
Implementation of the School Learning Continuity Plan and Performance of Grade 9 Students in Araling Panlipunan

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Abstract — This study primarily aimed to determine the School Learning Continuity Plan and Performance of Grade 9 Students in Araling Panlipunan. The findings of the study were the basis for a proposed intervention plan. The study utilized complete enumeration in identifying the respondents of the study. This study used the Descriptive Correlational Survey method of research to determine the School Learning Continuity Plan and Performance of Grade 9 Students in Araling Panlipunan. The test of relationship between the implementation of BE-LCP and Academic performance of Grade 9 students. The Test of Relationship Between the Implementation of School Learning Continuity Plan and Academic Performance of the Grade 9 Students in Araling Panlipunan. It was presented with the results on the computed d value and table value based on the variables correlated. The table shows that the value of computed r which is equal to 0.79 is lesser than the computed d value of 6.32 with a table value of 4.827 which means that the hypothesis which states that there is no significant relationship between the implementation of School Learning Continuity Plan And Academic Performance of the Grade 9 Students in Araling Panlipunan is rejected. The results implied a strong positive relationship between the Implementation of School Learning Continuity Plan and Academic Performance of the Grade 9 Students in Araling Panlipunan. Though it has only satisfactory results on the academic Performance produced by the students, it still has a big impact in the implementation of the BE-LCP. Majority of the students have complied their requirements that is part of the Performance based on DepEd Order no. 31 s. 2020 focusing on assessment of the students. With the new learning delivery, teachers and school head really give their very best to implement the necessary and important policies set by the Department of Education, Department of health and even local government in order to guarantee that the students will learn the lesson based from the self-learning modules in Araling Panlipunan for the first grading given by the teachers.

Keywords — *Learning Continuity Plan; Academic Performance; Grade 9 Students; Araling Panlipunan*

I. Introduction

The global outbreak of the highly contagious new strain of coronavirus known as COVID-19, for which there is yet no vaccine, continues to pose unprecedented challenges. At this point, the biggest impact of COVID-19 arises from the need to practice stringent social or physical distancing to prevent or mitigate its spread. For the Department of Education (DepEd), this meant the cancellation of classes and other school activities for the remaining weeks of School Year (SY) 2019-2020, and that for SY 2020-2021, schools must find ways for learning to continue amidst the threat and uncertainties brought about by COVID-19, while ensuring the health, safety, and well-being of all learners, teachers, and personnel of the Department (DepEd).

The Department is making BE-LCP available to all interested in and unfailing commitment to education. Even before COVID-19 unleashed its fury on the international community and the country, DepEd already saw the increasing role of technology in education. At the same time, it also saw the future beyond COVID-19. The Department realized the need to enrich the humanities to ensure that we will be nurturing and teaching humans, not robots.

Our Learning Continuity Plan is not the work of one person alone. It is truly an integrated output of the Department. BE-LCP results from consultations with partners and advisers, legislators, executives and directors, teachers, parents, learners, and the general public. All these contributions were integrated and harmonized by the Executive Committee and Management Committee under the direction and drafted by the Undersecretary and Chief of Staff (Dr. Leonor Magtolis Briones)

There were lot of problems encounter of the education during this time; such as interruptions of the normal school year calendar of activities, protection and safety of teachers hence it's a distance learning through modular and blended learning; and the system financially constraints through the revised MELC's which we need to reproduce new modules, thus this study will be focus on the Learning continuity plan in order for the school to be guided on what be prioritize during this pandemic.

With the aforementioned details, the researcher is greatly motivated to focus on his study on the on level of preparedness of the school and how does it affects to the Performance of the teachers..

This study aims to evaluate THE IMPLEMENTATION OF THE SCHOOL LEARNING CONTINUITY PLAN AND PERFORMANCE OF GRADE 9 STUDENTS IN ARALING PANLIPUNAN. The findings of the study serve as a basis of a proposed plan.

Specifically, this study seeks to answer the following questions.

1. WHAT IS THE EXTENT OF THE IMPLEMENTATION OF THE SLCP IN TERMS OF:

- 1.1. Health and safety;
- 1.2. Clear and comprehensive plan;

- 1.3. Risk assessment and measures;
- 1.4. Inclusion and equity in terms of delivery of services;
- 1.5. Physical environment and cleanliness in terms of the ff:
 - 1.5.1 5Rs in the surroundings;
 - 1.5.2 advocacies;
 - 1.5.3 Working areas; and
 - 1.5.4 Signages against vices;
- 1.6 supervisory mechanism of school head and teachers in terms of the ff:
 - 1.6.1 Technical Assistance;
 - 1.6.2 LAC Plans;
 - 1.6.3 SLMs; and
 - 1.6.4 Weekly learning Plan?
- 2 What is the Performance of the Grade 9 students in Araling Panlipunan Q2?
- 3 Is there a significant relationship on the extent of implementation of School LCP and Performance of Grade 9 students in Araling Panlipunan?
4. What improvement plan can be proposed based on the findings of the study?

II. Methodology

Design. This study utilized the descriptive-correlational type of research in gathering the responses employing the quantitative approach. Gabas Integrated School in the Baybay City Division is the main locale of the study. The 30 total number of teachers and 90 Grade 9 students are the main respondents of the study and the data based on the students' performance ratings; feedback forms from teachers were utilized. This research is mainly focused to gather data on: The implementation of the basic education learning continuity plan and academic Performance in Araling Panlipunan; The Academic Performance of students during the first grading; Proposed Intervention Plan based on the findings of the study.

Sampling. There are 90 students and 30 teachers who are included in the study and the primary means of reach is through Facebook account like messenger and group chat.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the principal were sought. The proposed title and design were submitted to the Dean of the Graduate School's Office for screening, evaluation, and approval. Upon approval, the Dean of the Graduate School's office released endorsement through the assigned Adviser for further screening and approval. When the office approved the Dean and Assigned adviser's research, the researcher began the process of data gathering. Validation of the instruments through the External Experts was sought. Orientation of the participants (students and teachers). Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvements.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division of Baybay City. Orientation of the respondents both the students and the teachers were done separately. In the orientation, the issue on, an Informed Consent Form was accomplished.

Treatment of Data. The IMPLEMENTATION OF THE SCHOOL LEARNING CONTINUITY PLAN AND PERFORMANCE OF GRADE 9 STUDENTS IN ARALING PANLIPUNAN on the area focused was treated through a weighted mean and descriptions (refer to appendices for the scoring and description). The data on the level of implementation was presented through Simple Percentage. Academic Performance was gathered through the use of rating rubrics and the results were treated through weighted means and Chi-Square.

III. Results and Discussion

Table 1
 Extent Of Implementation Of School Learning Continuity Plan

STATEMENTS	Weighted Mean	Interpretation
1.1 Health and safety	3.24	Good
1.2 Clear and comprehensive plan	3.41	Good
1.3 risk assessment and measures	3.20	Good
1.4 Inclusion and equity in terms of delivery of service	2.92	Good
1.5 Physical environment and cleanliness		
1.5.1 5Rs in the surroundings	3.10	Good
1.5.2 advocacies	3.18	Good
1.5.3 working areas	3.16	Good
1.5.4 signages against vices	2.90	Good
1.6 Supervisory mechanism of school head and teacher		
1.6.1 technical Assistance	3.32	Good
1.6.2 LAC plans	3.96	Very Good
1.6.3 SLMs	3.33	Good
1.6.4 Weekly Home Learning Plan	3.80	Very Good
GRAND MEAN	3.29	Good

Table 1 presents the extent of implementation of School Learning Continuity Plan. It presents the area of concerns health and safety, physical environment and cleanliness and supervisory mechanism during the implementation of the Modular Distance Learning Modality, which is the main program in the implementation of the Department of Education's Basic Education. In the health and safety, which one of the priority list in the implementation of the program, it was rated good in the implementation with a weighted mean of 3.24; on the area of focus which is having a clear and comprehensive plan it was also rated good which is equal to 3.41. On the risk assessment and measures, the teachers rated it as good with an equivalent weighted mean of 3.20, also in the inclusion and equity in terms of delivery of service it was rated good with an equivalent numerical value of 2.92 and lastly on the Physical environment and

cleanliness which clearly focus on 5rs in the surroundings which was also rated good with a quantifiable rating of 3.10, advocacies which is also part of the physical and cleanliness rated also good with an equivalent of weighted mean of 3.18 while on the area of focus on working areas it has a weighted mean of 23.16 with an equivalent rating of good and lastly on the signages and vices was also rated good with a weighted mean of 2.90.

The health and safety and physical environment and cleanliness implied that most of not all teachers are really following the standard in implementing the basic education Learning Continuity Plan in the school set by the Central Office, Regional Office, Schools Division even in the District Office. It was followed maybe because the Schools Division Office really monitored the Schools in the implementation of the BE-LCP using the validated tool served by the Regional people thus, teachers and school head together with the parents and or guardians and other stakeholders strictly followed the mandates set by the different agencies such as IATF, DepEd and DOH. Moreover, if there are possibilities that the school did not follow the mandates from the higher office they will sanctioned and dealt accordingly. Furthermore, the situation of today's type of learning delivery should not be taken for granted and give proper attention for the benefit of not only of the learners and parents/ guardian but for the entire community.

Another area on the extent of school learning continuity plan implementation is on the supervisory mechanism of school head and teachers. One of those is technical assistance that was rated good with an equivalent weighted mean of 3.2 while on the LAC plans the teachers rated it as very good with a weighted mean of 3.96. On the Self-learning Modules (SLMs), teachers rated it as good, having a weighted mean of 3.33. Lastly, the teachers rated it as very good on the weekly home learning plan with a weighted mean of 3.80.

The results in the supervisory mechanism of school head and teachers implied that it was very good. There result is very good because the school head have strictly followed the process of giving of technical assistance to their teachers. In other words, school head is very attentive of the technical assistance given by the Division Field Technical Assistance Team that is why the teachers also implement the program very well. On the other hand, the LAC plans result is amazing maybe because the teachers answer the module by heart, which means that they follow by heart all the modules in the LDM 2. Moreover, maybe because they are afraid not to do so because the Division and District Office will personally check their output using a validated tool from the division office. The teachers rated it good on the Self-Learning Modules because some of these materials are crafted by the teachers in their locality. They can easily ask queries if they have some problems on it. Or maybe because the division, region, or central office's learning resources underwent validation prior to its utilization, teachers did not find any difficulty validating the materials. And lastly, the teachers rated very good in the weekly home learning plan because from the start of the school year teachers have already idea on what to do in the weekly home learning plan, in other words teachers are really oriented by the school head on the DepEd Memorandum no. 162 s. 2020 so they have easy on what to do during the modular distance learning in the new normal.

Table 2
Academic Performance of Grade 9 Students in Araling Panlipunan

Grade Range	Description	Grade	
		Frequency	%
90-100	Outstanding	10	11
85-89	Very Satisfactory	13	14
80-84	Satisfactory	17	19
75-79	Fairly Satisfactory	50	56
Below 75	Did Not Meet Expectations	0	0
Total		90	100
Weighted Mean		80.50	Satisfactory

Table 2 presents the academic Performance of Grade 9 students in Araling panlipunan. The table was presented through the range of the students' grades with a corresponding description on the level of Performance and the frequency of the students per level of Performance. Based on the table presented, it shows that majority of the students belong in the fairly satisfactory level of Performance with a grading range of 75-79 and with a total number of 50 students or 56 percent while the least percentage of students which is equal to 10 or 11 percent are belong to outstanding level with a grade ranging from 90 to 100. On the other hand, in the very satisfactory level, there were 13 students or 14 percent having a grade ranging from 85 to 89 and in the satisfactory level, there were 17 students or 19 percent out of the 90 students being tested. Lastly, none from grade ranging from below 75 means none from the aforementioned total number of students belongs to this performance level.

Based on the results on the academic Performance of the grade 9 students in araling panlipunan, most of the students have not really cope with the new learning delivery considering that the average weighted mean is only 80.50 or having an equivalent of satisfactory Performance. In other words, though the teachers and school head really give their very best to implement the necessary and important policies set by the Department of Education, Department of health and even local government unit still not suffice and not guarantee that the students will learn the lesson based from the self-learning modules given by the teachers. Furthermore, self-learning modules cannot really augment the necessary knowledge and skills to be learned by the students in Araling Panlipunan.

Table 3
Test Of Relationship Between The Implementation Of School Learning Continuity Plan And Academic Performance Of The Grade 9 Students In Araling Panlipunan

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Implementation of School Continuity Plan and Academic Performance	0.79	6.32	4.817	Reject Ho	Significant Relationship <i>(Very Strong Positive Relationship)</i>

The Table 3 Presents The Test Of Relationship Between The Implementation Of School Learning Continuity Plan And Academic Performance Of The Grade 9 Students In Araling Panlipunan. It was presented with the results on the computed d value and table value based on the variables correlated. The table shows that the value of computed r which is equal to 0.79 is lesser than the computed d value of 6.32 with a table value of 4.827 which means that the hypothesis which states that there is no significant relationship between the implementation The Implementation Of School Learning Continuity Plan And Academic Performance Of The Grade 9 Students In Araling Panlipunan is rejected.

The results in table 3 implied a strong positive relationship between the Implementation Of School Learning Continuity Plan And Academic Performance Of The Grade 9 Students In Araling Panlipunan. Though it has only satisfactory results on the academic performance produced by the students, it still has a big impact in the implementation of the BE-LCP. Majority of the students have complied their requirements that is part of the Performance based on DepEd Order no. 31 s. 2020 focusing on assessment of the students. With the new learning delivery teachers and school head really give their very best to implement the necessary and important policies set by the Department of Education, Department of health and even local government in order to guarantee that the students will learn the lesson based from the self-learning modules in Araling Panlipunan for the first grading given by the teachers.

IV. Conclusion

Based on the study's findings, the test results show that the implementation of Basic Education Schools Learning Continuity Plan is significantly effective in increasing the pupils' academic Performance in Araling Panlipunan. Furthermore, the strict implementation of the Learning Continuity Plan to the respective schools could help augment the lacking in the delivery of the learning competencies in teaching Araling Panlipunan. Furthermore, if the BE-LCP is conducted heartily it could be effective in improving the performance of the Grade 9 in Araling Panlipunan subject.

V. Recommendations

1. The proposed Improvement Plan should be implemented.
2. The School Head should check from time to time the procedures in the implementation of the Basic Education Learning Continuity Plan to be implemented by all the internal and external stakeholders in order to see to it the safety of everyone in the school and of course for the betterment of the learners and to the school as a whole.
3. As DepEd introduced the different programs already shared in Elementary level, the School should fully utilize it in instruction and let the pupils experience in handling it in order for them to learn independently.
4. Teachers should do some serious things in attending virtual trainings as DepEd do their best in order to learn things in the new normal of learning delivery.
5. The teachers should develop strategy/ies and set targets that can further augment in helping the students increase their performance level in Araling Panlipunan.
6. School Heads should conduct workshop on how contextualized learning materials that is purely focused on learners strength and augment their weakness so that it will bridge them to a better understanding of the competencies.
7. Furthermore, the researcher is allowing the future researcher to conduct the same study to verify the significance of the implementation of Basic Education Learning Continuity Plan in improving the academic Performance of the students in Araling Panlipunan.

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AUTHOR'S PROFILE



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