

## BASIC EDUCATION LEARNING CONTINUITY PLAN AND IN-PERSON CLASSES AMONG SECONDARY SCHOOLS IN LAMBAYONG

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### Abstract

The outbreak of the COVID-19 Pandemic has resulted in significant changes to the Philippine educational system. It necessitates a new adjustment, which is commonly referred to as "New Normal Education" as this transition constrains school administrators in meeting the needs of the learners. Hence, the goal of this study is to determine the impact of the Basic Education Learning Continuity Plan (BELCP) to the Implementation of Limited Face to Face class among Public Secondary Schools at Lambayong Sultan Kudarat for the school year 2022-2023.

Based on the result, Public Secondary Schools at Lambayong, Sultan Kudarat observed a high extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) which means that during the pandemic they were able to allocate the funds for the learning strategies and modalities in their school, specifically during the modular class. The result indicates that secondary schools in Lambayong have an outstanding conduct or implementation of in-person classes which can be attributed to the reinforcement of the Basic Education Learning Continuity Plan (BELCP). This also implies that effective learning modalities are also observed among these schools which promote quality teaching results even during the trying times. Furthermore, relevant learning resources were also given to the learners during the in-person classes. Finally, the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) Public Secondary Schools at Lambayong, Sultan Kudarat affects the level of schools' Implementation of in-person classes during the school year 2022-2023.

**Keywords:** *In-Person Classes, Basic Education Learning Continuity Plan*

### 1. INTRODUCTION

The outbreak of the COVID 19 Pandemic has resulted in significant changes to the Philippine educational system. It necessitates a new adjustment, which is commonly referred to as "New Normal Education" as this transition constrains school administrators in meeting the needs of the learners. Unfortunately, as the limited face to face class is being launched, not all schools are ready due insufficient resources and level unpreparedness. Thus, the Basic Education Learning Continuity Plan (BELCP) is hereby adopted to guide public schools in its implementation of limited face to face class.

In the Philippines, Basic Education Learning Continuity Plan plays vital role in the opening of the classes despite the outburst of COVID-19 Pandemic. CP has served as a guide of all schools under the Department of Education (DepEd) that continuously operate their programs amid the new normal setting. Although there are noted issues and concerns due to strict health protocols, they still see to it that their service is still in quality assurance (DepEd, 2020).

According to new UNICEF data on the progress and prospects for the re-opening of schools in West and Central Africa, six months after the pandemic forced all countries in the region to close their schools in response to governments' COVID-19 lockdown measures,

only seven out of 24 countries in the region have been able to get their schools ready and reopen their school doors to welcome their children back to school for the new academic year (UNICEF, 2020).

Further, to alleviate the weight of inequities in education and African economies, schools must be opened to out-of-school children and adolescents through alternate accelerated learning routes. Maintaining a balance between digital and in-school learning will provide the flexibility and safety that children require during this transitional age. This is why, more than ever before, governments must ensure that the required resources, particularly instructors, including volunteer teachers, are accessible for students to continue learning while remaining safe (UNICEF, 2020).

In addition, as to the plan of Philippine Government on the re-opening of face to face class, it is evident that effective contact rates in schools are assumed to continue at 70% of baseline levels in the school-opening scenarios, reflecting low-cost distancing strategies that do not significantly impact the classroom experience. These measures include assigning the same seats to students in classrooms every day; shortening and/or staggering recess and breaks between class periods; assigning lunch seating; conducting physical education, sports, and recess only outside; improving hygiene by washing hands, and other necessary health observance (Raitzer, et al, 2020).

Hence, the goal of this study is to determine the impact of the Basic Education Learning Continuity Plan (BELCP) to the Implementation of Limited Face to Face class among Public Secondary Schools at Lambayong Sultan Kudarat for the school year 2022-2023.

This portion depicts the Conceptual Framework of this study that discusses the relationship between the two significant variables illustrated, the Independent and Dependent Variable.

Independent variable includes the extent is the reinforcement of the Basic Education Learning Continuity Plan (BELCP) among Public Secondary Schools at Lambayong, Sultan Kudarat, in terms of Learning Strategies and Modalities, Capacity of Teachers and School Leaders, Operational Plan, and School's Contingency Plan.

While, Dependent variable includes the level of schools' Implementation of in-person during the school year 2022-2023, in terms of Required Health Standards, Streaming the K to 12 Curriculum into MELCs, Learning Delivery Modalities, Relevant Learning Resources, and Learning Assessment.

Generally, this study aimed to determine the impact of the Basic Education Learning Continuity Plan (BELCP) to the Implementation of In-Person Classes among Public Secondary Schools at Lambayong, Sultan Kudarat for the school year 2022-2023.

With the presence of this study, public teachers in the country will be able to improve their work performance during the in-person classes through the reinforcement of the Basic Education Learning Continuity Plan (BELCP). This will also benefit all government agencies working on the welfare of the students and teachers through BELCP.

The said study was delimited in determining the impact of the Basic Education Learning Continuity Plan (BELCP) to the Implementation of In-Person Classes among Public Secondary Schools at Lambayong, Sultan Kudarat for the school year 2022-2023.

The respondents of this study were the selected stakeholders, school heads, and teachers of all secondary school in the Municipality of Lambayong, Sultan Kudarat during the school year 2022-2023.

## **2. MATERIALS AND METHODS**

The study was quantitative in nature, namely a descriptive-correlational to determine the impact of the Basic Education Learning Continuity Plan (BELCP) to the Implementation of In-Person Classes among Public Secondary Schools at Lambayong, Sultan Kudarat for the school year 2022-2023.

Descriptive-Correlation research design examined the relationships between two (or more) variables without the researcher controlling or manipulating any of them. It is a type of non-experimental quantitative research. In a correlation project, measure variables without manipulating them (Noah, 2021).

The chosen stakeholders, school heads, and teachers of every secondary school in the Municipality of Lambayong, Sultan Kudarat, during the School Year 2022-2023 were asked to participate as respondents in this research.

The following methods of sampling were used in this research project to ensure a large selection of respondents:

To begin, Purposive Sampling Technique was used to purposefully choose the specified stakeholders at each and every secondary school in the municipality of Lambayong.

Second, the Complete Enumeration Sampling Technique was used in this research in order to select all of the secondary school principals in the Lambayong, Sultan Kudarat area.

And lastly, the selection of the secondary school teachers in Lambayong was accomplished via the application of the Simple Random Sampling Technique. This was utilized since there are a significant number of teachers working in secondary schools in the aforementioned municipality.

This study was held among the secondary schools in the municipality of Lambayong, Lambayong, Sultan Kudarat during the School Year 2021-2022. These identified secondary schools are among the schools in the division of Sultan Kudarat that implement in-person classes and reinforce the Basic Education Learning Continuity Plan (BELCP). See google map below:

This study employed an adopted survey questionnaire from the study of Macrohon (2020) to assess the extent the reinforcement of the Basic Education Learning Continuity Plan (BELCP) among Public Secondary Schools at Lambayong, Sultan Kudarat, in terms of Learning Strategies and Modalities, Capacity of Teachers and School Leaders, Operational Plan, School's Contingency Plan; and, Allocation of School MOOE pursuant to DepEd Order No. 012 series of 2020.

Also, a Five-Point Likert Scale patterned after aforementioned research was used in this study to interpret the responses of the study from the survey questionnaire.

On the other hand, the level of schools' Implementation of in-person classes during the School Year 2022-2023, in terms of Required Health Standards, Streaming the K to 12 Curriculum into MELCs, Learning Delivery Modalities, Relevant Learning Resources, and Learning Assessment was assessed through an adoptive questionnaire and rating scale from the study of Avila (2022). This was also interpreted using the scale below:

The researcher is going to make it a point to adhere to a method that would be of assistance to her investigation in order to ensure that the results and outcomes she obtains are valid and trustworthy.

To get started, it required the Superintendent of the DepEd-Division as well as the CGS Dean sign a letter that gives their approval to carry out the study. This was the first step.

There were more letters of permission sent out, and this time it was sent to the principals and teachers of the secondary schools in the municipality of Lambayong.

The survey questionnaire was prepared, then it was structured, and then it was analyzed. Doing so allowed for the collection of the accurate data that is required for this inquiry.

After that, respondents were chosen using a number of sampling techniques in order to painstakingly identify the respondents who are meant to answer the survey questions. Following that, the survey questions were answered by the respondents who were selected.

After then, the researcher began the process of distributing the Survey Questionnaire to each individual school utilizing the face-to-face form of contact. This will only occur under the condition that the health protocol is followed to in an acceptable way.

At long last, the information that was gained from the survey questionnaire that was sent out was checked; after this step, the data was collated, inspected, and assessed. Referring to the flow chart that is shown further down the page:

The obtained data will be sorted, collated, evaluated, and interpreted in conjunction with the research's conclusion. As a result, the following statistical approaches will be used in order to address the issues raised in Chapter I:

First, Mean will be used to compute the extent the reinforcement of the Basic Education Learning Continuity Plan (BELCP) among Public Secondary Schools at Lambayong, Sultan Kudarat, in terms of Learning Strategies and Modalities, Capacity of Teachers and School Leaders, Operational Plan, School's Contingency Plan; and, Allocation of School MOOE, and the level of schools' Implementation of in-person classes during the school year 2022-2023, in terms of Required Health Standards, Streaming the K to 12 Curriculum into MELCs, Learning Delivery Modalities, Relevant Learning Resources, and Learning Assessment

Further, a Pearson r Correlation will also be employed to calculate the significant relationship between extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP), and level of schools' Implementation of in-person classes during the school year 2022-2023 among secondary schools in the municipality of Lambayong.

Statistics Solution (2022) cites Pearson r Correlation as the statistical tool to link the connection between two continuous variables may be evaluated with the help of correlation, a useful tool. Due to its foundation in covariance, it is often regarded as the most accurate way to quantify links between key variables. It reveals not only the strength but also the direction of the link or correlation.

### 3. RESULTS AND DISCUSSION

#### **Extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) among Public Secondary Schools at Lambayong, Sultan Kudarat**

The tables below show the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) among Public Secondary Schools at Lambayong, Sultan Kudarat, in terms of Learning Strategies and Modalities, Capacity of Teachers and School Leaders, Operational Plan, and School's Contingency Plan.

It can be gleaned in the table 1 that the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) among Public Secondary Schools at Lambayong, Sultan Kudarat, in terms of Learning Strategies and Modalities was found to be highly evident with the section mean of 4.317.

This highly evident result was manifested when the school ensures the availability of the learning resources for the teaching and learning during in-person classes (4.59), they see to it that there are digital gadgets to assist learners throughout their classes (3.60), there is a flexible learning strategies to address the needs of every unique learner (4.10), the school maintains the delivery of quality education despite some adjustments made in the modalities (4.50), and when the school ensures that no one is left behind in the process of teaching-learning (4.60).

It can be noticed in table 2 that the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) among Public Secondary Schools at Lambayong, Sultan Kudarat, in terms of Capacity of Teachers and School Leaders was rated as highly evident with the section mean of 4.316.

This was observed considering that teachers and School Leaders planning is anchored with the guidelines of Basic Education Learning Continuity Plan (BELCP) (4.48), the school head tracks school development with adherence to BELCP (4.09), there is a collaborative effort among teachers and school heads to ensure school developments (4.50), teachers' participation is evident in their involvement in the school planning (4.01), and when the school priority is the development of the school in the midst of the in-person classes (4.50).

It can be seen in table 3 that the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) among Public Secondary Schools at Lambayong, Sultan Kudarat, in terms of operational Plan was rated as highly evident with the section mean of 4.40.

This entails that the school operation is implemented in adherence to the Basic Education Learning Continuity Plan (BELCP) (4.49), teacher and school heads work together in the planning of school development (4.30), the school ensures that its operation will address the needs of its clientele (4.40), school planning is anchored with the DepEd goals and objectives (4.52), and when teachers and stakeholders participate in the school planning (4.40).

Table 4 reveals that the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) among Public Secondary Schools at Lambayong, Sultan Kudarat, in terms of school contingency plan was rated as highly evident with the section mean of 4.312.

This was highly evident when the school contingency plan addresses the needs of the school and its clientele (4.50), all the school activities align with the contingency plan of the school (4.26), the school contingency plan is purposely planned for the development of the school (4.20), the school contingency plan is intended for the responsive school projects intended for the welfare of its clients (4.30), and when the school contingency plan aspires to mainstream the needs of the school complemented with DepEd goals and objectives (4.30).

Table 5 entails the summary results on the Extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) among Public Secondary Schools at Lambayong, Sultan Kudarat. Generally, it was observed to be Highly Evident obtaining the grand mean of 4.336. This was evident when Learning Strategies and Modalities (4.317), Capacity of Teachers and School Leaders (4.316), Operational Plan (4.40), and School's Contingency Plan (4.312) were all rated as Highly Evident.

The result tells that Public Secondary Schools at Lambayong, Sultan Kudarat observed a high extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) which means that during the pandemic they were able to allocate the funds for the learning strategies and modalities in their school, specifically during the modular class. Further, result also reveals that these secondary schools in Lambayong have set funds to capacitate teachers and school leaders during the trying times. Hence, the Basic Education Learning Continuity Plan (BELCP) has adhered to by these schools which contribute meaningfully toward the success of all their operations, especially in the project and some school-initiated activities.

According to DepEd, (2020), in the Philippines, the Department of Education (DepEd) has implemented the Basic Education Learning Continuity Plan (BE-LCP) as a response to this widespread educational interruption. The BELCP is the department's set of interventions that provide well-determined guidelines to all educational offices and institutions in addressing the challenges brought by the existing health crisis.

### **Level of Schools' Implementation of in-person during the school year 2022-2023**

The table below, shows the level of schools' Implementation of in-person during the School Year 2022-2023, in terms of Required Health Standards, Streaming the K to 12 Curriculum into MELCs, Learning Delivery Modalities, Relevant Learning Resources, and Learning Assessment.

It can be seen in Table 6 that the level of schools' Implementation of in-person during the school year 2022-2023, in terms of Required Health Standards was found to be outstanding with the section mean of 4.33.

This was manifested since the school ensures the psycho-social well-being of the teachers and learners during the in-person classes (4.30), there are activities being conducted to protect the mental health of the learners (4.20), the school has initiatives to address issues concerning the emotional well-being of the teachers and learners (4.45), there are coping mechanisms being assured by the school to handle learners and teachers

who encounter psychological stigma (4.30), and there is a strict observance on health protocols set by IATF (4.40).

It can be noticed in table 7 that the level of schools' Implementation of in-person during the school year 2022-2023, in terms of streaming K to 12 Curriculum into MELCs was rated as outstanding with the section mean of 4.336.

This was rated as outstanding when the curriculum-in charge of the school sees to it that the lesson is congruent to the K to 12 Curriculum (4.28), the performance standards in the lesson is anchored with the K to 12 Competencies (4.30), the school LAS and modules align with the mandated competencies of K to 12 (4.50), the lesson exemplars mainstream the curriculum of K to 12 (4.40), and when the 4Cs in the K to 12 curriculum is manifested in the MELCs (4.20).

It can be gleaned in table 8 that the level of schools' Implementation of in-person during the school year 2022-2023, in terms of Learning Delivery Modalities was rated as outstanding with the section mean of 4.242.

This was manifested when the school ensures the availability of the learning resources for the teaching and learning during in-person classes (4.30), it sees to it that there are digital gadgets to assist learners throughout their classes (4.01), there is a flexible learning strategies to address the needs of every unique learner (4.20), the school maintains the delivery of quality education despite some adjustments made in the modalities (4.40), and when the school ensures that no one is left behind in the process of teaching-learning (4.30).

It can be observed in table 9 that the level of schools' Implementation of in-person during the school year 2022-2023, in terms of Relevant Learning Resources was rated as outstanding with the section mean of 4.314.

This was observed when school takes part in the development of the instructional activities in school (4.37), the active involvement of the teachers is evident during the crafting of the school activities (4.30), teachers and stakeholders share knowledge towards the development of learning exemplars (4.20), teachers and stakeholders take part in the evaluation of the instructional quality in the school (4.40), and when they participate in the feed-backing in a table discussion to enhance further the school instructional operations (4.30).

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Table 10 shows the summary result on the Level of schools' Implementation of in-person during the school year 2022-2023. As observed Required Health Standards got the mean of 4.33, Streaming K to 12 Curriculum into MELCs obtained 4.336, Learning Delivery Modalities with 4.242, and Relevant Learning Resources obtained the mean of 4.314 which all interpreted as outstanding with the grand mean of 4.305.

The result indicates that secondary schools in Lambayong have an outstanding conduct or implementation of in-person classes which can be attributed to the reinforcement of the Basic Education Learning Continuity Plan (BELCP). This also implies that effective learning modalities are also observed among these schools which promote quality teaching results even during the trying times. Furthermore, relevant learning resources were also given to the learners during the in-person classes.

This result was supported by the findings of Cortezano et al (2021) that the LCP is considered the major response of the DepEd to make learning continues even during the pandemic while ensuring the safety of all school personnel. Despite comprehensive planning, designing LCP and implementing it could still face challenges, thus, it is imperative for constant review and improvement. Obstacles to learning continuity plans created by the disasters such as natural calamities, storms, fires, and pandemics must be overcome so that the learning activities of students can continue.

**Relationship between the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) Public Secondary Schools at Lambayong, Sultan Kudarat and the level of schools' Implementation of Limited Face to Face class during the school year 2022-2023.**

The table below shows the relationship between the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) Public Secondary Schools at Lambayong, Sultan Kudarat and the level of schools' Implementation of in-person classes during the school year 2022-2023.

Table 11 displays the relationship between the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) Public Secondary Schools at Lambayong, Sultan Kudarat and the level of schools' Implementation of in-person classes during the school year 2022-2023. As displayed above, All the p-values (.025, .021, .026, .027, over-all 024,) are less than 0.05 level of significance which statistically means that there is a significant relationship between the independent (x) variable and dependent (y) variable. Thus, in this study, it shows that there is significant relationship between the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) Public Secondary Schools at Lambayong, Sultan Kudarat and the level of schools' Implementation of Limited Face to Face class during the school year 2022-2023 This entails that the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) Public Secondary Schools at Lambayong, Sultan Kudarat affects the level of schools' Implementation of in-person classes during the school year 2022-2023. Hence, the null hypothesis that tells "there is no significant relationship between the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) Public Secondary Schools at Lambayong, Sultan Kudarat affects the level of schools' Implementation of in-person classes during the school year 2022-2023" is hereby rejected.

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

#### **4. MAJOR FINDINGS**

The outbreak of the COVID 19 Pandemic has resulted in significant changes to the Philippine educational system. It necessitates a new adjustment, which is commonly referred to as "New Normal Education" as this transition constrains school administrators in meeting the needs of the learners. Unfortunately, as the limited face to face class is being launched, not all schools are ready due insufficient resources and level unpreparedness. Hence, the goal of this study is to determine the impact of the Basic Education Learning Continuity Plan (BELCP) to the Implementation of Limited Face to Face class among Public Secondary Schools at Lambayong Sultan Kudarat for the school year 2022-2023.

Based on the result, Public Secondary Schools at Lambayong, Sultan Kudarat observed a high extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) which means that during the pandemic they were able to allocate the funds for the learning strategies and modalities in their school, specifically during the modular class. Further, result also reveals that these secondary schools in Lambayong have set funds to capacitate teachers and school leaders during the trying times. Hence, the Basic Education Learning Continuity Plan (BELCP) has adhered to by these schools which contribute meaningfully toward the success of all their operations, especially in the project and some school-initiated activities.

The result indicates that secondary schools in Lambayong have an outstanding conduct or implementation of in-person classes which can be attributed to the reinforcement of the Basic Education Learning Continuity Plan (BELCP). This also implies that effective learning modalities are also observed among these schools which promote quality teaching

results even during the trying times. Furthermore, relevant learning resources were also given to the learners during the in-person classes.

Finally, the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) Public Secondary Schools at Lambayong, Sultan Kudarat affects the level of schools' Implementation of in-person classes during the school year 2022-2023. Hence, the null hypothesis that tells "there is no significant relationship between the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) Public Secondary Schools at Lambayong, Sultan Kudarat affects the level of schools' Implementation of in-person classes during the school year 2022-2023" is hereby rejected.

## 5. CONCLUSION

In the light of the findings of this study, the following conclusions were drawn:

Secondary schools in Lambayong have high extent of reinforcement of the Basic Education Learning Continuity Plan (BELCP) during the in-person classes.

It has been drawn as well that Secondary schools in Lambayong have an outstanding implementation or conduct of in-person classes which enabled to address the needs of learners for quality education despite the pandemic.

Finally, it has been concluded that the extent of the reinforcement of the Basic Education Learning Continuity Plan (BELCP) Public Secondary Schools at Lambayong, Sultan Kudarat affects the level of schools' Implementation of in-person classes during the school year 2022-2023.

In the light of the findings and conclusion of the research study, the following are recommended:

1. Since digital learning is not really supported by the BELCP during the in-person classes, schools are encouraged to allocate funds for the digital learning to aid the digital facilities supports given by DepEd.
2. The concept of BELCP may be used as guide in school planning to whatever circumstances that may hinder school operation in the future.
3. The conduct of in-person classes with the support of BELCP may be studied well for the purpose of policy making.
4. The result of this study may also use by the schools in Lambayong to validate or assess their performance during the in persons which will serve as guide for planning and intervention programs.

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