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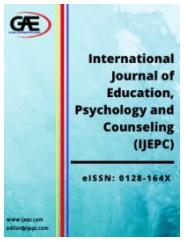

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THE LEVEL OF IMPLEMENTATION OF LEARNING CONTINUITY PLAN FOR KINDERGARTEN LEARNERS IN THE CITY DIVISION OF LUCENA

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Abstract:

This study determined the level of implementation of the Learning Continuity Plan for Kindergarten Learners in the City Division of Lucena, which would come up with a basis for an action plan. The study employed a descriptive type of research. The respondents were the Ninety-Five (95) Kindergarten Teachers in the City Division of Lucena. The school profile mainly consists of those from the North District, operates schools for 1 to 10 years, has 21 or more teachers, and more than 1,000 enrollees. Moreover, a very good rating was given on the level of implementation of the Learning Continuity Plan. The Principles of the Learning Continuity Plan revealed that the LCP implementation helped protect the health, safety, and well-being of kindergarten learners, teachers and personnel and prevent the further transmission of COVID-19. Also, along with the Learning Strategies and Modalities, it further showed that the LCP implementation enables the schools to apply Modular Distance Learning for kindergarten learners. There was no significant difference in the Level of Implementation of the Learning Continuity Plan when the respondents were grouped according to school profile. Lastly, the respondents have yet to encounter problems in the implementation of the Learning Continuity Plan (LCP). It revealed that there was not enough budget to sustain the implementation of the LCP.

Keyword:

Kindergarten Learners, Learning Continuity Plan, master's in education management, Modular Distance Learning, Polytechnic University of The Philippines

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Introduction

The worldwide pandemic of an incredibly infectious new generation of coronavirus called COVID-19, wherein there is no vaccine yet prevails to produce hindrances in world nations. At this juncture, the greatest effect of COVID-19 came from the demand to impose strict social and physical separation to control its spread. For the Department of Education (DepEd), Due to this, classes had to be stopped, and all other school activities for the rest of the School Year (SY) 2019-2020 were called off, thereby resulting in no school classes or other such activities for SY 2020-2021, schools must find ways for learning to continue amidst the hazard and uncertainties brought about by COVID-19 while ensuring the health, safety, and well-being of all learners, teachers, and personnel of the Department. This is where the LCP comes in because of this global pandemic condition.

According to UNESCO in 2020, most Asian countries opted to close schools to prevent the spread of COVID-19 and other infectious diseases. The closure concerned 1.2 billion learners around the world, with 28 million learners in the Philippines (UNESCO, 2020). The reactions from community lockdowns and community quarantines in a number of Asian countries have led students and teachers to study and work from home, which has led to the delivery of online learning programs (Crawford et al., 2020). Moreover, Bao (2020) says the application of online instruction has a variety of threats and hindrances for educators and learners, especially in the tertiary schools in the place.

When it comes to the Philippines, within the student-oriented framework, according to the four cornerstones of Sulong Edukalidad: K to 12 curriculum assessment and evaluation are aligned to the article stated that BE-LCP, upgrading the learning centers, teachers' accreditation and evaluation, and stakeholders' analysis for empowerment and inclusion. These cornerstones were instituted for creativity, critical thinking, and teamwork, Sulong Edukalidad, BE-LCP, and the futures of the Philippine educational system coordinated for goals and with learner self-discovery, self-teaching, and self-application. Thus, it is vital for the BE-LCP to be directed by the principles of lifelong, life-wide, life-deep, and life-wise learning.

In National Perspectives, the 1987 Constitution articulates in Provision XIV, sections 1 and 2 that: "the country enforces the right of all citizens to quality education at all levels and imposes actions to ensure accessibility of education for all citizens." Also, the country creates, sustains, and implements a fully integrated system of education significant to the demands of the people and society, together with creating and functioning a system of free public education in the basic education levels.

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The BE-LCP was developed hand-in-hand, maintaining their constitutional mission to protect every citizen's right to a high-quality education while creating a legislative foundation for the new normal. The DepEd assessed and evaluated the programs, projects, and activities provided under the plan and their financial statements. The funds for the program were increased and readjusted for the said programs, projects, and activities for funding assistance. Also, substantial and sufficient financial resources are available from reputable and established funding sources.

Based on the local perspective, DepEd has promulgated issuances about flexible learning and materials, specifically, DepEd Order No. 21, s. 2019 or the Policy Guidelines of the K to 12 Basic Education Program. It detailed the Flexible Learning Options (FLOs), which include alternative delivery modes and their corresponding learning resources that are responsive to learners' needs, context, circumstances, and diversity. On February 1, 2020, the DepEd Secretary issued DepEd Memorandum No. 11, s. 2020, establishing a Task Force to manage the department's response to COVID-19. Moreover, this superseded to DepEd Memo No. 12, s. 2020 entitled: "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in light of the COVID-19 Public Health Emergency. Furthermore, this has led to the development of the Basic Education Learning Continuity Plan (BE-LCP) to respond to basic education challenges brought about by COVID-19. This was enforced by DepEd Order No. 018, s. 2020 entitled: "Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan, which enables the DepEd to provide learning resources in implementing the BE-LCP. As contrast, the Learning Continuity Plan (LCP) is the emerging concept or idea as the COVID-19 outbreak arose. This relied on the concept of how learning can reach every learner in the present situation of health crisis. No one can go outside due to the COVID-19 crisis, so 21st Century Learners were prohibited from going outside, as it could endanger their lives. Therefore, the Department of Education (DepEd) devised a way to reach the learners for Batch 2020. This demonstrated the different requirements of the DepEd to uphold the right to access quality basic education.

In contrast, the Learning Continuity Plan (LCP) is an emerging concept or idea that arose during the COVID-19 outbreak. This relied on the concept of how learning can reach every learner in the present situation of a health crisis. No one can go outside due to the COVID-19 crisis, so 21st Century Learners were prohibited from leaving home, as doing so could endanger their lives. Therefore, the Department of Education (DepEd) devised a way to reach the learners of Batch 2020. This exhibited different learning modalities that the learners can access for them to learn even though we are on the brink of COVID-19 crisis. The Learning Continuity Plan (LCP) serves as a medium to connect learners with information and enable them to benefit from their education. To facilitate learners' acquisition of knowledge, various teaching methods were employed, including face-to-face learning (in areas with low case numbers), online distance learning, blended learning, and modular learning.

In the local context, the study is initially based in the City Division of Lucena, which is a highly urbanized community. The schools in this city need to implement Learning Continuity Plans (LCPs) for kindergarten pupils. This COVID-19 crisis should not hinder learners' achievements or their pursuit of education during a pandemic situation.

As a Kindergarten Teacher, the COVID-19 pandemic presents challenges and barriers to the quest for knowledge among young learners. They require significant attention and focus to grasp information and understand their lessons each day. It is challenging for teachers to

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implement an effective Learning Continuity Plan that facilitates learning. However, this presents an opportunity for Kindergarten teachers to develop their skills and abilities, leading to positive learning outcomes. The Learning Continuity Plan is beneficial for delivering instruction to kindergarten learners, particularly through the use of modules and other learning materials provided by the teachers.

Pursuant to the cited provisions, as well as Executive Order No. 292, also known as the Administrative Code of 1987, Republic Act No. (RA) 9155, or the Governance of Basic Education Act of 2001, and RA 10533, or the Enhanced Basic Education Act of 2013, it states that compliance with learner-centered principles, inclusive education, outcome/competency-based education, and spiral progression is compulsory as outlined in the K to 12 basic education curriculum. Based on the local perspective, DepEd has released directives about flexible learning and materials, specifically, DepEd Order No. 21, s. 2019, or the Policy Guidelines of the K to 12 Basic Education Program, detailed the Blended Learning Models, which comprises alternative delivery modes with a variety of learning resources that satisfy the demand, situations, and capacity of learners. Last February 1, 2020, DepEd Secretary issued DepEd Memorandum No. 11, s. 2020, on forming a Task Force for the management of the department's response to COVID-19. Moreover, this superseded to DepEd Memo No. 12, s. 2020 entitled: "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 to suffice the COVID-19 Public Health Emergency. Furthermore, this has established the Basic Education Learning Continuity Plan (BE-LCP) to cater to the needs of fundamental education hindrances due to COVID-19. This was enforced by DepEd Order No. 018, s. 2020 entitled: "Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan, which enables the DepEd to supplant learning resources in the implementation of the BE-LCP.

Despite the implementation of the Basic Education Learning Continuity Plan (BE-LCP) and the extensive body of literature examining online and flexible learning during the COVID-19 pandemic, previous studies have largely focused on general basic education and higher education contexts, particularly emphasizing technological readiness, instructional delivery, and learner performance. However, critical aspects remain underexplored, especially in the context of kindergarten education, where learners require developmentally appropriate, highly interactive, and guided instruction. There is a paucity of empirical evidence examining how Learning Continuity Plans are operationalized at the early childhood level, particularly in urban public school settings such as the City Division of Lucena. Furthermore, limited attention has been given to the pedagogical challenges, teacher adaptability, parental involvement, and effectiveness of modular and blended learning modalities specifically for young learners. This gap necessitates a focused investigation to determine whether the principles of learner-centeredness, inclusivity, and competency-based education mandated by existing policies are effectively realized in practice. Hence, this study seeks to address this gap by examining the implementation of the Learning Continuity Plan among kindergarten learners, providing insights that may inform policy enhancement, instructional design, and future crisis-responsive education frameworks.

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Literature Review

Learning Continuity Plan

The emergence of the COVID-19 pandemic fundamentally disrupted global education systems, prompting governments to adopt emergency response frameworks to ensure continuity of learning. In the Philippines, the Department of Education (DepEd, 2020) introduced the Basic Education Learning Continuity Plan (BE-LCP) as a comprehensive strategy to sustain educational delivery amid public health restrictions. This initiative aligned with global efforts documented by UNESCO (2021), which emphasized the rapid transition to alternative learning modalities affecting over a billion learners worldwide.

Recent empirical studies highlight that the BE-LCP served as a policy backbone for implementing flexible learning modalities such as modular distance learning, online learning, and blended approaches. According to Tria (2021), the Philippine education system demonstrated resilience through adaptive mechanisms, yet faced structural limitations in infrastructure and digital access. These findings were corroborated by Dangle and Sumaoang (2021), who identified that while modular learning became the most widely used modality, it posed challenges in learner comprehension and engagement.

Studies conducted in Southeast Asia further support the effectiveness and limitations of learning continuity frameworks. For instance, a comparative study by Rasmitadila et al. (2021) found that while flexible learning ensured access, disparities in technological readiness significantly influenced learning outcomes. In the Philippine context, Barrot, Llenares, and Del Rosario (2021) revealed that students encountered difficulties related to self-regulation, limited teacher interaction, and unstable internet connectivity, which affected their academic performance.

From a pedagogical perspective, recent literature emphasizes the shift from teacher-centered to learner-centered approaches under the BE-LCP. According to Lapada et al. (2021), teachers were compelled to redesign instructional strategies to accommodate asynchronous and remote learning environments. However, the study noted that many educators lacked sufficient training in digital pedagogy, resulting in varied instructional quality across regions.

Parental involvement emerged as a critical factor in the success of learning continuity initiatives, particularly in basic education. A study by Bhamani et al. (2022) indicated that parents assumed quasi-teaching roles, especially in modular learning contexts. In the Philippines, this was reinforced by Oducado and Estoque (2021), who found that parents of younger learners experienced difficulties in facilitating lessons due to limited academic preparedness and time constraints.

Technological readiness remains a recurring theme in recent studies. According to Agaton and Cueto (2021), socioeconomic inequalities significantly influenced access to devices and internet connectivity, thereby affecting students' participation in online learning. This digital divide was more pronounced in public schools, where learners relied heavily on printed modules due to limited access to digital resources.

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In terms of learning outcomes, several empirical studies suggest mixed results regarding the effectiveness of LCP implementation. For instance, Bernardo (2022) found that while learning continuity was achieved in terms of access, there were notable declines in mastery of competencies, particularly in foundational subjects. Similarly, Maldonado and De Witte (2022) reported learning losses associated with prolonged school closures and remote learning conditions.

Teacher adaptability and professional development were also widely examined in recent literature. According to Trust and Whalen (2021), teachers demonstrated high levels of adaptability but required continuous support in terms of training, resources, and mental health. In the Philippine setting, Guiamalon (2022) emphasized that teacher resilience played a crucial role in sustaining instructional delivery despite operational challenges.

The role of policy and governance in implementing learning continuity plans has also been explored. Studies indicate that strong institutional leadership and clear policy guidelines contributed to more effective implementation. According to Reimers and Schleicher (2021), education systems that adopted coordinated and data-driven approaches were better positioned to respond to pandemic-related disruptions.

In early childhood education, however, there is a notable scarcity of empirical studies focusing specifically on the implementation of LCP. Dayagbil et al. (2021) noted that young learners faced unique challenges due to their developmental needs, which require interactive, play-based, and socially engaging learning environments. The shift to remote modalities limited opportunities for such interactions.

Moreover, research highlights that modular learning may not fully address the cognitive and socio-emotional development of kindergarten learners. According to Eshach (2022), early childhood education relies heavily on guided instruction, immediate feedback, and hands-on activities, which are difficult to replicate in distance learning setups. This raises concerns about the long-term impact of LCP on early learners.

Local studies conducted in urban divisions in the Philippines indicate that contextual factors significantly influence the implementation of learning continuity plans. For example, a study by Santos (2023) found that schools in urban areas like Lucena City had better access to resources but still encountered challenges related to learner motivation and parental support.
Recent developments from 2024 to 2026 suggest a gradual transition toward post-pandemic recovery and hybrid learning models. According to OECD (2024), education systems are now focusing on learning recovery programs, diagnostic assessments, and curriculum adjustments to address learning gaps. In the Philippines, DepEd continues to refine its policies to integrate best practices from the BE-LCP into long-term education reforms.

Despite the growing body of literature on learning continuity, there remains a limited focus on the holistic evaluation of LCP implementation at the kindergarten level, particularly in terms of pedagogical effectiveness, stakeholder engagement, and learner outcomes. Most studies remain generalized across education levels, thereby overlooking the specific needs of early childhood learners.

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Thus, this review underscores the need for a more localized and level-specific investigation into the implementation of the Learning Continuity Plan. By focusing on kindergarten education within the City Division of Lucena, this study aims to contribute to the existing literature by addressing gaps related to early childhood pedagogy, contextual challenges, and the effectiveness of flexible learning modalities in sustaining quality education during crisis situations.

Kindergarten Learners

From early grades, learners require adult guidance; a blend of face-to-face instruction with the teacher and modular instruction at home may be utilized. For home-based modular learning, the support of trained para-teachers is essential. They must be trained in both content and instructional delivery before implementation to ensure proper and appropriate instruction. A Facilitator's Guide will be made available to para-teachers.

Early-grade learners (grades K to 3) are particularly vulnerable to educational inaccessibility. They rely heavily on adult guidance as both caregivers and facilitators of learning. Instruction for these students should be grounded in the principles of developmentally appropriate practices: age-appropriate, individually appropriate, and socio-culturally appropriate

For teachers' school leaders' preparation, amidst the COVID-19 pandemic and its accompanying challenges, the Department of Education, through the National Educators Academy of the Philippines (NEAP), reaffirms its commitment to enhancing and supporting the professional development of teachers and schools' leaders.

The teachers and educational leaders were qualified to implement the adoption of flexible learning delivery models using the technology resources map, readiness assessment tools, and implementation strategies guidelines.

They are introduced to the wide array of delivery modes that can be utilized within localization in the community, considering the current circumstances of learners and teachers. The tools and mechanisms were established for consensus decision-making within the appropriate learning mode context. The contextualization includes geographical locations, delivery platforms (such as online, broadcast technology, and modules), as well as the readiness of learners, teachers, households, and community partners, along with other significant factors.

The capacity-building programs, which will be implemented starting in June 2020, will address curriculum requirements related to essential learning competencies and content, as well as pedagogy and assessment. These programs will complement the learning resources already available through the DepEd LR Portal, DepEd Commons, and other LR portals and resources that may be provided by education partners. Given the challenges posed by the COVID-19 pandemic, which impact not only physical health but also the mental well-being of both learners and teachers, capacity building will also include support for teachers to help them debrief their classes about their experiences during the public health crisis and set fair expectations for how learning will occur in the "new normal."

There will also be efforts to train teachers in identifying and assisting children under vulnerable conditions and in protecting them from violence and harm across various contexts, including school, home as school, and the cyber world. These children include those who are victims or

at risk of child abuse and bullying, children living in conflict-afflicted areas, children in disaster-prone regions, gifted children, and other learners at risk of interrupted learning due to socio-economic factors, among others. Proper attention must be given to these learners, as they already face enough challenges under normal conditions, limiting their ability to keep pace with other students. If not, students with learning disabilities may fall further behind the rest of the learner population. These strategies will ensure that teachers can seamlessly adapt their learning materials into guides tailored to the platforms and modalities they will adopt and implement.

The capacity-building intervention will also be tailored to the level of risk in the area and the COVID response adopted based on the epidemiological situation. Therefore, the delivery of the intervention will utilize a multi-modal approach that leverages accessible technology, resources, and the capabilities of the education system, as well as the willingness of clients to engage in the capacity-building process building.

In accordance for Operationalizing the Learning Continuity Plan, Brigada Eskwela the original schedule for the 2020 Brigada Eskwela, set for May 18-23, 2020, as stated in DM 32, s.2020, has been postponed. The Department of Education (DepEd), through the Education Program Supervisor (EPS), will now implement an extended national preparation period for schools through Brigada Eskwela from June 1 to August 29, 2020. However, under Brigada Eskwela Plus, partnership initiatives will take place throughout the school year. This will enhance the readiness of not only school facilities but also the learners, both teaching and non-teaching staff, as well as school leaders and managers community.

Methodology

The study utilized a descriptive-survey type of research. This descriptive-survey design analyzed trends, case studies, and circumstances within the study's locality. The design investigated the phenomena as they existed (Cantrell, 2019). As stated by Gay (2018), "descriptive research involves gathering data to test hypotheses or answer questions regarding the current status of the study's subject." This study employed the use of the Questionnaire as the main guide of the study. The questionnaire will be analyzed through the use of Statistical Tools such as frequency count, mean, and Kruskal Wallis H-Test. The population of the study is 125 kindergarten teachers in the City Division of Lucena City. It only employed 95 Kindergarten Teachers in the City Schools Division of Lucena City as respondents of the study using the Cochran Sample Size Calculator or Formula. Simple random sampling was employed to select the kindergarten teachers. With this sampling strategy, each respondent had an equal and independent chance of being included in the research. Make a number for drawing of lots, enough for each district. Then randomly pick numbers corresponding to sample size. The name of the respondent corresponding to a number is selected as a respondent. After identifying the names and the e-mail address, send the google link to the chosen respondents or personally distribute the questionnaire to the targeted respondents. This study utilized the questionnaire as the primary data-gathering tool. This questionnaire was adapted and modified from DepEd Order No. 012, s. 2020, entitled "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in light of the COVID-19 Public Health Emergency." Statistical tools were also employed using percentages, mean, and the Kruskal Wallis H-Test.

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Results and Discussion

School Profile of the Respondents

Table 1: School Profile of the Respondents

District	F	%
East	18	18.95
North	33	34.74
South	24	25.26
West	20	21.05
No. of years in operation	**F**	**%**
1 to 10 years	78	82.11
11 to 20 years	8	8.42
21 to 30 years	3	3.16
31 to 40 years	2	2.11
41 to 50 years	3	3.16
51 years and above	1	1.05
No. of Teaching Personnel	**F**	**%**
1 to 10	19	20.00
11 to 15	12	12.63
16 to 20	5	5.26
21 and above	59	62.11
No. of Enrolment	**F**	**%**
Below 100	13	13.68
100 to 200	13	13.68
201 to 400	8	8.42
401 to 600	8	8.42
601 to 800	9	9.47
801 to 1000	10	10.53
More than 1000	34	35.79

The table shows a breakdown of data by various categories, starting with the District. The distribution of schools across the districts is fairly balanced. The North district has the highest percentage at 34.74%, with 33 schools, followed by the South at 25.26% (24 schools). The East district has 18 schools, representing 18.95% of the total, while the West district has the lowest percentage, with 20 schools, accounting for 21.05% of the schools surveyed.

Regarding the Number of Years in Operation, the majority of schools have been in operation for a relatively short period. 82.11% of schools have been operating for 1 to 10 years, with 78 schools falling into this category. The remaining schools are more spread out across other time ranges: 8.42% (8 schools) have been operating for 11 to 20 years, 3.16% (3 schools) for 21 to 30 years, and only 2.11% (2 schools) have been operational for 31 to 40 years. A small portion of schools (3.16%) have been running for 41 to 50 years, and just 1.05% (1 school) has been operational for more than 51 years.

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When it comes to the Number of Teaching Personnel, the largest proportion of schools, at 62.11% (59 schools), have 21 or more teaching staff. This suggests that a significant number of schools are larger institutions. On the other hand, 20% (19 schools) have between 1 to 10 teaching personnel, while 12.63% (12 schools) employ 11 to 15 teachers. Only 5.26% (5 schools) have 16 to 20 teachers. This distribution implies that the majority of schools in this data set are relatively well-staffed.

Lastly, the Number of Enrollments reveals a diverse range of school sizes. A significant portion of schools, 35.79% (34 schools), have enrollments of more than 1000 students, making them the largest in terms of student population. Schools with 801 to 1000 students represent 10.53% (10 schools), while those with 601 to 800 students account for 9.47% (9 schools). The smallest schools, with enrollments below 100 and between 100 to 200 students, each make up 13.68% of the total (13 schools). A smaller number of schools have enrollments between 201 to 400 (8.42%) and 401 to 600 (8.42%), showing a wide range in the size of the institutions.

The distribution of schools across districts, years of operation, teaching personnel, and student enrollment has both theoretical and practical implications for educational planning and management. Theoretically, the data support organizational and human capital theories, suggesting that the size, age, and staffing of schools influence instructional quality, resource allocation, and overall school performance. The predominance of schools operating for 1 to 10 years indicates that many institutions are still establishing routines and organizational culture, while the concentration of teaching personnel in larger schools highlights the critical role of human resources in meeting learner needs. Practically, these findings provide guidance for policy and decision-making, enabling administrators and planners to prioritize resource distribution, professional development, and capacity-building initiatives, especially in newer or smaller schools with fewer staff. The diverse student enrollment sizes underscore the need for differentiated instructional strategies and tailored learning programs to ensure equitable access to quality education. Additionally, staffing patterns indicate areas where hiring or redistribution may improve teacher-to-student ratios, classroom management, and educational outcomes. For districts with larger school concentrations, such as the North, targeted interventions can address scale-related challenges, while smaller districts may focus on sustaining quality with limited resources. Overall, understanding these patterns equips educational leaders with evidence to develop more effective learning continuity plans, operational strategies, and policy initiatives that enhance both teacher performance and learner achievement.

Level of Implementation of the LCP

Table 2: Summary Table of the Level of Implementation of the LCP

Indicators	M	VI
Principles of the LCP	4.53	Excellent
School Calendar and Activities	4.44	Very Good
Learning Strategies and Modalities	4.46	Very Good
Teachers' and School Leaders Preparation	4.40	Very Good
Operationalizing of the LCP	4.38	Very Good
Monitoring and Evaluation	4.40	Very Good
General Mean	**4.44**	**Very Good**

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The table presents the ratings for various indicators related to the implementation and management of the Learning Continuity Plan (LCP). The overall performance is rated as "Very Good," with a general mean of 4.44. Each indicator is assessed on a scale that reflects the effectiveness and quality of different aspects of the LCP, from the principles and structure to the monitoring and evaluation processes. The ratings suggest that most areas are performing well, with high marks in areas critical to the LCP's success.

The top three indicators are the Principles of the LCP (4.53), rated as "Excellent," followed by School Calendar and Activities (4.44) and Learning Strategies and Modalities (4.46), both rated as "Very Good." The high rating for the Principles of the LCP indicates that the foundational ideas and goals of the plan are being well implemented and understood. The School Calendar and Activities and Learning Strategies and Modalities reflect the school's effectiveness in structuring its academic calendar and delivering diverse, adaptable teaching methods that cater to students' needs.

The lowest rating was for the Operationalizing of the LCP (4.38), which, although still rated as "Very Good," is slightly below the other indicators. This suggests that while the operationalization of the plan is generally strong, there may be areas for improvement in the actual implementation or practical execution of the LCP. Operationalizing a plan involves translating theoretical ideas into actionable steps, and this area might require closer attention to ensure consistency and effectiveness across the board.

Analyzing these results in the context of research on educational management and school improvement, Monitoring and Evaluation (4.40) aligns with best practices in ensuring that the LCP is being implemented effectively. According to research by Hargreaves (2008), ongoing monitoring and evaluation are crucial for the sustainable success of educational reforms. Furthermore, the Learning Strategies and Modalities rating reflects a trend found in studies on differentiated instruction, where schools that use multiple learning strategies, such as online and hybrid learning, tend to perform better in terms of student engagement and outcomes (Tomlinson, 2001). The slight dip in Operationalizing the LCP could be related to challenges faced by schools in adapting to rapidly changing educational environments, as observed in the global shift to online and blended learning during the pandemic (Barbour, 2020). Therefore, continuous feedback and adaptive measures in the operational phase will be key to improving performance across all indicators.

The ratings of the Learning Continuity Plan (LCP) indicators carry important theoretical and practical implications for educational management and school improvement. Theoretically, the high ratings in Principles of the LCP, Learning Strategies and Modalities, and School Calendar and Activities support frameworks in educational leadership and instructional design that emphasize the alignment of school vision, pedagogical strategies, and structured planning as foundational to successful learning outcomes. The slightly lower rating in Operationalizing the LCP highlights the gap between planning and implementation, illustrating theories of organizational change that stress the challenges of translating strategic objectives into actionable practices, particularly in dynamic or crisis contexts such as the COVID-19 pandemic. Practically, these findings provide actionable insights for school administrators and policymakers, indicating that while foundational principles and planning are strong, targeted support is needed in operational execution. Schools may benefit from enhanced training, capacity-building workshops, and more structured monitoring and evaluation systems to ensure consistent and effective implementation. Emphasizing adaptive strategies, feedback

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mechanisms, and resource allocation will help bridge the gap between theory and practice, ultimately ensuring that all students receive equitable access to quality education despite external challenges.

Significant Difference of the Level of Implementation of LCP Based on Profile

Table 3: Kruskal Wallis H-Test of the Level of Implementation of LCP Based on Profile

Profile	p-value	Interpretation
District	0.377	Not Significant
No. of Years of Operation	0.662	Not Significant
No. of Teaching Personnel	0.604	Not Significant
No. of Enrolment	0.311	Not Significant

Note: *"If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."*

The table presents the p-values for various profiles related to the educational institutions, such as District, No. of Years of Operation, No. of Teaching Personnel, and No. of Enrolment, with each profile's relationship to a dependent variable being tested for statistical significance. The p-values for all profiles are greater than the commonly accepted significance level of 0.05, which indicates that there is no statistically significant relationship between these profiles and the dependent variable. These results suggest that the differences in the various profiles do not have a measurable impact on the outcomes measured in this study.

The District has a p-value of 0.377, indicating that the district in which a school is located does not significantly affect the outcome being analyzed. This suggests that, in this context, geographic location or district does not play a crucial role in influencing the school's performance or other outcomes measured. This finding is consistent with previous studies, which show that local context and district-level differences often have less impact on student outcomes compared to other factors, such as school leadership or teaching quality (Gordon et al., 2006). Thus, it might be that other characteristics, such as resource allocation or school management practices, are more influential than the district itself.

The No. of Years of Operation profile, with a p-value of 0.662, also shows that the duration for which a school has been in operation does not have a significant effect on the outcome. This finding might challenge the assumption that longer-established schools would perform better due to more refined systems and experience. In fact, recent research by Hargreaves and Fullan (2012) suggests that innovation and adaptability are more critical than age or experience in driving school improvement. In some cases, newer schools, with less institutional inertia, may be more flexible in adopting new educational methods, technologies, and policies, leading to better performance than more traditional, long-standing institutions.

For the No. of Teaching Personnel, the p-value of 0.604 indicates that the number of teachers in a school does not significantly influence the outcome being analyzed. This result aligns with studies that show teacher quality, rather than teacher quantity, has a stronger impact on student achievement. Research by Darling-Hammond (2000) has shown that the effectiveness of teaching, including teacher preparation, professional development, and pedagogical strategies, outweighs the mere number of teachers employed. A small team of highly skilled educators may perform better than a larger group with less expertise or training.

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Finally, the No. of Enrolment, with a p-value of 0.311, suggests that school size, in terms of student population, does not have a significant impact on the outcomes measured in this study. This finding is consistent with research by Raudenbush et al. (1994), which indicates that factors like school climate, leadership, and instructional quality are more significant predictors of school effectiveness than the size of the student body. Smaller schools can often foster more personalized learning experiences, while larger schools may benefit from a broader range of resources. However, size alone does not seem to predict academic or operational success.

The findings from the statistical analysis carry important theoretical and practical implications for educational research and school management. Theoretically, the lack of significant relationships between school profiles—District, Years of Operation, Teaching Personnel, and Enrolment—and the outcomes underscores organizational and educational effectiveness theories that emphasize the quality of internal processes, leadership, and instructional practices over structural or demographic characteristics. This aligns with research suggesting that school performance is more strongly influenced by factors such as teacher effectiveness, school climate, and adaptive capacity than by geographic location, age, size, or staffing levels alone. Practically, these results suggest that school administrators and policymakers should prioritize improving the quality of teaching, leadership development, and learning strategies rather than relying on structural characteristics as predictors of success. Investments in teacher training, curriculum design, and instructional support are likely to yield greater improvements in student outcomes than changes to school size, staff numbers, or reliance on long-established practices. Furthermore, interventions can be tailored to all schools regardless of district or enrollment size, ensuring equitable access to high-quality education and encouraging evidence-based strategies for school improvement across diverse educational contexts.

Problems Encountered of the Level of Implementation of the LCP

Table 4: Problems Encountered of the Level of Implementation of the LCP

Indicators	M	VI
There is no available localized version of the LCP.	2.65	Moderately Agree
The provisions and mechanics of the LCP were not discussed to the kindergarten teachers.	2.51	Moderately Agree
There is no enough budget to sustain the implementation of the LCP.	2.88	Moderately Agree
The LCP did not consider the context of the kindergarten learners in our school.	2.51	Moderately Agree
There is no clear mechanics on how to operationalize the LCP.	2.47	Disagree
The LCP is not applicable to kindergarten learners.	2.47	Disagree
The principles of the LCP are not in consonance with the mission and vision of our school.	2.42	Disagree
The LCP does not jibe with the school calendar and line-up of activities.	2.44	Disagree
The LCP does not jibe with teachers and school leaders' preparation.	2.42	Disagree
The LCP does not have provisions for monitoring and evaluation.	2.42	Disagree
General Mean	**2.52**	**Moderately Agree**

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The table presents the responses to various statements regarding the implementation of the Learning Continuity Plan (LCP), with ratings indicating the level of agreement with each statement. The general mean of 2.52 suggests that the overall perception of the LCP's implementation is "Moderately Agree." This indicates that respondents generally have a neutral-to-positive view of the LCP but also express concerns about certain aspects, particularly regarding its applicability, clarity, and resources. These ratings reflect a mixed evaluation of the plan's effectiveness and alignment with the specific needs of kindergarten learners and the school's context.

The top three indicators that received higher ratings (indicating moderate agreement) are as follows: "There is no enough budget to sustain the implementation of the LCP" (2.88), which highlights concerns over financial constraints, and "There is no available localized version of the LCP" (2.65) and "The provisions and mechanics of the LCP were not discussed to the kindergarten teachers" (2.51). The relatively higher score for the budgetary concern suggests that financial limitations are a significant obstacle to effectively implementing the LCP. The lack of a localized version and insufficient communication of the provisions to kindergarten teachers indicates that the plan may not be adequately adapted or communicated to fit the specific context of the school, particularly for younger learners who may have unique needs.

At the bottom, several indicators received a lower rating, indicating "Disagree." These include "The LCP is not applicable to Kindergarten learners" (2.47), "There is no clear mechanics on how to operationalize the LCP" (2.47), "The principles of the LCP are not in consonance with the mission and vision of our school" (2.42), and "The LCP does not jibe with teachers and school leaders' preparation" (2.42). These responses suggest that the LCP, in its current form, may not align well with the specific needs of kindergarten learners or the school's mission, and the absence of clear guidelines on operationalizing the plan further complicates its effective execution. This reflects a disconnect between the intended goals of the LCP and its practical application at the school level.

In analyzing these results in the context of educational reform and implementation, research suggests that clear and localized adaptations of educational plans are critical for their success. According to Fullan (2007), successful educational reforms require that policies be tailored to fit local contexts, including the needs of specific age groups and the resources available. The concerns regarding insufficient budget, lack of localization, and inadequate communication to teachers are consistent with findings by Hargreaves (2008), which emphasize that teachers' buy-in and proper training are key to effective policy implementation. Additionally, research on school improvement highlights the importance of aligning new initiatives with the school's mission and ensuring that the principles of any new program are consistent with the school's educational philosophy (Kotter, 1996). Without these elements, even well-intentioned plans like the LCP may face significant challenges in being successfully operationalized.

The findings carry both theoretical and practical implications for the implementation of educational reforms like the Learning Continuity Plan (LCP). Theoretically, these results reinforce implementation science and educational change frameworks, which emphasize the critical role of contextualization, alignment, and stakeholder engagement in policy success. The moderate agreement and concerns expressed by respondents highlight that the effectiveness of an educational plan is not solely determined by its design but also by how well it is adapted to local needs, the clarity of its operational guidelines, and the alignment with institutional values and missions. This aligns with Fullan's (2007) theory of change, which

underscores the interplay between policy, context, and human factors in achieving meaningful reform. Practically, the study suggests that schools and education authorities should focus on developing localized versions of the LCP, ensuring adequate resource allocation, and providing comprehensive communication and training for teachers, particularly those handling vulnerable groups like kindergarten learners. Moreover, aligning the plan's principles with the school's vision and mission will enhance teacher buy-in and facilitate smoother operationalization. Addressing these practical considerations can bridge the gap between policy intent and classroom realities, thereby improving the overall effectiveness of the LCP and ensuring that learners benefit from well-supported and contextually appropriate educational interventions.

Conclusion

It was surmised in this study that the school survey was comprised mainly of respondents from the North District, operating for 1 to 10 years, with 21 or more teachers, and having over 1000 student's enrolment.

It further revealed that there is a higher degree of response or preference regarding the implementation of the Learning Continuity Plan. Regarding the Principles of the Learning Continuity Plan, it revealed that LCP implementation helps prevent the spread of COVID-19 and protects the health, safety, and well-being of kindergarten students, teachers, and staff. Additionally, alongside the Learning Strategies and Modalities, it further indicated that LCP implementation allows schools to utilize Modular Distance Learning for kindergarten learners. Furthermore, concerning the School Calendar and Activities, it also demonstrated that LCP implementation enables schools to carry out the enrollment process for all learners who intend to attend school, and that it facilitates the preparation of instructional materials for kindergarten students using the school's resources. Moreso, the statement highlights the positive impact of the Learning Continuity Plan (LCP) in safeguarding the health and well-being of kindergarten students, teachers, and staff during the COVID-19 pandemic. It emphasizes the importance of the LCP in preventing the virus's spread, ensuring that education continues without compromising safety. The plan's effectiveness in supporting Modular Distance Learning showcases its adaptability, enabling schools to maintain educational standards while adhering to public health guidelines. Moreover, the statement underscores the LCP's role in facilitating essential administrative functions, such as the enrollment process and the preparation of instructional materials, using available resources. This analysis reflects the LCP as a critical tool for maintaining educational continuity and resilience during uncertain times, aligning with both health protocols and educational needs.

Also, it showed that there is no significant difference in the level of implementation of the Learning Continuity Plan when the respondents are grouped according to school profile, except for the number of enrollments under teachers' and school leaders' preparation. In this case, a significant difference exists in the level of implementation of the LCP when the respondents are clustered according to school profile. Also, the statement reveals that the level of implementation of the Learning Continuity Plan (LCP) is generally consistent across different school profiles, suggesting that factors such as the type or size of the school do not significantly affect the overall execution of the plan. However, an exception is noted in the context of teacher and school leader preparation, where a significant difference in the level of implementation was observed based on the number of enrollments. This indicates that larger or more complex schools, with higher enrollment numbers, may face distinct challenges or demands in terms of

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preparing educators and school leaders to effectively implement the LCP. This highlights the need for tailored support or adjustments for schools with larger student populations to ensure that all stakeholders are adequately equipped to carry out the plan effectively.

And it elicits that respondents had encountered the issues seldomly with the implementation of the Learning Continuity Plan (LCP). It revealed that there is budget constraints present to support the implementation of the LCP. It further indicated that there is no available localized version of the LCP and insufficient health materials for sanitation. Additionally, it stated that the provisions and mechanics of the LCP were not communicated to the kindergarten teachers, and the LCP did not take into account the context of the kindergarten learners in our school. Moreso, the statement identifies several challenges encountered during the implementation of the Learning Continuity Plan (LCP), which were reported as occurring infrequently but still notable. A significant concern highlighted is budget constraints, which hinder the full support needed to execute the plan effectively. Additionally, the lack of a localized version of the LCP suggests that the plan may not have been adapted to address the specific needs and contexts of the schools or communities it serves. The shortage of health materials for sanitation further exacerbates the difficulty in ensuring a safe learning environment amidst the ongoing pandemic. Moreover, the statement points out a lack of communication regarding the provisions and mechanics of the LCP to kindergarten teachers, implying that educators were not fully informed or prepared for its implementation. This, coupled with the LCP's failure to consider the unique context and developmental needs of kindergarten learners, suggests that the plan might not have been sufficiently tailored to support this specific group of students, limiting its overall effectiveness in ensuring a comprehensive and context-appropriate education.

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Appendix

Action Plan Based on the Results of the Study

RATIONALE

The program pertains to the proposed action on the level of implementation of the Learning Continuity Plan for Kindergarten Learners in the City Division of Lucena. The program was anchored on the results of the study. It revealed that a typical school profile comprised mainly of those coming from the North District, operating the schools for 1 to 10 years, had 21 and above teachers, and with more than 1000 no. of enrollment. Moreover, there is a very good rating on the Level of Implementation of the Learning Continuity Plan. On Principles of the Learning Continuity Plan, it revealed that the LCP implementation helps protect the health, safety, and well-being of kindergarten learners, teachers and personnel, and prevent the further transmission of COVID 19. Furthermore, there is a high impact of the Learning Continuity Plan in the Continuity of Learning of the kindergarten pupils in the Division of Lucena. On Learning Program Development, it revealed that the LCP had an impact on learning program development by recognizing that the learning program is child centered as it promotes the holistic way by which the kindergarten learners grow and develop and recognizes the role of families and communities in supporting the child through various stages of growth and development. Lastly, the respondents seldom encountered the problems in the implementation of the Learning Continuity Plan (LCP). It revealed that there is not enough budget to sustain the implementation of the LCP. And, there is no significant difference on the Level of Implementation of the Learning Continuity Plan when the respondents were grouped according to school profile.

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AREA FOCUS	OBJECTIVE	ACTIVITIES/ SPECIFIC TASKS	RESOURCE PERSONS INVOLVED	TIMELINE	SOURCE OF FUND	EXPECTED OUTPUT
Principles of the Learning Continuity Plan	➢ To link and bridge the BE-LCP to Dep Ed's pivot to quality and into the future of education, under the framework of Sulong EduKalidad and Futures Thinking in Education. ➢ To ensure learning continuity of kindergarten learners through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners. ➢ To help in facilitating the safe return of kindergarten teaching and non-teaching personnel and learners to work places and schools, taking into consideration the scenarios projected by the Department of Health (DOH) and the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), complemented by other credible sources, and balanced with DepEd's own risk assessments.	Invigorate the Mission-Vision of the DepEd as it links with the LCP Implementation .	Teachers and School Administrators	Year Round	MOOE; PhP5,000 per month	Linkage of the BE-LCP to DepEd's Pivot to Quality

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School Calendar and Activities	➢ To enable us to set the school opening for our kindergarten learners which does not necessarily mean traditional face-to-face learning in the classroom. ➢ To require the facilitation of orientation for the kindergarten parents and learners using limited face to face or online platforms. ➢ To enable the planning organizing of kindergarten classes to ensure extensive participation.	Application of the Blended-Learning in the kindergarten learners	Teachers and School Administrators	Year Round	MOOE; PhP5,000 per month	Application of Virtual Classrooms
Learning Strategies and Modalities	➢ To encourage the use of Podcasts and other internet-based learning platforms for Blended learning. ➢ To allow the kindergarten teachers to further employ Parental Conference for homeschooling. ➢ To allow the use of TV/Radio-Based Instruction such as TV box or You Tube and other devices.	Use of Technology-Based Learning Technology	Teachers and School Administrators	Year Round	MOOE; PhP5,000 per month	Choice of the use of technology for blended learning environment
Teachers' and School Leaders' Preparation	➢ To allow for capacity building that includes support for kindergarten teachers so we can debrief our classes about their experience on the public health crisis, and also set fair expectations on how learning will take place with the "new normal."	Make Capability Building Programs for the Learners as they onset for the blended learning	Teachers and School Administrators	Year Round	MOOE; PhP5,000 per month	Capability and Capacity Building programs for the Kindergarten Learners

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	➢ To introduce us, the kindergarten teachers to a range of delivery modalities they can utilize depending on the context of their community and the situation of learners and teachers. ➢ To enable training of kindergarten teachers in identifying and assisting children under vulnerable conditions, and in protecting them from violence and harm in the various contexts of the school, home as school, and cyber world.					Psychological Resiliency Program for the kindergarten learners.
Operationalizing of the Learning Continuity Plan	➢ To require the schools to increase physical and mental resilience during the crisis. ➢ To allow the schools to mitigate and reduce transmission of the virus. ➢ To require the schools to prevent and reduce contact in order to lessen the cases.	Conduct psychological resiliency program for the learners.	Teachers and School Administrators	Year Round	MOOE; PhP5,000 per month	Application of Executive Leadership, Exemplary Management, and School-to-School Partnerships
Monitoring and Evaluation	➢ To allow the enabling environment to define the necessary governance structure in terms of leadership investments, management systems, partnerships, and external relations that will ensure the effective, efficient, and responsive delivery of basic education needs of the kindergarten learners.	To gain knowledge on executive leadership, exemplary management, and school-to-school partnerships	Teachers and School Administrators	Year Round	MOOE; PhP5,000 per month	

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	➢ To allow the monitoring and evaluation framework to animate the planned interventions and activities, to show the desired outcomes as we navigate through the situation. ➢ To use the monitoring and evaluation framework that includes intermediate outcomes (IOs), which represent what DepEd endeavors the kindergarten learners to achieve in terms of access and quality during the pandemic.					