International Journal of Academic Multidisciplinary Research (IJAMR)
ISSN: 2643-9670
Vol. 5 Issue 8, August - 2021, Pages: 132-172

Implementation of Distance Learning Delivery Modalities of Elementary Schools

Analiza F. De Guzman

Abstract*: The purpose of the study was to determine the implementation of learning delivery modalities in elementary schools in the second congressional district of Sorsogon. The data was gathered from one hundred forty elementary school heads. Descriptive method using survey – questionnaire was utilized to gather data from these respondents. Data were analyzed with frequency count, percentage and rank. The findings of the study concluded the following: 1.Majority of the schools used printed modular distance learning while none of them employed tv/ video/ radio – based instruction and online distance learning as learning delivery modalities; 2.The primary strategy used in the implementation of modular distance learning was orienting the learners and parents about the processes involved in modular distance learning while the least strategy employed was establishing strong home-school-community collaboration; 3.None of the schools implemented online distance learning; hence, no strategies were used; 4.None of the schools implemented tv/ video/ radio – based instruction; hence, no strategies were used; 5. The commonly employed strategies utilized in the implementation of blended distance learning were requiring teachers to prepare learning plans, home learning tasks for learners, and individual monitoring plan for learners and assigning personnel at the school who can respond to queries from families and community learning facilitators regarding the modality while the least strategy employed was checking availability of gadgets and equipment for learners and teachers as appropriate; 6.The learning resources primarily used by schools in distance learning were Self-Learning Modules (SLMs) and Learning Activity Sheets as learning resources in distance learning while the least was DepEd recognized Learning Management System; 7.Most of the schools were challenged in implementing modular distance learning with the insufficiency of self – learning modules and learning activity sheets, 8.None of the schools implemented online distance learning; hence, no challenges were encountered; 9.None of the schools implemented tv/ video/ radio – based instruction; hence, no challenges were encountered; 10.Majority of the schools were challenged in implementing blended distance learning on keeping regular contact classes based on the grade/level of learners; and 11. An action plan to improve the implementation of distance learning was proposed. Based on the findings and conclusions, the following recommendations are given: 1.Employ online distance learning and/or tv/ video/ radio – based instruction as an alternative modality/ies; 2.Establish strong home-school-community collaboration; 3.Introduce different strategies in implementing online distance learning; 4.Introduce different strategies in implementing tv/ video/ radio – based instruction; 5.Identify the available and appropriate gadgets and equipment for learners and teachers on distance education; 6.Promote DepEd recognized Learning Management System as an alternative learning resource; 7.Provide interventions to address insufficiency of self – learning modules and learning activity sheets; 8.Provide solutions to address possible challenges in implementing online distance learning; 9.Provide solutions to address possible challenges in implementing tv/ video/ radio – based instruction; 10.Keep regular contact classes based the grade/ level of learners; and 11. Action plan may be submitted to the Division Office for possible implementation and adoption, if found feasible.*

International Journal of Academic Multidisciplinary Research (IJAMR)
ISSN: 2643-9670
Vol. 5 Issue 8, August - 2021, Pages: 132-172

IMPLEMENTATION OF DISTANCE LEARNING DELIVERY MODALITIES OF ELEMENTARY SCHOOLS

ANALIZA F. DE GUZMAN

A THESIS PROPOSAL SUBMITTED
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN MANAGEMENT
MAJOR IN ADMINISTRATION AND SUPERVISION
SORSOGON STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SORSOGON CITY

June 2021

Abstract

The purpose of the study was to determine the implementation of learning delivery modalities in elementary schools in the second congressional district of Sorsogon. The data was gathered from one hundred forty elementary school heads. Descriptive method using survey – questionnaire was utilized to gather data from these respondents. Data were analyzed with frequency count, percentage and rank.

The findings of the study concluded the following: 1.Majority of the schools used printed modular distance learning while none of them employed tv/ video/ radio – based instruction and online distance learning as learning delivery modalities; 2.The primary strategy used in the implementation of modular distance learning was orienting the learners and parents about the processes involved in modular distance learning while the least strategy employed was establishing strong home-school- community collaboration; 3.None of the schools implemented online distance learning; hence, no strategies were used; 4.None of the schools implemented tv/ video/ radio – based instruction; hence, no strategies were used; 5. The commonly employed strategies utilized in the implementation of blended distance learning were requiring teachers to prepare learning plans, home learning tasks for learners, and individual monitoring plan for learners and assigning personnel at the school who can respond to queries from families and community learning facilitators regarding the modality while the least strategy employed was checking availability of gadgets and equipment for learners and teachers as appropriate; 6.The learning resources primarily used by schools in distance learning were Self-Learning Modules (SLMs) and Learning Activity Sheets as learning resources in distance learning while the least was DepEd recognized Learning Management System; 7.Most of the schools were challenged in implementing modular distance learning with the insufficiency of self – learning modules and learning activity sheets, 8.None of the schools implemented online distance learning; hence, no challenges were encountered; 9.None of the schools implemented tv/ video/ radio – based instruction; hence, no challenges were encountered; 10.Majority of the schools were challenged in implementing blended distance learning on keeping regular contact classes based on the grade/level of learners; and 11. An action plan to improve the implementation of distance learning was proposed.

Based on the findings and conclusions, the following recommendations are given: 1.Employ online distance learning and/or tv/ video/ radio – based instruction as an alternative modality/ies; 2.Establish strong home-school- community collaboration; 3.Introduce different strategies in implementing online distance learning; 4.Introduce different strategies in implementing tv/ video/ radio – based instruction; 5.Identify the available and appropriate gadgets and equipment for learners and teachers on distance education; 6.Promote DepEd recognized Learning Management System as an alternative learning resource; 7.Provide interventions to address insufficiency of self – learning modules and learning activity sheets; 8.Provide solutions to address possible challenges in implementing online distance learning; 9.Provide solutions to address possible challenges in implementing tv/ video/ radio – based instruction; 10.Keep regular contact classes based the grade/ level of learners; and 11. Action plan may be submitted to the Division Office for possible implementation and adoption, if found feasible.

International Journal of Academic Multidisciplinary Research (IJAMR)
ISSN: 2643-9670
Vol. 5 Issue 8, August - 2021, Pages: 132-172

CHAPTER I
THE PROBLEM

Background of the Study

Education is a fundamental right enshrined in Article 26 of the Universal Declaration of Human Rights (UDHR) and Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights (ICESCR), two of the core United Nations human rights treaties. These provide that primary education shall be compulsory and free to all. On the other hand, secondary education is not compulsory but shall be made generally available and accessible to all by every appropriate means.

The Committee on Social, Economic and Cultural Rights in its General Comment No.3 as cited by UNESC0 (2020) asserts that the states must ensure that the right of access to public educational institutions and programs on a non-discriminatory basis, including the right to primary education for all and the right to adopt and implement a national educational strategy, are satisfied at all times, including in times of emergency. This simply provides that States shall provide the adaptability of education by designing and providing resources for curricula, and that curricula are flexible enough to adjust to unforeseen circumstances, which reflect the contemporary needs of students in a changing world.

The advent of COVID – 19 poses challenges to various sectors, especially in responding to basic rights. With the prescribed health standards, such as physical distancing and community quarantine, to mitigate the spread of COVID – 19, basic education is among the sectors heavily affected as schools and learning spaces are closed and/or postponed for physical conduct of classes.

According to UNESCO (2020), the COVID -19 pandemic creates the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. It also exacerbates the pre-existing education disparities by reducing the opportunities for many of the most vulnerable children, youth, and adults – those living in poor or rural areas, girls, refugees, persons with disabilities and forcibly displaced persons – to continue their learning. Nevertheless, 23.8 million additional children and youth, from pre-primary to tertiary, may likely drop out or not have access to school for the year 2020 due to the pandemic's economic impact alone.

Ensuring learning continuity during the time of school closures become a priority for governments around the world, many of which turned to ICT, requiring teachers to move to online delivery of lessons. In Argentina, the Ministry of Education sets up the program Seguimos Educando, a multimedia education platform aims at ensuring the continuity of teaching activities during the pandemic. The government makes partnerships with telecommunication companies to guarantee free access to the platform. The program also ensures that communities which lack access to internet will have access to printed educational materials (Normandin, 2020).

While the transition to online education has been rather smooth in developed countries, which largely benefit from the necessary infrastructure and technology to ensure academic continuity, this is far from true in developing countries with education systems that are lagging behind. In Asia and Africa, where internet connectivity is very limited, governments have used more traditional distance learning modalities, often a mix of educational television and radio programming, and the distribution of print materials (UNESCO, 2020).

The Philippines through the Department of Education (DepEd) develops Basic Education Learning Continuity Plan (BE - LCP) in response to the challenges brought about by the new normal in education. It is a package of interventions that cover the essential requirements of education in the time of COVID-19, including the most essential learning competencies, multiple learning delivery modalities for teachers, school leaders and learners, required health standards in schools and workplaces, and special activities such as Brigada Eskwela (DepEd Order No. 12, s 2020).

BE – LCP highlights the multiple learning delivery modalities that a school may adopt depending on the COVID-19 restrictions and the particular context of the learners in the school or locality. These various learning modes include face – to – face, distance learning, blended learning, and homeschooling. To help learners, parents, and teachers implement these learning delivery modalities, Self-Learning Modules (SLMs) shall be made available in print and offline/online digital formats, for use this incoming school year. DepEd shall also tap the materials developed by various partners and entities such as SEAMEO-INNOTECH, BASA Pilipinas, and Knowledge Channel (Briones, 2020).

Knowing the importance of grasping the new normal in education, Gilbert T. Sadsad, regional director of DepEd – Bicol, initiated a training course for School heads in the region regarding learning delivery modalities. This undertaking aims to determine the unique characteristics of all learning modalities and to choose which is/are the most appropriate to their school children.

The Schools Division of Sorsogon conducted dry run of the opening of classes to selected elementary and secondary schools for school year 2020 – 2021 using distance learning and blended learning. The simulation aims to evaluate the effectiveness of the preparatory schemes of the selected schools and the best practices that may be adopted by the schools in the division. Subsequently, Rolando F. Embile, chief education supervisor of Curriculum Implementation Division, somewhat in July, 2020 mentions that distant learning as a learning delivery modality to be adopted by the division includes printed modular (90%), radio – based instruction and online (10%).

Keeping in view the established connection between the role of schools and various modes and strategies in delivering quality education, it is of great importance to know the status of implementation of distance learning delivery modalities. Likewise,

considering the massive efforts made by elementary school heads in the Schools Division of Sorsogon in response to finding ways to address the learning crisis and bringing about a set of solutions to ensure the continuity of education, this study is conceptualized.

Statement of the Problem

This study aimed to determine the implementation of distance learning delivery modalities of elementary schools in the second congressional district of Sorsogon for school year 2020 – 2021.

Specifically, it sought answers the following questions:

1. What are the delivery modalities implemented by the schools?
2. What are the strategies utilized by the school in implementing their learning delivery modalities along:
    a. Modular Distance Learning (MDL;
    b. Online Distance Learning (ODL);
    c. TV/Video/Radio-Based Instruction, and
    d. Blended Distance Learning?
3. What are the learning resources used for distance learning?
4. What are the challenges encountered by the school in the implementation of the various learning modalities along the identified variables?
5. What action plan can be proposed based on the results of the study?

Significance of the Study

This study is primarily beneficial to all learners of public elementary schools in the Division of Sorsogon. Specifically, this would be beneficial to the following:

Teachers. This study may help the teachers in overcoming the identified difficulties in delivering the multiple learning modalities. Findings of this study may analyze how efficient or inefficient they are giving their pupils in terms of knowledge and skills. Furthermore, this may prepare and capacitate them to effectively utilize the different learning delivery modalities in the new normal system of schooling.

Pupils. The outcome of this study may serve as avenue for the pupils to determine which learning delivery modalities best fit with their capabilities. Likewise, this may provide them access to quality education and thus equip themselves with relevant information and skills.

School administrators. The results of this study may prepare and capacitate the school administrators to lead and manage multiple learning delivery modalities in their respective schools. Hence, the availability of learning resources/materials such as self – learning modules, online learning resources, and educational TV and radio broadcast resources may be taken into consideration.

Parents. This study may give the parents some ideas on how the different learning delivery modalities are used in teaching their children. This may inform them of the needs and problems of their children in the new system of schooling; thus, gaining their understanding, participation and support.

Department of Education (DepEd). Findings of this study may provide significant information regarding the multiple learning delivery modalities. This may likewise provide substantial feedbacks on the utilization of face – to – face, distance learning, and blended learning under the new normal schooling in basic education.

Community. This study may help in deepening the understanding of the community why there is a need to pursue and adopt new system of schooling in times of crisis or emergency. By enlightening the people in the community about the various learning delivery modalities that may be used in teaching the students, they may also be encouraged to extend their support for the success of the continuation of classes under the new normal.

Researchers. Insights that will be gained from this study may be a good avenue for future researches. This study may also identify opportunities for improvement and reference in conducting researches relative to multiple learning delivery modalities.

Scope and delimitation

This study focused on determining the implementation of distance learning delivery modalities of elementary schools in the second congressional district of Sorsogon for the school year 2020 - 2021. It included the identification of the delivery modalities implemented by the schools, the strategies utilized by the schools in implementing their learning delivery modalities along modular distance learning, online distance learning, tv/video/radio – based instruction, and blended distance learning, the learning resources used for distance learning, and the challenges encountered by the schools in the implementation of the various learning modalities along the identified variables.

One hundred forty elementary school heads from nine municipalities in the second congressional district of Sorsogon served as the key informants of this study to infer data about distance learning delivery modalities.

This study excluded the elementary school heads that were not from the identified schools in the second congressional district of Sorsogon. Also, secondary school heads were excluded in this study.

Definition of Terms

For clarity and understanding purposes, the following terms are defined operationally and conceptually as used by this study.

Learning Delivery Modalities. These refer to various modes of accessing learning resources which cater to the different contexts and learning needs of the learners (DepEd Order No. 12, s. 2020). In this study, these refer to modular distance learning, online distance learning, tv/video/ radio – based instructions, and blended distance learning that are used by elementary schools as mode of teaching for the school year 2020 - 2021.

Distance Learning. This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction (DepEd Order No. 12, s. 2020). In this study, it refers to a new normal set -up in which teaching and learning is done outside the classrooms and the learning modalities only included tv/ video/ radio – based instruction, modular, online and blended learning.

Modular Distance Learning (MDL). This involves individualized instruction that allows learners to use SLMs in print or digital format, whichever is applicable in the context of the learner, and other learning resources like learner's materials, textbooks, activity sheets, study guides, and other study materials (DepEd Order No. 12, s. 2020). In this study, it refers to Digital Modular Distance Learning (DMDL) or Printed Modular Distance Learning (PMDL).

Online Distance Learning (ODL). This features the teacher as facilitator, engaging learners' active participation through the use of various technologies accessed through the internet while they are geographically remote from each other during instruction. In this study, it refers to synchronous online learning or asynchronous online learning.

TV/Video/Radio-Based Instruction. This utilizes SLMs converted to video lessons for Television – Based Instruction and SLMs converted to radio scripts for Radio – Based Instruction (DepEd Order No. 12, s. 2020). In this study, it refers to a medium of instruction which makes use of tv, video, and radio.

Blended Learning. This refers to a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV/Radio-based Instruction (DepEd Order No. 12, s. 2020). In this study, it refers to any type of learning modality that is combined to self - learning modules or learning activity sheets.

Strategies. In this study, they refer to set of plans or decisions made in an effort to help organizations achieve their objectives. In this study, these refer to activities, programs or projects implemented by the schools to effectively deliver the various learning modalities in teaching.

Learning Resources. They are those devices or procedures that help to make teaching and learning more interesting, more stimulating, more reinforcing and more effective (slideshare). In this study, they refer to the educational resources – including print and non-print materials and online/open-access resources – which are used by schools in the implementation of distance learning and teaching.

Challenges. It is defined as the situation of being faced with something that needs great mental or physical effort in order to done be done successfully and therefore tests a person's ability (cambridge.org) In this study, these are difficulties encountered by the schools in delivering the different learning delivery modalities.

Action Plan for Distance Learning in Elementary Schools in the Second Congressional District of Sorsogon. It refers to set of activities which is intended to improve the implementation of various learning delivery modalities in the Second Congressional District of Sorsogon.

CHAPTER II
CONCEPTUAL AND OPERATIONAL FRAMEWORK OF THE STUDY

This chapter presents the various related literature and studies that set the context of the present study, the synthesis of the state-of-the-art, the gap bridged by the study, and the conceptual paradigm.

Related Literature

The researcher came across several related literatures that helped in conceptualizing the ideas of the present study. A number of related literatures are reviewed and herein discussed.

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries (UNESCO, 2020). The crisis is exacerbating pre-existing education disparities by reducing the opportunities for many of the most vulnerable children, youth, and adults – those living in poor or rural areas, girls, refugees, persons with disabilities and forcibly displaced persons – to continue their learning. Learning losses also threaten to extend beyond this generation and erase decades of progress, not least in support of girls and young women's educational access and retention. Some 23.8 million additional children and youth, from pre-primary to tertiary, may drop out or not have access to school next year due to the pandemic's economic impact alone (UNESCO, 2020).

Article 26 of the Universal Declaration of Human Rights (UDHR) and Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) underscore education as an empowerment right, a tool for all individuals to fully participate in and contribute to society. Also, the Committee on Social, Economic and Cultural Rights in its General Comment No.3 (1999) reasserts that the states must ensure that the right of access to public educational institutions and programs on a non-discriminatory basis are satisfied at all times, including in times of emergency. This simply provides that States shall provide the adaptability of education by designing and providing resources for curricula which reflect the contemporary needs of students in a changing world.

Section 6, chapter 1 of Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, reiterates the authority, accountability, and responsibility of DepEd for ensuring access to, promoting equity in, and improving the quality of basic education. Consequently, the Philippines through the Department of Education (DepEd)implements Basic Education Learning Continuity Plan (BE – LCP) in response to the challenges brought about by COVID – 19. The DepEd suggests the utilization of different learning modes and strategies to cope up with the new normal in education. Along with these modalities include face – to – face, distance learning, and blended learning (DepEd Order No. 12, s. 2020).

Considering that these learning modalities provide learners the opportunity to continue their schooling without face – to face interaction between the teacher and the students, they are anchored on flexible learning. Shurville et. al. (2008) define it as a set of educational philosophies and systems, concerned with providing learners with increased choice, convenience, and personalization to suit the learner. Gordon (2014) says flexible learning provides students with choices about when (pace), where (place) and how (mode) learning occurs. He further adds that pace refers to encompasses accelerated and decelerated programs, part-time learning, prior learning recognition, and associated credit framework; place refers to the actual location of learning, whether it takes place in a classroom, or at home, in the middle of a trip or as part of a work-based experience; and mode refers to how innovations can be used to deliver learning in fully enhanced environments online, blended, or technology.

Consequently, flexible learning approach is usually designed using a full range of teaching and learning theories, philosophies and methods to provide learners with opportunities to access information and expertise, contribute ideas and opinions, and correspond with other learners and teachers (Joan, 2013). He also states that the use of internet-based tools such as Virtual Learning Environments or Learning Management Systems and discussion boards or chat rooms as well as the use of such as a blended approach, with content available electronically and remotely, is linked to flexible learning.

Moreover, Ryan & Tilbury (2013) stress the important role of teachers, learners, and schools in the successful implementation of flexible learning. They emphasize the need for teachers to give focus in handling the learning cycle instead of being the only learning provider content, the demand for learners to be responsible in grasping opportunities presented to them and in advocating for the method of delivery that best serves their learning, and the necessity for schools to develop flexible structures in providing learners with options in their learning and to establish mechanisms in guaranteeing a quality learning experience.

The above cited literatures are relevant to the present study because they underscore the importance of the continuity of education even at times of crisis or emergency. These are significant to the present study because they emphasize the need to adjust the curriculum with the unforeseen circumstances. Likewise, these help the researcher in the conceptualization of this study.

Modular learning is the most popular type of distance learning modalities. This learning mode is used by all public schools in the Philippines as it is highly convenient for the typical Filipino students (Bernardo, 2020). In this type of distance learning method, the teacher provides and distributes the self – learning modules (SLMs) to students every week. The students then are given

time to study and assess the modules and are expected to complete the task and submit their outputs at the end of the week (uniquephilippines, 2020).

Also, the teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, 2020). Printed Modules will be delivered to students, parents or guardians by the teachers or through the Local Government Officials. Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child (FlipScience, 2020).

Online distance learning, also called distance education, e-learning, and online learning, is a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication (Simonson, 2020). It is one of the growing trends in education due to its capability of designing remote learning environment and thus providing wide array of access to different course materials (Allen & Seaman, 2010). Moreover, it has become popular because of its potential for providing more flexible access to content and instruction at any time, from any place. Online learning advocates argue further that additional reasons for embracing this medium of instruction include current technology's support of a degree of interactivity, social networking, collaboration, and reflection that can enhance learning relative to normal classroom conditions (Rudestam & Schoenholtz-Read, 2010).

Online distance learning is either asynchronous or synchronous learning. According to Finol (2020), asynchronous, also known as an independent learning, is a type of learning where students learn at their own pace and time by simply providing them learning materials like modules, workbook, worksheet and textbook that aid in their independent learning process. This mode is specifically helpful for students with difficulty attending specific time schedules. It also allows peer collaboration through group assignments where students can work and review tasks together (Gardiner, 2020). On the other hand, Finol(2020) describes synchronous as a real time online learning with live interaction between teacher and students using specific online platforms. This allows the learners to have an opportunity for online interactions, immediate question and answer session and personalized learning opportunities (Simonson, Smaldino, Albright, & Zvacek, 2012).

Another type of learning modality is tv/ video/ radio – based instruction. According to DepEd (2020), radio – based instruction utilizes local community and other modes of broadcast wherein the core learning modules are transformed into radio scripts which are then produced for public broadcast while tv instruction is an informal way of learning from TV episodes/shows that are informative and are based in the curriculum competencies. Consequently, tv/ radio-based instruction utilizes SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio scripts for radio – based Instruction. The order further states that this kind of distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents or guardians (DepEd Order No. 12, s. 2020).

According to UNESCO (2020), most countries around the world are using television and/or radio-based programs to implement distance education. Africa seems to be the most active in the efforts to leverage either TV or radio (70%), some combining both (34% of countries), while Europe and North America seems to be using less radio than other regions, yet very active in deploying TV-based distance education programs. It further reveals that the value of educational broadcasts through television and radio also goes beyond the needs of students alone – making these programs avenue to intergenerational learning.

Blended learning, also referred as hybrid learning, is one of the most accepted delivery modes where the learners get the opportunity to learn using online digital media as well as the traditional classroom methods (Bonk and Graham, 2013). It is defined as a learning modality that combines online learning where there is an interaction between teachers and students using specific platform and offline learning wherein students are given time to work on various performance tasks at their own pace (Lawless, 2019). On the other hand, Horn and Staker (2010) consider it as any time a student learn at least in part in a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path and/or pace.

The cited literatures are relevant to the present study because they provide information about the various learning delivery modalities. Likewise, the aforementioned literatures give emphasis on the implementation of teachers along modular distance learning, online distance learning, tv/ video/ radio – based instruction, and blended learning and this has added to the conceptualization of this present study.

Knowing that modular distance learning is no longer held in school, teachers inform the parents and guardians of their important roles in modular learning such as Module-ator, Bundy-clock, and as Home Innovator. As a Module-ator, they are the ones to get and submit the printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the beginning and end of the week, depending on the agreement between the parents and the school. As a Bundy-clock, they must check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, they must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance. Lastly, as a Home Innovator, they must provide their child with a productive learning environment to help them focus more on Learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction (Pe Dangle & Sumalaoang, 2020).

Accordingly, Gonzales (2020) mentions that teachers make use of other delivery modalities intended for learners who do not have devices or reliable internet access. Among these are preparing module, comprised of cognitive part to equip students with

theoretical knowledge, and educational and professional parts to develop learners' professional skills, for pick up and drop – off, regular phone call, and mailing paper resources to the students back and forth.

Meanwhile, Gonzales (2020) says that the teachers have different strategies or practices along online distance learning. In connecting and communicating with their students, teachers give instructions, post announcements, and generally inform the students about what's going on and what's expected of them. Some teachers create daily or weekly videos for this purpose, while others write instructions in places like Google Docs, and others pair short videos with written instructions so students get the information through different modes. Meanwhile, the use of synchronous sessions can be recorded as part of the asynchronous model. This allows students to access the recordings at any time during their independent learning hours (Shank, 2020).

To expand the accessibility of various TV- and radio-based instructions, DepEd urges field officials to develop localized DepEd TV and Radio content to avoid duplication of materials (DepEd, 2021). Presently, DepEd TV is concentrating on creating video content for the 5,689 Most Essential Learning Competencies (MELCs). Aside from this, undersecretary Alain Pascua (2021) says that the Central Office-led DepEd TV uses mainly English and Filipino languages in its episodes. Hence, he encourages every school division office who intends to localize DepEd TV programs to let teachers undergo series of broadcaster training program.

Similarly, wgu(2020)identifies different strategies for utilizing educational shows. Among these include trying to figure out the best way to utilize technology in teaching, using educational television programs to make a connection between the show and the concept being studied in class, understanding and learning about popular shows their students may be watching at home and applying some learning or concepts that teachers can use inside their classrooms, and enhancing educational TV's inherent audio/ visual value.

Teachers use different teaching approaches along blended learning. One example is station rotation model which involves integrating adaptive online learning programs into a fairly typical classroom setting and flex model which allows students to move on fluid schedules among learning activities and modalities according to their needs. In this approach, the teachers use student data to differentiate learning objectives and instruction, integrate in-person learning with online learning, and incorporate elements of mastery-based progression. The Clayton Christensen Institute has also identified station rotation, lab rotation, individual rotation, Flipped classroom, la carte model, flex model, and enriched virtual as some of the strategies that can be used along online learning (blendedlearning, 2020). Similarly, teachers innovate both online instruction and traditional schools by using online content to bolster and differentiate instruction within a classroom setting (Schwirzke et al., 2018).

The cited literatures are relevant to the present study because they provide information about the strategies used in the implementation of modular distance learning, online distance learning, tv/ video/ radio – based instruction and blended learning. Likewise, the aforementioned literatures emphasize the importance of teachers' practices in the effective use of the different learning modalities and this has added to the conceptualization of this present study.

Various literatures claim that distance learning brings about flexibility and convenience to both teachers and students regardless of transactional distance because of the availability of Learning Management System (Poon, 2013). This system promotes portability and access to information in mobile usability which means that technological or authoring tools, such as Canvas, Moodle, or Blackboard, serve in bridging teaching and learning gap (Waha & Davis, 2014).

Online learning systems employ a variety of online tools, systems, and software, which place new demands on the technical competence of instructors (Volery and Lord, 2000). Modes of communication also differ in online courses, with a greater reliance on asynchronous communication methods (Hung et al., 2010). Live or virtual classrooms may also involve remote but instant methods of feedback between student and instructor, facilitated through live chat, video/webcam interactions, and small-group break-out rooms. Gonzales further adds that teachers utilize video – conferencing tools like zoom and google hangouts meet, discussion boards and backchannel discussion, and use audio instructions, reflections, or lectures, in a smartphone or a web – based tool to communicate with their students in a more open dialogue.

Consequently, Open Educational Resources (OERs) are becoming popular among such online course designers since OER are the types of educational materials that are in the public domain or introduced with an *open* license (UNESCO, 2014). These platforms are the latest method of learning since the learners and the teachers get the freedom of using the copyright free materials for the academic work (Karunanayaka et al., 2016). OERs help enhance the teaching and learning across the globe immensely. Mostly, OER learning materials are available at "free and open" concept which provides a great advantage for developing countries where many learners may not be able to afford textbooks, where access to classrooms may be limited, and where teacher-training programs may be lacking (UNESCO, 2014).

The aforesaid literatures are relevant to the present study because they all look into the learning resources being used in distance learning. Moreover, they bear significant to the study since they express the necessity of identifying appropriate learning resources that may help the students to learn efficiently their lessons and thus may provide important information needed to successfully utilize the different resources available.

The utilization of modular learning has a number of drawbacks. One of the central tensions underlying its use is the driven concern about value of quality teaching and education. According to French (2015), it creates the possibility of fragmentation and incoherence of the educational experience, potentially weakens learning outcomes and comes with epistemological, structural and pedagogical challenges.

Shore (2020) mentions that an online class eliminates the human connection and therefore student motivation, interaction, and educator's ability to adapt course materials and presentations is somehow lost. On the other hand, Friedman (2020) says that challenges in online learning include technical issues, distraction and time management, staying motivated, understanding course expectations, lain of in-person interaction, adapting to unfamiliar technology, and uncertainty about the future.

Amadora (2020) also points out that with the lack of interaction during online classes, students tend to get distracted easily on smartphones, pets, deliveries and many others rather than the ongoing online class. Because face-to-face interaction is absent, it is theorized that students will experience the lack of interest in the online class.

Rost (2019) finds that online environments can generate a feeling of anonymity to students which makes it easier for students to withdraw or participate minimally or completely disappear from the course. These theories show that students in online learning suffered from anxieties that lead to lack of participation. Meanwhile, Jacob (2016) adds that it is difficult for preschool, kindergarten and even early primary grade students to work with educational software because it required the use of a mouse or keyboard. Students' digital literacy is an important factor in online distance learning because without it, the challenge in learning will be much greater.

Internet connectivity is a popular complaint being highlighted among teachers and students as the Philippines is still one of the countries in Asia with slow internet. Wireless connectivity is another challenge as the nation has seen on television or read news reports of teachers and students going up on mountain sides or on hilltops to catch wireless signals to use the internet (Averia, 2020). Also, Adonis (2020) says that teachers suspected that the decrease in class size was related to poor internet connection as millions of students and parents struggled to familiarize themselves with the new learning platforms prompted by the new coronavirus pandemic. The Philippines' slow internet connection, posed a great challenge among students, especially those who are from remote places.

The set-up and use of radio and television as tools to provide distance education present major challenges, such as the non-availability of educational content in audio-visual formats, difficulties of countries to produce content in quantity and quality in short time, the absence of pre-existing partnerships for the design and broadcasting of the educational content, and the need for communication and collaboration between education specialists and the professionals of the audio-visual sector for the production of educational programs (UNESCO, 2020).

Some believe that the use of blended approach is more rigorous when it comes to teaching and learning preparations. This explains the idea presented by Ma'arop and Embi (2016) where they describe blended learning as a burden, both physically and cognitively. Meaning, educators need to spend more time like designing the course platform, uploading of instructional materials, answering queries and evaluating students' online outputs. Thus, it increases their workload, such as the time required (Alebaikan & Troudi, 2010).

According to Aldosemani et al. (2018), the lack of faculty training and support, language barriers, poor promotion incentives for blended learning initiation are some of the challenges that teachers are experiencing on the use of blended learning. It is mentioned, for instance, that the use of language texts in LMS in Saudi context is presented using English language, thus, the faculty members are having difficulty to academically communicate with their students and colleagues, considering English language is not their primary or secondary language. They also find that technological infrastructures, such as lack of computers, internet connection, and LMS instability, prohibit blended learning in the country.

Some limitations of ICT integration like shortage of ICT facilities, poor maintenance of available or existing ICT resources, lack of ICT budget. In fact, there are still areas in the Philippines, particularly in rural areas, where reliable supply of electricity and internet are miles away to achieve (Dotong, De Castro, Dolot & Prenda, 2016). Thus, it inhibits and affects the capability of teachers to become skillful on the use of ICT in blending with teaching and learning (Lorenzo, 2016).

Meanwhile, Hofmann (2011) identifies the technical challenges, organizational challenges, and instructional design challenges of teachers in blended learning instruction. The technical challenges are ensuring participants can successfully use the technology and resisting the urge to use technology simply because it is available. For organizational challenges are overcoming the idea that blended learning is not as effective as traditional classroom training, redefining the role of the facilitator, and managing and monitoring participant progress, and looking at how to teach, not just what to teach, matching the best delivery medium to the performance objectives, keeping online offerings interactive rather than just "talking at" participants, ensuring participant commitment and follow-through with "non-live" elements, and ensuring all the elements of the blend are coordinated for instructional design, respectively.

The cited literatures are relevant because they lead support to the writer's study, since they give details on the challenges encountered in the implementation of different learning delivery modalities. These are significant in suggesting possible strategies and activities that would help resolve these problems.

Related Studies

Several studies related to the present study are reviewed. These gave the researcher useful insights in the organization of ideas in this research.

According to Picciano (2017), evidence suggested that online/distance education operated best as a system of dynamic and interrelated components which varied in terms of implementation by context. It revealed that teachers who used these components

altogether fostered a learning community that was driven by pedagogy and incorporated a range of activities which enabled flexible delivery. Acquaro (2020) found out that an online model allowed teachers to customize their content delivery to achieve their specific curriculum goals.

The study of Wang (2014) underscored the importance of training the teachers along with the different technologies that serve as learning tool to execute effectively the lessons in a distance learning format. It found out that teachers also need to be more engaged and available online to keep students motivated and to monitor continuously the attendance and progress of the students from time to time.

After examining the blended learning perceptions faculty members of a certain school, Ndeya-Ndereya and van der Merwe (2014) perceived that blended-based instruction has the potential to bring teaching and learning flexibility and promote learning independence and opportunities for networked learning and accessibility to both teachers and students. Their study also claimed that blended learning can mobilize the classroom environment due to its flexibility, wide range of access, learners' autonomy, and networked learning process.

Further, the study of Qasem and Viswanathappa (2016) entailed a positive perception of teachers with the notion of ICT integration using blended learning instruction. With the rapid development of technology-based teaching delivery, it can be argued that the findings of the study showed teachers' satisfaction in terms of experiencing professional development training through blended learning approach. In the context of virtual classroom, learners have the opportunity to access the learning materials regardless of time and space. This implied that teachers and students, in blended learning, were both part of the virtual classroom irrespective of geographical separation (Lalima & Dangwal, 2017).

The abovementioned studies are similar to the present study since they deal with different distance learning modalities. However, they focused more on the conditions of teachers and learners along with distance education and blended learning, whereas the present study assesses the implementation of modular distance learning, blended distance learning, tv/ video/ radio – based instruction, and online learning.

Research has shown that formative assessment is one of the single most impactful teacher strategies (Hattie, 2018). In a study of Anthony (2019) which used the Danielson framework's indicators to determine the impact of best teaching practices from traditional classrooms in blended elementary classrooms, it was found out that teachers integrated multiples sources to create a holistic picture of student understanding, adjusted their instruction, and formulated small groups or created activities in response to this data.

In a study conducted by Jensen et.al. (2019), they found that some teachers changed the digital teaching context when the existing teaching-learning platform did not accommodate specific teaching-learning activities or the features did not meet their expectation. They also added that these teachers, together with their colleagues, developed custom-built tools that they integrated into their teaching context because the teaching-learning platform provided by their university lacked features to adequately support their teaching-learning goals. They further revealed that some teachers added functionality or replace the functionality found in their teaching-learning platform by adding pre-existing, external tools such as video services, conferencing services, chat forums and collaboration services.

The study of Fidalgo et. al. (2020), which assessed the distance learning during the height of pandemic, discovered that establishing a suitable infrastructure, providing a distance learning platform and offering simulators adapted to each training sector, dealing with the problem of instant interaction with a high number of students, making the use of large files possible with software use license, providing ease of accessibility especially for students, more specialized training preparation on the proper use of the platform, and good generalization to all educational activities and scientific research, and making the video conference routine were among the practices and activities done by teachers in the implementation of distance learning.

In the blended learning format, different teaching strategies and instructional technology were used to help individuals who have different learning styles, needs and interests (Tseng & Walsh Jr., 2016). As examined by Kurt and Yildirim (2018), they were able to identify that the prominent components in the process of blended learning included face-to-face lessons, features of online course materials, use of LMS, design-specific activities, process-based measurement and evaluation, student-student interaction and out-of-class sharing.

The study of Anthony (2019) further revealed that the practices of teachers in the high-growth classrooms were observed to implement almost all of these effective practices more, on average, than teachers in the low-growth classrooms. The three components that high-growth teachers were observed to implement far more often than their low-growth counterparts are demonstrating flexibility and responsiveness, using assessment in instruction, and engaging students in learning. On the other hand, clarity of lesson purpose/intended outcome and teacher reinforces and recognizes effort were only two practices in which the low-growth teachers actually scored higher than the high-growth teachers.

Both the mentioned studies above are similar to the present study because they all dealt with the practices and activities of teachers on distance learning. However, these mentioned studies focused on the instructional interventions of teachers, whereas, the present study is focused on determining the implementation of different learning delivery modalities.

A study conducted by Holmes and Prieto-Rodriguez (2018) regarding the different Learning Management System (LMS) discovered that the most effective element of LMS in course learning for teachers included access to course materials, recorded face-to-face lectures, course blogs or wikis, and online discussion. The findings further revealed that LMS effectiveness in terms of

accessibility in teaching and learning had different response for academic staff and students. However, there was no significant difference in relation to LMS interactivity.

Constello & Crane (2013) emphasized in a study that the use of e-quiz provided immediate assessment for students' learning progression and gaps that needed to be enhanced. They also found that the use of online feedback increases the likelihood of instructional presence while decreases social distance. This claimed that the use of ICT as a learning platform provided efficient teaching and learning support. This finding was also revealed by Jeffrey et al., (2014), where they emphasized social presence in virtual classroom as largely underdeveloped, thus, making it more difficult for teachers to encourage students' engagement in online participation.

On the other hand, PORDATA - Base de Dados Portugal Contemporâneo (2017) affirmed that the devices used to access the Internet were smartphones and laptops. Regarding computer tasks, the most frequent ones were copying and moving files and folders and transferring files from the computer to other devices. The result of a study conducted by Jeffrey et. al. (2014) also showed that the gadgets/ technological equipment used by primary pupils in their online distance learning included the use of smartphones, laptops, desktop computers, and tablets.

Similarly, the internet usage in the Philippines rose from 9% of the population in 1998 to 35% in 2014 (Labucay, 2014). Towards the end of the decade, with a population of about 106 million Filipinos in 2018, findings revealed that a rise to 62-63% or about 67 million Filipinos have access to internet and thought of as internet users (Estella & Löffelholz, 2019; Khalid & Lavilles, 2019). This showed that ICT in the Philippine education context serves as a milestone which opened wide range of teaching and learning opportunities (Lorenzo, 2016).

On the other hand, according to a Swedish case study carried out by Garrote (2012), teachers used VLEs, a blended learning platform, mainly to distribute documents, send messages and for course administration and not to enable interaction and collaboration. Nevertheless, Watts (2016) discovered that communication between teachers and students occurred mainly through email and online forums and was typically moderated by the instructor.

The abovementioned studies bear relevance to the present study because they deal with the different resources and platforms used by teachers in distance learning. However, those studies focus primarily on the learning resources used in higher educational institutions, whereas, the present study is concentrated in determining the learning resources utilized in distance learning of elementary schools.

The study of Pe Dangle & Sumalaoang (2020) highlighted the challenges encountered by teachers in modular distance learning. They found that 70% of the students cannot easily follow instructions in the modules. Thus, modules were often submitted late, and most of the answer sheets were blank. They also found that teachers experienced difficulty in printing and mass production of modules due to lack resources for reproduction and delivery of modules, some learners cannot finish their modules on time because they mostly spent their study time teaching their siblings with their modules and helping their parents in the field, parents lacked the knowledge to assist their child/children due to reason that some parents didn't finish their studies, and some teachers have a weak cellphone signal and have a lot of paper works to check and record.

Shraim and Khlaif (2010) noted in their research that 72% of teachers were lacking in skills to utilize ICT based learning components due to insufficient skills and experience in computer and internet applications and this may lead to failure in online distance learning. Also, previous research implied that teachers' perception of an online tools' ease of use is directly connected to the teachers' sensation of lack of time and lack of support to implement (Lonn and Teasley, 2009). Nevertheless, the study of Holley and Oliver (2010) determined that personal opinions about computers and the web significantly influenced the propensity of lecturers to develop online courses. It further revealed that there were teachers not familiar with distance education and related knowledge.

Likewise, Wang (2014) revealed that computer skills, technical problems, and attitude toward technology affected teachers' performance in using virtual classroom. For teachers who did not have adequate computer skills and equipment and who were not interested in interacting with computers, virtual classroom was a big burden. As a result, teachers were still using old approaches in their online course and they were still searching for better methods to determine just how much a student was engaged in learning activities, and thus were having difficulty in familiarizing and creating a design course which was suited to their students. In addition, Lewandowski et al. (2011) and Paechter & Maier (2010) found that teachers' difficulty in mastering the paces of online classes was due to reason that they were comfortable and at ease with traditional methods. Meanwhile, the findings of Warden et. al. (2013) revealed that the main source of problem in the online learning is behavior of the students due to their different nature and learning styles. Hence, they have suggested the need for teachers to develop different teaching levels suitable to the students.

In terms of the challenges on the use of blended learning, studies have shown that not all faculty members are inclined towards blended-based instruction (Benson et al., 2011). Some still considered the use of ICT as time consuming due to reason that it demanded more time compared to face – to face interaction when preparing or designing lectures, teaching materials and web-based platforms (Benson et al., 2011). Similarly, the study of Ndeya-Ndereya and van der Merwe (2014) revealed that teachers demonstrated little or lack of understanding to blended learning concepts. They found that teachers perceived blended learning as difficult to execute in classroom environment due to the absence of institutional policies on the use of blended learning, lack of ICT training/knowledge (e.g., technophobia), poor confidence to engage in blended learning approach, and limited access to computer laboratories. Hence, these were perceived to be hindrances in the implementation of blended learning.

Also, the study of Holley and Oliver (2010) determined that personal opinions about computers and the web significantly influenced the propensity of lecturers to develop online courses. It further revealed that there were teachers not familiar with distance education and related knowledge.

Mozelius (2017) also conducted a study using a cross – sectional design about the problems affecting successful implementation of blended learning education as perceived by the teachers. It found out that problems encountered by teachers along blended learning included the lack of documentation for a certain VLE module gave teachers a feeling of insecurity in the implementation of a support model for blended education, lack of training and introduction on how to use the tools and techniques in a blended learning approach, shortage of time to implement the new tools and techniques, and not feeling safe and well-informed when it comes to pedagogy, didactics and instructional design for blended learning environments.

The study of Christie and Garotte (2011) highlighted that the lack of support received by the teachers from the school is a barrier to reach the full potential of the blended learning environment. Furthermore, the findings of Lonn and Teasley (2009) indicated that teachers' perceived lack of time and lack of support was aligned to the implementation and use of a tool course. Also, a study by Garrison and Vaughan (2007) pointed out that teachers only received a little administrative support opening up for a higher intake to improve instructional design.

The cited studies are similar to the present study because they all intend to shed light with regards to the challenges and problems encountered in learning delivery modalities. However, the former studies focused on instructional competencies of teachers in relation to their effectiveness in teaching while the present study concentrated on challenges in implementing the identified learning modalities.

Synthesis of the State-of-the-Art

Based from the studies reviewed both foreign and local, the following similarities and differences in terms of scope, methods, respondents and findings are noted. The studies mentioned provided the researcher with the valuable insights and information on how to carry the objectives of this study.

Article 26 of the Universal Declaration of Human Rights (UDHR) and Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) asserted the need to provide the children their right to education even in times of crisis or calamity. On the other hand, DepEd Order No. 12, s. 2020 suggested multiple learning modes that can be utilized by teachers in teaching under the new normal system.

Consequently, section 6, chapter 1 of Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, reiterates the authority, accountability, and responsibility of DepEd for ensuring access to, promoting equity in, and improving the quality of basic education.

Gordon stressed the need to adopt and implement flexible learning to address issues concerning different ways of learning. On the other hand, Ryan & Tilbury reiterated the significant roles of teachers, learners and schools in flexible learning.

Uniquephilippines posited that teacher provided and distributed the self – learning modules to students every week in modular distance learning. The students then were given time to study and assessed the modules and were expected to complete the task and submit their outputs at the end of the week. Meanwhile, Llego emphasized that the need for teachers to conduct home visits to learners needing remediation or assistance.

Simonson, Allen & Seaman, and Rudestam & Schoenholtz-Read agreed that distance learning is a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication.

According to DepEd (2020), radio – based instruction utilizes local community and other modes of broadcast wherein the core learning modules are transformed into radio scripts which are then produced for public broadcast while tv instruction is an informal way of learning from TV episodes/shows that are informative and are based in the curriculum competencies.

Lawless defined as a learning modality that combines online learning where there is an interaction between teachers and students using specific platform and offline learning wherein students are given time to work on various performance tasks at their own pace. On the other hand, Horn and Staker (2010) considered it as any time a student learn at least in part in a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path and/or pace.

Pe Dangle & Sumalaoang stated the need for teachers inform the parents and guardians of their important roles in modular learning such as Module-ator, Bundy-clock, and as Home Innovator. Meanwhile, Gonzales stated that teachers make use of modular learning in the absence of devices or reliable internet access.

Gonzales mentioned that the teachers have different strategies or practices along online distance learning. also, Picciano suggested that online/distance education operated best as a system of dynamic and interrelated components which varied in terms of implementation by context.

Acquaro and Wang underscored the importance of training the teachers along with the different technologies that serve as learning tool to execute effectively the lessons in a distance learning format.

DepEd urged field officials to develop localized DepEd TV and Radio content to avoid duplication of materials to expand the accessibility of various TV and radio-based instructions. Similarly, Pascua stated that the Central Office-led DepEd TV uses

mainly English and Filipino languages in its episodes which calls for every school division office to localize DepEd TV programs to let teachers undergo series of broadcaster training program.

WQU identified different strategies for utilizing educational shows. These include trying to figure out the best way to utilize technology in teaching, using educational television programs to make a connection between the show and the concept being studied in class, understanding and learning about popular shows their students may be watching at home and applying some learning or concepts that teachers can use inside their classrooms, and enhancing educational TV's inherent audio/ visual value.

Clayton Christensen Institute identified station rotation, lab rotation, individual rotation, Flipped classroom, la carte model, flex model, and enriched virtual as some of the strategies that can be used along online learning. Also, Schwirzke et al. said that teachers innovate both online instruction and traditional schools by using online content to bolster and differentiate instruction within a classroom setting.

Poon, Waha & Davis both agreed that distance learning brings about flexibility and convenience to both teachers and students regardless of transactional distance because of the availability of Learning Management System. Volery & Lord, Hung et. al. mentioned that online learning systems employ a variety of online tools, systems, and software, which place new demands on the technical competence of instructors. Also, Karunanayaka et. al. and UNESCO pointed out that OERs are the types of educational materials that are in the public domain or introduced with an *open* license.

In distance learning, Wang, Duffy and Kirkley, Ruhleder, Dawley, Rice, and Hinch revealed that teachers were challenged with online environment because there were teachers not familiar with distance education and related knowledge. On the other hand, Mozelius, Shraim and Khlaif insufficient skills and experience in computer and internet applications. Likewise, Thorsteinsson, Christie and Garotte, Garrison and Vaughan, Lonn and Teasley, Little-Wiles and Naimi, Rucker and Downey, Schmidt et al. added that lack of support received by the teachers from the school is a barrier to reach the full potential of the blended learning environment.

French, Shore emphasized that modular learning creates the possibility of fragmentation and incoherence of the educational experience, potentially weakens learning outcomes and comes with epistemological, structural and pedagogical challenges. On the other hand, Friedman said that challenges in online learning include technical issues, distraction and time management, staying motivated, understanding course expectations, lain of in-person interaction, adapting to unfamiliar technology, and uncertainty about the future.

Rost, Jacob, Averia, and Adonis emphasized that teachers suspect that the decrease in class size is related to poor internet connection as millions of students and parents struggled to familiarize themselves with distance learning.

Ma'arop and Embi and Alebaikan & Troudi presented the idea that the use of blended approach is more rigorous when it comes to teaching and learning preparations. Meanwhile, Aldosemani et al. mentioned that the lack of faculty training and support, language barriers, poor promotion incentives for blended learning initiation are some of the challenges that teachers are experiencing on the use of blended learning.

Hofmann (2011) identified the technical challenges, organizational challenges, and instructional design challenges of teachers in blended learning instruction. Lorenzo and Dotong, De Castro, Dolot & Prenda further added that some limitations of ICT integration like shortage of ICT facilities, poor maintenance of available or existing ICT resources, lack of ICT budget.

Gap Bridged by the Study

After reviewing the aforementioned related studies, the researcher identified gaps that this study bridged. The studies presented focused on the various learning strategies and modalities. Some even compared the performance of teachers with different learning modes in different learning disciplines. Other researchers focused on determining the effectiveness of learning modalities in secondary and higher education. But only few of them looked into the strategies, learning resources and challenges along the implementation of modular distance learning, online distance learning, tv/ video/ radio – based instruction and blended learning. This was the gap that this study tried to bridge.

Conceptual Framework

The study focused on the implementation of various distance learning delivery modalities of elementary schools in the second congressional district of Sorsogon for the school year 2020 - 2022. This framework was illustrated in Figure 1, which was the conceptual paradigm of the study. It was composed of the input, process and output and feedback components.

The inputs included the determination of the delivery modalities implemented by the schools, the strategies utilized by the school in implementing their learning delivery modalities along modular distance learning, online distance learning, tv/video/radio - based instruction, and blended distance learning, the learning resources used for distance learning, and the challenges encountered by the school in the implementation of the various learning modalities along the identified variables. The process involved the distribution, and retrieval of survey – questionnaire with the 140 respondents from the identified elementary schools. Also, the answers from the survey questionnaire was processed and magnified in order to substantiate the results of the study.

Further, the output of the study was a proposed implementation plan of distance learning for the second congressional district of Sorsogon. The feedback was the result of input and output. It was subjected to proper analysis and interpretation of data throughout the process.

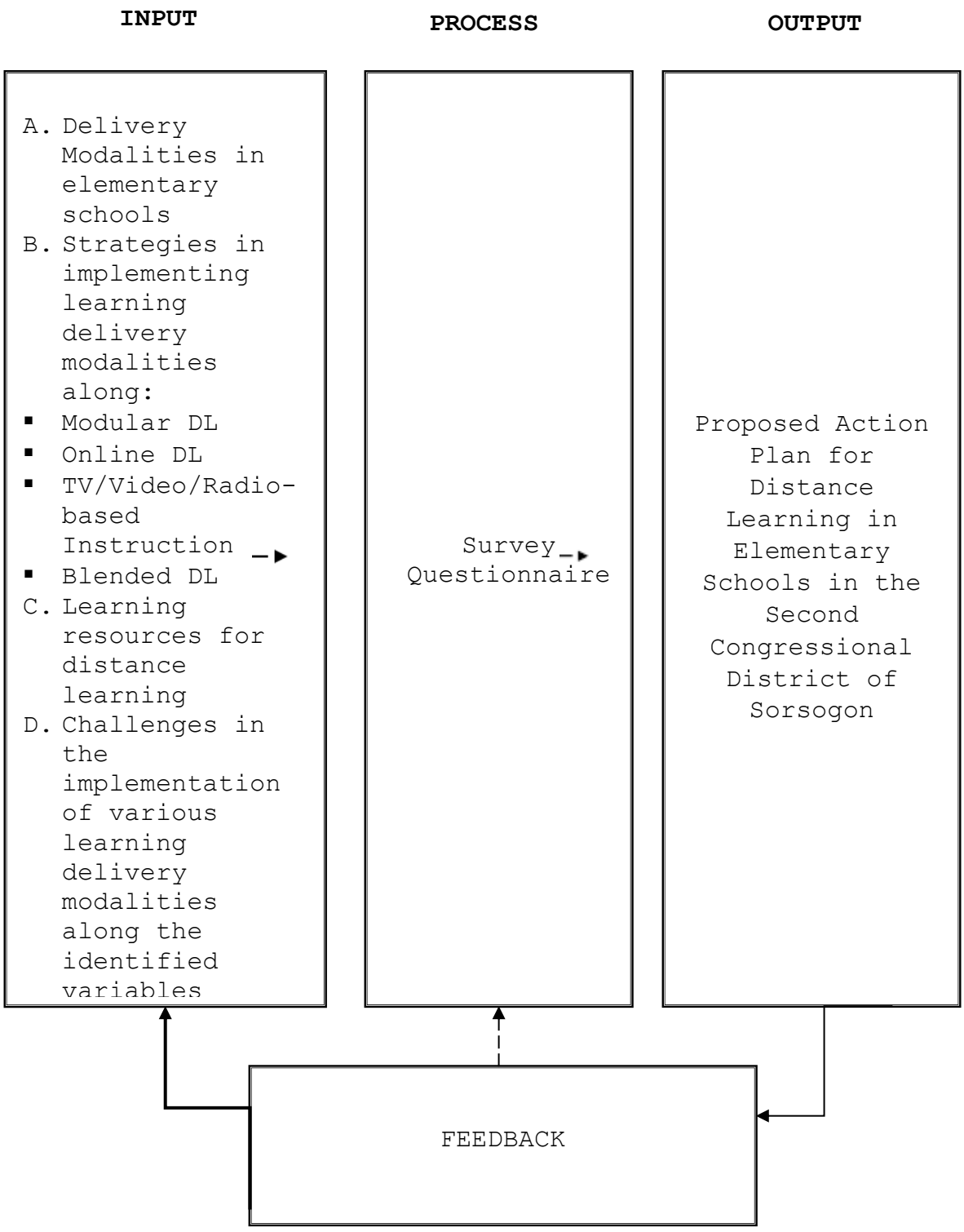

FIGURE 1. CONCEPTUAL PARADIGM

International Journal of Academic Multidisciplinary Research (IJAMR)
ISSN: 2643-9670
Vol. 5 Issue 8, August - 2021, Pages: 132-172

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design, the sample, and the research instruments. Also included are the data gathering procedures and data analysis procedures used in the conduct of the study.

Research Design

This study aimed to determine the implementation of distance learning delivery modalities of elementary schools in the second congressional district of Sorsogon for the school year 2020 - 2022. It utilized a descriptive method in which survey questionnaire was utilized. According to Fox and Bayat (2007), descriptive method aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method. Moreover, this method considered the presentation of salient features about the collected information on the presented facts of the study, therein drawing of solutions possible.

The respondents that were considered in this study were identified using the slovin formula. One hundred forty (140) school heads – respondents were determined out of two hundred sixty – two (262) elementary school heads in nine municipalities of 2nd Congressional District of Sorsogon. To obtain information about the distance learning delivery modalities, the respondents were asked to assess the implementation of LDM in their respective school using a survey – questionnaire aligned with the guidelines and policies of the Department of Education.

The Sample

A random sampling design was employed to determine the respondents of the study. It is a variety of selection techniques in which sample members are selected by chance, but with a known probability of selection. Subsequently, it provides the best chance of putting together an unbiased sample that is truly representative of an entire group as a whole (Suresh et. al., 2011).

The respondents of the study were elementary school heads from nine municipalities of second congressional district of Sorsogon. Using Slovin's formula with five percent (5%) margin of error, the researcher identified the one hundred forty respondents from 262 elementary school heads. The respondents were presented in Table 1.

Table 1
The Respondents

Municipality	Frequency	Percentage (%)
Barcelona	14	10.00
Bulan	30	21.43
Bulusan	8	5.71
Gubat	23	16.43
Irosin	15	10.71
Juban	15	10.71
Matnog	15	10.71
Pto. Diaz	14	10.00
Sta. Magdalena	6	4.30
	140	100.00

Table 1 presents the distribution of elementary school heads – respondents in nine municipalities of second congressional district of Sorsogon.

It can be inferred that the respondents were composed of fourteen (14) elementary school heads from the municipality of Barcelona, thirty (30) from Bulan, eight (8) from the municipality of Bulusan, twenty – three (23) from the municipality of Gubat, fifteen (15) from the municipality of Irosin, fifteen (15) from the municipality of Juban, fifteen (15) from the municipality of Matnog, fourteen (14) from the municipality of Pto. Diaz, and six (6) from the municipality of Sta. Magdalena. This further revealed that there were one – hundred forty (140) elementary school heads who served as respondents of the study.

The Instrument

The implementation of basic education for school year 2020 – 2021 was different compared to the usual educational setting in the Philippines. The Department of Education has implemented the adoption of Basic Education – learning Continuity Plan (BC – LCP) for aforementioned school year in response to the challenges brought about by COVID – 19. This guided the researcher to develop and make a survey questionnaire congruent with the existing policies and guidelines set by the department in order to deal with the various issues covered in this study.

The survey questionnaire was the main instrument used in this study. It was divided into four parts. Part I was a checklist of possible learning delivery modalities employed by schools along modular distance learning, online distance learning, tv/ video/ radio – based instruction, and blended learning. Part II was the strategies utilized by schools in the implementation of learning delivery modalities. Part III was intended to identify the learning resources used by schools in distance learning. Part IV was the challenges encountered by schools in the implementation of different learning delivery modalities along with the identified variables.

The dry-run of the preliminary copy of the questionnaire checklist was conducted last March 15, 2021 with ten school heads in the second congressional district of Sorsogon which were not included in the study but had similar characteristics as the sample schools. These school heads came from Genablan Occidental Elementary School, Cabagahan Elementary School, Sta. Isabel Elementary School and Banogao Elementary School of the municipality of Matnog, Talaonga Elementary School and Bilaoyon Elementary School of the municipality of Sta. Magdalena, San Rafael Elementary School of the municipality of Bulusan, Aguinaldo Elementary School and Sagrada Elementary School of the municipality of Bulan, and Macawayan Elementary School of the municipality of Irosin.

During the dry – run of the instrument, the researcher only focused on modular distance learning, online distance learning, tv/video/ radio- based instruction, and blended learning as learning modalities. After finding out that the majority of the identified schools in the dry – run employed the different types of the aforementioned learning modalities, which included digital modular distance learning along modular distance learning, online distance learning and printed modular distance learning, modular distance learning and tv-video (MELCs mapped), and modular distance learning and radio – based instruction along blended distance learning, the questionnaire was revised. Hence, all types of the identified learning modalities were included in the choices. After the suggestions and recommendations of the researcher's adviser were incorporated, final copy of the survey questionnaire was made and administered to the respondents of the study.

Data Collection Procedures

The data were solicited from the survey-questionnaire prepared by the researcher. Reading articles, researches from books and journals on various learning delivery modalities served also as support references of the discussions.

The researcher prior to the actual implementation of the study first sought the permission of the Dean of Graduate Studies to conduct the study. Also, letter of request was sent to the Schools Division Superintendent to conduct the study and administer the survey - questionnaire to the identified respondents.

Upon the approval of the Schools Division Superintendent, the researcher forwarded the letter to the office of the Public Schools District Supervisor to acknowledge proper communication to the district where the school heads were from. Afterwards, the researcher sent a letter of request and invitation of participation to the school heads through their district supervisor for further approval. The researcher personally distributed the survey-questionnaire to the respondents last April 5, 2021. The answered instruments were retrieved one week after the distribution, April 12, 2021, with one hundred percent retrieval rate.

Data Analysis Procedures

The data gathered were organized, tabulated and analyzed. Frequency count was used together with percentage to identify the delivery modalities implemented by the schools. Also, frequency and rank were utilized to determine the strategies, learning resources, and challenges encountered by schools in implementing the different learning delivery modalities in terms of the given variables.

International Journal of Academic Multidisciplinary Research (IJAMR)
ISSN: 2643-9670
Vol. 5 Issue 8, August - 2021, Pages: 132-172

CHAPTER IV

IMPLEMENTATION OF DISTANCE LEARNING DELIVERY MODALITIES OF ELEMENTARY SCHOOLS

This chapter presents the analysis and interpretation of the data gathered from the respondents of the study. These are presented with the use of appropriate tables that are sequentially arranged to answer the problems in the study.

The presentation of the data includes the following topic: 1) delivery modalities implemented by the schools; 2) strategies utilized by the schools in implementing their learning delivery modalities; 3) learning resources used for distance learning; 4) challenges encountered by the schools in the implementation of the various learning modalities; and 5) proposed output.

1. Delivery Modalities implemented by the schools

Table 2 presents the frequency and percentage of the delivery modalities implemented by the schools.

The data revealed that 63 schools (45%) implemented the printed modular distance learning while 47 (33%) employed the blended modular distance learning and radio-based instruction. Similarly, there were 13 (9%) schools which made use of the blended Modular Distance Learning (MDL) and TV-video (MELCs Mapped), 12 (9%) schools employed the blended Online Distance Learning and Printed Modular Distance Learning, and 5 (4%) schools implemented the Digital Modular Distance Learning. However, none (0%) of the schools utilize Synchronous Online Learning, Asynchronous Online Learning, TV-Video (SLM-based), TV-Video (MELCs Mapped), Radio-Based Instruction (RBI), Online Distance Learning (ODL) and Digital Modular Distance Learning (DMDL), Online Distance Learning (ODL) and TV-Video (SLM-based), Online Distance Learning (ODL) and TV-Video (MELCs Mapped), Online Distance Learning (ODL) and Modular Distance Learning (MDL).

This implies that majority of the schools prefer to use modular distance learning as their learning modalities in teaching the learners. According the findings of the study of Pe Dangle and Sumaoang (2020), modular distance learning is preferred over online or blended learning due to reasons that this approach is safer to the students and is more convenient for learners living in areas where internet is not accessible. Apart from that, some parents do not have enough gadgets to be used by their child/children for online classes.

Furthermore, the result implies that schools tend to avoid a learning mode which is connected to online learning. This conforms the survey of Deped (2020) which revealed that 2.8 million students have no access to online schooling especially in rural areas where internet access and speed is a challenge. Adonis (2020) also agreed that the decrease in class size is related to poor internet connection as millions of students and parents struggle to familiarize themselves with the new learning platforms. Nevertheless, the result of this study is supported by Bernardo (2020) which underscored modular learning as the most popular type of distance learning modalities in the Philippines because the typical Filipino students found it highly convenient for them.

Table 2
Delivery modalities implemented by the schools

Modalities	Frequency	Percentage
Digital Modular Distance Learning	5	4
Printed Modular Distance Learning	63	45
Synchronous Online Learning	0	0
Asynchronous Online Learning	0	0
TV-Video (SLM-based)	0	0
TV-Video (MELCs Mapped)	0	0
Radio-Based Instruction (RBI)	0	0
Online Distance Learning and Printed Modular Distance Learning	12	9
Online Distance Learning (ODL) and Digital Modular Distance Learning (DMDL)	0	0
Online Distance Learning (ODL) and TV-Video (SLM-based)	0	0
Online Distance Learning (ODL) and TV-Video (MELCs Mapped	0	0
Online Distance Learning (ODL) and Modular Distance Learning (MDL)	0	0
Modular Distance Learning (MDL) and TV-video (SLM-based)	0	0
Modular Distance Learning (MDL) and TV-video (MELCs Mapped)	13	9

Modular Distance Learning and Radio – based Instruction	47	33
Total	**140**	**100**

2. Strategies Utilized by the School in the Implementation of Learning Delivery Modalities

This section covers the strategies utilized by the school in the implementation of learning delivery modalities along modular distance learning, online distance learning, tv/ video/ radio – based instruction, and blended distance learning. The frequency and rank were used in the data analysis. Multiple responses were observed by the respondents.

Modular Distance learning. Table 3A presents the frequency and rank of the strategies utilized by the school in the implementation of learning delivery modalities along modular distance learning.

It can be inferred from the table that the five strategies mostly used by the teachers were orienting the learners and parents about the processes involved in modular distance learning and requiring the teachers to prepare learning plans, home learning tasks of learners and individual monitoring plan for learners with frequency of 68 which tied in rank 1.5. This was followed by conducting regular Parent-Teacher Conferences to ensure updating and mutual support in facilitating the learning process with frequency of 47 in rank 3. Likewise, training community learning facilitators for this distance learning delivery sub-modality and ensuring the availability of community learning facilitators (e.g., parents, guardians, other adults) to support learners while learning from home both got a frequency of 13 which tied in rank 4.5. Establishing strong home-school- community collaboration was the least of strategies used by schools in modular learning.

Table 3A
Strategies utilized by the schools along modular distance learning

Indicators	Frequency	Rank
Train community learning facilitators for this distance learning delivery sub-modality	13	4.5
Orient learners and parents about the processes involved in modular distance learning	68	1.5
Conduct regular Parent-Teacher Conferences to ensure updating and mutual support in facilitating the learning process	47	3
Require teachers to prepare learning plans, home learning tasks of learners and individual monitoring plan for learners	68	1.5
Ensure the availability of community learning facilitators (e.g., parents, guardians, other adults) to support learners while learning from home	13	4.5
Establish strong home-school- community collaboration	9	6

It means that orienting the learners and parents about the processes involved in modular distance learning and requiring the teachers to prepare learning plans, home learning tasks of learners and individual monitoring plan for learners were the commonly used strategies of schools along modular distance learning. This implies that teachers should undertake necessary adjustments on their teaching strategies, update themselves of the current trends in educational practice, and train themselves on the use of various platforms as well as on preparation of modules and workbooks. This is supported by teacher.org (2020) which stresses that professional development for teachers is very important as education is an ever growing and changing field. Likewise, Hill (2020) points out that conferences, workshops and continuing education could help them grow in their profession.

Moreover, the table 3A above also means that there is a need to train parents, guardians or volunteers who may serve as learning facilitators so that help may be extended to students in case they need it, considering the physical distance between teachers and students due to current learning set up in new normal education. This implies that teachers need to coordinate with their stakeholders, preferably the parents and guardians of their learners, encourage them to serve as learning facilitators, and capacitate them with the necessary know – how and skills in assisting the children in their studies. This is supported by Pe Dangle & Sumaoang (2020) after they found out in their study that parents lack knowledge to assist their child/children in their schooling because majority of them did not finish their studies. Additionally, Ancheta & Ancheta (2020) stressed that consultative session is important in the adaption of the learning modality so that the parents and their children could adopt the setup of teaching and learning in the new normal.

Online distance learning. This presents the frequency and rank of the strategies utilized by the school in the implementation of learning delivery modalities along online distance learning.

It can be seen that training school officials, teachers and partners to convert SLMS to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs, uploading PDF Flat SLMs in the LP Portal and SLMs interactive

digital format and inclusive e-books and video-taped lessons to the DepEd Commons, Maximize LR Portal and DepEd Commons as sources of materials, maximizing MS Teams, Google Meet, ZOOM and other virtual classroom meeting platforms, scheduling online screen time, and training community learning facilitators for this distance learning delivery sub-modality all got a zero(0%) frequency.

Table 3B
Strategies utilized by the school along online distance learning

Indicators	Frequency	Rank
Train school officials, teachers and partners to convert SLMS to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs	0	0
Upload PDF Flat SLMs in the LP Portal and SLMs interactive digital format and inclusive e-books and video-taped lessons to the DepEd Commons	0	0
Maximize LR Portal and DepEd Commons as sources of materials	0	0
Maximize MS Teams, Google Meet, ZOOM and other virtual classroom meeting platforms	0	0
Schedule online screen time		
Train community learning facilitators for this distance learning delivery sub-modality	0 0	0 0

This means that no strategy is used along online distance learning because none of the schools implemented it. Hence, it can be assumed that the schools blended online distance learning with other learning modality/ies. This is in supported by San Antonio (2020) which stressed that almost 13 million public school students of roughly 22 million enrollees used printed modules for the school year 2020 – 2021 due to technological devices/ gadgets and internet connectivity problems.

It can be further theorized that the related problems to the implementation of online learning is the prime reason of not using this type of modality. This is supported by Baticulon et. al (2020) revealing that online learning presents many challenges to both teachers and students alike. On the other hand, Friedman (2020) points out that challenges in online learning includes technical issues, distraction and time management, staying motivated, understanding course expectations, lain of in-person interaction, adapting to unfamiliar technology, and uncertainty about the future.

TV/ video/ radio – based instruction. The frequency and rank of the strategies utilized by the schools in the implementation of learning delivery modalities along tv/ video/ radio – based instructions are included in Table 3C.

Table 3C
Strategies utilized by the school along tv/ video/ radio – based instruction

Indicators	Frequency	Rank
Teachers and partners to produce video-taped lessons and radio-scripts from SLMs	0	0
Explore institutional partnerships with media partners for radio and TV/based instruction	0	0
Train community learning facilitators for this distance learning delivery sub-modality	0	0

It can be gleaned that none of the schools implemented tv/ video/ radio – based instruction which caused teachers and partners to produce video – taped lessons and radio – scripts from SLMs, explore institutional partnerships with media partners for radio and TV/based instruction, train community learning facilitators for distance learning delivery sub – modality to get a zero (0%) frequency. This means that tv/ video/ radio – based instruction is not considered by the schools to be solely used as learning modality for their learners. This further suggests that it is better to blend tv/ video/ radio – based instruction with other learning modality.

This is supported by hundred (2020) which combines radio instruction with active learning and interactive teaching practices after finding a positive impact on children's holistic development, attendance, and performance, as well as improvement

on teacher development and access to school resources. On the other hand, although the online survey conducted by Deped (2020) shows that the radio – based instruction is the largest and most widely preferred learning option especially in places where effective learning instructions are hampered by slow internet connectivity, no cellphone signal and television is not readily available, the DepEd (2021) urges to develop localized DepEd TV and Radio content lessons that is aligned with MELCs through regional, division, and district offices.

Blended Distance learning. The frequency and rank of the strategies utilized by the school in the implementation of learning delivery modalities along blended distance learning are included in Table 3D.

The data revealed that the strategies commonly utilized by the teachers relative to blended learning were requiring teachers to prepare learning plans, home learning tasks for learners, and individual monitoring plan for learners and assigning personnel at the school who can respond to queries from families and community learning facilitators regarding the modality opted for with frequency of 72 which tied in rank 1.5. This was followed by training school officials, teachers and partners to convert SLMS to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs with frequency of 60 teachers which placed it in rank 3.

Also, ensuring that the needed learning materials for sub-modalities (e.g., ADM self-learning modules, interactive materials, inclusive e-books, video lessons) are available and accessible for learners with a frequency of 25 was in rank 4. Checking availability of gadgets and equipment for learners and teachers as appropriate was the least employed strategy in blended learning after earning a frequency of 12 which made it in rank 5.

Table 3D
Strategies utilized by the school along blended distance learning

Indicators	Frequency	Rank
Train school officials, teachers and partners to convert SLMS to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs	60	3
Ensure needed learning materials for sub-modalities (e.g., ADM self-learning modules, interactive materials, inclusive e-books, video lessons) are available and accessible for learners	25	4
Check availability of gadgets and equipment for learners and teachers as appropriate	12	5
Require teachers to prepare learning plans, home learning tasks for learners, and individual monitoring plan for learners	72	1.5
Assign personnel at the school who can respond to queries from families and community learning facilitators regarding the modality opted for	72	1.5

This implies that teachers need to familiarize themselves on the facilitation with the changes in teaching and learning in the new normal so that the parents and learners may be properly oriented and be familiarized with the changes in educational setting. This is supported by Hill (2020) which emphasized that necessary adjustments on the teaching strategies should be conducted to adopt with the changes in the program. He further suggests teachers can continue improving their self by means of conferences, workshops and continuing education that could give them extra help in using technology for their students.

Similarly, kaleta et. al. (2007) stress that preparing teachers to effectively design and administer blended learning is an important type of support necessary for successful implementation of such instruction. Thus, Dukes et al. recommended that teachers should be provided the opportunity to experience blended instruction first hand and have a peer mentor as they design and implement this kind of modality.

Also, the table above further implies that the schools need to secure that the gadgets and equipment necessary for the conduct of blended learning are available both to learners and teachers before using the modality. This finding is congruent to the study of Pe Dangle & Sumaong (2020) which revealed that some teachers do not have mobile phones with strong signal and that some parents cannot provide gadgets for their child/children to be used for online classes.

3. Learning Resources used for Distance Learning

Table 4 contains the frequency and rank of the learning resources used by the schools for distance learning. The respondents came across with varied problems.

It can be observed that the most utilized learning resources for distance learning were Self-Learning Modules (SLMs) and Learning Activity Sheets with frequency of 140 which tied in rank 1.5. Next were DepEd Commons and Textbooks with frequency of 67 and 58 which put them in rank 3 and 4, respectively. Also, the MELCs-aligned teacher-made audio-lessons with frequency of 47 in rank 5. On the other hand, DepEd recognized Learning Management System was the least among the learning resources used.

Table 4

Learning Resources used for Distance Learning

Indicators	Frequency	Rank
Self-Learning Modules (SLMs)	140	1.5
Learning Activity Sheets	140	1.5
Textbooks	58	4
Learning materials	16	6
MELCs-aligned teacher-made videos	13	8.5
MELCs-aligned teacher-made audio-lessons	47	5
Interactive e-materials	12	10
DepEd Commons	67	3
DepEd Learning Resources Portal	13	8.5
Open Educational Resources (OERs)	16	7
DepEd recognized Learning Management System (LMS)	5	11

This means that teachers commonly use self – learning modules and learning activity sheets in their implementation of distance learning. This implies that these learning materials are the ones that could be easily provided by the schools since the teachers would just print and distribute the copy of the modules or learning sheets to the learners and the access to internet connection and/or technological devices or gadgets are no longer needed. This further suggests that the DepEd should encourage teachers in using recognized LMS to assure that the quality of the materials meet the standards set by the department.

The result of the study is supported by Bernardo (2020) which pointed out that all public elementary school in the Philippines use self – learning modules and/or learning activity sheets due to reason that those are the most highly convenient learning resources for the typical Filipino learners. Similarly, Gonzales (2020) stressed that teachers make use of other delivery modalities intended for learners who do not have devices or reliable internet access such as modules.

4. Challenges Encountered by the School in the Implementation of Learning Delivery Modalities

This portion encompasses the challenges encountered by the school in the implementation of learning delivery modalities along modular distance learning, online distance learning, tv/ video/ radio – based instruction, and blended learning. The frequency and rank were used in analyzing the data. The responses used the multiple responses.

Modular distance learning. Table 5A includes the frequency and rank of the challenges encountered by the school in the implementation of learning delivery modalities along modular distance learning.

Table 5A

Challenges encountered by the school along modular distance learning

Challenges	Frequency	Rank
Insufficient Self – Learning Modules	68	1.5
Insufficient Learning Activity Sheets	68	1.5
Availability of textbooks and learning materials	51	4
Monitoring/tracking of pupils' progress	32	6
Distribution and retrieval of SLMs/ LAS	56	3
Conduct of summative assessment	40	5

The data showed that there were 68 schools which were challenged by the insufficiency of self – learning modules and learning activity sheets in the implementation of modular instruction which tied them in rank 1.5. This was followed by distribution

and retrieval of SLMs/ LAS with frequency of 56 which made it in rank 3. Next to it was the availability of textbooks and learning materials and conduct of summative assessment with frequency of 51 and 40 which put them in rank 4 and 5, respectively. Further, monitoring/tracking of pupils' progress got a frequency of 32 which placed it in rank 6.

This means that the schools are primarily challenged in implementing modular distance learning because SLMs and LAS are insufficient. Hence, school personnel should prioritize printing self – learning modules and learning activity sheets to assure that the students are receiving complete learning materials and that the delay in distribution of modules or learning sheets may be avoided. In connection with this, the study of Pe Dangle & Sumaoang (2020) stressed that teachers experience difficulty in printing and mass production of modules due to lack resources for reproduction and delivery of modules, printers are not functioning well, and unavailability of electricity. Thus, the DepEd that teachers in every school should be given autonomy and freedom to do their own modules, but must be validated for quality assurance, so that concerning issues on the insufficiency of SLMs and LAS may be avoided (Pe Dangle & Sumaoang, 2020).

Additionally, Gonzales (2020) identified that among the practices and activities that must be given attention by teachers are preparing module, comprised of cognitive part to equip students with theoretical knowledge, and educational and professional parts to develop learners' professional skills, for pick up and drop – off, regular phone call, and mailing paper resources to the students back and forth.

Online distance learning. Table 5B includes the frequency and rank of the challenges encountered by the school in the implementation of learning delivery modalities along online distance learning.

Table 5B

Challenges encountered by the school along online distance learning

Challenges	Frequency	Rank
Poor internet connection	0	0
Limited access to online resources	0	0
Power interruption	0	0
Limited time for online class Equipment and hardware malfunctions	0	0
Monitoring/tracking of pupils' progress	0	0

It can be learned that poor internet connection, limited access to online resources, power interruption, limited time for online class equipment and hardware malfunctions, and monitoring/tracking of pupils' progress all got a zero (0%) frequency. This means that none of the schools implemented online learning. Thus, no challenges were encountered along online distance learning. This implies that this type of modality is not applicable to the majority of their learners. This is due perhaps to internet connectivity and technological devices or gadgets.

According to a study released by the Philippine Institute for Development Studies (PIDS), bad internet connection is a more pressing problem in the Philippines compared to poverty and corruption (Ordinario, 2017). Also, Belgica et. al. (2020) found that not all students can afford to have laptops and tablets. On the contrary, Pe Dangle & Sumaoang (2020) revealed in their study that most of the learners have gadgets that could be useful in learning.

TV/ video/ radio – based instruction. Table 5C includes the frequency and rank of the challenges encountered by the school in the implementation of learning delivery modalities along tv/ video/ radio – based instruction.

It can be seen that irregular/ inconsistent broadcast schedule of lessons, power interruption, learners are not directed to watch an educational tv program or listen to a radio program, knowledge of teachers in using tv/ video or radio – based instruction, availability of learning facilitators, and monitoring/tracking of pupils' progress all got a zero (0%) frequency. This means that none of the schools implemented tv/ video/ radio – based instruction as learning modality. Hence, no challenges were encountered along tv/ video/ radio – based instruction. It can be assumed that the schools blended tv/ video/ radio – based instruction to other learning modality instead of using it independently.

Table 5C

Challenges encountered by the school along tv/ video/ radio – based instruction

Challenges	Frequency	Rank
Irregular/ inconsistent broadcast schedule of Lessons	0	0
Power interruption	0	0
Learners are not directed to watch an educational TV program or listen to a radio program	0	0
Knowledge of teachers in using tv/ video or radio – based instruction	0	0
Availability of learning facilitators	0	0
Monitoring/tracking of pupils' progress	0	0

Blended learning. Table 5D contains the frequency and rank of the challenges encountered by the school in the implementation of learning delivery modalities along blended learning.

It can be gleaned that 72 schools were challenged in keeping regular contact classes based on the grade/level of learners which placed it in rank 1. Also, 64 schools identified the competencies of teachers in handling blended learning in rank 2. However, the monitoring/tracking of pupils' progress got a frequency of 55 which made it in rank 3.

Table 5D

Challenges encountered by the school along blended learning

Challenges	Frequency	Rank
Competencies of teachers in handling blended learning	64	2
Keeping regular contact classes based on the grade/level of learners	72	1
Monitoring/tracking of pupils' progress	55	3

It means that the primary problem encountered by the schools under blended learning is securing regular contact to their learners. This implies that lack of interaction or physical separation of teacher and students leads the latter to experience the lack of interest to get involve in kind of learning modality. Rost (2019) supported this finding mentioning that the environment in blended learning tend students to be less participative and interactive because of the absence of face – face interaction. Thus, Rost (2029) encouraged the teachers to have at least the required knowledge and skills to mix the right blending in teaching and learning process so that the needs of the learners are met while ensuring the appropriateness of blended learning used.

4. Proposed Action Plan in Learning Delivery Modalities

Rationale

This study determined the implementation of learning delivery modalities in elementary schools at the second congressional district of Sorsogon. The outcome of the study revealed the followings: 1. Majority of the schools used printed modular distance learning while none of them employed tv/ video/ radio – based instruction and online distance learning as learning delivery modalities; 2. The primary strategy used in the implementation of modular distance learning was orienting the learners and parents about the processes involved in modular distance learning while the least strategy employed was establishing strong home-school-community collaboration; 3. None of the schools implemented online distance learning; hence, no strategies were used; 4. None of the schools implemented tv/ video/ radio – based instruction; hence, no strategies were used; 5. The commonly employed strategies utilized in the implementation of blended distance learning were requiring teachers to prepare learning plans, home learning tasks for learners, and individual monitoring plan for learners and assigning personnel at the school who can respond to queries from families and community learning facilitators regarding the modality while the least strategy employed was checking availability of

gadgets and equipment for learners and teachers as appropriate; 6. The learning resources primarily used by schools in distance learning were Self-Learning Modules (SLMs) and Learning Activity Sheets as learning resources in distance learning while the least was DepEd recognized Learning Management System; 7. Most of the schools were challenged in implementing modular distance learning with the insufficiency of self – learning modules and learning activity sheets; 8. No schools implemented online distance learning; hence, no encountered problem was encountered; 9. No schools implemented tv/ video/ radio – based - instruction; hence, no encountered problem was encountered; and 10. Majority of the schools were challenged in implementing blended distance learning on keeping regular contact classes based on the grade/level of learners.

Driven by this finding, the researcher proposed an action plan to improve the implementation of learning delivery modalities in elementary schools. This is a significant action that recognizes the importance of providing services to meet the needs of school learners as mandated by section 6, chapter I of Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001 which states the authority, accountability, and responsibility of DepEd for ensuring access to, promoting equity in, and improving the quality of basic education.

General Objectives:

The main objective of this proposal is to provide action plan as an output of this study to improve the implementation of learning delivery modalities.

Specific Objectives:

Specifically, this proposed action plan may help the user to:

1. Employ online distance learning and/or tv/ video/ radio – based instruction as an alternative modality/ies.
2. Establish strong home-school- community collaboration.
3. Introduce different strategies in implementing online distance learning.
4. Introduce different strategies in implementing tv/ video/ radio – based instruction.
5. Identify the available and appropriate gadgets and equipment for learners and teachers on distance education.
6. Promote DepEd recognized Learning Management System as an alternative learning resource.
7. Provide interventions to address insufficiency of self – learning modules and learning activity sheets.
8. Provide solutions to address possible challenges in implementing online distance learning.
9. Provide solutions to address possible challenges in implementing tv/ video/ radio – based instruction.
10. Keep regular contact classes based the grade/ level of learners.

PROPOSED ACTION PLAN TO IMPROVE THE IMPLEMENTATION OF LEARNING DELIVERY MODALITY

Key Result Area	Objectives	Activities	Time Frame	Persons Involved	Resources	Expected Outcome
Learning Delivery Modalities	Employ online distance learning or tv/ video/ radio – based instruction as an alternative modality.	1. Assess the availability of devices, gadgets, and equipment needed for the implementation of online distance learning and/or tv/ video/ radio – based instruction.	August 2-13, 2021	School Head Teachers Parents	Survey forms Laptop Pocket Wi-Fi	Consolidated data about the available devices, gadgets and equipment for online distance learning and tv/video/ radio – based instruction.
		2. Gauge the preparedness of schools in implementing online distance learning and/or tv/ video/ radio – based instruction.	August 16 -18, 2021	School Head Teachers	Laptop	Identified school's preparedness in implementing online distance learning and/or tv/ video/ radio – based instruction.
		3. Provide training and practice for teachers and learning facilitators to capacitate them on how to implement online distance learning and tv/ video/ radio – based instruction.	August 23 –25, 2021	School Head Teachers Learning Facilitators	Laptop Mobile phone Pocket Wi-Fi	Conducted training about implementing online distance learning and tv/ video/ radio – based instruction.
Learning Resources	Promote DepEd recognized Learning Management System (LMS) as an alternative learning resource.	1. Train teachers and learning facilitators on using various DepEd recognized LMS (e.g. Moodle).	August 26 –27, 2021	Teachers Learning Facilitators	Laptop Mobile phone Pocket Wi-Fi	Conducted training on using various DepEd recognized LMS.
		2. Encourage teaching and non – teaching personnel to attend DepEd's LMS online trainings (which can be accessed at https://training.deped.gov.ph).	August,2021	Teachers Learning Facilitator Non – teaching Personnel	Laptop Mobile phone Pocket Wi-Fi	Attended DepEd's LMS online trainings.
		3. Teachers and learning facilitators to		Teachers	Laptop	

		familiarize themselves on using the DepEd recognized LMS.	August – September, 2021	Learning Facilitators	Mobile phone Pocket Wi-Fi	Mastery in using the DepEd recognized LMS.
Modular Distance Learning	Establish strong home-school-community collaboration.	1. Encourage stakeholders' involvement, participation and support to the projects, programs and activities (PPAs) of the school.	September 2021 onwards	School Head Teachers Stakeholders	N/A	Developed stakeholders' active involvement, participation and support to the school.
		2. Participate/ involve stakeholders on school – based planning and management team.	September 2021 – June 2022	School Head Teachers Stakeholders	N/A	Participation of stakeholders on PPAs of the school.
		3. Develop constant communication between school personnel and stakeholders (e.g. through management meetings, consultations).	September 2021 – June 2022	School Head Teachers Stakeholders	N/A	Strong partnership between the school and the stakeholders.
	Provide solutions to address possible challenges on the insufficiency of self – learning modules and learning activity sheets.	▪ Utilize availability of textbooks and learning materials ▪ Communicate properly to learners and parents/ guardians the design and standard plan in the distribution and retrieval of SLMs/ LAS	Year Round	School Heads Teachers Parents/ Guardians		Level up the implementation under Modular Distance Learning.
Online Distance Learning	Introduce different strategies in implementing online distance learning.	1. Conduct three – day training – workshop on utilizing MS Teams, Google Meet, ZOOM and other virtual classroom meeting platforms	August 4-5, 2021	School Heads Teachers Learning Facilitators	Laptop Mobile phone Pocket Wi-Fi	Conducted three – day training – workshop on utilization of virtual classroom meeting platforms.
		2. Train teachers, learning facilitators and partners on converting SLMS to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from	August 12-13, 2021	Teachers Learning Facilitators School Partners	Laptop Pocket Wi-Fi	Knowledgeable in converting SLMS to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons

		SLMs and uploading PDF Flat SLMs in the LP Portal and SLMs interactive digital format and inclusive e-books and video-taped lessons to the DepEd Commons. 3. Maximize LR Portal and DepEd Commons as sources of materials.	 September 2021 onwards	 Teachers Learning Facilitators School Partners	 Laptop Pocket Wi-Fi	and radio scripts from SLMs and uploading PDF Flat SLMs in the LP Portal and SLMs interactive digital format and inclusive e-books and video-taped lessons to the DepEd Commons. Utilized LR portal and DepEd commons as learning resources.
	Provide solutions to address possible challenges in implementing online distance learning.	1. Request DICT through DO for internet connection. 2. Utilize or purchase devices and gadgets needed in online learning. 3. Prepare schedule for online class. 4. Conduct monitoring/ tracking of pupils' progress.	August – September 2021 September 2021 – June 2022 September 2021 September 2021 – June 2022	School Head School Head Teachers Learners School Head Teachers School Head Teachers	Request letter Proposal N/A N/A Monitoring tool Records	Internet connection in the school. Utilized or purchased devices and gadgets needed in online learning Prepared schedule for online class Monitored/ tracked pupils' progress.
TV/ video/ radio – based instruction	Introduce different strategies in implementing tv/ video/ radio – based instruction.	1. Create teachers and partners produced video – taped lessons and radio – scripts from SLMs. 2. Explore institutional partnerships with media partners for radio and TV/based instruction. 3. Train community learning facilitators for distance learning delivery sub – modality.	September 2021 – June 2022 September 2021 September 2021	Teachers Learning facilitators School Head Teachers Stakeholders School Head Teachers Stakeholders	Mobile phone Laptop Recorder Script Proposal	Produced video – taped lessons or radio – scripts. Approved tv/ video/ radio - based instruction. Trained learning facilitators for distance learning

						delivery sub – modality.
	Provide solutions to address possible challenges in implementing tv/ video/ radio – based instruction.	1. Capacitate teachers in using tv/ video or radio – based instruction. 2. Encourage learning facilitators to use tv/ video or radio – based instruction. 3. Strictly observe/monitor the broadcast/televise schedule of lessons and the response of the students. 4. Conduct monitoring/ tracking of pupils' progress	August 30 – 31, 2021 September 2021 – June 2022 September 2021 – June 2022	School Head Teachers Trainers Learning Facilitators Teachers Learning Facilitators Pupils Parents Trainers Learning Facilitators	Laptop Mobile phone Script Laptop Projector Monitoring tool Attendance Broadcast / televise schedule Monitoring tool Records	Knowledgeable teachers in using tv/ video or radio – based instruction. Learning facilitators' utilization of tv/ video or radio – based instruction. Monitored pupils' response tv/ video/ radio lessons. Monitored/ tracked pupils' progress.
Blended Distance Learning	Assess the availability and appropriateness of gadgets and devices for learners and teachers on distance education.	1. Identify the available technological devices and gadgets' learners and teachers have. 2. Conduct training – workshop on the utilization of different devices and gadgets in distance	August, 2021 September, 2021	Public Schools District Supervisor School Head Teachers Learning Facilitators	Monitoring tool Laptop Projector	Level up the learners' performance under Blended Distance Learning. Conducted training – workshop on the utilization of different devices and gadgets in distance education.
	Keeping regular contact classes based on the grade/ level of learners.	1. Set mechanisms and designs to ensure learning continuity. 2. Communicate properly to learners and parents/ guardians the design and standard plan in	September 2021 – June 2022	School Head Teachers	Records	Kept regular contact classes based on the grade/ level of learners.

		tracking the progress of learners.				

Prepared by: ANALIZA F. DE GUZMAN

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, and conclusion. The recommendations based on the analysis and interpretation of the data gathered in the study are likewise provided.

Summary

The primary purpose of this study was to determine the implementation of distance learning delivery modalities of elementary schools in the second congressional district of Sorsogon for school year 2020 – 2021.

Specifically, it sought answers the following questions:

1. What are the delivery modalities implemented by the schools?
2. What are the strategies utilized by the school in implementing their learning delivery modalities along:
   a. Modular distance learning;
   b. Online distance learning;
   c. Tv/ video/ radio – based instruction; and
   d. Blended distance learning?
3. What are the learning resources used for distance learning?
4. What are the challenges encountered by the school in the implementation of the various learning modalities along the identified variables?
5. What can be proposed based on the results of the study?

This study employed the descriptive method of research using a survey questionnaire. The random sampling technique was used in determining the respondents. There were 140 respondents in this study. Frequency count, percentage, and rank were used as statistical tool.

Findings

Based from the gathered data, this inquiry revealed the following findings:

1. Of the 140 schools in the second congressional district of Sorsogon, 63 schools (45%) implemented the printed modular distance learning while 47 (33%) employed the blended modular distance learning and radio-based instruction. Similarly, there were 13 (9%) schools which made use of the blended Modular Distance Learning (MDL) and TV-video (MELCs Mapped), 12 (9%) schools employed the blended Online Distance Learning and Printed Modular Distance Learning, and 5 (4%) schools implemented the Digital Modular Distance Learning. However, none (0%) of the schools utilize Synchronous Online Learning, Asynchronous Online Learning, TV-Video (SLM-based), TV-Video (MELCs Mapped), Radio-Based Instruction (RBI), Online Distance Learning (ODL) and Digital Modular Distance Learning (DMDL), Online Distance Learning (ODL) and TV-Video (SLM-based), Online Distance Learning (ODL) and TV-Video (MELCs Mapped), Online Distance Learning (ODL) and Modular Distance Learning (MDL).
2. Relative to the strategies utilized by the schools in modular distance learning, orienting the learners and parents about the processes involved in modular distance learning and requiring the teachers to prepare learning plans, home learning tasks of learners and individual monitoring plan for learners tied in rank 1.5 with a frequency of 68. Then, conducting regular Parent-Teacher Conferences to ensure updating and mutual support in facilitating the learning process was in rank 3 with a frequency of 47. Likewise, training community learning facilitators for this distance learning delivery sub-modality and ensuring the availability of community learning facilitators (e.g., parents, guardians, other adults) to support learners while learning from home were in rank 4.5 with frequency of 13.
3. In terms of the strategies utilized along online distance learning, training school officials, teachers and partners to convert SLMS to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs, uploading PDF Flat SLMs in the LP Portal and SLMs interactive digital format and inclusive e-books and video-taped lessons to the DepEd Commons, Maximize LR Portal and DepEd Commons as sources of materials, maximizing MS Teams, Google Meet, ZOOM and other virtual classroom meeting platforms, scheduling online screen time, and training community learning facilitators for this distance learning delivery sub-modality all got a zero(0%) frequency because none of the schools implemented online distance learning.
4. In terms of the strategies utilized along tv/ video/ radio – based instruction, teachers and partners to produce video – taped lessons and radio – scripts from SLMs, explore institutional partnerships with media partners for radio and TV/based instruction, train community learning facilitators for distance learning delivery sub – modality all got a zero (0%) frequency because none of the schools implemented tv/video/ radio – based instruction.

5. In terms of the strategies utilized along blended distance learning, requiring teachers to prepare learning plans, home learning tasks for learners, and individual monitoring plan for learners and assigning personnel at the school who can respond to queries from families and community learning facilitators regarding the modality tied in rank 1.5 with a frequency of 72. Then, training school officials, teachers and partners to convert SLMS to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs was in rank 3 with a frequency of 60. Also, ensuring that the needed learning materials for sub-modalities (e.g., ADM self-learning modules, interactive materials, inclusive e-books, video lessons) are available and accessible for learners was in rank 4 with a frequency of 25. Meanwhile, checking the availability of gadgets and equipment for learners and teachers as appropriate was in rank 5 with a frequency of 12.
6. In relation to the learning resources used in distance learning, Self-Learning Modules (SLMs) and Learning Activity Sheets were in rank 1.5 with a frequency of 140. This was followed by DepEd Commons in rank 3 with a frequency of 67, textbooks in rank 4 with a frequency of 58, and MELCs-aligned teacher-made audio-lessons in rank 5 with a frequency of 47. Also, learning materials and Open Educational Resources (OERs) tied in rank 6.5 with a frequency of 16, MELCs-aligned teacher-made videos and DepEd Learning Resources Portal tied in rank 8.5 with a frequency of 13, Interactive e-materials was in rank 10 with a frequency of 12, and DepEd recognized Learning Management System (LMS) was in rank 11 with a frequency of 5.
7. As to the challenges encountered by schools along modular distance learning, insufficiency of Self – Learning Modules and Learning Activity Sheets in the implementation of modular instruction with a frequency of 68 tied in rank 1.5. This was followed by distribution and retrieval of SLMs/ LAS with frequency of 56 in rank 3. Then, the availability of textbooks and learning materials and conduct of summative assessment with frequency of 51 and 40 were in rank 4 and 5, respectively. Lastly, monitoring/tracking of pupils' progress with a frequency of 42 was in rank 6.
8. As to the challenges encountered by schools along online distance learning, poor internet connection, limited access to online resources, power interruption, limited time for online class equipment and hardware malfunctions, and monitoring/tracking of pupils' progress all got a zero (0%) frequency since none of the schools implemented online distance learning.
9. As to the challenges encountered by schools along tv/ video/ radio – based instruction, irregular/ inconsistent broadcast schedule of lessons, learners are not directed to watch an educational tv program or listen to a radio program, knowledge of teachers in using tv/ video or radio – based instruction, availability of learning facilitators, and monitoring/tracking of pupils' progress all got a zero (0%) frequency since none of the schools implemented tv/video/ radio – based instruction.
10. As to the challenges encountered by schools along blended distance learning, keeping regular contact classes based on the grade/level of learners was in rank 1 with a frequency of 72. This was followed by the competencies of teachers in handling blended learning in rank 2 with a frequency of 64. Finally, monitoring/tracking of pupils' progress was in rank 3 with a frequency of 55.
11. Action plan to improve the implementation of distance learning for the Second Congressional District of Sorsogon was proposed.

Conclusions

Based on the findings of the study, the researcher arrived at the following conclusions:

1. Majority of the schools used printed modular distance learning while none of them employed tv/ video/ radio – based instruction and online distance learning as learning delivery modalities.
2. The primary strategy used in the implementation of modular distance learning was orienting the learners and parents about the processes involved in modular distance learning while the least strategy employed was establishing strong home-school- community collaboration.
3. None of the schools implemented online distance learning; hence, no strategies were used.
4. None of the schools implemented tv/ video/ radio – based instruction; hence, no strategies were used.
5. The commonly employed strategies utilized in the implementation of blended distance learning were requiring teachers to prepare learning plans, home learning tasks for learners, and individual monitoring plan for learners and assigning personnel at the school who can respond to queries from families and community learning facilitators regarding the modality while the least strategy employed was checking availability of gadgets and equipment for learners and teachers as appropriate
6. The learning resources primarily used by schools in distance learning were Self-Learning Modules (SLMs) and Learning Activity Sheets as learning resources in distance learning while the least was DepEd recognized Learning Management System
7. Most of the schools were challenged in implementing modular distance learning with the insufficiency of self – learning modules and learning activity sheets.
8. None of the schools implemented online distance learning; hence, no challenges were encountered.
9. None of the schools implemented tv/ video/ radio – based instruction; hence, no challenges were encountered.

10. Majority of the schools were challenged in implementing blended distance learning on keeping regular contact classes based on the grade/level of learners.

Recommendations

In analysis of the given conclusions, the following recommendations are offered:

1. Employ online distance learning and/or tv/ video/ radio – based instruction as an alternative modality/ies.
2. Establish strong home-school- community collaboration.
3. Introduce different strategies in implementing online distance learning.
4. Introduce different strategies in implementing tv/ video/ radio – based instruction.
5. Identify the available and appropriate gadgets and equipment for learners and teachers on distance education.
6. Promote DepEd recognized Learning Management System as an alternative learning resource.
7. Provide interventions to address insufficiency of self – learning modules and learning activity sheets.
8. Provide solutions to address possible challenges in implementing online distance learning.
9. Provide solutions to address possible challenges in implementing tv/ video/ radio – based instruction.
10. Keep regular contact classes based the grade/ level of learners.
11. The action plan may be submitted to the Division Office for possible implementation and adoption, if found feasible.

R E F E R E N C E S

Published Materials

Ancheta, Ruel F & Ancheta, Helen B. (2020). The New Normal in

Education: A Challenge to the Private Basic Institutions in the Philippines? INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT AND DEVELOPMENT STUDIES Volume 1, Issue 1 · September 2020

Christie, M. and Garrote R.J. (2011) Singapore student teachers' intention and practices in integrating technology in their teaching. Changing Demands, Changing Directions. Proceedings ascilite Hobart, 234-238.

Dukes III, L., Waring, S., & Koorland, M. The Blended Course Delivery Method: The Not-soDistant Education. Journal of Computing in Teacher Education 22(4): 153

Garrison, D. R. and Vaughan, N. D. (2008) Blended learning in higher education: Framework, principles, and guidelines. John Wiley & Sons.

Lonn, S. and Teasley, S. D. (2009). Saving time or innovating practice: Investigating perceptions and uses of Learning Management Systems. Computers & Education, 53(3), 686-694.

Kaleta, R., Skibba, K., & Joosten, T., Discovering, Designing and Delivering Hybrid Courses. In: Picciano, A. and Dziuban, C. (Eds.), Blended Learning: Research Perspectives, Needham, MA: Sloan Center for Online Education (SCOLE), 111-143, 2007.

Mozelius, P. (2014). Education for All in Sri Lanka: ICT4D Hubs for Region-wide Dissemination of Blended Learning. PhD Thesis. Department of Computer and Systems Sciences, Stockholm University

Shraim, K., and Khlaif, Z. N. (2010). An e-learning approach to secondary education in Palestine: opportunities and challenges. Information Technology for Development, 16(3), 159–173

Watts, L. (2016). Synchronous and asynchronous communication

in distance learning: A review of the literature. Quarterly Review of Distance Education, 17(1), 23–32Welker & Berardino, 2005

Electronic Sources

Aldosemani, T., Shepherd, C. E., & Bolliger, D. U. (2018).

Perceptions of instructors teaching in Saudi blended learning environments. TechTrends, 63(3), 341–352. DOI: http://dx.doi.org/10.1007/ s11528-018-0342-1

Benson, V., Anderson, D., & Ooms, A. (2011). Educators'

perceptions, attitudes and practices: Blended learning in business and management education. Research in Learning Technology, 19(2), 143-154. DOI: https://doi.org/10.1080/21567069.2011.586676

Bernardo, J. (2020, July 30). Modular Learning most preferred

parents: DepEd. ABS-CBN News. https://news.abs-cbn.com/news/07/30/20/modular-learning-most-preferred-by-parents-deped

Danielson, C. (2014). The framework for teaching evaluation

instrument (2013 ed.). The Danielson Group. Retrieved November 14, 2017 from: https://www.danielsongroup. org/framework/

Gardiner, E. (2020). Remote Teaching: When and How to Use Synchronous vs. Asynchronous Methods. Available online at: https://tophat.com/blog/remote-teachingwhen-and-how-to-use-synchronous-vs-asynchronous-methods/. Date Accessed, 28 July 2020.

Finol, M.O. (2020). Asynchronous vs. Synchronous Learning: A

Quick Overview. Available online at: https://www.brynmawr.edu/blendedlearning/asynchronous-vs-synchronouslearning-quick-overview. Date Accessed, 28 July 2020.

FlipScience. (2020, October 5). 'Tagapagdaloy': How Filipino parents can help ensure successful modular distance learning.

FlipScience - Top Philippine Science News and Features for the Inquisitive Filipino. https://www.flipscience.ph/news/features-news/tagapagdaloymodular-distance-learning

Hattie, J. (2018). 250+ influences on student achievement.
Visible learning plus. Retrieved August 6, 2018 from: https://us.corwin.com/sites/default/files/250_influences_-_7.18.18.pdf

Hofmann, J. (2011). Soapbox: Top 10 challenges of blended
learning. Retrieved July 31, 2012 from http://www.trainingmag.com/article/soapbox-top-10-challenges-blended-learning

Lawles, C. (2019). What is Blended Learning? Available online at www.learnupon.com, Date Accessed, 15 August 2020.

Llego, MA. (n.d). DepEd Learning Delivery Modalities for School Year 2020-2021. TeacherPh. https://www.teacherph.com/deped-learning-delivery-modalities/

Paechter, M., & Maier, B. (2010). Online or face-to-face? Students' experiences and preferences in e-learning. Internet and Higher Education, 13, 292–297. http://dx.doi.org/10.1016/j.iheduc.2010.09.004

Pascua, A. (2020). K to 12 Most Essential Learning Competencies. Available online at www.deped.gov.ph, Date Accessed, 15 August 2020.

Perveen, A. (2016). Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan. Open Praxis, Vol. 8 issue 1, January–March 2016, pp. 21–39

PORDATA - Base de Dados Portugal Contemporâneo. (2017).
Indivíduos com 16 e mais anos que utilizam computador e Internet. Retrieved January 19, 2020, from Ciência, Tecnologia e Sociedade da Informação website: https://www.pordata. pt/DB/Portugal/Ambiente+de+Consulta/TabelaRost (2019

Salac, R.A. & Kim, Y.S. (2016). A Study on The Internet Connectivity in The Philippines. Asia Pacific Journal of Business Review 1(1):67-88. DOI: 10.20522/APJBR.2016.1.1.6

Scigliano, D., & Hipsky, S. (2010). 3 ring circus of differentiated instruction. Kappa Delta Pi Record, 46(2), 82–86. http://dx.doi.org/10.1080/ 00228958.2010.10516699

Shank, P. (2020). (The Right) Learning Modalities to Deliver Digital Learning: Part 4. Available online at: https://elearningindustry.com/create-synchronous-learningdigital-modalities-part-4. Date Accessed, 28 July 2020.

Warden, C.A., Stanworth, J.O., Ren, J.B. & Warden, A.R. (2013). Synchronous learning best practices: An action research study. Computers & Education, Volume 63, April 2013, Pages 197-207. DOI: https://doi.org/10.1016/j.compedu.2012.11.010

http://www.uniquephilippines.com/students-new-normal-modular-distance-learning/

UNESCO (2020). Education: From disruption to recovery,
Available online at www.en.unesco.org, Date Accessed, 24 June 2020.UNESCO, 2014

Other Sources

DepEd Order No. 12, s. 2020

Article 26 of the Universal Declaration of Human Rights

Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights

A P P E N D I C E S

Appendix A

LETTER TO SCHOOLS DIVISION SUPERINTENDENT

Republic of the Philippines
SORSOGON STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES
Sorsogon City

March 15, 2021

JOSE L. DONCILLO, CESO V
Schools Division Superintendent
Division of Sorsogon
Balogo Sports Complex, Balogo
Sorsogon City

Sir:

The undersigned student of Sorsogon State University Graduate School is presently conducting a research entitled **"Implementation of Distance Learning Delivery Modalities of Elementary Schools"**.

In this regard, may she request permission from your good office to conduct the study to all elementary schools in the second district of Sorsogon province to school heads and SPED teachers. Rest assured that the data gathered will be used for research purposes only.

Your favorable action and support to this study is highly appreciated.

Truly yours,

(SGD.) **ANALIZA F. DE GUZMAN**
Researcher

NOTED:

(SGD.) DR. GERRY A. CARRETERO
DEAN SGS

Approved:

(SGD.) JOSE L. DONCILLO, CESO V
Schools Division Superintendent

Appendix B

LETTER TO THE RESPONDENTS

Republic of the Philippines
SORSOGON STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES
Sorsogon City

March 15, 2021

Dear Respondents:

I am presently conducting a research study entitled, "**Implementation of Distance Learning Delivery Modalities of Elementary Schools**," in partial fulfillment of the requirements for the degree of **Master in Management, Major in Administration and Supervision** at Sorsogon State University.

In this regard, may I solicit your cooperation by answering the attached questionnaire. Your honest response would be of great help in obtaining the accurate data needed for the completion of the said research. Rest assured that your response will be treated confidentially.

Thank you for being part of my academic endeavor.

Truly yours,

(SGD.) **ANALIZA F. DE GUZMAN**
Researcher

Appendix C
QUESTIONNAIRE

Republic of the Philippines
Sorsogon State University
SCHOOL OF GRADUATE STUDIES
Sorsogon City

IMPLEMENTATION OF DISTANCE LEARNING DELIVERY MODALITIES OF ELEMENTARY SCHOOLS

Name: _____
School: _____
District/ Municipality: _____

I. Delivery Modalities employed by School in the Implementation of Learning Delivery Modalities

Direction: Please check the delivery modalities employed by your school in implementation of different learning deliver modalities. You can check all that applies.

_____ Digital Modular Distance Learning (DMDL)
_____ Printed Modular Distance Learning (PMDL)
_____ Synchronous Online Learning
_____ Asynchronous Online Learning
_____ TV-Video (SLM-based)
_____ TV-Video (MELCs Mapped)
_____ Radio-Based Instruction (RBI)
_____ Online Distance Learning (ODL) and Printed Modular Distance Learning (PMDL)
_____ Online Distance Learning (ODL) and Digital Modular Distance Learning (DMDL)
_____ Online Distance Learning (ODL) and TV-Video (SLM-based)
_____ Online Distance Learning (ODL) and TV-Video (MELCs Mapped)
_____ Online Distance Learning (ODL) and Modular Distance Learning (MDL)
_____ Modular Distance Learning (MDL) and TV-video (SLM-based)
_____ Modular Distance Learning (MDL) and TV-video (MELCs Mapped)
_____ Modular Distance Learning (MDL) and Radio – based Instruction

II. Strategies Utilized by the School in the Implementation of Learning Delivery Modalities

Direction: Please check the strategies utilized by your school in the implementation of learning delivery modalities. You can check all that applies.

A. Modular Distance Learning

_____ Train community learning facilitators for this distance learning delivery sub-modality
_____ Orient learners and parents about the processes involved in modular distance learning
_____ Conduct regular Parent-Teacher Conferences to ensure updating and mutual support in facilitating the learning process.

_____ E-IMPACT can be implemented as appropriate
_____ Require teachers to prepare learning plans, home learning tasks of learners and individual monitoring plan for learners
_____ Ensure the availability of community learning facilitators (e.g., parents, guardians, other adults) to support learners while learning from home
_____ Establish strong home-school- community collaboration
_____ others (please specify)

_____
_____

B. Online Distance Learning

_____ Train school officials, teachers and partners to convert SLMS to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs
_____ Upload PDF Flat SLMs in the LP Portal and SLMs interactive digital format and inclusive e-books and video-taped lessons to the DepEd Commons.
_____ Maximize LR Portal and DepEd Commons as sources of materials
_____ Maximize MS Teams, Google Meet, ZOOM and other virtual classroom meeting platforms
_____ Schedule online screen time
_____ Train community learning facilitators for this distance learning delivery sub-modality
_____ others (please specify)

_____
_____

C. TV/ Video – Based Instruction

_____ Teachers and partners to produce video-taped lessons and radio-scripts from SLMs
_____ Explore institutional partnerships with media partners for radio and TV/based instruction
_____ Train community learning facilitators for this distance learning delivery sub-modality
_____ others (please specify)

_____
_____

D. Blended Learning

_____ Train school officials, teachers and partners to convert SLMS to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs
_____ Ensure needed learning materials for sub-modalities (e.g., ADM self-learning modules, interactive materials, inclusive e-books, video lessons) are available and accessible for learners
_____ Check availability of gadgets and equipment for learners and teachers as appropriate
_____ Require teachers to prepare learning plans, home learning tasks for learners, and individual monitoring plan for learners
_____ Assign personnel at the school who can respond to queries from families and community learning facilitators regarding the modality opted for

III. Learning Resources used for Distance Learning

Direction: Please check the resources used by your school in the implementation of distance learning. You can check all that applies.

_____ Self-Learning Modules (SLMs)
_____ Learning Activity Sheets
_____ Textbooks
_____ learning materials
_____ MELCs-aligned teacher-made videos
_____ MELCs-aligned teacher-made audio-lessons
_____ Interactive e-materials
_____ DepEd Commons
_____ DepEd Learning Resources Portal
_____ Open Educational Resources (OERs)
_____ DepEd recognized Learning Management System (LMS)such as Edmodo, Google Classroom, Modular Object-Oriented Dynamic Learning Environment (Moodle)
_____ Others (please specify)

_____
_____

IV. Challenges Encountered by the School in the Implementation of Learning Delivery Modalities

Direction: Kindly check the challenges you encountered in the implementation of different learning delivery modalities. You can check all that applies.

A. Modular Distance Learning

_____ Insufficient Self – Learning Modules
_____ Insufficient Learning Activity Sheets
_____ availability of textbooks and learning materials
_____ monitoring/ tracking of pupils' progress
_____ others (Please specify)

_____
_____

B. Online Distance Learning

_____ Poor internet connection
_____ limited access to online resources
_____ Power interruption
_____ limited time for online class
_____ Equipment and hardware malfunctions
_____ monitoring/ tracking of pupils' progress
_____ others (Please specify)

_____
_____

C. TV/ Video – Based Instruction

_____ Irregular/ inconsistent broadcast schedule of Lessons
_____ Power interruption
_____ Learners are not directed to watch an educational TV program or listen to a radio program
_____ knowledge of teachers in using tv/ video or radio based instruction
_____ Availability of learning facilitators
_____ monitoring/ tracking of pupils' progress
_____ others (Please specify)

_____
_____

D. Blended Learning

_____ competency of teachers in handling blended learning
_____ keeping regular contact classes based on the grade/ level of learners
_____ monitoring/ tracking of pupils' progress
_____ others (Please specify)

_____
_____

Appendix D

PERSONAL PROFILE

Name: ANALIZA FULGAR DE GUZMAN
PlaceGenablan Oriental Matnog, Sorsogon
09186618190
deguzmananaliza30@gmail.com