through technical assistance.	4.10	Much Extent	4.40	Much Extent
9. The School head establishes a home-based partnership to provide updated information to the parents of all learners in our school.	4.30	Much Extent	4.33	Much Extent
10. The School head strengthens partnership with stakeholders to implement a comprehensive partnership framework.	4.10	Much Extent	4.36	Much Extent
Overall Mean	**4.21**	**Much Extent**	**4.36**	**Much Extent**

c. Operationalizing the Learning Continuity Program.

1. The School head monitors the conduct of Brigada Eskwela.	4.40	Much Extent	4.61	Very Much Extent
2. The School head leads in the Secure and Healthy life Project (Wash in	4.30	Much Extent	4.52	Very Much Extent

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School)

3. The School head coordinates with the division focal person for the documents to be prepared for the titling of the school site.	4.00	Much Extent	4.48	Much Extent
4. The School head monitors the compliance of the school personnel with the existing health protocols.	4.40	Much Extent	4.63	Very Much Extent
5. The School head encourages the vaccination of all teachers and personnel in our school.	4.50	Very Much Extent	4.64	Very Much Extent
6. The School head validates the readiness of our school for the opening of classes: "Safe School, Safe Personnel"	4.30	Much Extent	4.61	Very Much Extent
7. The School head highly encourages the conduct of capacity building in research for school personnel.	3.90	Much Extent	4.37	Much Extent
8. The School head monitors the SBM implementation and school validation on the school's SBM level of practice.	4.30	Much Extent	4.56	Very Much Extent
9. The School head monitors the implementation of the School-Based Feeding Program.	4.70	Very Much Extent	4.63	Very Much Extent
10. The School head identifies priority needs of our school for SEF allocation and submit PR and other documents to the office of the LGU Budget Officer.	4.60	Very Much Extent	4.64	Very Much Extent
11. The School head made sure that our LCP implementation is monitored, evaluated, and provided technical assistance.	4.30	Much Extent	4.56	Very Much Extent
Overall Mean	**4.30**	**Much Extent**	**4.57**	**Very Much Extent**