Assessment of modular distance learning of PWES BE-LCP: Basis for program enhancement

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Abstract

The purpose of the study is to enhance the school's Basic Education - Learning Continuity Plan to provide better service for its clientele. This is a descriptive study made use of a validated researchers' made questionnaire based on the literature gathered on Modular Distance Learning. This research was conducted in Pagbilao West Elementary School involving all its faculty. Responses were treated statistically using simple percentage formula and weighted arithmetic mean. Results showed that school personnel of Pagbilao West ES agree with the challenges/problems in the operationalization of the school BE – LCP. The respondents strongly agree as to how the challenges encountered were addressed. Enhancements were made on the operationalization phase of the BE-LCP. Assessment of modular distance learning implementation of the school's BE-LCP served as a basis for the development of an enhancement program for a better learning delivery in the new normal for the succeeding academic year.

Keywords: modular distance learning, basic education - learning continuity plan, new normal education, learning delivery, operationalization

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1. Introduction

The emergency health crisis brought about innovative ways of delivering education. Although many households oppose the opening of classes due to fear and uncertainty, the Department of Education through its coherence with the existing laws on education at all levels drafted policy guidelines for the provision of learning resources in the implementation of the Basic Education- Learning Continuity Plan. Hence, the development and adaptation of the BE-LCP in all schools as mandated by the DepEd Order No. 12 s. 2020 pushed forward. This was the product of consultation and partnership with different associations and individuals. However, since the BE-LCP is unique among schools in the country, concerning their current situation and based on the Learner Enrollment Information Form (LESF) which was distributed before the first day of classes, issues and challenges are its affiliations.

Over the internet, teachers, learners, and parents/guardians often bash the mode of delivery which brought about great stress and commotion. Nonetheless, simulation and dry runs are said to be the opportunity to see problems (Alliance of Concerned Teachers, 2020). The 3rd International Conference on Advanced Research in Teaching and Education through the presentation of various researchers last November 2020, revealed that the main challenges that emerged were lack of school funding in the production and delivery of modules; students struggle with self-studying, and parents' lack of knowledge to academically guide their child/children. These statements were also true to PWES. Interview with parents and teachers asserted the same. More so, drop-out candidate and the percentage of module distribution and retrieval is fluctuating. Only via home visitation of the adviser or the help of LD mobilizer can a 100% module distribution and retrieval be achieved.

Dangle and Sumaoang (2021) recommend the improvement of the modular distance learning implementation. This has a direct implication on the content of the BE-LCP. It also implies an alteration of its content especially on the design and development, monitoring and evaluation, and partnership. This does not only seek to enhance the mode of delivery in PWES, but it will also serve as a springboard for another research to be conducted with regards to its effectiveness. The developed improvement plan may also be adapted by other institutions with a similar mode of education delivery. The initial assessment of modular distance learning based on BE-LCP of PWES is vital for the achievement of the institution's vision of continuously improving itself for the benefit of its stakeholder.

1.1 Research Questions

This study was conducted to improve the school's BE-LCP for the benefit of its clientele. More so, to deliver a better experience and quality education in the new normal. Specifically, it sought to answer the following questions:

➢ What are the challenges encountered by the school personnel in the operationalization of the school BE – LCP?

➢ How do the challenges encountered by the school personnel in the operationalization of the school BE – LCP were addressed?

➢ What enhanced BE-LCP can be proposed to further improve the implementation of the BE-LCP in Pagbilao West?

2. Brief Review of Related Literature and Studies

The current situation led many to a major shift to what we often heard as "new normal". The transition created a new spectrum which leads to a new future as a sustainable response to the COVID-19. Nations across the globe recognize that the virus is for a long time. So it is a great opportunity to invest in what will benefit all populations and prepare for the future. May it be education, health services, technology, and more (WHO, 2020)

2.1 Modular Distance Learning

There are many challenges experienced in the transition to the new normal. Distance learning has become the ideal form of delivering instruction. The International Multi-Disciplinary Research Journal (2020) studied the coping mechanism in the pre-implementation of distance learning. Distance learning is a form of education where there is physical separation between the student and the teacher. Also, the use of various technologies facilitates instruction and communication are a challenge (Berg, n.d, del Castillo, 2021). According to De Villa and Manalo (2020) the pandemic has resulted in drastic changes in education that despite the circumstances, modular and online distance learning are the options prepared for by the teachers to cope with the situation. So the BE-LCP, through the Learner Enrollment and Survey Form, identified the most preferred learning modality to select the best learning modality to be implemented in the school.

Modular distance learning may be in printed or digital format (Llego, 2020). This delivery modality features individualized instruction that allows learners to use the self-learning module (SLMs), may it be printed or in digital format, whichever is preferred by the target learner. It appeared that the lack of gadgets and internet connectivity led many learners to choose modular distance learning. This is in relation to the recent survey conducted in Luzon last July 2, 2020, where most parents prefer a modular learning approach with a 41% rating (DepEd, 2020). Under Modular distance learning, learners can use additional materials such as textbooks, activity sheets, study guides, and other study materials (Malaya, 2020). This distance learning approach outside the traditional classes is in reference to DepEd Order no. 018 series of 2020. Likewise, even the private institutions were encouraged to submit the preferred learning modality in response to the current situation as stated by DepEd Order no. 013 series of 2020 released last June 19, 2020. This approach is easy to implement because the use of SLMs is a primary tool that caters to all learners (Hernando-Malipot, 2020).

In the attempt to continue education even in these challenging times, modular distance learning isn't a smooth transition. Bijeesh (n.d) identified the pros and cons of distance learning modality primarily, the modular distance learning. Some of the advantages of employing distance learning are conservation of time and money. This is especially true since limited movement may mean limited expense. More to that, is that learners can learn at their own pace at the most convenient time and place they prefer. However, the chances of distraction are typically high. In addition, learners are in isolation that there is a limited network or chance to work with a group for a healthy discussion. Credibility is also at stake. We could not tell whether learning takes place or compromised to comply with the scheduled dates. Helplineph (2021) announced in their article that most learners are not really into modules wholeheartedly. According to a survey, the modules are just for formality. It is devastating to even imagine that parent spoils their children and do the deed on behalf of their children. In return children never really learn from their modules because of these practices. So, it is important to address these challenges to continue the implementation of MDL that does not affect the quality of education and that preserves pupils' positive attitude towards learning. Thus, BE-LCP has been designed as a legal framework responsive to the "new normal" which seeks a constitutional mandate to always uphold the right of all citizens to quality education (Pimentel-Tibon, 2020)

2.2 Basic Education- Learning Continuity Plan

In May 2020, The Department of Education contrived on making learning opportunities available thru the adaptation of the BE-LCP. The BE-LCP shall cover the requirements of education during the pandemic. This

contains the most essential learning competencies, multiple learning delivery modalities for teachers, school leaders, and learners. In addition, the BE-LCP shall ensure basic compliance to minimum health standards in schools or workplaces even while conducting special activities like the Brigada Eskwela, Oplan Balik Eskwela, partnerships, and the like (Briones, 2020).

The Learning Continuity Plan (LCP) is the Department's major response and commitment to protecting the health, safety, and well-being of its learners and personnel (DepEd, 2020). It ensures that the education of the country's learners is back on the track. Moreover, it also seeks to ensure that in the emergence of natural disasters, fires, storms and pandemics or any obstacles education can continue in innovative ways. According to NAUDU Education (2020), the plan should focus on the essentials. There are four aspects of a continuity plan. Communications - are the ways of providing direct teaching, asking, answering, and communicating instructions about activities and matter at the course. Materials -are the content needed for learning activities which include lesson content. Learning activities and assignments - these are the activities that would facilitate learning. Lastly, assessments - pertain to the means of ensuring the progress of the students' learning. Forby, a learning continuity plan needs to be a stop-gap solution for the current crisis.

In the absence of the face-to-face classes due to Covid-19 threats, the Basic Education-Learning Continuity Plan which covers the intervention needed for education to continue is at the hands of the IAFT. The Inter-Agency Task Force for the Management of Emerging Infectious Diseases has approved the BE-LCP of the Department of Education after several readings upon its presentation. In the attempt to provide quality assured learning, the DepEd has selected teachers who were to train as teacher broadcasters for a television show and radio broadcast. More so, quality learning may be with the use of self-learning modules (SLM), may it be digital or printed, radio, television, or online classes whatever the preference of the community it serves (Montemayor, 2020). Blended learning is also possible depending on the current state of each school. Hence BE-LCP is a planning guide that offers how educational content can be leveraged primarily because education is critical to the success of learners regardless of whether children are learning in school or learning remotely (Rice, 2020). Similarly, since education is said to be critical to the success of learners, improvement of the school's existing programs and guidelines on the implementation of modular distance learning shall be made to keep up with the changing needs of the learners (Dangle & Sumaong, 2021). So, a well-evaluated and improved BE-LCP may lead to learner's success. Assessment and program enhancement may also be a boon to address issues, concerns, and setbacks of the previously implemented BE-LCP all for the benefit of the institution's stakeholders (Telpo, 2021).

2.3 Conceptual Framework

The diagram presents the flow of the process in the making of this research. The modified converging radial chart explains how the improvement plan shall be made and leads to the central idea of this research which is to find out the priority improvement in the BE-LCP as the basis for an enhancement program.

Figure 1. *Modified Converging Radial Flow of Process in the Making of an Enhancement Programs*
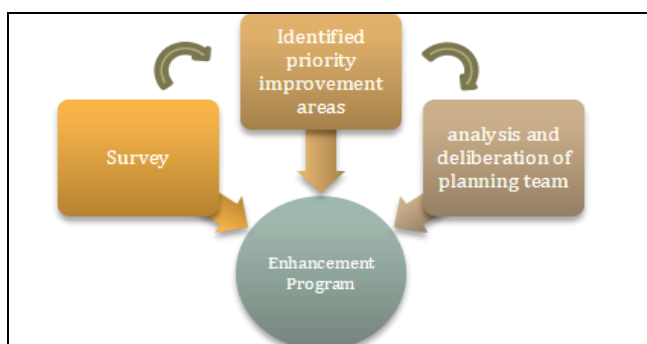
3. Methodology

This is a descriptive study made use of descriptive-survey questionnaire based on the literature gathered on Modular Distance Learning as the main tool in gathering the data from respondents. According to Polit & Beck (2014), the descriptive method is also known as statistical research; it describes data and characteristics about the population or phenomenon being studied. This research method is used for frequencies, averages, and other statistical calculations. The descriptive study was used in the study by investigating the areas for improvement during the implementation of the Modular Distance Learning based on the school's BE-LCP.

Locale of the Study - The implementation of the BE-LCP was brought about by the new normal setting of education. This change leads every school to adopt and implement the BE-LCP. Being part of the school personnel of Pagbilao West ES, the researchers were eager to help and support the school in its journey of providing quality education despite pandemics. This became the reason why we chose to conduct the assessment of the BE-LCP to seek improvement for the betterment of the school operations and services.

Population, Sample Size and Sampling Technique - The respondents were the nineteen (19) school personnel of Pagbilao West ES since they were the implementers of the BE-LCP. The researchers used total population sampling in order to identify the respondents.

Table 1

Population of the Teacher Respondents

GRADE LEVEL	NUMBER OF TEACHERS
Kindergarten	2
Grade One	3
Grade Two	3
Grade Three	3
Grade Four	2
Grade Five	2
Grade Six	2
Subject Teachers	2
TOTAL	19

Research Instrument - The instrument used by the researchers in the collection of data for the completion of this action research was a descriptive-survey questionnaire. The instrument is composed of two parts: Part I is about the challenges encountered by the school personnel in the operationalization of the school BE – LCP and Part II are actions taken by the school personnel to address the identified challenges. The statement from the descriptive-survey questionnaire was based on the principles of the implementation of BE-LCP under the DepEd Order No.12 s, 2021 also known as "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency." The questionnaire was validated by two (2) experts, the District School Head In-Charge of the Validation of BE-LCP and Master Teacher assigned in the BE-LCP. Likert-type scale was used in the second part of the questionnaire. This part is the respondents' assessment of the challenges encountered in the operationalization of the school BE – LCP.

Table 2

Likert Scale for the Challenges Encountered

Range		Adjectival Interpretation	Verbal Interpretation
3:26-4.00	=	Strongly Agree	Highly Evident
2.51-3.27	=	Agree	Evident
1.76-2.50	=	Disagree	Slightly Evident
1:00-1.75	=	Strongly Disagree	Not Evident

Description of the Respondents - The respondents are the K12 public primary elementary school teachers in Pagbilao West Elementary School. Nineteen (19) teachers were composed of two (2) males and seventeen (17) females. Eleven (11) were primary teachers handling K-G3 learners while eight (8) were in intermediate level

from G4-G6. The respondents were chosen since they were all teachers at the school where the study was conducted. Also, they were the ones who assessed and experience the implementation of BE-LCP in the said school.

Ethical Considerations - The researcher assured that all the information gathered was used only in the conduct of the study. Due to the pandemic, health and safety protocols were also observed. The questionnaire was distributed prior to the approval of the permit/consent from the school principal.

Data Gathering Procedure - Prior to the final distribution of the questionnaires to the school personnel, the researchers asked permission to the district supervisor. Upon approval, the researchers distributed the questionnaire to the respondents. Afterward, the gathered data from the instruments was tallied, tabulated, and analyzed through the aid of the statistician. Based on the interpreted data, a summary of findings, conclusions, and recommendations was made.

4. Results and Discussion

The following data presents the tabulated results for each objective in this research.

4.1 The Challenges Encountered by the School Personnel in the Operationalization of School BE – LCP

Table 3

Challenges encountered by the school personnel in the operationalization of the school BE-LCP

No	Statement	Mean	Verbal Interpretation	Rank
1	Late delivery/ies of SLMs from the CO/RO/SDO	3.29	*Strongly Agree*	7
2	Insufficient number of modules.	2.94	*Strongly Agree*	17
3	Formulating different modules/LAS is a difficult task for teachers especially to those who have no training on how to create a quality type of learning modules.	3.47	*Strongly Agree*	2
4	Some learning areas has no SLMs/LeaP	3.24	*Agree*	9.5
5	Learning tasks are too long.	3.06	*Agree*	13
6	Existence of wrong use of words, grammar usage and typographical error in the SLMs.	2.65	*Agree*	19
7	Learning tasks are sometimes not appropriate to the learning needs of the pupils.	2.47	*Agree*	20
8	Modules/answers sheets are not religiously claimed and returned by the parents.	3.00	*Agree*	14.5
9	Difficulty in communicating with parents with no gadgets and available platforms	3.41	*Strongly Agree*	4.5
10	Negative attitude of parents' in assisting their children in answering the modules.	3.29	*Strongly Agree*	7
11	Inability of parents to assist their children due to educational incapacity and work schedule.	3.41	*Strongly Agree*	4.5
12	Non-participation of parents in the orientation and meetings and other school activities.	3.12	*Agree*	11.5
13	Low commitment of parents as a school partner in implementing BE - LCP.	2.94	*Agree*	17
14	Learning plan is not religiously followed by the parents.	2.94	*Agree*	17
15	Undesirable learners' attitude towards home – based/independent learning.	3.29	*Strongly Agree*	7
16	Honesty in answering the modules is questionable, thus, the reliability and validity of the outputs is not 100%.	3.47	*Strongly Agree*	2
17	No other sources like gadgets to help learners in answering the modules	3.12	*Agree*	11.5
18	Pupils have low mastery in literacy and numeracy skills.	3.00	*Agree*	14.5
19	Learners are not fully adjusted with the new set-up of learning	3.24	*Agree*	9.5
20	The focus and concentration of the learners are not hundred percent served on their studies since there is not enough supervision at home.	3.47	*Strongly Agree*	2
	GENERAL WEIGHTED MEAN	3.14	*Agree*	

Table 3 shows the weighted mean of the challenges/problems encountered by the school personnel in the operationalization of the school BE – LCP. It registered a general weighted mean of 3.14. It indicated that school personnel of Pagbilao West ES agree with the challenges/problems in the operationalization of the school BE – LCP.

The highest score was on the indicators, "Formulating different modules/LAS is a difficult task for teachers especially those who have no training on how to create a quality type of learning modules", "Honesty in answering the modules is questionable, thus, the reliability and validity of the outputs is not 100%," and "The focus and concentration of the learners are not hundred percent served on their studies since there is no enough supervision at home," with the highest weighted mean of 3.47. It indicated that the most common problem/challenge of the teachers were to formulate different modules/LAS even without proper training, the credibility of the learners' answers in the modules, and the learning of the pupils due to not enough supervision and guidance from the parents or at home. The lowest score was on the indicator "Learning tasks are sometimes not appropriate to the learning needs of the pupils." with a weighted mean of 2.47. It was not a serious problem/challenge for the teacher regarding the appropriateness of the learning task to the needs of the pupils.

According to Bijeesh (2020), credibility is also at stake. We could not tell whether learning takes place or compromised to comply with the scheduled dates. It was also supported by Helplineph (2021) in their article that most learners are not really into the module wholeheartedly. According to a survey, the modules are just for formality. It is devastating to even imagine that parent spoils their children and do the deed on behalf of their children. In return children never really learn from their modules because of these practices. In addition, under Modular distance learning, learners can also use additional materials such as textbooks, activity sheets, study guides, and other study materials (Malaya, 2020). In this case, teachers can formulate LAS as supplementary materials to support the pupils' learning.

4.2 How the challenges encountered by the school personnel in the operationalization of the school BE–LCP were addressed

Table 4

How the challenges encountered by the school personnel in the operationalization were addressed

NO.	STATEMENTS	Mean	Verbal Interpretation	Rank
1	Teachers continue to improvise and produce LAS for the continuous delivery of the lessons.	3.82	*Strongly Agree*	3
2	Teachers modify and simplify activities in LAS, self-learning modules for better understanding.	3.65	*Strongly Agree*	10
3	Teachers use all the available channels of communication to connect with parent/ guardian.	3.94	*Strongly Agree*	1
4	Teachers solicit and seek help from external stakeholders to cope up with the insufficient budget.	3.12	*Agree*	18
5	Teachers attend meetings, seminars, and training to enhance skills in delivering Modular Distance Learning.	3.65	*Strongly Agree*	10
6	Teachers use parents preferred medium of instruction for easy communication	3.65	*Strongly Agree*	10
7	Teachers use available channels of communication to monitor learners' accomplishment of school prescribed tasks.	3.65	*Strongly Agree*	10
8	Teachers use all the available channels of communication to validate learners 'responses in the SLMs.	3.47	*Strongly Agree*	15
9	Teachers use the PIVOT 4A BOW in ensuring that MELCs prescribed by the Department of Education Central Office are properly implemented as prescribed.	3.88	*Strongly Agree*	2
10	Teachers provide different interventions to learners needing assistance.	3.47	*Strongly Agree*	15
11.	Teachers use an effective system of monitoring and evaluation assessment to ensure mastery of the lesson.	3.71	*Strongly Agree*	6
12.	Learning Content provided by the teacher is Anchored on MELCS.	3.76	*Strongly Agree*	4
13.	Teachers give more importance to the Mastery of the Content rather than Completion of Curriculum Coverage.	3.41	*Strongly Agree*	16

14.	Teachers provide remedial activity to slow learners.	3.71	*Strongly Agree*	6
15.	Enrichment activity is offered to deepen Learner's understanding of the content	3.65	*Strongly Agree*	10
16.	Teachers give ample time for the submission of learner's outputs.	3.71	*Strongly Agree*	6
17.	Teachers' learning task is relative to realistic.	3.47	*Strongly Agree*	15
18.	Teachers' learning tasks are responsive to the needs and available resources of the learners at home.	3.53	*Strongly Agree*	13
19.	Teachers properly orient learners on the learning resources available in the locality	3.53	*Strongly Agree*	13
20.	Teachers ensure the availability of the learning resources for the use of the learners	3.65	*Strongly Agree*	10
21.	The materials prescribed by the teachers for learners' utilization help the students in understanding the" the real world "they lived in.	3.53	*Strongly Agree*	13
22	Trainings, seminar, and workshop in line with the implementation of the BE-LCP were conducted by the school, division and regional office.	3.65	*Strongly Agree*	10
23	Interventions are made by the teachers to meet the challenges	3.59	*Strongly Agree*	11
24	Seek assistance to other stakeholders to augment the financial needs of the school	3.24	*Agree*	17
	Average Weighted Mean	3.60	*Strongly Agree*	

Table 4 presents the weighted mean of how the challenges encountered were addressed in the operationalization of the school BE-LCP. An average weighted mean of 3.60 was reflected in the table. It depicts that PWES personnel strongly agree as to how the challenges encountered were addressed.

The highest indicator that garnered a 3.94 weighted mean is indicator 3 which states that "Teachers use all the available channels of communication to connect with parent/ guardian" in the effort to bridge the gap and provide support. It seconds statement 9 was the "Teachers use the PIVOT 4A BOW in ensuring that MELCs prescribed by the Department of Education Central Office are properly implemented as prescribed." which gained a 3.88 weighted mean. It was followed by indicator 1 with 3.82 weighted mean "Teachers continue to improvise and produce LAS for the continuous delivery of the lessons. It reflects that teachers follow the department's mandate in ensuring that the prescribed MELC is properly implemented and considered in the making of LAS in the delivery of lessons while taking the initiative to connect with parents/guardians by any possible means.

Meanwhile, the lowest score of 3.12 which states that "Teachers solicit and seek help to external stakeholders to cope up with the insufficient budget" was also considered by each personnel. Second to the lowest weighted mean of 3.24 is to "Seek assistance to other stakeholders to augment the financial needs of the school". This entails that although these two indicators have the lowest ratings, school personnel still agree or are in favor of seeking help from community stakeholders to assist the modular distance learning implementation.

The BE-LCP serves as the legal framework in addressing challenges in the new normal education (DepEd, 2020). So, it is a must that covers the essentials according to NAUDU Education (2020). One of the four aspects of LCP as mentioned by the same institution is communicating instructions about activities and matters at course. This is also true and one of the solutions sought by school personnel in the operationalization of BE-LCP. Another aspect as described by NAUDU Education is the materials or the lesson content/activities that facilitate learning. Malaya (2020) highlights the use of activity sheets and other learning materials in the MDL. In this case, one of the priorities of PWES personnel is to create LAS not drifting away from the prescribed MELC.

4.3 Enhancement Program of the School BE – LCP

Table 5

The Enhancement Made on the School's BE – LCP

The table shows the enhancement/modification made based on the result of the assessment. It consists of the adjustment made to the implementation of modular distance learning of PWES BE-LCP. The modifications made were dependent on the BE-LCP Operational phases and have been adopted by the school to improve its learning delivery in the new normal.

No.	BE – LCP Operationalization Phase	Original	Enhancement Made
1	Distribution/Retrieval	Conducted every Friday with assigned teacher for each grade level	Preferably every Friday but flexible module distribution and retrieval shall be implemented in consideration of parents' work-schedule
2	Home visitation	With home visit schedule	Flexible schedule
3	Assessment and monitoring	Assessment through submitted summative/performance task with the absence of a concrete plan	DO. No. 31 s. 2020 shall be the basis of weight and computation. Validation may be done online or f2f (home visitation) while considering health and safety protocol. Development of learner/class organization and learning performance monitoring plan under *learning management*
4	Learning Resources	Focused only on the development and reproduction of localized LAS, test items, and other LMs	Development of learning resource management plan
5	Continuing Professional Development for teachers and other school personnel	Not evident	Development of PD plan in managing learning in the learning delivery modality
6	Risk Management	Not evident	Development of risk management plan to identify risk and prevent it from happening
7	Communication	Not evident	Development of communication plan for the implementation of LDM

Table 5 discloses the enhancement made on the school's BE – LCP. Learning resource, assessment/monitoring/evaluation, and module distribution/retrieval brought the major decision to develop various implementation plans for the current school year including risk management to prevent future conflicts. Meanwhile, although the primary considerations were the SLMs, learners, and parents, teachers continuing professional development make allowances for the development of PD plan in response to table 2 item number 22. Enhancement to the BE-LCP is necessary for the improvement of its implementation for the coming school year. On this premise, an enhancement plan will serve as a key to developing an orderly and smooth transition of LDM implementation.

5. Conclusions

The following conclusions were drawn based on the findings of this research:

➢ Challenges encountered by the school personnel in the operationalization of the school BE-LCP were categorized into the following: modules, learners, parents. Modules are not delivered on time and are insufficient to the number of learners. Instead of SLMs, only LEAPs were provided to Grade 4-6 learners for the last two quarters. Learning tasks were too many to be able to finish on the time allotted or were not suitable for the struggling learners. Learner's interest in studying, distraction, capability to independent learning, new normal adjustment, and lack of study habits exponentially increase credibility suspicion of submitted outputs. On the other hand, the distance of the home to school, communication setbacks, parents' attitude towards the new normal; education, educational qualification, work-schedules, disorientation, non-participation in meetings, and other school related activities contribute to the late return and claim of modules.

➢ Challenges in the implementation of the BE-LCP can be addressed by the following strategies: (a) supporting the reproduction of modified, localized, and contextualized LAS aligned to prescribed MELC and PIVOT 4A BOW using MOOE funds and ASP donations, (b) extending time completion and only important task are required to be submitted, (c) maximizing the use of available channels of communication to monitor, motivate both learners and parents, validate responses and provide individual learning interventions and lastly, (d) by providing technical assistance (TA) and training on

the BE-LCP implementation by the school or higher agency.

➤ Based on the findings, module distribution and retrieval shall be made flexible if they submitted finished outputs before the end of each quarter. An intervention plan shall be made and administered to cope with the challenges encountered by the school personnel. A matrix of action shall be the basis of the development of an enhanced BE-LCP for the school year 2021-2022.

5.1 Recommendations

Grounded on the findings and conclusions above, the researchers recommend the following:

The school administrators and teachers

➤ School personnel may develop localize LAS and test item to cope up with the insufficient number of modules due to late deliveries

➤ Consider a flexible schedule for module distribution and retrieval so that parents can cope with busy work schedules.

➤ Schools of Higher Agency may provide technical assistance for the improvement of the BE-LCP implementation.

➤ Enhancement made may be adopted by other schools for the improvement of BE-LCP Implementation.

The Public Schools District Supervisor

Consider using this research paper as basis of conducting similar research to enhance BE-LCP implementation of other schools.

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