LEADERSHIP QUALITIES OF SECONDARY SCHOOL HEADS IN LAGUNA: INPUT TO THE IMPLEMENTATION OF BASIC EDUCATION - LEARNING CONTINUITY PLAN

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Abstract

This study aimed to determine the level of the leadership qualities of secondary school heads in Laguna, and the relationship of these qualities to the Basic Learning-Education Continuity Plan (BE-LCP). Descriptive survey method that involved the participation of fifty (50) secondary school heads was used in this study. The validated survey instruments containing eighty (80) items that covered the five (5) leadership qualities such as transparency, collaboration, mobilization, resilience and management of technology and data; and the components of Basic Education-Learning Continuity Plan such as Most Essential Learning Competencies (MELC), learning resources, learning platform, distance learning modality, modular distance learning, online distance learning, tv and radio-based Instructions, school context, learners context, stakeholders and operationalizing the learning continuity plan were also included.

The findings and the result of the study revealed that the gender of the school head is significant in the implementation of BE-LCP in terms of learning platforms, distance learning modality online distance learning, school context and learners' context. Findings shows that school heads' transparency allow the members of the faculty to have their ideas be contributed with the culture of trustworthy practiced and collaboration is fostered by excellent camaraderie. Mobilization stimulated through various leadership strategies promote community engagement in school activities and resilience strengthened by being positive and focus to vision. School heads are taking initiative in promoting the use of technology in the class carefully and safely in improving the technology skills of educators in accordance with the required 21st century competencies. Additionally, it is recommended that educational planners and leaders may focus on the enhancement of blended distance learning while the country is in health crisis. They may emphasize transparency in their leadership, keep fostering a collaborative culture among teachers, highlight mobilization of the link between the school and community, increase resilience as a leader, keep the promotion of data management and foster the improvement of 21st technological skills among teachers.

Keywords: Leadership; BE-LCP; School Head; Leadership Style

1. Introduction

Many effective school leaders built a consistent and shared vision and promoted a collaborative, supportive, and trusting culture. They gave others the power to lead and spread leadership duties around the school; they included different stakeholders in the decision-making process; and they built and maintained positive relationships among school workers. It also stressed teacher and school principal professional development.

Late 2019, the spread of a new virus known as coronavirus (COVID19) has brought the whole world to a huge change. The pandemic that hit the globe has posed great challenges to all industries, especially education (Kooli, 2021a). To the great extent, this pandemic has brought another concept of new normal that affected the global situation in terms of the economy and education. (Francisco, 2020). In fact, the impact of COVID-19 on educational administration took our leaders into forced emergency measures (DeMartino, 2020).

While other vital requirements such as health, water, and sanitation have been addressed, educational needs must not be overlooked, as they have a similar negative impact if ignored. The 'pile-on impact' of the coronavirus is that disruptions in education during the global COVID-19 epidemic can have long-term consequences — especially for the most vulnerable.

Additionally, teachers and students are forced to shift their learning modalities from traditional to distance learning. This situation has not been too easy for both the educators and learners as they may encounter problem in adapting new modalities.

Meanwhile, in the Philippines alone, Department of Education confirmed that there are 3,233 teachers and 40,345 learners affected as some private educational institutions held operations for academic year 2020 to 2021 on September 9 (CNN Philippines, 2020). With these, institutions decided to hold remote learning while waiting for a coronavirus vaccine becomes available for mass rollout making everyone to continue their professions at the comfort of their home collaborating with others virtually.

In these situations, leaders from the educational sector should have the ability to shift and adjust leadership approaches based on what is needed. School head must know the proper way of implementing and managing the school as well as the new learning modalities amidst the pandemic.

This is impetus for the researcher to find out leadership management best practices that schools implement to manage and deliver quality education in the new normal. These data can serve as input in the revision of the continuity plan or an input to possible intervention programs for the delivery of quality and substantial education to the secondary schools in the province of Laguna.

In the broader sense, the result of this study may help identifying the good leadership and its relationship on the effective implementation of Basic Education-Learning Continuity Plan.

1.1 Statement of the Problem

The study aimed to determine leadership qualities of Secondary School Heads in Laguna as an input to the implementation of Basic Education-Learning Continuity Plan.

Specifically, it sought answers to the following sub-problems:

1. What is the status of Demographic Profile of the Respondents as to:
 1.1 Age;
 1.2 Gender;
 1.3 Educational Attainment;
 1.4, Designation and
 1.5 Length of Service?

2. What is the level of the leadership qualities of secondary school heads in Laguna in terms of:
 2.1 Transparency;
 2.2 Collaboration;
 2.3 Mobilization;
 2.4 Resilience, and
 2.5 Management of technology and data?

3. What is the level of implementation of Basic Education-Learning Continuity Plan in terms of:
 3.1 Most Essential Learning Competencies;
 3.2 Learning Resources;
 3.3 Learning Platforms;
 3.4 Distance Learning Modality;
 3.5 Modular Distance Learning Modality;
 3.6 Online Distance Learning;
 3.7 TV-Radio-based Instructions;
 3.8 School Context;
 3.9 Learners Context;
 3.10 Stakeholders; and
 3.11 Operationalizing the Learning Continuity?

4. Do the Demographic Profile of the Respondents have significant relationship on the Basic Education-Learning Continuity Plan?

5. Do the leadership qualities of the Secondary School Heads have a significant relationship to the Basic Education-Learning Continuity Plan?

2. Methodology

2.1 Research Design

The research design used in this study was descriptive survey research method. According to Aggarwal (2008) he objective of descriptive research is to gather knowledge about current events or occurrences in order to describe and interpret them. A study in which data is collected directly from members of the population using survey questions and checklists.

The Descriptive Method of Research was preferred since it generates valid and reliable results for a manageable number of respondents and can be accomplished with limited resources. A survey instrument was used to obtain data from the randomly selected respondents.

Data collection and tabulation were only part of the descriptive survey research procedure. It required some interpretation of the meaning or importance of the information provided. The researcher decided that this was the ideal

research approach to utilize in this project since it was concerned with the relationship between performance management systems and best practices and excellent education.

2.2 Respondents of the Study

The respondents of the study were the secondary school heads also called school principal in Laguna regardless of their position level. With responses from the schools, the researcher ensured the confidentiality among the respondents and workplaces. The respondents of this study were comprised of fifty (50) randomly selected school heads out of sixty-eight (68) or seventy-four (74) percent of secondary schools in Laguna.

2.3 Research Instrument

The instrument used in the study is a survey questionnaire-checklist.

The questionnaire is a researcher-made instrument containing eighty (80) items devised to determine status of the demographic profile of the respondent, the five (5) leadership qualities such as transparency, collaboration, mobilization, resilience and management of technology and data and BE-LCP components such as Most Essential Learning Competencies (MELC), learning resources, learning platform, distance learning modality, modular distance learning, online distance learning, tv and radio-based Instructions, school context, learners context, stakeholders and operationalizing the learning continuity plan in relation with the leadership qualities of secondary school heads in Laguna.

The questionnaire used a five-point Likert scale to find out the mean level of BE-LCP implementation and, leadership qualities of secondary school heads in Laguna.

In the questionnaire, a five-point rating scale indicated below were used.

Point	Range	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

A thorough review of many books, articles, and online sites was used to build the questionnaire stated above. The research tool's first draft was produced and given to professors and panel members for feedback and ideas. Validation was carried out to compare the items' representation to those of others working on the same topic. To determine the significance of the questionnaire's contents, assistance from the adviser was sought. The final form of the questionnaire was reproduced and finally administered to respective respondents.

2.4 Statistical Treatment

The responses were tabulated as basis for statistical treatment of the data. To analyze and interpret the data gathered, the following statistical tools were utilized in the following problem area. For Demographic Profile of the Respondents frequency count and percentage were used. While for the Level of Leadership Qualities of Secondary School Heads and Level of Basic Education-Learning Continuity Plan, mean and standard deviation were used. As Pearson-R correlation was used for analysis of the Relationship between the Demographic Profile of the Respondents and Basic Education-Learning Continuity Plan and the Relationship between the leadership qualities of the Secondary School Heads and the Basic Education-Learning Continuity Plan.

3. Results and discussion

This chapter dealt with the presentation, analysis and interpretation of the data gathered which were statistically treated, presented, analyzed in tables and interpreted in relation to the problems and hypotheses specified in the study. The results were presented in the same sequence with the research questions posed for the study.

Demographic Profile of the Respondents

In this study the Demographic Profile of the Respondents refers to age, gender, educational attainment, designation, and length of service.

The following figure shows the demographic profile of the respondents with regards to frequency and percentage.

Figure 2 presents the demographic profile of the respondents as to age. It was found that out of fifty (50) school heads, 40% or twenty (20) were identified to be aged 40 to 49 years old. This is seconded by those who are of ages 50 to 59 years old which account to 34% of the population with seventeen (17) respondents. On the other hand, only four (4) respondents or 8% of the population was identified to be aged 60 years old and above.

From this can conclude that the school heads are predominantly in the middle to late adulthood stage of their lives around 40-49 years old. This maybe because at this age most of them are more focused on their career wherein they aim for more stable job and position.
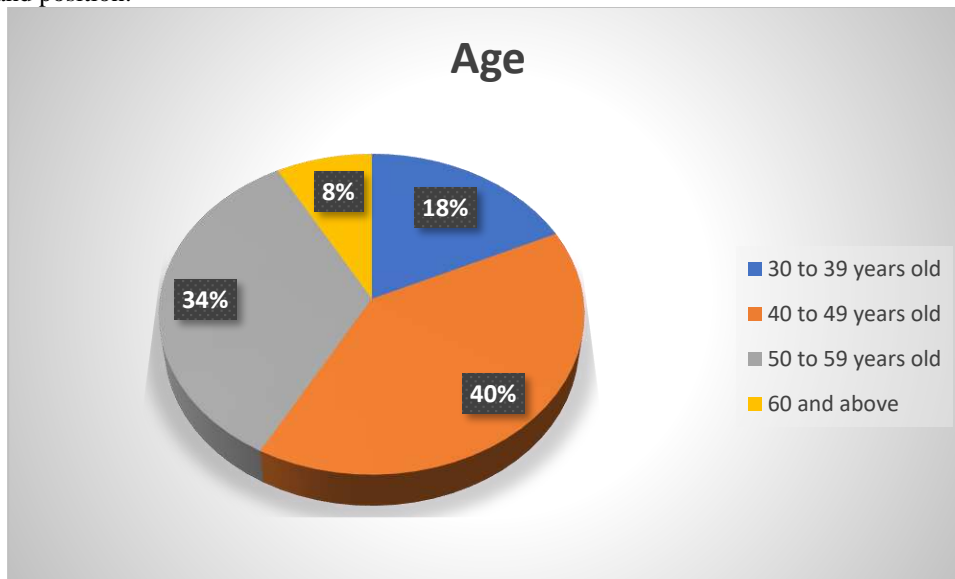

Figure 2. Demographic Profile of the Respondents as to Age

Figure 3 presents the demographic profile of the respondents as to gender. It was found that out of the population of fifty (50) respondents, thirty-five (35) or 70% of which are identified to be female. While the remaining fifteen (15) respondents or 30% were identified as male.

This suggests that at the time of study females as school heads in Laguna are at majority compared to males that are in the same field. This happened because mainly, professional in the field of teaching are mostly females.

Conflict management skills are a fundamental aspect of leadership effectiveness and likeability of principals has become of greater importance. If an individual is perceived to manage conflict in an appropriate and effective manner within an organizational setting, that individual is also perceived to be more competent in general. The research found that there is no particular age that most frequently use a particular style although up to age 45, principals use avoiding more, and between age 46-56 they tend to use compromising. (Wagude, 2015)
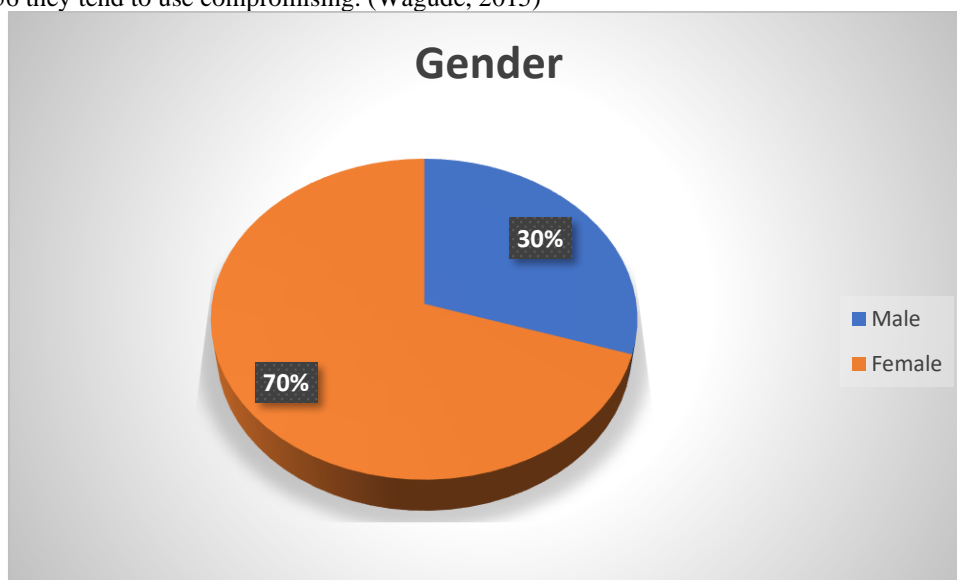

Figure 3. Demographic Profile of the Respondents as to Gender

Figure 4 presents the profile of the respondents as to educational attainment. It was found that from the fifty (50) respondents, 48% or twenty-four respondents were able to finish and obtain a masters' degree. This is followed by those who have finished their doctorate degree which is about 38% of the population which is equivalent to nineteen (19) respondents. On the other hand, only one (1) respondent is shown to have acquired units into their masters' degree.

From the findings above, we can conclude that the school heads of Laguna are positively engaged in professional development.

Most of the school heads are graduate in master's degree and also on doctorate degree. As a head/principal of the school, they should have more practice and experiences on the field of teaching. Moreover, educational management degree can also help them in handling the whole school organization. It is very necessary that the school heads have a continuous professional development. Moreover, in today's generation almost all of the teachers are taking master's degree and/or doctorate degree of education.

In general, female principals scored somewhat higher than male principals on measures of task-oriented style, but there was less evidence for a sex difference on measures of interpersonally oriented style. A third aspect of leadership style, the tendency to lead democratically or autocratically, produced the largest sex difference, with female principals adopting a more democratic or participative style and a less autocratic or directive style than male principals. The implications of the findings for school administration and their consistency with research conducted in other organizational settings are discussed. (Eagly, Karau and Johnson, 2017)
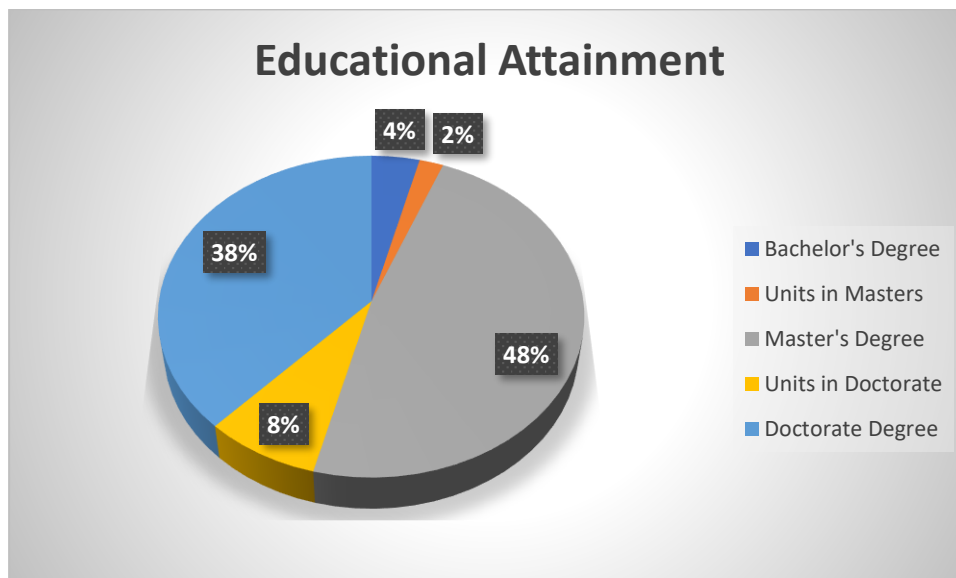

Figure 4. Demographic Profile of the Respondents as to Educational Attainment

Figure 5 presents the demographic profile of the respondents as to their designation. It was found that majority of the respondents at nineteen (19) which is 38% of the population were identified to be designated as Principal I-IV. This is followed by Head Teacher I-VI which makes up 26% of the population that is equivalent to thirteen (13) respondents. The lowest frequency of respondents is the Master Teacher I-III which accounts to 4% of the population which is equivalent to two (2) respondents.

From this, it can be inferred that at the time of the study, the school heads of Laguna are of varying designations. This shows that most of the respondents are Principal I-IV and may also indicate that they are more experienced and have a wide knowledge on how to implement plans and activities. Nonetheless, all of school heads are also capable of deciding and handling problems of their school according to the most important things to be prioritized.

Research found that throughout the years, secondary principals have been active in attaining advanced academic degrees (e.g. masters, doctorate), have increased their years of teaching experience before obtaining the principalship, have a stronger background in instructional leadership, and have been striving to enhance their professional skills and knowledge base. (Rodriguez-Campos, Rincones-Gomez and Shen, 2016)
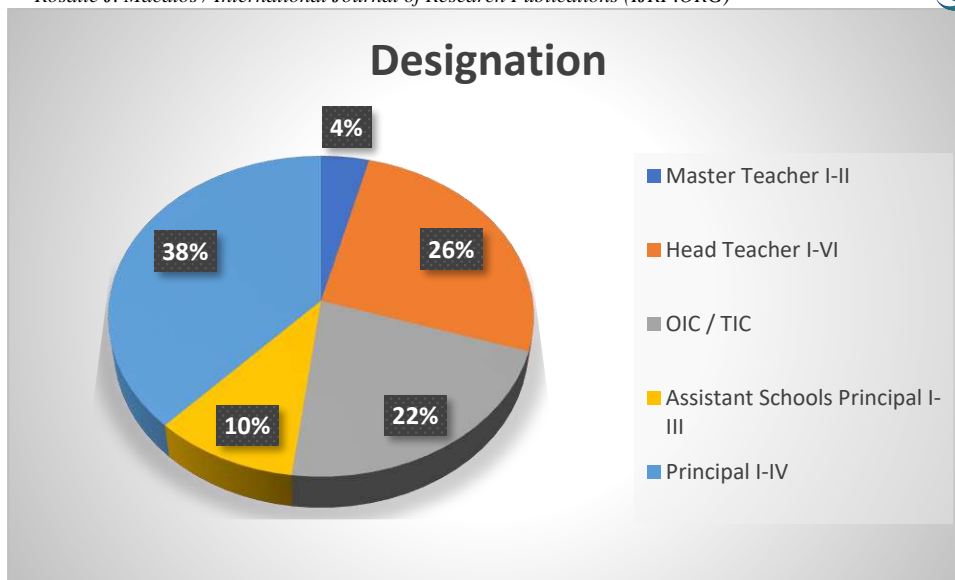
Figure 5. Demographic Profile of the Respondents as to Designation

Figure 6 presents the demographic profile of the respondents as to length of service. It was found out that 26% of the population or thirteen (13) out of the fifty (50) school heads have been serving for 11 to 15 years. This is seconded by those who have been serving for 26 years above with twelve (12) respondents or 24% of the population identified as such. The lowest frequency is that who have been serving for 6 to 10 years and below 5 years with four (4) respondents each.

From the findings above, it revealed that the school heads of Laguna at the time of the study have been serving for a number of years with sufficient experience.

It shows that most of the school head in Laguna District have a long time of service but that does not necessarily mean that they are more competent than the other school heads. Nevertheless, period of time of their service may also means that they are more knowledgeable and proficient on handling situations and solving problems accordingly. The result also shows that most of the school heads are not that long in the service, but they are qualified of managing the school since younger teachers are inclined on professional growth and doing their best to achieve higher goals in life.

The main results of the research indicated that the principal selection system conforms to society's expectations and democratic basis and appointed principals' leadership behavior tends to be transactional, while selected principals' leadership behavior tends to be transformational. Recommendations are made for principals and education authorities. (Hsiao, Lee and Tu, 2017)
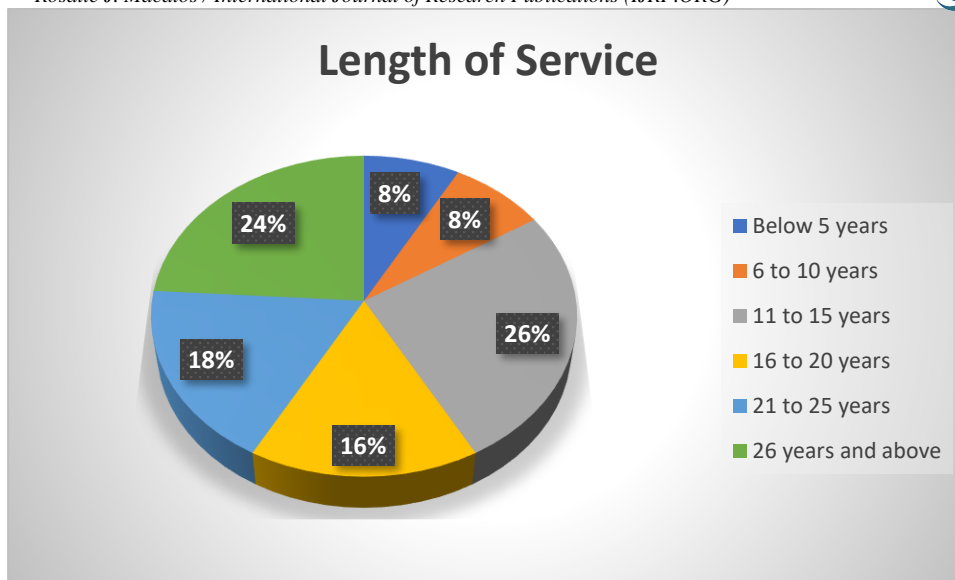
Figure 6. Demographic Profile of the Respondents as to Length of Service

Leadership Qualities of Secondary School Heads in Laguna

Leadership qualities of Secondary School Heads in Laguna in this study refers to transparency, collaboration, mobilization ang management of technology and data.

Based on the findings, most of the respondents have a length of service between 11 years to 15 years while the least is from 5 years to 10 years.

Length of service can affect the leadership style and the management techniques use by the principal/school head. As they go beyond their administration, they can experience different situations that can make them stronger, dependable and flexible in terms of handling the school management system.

Results indicated that a principal's length of service does significantly influence student performance in both Mathematics and Language Arts Literacy when controlling for specific demographic indicators that previous research has identified as influencing student achievement. In general, the longer a principal serves in the position the more positive an influence he/she has on the school's overall student academic achievement. (Babo and Postma, 2017)

Table 1 illustrates the level of leadership qualities of school heads in Laguna in terms of Transparency.

Table 1. Level of the Leadership Qualities of School Heads in Laguna in terms of Transparency

Statement		Standard Deviation	Verbal Interpretation
1. ensure that the teachers, parents and students' expectations are appropriately set and fulfilled	4.46	0.65	To a very great extent
2. select appropriate strategies for the institution with clear, open and frequent communication	4.44	0.64	To a very great extent
3. let other members of the organization lay and contribute ideas	4.60	0.70	To a very great extent
4. foster a type of comfort and trusting environment that allows school heads to communicate effectively and thus progress	4.42	0.73	To a very great extent
5. build a sense of trust and make informed decisions for the school and members of the organization.	4.54	0.71	To a very great extent
Average Mean	**4.49**	**0.68**	**Very High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Let other members of the organization lay and contribute ideas yielded the highest mean score (M=4.60, SD=0.70) and was remarked to a very great extent. This means that members of the faculty were given the opportunity to share their ideas and contribute to the school plans. On the other hand, the statement fosters a type of comfort and trusting environment that allows school heads to communicate effectively and thus progress received the lowest mean score of responses with

(M=4.42, SD=0.73) yet was also remarked to a very great extent. This is because school heads have established good rapport with its faculty that allows them to open their concerns. Overall, the level of leadership qualities of school heads in Laguna in terms of Transparency attained a mean score of 4.49 and a standard deviation of 0.68 and was rated Very High among the respondents.

The findings show that school heads foster transparency by allowing members of the organization to lay and contribute ideas and establish a relaxed and trustworthy culture in which school leaders can effectively communicate and to achieve progress.

Moreover, when school head model with transparency, he/she set a standard for the rest of the company to live by (Finley, 2017). Transparency in leadership is increasingly important because it promotes a workplace culture of open communication and accountability for both employees and leaders.

Table 2 illustrates the level of leadership qualities of school heads in Laguna in terms of Collaboration.

Table 2. Leadership qualities of school heads in Laguna in terms of Collaboration

Statement	Mean	Standard deviation	Verbal interpretation
1. allow teachers and other members of the organization make collaborative work to develop higher-level thinking skills, confidence and self-esteem.	4.56	0.73	To a very great extent
2. allow members work together to form important professional and personal relationships	4.44	0.76	To a very great extent
3. promote support system drawn from each other and delegate tasks that allow each teacher to feel effective	4.48	0.74	To a very great extent
4. encourage members to works together to come up with new ways to address critical issues, with the partnership serving as a vehicle for improvement	4.46	0.76	To a very great extent
5. encourage members to work together to analyze student performance to identify and focus on priority areas for improvement	4.46	0.76	To a very great extent
Average Mean	**4.48**	**0.75**	**Very High**

Legend:
Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Allow teachers and other members of the organization make collaborative work to develop higher-level thinking skills, confidence and self-esteem yielded the highest mean score (M=4.56, SD=0.73) and was remarked to a very great extent. This is because school heads put trust and see the competence in the performance of the teachers. On the other hand, the statement allows members work together to form important professional and personal relationships received the lowest mean score of responses with (M=4.44, SD=0.76) yet was also remarked to a very great extent. This means that school head still hold some limitation with the professional relationship and personal relationship to avoid conflict among teachers.

Overall, the level of leadership qualities of school heads in Laguna in terms of Collaboration attained a mean score of 4.48 and a standard deviation of 0.75 and was rated Very High among the respondents.

The findings show that school heads fostered excellent camaraderie by fostering a collaborative culture among educators and members of the organization in order to promote higher-level thinking abilities, confidence, and self-esteem as well as encourage a mutual support system and allocate duties that enable each teacher to be effective.

Similarly, collaborative leaders, according to Harvard Business Review (2019), consistently pursue out a range of opinions and ideas among colleagues to build strategies and solve problems. As a result, employees are more engaged, feel trusted and are more likely to take ownership of their work.

Table 3 illustrates the level of leadership qualities of school heads in Laguna in terms of Mobilization.

Table 3. Leadership Qualities of School Heads in Laguna in terms of Mobilization

Statement	Mean	Standard deviation	Verbal interpretation
1. possess adequate knowledge and skills for effective coordination of the activities	4.26	0.69	To a very great extent
2. policies are well managed as well as programs and strategies for procuring and managing available resources.	4.28	0.64	To a very great extent
3. uses different leadership styles in order to	4.34	0.72	To a very great extent

Statement	Mean	SD	Verbal interpretation
partner with the community in managing their schools			
4. enhance cordial relationship between their school and community that will encourage community participation in the school activities	4.38	0.67	To a very great extent
5. mobilize and coordinate all the school stakeholders and resources towards the achievement of school goals	4.30	0.68	To a very great extent
Average Mean	**4.31**	**0.68**	**Very High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Enhance cordial relationship between their school and community that will encourage community participation in the school activities yielded the highest mean score (M=4.38, SD=0.67) and was remarked to a very great extent. This is because the school head hold on the truth that educating the learners is always with the participation of the community. The community partners known as external stakeholders can provide support and assistance whenever the school is insufficient in materials, labor even technical assistance from people who specialized in their fields. They are included in the preparation of the school plans as they can provide better feedbacks and suggestion from the perspective of a non-education agency but with great concerns on educating the learners in the community. On the other hand, the statement possesses adequate knowledge and skills for effective coordination of the activities received the lowest mean score of responses with (M=4.26, SD=0.69) yet was also remarked to a very great extent. At the time of pandemic and now amidst the health crisis school head is still at the period of trial and error.

Overall, the level of leadership qualities of school heads in Laguna in terms of Mobilization attained a mean score of 4.31 and a standard deviation of 0.68 and was Very High among the respondents.

The findings show that the school heads in terms of mobilization the link between their school and the community have improve to stimulate community engagement in school activities by using various leadership strategies to collaborate with the community in the management of their schools.

Moreover, leading change is a long-term managerial problem that involves both individual and group efforts inside a company. Mobilizing actions are one of the most important levers that managers can use to promote change because they allow leaders to engage the resources and processes that are required for change to take place (Canterino, et. al. 2020)

Table 4 illustrates the level of leadership qualities of school heads in Laguna in terms of Resilience.

Table 4. Leadership qualities of school heads in Laguna in terms of Resilience.

Statement	Mean	Standard deviation	Verbal interpretation
1. develop authenticity as a leader by staying hopeful and focused on their vision	4.42	0.76	To a very great extent
2. self-aware enough to know that the school improvement journey requires persistence and an ability to be at ease with ambiguity	4.34	0.77	To a very great extent
3. confident in their own strengths as they know their intrinsic value and believe in their ability to lead and inspire	4.30	0.71	To a very great extent
4. accept circumstances that is hard to change and remain positive that things will get better	4.32	0.71	To a very great extent
5. channel their focus and energy into managing their response and creating an environment in which positive solutions can be found	4.34	0.77	To a very great extent
Average Mean	**4.34**	**0.74**	**Very High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Develop authenticity as a leader by staying hopeful and focused on their vision yielded the highest mean score (M=4.42, SD=0.76) and was remarked to a very great extent. This means that school heads have kept their mark of leadership required for them to apply especially at these trying times. On the other hand, the statement confident in their own strengths reveals that as they know their intrinsic value and believe in their ability to lead and inspire received the lowest mean score

of responses with (M=4.30, SD=0.71) yet was also remarked to a very great extent. This is because school heads wanted to keep their position an inspiration and model to their teachers though not all teachers wanted to be like them. Their confidence to lead lies on the satisfaction of the teachers that is transpired in the participation and active performance of the teachers' duty. Thus, having produced another school head from the school is a proof of their ability to lead and inspire.

Overall, the level of leadership qualities of school heads in Laguna in terms of Resilience attained a mean score of 4.34 and a standard deviation of 0.74 and was Very High among the respondents.

The findings show in terms of resilience, the school heads strengthen their authenticity as a leader by being positive and focused on their vision and to be self-aware enough to see that the direction to school development needs perseverance and the capacity to cope with uncertainty or fostering an atmosphere conducive to the development of effective solutions.

Similarly, resilience refers to a person's ability to overcome hardship, setbacks, and trauma in order to live life completely. School leaders that are resilient are able to maintain their energy levels under duress, cope with disruptive changes, and adapt. They recover from setbacks. They also conquer significant obstacles without indulging in dysfunctional behavior or causing harm to others. They do not fear to seek the help of other fellow school leaders and most especially their teachers. Just as their personal needs like psychological, emotional and physical needs are necessary to be addressed to keep the balance in their work and leadership.

Table 5 illustrates the level of leadership qualities of school heads in Laguna in terms of Management of Technology and Data.

Table 5. Leadership Qualities of School Heads in Laguna in terms of Management of Technology and Data

Statement	Mean	Standard deviation	Verbal interpretation
1. assess the faculty's technology strengths and needs, which will drive the school's staff development efforts	4.26	0.63	To a very great extent
2. demonstrate to the faculty that they value the efficacy of technology in performing everyday tasks and makes it evident that the principals are personally embracing the initiative	4.32	0.71	To a very great extent
3. ensure that the culture of the school is one of change and innovation that values both technology and teaching excellence	4.36	0.69	To a very great extent
4. make an effort to encourage teachers to integrate technology into the classroom, in a nonthreatening manner	4.42	0.73	To a very great extent
5. provide opportunities for peer observation, so teachers can sit in on excellent technology-supported lessons	4.34	0.72	To a very great extent
Average Mean	**4.34**	**0.69**	**Very High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Make an effort to encourage teachers to integrate technology into the classroom, in a nonthreatening manner yielded the highest mean score (M=4.42, SD=0.73) and was remarked to a very great extent. This is because school heads provided teachers with technological support through data provision. On the other hand, the statement assesses the faculty's technology strengths and needs, which will drive the school's staff development efforts received the lowest mean score of responses with (M=4.26, SD=0.63) yet was also remarked to a very great extent. This is due to the reason that not all faculty members are technologically capable.

Overall, the level of leadership qualities of school heads in Laguna in terms of Management of Technology and Data attained a mean score of 4.34 and a standard deviation of 0.69 and was Very High among the respondents.

In terms of management of technology and data, the findings show that the school heads make an initiative to promote educators to integrate technology into the classroom carefully and safely, which indicates that they foster the improvement of technology skills of educators according to the 21st century competencies.

Moreover, research has illustrated that many educators have had a hard time integrating technology into education. Finley (2017) said that this may be because many teachers have yet to investigate the connection between technology and education as teachers try to integrate technology into their classrooms, this might be a big help in teaching critical thinking.

Level of Basic Education Learning Continuity Plan

Level of Basic Education Learning Continuity Plan in this study refers to Most Essential Learning Competencies, learning resources, learning platforms, distance learning modality, modular distance learning modality, online distance

learning, tv-radio based instructions, school context, learners' context, stakeholders and operationalizing the learning continuity and attendance plan.

Table 6 illustrates the level of basic education-learning continuity plan in terms of Most Essential Learning Competencies.

Table 6. Basic Education-Learning Continuity Plan in terms of Most Essential Learning Competencies

Statement	Mean	Standard deviation	Verbal interpretation
1. Serves as guide as school heads address the instructional needs of learners in deciding what teaching approach should be used	4.36	0.75	To a very great extent
2. Provides resilient education systems, especially during emergencies	4.44	0.70	To a very great extent
3. Provides teachers and learners appropriate and selected topics to enhance and continue learning	4.36	0.69	To a very great extent
4. Provides the appropriate content and refrains from creating a new list of learning competencies for different learning areas	4.36	0.75	To a very great extent
5. Provides lesson topics with time allotment appropriate to understand the lesson.	4.30	0.74	To a very great extent
Average Mean	**4.36**	**0.72**	**Very High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Provides resilient education systems, especially during emergencies yielded the highest mean score (M=4.44, SD=0.70) and was remarked to a very great extent. This is because DepEd were able to instantly adjust in accordance with the safety protocols and make regulations to maintain safety of the teachers and learners while continuously providing education to learners. On the other hand, the statement provides lesson topics with time allotment appropriate to understand the lesson received the lowest mean score of responses with (M=4.30, SD=0.74) yet was also remarked to a very great extent. This is due to the pressure placed by continuation of education during pandemic with very limited chance to communicate and explain the lesson.

Overall, the level of basic education-learning continuity plan in terms of Most Essential Learning Competencies attained a mean score of 4.36 and a standard deviation of 0.72 and was Very High among the respondents.

The findings show that when it come from most essential learning competencies in basic education-learning continuity plan they ensures resilient education systems, particularly during crises which implies that both teachers and students have relevant and carefully chosen subjects to develop and extend their learning.

Most essential learning competencies are defined as what students need and considered indispensable in the teaching learning process to build skills and to equip learners for subsequent grade levels and eventually for lifelong learning according to the guidelines on the use of most essential learning competencies. The MELCs provided as a guide for teachers as they addressed the educational requirements of students while maintaining and achieving curriculum standards.

Moreover, an individual or group of individuals with the abilities to manage a complex, ambiguous, and frequently stressful process is required for every effective cross-cultural knowledge transfer attempt. Learning in real time is just as important as rational planning for managing the knowledge transfer process. Despite this, few approaches to information transfer have prioritized learning as a key factor in success. (Kayes 2018).

Table 7 illustrates the level of basic education-learning continuity plan in terms of Learning Resources

Table 7. Basic Education-Learning Continuity Plan in terms of Learning Resources

Statement	Mean	Standard deviation	Verbal interpretation
1. provide the students to construct more than superficial knowledge that is building in depth knowledge on a particular subject	4.30	0.71	To a very great extent
2. help the students develop their individual learning strategies, values, attitudes and generic skills	4.34	0.72	To a very great extent
3. significantly increase student achievement by supporting student learning	4.38	0.67	To a very great extent
4. provides important opportunities for students to explore ideas and knowledge, collaborate, solve	4.42	0.70	To a very great extent

problems and develop knowledge and skills

Statement	Mean	SD	Verbal Interpretation
5. give students the flexibility to access files and materials without the supervision of an instructor such as browsing the school's virtual learning environment	4.18	0.77	To a great extent
Average Mean	**4.32**	**0.71**	**Very High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Provides important opportunities for students to explore ideas and knowledge, collaborate, solve problems, and develop knowledge and skills yielded the highest mean score (M=4.42, SD=0.70) and was remarked to a very great extent. This means that contents of the BE-LCP were planned according to the needs of the students with reference to their access on learning resources. On the other hand, the statement gives students the flexibility to access files and materials without the supervision of an instructor such as browsing the school's virtual learning environment received the lowest mean score of responses with (M=4.18, SD=0.77) yet was remarked to a great extent. This means that difficulty brought by poor internet connection, failure to access through mobile data and the poor economic status of the family where the learner belong hinders the access to educational sites and online connections. Failure to have gadgets like cellphone, laptop and personal computer cease the opportunity for learners to learn on their own.

Overall, the level of basic education-learning continuity plan in terms of Learning Resources attained a mean score of 4.32 and a standard deviation of 0.71 and was Very High among the respondents.

According to DepEd Memo No. 18 s. 2020 the learning resources serve as learning resources toolkits for learners where procedures, instructions and other details are provided to aid the learning process, with the supervision of responsible adults and guidance of teachers.

In terms of learning resources, the findings show that the school head gives a significant opportunity to investigate ideas and information, cooperate, solve issues, and improve their knowledge and abilities. It also implies that they support learners' learning and enhance their achievements.

Similarly, Learning resources are tools that teachers can use as part of their professional development to help them improve one aspect of their career (either pre-service or in-service). This is significant since teacher quality has been identified as the most essential component in determining a school system's effectiveness. (Schieb and Karabenick, 2017).

Table 8 illustrates the level of basic education-learning continuity plan in terms of Learning Platforms.

Table 8. Basic Education-Learning Continuity Plan in terms of Learning Platforms

Statement	Mean	Standard deviation	Verbal interpretation
1. allows effective and complete overall control of administration, atomization, communication with users, teachers and trainers, and content management	4.28	0.70	To a very great extent
2. gives the school head the ability to keep track of learner progress and ensure that they are meeting their performance milestones	4.36	0.66	To a very great extent
3. serves as a common ground for students, teachers, parents and the school head to address any concerns to one another	4.40	0.64	To a very great extent
4. gives the ability to add new compliance standards, meetings, and regulations within a matter of minutes	4.32	0.71	To a very great extent
5. allows to upload, edit, and change any information can then deploy it to everyone	4.30	0.79	To a very great extent
Average Mean	**4.33**	**0.70**	**Very High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Serves as a common ground for students, teachers, parents, and the school head to address any concerns to one another yielded the highest mean score (M=4.40, SD=0.64) and was remarked to a very great extent. This means that learning

platforms to be used in the implementation of BE-LCP is in accordance with the survey result conducted prior to the opening of classes amidst the pandemic. On the other hand, the statement allows effective and complete overall control of administration, atomization, communication with users, teachers and trainers, and content management received the lowest mean score of responses with (M=4.28, SD=0.70) yet was remarked to a very great extent. This is attributed to the failure to access the online learning delivery platform brought by many reasons like poor internet connection, lack to provide data connection and lack of the required gadget on the part of the learners

Overall, the level of basic education-learning continuity plan in terms of Learning Platforms attained a mean score of 4.33 and a standard deviation of p0.70 and was Very High among the respondents.

The finding indicates that the learning platform acts as a forum for students, teachers, parents, and the principal to discuss any issues that may arise, it also implies that it provides the school head the ability to monitor pupil development and verify that they are fulfilling the require performance standards.

A learning platform is an unified set of shared online services that provide teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management (Das, 2019).

However, the online learning platform provided by the department has not been accessed by many learners particularly for school who came up with modular distance learning. According to DepEd Memo No. 32 s. 2020 SDOs and schools shall be guided by the national, regional, and local issuances in determining the learning continuity plan and ad deciding the distance learning delivery modalities (DLDMs) to be employed. Further, the learners and household profiles, access, and readiness, as well as the context and situation of the area where the schools are located shall be taken into consideration. The choice of LDM of the household and the learners may also be considered.

Table 9 illustrates the level of basic education-learning continuity plan in terms of Distance Learning Modality.

Table 9. Basic Education-Learning Continuity Plan in terms of Distance Learning Modality

Statement	Mean	Standard deviation	Verbal interpretation
1. provides learners to choose when, where, and how they learn by selecting the time, place, and medium for their education	4.36	0.66	To a very great extent
2. provides opportunity to continue learning with various distance learning modalities.	4.40	0.76	To a very great extent
3. uses one or more technologies to deliver instruction to students who are separated from the teachers.	4.36	0.69	To a very great extent
4. provides learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction	4.40	0.78	To a very great extent
5. provides different options for students learning.	4.40	0.70	To a very great extent
Average Mean	**4.38**	**0.71**	**Very High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Provides opportunity to continue learning with various distance learning modalities, provides learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction, and provides different options for students learning yielded the highest mean score (M=4.40, SD=0.76), (M=4.40, SD=0.78) and (M=4.40, SD=0.70) respectively and were remarked to a very great extent. This means that the school have adapted the appropriate modality to continue providing education during the pandemic. On the other hand, the statements provides learners to choose when, where, and how they learn by selecting the time, place, and medium for their education and uses one or more technologies to deliver instruction to students who are separated from the teachers received the lowest mean score of responses with (M=4.36, SD=0.66) and (M=4.36, SD=0.69) yet was remarked to a very great extent. This means that school has to consider the response of the majority of the learners despite others opted to choose another modality.

Overall, the level of basic education-learning continuity plan in terms of Distance Learning Modality attained a mean score of 4.38 and a standard deviation of 0.71 and was Very High among the respondents

The findings indicate that the basic education-learning continuity plan the school heads allows students to continue their education through a variety of distance learning methods. It also allows students to pick when, where, and how they study by allowing them to choose the time, location, and medium for their education.

Distance learning is a type of learning delivery in which the teacher and the students are separated geographically during teaching. Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction are

the three types of this modality. (Cahill, Turner, & Barefoot, 2019). Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents or guardians.

Table 10 illustrates the level of basic education-learning continuity plan in terms of Modular Distance Learning Modality.

Table 10. Basic Education-Learning Continuity Plan in terms of Modular Distance Learning Modality

Statement	Mean	Standard deviation	Verbal interpretation
1. allows for better evaluation and more focused revision and improvement	4.28	0.67	To a very great extent
2. explicit opportunities to practice or review skills or procedures at their own pace	4.22	0.68	To a very great extent
3. provides collaborative and interactive activities that will facilitate communication between parents and students	4.26	0.75	To a very great extent
4. helps realize the educational aspirations of students who could not attend full-time and campus-based classes	4.30	0.71	To a very great extent
5. helps in the acquisition of better self-study or learning skills among students as they engage themselves in learning the concepts presented in the module	4.30	0.68	To a very great extent
Average Mean	4.27	0.69	Very High

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Helps realize the educational aspirations of students who could not attend full-time and campus-based classes and helps in the acquisition of better self-study or learning skills among students as they engage themselves in learning the concepts presented in the module yielded the highest mean score (M=4.30, SD=0.71) and (M=4.30, SD=0.68) respectively, and were remarked to a very great extent. This means that modular distance learning suits the current situation then and was able to provide learning schedules according to the learner's pace. On the other hand, the statement explicit opportunities to practice or review skills or procedures at their own pace received the lowest mean score of responses with (M=4.22, SD=0.68) yet was remarked to a very great extent. This is because the shift from face to face to modular distance learning is new to everyone.

Overall, the level of basic education-learning continuity plan in terms of Modular Distance Learning Modality attained a mean score of 4.27 and a standard deviation of 0.69 and was Very High among the respondents.

The finding shows that the school head enables students who are unable to attend full-time or campus-based programs to fulfill their learning goals. It also indicates that it enables more focused revision and development and better evaluation.

Moreover, learners can utilize self-learning modules (SLMs) in print or digital format/electronic copy, whichever is appropriate in the learners' context, as well as other learning resources such as Learner's Materials, textbooks, activity sheets, study guides, and other study materials. On a computer, tablet PC, or smartphone, students can access electronic copies of learning materials. E-learning resources, including offline E-books, can be delivered via CDs, DVDs, USB storage, and computer-based apps. (Zerihun et. Al, 2019).

However, not all learners are dedicated to completing their programs. Most students and learners complete their modules purely for the sake of formality and to meet the requirements. Knowing that students are taking modules for granted is extremely demoralizing for a teacher. Teachers can only monitor their students' academic progress through text messaging and phone calls, rather than supervising and facilitating their learning in traditional face-to-face sessions. (Anzaldo, 2021)

Table 11 illustrates the level of Basic Education-Learning Continuity Plan in terms of Online Distance Learning.

Table 11. Basic Education-Learning Continuity Plan in terms of Online Distance Learning

Statement	Mean	Standard deviation	Verbal interpretation
1. allows the flexibility to complete coursework in someone's time, allowing to prioritize career, family and other responsibilities	4.20	0.78	To a very great extent
2. allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries	4.24	0.82	To a very great extent
3. enables the teacher and the student to set their own learning pace, and there's the added	4.18	0.77	To a great extent

Statement	Mean	SD	Verbal Interpretation
flexibility of setting a schedule that fits to their needs			
4. insist on training instructors to use distance learning technology regardless of prior experience and have regularly scheduled training programs	4.06	0.82	To a great extent
5. make effective use of the virtual medium – technology and electronic library and materials to reduce costs for students, faculty, and institution	4.22	0.76	To a very great extent
Average Mean	**4.18**	**0.79**	**High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries yielded the highest mean score (M=4.24, SD=0.82) and was remarked to a very great extent. This means the school through its learners established real time communication. On the other hand, the statement insists on training instructors to use distance learning technology regardless of prior experience and have regularly scheduled training programs received the lowest mean score of responses with (M=4.06, SD=0.82) yet was remarked to a great extent. This means that the school have provided the venue for upskilling teachers in the use of technology in teaching students online.

Overall, the level of basic education-learning continuity plan in terms of Online Distance Learning attained a mean score of 4.18 and a standard deviation of 0.79 and was High among the respondents.

The findings show that instead of being constrained by physical borders, school heads permit schools to reach out to a larger network of learners. It also implies that they utilize effective virtual medium – technology and electronic library and materials to reduce costs for students, faculty, and institution to have an effective online distance learning.

Moreover, Online learning's flexible and interactive character makes it very successful for career progression, enhancing the employability of many students and better preparing faculty members to function in the digital age. (Hale, 2019).

Due to COVID-19 pandemic, the world for the first time has led to the adoption of online education on a large scale. The lessons learned about online education during this pandemic will be beneficial during future necessities (Chatterjee & Chakraborty, 2020; Skulmowski & Rey, 2020).

On the contrary, in this tough period in education, teachers and students may face issues such as insufficient online teaching technologies, a lack of teacher instruction, a lack of information, and a heterogeneous home environment. (Espino-Díaz, Fernandez-Caminero, Hernandez-Lloret, Gonzalez-Gonzalez, & Alvarez-Castillo, 2020).

Table 12 illustrates the level of basic education-learning continuity plan in terms of TV-Radio-Based Instructions.

Table 12. Basic Education-Learning Continuity Plan in terms of TV-Radio-Based Instructions

Statement	Mean	Standard deviation	Verbal interpretation
1. provide other students learning content who does not have the ability to pick up their modules or the means to use internet connection	3.98	1.02	To a great extent
2. reiterate the lectures, activities and tasks needed for content knowledge	4.02	1.02	To a great extent
3. entertaining to students as lectures were discussed in the television or radio with graphics and design	3.92	1.05	To a great extent
4. tailor-fits every learner's needs, regardless of the limitations to remote learning in their area	3.90	0.99	To a great extent
5. adhere to the requirements set by the Curriculum and Implementation Division to ensure that the programs are both educational and engaging with its design.	4.14	0.95	To a great extent
Average Mean	**3.99**	**1.00**	**High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Adherent to the requirements set by the Curriculum and Implementation Division to ensure that the programs are both educational and engaging with its design yielded the highest mean score (M=4.14, SD=0.95) and was remarked to a great extent. This means that school head complied to what was required by the DepEd on the implementation of BE-LCP. On the other hand, the statement tailor-fits every learner's needs, regardless of the limitations to remote learning in their area received the lowest mean score of responses with (M=3.90, SD=0.99) yet was remarked to a great extent. This means that the school head included in their BE-LCP other possible learning delivery mode like the TV-Radio based instruction to address the needs of the students.

Overall, the level of Basic Education-Learning Continuity Plan in terms of TV-Radio-Based Instructions attained a mean score of 3.99 and a standard deviation of 1.00 and was High among the respondents.

The findings indicate that in terms of TV-Radio-Based Instructions school head comply with the Curriculum and Implementation Division's standards to ensure that the programs' design is both instructional and engaging. It also implies that they adapt to the demands of each student, independent of the constraints of remote learning in their area.

TV and Radio-based instructions is a system that let consumers to choose and view video content on their televisions or computers. It's one of the more dynamic features of Internet Protocol TV, and it gives users a menu of available videos to choose from. Real-Time Streaming Protocol is used to transport video data.

Similarly, different grade levels were crafted with various topics by Teacher-Broadcasters and the Most Essential Learning Competencies (MELCs) were the basis of their scripts and audio recordings. This permit learners to study competencies at their own time and rate, and new learn skills. This method helped fit to meet different learning levels and lead to learners to efficiently meet the learning outcomes using alternative learning modality.

Table 13 illustrates the level of basic education-learning continuity plan in terms of School Context.

Table 13. Basic Education-Learning Continuity Plan in terms of School Context

Statement	Mean	Standard deviation	Verbal interpretation
1. supports the idea of improving the quality education that the students need	4.44	0.76	To a very great extent
2. shape the teacher's development to determine the educational goals of the school, and direct educational applications to achieve educational objectives	4.42	0.70	To a very great extent
3. connects school and parents directly informing the parents the development and students' learning progress	4.40	0.73	To a very great extent
4. can easily manage parent's confidence regarding their child's safety and learning.	4.34	0.66	To a very great extent
5. provides a well-rounded education that encompasses the whole student body	4.26	0.69	To a very great extent
Average Mean	**4.37**	**0.71**	**Very High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Supports the idea of improving the quality education that the students need yielded the highest mean score (M=4.44, SD=0.76) and was remarked to a very great extent. This means that the school plans are focused on the mandate and objectives of the department. On the other hand, the statement provides a well-rounded education that encompasses the whole student body received the lowest mean score of responses with (M=4.26, SD=0.69) and yet was remarked to a very great extent. This means that actions carried out by the school aim at providing continuous education and yet there are still learners that must be dealt according to their situation.

Overall, the level of basic education-learning continuity plan in terms of School Context attained a mean score of 4.37 and a standard deviation of 0.71 and was Very High among the respondents.

In terms of school context, the result present in the basic education-learning continuity plan, school heads promote the concept of enhancing the quality of education that students require. It also implies that it influences teacher development to define the school's educational goals and guide educational applications to meet the goals.

Table 14 illustrates the level of basic education-learning continuity plan in terms of Learners Context.

Table 14. Basic Education-Learning Continuity Plan in terms of Learners Context

Statement	Mean	Standard deviation	Verbal interpretation
1. based more on methods and objectives to develop learners process skills	4.34	0.69	To a very great extent
2. sensitive to equity considerations and concerns, and endeavor to address learners the best way possible	4.38	0.70	To a very great extent
3. capacitated to attend any changes that in return can make students' lives even better	4.34	0.69	To a very great extent
4. changes in the curriculum are accepted to prepare for innovation and modification.	4.28	0.70	To a very great extent
5. utilize the valuable insight the students receive from the teachers and the way this can benefit future students	4.32	0.65	To a very great extent
Average Mean	**4.33**	**0.68**	**Very High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Sensitive to equity considerations and concerns, and endeavor to address learners the best way possible yielded the highest mean score (M=4.38, SD=0.70) and was remarked to a very great extent. This means that the school plan has considered the data on hand to ensure that all types of learners and conditions related to their studies are addressed. On the other hand, the statement changes in the curriculum are accepted to prepare for innovation and modification received the lowest mean score of responses with (M=4.28, SD=0.70) and yet was remarked to a very great extent. This means that the school plan is in accordance to their design as guided by different memorandum and yet small innovations were recommended based on the result of the implementation in accordance to the quarantine protocol during pandemic.

Overall, the level of basic education-learning continuity plan in terms of Learners Context attained a mean score of 4.33 and a standard deviation of 0.68 and was rated Very High among the respondents.

In terms of learners' context, the result present that in basic education-learning continuity plan the school heads are sensitive to equity issues and concerns and make every effort to reach out to students in the most effective and feasible way. It also implies that they based on approaches and objectives for the development of learners' processing skills.

Moreover, the aim of education must shift to prepare students to strategically confront and creatively handle the ambiguous, contradictory, and dichotomous challenges and conflicts they will face in our increasingly complex society. Teachers and students must become self-directed learners who analyze, reference, evaluate, and correct themselves on a regular basis., Sanford (2016).

Table 15 illustrates the level of basic education-learning continuity plan in terms of Stakeholders.

Table 15. Basic Education-Learning Continuity Plan in terms of Stakeholders

Statement	Mean	Standard deviation	Verbal interpretation
1. involve stakeholder in many ways in the implementation of school projects and community partnerships.	4.26	0.75	To a very great extent
2. take responsibility for the achievement of the learning outcomes through their active participation in school activities, programs and projects.	4.20	0.64	To a very great extent
3. help and promote community projects and partnerships that will provide new learning to the students.	4.36	0.69	To a very great extent
4. develop family-friendly policies and laws to encourage participation by diverse families in the community.	4.32	0.74	To a very great extent
5. provide professional development for schoolteachers on family and community engagement for school.	4.36	0.66	To a very great extent
Average Mean	**4.30**	**0.70**	**Very High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent

3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Help and promote community projects and partnerships that will provide new learning to the students and provide professional development for schoolteachers on family and community engagement for school yielded the highest mean score (M=4.36, SD=0.69) and (M=4.36, SD=0.66) and were remarked to a very great extent. This means that the BE-LCP is designed to involve stakeholders in providing learning for the learners and support the continuous professional development of teachers. On the other hand, the statement take responsibility for the achievement of the learning outcomes through their active participation in school activities, programs and projects received the lowest mean score of responses with (M=4.20, SD=0.64) yet was remarked to a very great extent. This means that stakeholders can only share and take part in the school plans and contribute to the programs.

Overall, the level of basic education-learning continuity plan in terms of Stakeholders attained a mean score of 4.30 and a standard deviation of 0.70 and was rated Very High by the respondents.

In terms of Stakeholders, the results show in a basic education-learning continuity plan that the school heads assist with and promote community initiatives and relationships that will present students with additional learning opportunities as well as create family-friendly policies and legislation to foster engagement in society by a varied range of families. Although the Basic Education –Learning Continuity Plan (BE-LCP) developed by the DepEd recommends various actions that could be applied in the field, schools reserved the right to identify appropriate actions best suited for the needs of their learners, the health conditions of their locality, and their resources.

The finding is supported by the study of Mercy (2018) that points out that community engagement and involvement has long been a focus for school. Teachers, administrators, and the general public see a lack of community and parental involvement as the single most serious problem in schools, thus districts must examine their family-community initiatives to promote higher participation. As a result, strengthen the relationship with stakeholders by identifying potential partners and scheduling meetings to present the project proposal. Peregrino et.al (2022)

Table 16 illustrates the level of basic education-learning continuity plan in terms of Operationalizing the Learning Continuity and Attendance Plan.

Table 16. Basic Education-Learning Continuity Plan in terms of Operationalizing the Learning Continuity and Attendance Plan

Statement	Mean	Standard deviation	Verbal interpretation
1. protect and promote the right of all citizens to quality education at all levels	4.50	0.71	To a very great extent
2. ensure the health, safety, and well-being of the learners, teachers, and personnel	4.50	0.71	To a very great extent
3. 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	4.46	0.71	To a very great extent
4. take appropriate steps to make such education accessible to all.	4.46	0.68	To a very great extent
5. find ways for education to continue amidst the crisis amidst pandemic.	4.52	0.68	To a very great extent
Average Mean	**4.49**	**0.69**	**Very High**

Legend:

Range	Scale	Verbal Interpretation
5	4.21-5.00	To a very great extent
4	3.41-4.20	To a great extent
3	2.61-3.40	To a moderate extent
2	1.81-2.60	To a low extent
1	1.00-1.80	To a very low extent

Find ways for education to continue amidst the crisis amidst pandemic yielded the highest mean score (M=4.52, SD=0.68) and was remarked to a very great extent. This means that despite the situation the school continue to look for means of serving education to the learners. On the other hand, the statements 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 and take appropriate steps to make such education accessible to all received the lowest mean score of responses with (M=4.46, SD=0.71) and (M=4.46, SD=0.68) yet were remarked to a very great extent. This means that school plan has considered the mandate of the education department and that is to continue education whatever is the situation.

Overall, the level of basic education-learning continuity plan in terms of Operationalizing the Learning Continuity and Attendance Plan attained a mean score of 4.69 and a standard deviation of 0.69 and was rated Very High by the respondents.

The finding shows that in in terms of operationalizing the learning continuity and attendance plan, school heads develop strategies to keep education going in the face of a pandemic. It also implies that they maintain the learners', teachers', and personnel's health, safety, and well-being.

BE-LCP is a clear demonstration of the Department of Education's determination to continue education notwithstanding the hazards posed by the epidemic or the changes it brought about. (Department of Education (DepEd), 2020b)

Hernandez (2020) found that of Filipino graduate students they only have a moderate knowledge in the understudied Philippine Englishes (PhE). According to him, Philippine Englishes is a beneficial instrument in lesson delivery when students are unfamiliar with global English, and its awareness must be legitimized in Philippine schools.

Significant Relationship between the Demographic Profile of the Respondents and the Basic Education-Learning Continuity Plan

Significant relationship between Demographic Profile of the Respondents and the Basic Education -Learning Continuity Plan in this study refers to Demographic Profile of the Respondents as to age, gender, educational attainment, designation, and length of service and Basic Education- Learning Continuity Plan as to Most Essential Learning Competencies, learning resources, learning platforms, distance learning modality, modular distance learning modality, online distance learning, tv-radio based instructions, school context, learners' context, stakeholders and operationalizing the learning continuity and attendance plan.

Table 17 presents the significant relationship between the demographic profile of the respondents and the Basic Education-Learning Continuity Plan.

Specifically, it presents the relationship of the Age, Gender, Educational Attainment, Designation, and Years in Service of the respondents with the basic learning-education continuity plan

Table 17. Relationship between the Demographic Profile of the Respondents and the Basic Education-Learning Continuity Plan

Profile	BE-LCP	Computed r-value	Strength	p-value	Analysis
Age	MELC	0.015	Very Weak	0.915	Not Significant
	Learning Resources	0.007	Very Weak	0.963	Not Significant
	Learning Platforms	0.035	Very Weak	0.811	Not Significant
	DLM	0.063	Very Weak	0.664	Not Significant
	MDLM	0.114	Very Weak	0.432	Not Significant
	ODL	0.148	Very Weak	0.305	Not Significant
	TV-Radio	0.100	Very Weak	0.488	Not Significant
	School Context	0.120	Very Weak	0.406	Not Significant
	Learners Context	0.124	Very Weak	0.390	Not Significant
	Stakeholders	0.037	Very Weak	0.799	Not Significant
	Operationalizing LC and AP	0.128	Very Weak	0.375	Not Significant
Gender	MELC	0.187	Very Weak	0.193	Not Significant
	Learning Resources	0.272	Weak	0.056	Not Significant
	Learning Platforms	0.358	Weak	0.011	Significant
	DLM	0.287	Weak	0.043	Significant
	MDLM	0.265	Weak	0.063	Not Significant
	ODL	0.361	Weak	0.010	Significant
	TV-Radio	0.116	Very Weak	0.421	Not Significant
	School Context	0.283	Weak	0.046	Significant
	Learners Context	0.297	Weak	0.036	Significant
	Stakeholders	0.271	Weak	0.057	Not Significant
	Operationalizing LC and AP	0.165	Very Weak	0.251	Not Significant
Educational Attainment	MELC	0.157	Very Weak	0.276	Not Significant
	Learning Resources	0.127	Very Weak	0.379	Not Significant
	Learning Platforms	0.222	Weak	0.122	Not Significant
	DLM	0.110	Very Weak	0.446	Not Significant
	MDLM	0.158	Very Weak	0.273	Not Significant
	ODL	0.194	Very Weak	0.176	Not Significant
	TV-Radio	0.213	Weak	0.138	Not Significant
	School Context	0.168	Very Weak	0.243	Not Significant
	Learners Context	0.046	Very Weak	0.749	Not Significant

	Stakeholders	0.045	Very Weak	0.754	Not Significant
	Operationalizing LC and AP	0.113	Very Weak	0.436	Not Significant
Designation	MELC	0.069	Very Weak	0.633	Not Significant
	Learning Resources	0.152	Very Weak	0.293	Not Significant
	Learning Platforms	0.098	Very Weak	0.500	Not Significant
	DLM	0.206	Weak	0.152	Not Significant
	MDLM	0.124	Very Weak	0.391	Not Significant
	ODL	0.087	Very Weak	0.546	Not Significant
	TV-Radio	0.114	Very Weak	0.429	Not Significant
	School Context	0.202	Weak	0.160	Not Significant
	Learners Context	0.149	Very Weak	0.300	Not Significant
	Stakeholders	0.182	Very Weak	0.207	Not Significant
	Operationalizing LC and AP	0.099	Very Weak	0.494	Not Significant
Length of Service	MELC	0.245	Weak	0.087	Not Significant
	Learning Resources	0.231	Weak	0.107	Not Significant
	Learning Platforms	0.075	Very Weak	0.603	Not Significant
	DLM	0.143	Very Weak	0.322	Not Significant
	MDLM	0.170	Very Weak	0.237	Not Significant
	ODL	0.076	Very Weak	0.597	Not Significant
	TV-Radio	0.192	Very Weak	0.181	Not Significant
	School Context	0.087	Very Weak	0.549	Not Significant
	Learners Context	0.078	Very Weak	0.588	Not Significant
	Stakeholders	0.081	Very Weak	0.574	Not Significant
	Operationalizing LC and AP	0.031	Very Weak	0.829	Not Significant

Legend:

Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

Gender is observed to have a weak significant relationship with the Learning Platforms (0.358), Delivery Learning Modality (0.287), Online Delivery Learning (0.361), School Context (0.283) and Learners Context (0.297). This is suggested by the computed r values that are greater than the critical value and computed p-values which were lesser than the significance alpha.

On the other hand, Age is observed to have no significant relationship with the Basic Education-Learning Continuity Plan with respect to its variables. This is evidenced by the computed r values that are lesser than the critical value and computed p-values which are greater than the significance alpha 0.05.

The remaining of which, Educational Attainment, Designation, and Length of Service reflect that of the results for Age. The same can be said for the results of the tests as all of the remainder of these tests incurred computed r values less than the critical value or have acquired p-values that are less than the significance alpha.

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the demographic profile of the respondents and the Basic Education-Learning Continuity Plan" is rejected. Hence, it calls for the acceptance of the alternative which incites that there is a significant relationship between the two.

Significant Relationship between the Leadership Qualities of the Secondary School Heads and the Basic Education-Learning Continuity Plan

Significant relationship between the leadership qualities of the secondary school heads and basic education-learning continuity plan in this study refers to the leadership qualities as to transparency, collaboration, mobilization, resilience, and management of technology and data and basic education-learning continuity plan as to Most Essential Learning Competencies, learning resources, learning platforms, distance learning modality, modular distance learning modality, online distance learning, tv-radio based instructions, school context, learners' context, stakeholders and operationalizing the learning continuity and attendance plan.

Table 18 presents the significant relationship between the leadership qualities of the secondary school heads and the Basic Education-Learning Continuity Plan Specifically, it presents the relationship of the Transparency, Collaboration, Mobilization, Resilience, and Management of Technology and Data of the school heads with the Basic Education-Learning Continuity Plan.

Table 18. Relationship between the Leadership Qualities of the Secondary School Heads and the Basic Education-Learning Continuity Plan

Qualities	BELCP	Computed r-value	Strength	p-value	Analysis
Transparency	MELC	0.839	Very Strong	0.000	Significant
	Learning Resources	0.826	Very Strong	0.000	Significant
	Learning Platforms	0.826	Very Strong	0.000	Significant
	DLM	0.786	Strong	0.000	Significant
	MDLM	0.817	Very Strong	0.000	Significant
	ODL	0.500	Moderate	0.000	Significant
	TV-Radio	0.410	Moderate	0.003	Significant
	School Context	0.813	Very Strong	0.000	Significant
	Learners Context	0.850	Very Strong	0.000	Significant
	Stakeholders	0.761	Strong	0.000	Significant
	Operationalizing LC and AP	0.854	Very Strong	0.000	Significant
Collaboration	MELC	0.893	Very Strong	0.000	Significant
	Learning Resources	1.000	Very Strong	0.000	Significant
	Learning Platforms	0.819	Very Strong	0.000	Significant
	DLM	0.817	Very Strong	0.000	Significant
	MDLM	0.852	Very Strong	0.000	Significant
	ODL	0.529	Moderate	0.000	Significant
	TV-Radio	0.502	Moderate	0.000	Significant
	School Context	0.826	Very Strong	0.000	Significant
	Learners Context	0.855	Very Strong	0.000	Significant
	Stakeholders	0.814	Very Strong	0.000	Significant
	Operationalizing LC and AP	0.837	Very Strong	0.000	Significant
Mobilization	MELC	0.848	Very Strong	0.000	Significant
	Learning Resources	0.888	Very Strong	0.000	Significant
	Learning Platforms	0.837	Very Strong	0.000	Significant
	DLM	0.821	Very Strong	0.000	Significant
	MDLM	0.846	Very Strong	0.000	Significant
	ODL	0.507	Moderate	0.000	Significant
	TV-Radio	0.433	Moderate	0.002	Significant
	School Context	0.816	Very Strong	0.000	Significant
	Learners Context	0.867	Very Strong	0.000	Significant
	Stakeholders	0.835	Very Strong	0.000	Significant
	Operationalizing LC and AP	0.825	Very Strong	0.000	Significant
Resilience	MELC	0.828	Very Strong	0.000	Significant
	Learning Resources	0.825	Very Strong	0.000	Significant
	Learning Platforms	0.833	Very Strong	0.000	Significant
	DLM	0.865	Very Strong	0.000	Significant
	MDLM	0.869	Very Strong	0.000	Significant
	ODL	0.537	Moderate	0.000	Significant
	TV-Radio	0.495	Moderate	0.000	Significant
	School Context	0.823	Very Strong	0.000	Significant
	Learners Context	0.862	Very Strong	0.000	Significant
	Stakeholders	0.760	Strong	0.000	Significant
	Operationalizing LC and AP	0.774	Strong	0.000	Significant
Management of Technology and Data	MELC	0.792	Strong	0.000	Significant
	Learning Resources	0.826	Very Strong	0.000	Significant
	Learning Platforms	0.876	Very Strong	0.000	Significant
	DLM	0.858	Very Strong	0.000	Significant
	MDLM	0.876	Very Strong	0.000	Significant
	ODL	0.558	Moderate	0.000	Significant
	TV-Radio	0.435	Moderate	0.002	Significant
	School Context	0.844	Very Strong	0.000	Significant
	Learners Context	0.884	Very Strong	0.000	Significant

Stakeholders	0.807	Very Strong	0.000	Significant	
Operationalizing LC and AP	0.823	Very Strong	0.000	Significant	

Legend:

Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

The qualities of the school heads are observed to have a significant moderate to very strong relationship with the Basic Education-Learning Continuity Plan This is evidenced by the computed r values across all tests which are greater than the critical values for r. Furthermore, the computed p-values for all the tests were shown to not be greater than 0.003 which is far less than the significance alpha of 0.05, hence the significance of the tests.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the leadership qualities and the Basic Education-Learning Continuity Plan" is rejected. Hence, it calls for the acceptance of the alternative which incites that there is a significant relationship between the two.

4. Conclusion and recommendation

On the basis of the foregoing findings, the following conclusion was drawn.

The study shows that there is a relationship between the Demographic Profile of the Respondents and the Basic Learning-Education Continuity Plan. Therefore, the hypothesis stating that "There is no significant relationship between demographic profile of the secondary school heads and the Basic Education-Learning Continuity Plan" is partially accepted and "There is no significant relationship between the leadership qualities and the Basic Education-Learning Continuity Plan" is rejected. This can infer that the alternative hypothesis is accepted.

Based on the conclusions drawn, it resulted to the following recommendations:

1. It is recommended that educational planners and leaders may focus on the enhancement of blended distance learning while the country is in health crisis.
2. It is recommended that school head may focus on the enhancement of the Online Distance Learning and provide optimal learning resources. They may emphasize transparency in their leadership, keep fostering a collaborative culture among teachers, highlight mobilization of the link between the school and community, increase resilience as a leader, keep the promotion of data management and foster the improvement of 21st technological skills among teachers.
3. It is recommended that teachers may recognize their school head's relevant leadership qualities and show respect and appreciation to their role as model worthy of emulation.
4. It is recommended that students may exert effort to find learning resources most accessible and beneficial to their learning situation and continue acquiring self-checking development skill valuable to learning acquisition.
5. It is recommended that parents may fully recognize the importance of open communication as integral in shaping the minds of their children in school.
6. It is recommended that future researchers may look into the effects of gender of the school heads in developing learning platforms, distance learning modality, school context and learners' context in enhancing learning continuity plan.

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