

A REVIEW OF LEONOR M. BAUTISTA NATIONAL HIGH SCHOOL'S ACCOMPLISHMENTS AND ITS PROBLEMS AMIDST THE COVID-19 PANDEMIC: BASIS FOR SCHOOL DEVELOPMENT PLAN

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ABSTRACT

Covid-19 pandemic has created the largest interference in the history of the education system, affecting nearly 1.6 billion learners in more than 190 countries in all continents. One of the public schools that has been affected by the pandemic's global impact is Leonor M. Bautista National High School (LMBNHS) in General Tinio in Nueva Ecija. Consequently, the school's overall accomplishments have been affected, most notably the limited growth and development of the teaching force. Hence, the primary goal of this study was to review the accomplishments and the problems encountered by all the 26 permanent teachers of Leonor M. Bautista National High School amidst the Covid 19 pandemic using the criteria under the Department of Education Order No. 42 Series of 2007. This descriptive-evaluative study was done from January 2021 to December 2021. Frequency, Percentage, Weighted Mean, and Thematic Analysis using Colaizzi's seven-step method were used to analyzed the data. It may be inferred that the pandemic had an effect on the school's overall accomplishments due to its limits and effects on the health and safety of individuals. As per the results, Innovations placed first among the criteria with an Average Weighted Mean of 2.26 and a verbal interpretation of Often.

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On the other side, consultation/speaker in training/seminar placed fifth with a verbal interpretation of Never. It was also recommended to use the school development plan crafted by the researchers to improve the delivery of the school' over all accomplishments.

Keywords: School Accomplishments, Covid-19 Pandemic, Department of Education, School Development Plan

INTRODUCTION

COVID-19's pandemic impacted every facet of human activity on a global scale, including education, research, sports, entertainment, transportation, religion, social gatherings/interactions, economy, corporations, and politics (Onyema et. Al, 2020). Indeed, the entire world was in pain as a result of COVID-19 threats; the reality of the situation was difficult to take, and education remains one of the worst-affected sectors by the Coronavirus pandemic. It has created the largest interference in the history of the education system, affecting nearly 1.6 billion learners in more than 190 countries in all continents. Closing of schools and other learning spaces have affected 94 percent of the world's student population, with more than 28 million from the Philippines (UNESCO, 2020).

However, despite the public health concern regarding COVID-19, learning was not halted. With schools re-opening its doors, it is vital to continuously plan how schools will be able to pursue their mission of implementing quality education and services to their students and other stakeholder. As school is a public place where crowd is inevitable and children are vulnerable, there is a need to strengthen policy in terms of the delivery of quality services amidst the covid 19 pandemic.

The Department of Education (2020) issued DepEd Order No. 11 Series of 2020 regarding amended criteria for alternate work arrangements under the state of national emergency declared in response to the pandemic of covid 19. As a result of the aforementioned order, teachers and staff utilized the work-from-home arrangement to safeguard the learners' and their own health and well-being. In this light, it causes a limited activities and engagement for the school personnel.

Leonor M. Bautista National High School (LMBNHS) in General Tinio is one of the public schools in Nueva Ecija province's central region that has been affected by the pandemic's global impact. Consequently, the school's overall accomplishments have been affected, most notably the limited growth and development of the teaching force.

A public school's accomplishments should be monitored by its division office. The school principal is accountable for directing school personnel to ensure that deliverables are met. The school's accomplishments were anchored in Department of Education order No. 42 Series of 2007 for the purpose of evaluating the school's performance under the supervision of its head.

As the proponents of this study, they sought to apply the criteria outlined in the aforementioned Deped Order to assess personally the performance of school teachers during the Covid 19 pandemic thru their accomplishments. Since the school accomplishments were being represented by the leadership performance of the principal, it is important to conduct a review on how the individual accomplishments of the teachers will be improved. According to Deped Order No. 42, Series of 2007, a school head is expected to possess the following leadership dimensions such as educational leadership which is the ability to craft and pursue a shared school vision and mission, as well as develop and implement curriculum policies, programs and projects, People Leadership which is the ability to work and develop effective relationships with stakeholders and exert a positive influence upon people, lastly, Strategic Leadership which is the ability to explore complex issues from a global perspective, manage an educational enterprise and maximize the use of resources.

Subsequently, teachers worked from home, making it harder to monitor their accomplishments. As a result, the leadership characteristics of a School Principal is difficult to utilize within the current work arrangement. The proponent of this study employed the criteria established in the preceding Department of Education order to keep track of teachers' accomplishments as well as collaborative efforts toward school-wide accomplishment.

The following criteria are included in Deped Order No. 42, Series of 2007. The excellent employee award is granted to an employee who displays excellence in their job at various levels. Another criterion is innovation, which refers to the process by which a newly developed approach is transformed into valuable creations that can be integrated into the educational system. Then there are the research and development programs, which include doing action

research and developing solutions to gaps. The fourth criterion is authorship/publication, which includes journal articles. Finally, consulting/speaking engagements at trainings or seminars that aid in the transfer of knowledge among a group of specialists. The proponent will use the aforementioned criteria in analyzing the teachers' successes in order to identify what support may be provided to the teachers in order to improve the delivery of their accomplishments.

The primary goal of this study was to review the accomplishments of all the teachers of Leonor M. Bautista National High School amidst the Covid 19 pandemic. Specifically, it answered the following questions:

1. How may the school accomplishments amidst the Covid-19 pandemic be assessed in terms of:
 - 1.1 Outstanding Employees;
 - 1.2 Innovations;
 - 1.3 Research and Development Projects;
 - 1.4 Publication and Authorship; and
 - 1.5 Consultant/ Speaker in trainings/ seminars?
2. What are the problems encountered of the respondents amidst the Covid-19 Pandemic in the delivery of their accomplishments in terms of:
 - 2.1 Outstanding Employees;
 - 2.2 Innovations;
 - 2.3 Research and Development Projects;
 - 2.4 Publication and Authorship; and
 - 2.5 Consultant/ Speaker in trainings/ seminars?
3. What school development plan may be proposed to improve the delivery of the accomplishments of the school amidst the Covid-19 Pandemic?

Impact of Coronavirus Pandemic on Education

Coronavirus outbreaks have had a detrimental effect on educational activities globally. Worldwide, the coronavirus epidemic impacted educational systems, resulting in widespread school cancellations. It wreaked havoc on academic activity and professional goals. Numerous governments worldwide have shuttered schools in an attempt to curb the coronavirus epidemic as part of their global efforts to tackle COVID-19. According to UNESCO's monitoring, over

100 nations have undertaken statewide closures, affecting more than half of the world's student population (UNESCO, 2020a). Even in the United Kingdom, where Prime Minister Boris Johnson - one of those who first opposed the action - subsequently agreed that "closing schools could put more downward pressure on the Coronavirus outbreak's rising curve" (Duffy et.al, 2020). Nigeria, Ghana, Senegal, South Africa, China, Kazakhstan, Ethiopia, Honduras, India, Japan, Iran, the United States of America, France, Spain, Italy, North and South Korea, Lebanon, Vietnam, Thailand, Germany, and South Korea are just a handful of the countries that have shuttered schools owing to COVID-19. School closures impose significant social, educational, and economic costs, and the disruptions they produce affect members of all communities, but their impact is more severe on poor individuals and their families (UNESCO, 2020b).

The disruption caused by COVID-19 in the educational sector may endure longer than anticipated if a more dependable coronavirus treatment is not discovered in time and the sickness continues to spread. According to VOA News (2020), UNESCO Director-General Audrey Azoulay cautioned that "the global extent and pace of the educational disruption caused by coronavirus are unprecedented and, if extended, might jeopardize the right to education." Without a question, unforeseen school closures can have a negative impact on kids, instructors, parents, and society as a whole. It may have a detrimental effect on pupils' academic interest and performance. If pupils are not engaged productively, this can result in laziness, which can lead to youth involvement in criminal activity, a loss of interest in learning, and poor academic achievement. The US Centers for Disease Control and Prevention (CDC) expressed similar concerns about the consequences of school closures. The CDC notes that "prolonged closures may result in an increase in students congregating outside of schools." According to Brummet (2014), school closures are highly contentious, and they can have a significant impact on a large number of kids in receiving schools. It can have a detrimental effect on the quality of teaching and learning, as well as academic progress, particularly for students with special needs or learning disabilities, who frequently require additional physical attention and assistance from teachers. While technology can help mitigate some of the negative consequences of school closures, it cannot replace the critical benefit of face-to-face contact between kids and instructors. Additionally, many children lack access to key accompanying

technologies, making it more difficult to harness the potential of learning technology during school closures.

Despite this, mathematical modeling and empirical analysis of reactive school closures during previous pandemics indicate that they reduce the total number of cases in the community by 25% and delay the pandemic's peak by a week or two, while proactive school closures during pandemics remain one of the most beneficial interventions available to mitigate the impact of epidemic disease (Christakis et.al2020).

International Reactions to the Coronavirus Pandemic

A preemptive reaction is crucial to containing any disease outbreak, but the coronavirus took the globe by surprise, and the majority of countries, including the great powers, were originally unprepared for the pandemic. Shortly after the outbreak of COVID-19, the World Health Organization (W.H.O.) provided guidelines and updates on how to restrict the pandemic's spread, and several countries implemented additional measures to contain the disease in addition to the W.H.O guidelines. Lockdowns occurred across the majority of the world, and employees were asked to work from home. Certain governments have even deployed their militaries to enforce coronavirus bans and to minimize the number of covidiot. There was a rise in demand for protective gowns, hand sanitizers, face masks, and hand gloves. Countries such as the United States and the United Kingdom also opened their borders to medical personnel such as doctors and nurses who were working on or willing to treat COVID-19-related illnesses. Additionally, huge meetings and sporting events were halted on a local and international level. Prior to its suspension, major sporting events such as the coveted European Champions League were played behind closed doors. Global responses to the Coronavirus pandemic differed by nation, but the majority of countries approved a school shutdown approach as a means of controlling the spread of COVID-19. The following are some chosen COVID-19 responses from throughout the world, with an emphasis on school closures due to Coronavirus:

Numerous schools were closed in the United States, and scheduled tests and examinations were also canceled. According to the article, certain schools in the United States that have been shuttered due to Coronavirus may not reopen for the remainder of the academic year (Holcombe, 2020). New York and California were among the worst-affected states in the

United States, and the number of cases continued to rise despite aggressive containment measures implemented by both the federal and state governments. At one point, the country exceeded China in terms of Coronavirus cases, but the country is committed to containing the pandemic. Over 60 million kids in the United States were impacted by school closures. Around 11 million pupils in Spain were impacted by school cancellations to prevent the spread of Coronavirus. Regional governments throughout the country have closed schools in response to an uptick in Coronavirus cases. School closures in Spain, mainly in Madrid, resulted in the suspension of employment contracts for employees in school cafeterias and special education (El Pais, 2020). The shutdown of schools in Spain was critical, given the country's loss of 849 individuals in a single day to Coronavirus. Middle East Monitor (2020) reported that the Saudi Ministry of Education ordered schools and colleges across the country to close due to Coronavirus. However, the government mandated that "virtual schools and distant education be activated to ensure that the educational process remains functional and of high quality."

In Australia, Mc Gowan (2020) reported on the closure of dozens of independent schools in New South Wales, with some students transferring to online programs. Students are educated at home, while other schools have been opened with strict procedures to achieve a social distancing strategy. The Australian government endorsed the opening of schools during the coronavirus outbreak. The Prime Minister stated plainly that schools would remain open because the government believes that "children are extremely unlikely to contract coronavirus, and school closures would have a debilitating effect on their health sector and economy." The administration highlighted a compelling health justification for school closure, while teachers and parents expressed concern (Duffy et.al., 2020). Additionally, the country banned outdoor gatherings of more than two individuals, and approved an additional 18 billion dollars to combat the spread and impacts of the Coronavirus. Schools were closed indefinitely in Italy, and the military was deployed to assist in enforcing restrictions. Despite the government's efforts to contain the spread of Coronavirus, the country became an epicenter of the outbreak, recording 969 coronavirus deaths in a single day.

In India, all schools and educational institutions were closed, and the government implemented a "Janata" curfew, requiring all individuals to remain at home, in order to contain the spread of Coronavirus. Additionally, the police visited several places to raise public awareness about the pandemic.

In France, President Macron ordered the closure of all schools in a televised address.

The action was taken in response to the country's growing health issue caused by coronavirus (Onyema et.al, 2020). The country, like its counterparts in many other regions of the world, was severely impacted. The Coronavirus was reported to have originated in Wuhan, China, which served as the epicenter for the outbreak's initial stages. Schools and other public institutions have been closed in an effort to contain the spread of the virus. The government's closure of schools and other measures proved effective, and the pandemic was largely contained. Additionally, the country blocked its borders with several neighboring countries. Iran's government shuttered all schools as a precautionary measure to limit the spread of coronavirus. Although the country was one of the epicenters of the coronavirus pandemic, and the country suffered a significant death toll. The coronavirus exacerbated Iran's economic troubles, which had already been exacerbated by Western economic sanctions. In Senegal, schools have been closed in order to contain the spread of COVID-19. The country was the first in Sub-Saharan Africa to close schools owing to the coronavirus outbreak. In reaction to the coronavirus outbreak in South Africa, the government ordered the closure of all schools. Additionally, social gatherings of more than 100 persons are prohibited. New instances have been detected across the country, and initiatives promoting behavioral adjustments have been launched in an attempt to stem the disease's spread.

Schools were closed in Germany in reaction to the outbreak of coronavirus. Coronavirus-related deaths were reported to be uncommon in comparison to their neighbors. Additionally, the country has set aside more than 800 billion dollars to combat the pandemic. Schools were closed in Russia, and various additional measures were implemented to combat the outbreak. Although the mortality toll from coronavirus was believed to be minimal in Russia, precautions were implemented to contain the epidemic.

The federal government of Nigeria has ordered the closure of all schools. The decision was widely welcomed, and the National University Commission (NUC), the regulating authority for all institutions in Nigeria, also issued a follow-up directive ordering the closure of all universities in the country. Additionally, the government restricted social events and directed employees to work from home. According to the authorities, an Italian who was reported to be the first case of coronavirus in Nigeria was successfully treated and discharged, but subsequent

cases emerged. As a result, the country's disaster preparedness and response capabilities must be enhanced. Schools were closed in Ghana to halt the spread of coronavirus sickness. Additionally, the government released \$100 million to bolster the fight against the pandemic. The country took preemptive measures to halt the spread of the virus. Madagascar has documented zero COVID-19 deaths to date, and the country has claimed a breakthrough in COVID-19 therapy using herbal medicine. However, the WHO stated that such a claim has not been scientifically validated and that the agency cannot promote it as a therapy for COVID-19.

It is critical to highlight that while many countries closed schools, others such as Singapore, Sweden, Brazil, and Australia maintained them open as a means of containing the epidemic. While the untimely closure of schools was a necessary supporting step to control the spread of the epidemic, it had some negative repercussions for millions of pupils worldwide who faced many barriers to education.

Philippines' Current Education Situation

Several months after the initial outpouring of opposition in March 2020, CHED Chairperson Prospero De Vera defined flexible learning as "more inclusive than online learning." De Vera notes that whereas online education necessitates internet connectivity, flexible learning does not. Rather than that, it "concentrates on the design and delivery of programs, courses, and learning interventions that are tailored to the specific needs of each learner in terms of pace, location, method, and products of learning" (Parrocha, 2020).

Similarly, the DepEd establishes a distance learning strategy that includes three components: (1) delivery of printed modules to students, (2) access to DepEd Commons, an online education platform developed by the DepEd to support alternative modes of learning, and (3) radio and television delivery of lessons or self-learning modules. However, the particular standards for implementing distant learning are continuously being revised (Magsambol, 2020).

Private universities and institutions have also adapted to the pandemic's constraints, and are prepared to offer entirely online courses, blended learning, or planned in-person classes in the event that the government reverses quarantine restrictions. In July 2020, DLSU implemented a technology-enabled alternative method of education named Lasallians Remote and Engaged Approach for Connectivity in Higher Education (R.E.A.C.H). R.E.A.C.H emphasizes the significance of faculty-student involvement and offers three delivery modes: (1) entirely online

(synchronous and asynchronous), (2) hybrid (online and face-to-face), and (3) face-to-face. The university's learning management system (LMS), AnimoSpace, organizes and makes available all online academic tools and materials (De La Salle University, 2020b).

Similarly, ADMU conducted a pilot program for Adaptive Design for Learning (ADL). ADL offers courses in three modes of delivery: (1) online and, when possible, blended; (2) face-to-face; and delivers courses that are specially created to fit faculty styles and adapt to learners' needs and settings. AteneoBlueCloud, an online portal labeled as the university's virtual campus, hosts the courses resources (Ateneo de Manila University, 2020).

Meanwhile, UST adopted an Enriched Virtual Mode (EVR) through its learning management platform, UST Cloud Campus, which blends online (synchronous and asynchronous) and offline tactics to ensure accessibility and flexibility in learning. Apart from collaborative teaching, EVR initiatives include the following: (1) enhancing professional competencies through industry partners and alumni exchanges, (2) collaborative online learning with international partner institutions, and (3) distant encounters with community partners (Alejandrino, 2020).

Finally, the University of the Philippines System transitioned to blended learning, utilizing pre-existing platforms such as the University Virtual Learning Environment (UVLE) and the University of the Philippines Open University (UPOU). UPOU emphasizes online and distance education opportunities and also offers free online specialization courses. The University of the Philippines College of Education recently presented an Education Resilience and Learning Continuity Plan (ERLCP) to assist schools in transitioning to a new learning environment. The ERLCP advocates implementing learner-centered flexible learning alternatives that are available in a variety of delivery modalities, including face-to-face training, remote learning, and blended learning (University of the Philippines - College of Education, 2020).

Distance Education as perceived by the Teachers and Learners

For decades, distance education has been studied, notably since the 1990s, when technology-mediated learning platforms began to develop in education. Research has expanded in lockstep with the growth of online education (Arnesen et al., 2019). However, the research field is diverse and mostly focused on adult and higher education students (Rice, 2006). Technological tools and applications have advanced in recent decades, and this study focuses on the most

recent research on distant learning. The purpose of this paper is to summarize the most current research on teachers' and students' perspectives in an environment in which all teaching and learning occurs remotely, as has occurred in recent exceptional circumstances. Despite the fact that we concentrated on the most recent studies, many worries remain the same as they were in the 1990s.

Teachers have agreed in earlier studies that distant learning requires a different strategy and set of abilities than face-to-face instruction (e.g., Stone & Springer, 2019). A teacher is critical to a student's success in both traditional and distant education (Rice, 2006). However, teachers have been concerned with how they can function remotely, maintain a pleasant learning environment, and instill a sense of importance in the student rather than isolation. Since online education has become more prevalent, teachers have thought that it should be their individual responsibility as well as the institution's. Distance education should be based on a school-wide approach to which everyone is committed. Additionally, teachers required support, adequate resources, and time to implement distance learning. (2019, Stone & Springer)

Additionally, the difficulties teachers have when it comes to IT abilities are well-known (e.g., Artacho et al., 2020). The epidemic revealed disparities in teachers' abilities and willingness to teach online. Trust and Whalen (2020) report that the majority of teachers they interviewed had never taught online before. As a result, teachers faced numerous obstacles related to technology, pedagogical developments, government regulations, and students' unique requirements. Teachers felt unprepared and in need of assistance. Teachers who frequently employed technology, on the other hand, were better equipped to move to distance learning (Trust & Whalen, 2020)

In general, more experienced and IT-savvy teachers fared the best in the new environment. Teachers' ability to use technology effectively is critical, as technological difficulties in remote education have had a detrimental effect on student motivation and learning (Ozkara & Cakir, 2018). Additionally, it is concerning that times of crises exacerbate inequality among pupils. The previous epidemic demonstrated that students enrolled in distant education under extremely tough circumstances and frequently without receiving adequate instruction or support from their lecturers. Additionally, it is concerning that teachers and pupils were unaware of digital inequality, particularly as it has risen as a result of the epidemic (Hall et al.,

2020). Despite the critical nature of continual support in distant learning environments, students must also be able to self-regulate their learning (e.g., Artino & Stephens, 2009), as strong self-regulation abilities have been linked to increased motivation and academic accomplishment (Wolters, 2003). Even when students are highly motivated and self-regulated high achievers, distance learning can be challenging, isolated, and demoralizing (Saykl, 2018). According to Ozkara and Cakir (2018), students generally viewed distance learning positively, but found it more motivating to have the opportunity to communicate face to face. For instance, the COVID-19 research demonstrated that secondary school students preferred traditional classroom-based scientific courses and lab experiments over online alternatives (Pnar & Dönel, 2020). One of the issues with remote learning appears to be a loss of social bonds.

METHODS AND MATERIALS

Research Design

This study used the descriptive-evaluative research method to review the accomplishments of all the teachers of Leonor M. Bautista National High School amidst the Covid 19 pandemic. The descriptive-evaluative research method focuses on describing the nature of a demographic segment. The main emphasis of descriptive research is to describe the nature of the demographics under study instead of concentrating on the "why" (Voxco, 2021).

Research Locale

This research was conducted in Leonor M. Bautista National High School, Brgy. Pias, General Tinio, Nueva Ecija.

Respondents of the Study

The respondents of this study were the 26 permanent Junior High School and Senior High School teachers of LMBNHS. The said respondents are chosen due to their direct participation and involvement in the overall accomplishments of the said school. Aside from that, the output and recommendations of this study will be beneficial to them. This study was conducted from January 2021 to December 2021.

Sample and Sampling Procedure

Total enumeration was utilized to collect data in this investigation. Australian Bureau of Statistics (2013) defined total enumeration as examining every unit, individual, or thing in a population. Additionally, it is referred to as complete enumeration, which simply implies a complete count. The researchers chose this sampling technique because the total number of respondents was sufficient to obtain accurate data and information.

Data Collection

The researchers collected secondary data and relevant information from the Internet. The questionnaire was guided by the related studies and underwent reviews from competent individuals for validation. The comments and suggestions were incorporated into the instrument.

The instrument used by the researchers was adopted and modified from Deped Order No. 42, Series of 2007 under the pointing system. A dry run was conducted to check the reliability and validity of the instrument. The reliability coefficient of the instrument has a good internal consistency with a .990 result. The validity of the research instrument was established by presenting the developed research instrument for the expert's comments who together rated the instrument with a 4.64 weighted mean with a verbal interpretation of "very good."

The researchers informed the respondents about the significance of their participation in the study. Some terminologies were clarified with the respondents to answer the questionnaire with full awareness about their critical roles.

Before the distribution, the researchers conducted a meeting to discuss the importance of the research. After the distribution, the answered questionnaires were retrieved, and the data were tallied for interpretation.

Data Analysis

The data gathered in the area was encoded, tallied, and evaluated. These were treated using statistical tools such as Percentage, Frequency Distribution, Weighted Mean, Pearson r, and Thematic Analysis using Colaizzi's method seven steps. The item questions about the accomplishments were interpreted using a 4-point Likert scale as shown below:

Table 1. Scale on Data Interpretation

Scale	Mean Range	Verbal Interpretation	Verbal Description
4	3.26 - 4.00	Always	Experienced all the time.
3	2.51 - 3.25	Sometimes	Experienced once in a while.
2	1.76 - 2.50	Often	Experienced in few instances.
1	1.00 - 1.75	Never	Never experienced at all.

RESULTS AND DISCUSSION

This section presents the findings obtained from the primary instrument used in this study. The responses were organized, quantified, and interpreted using different statistical tools. The presentation observed the sequence of the specific problems formulated for the study.

School Accomplishments amidst the Covid 19 Pandemic

- ***Outstanding Employees***

Table 2 shows the results of School Accomplishments amidst the Covid-19 Pandemic in terms of Outstanding Employees.

Table 2. School Accomplishments amidst the Covid-19 Pandemic in terms of Outstanding Employees

	Outstanding Employees	Weighted Mean	Verbal Interpretation
<i>During the Covid-19 Pandemic I...</i>			
1	Received an award from the school.	2.42	Often
2	Nominated in the division/awardee in the district.	1.65	Never

3	Nominated in the region/awardee in the division.	1.35	Never
4	Nominated in the Department/awardee in the region	1.35	Never
	Average Weighted Mean	1.69	Never

The results indicate that the majority of respondents often receive an award from their school, which gives them the impression that they are performing well amidst the pandemic. On the other side, it demonstrates that respondents do not obtain higher-level recognition. According to the respondents, some of them were invited to submit documents for examination in the district, but the nomination was not pursued due to the low number of points acquired. As added, it will be a self-evaluation of which personal characteristics should be enhanced amidst the pandemic.

Yovav et.al (2021) stated that a significant trait of exceptional employees is their ability to successfully use their human capital to improve their organization's overall performance. In this setting, great personnel are elevated to a higher level of performance. Their performance is a composite of their abilities, personality characteristics, and attitudes.

- **Innovations**

Table 3 shows the results of School Accomplishments amidst the Covid-19 Pandemic in terms of Innovations.

Table 3. School Accomplishments amidst the Covid-19 Pandemic in terms of Innovations

	Innovations	Weighted Mean	Verbal Interpretation
<i>During the Covid-19 Pandemic I...</i>			
1	Conceptualized any types of innovation.	2.50	Often

2	Started an innovative implementation	2.20	Often
3	Implemented innovation in the school.	2.23	Often
4	Innovation was adopted in the district.	2.23	Often
5	Innovation was adopted in the division.	2.15	Often
	Average Weighted Mean	2.26	Often

The findings reveal that the majority of respondents conceptualized innovations often. On the other hand, the responders' innovations were often implemented by the division office. This demonstrates a lack of consistency in the evolution of innovations during the outbreak. According to respondents, they were concentrating their efforts on instruction delivery rather than on innovation development. Additionally, the development of innovations takes time away from the respondents' official time, limiting their period to act on innovations.

On the other hand, if innovations are integrated into the delivery of instruction during the pandemic, they can facilitate respondents' work. Innovation entails the construction of systems that ensure the uninterrupted flow of procedures, practices, and output.

It was supported in an article of Yovav et.al (2021) that creativity and innovation have evolved into critical organizational assets in today's competitive global economy. Employees that go above and beyond "normal work practices" and "formal task requirements" are more innovative and contribute considerably to the organization's success.

- ***Research and Development Projects***

Table 4 shows the results of School Accomplishments amidst the Covid-19 Pandemic in terms of Research and Development Projects.

Table 4. School Accomplishments amidst the Covid-19 Pandemic in terms of Research and Development Projects

	Research and Development Projects	Weighted Mean	Verbal Interpretation
<i>During the Covid-19 Pandemic I...</i>			
1	Conducted and action research in the school.	1.58	Never
<i>Continuation of Table 4.</i>			
2	Conducted full-blown research in the district level.	1.38	Never
3	Conducted full-blown research in the division level.	1.31	Never
	Average Weighted Mean	1.42	Never

The data indicate that the majority of respondents did not perform action research at the school level during the pandemic. This indicates that teachers are not performing action research for a variety of reasons. According to respondents, they are unable to do action research due to a lack of financial resources and enthusiasm. Additionally, it may be demonstrated that respondents were constrained in conducting action research due to health and safety concerns.

On the other side, teachers can collaborate to conduct action research that addresses their specific needs during the epidemic. If the cycle of doing action research is followed, the research and development projects' successes will improve even in the absence of a pandemic.

Hine (2013) stated that individuals and groups involved in action research can implement necessary changes for societal progress through repeated cycles of planning, observing, and reflecting. Action research is defined as a collaborative activity carried out by individuals who have a common issue. It equips practitioners with fresh knowledge and insight about how to enhance educational practices or address key issues in classrooms and schools.

- ***Publication and Authorship***

Table 5 shows the results of School Accomplishments amidst the Covid-19 Pandemic in terms of Publication and Authorship.

Table 5. School Accomplishments amidst the Covid-19 Pandemic in terms of Publication and Authorship

	Publication/ Authorship	Weighted Mean	Verbal Interpretation
<i>During the Covid-19 Pandemic I...</i>			
1	Published article in a journal/ newspaper/magazine of nationwide circulation	1.35	Never
2	Became a co-author of a book.	1.27	Never
3	Became a sole author of an educational or school- improvement-related book.	1.27	Never
	Average Weighted Mean	1.29	Never

The data indicate that the majority of the respondents have never published an article in a journal or other circulations nationwide. Only a few respondents have published an article in a peer-reviewed international publication. However, the cumulative weighted mean of school successes in terms of publication and authorship is 1.29, which is equivalent to never. This indicates that, amidst the pandemic, the respondents require assistance in publishing a paper in a variety of journals or publications. Apart from moral support or encouragement, respondents said that they require additional resources to publish an article, including financial help, training assistance, and time taken away from their formal duties. Additionally, if these supports are provided, there is a guarantee that the respondents will engage in the publication of an article or book.

Additionally, it is possible that publishing an article or book will boost their self-esteem, get them additional ranking points, and add to their own qualifications. Asnake (2015) agreed that the primary motivation for beginning to write is to meet the employer's requirements for exercising a specific position, which may include promotion to a specific academic position, professional qualification through Continuing Education, and increasing the likelihood of success in qualification applications aimed at obtaining financial support for research.

Publications can also be considered as an advantage because they help their authors to acquire national and international recognition and accreditation as experts in their respective fields.

- ***Consultant/ Speaker in Trainings/ Seminar***

Table 6 shows the results of School Accomplishments amidst the Covid-19 Pandemic in terms of Consultant/ Speaker in Trainings/ Seminar.

Table 6. School Accomplishments amidst the Covid-19 Pandemic in terms of Consultant/ Speaker in Trainings/ Seminar

	Consultant/ Speaker in Trainings/ Seminar	Weighted Mean	Verbal Interpretation
<i>During the Covid-19 Pandemic I became a consultant/ resource speaker in a/an...</i>			
1	District Level	1.58	Never
2	Division Level	1.31	Never
3	Regional Level	1.27	Never
4	National Level	1.19	Never
5	International Level	1.15	Never
	Average Weighted Mean	1.29	Never

Table 6 shows the vast majority of respondents had never worked as a consultant or resource speaker in various levels of professional fora. Though only a few respondents were recruited to serve as resource speakers, the school' over all accomplishment in terms of consultancy and speakership scored a total weighted mean of 1.29 with a verbal interpretation of never. This indicates that respondents must engage in these types of activities throughout the pandemic. According to the respondents, no invitations to become a resource speaker were received. Apart from that, respondents indicated that they should receive public speaking training in order to be prepared when the speaking opportunity presents itself.

A person who speaks about professional subjects demonstrates expertise in the subject being discussed. It is an effective method of developing professional and personal attributes that boost his self-confidence. Being a resource speaker requires work and competence in order to

effectively convey and present the subject. It was founded on MSS Biz Solutions' (2015) argument that in order to be a resource speaker, one must be an expert in an area in which he or she has spent years learning and developing experience, whether as an employee, a businessman, a corporate leader, or an academic professor. Thus, it is an excellent opportunity for the respondents to be involved in consultations or as presenters at trainings throughout the pandemic.

PROBLEMS ENCOUNTERED OF THE TEACHERS IN THE DELIVERY OF THEIR ACCOMPLISHMENTS AMIDST THE COVID-19 PANDEMIC

Problems Encountered of the Teachers amidst the Covid-19 Pandemic in the Delivery of their Accomplishments in terms of Outstanding Employees

Table 7 shows the results under the problems encountered of the teachers in the delivery of their accomplishments amidst the Covid-19 Pandemic in terms of outstanding employees.

Table 7. Problems Encountered of the Teachers in the Delivery of their Accomplishments in terms of Outstanding Employees

	Problems Encountered in terms of Outstanding Employees	Frequency	Percentage
1	Inconsistency in performance due to a deficient personal motivation system	10	39%
2	Inadequate Capacity Building Training as a result of limited training approaches	5	19%
3	Limited involvement in various activities as a result of limited face-to-face activities	5	19%
4	Others	6	23%

Total	26	100%
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Table 7 shows that the majority of the respondents demonstrate inconsistency in performance as a result of a poor personal motivation system during the epidemic. Apart from the health and safety concerns associated with the pandemic, this indicates that the respondents' internal work force or contextual performance was the primary reason they were not obtaining or being qualified to be an outstanding employee. If respondents do not convince themselves to excel, it will be difficult for the school principal to promote and acknowledge them as outstanding employees.

Additionally, the respondents expressed concerns about insufficient capacity building training as a consequence of limited training techniques and limited involvement in diverse activities as a result of limited face-to-face activities. This demonstrates that these elements were secondary to the individual work force, which contributed to the reward exceptional personnel being missed. This suggests that external variables should be addressed in assisting the respondents in attaining this award.

According to Yovav et al. (2021), contextual performance refers to the behavioral patterns that support the psychological and social settings in which employees accomplish a variety of task activities. It comprises the actions necessary to execute activities that exceed the scope of the individual's assigned work obligations. This explains why respondents' motivation for performance achievement differs according to the behavioral patterns they adopt at work.

Problems Encountered of the Teachers amidst the Covid-19 Pandemic in the Delivery of their Accomplishments in terms of Innovations

Table 8 shows the results under the problems encountered of the teachers in the delivery of their accomplishments amidst the Covid-19 Pandemic in terms of innovations.

Table 8. Problems Encountered of the Teachers in the Delivery of their Accomplishments in terms of Innovations

	Problems Encountered in terms of Innovations	Frequency	Percentage
1	Focus is more on the delivery of instruction than to innovate	8	31%
2	Too many workloads which lessen the time for innovations	4	15%
3	Lack of resources due to pandemic	4	15%
4	Limited/ lack of training for innovation process	6	23%
5	Others	4	15%
	Total	26	100%

Table 8 shows that the majority of the respondents were focused on the instruction side compared in innovations. This indicates that the bulk of respondents' time was spent on instruction, as blended learning is the mode of instruction used throughout the pandemic. It requires extra time to prepare instructional materials and give instruction. According to respondents, if they are given sufficient time and fewer administrative tasks, they can use this time to develop innovations.

Additionally, respondents indicated that they lack sufficient understanding regarding advances. This indicates that respondents should receive training on new technologies in order to broaden their understanding. Appropriate training on the concept and technique for innovations should be prioritized as part of the teacher training plan, especially during pandemic times.

Additionally, respondents identified additional issues related to innovations, such as excessive workloads and a lack of resources owing to a pandemic. If the aforementioned innovation issues are handled, the school's accomplishments will significantly increase. Reduced-load work arrangements, according to Jones (2021), can result in a variety of important benefits for the business, including greater productivity, decreased turnover, cost savings, and colleague development. Thus, if the respondents' teaching load is reduced, there will be more time for other parts of the school's accomplishments.

Problems Encountered of the Teachers amidst the Covid-19 Pandemic in the Delivery of their Accomplishments in terms of Research and Development Projects

Table 9 shows the results under the problems encountered of the teachers in the delivery of their accomplishments amidst the Covid-19 Pandemic in terms of research and development projects.

Table 9. Problems Encountered of the Teachers in the Delivery of their Accomplishments in terms of Research and Development Projects

	Problems Encountered in terms of Research and Development Projects	Frequency	Percentage
1	Lack of resources due to pandemic	6	23%
2	Lack of personal motivation	4	15%
3	Health and safety issues due to pandemic	4	15%
4	Lack of Research Training	5	19%
5	Too many workloads which lessen the time for research	4	15%
6	Others	3	12%
	Total	26	100%

Table 9 shows that the majority of the respondents reported a shortage of resources as a result of the pandemic. Due to the numerous restrictions, including health and safety concerns, the respondents were constrained in this situation. Apart from financial constraints and a limited number of study participants, it was discovered that respondents lacked research skills, rendering them unable to undertake action research.

Hine (2013) emphasized that performing action research is quite tough. These difficulties include a lack of project focus, inability to manage time constraints, and presumption of answer knowledge. Additionally, this is significant evidence that instructors should engage in action

research. It equips instructors with a methodical, collaborative, and participatory inquiry strategy that makes a concerted effort to address or rectify areas of concern.

Other difficulties experienced in research and development projects include a lack of personal desire, a dearth of research training, and an abundance of tasks that reduces available time for study. These issues also contributed to the school's general decline in achievement.

Problems Encountered of the Teachers amidst the Covid-19 Pandemic in the Delivery of their Accomplishments in terms of Publication and Authorship

Table 10 shows the results under the problems encountered of the teachers in the delivery of their accomplishments amidst the Covid-19 Pandemic in terms of publication and authorship.

Table 10. Problems Encountered of the Teachers in the Delivery of their Accomplishments in terms of Publication and Authorship

	Problems Encountered in terms of Publication and Authorship	Frequency	Percentage
1	Limited financial resources	8	46%
2	No research production therefore no publication	6	23%
3	Limited skills in publication	4	15%
4	Others	4	15%
	Total	26	100%

Table 10 presents that limited financial resources became the top problem of the respondents in publishing an article or book in a journal or other circulations during the pandemic. Due to the fact that authoring an article or book incurs financial costs, this became the respondents' primary concern. Apart from the preparation costs, there is also a matching publication fee to pay. According to respondents, financial support is necessary to urge them to write and publish an article. Additionally, they stated that publishing an article is not a priority in their personal budget because the pandemic is not yet ended and other emergency needs must be prioritized.

The top result also influenced another issue, which is a lack of research production, which results in a lack of articles to publish. It can be assumed that if respondents are financially supported, there will be output to publish.

On the other hand, responses require publication skills training as well. According to Salih et al. (2014), writing for publication requires a number of fundamental English writing skills, including making deliberate and consistent word choices; writing concise, clear, and direct sentences; writing in the active voice; writing unified, coherent, and well-structured paragraphs; stylistic uniformity; maintaining brevity; and clear thinking with sound argument. They will be motivated to publish an essay after they have acquired this expertise.

Problems Encountered of the Teachers amidst the Covid-19 Pandemic in the Delivery of their Accomplishments in terms of Consultation/ Speaker in Training/Seminar

Table 11 shows the results under the problems encountered of the teachers in the delivery of their accomplishments amidst the Covid-19 Pandemic in terms of consultation/ speaker in training/seminar.

Table 11. Problems Encountered of the Teachers in the Delivery of their Accomplishments in terms of Consultation/ Speaker in Training/Seminar

	Problems Encountered in terms of Consultation/ Speaker in Training/Seminar	Frequency	Percentage
1	No invitation to speak	18	69%
2	Public Speaking Problem	5	19%
3	Others	3	12%
	Total	26	100%

Table 11 shows that there is no invitation to speak is the top problem of the respondents. Given that the speaking invitation originates from a different institution or group, it can be assumed that the respondents are not in control of this issue. On the other hand, even though it is pandemic, respondents' credentials need be enhanced in order to be invited as a resource speaker. The majority of invited speakers were already well-known for their abilities and

knowledge. Institutions seek specialists who are dependable, knowledgeable, and skilled. As a result, respondents should invest in their professional development as well.

Apart from that, public speaking is cited as a difficulty by responders. As the majority of responders have the ability to talk, it is reasonable to assume that they will decline the offer owing to this issue. Additionally, stage fright can be overcome as they get experience speaking.

MSS Biz Solutions' (2015) thesis that a resource person is a trustworthy source of specialized knowledge or information. As a result, this is a wonderful chance for replies to develop their talents and experience during the epidemic.

PROPOSED SCHOOL DEVELOPMENT PLAN

The researchers used the gathered data to establish an interpretation that can be contributed to the formulation of proposed school development plan and will serve as a reference for School Strategic plan.

Attached proposed school development plan is composed of multiple columns that represent the relation of one another. It is composed of multiple columns that represent the relation of one another. The 1st column consists of the respondents' issues/problems/concerns regarding on the delivery of their accomplishments. The items stated in the part were based on the gathered data from the respondents. 2nd column contains the objectives of the items on the 1st column. 3rd column contains the possible solutions/strategic initiatives/projects on the issues/problems/concerns of the cooperative members. 4th column contains the brief descriptions of the strategy/project. 5th column contains the agencies/persons involved in the proposed school development plan and who's accountable for the implementation of the projects/activities. 6th column shows the budget required to execute the proposed projects/activities. The last column shows the time frame to perform the proposed projects/activities. The time frame refers to the critical period of implementing the presented action/model for development of system operations.

Based on the gathered data, the researchers presented the table to help improve and develop the delivery of the school's over all accomplishments. The content of the school development plan was based on the actual problems encountered by the respondents/members amidst the pandemic. The respondents were also asked to share their various opinions/suggestions on how to solve or face the problems being encountered by the respondents amidst the pandemic. With the shared possible solutions of the respondents, the researchers summed up the idea and present this school development plan that can be used or served as guidelines in solving or facing the problems/issues being encountered during this time of pandemic (*please see appendix*).

CONCLUSION AND RECOMMENDATIONS

As per the results, Innovations placed first among the criteria used to quantify overall successes under the Department of Education Order No. 42 Series of 2007 with an Average Weighted Mean of 2.26 and a verbal interpretation of Often. On the other side, consultation/speaker in training/seminar placed fifth with a verbal interpretation of Never.

It may be inferred that the pandemic had an effect on the school's overall accomplishments due to its limits and effects on the health and safety of individuals. In this line, respondents' performance was constrained, which resulted in a reduction in the weight assigned to overall school accomplishments. Apart from the respondents' personal or contextual successes, external circumstances continue to be a factor in their ability to perform effectively and contribute to the expansion of their accomplishments.

Thus, the researchers advises that the school principal collaborate with the teachers at LMBNHS to do strategic planning in order to realign their objective accomplishments with their purpose. It will be extremely beneficial to determine each individual's strengths and limitations in order to offer them with the aid they require in the event of a pandemic.

Additionally, it can be recommended that the respondents' difficulties in delivering their successes be addressed and monitored once they have been resolved. While problems cannot be resolved instantly, they should be addressed methodically, that is, one at a time.

Additionally, it is recommended that the researchers' carefully constructed proposed school growth plan be used to address the respondents' urgent concerns. It can be quite beneficial to

utilize the aforementioned school development plan to strategically fix problems and raise the school's overall accomplishment weight.

Finally, it is advised that additional study be undertaken once the planned school development plan is implemented to determine its impact on the school's overall accomplishments.

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APPENDIX***Proposed Business Continuity Plan***

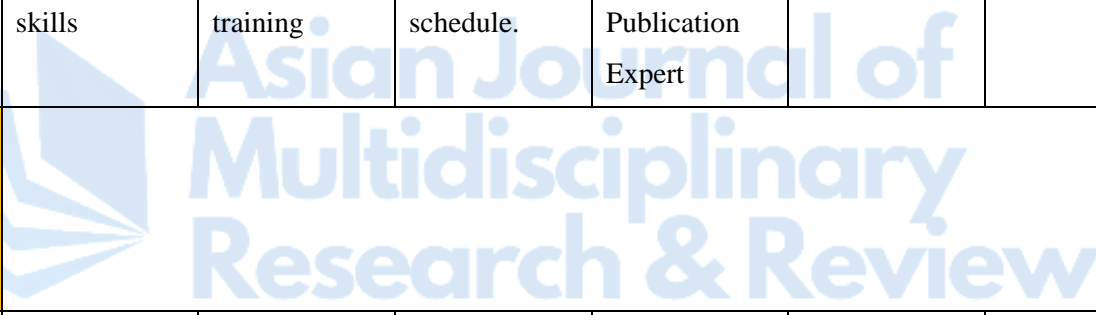
Issues/Problems/Concerns	Objectives	Solutions/ Strategic Initiatives/ Project	Brief Description of the Strategy/ Project	Players/ Agencies Involve	Budget	Time Frame
Outstanding Employees Award						
Inconsistency in performance due to a deficient personal motivation system	To increase in teacher's self- motivation, which will result in an increase in self productivity.	Regular supervision and mentoring of the principal	The School Principal will conduct a regular supervision and mentoring with all the teachers who have inconsistency in their performance. It can be in a scheduled manner so that there will be privacy between the teacher and principal	Inconsistent Teachers, and School Principal	Php. 0.00	One a month
Inadequate Capacity	To identify what trainings	Conduct Training	Regular conduct of	All the teachers and	Php. 0.00	One a month

Building Training as a result of limited training approaches	are due for the teachers' needs	Needs Assessment	training needs assessment thru a survey form.	School Principal		
Limited involvement in various activities as a result of limited face-to-face activities	To eliminate misinformation and a lack of communication between various stakeholders. Involvement will be increased.	Strengthening of Communication System thru posting of Memos and Information	Posting of memos and division order using the Facebook's Group Chat for immediate transfer.	School Principal and ADAS	Php. 0.00	Immediately if there is a memo and order
Innovations						
Focus is more on the delivery of instruction than to innovate	To provide an ample and focus with innovation.	Include an innovation time in the work schedule	Include an innovation hour in the official time of the teachers to	All the teachers and School Principal	Php. 0.00	Immediately
Too many workloads which lessen the time for innovations	To help the teachers to focus on the conceptualization and development of innovation	Lessen the workloads according to the specified number of working hours	give them focus in the conceptualization and development.	All the teachers and School Principal	Php. 0.00	Every beginning of the school year
Lack of resources due to pandemic	Look for possible	Determine the resources that are lacking	Create a committee that will	All the teachers and	Depends on the budget requirements	Every beginning of

	sources of the resources		focus on innovation development. With this, there is a point group who can help the teachers in innovations. This group can create an internal policy that can be implemented by the school	School Principal		the school year
Limited/ lack of training for innovation process	To help the teachers gain knowledge about innovation	Include innovation process in the training plan	Include the Innovations in the INSET schedule.	All the teachers; School Principal; Innovation Expert	Depends on the budget requirements	Every 3 or 6 months
Research and Development Projects						
Lack of resources due to pandemic	To look for possible sources of the resources	Determine the resources that are lacking	Create a committee that will focus on research and development. With this, there is a	All the teachers and School Principal	Depends on the budget requirements	Every beginning of the school year

			point group who can help the teachers in research. This group can create an internal policy that can be implemented by the school			
Lack of personal motivation	To increase in self motivation, which will result in an increase in research output	Conduct Regular Coaching and mentoring	The School Principal together with the research and development core team will conduct a regular supervision and mentoring with all the teachers who have research concerns. It can be in a scheduled manner.	All teachers with research concerns, Research and Development Team, and School Principal	Php. 0.00	One a month
Health and safety issues due to pandemic	To lessen the physical interaction	Use of Online Platforms	Conduct a training on data gathering using the	All teachers with research concerns, Research and	Depends on the budget requirements	After 3 or 6 months of the implementation of this

	with the respondents		online platforms. Use the technology in a helpful way.	Development Team ,and School Principal		school development plan.
Lack of Research Training	To help the teachers to upgrade their knowledge in research	Include series of research training	Include Research and Development in the INSET schedule.	All the teachers; School Principal; Research Expert	Depends on the budget requirements	Based on INSET Schedule
Too many workloads which lessen the time for research	To help the teachers to focus on the conceptualization and development of action research	Lessen the workloads according to the specified number of working hours	Include a research hour in the official time of the teachers to give them focus in the conceptualization and development.	All the teachers and School Principal	Php. 0.00	Every beginning of the school year
Publication/ Authorship						
Limited financial resources	To lessen the expenses and work efforts in conducting research	Perform research in Collaborative way	The school principal together with the research and development team should assign group of people	All the teachers and School Principal	Php. 0.00	Every beginning of the school year
No research production therefore no publication	To push the teachers in creating and	Conduct Regular research monitoring		All the teachers and School Principal	Php. 0.00	Every month to see the improvements.

	publishing research		who will collaboratively work together for an article. Regular monitoring of the output is advised			
Limited skills in publication	To help the teachers improve their publication skills	Include Publication skills development training	Include Publication skills building in the INSET schedule.	All the teachers; School Principal; Publication Expert	Depends on the budget requirements	Based on the INSET Schedule
Consultation/ Speaking in Training/Seminar						
No invitation to speak	To develop and practice the teachers in Speaking	Include the teachers in the roster of speakers in the INSET. Extend partnership and networking with other	The teachers should be included as one of the subject matter experts in the topics to be discussed in INSET. Every teacher in cooperation	All the teachers; School Principal; INSET leaders; Other Schools or Institutions	Depends on the budget requirements Based on the invitation requirements.	Based on the INSET Schedules. Based on the invitation requirements.

		Schools or Institutions.	of the school principal should look for partner school or agencies wherein they can be considered as speaker.			
Public Speaking Problem	It will boost their confidence and their expertise as a speaker	Conduct a public speaking training	Include Public speaking training in the INSET schedule.	All the teachers; School Principal; Public speaking Expert	Depends on the budget requirements	Based on the INSET Schedule.