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Research Article

Basic Education Learning Continuity Plan (BE-LCP) Implementation: Challenges and Opportunities

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ABSTRACT

The Basic Education Learning Continuity Plan (BE-LCP) was developed collaboratively by the Philippines through the Department of Education) in response to the need to continue education despite the restrictions imposed by the COVID-19 crisis. This is to ensure that education is delivered without jeopardizing the health and safety of its learners and employees. Therefore, this current study aims to determine the level of awareness and the extent of challenges and opportunities in implementing the Basic Education Learning Continuity Plan. The study was mainly quantitative by design and used the survey questionnaire and interview method to gather the necessary information. The survey questionnaire served as primary data from respondents' responses on the awareness, challenges, and opportunities of BE-LCP implementation. The result of the study indicates that the overall level of BE-LCP awareness was placed at a moderate extent, the overall extent of challenges among the respondents was penned moderate, and the overall extent of opportunities on the implementation of the BE-LCP was also moderate. Furthermore, there was a significant difference in the level of awareness on the BE-LCP implementation among the teachers, stakeholders, and students, meanwhile, the study reveals that there was no significant relationship among the variables of the study. As a result, the Division of Camiguin intends to ensure BE-LCP implementation and deliver quality education in the new normal.

Keywords: *Awareness, Basic education, Challenges, Learning continuity plan, Opportunities*

Introduction

The COVID-19 pandemic is a life-threatening phenomenon. This caused disruption and had a tremendous influence on the educational

system in our nation and throughout the globe, impacting all families. The problem highlights our dilemma in selecting whether to shut schools early this school year to reduce contact

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and save lives. Prioritizing education should be a high priority. The issuance of Department of Education Order (DO) No. 007, s. 2020 the School Calendar and Activities for Academic Year 2020-2021, and when it comes to educational continuity during a crisis, the BE-LCP illustrates DepEd's dedication to this goal. The health and safety of students and the school community must be always given priority, regardless of the circumstances.

The Learning Continuity Plan (LCP), divided into two components, is based on DepEd Order Nos. 12 and 13 s. 2020 outlines the logic and operationalization of home-based learning via a combination of modular and online education. Additionally, the addresses of students, a breakdown of the number of students enrolled in previous years, and a breakdown of the number of staff members employed are included. In essence, compared to the previous two years' statistics, this section demonstrates a significant reduction in current enrollment in most private primary schools. Because most of the children were moved to a public school, this is the case. During an interview with Rappler on July 8, 2020, the DepEd Secretary said that students are migrating to public schools because of financial concerns. Private school parents have lost their jobs as a result of the outbreak. According to her statement, as many as 200,000 learners have switched from private to public education. Operating the LCP is a long-term technique for adjusting to changing educational standards and practices. This component will need strategic planning and collaboration with stakeholders to comply with DepEd regulations. According to Briones (2020), the basic education learning continuity plan (BE-LCP) is the department's response to the educational problems due to the pandemic. 19. She emphasized the need for lifelong learning in the face of current and future challenges. As a result, the BE-LCP results from a team effort including the department, consultants, legislators, executive directors, teachers, parents, students, and members of the general public.

There needed to be more research on the awareness linking to the curriculum management aspects of BE-LCP in the public education program. Thus, the study aims to fully comprehend the Department of Education's decision to

implement the initiative mentioned above; it is necessary to ascertain the level of awareness that characterizes the curriculum management aspect of the BE-LCP in the public education program. As previously stated, if the field thoroughly understands BE-LCP, it will benefit the agency.

To put it in perspective, the Learning Continuity Plan is a significant action and commitment to safeguarding the health, safety, and well-being of our students, instructors, and workers during COVID-19 while also considering how to continue education for the following school year. DepEd. As a result, the Camiguin Division aims to implement the BE-LCP. As a result, this research will focus on BE-LCP awareness advocacy, problems, and possibilities in the island province's BE-LCP implementation and Education Futures frameworks required significant policy and practice reforms.

Methods

The study was mainly quantitative by design and used the survey questionnaire and interview method to gather the necessary information. The survey questionnaire was self-administered and served as primary data from respondents' responses on the Level of Awareness of BE-LCP implementation. Qualitative data in the form of interviews through Focus Group Discussion (FGD) and its validation are believed to be extremely useful in assisting the researcher in resolving common existing issues and areas for improvement; in this study, sourcing information from the participants of the study in the identification of advocacy awareness plan will be utilized. This process involved gathering Information and applying statistical data analysis techniques to collect quantifiable data.

On the other hand, the current study used a descriptive correlation research design. As indicated by Calderon (2006) and cited by Rillo & Alieto (2018), descriptive design refers to a study that gathers, computes, and tabulates data relevant to the current condition or trend. Furthermore, this study is non-experimental and cross-sectional. When the data acquired was completed swiftly, Setia (2016) noted in Buslon & Alieto's (2019) study can be considered cross-sectional.

This study was conducted in select public secondary schools in the five municipalities of Camiguin, namely; Camiguin National High School, Looc, Catarman, Camiguin, Yumbing National High School, Yumbing, Mambajao, Camiguin, Eulalio U. Pabillore National High School, Bonbon, Sagay, Camiguin, Guinsiliban National High School, Guinsiliban, Catarman, Camiguin and Sixto A. Abao National High School, Hubangon, Mahinog Camiguin. In the first implementation of the BE-LCP in 2020-2021, these select five schools adopted modular distance learning to deliver quality education. The schools, through the stakeholder, established their module retrieval and distribution area. Thus, the local officials also provided vehicles as means of transportation during distributing modules to students living in far-flung areas.

A survey questionnaire was used to administer the responses regarding the level of awareness and extent of challenges and opportunities in the BE- LCP implementation among students, teachers, and stakeholders, their sources of Information about BE- LCP program. Purposive sampling was utilized to obtain the sample in this investigation. According to Arikunto (2010), Purposive sampling is the method of collecting samples by selecting people based on a specific objective rather than level or region. According to Riyanto (2001), the study focused on selecting a sample whose population and the goal was explicit from the investigation. The researcher can select samples that represent the population using purposive sampling.

On the other hand, the researcher also conducted the FGD with the students and

stakeholders on different schedules with the same meeting platform and the purpose of the study was carefully laid out to them. Significant questions were raised during the FGDs with teachers, students, and stakeholders. The interview was auto-recorded on google meet to get reliable information from the respondents.

Lastly, the researcher administered the survey questionnaire through google forms. The respective class advisers assisted the researcher in administering the survey questionnaire. Their responses were carefully treated with the utmost confidentiality.

Results and Discussion

Table 1 provided the level of awareness on the BE-LCP implementation from the lenses of the teachers, stakeholders, and students. These groups of respondents were expected to have recognized the steps being undertaken by the schools to continue the delivery of education services to the students. This level of awareness centered on the curriculum area and learning delivery concerns the schools should have performed in the remote learning modality. These included awareness on MELCs arrangement, transfer of learning from the previous to the next, integration of EsP in other learning areas, adjustments on the MELCs, utilization of SLMs, awareness of teachers in the use of the issued LMs, teachers' ability to contextualize learning standards, change of offering not within the MELCs, awareness on TV lessons and its difference from modular lessons, and knowledge about the provision of the answer key in the SLMs.

Table 1. Respondents Level of Awareness on the Implementation of the BE-LCP

Respondents	Mean	SD	Interpretation
Teachers	3.49	0.68	Aware at all times
Stakeholders	3.46	0.94	Aware at all times
Students	2.95	0.82	Aware most of the times
Overall	3.02	0.84	Aware most of the times

It can be seen from the table that the overall level of awareness was placed at a moderate extent (mean=3.02,SD=0.84), meaning respondents were aware most of the time. By group, the

table disclosed that the teachers and stakeholders had a high awareness, which means being aware at all times. At the same time, the students had a moderate extent of

awareness with an interpretation of being aware most of the time. The likelihood for the students to deviate from the two other groups can be expected since their level of observation, or knowledge, concerning the curriculum delivery concerns was not that high to quickly notice the steps being done by the schools.

This finding relates to the pronouncement of Pascua (2020) in line with DepEd’s commitment to providing high-quality education through “Sulong Edukalidad” amid the pandemic. Given continuing the provision of education services, the education agency redesigned the learning competencies by requiring only

the learners to have the essential learning competencies in the remote learning approach. Hence, teachers’ level of awareness was higher than the stakeholders and students since they knew the developments now and then in the education agency as insiders.

The implementation of modular distance learning was coupled with so many challenges when the education sector decided to continue delivering education services to the students. For this reason, the researcher aimed to determine to what extent those challenges affected the respondents of the study.

Table 2. Respondents’ Extent of Challenges on the Implementation of the BE-LCP

Respondents	Mean	SD	Interpretation
Teachers	2.97	0.65	Agree at all times
Stakeholders	2.91	0.65	Agree at all times
Students	2.89	0.75	Agree at all times
Overall	2.89	0.74	Agree at all times

In the remote learning approach, all those involved in the children’s education encountered challenges worth noting for reference in the future. These challenges included less information received in the BE-LCP, limited knowledge to share about BE-LCP, complacency in the previous curriculum and its modality, less motivation in performing the task, the sudden shifting of learners from one course to the other, confrontation of problems about BE-LCP implementation, various outright adjustments of the BE-LCP implementation, time constraints, the limited circulation and orientation of the BE-LCP in schools.

Table 2 revealed that the overall extent of challenges among the respondents was penned moderate (mean=2.89, SD=0.74), meaning, agree at all times. It can also be seen that each group of respondents had a moderate extent of challenges. This means that the groups of respondents experienced almost some kind of challenges along with the implementation of

the remote learning approach. For sure, these groups of respondents had encountered different challenges since they played different roles and functions in the BE-LCP implementation.

This finding connects to the study of Tarek (2016), which claimed that remote learning requires a high level of engagement between the teachers and students. In the context of the new normal education set up due to pandemic, this so-called engagement is bridged by the home facilitators of learning, the parents of the students. Again, the teachers experienced more challenges than the parents’ and students’ challenges in the modular distance learning modality.

Whenever there are threats to life, there are also opportunities. This was why the researcher desired to determine opportunities occurring along with the implementation of the BE-LCP among the teachers, students, and stakeholders.

Table 3. Respondents’ Extent of Opportunities on the Implementation of the BE-LCP

Respondents	Mean	SD	Interpretation
Teachers	3.31	0.69	Strongly agree
Parents	3.16	0.64	Agree at all times

Respondents	Mean	SD	Interpretation
Learners	3.07	0.79	Agree at all times
Overall	3.08	0.77	Agree at all times

Table 3 showed that the overall extent of opportunities on implementing the BE-LCP was moderate ($mean = 3.08, SD = 0.77$), meaning, agree at all times. Among the respondents, the teachers had a high extent of opportunities ($mean = 3.31, SD = 0.69$) which means strongly agree. But the stakeholders and students were at a moderate extent of opportunities, meaning, agree at all times. With the group of teachers at a high extent of opportunities, it simply follows since the teachers tapped the resources of the public and private individuals and organizations to help make the remote learning approach work.

These opportunities included participation in capacity-building training, engagements in social media advocacies, and informal discussions with fellow workers. Besides, opportunities in this work extended to being given significant jobs like an instructional leader, mentor, coach, and technology provider. Finally, opportunities involved the request to perform a new task anchored on the BE-LCP and other similar

roles and functions relevant to the remote learning approach.

While there were challenges in the BE-LCP implementation, there were also opportunities that came along the way. This time the situation supports the claim of Bell (2017) that parents believed the impact of solid academic outcomes as an indicator to better professional opportunities and employment security of the students in the future. Meaning the parents serving as home facilitators of learning can feel what it takes to teach children. While Nardo (2017) felt that learners might advance independently, learn, and become more self-sufficient with little or no aid from others. These are some opportunities the teachers, stakeholders, and students surely experience in the remote learning process.

This time the objective is to determine the significant difference in the level of awareness on the BE-LCP implementation from the lenses of the respondents.

Table 4. Respondents' Extent of Opportunities on the Implementation of the BE-LCP

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2.141	2	1.071	19.744	0.000	3.354
Within Groups	1.464	27	0.054			
Total	3.605	29				

Table 4 revealed that there was a significant difference in the level of awareness on the BE-LCP implementation among the teachers, stakeholders, and students ($F(2,27)=19.744, p < 0.0001$). This result supported the rejection of the null hypothesis. This further means that at least one group of the respondents significantly differed from the other. However, the analysis did not provide at which group the significant difference occurred from among the respondent of the study; it called for further analysis.

To determine at which group the significant difference happened, a post-hoc test through the Bonferroni correction method was conducted in this work. This method was utilized in this study because this is very useful in identifying which variables are significant. For example, this method will be used when there are only a few comparisons and you want to find one or two that might be significant.

Table 5. Post-Hoc Test on the Level of Awareness Among the Respondents

Groups	P-value (T-test)	Significant?
Teachers vs Stakeholders	0.623	No
Teachers vs Students	0.000	Yes
Stakeholders vs Students	0.000	Yes

Bonferroni Corrected Value = 0.017

Post-hoc analyses in Table 5 revealed that the stakeholders (3.55 ± 0.13) and teachers (3.49 ± 0.36) did not significantly differ from each other. But the teachers and stakeholders significantly differed from the students ($2.95 \pm 0.13, p < 0.001$).

These findings relate to the study of Kuruvilla (2020) and Rich (2020) on the level of awareness among the teacher, stakeholders, and students. Stakeholders like parents performed significant roles and teachers in the remote learning process. Parents tracked the

performance of the students in the remote learning process. Due to strict social distancing and other health protocols, the teacher cannot do this. In other words, the stakeholders, primarily the teachers and parents, had performed significant roles and functions BE-LCP implementation.

This inquiry assumes that the respondents' level of awareness correlates to the extents of challenges and opportunities concerning the BE-LCP implementation.

Table 6. Test of Relationship Among the Level of Awareness, Extent of Challenges and Opportunities

Variable	Mean	SD	1	2	3
Awareness	3.02	0.84	1		
Challenge	2.89	0.74	-0.21	1	
Opportunities	3.08	0.77	0.16	-0.56	1

The analysis in Table 6 revealed no significant relationship among the variables of the study. It can be seen that the level of awareness and the extent of challenges ($r = -0.21, p = 0.555$) as well as the level of awareness and extent of opportunities ($r = 0.16, p = 0.650$) had negligible correlation or no correlation at all. In comparison, the extent of challenges and opportunities ($r = -0.56, p = 0.090$) had a moderate correlation.

This result connects to the study of Nardo (2017), which enumerated some of the advantages of modular instructions in which the learners were aware of the challenges and opportunities in remote learning. With this, respondents' level of awareness cannot dictate the extent of challenges and opportunities to come along the way. It could be possible that the respondents were well aware of what was going on around them, but this does not necessarily imply the outright occurrence of challenges and opportunities.

Conclusion

Based on the findings of this work, the conclusions were drawn as follows:

- 1) The teachers and stakeholders showed a high extent of their level of awareness on the BE-LCP implementation, while the students' level of awareness was at a moderate extent.
- 2) In terms of the challenges encountered by the respondents, they all registered a moderate extent along with the BE-LCP implementation as the shelter of the modular distance learning delivery modality.
- 3) 3)The teachers had a high extent of opportunities due to their enormous roles and functions to affect the delivery of education services to the learners.
- 4) 4)There was a significant difference in the level of awareness among the groups of respondents. But teachers and stakeholders

- altogether significantly differed from the students.
- 5) 5) There was no significant relationship among the level of awareness, the extent of challenges, and the extent of opportunities in the study.

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