

Teachers' Experiences on the Basic Education Distance Learning Delivery (BE-DLD) in the New Normal: A Transcendental Phenomenology

Dindo M. Gabales¹, PhD Susan S. Olana², PhD & Riches L. Tortola³, PhD

Bukidnon National High School¹; Bukidnon National High School² Bukidnon State University³

Abstract. *Coronavirus (COVID-19) pandemic has brought abrupt transitions in the educational system, adjustment in the management of instructional resources, and impacted teachers' classroom management practices and their delivery of instructions. It has transformed the conventional teaching-learning (TL) process into a new normal self-directed learning process integrating the basic education distance learning delivery modalities (BE-DLDM). Thus, a transcendental phenomenological study explored the structured lived-experiences of teachers in the implementation of Basic Education Distance Learning Delivery Modalities in the New Normal patterned on the Learning Continuity Plan dimensions (DO 12 s. 2020): Learning Management and Resources, Continuing Professional Development, Risk Management, and Stakeholders' Involvement. Furthermore, examining concerns of teachers has been considered in this study to be critical in understanding their experience (Fuller's theory of concerns and development, 1969) supported with the theory of transaction (Moore 1898). Written interviews (Creswell, 2007; Ulanovsky, 2012), and document analysis (Bowen, 2009; O'Leary (2014) were utilized as data collection methods to gather data from 10 teacher-participants and 7 departments who were purposively selected (Polkinghorne, 1989; Miles and Huberman, 1994). The study employed the phenomenological data analysis steps developed by Moustakas (1994) and modified by Creswell (2007). This study utilized several validation procedures Creswell (2013), including triangulation of interviews (Denzin, 1978), thick-rich description (Denzin, 1989; Creswell, 2007), member checking (Neuman, 2006), and peer review validation. The findings revealed that in terms of learning management and resources teachers practiced: (1) Parental Involvement in Modular Distance Learning, (2) Social Media Utilization, (3) Teacher-Led DepEd Programs, (4) Advocacy on Radio Based Instructions, (5) Monitoring and Communicating Learning Progress, (6) Asynchronous and Synchronous Online Distance Teaching, (7) Video Based Teaching as Supplemental Tool, (8) Promotion of Active and collaborative Learning Environment, (9) Design and Develop Self-Paced Modules. Moreover, in terms of Continuing Professional Development of teachers, they have engaged into: (1) Continuous Professional Development Training, (2) School Learning Action Cells & (3) Graduate Education Engagement. Furthermore, teachers experienced practicing these risk management: (1) Comprehensive Health and Safety Protocols, (2) Learning Environment Ergonomics, & (3) Systematic Scheduling of Module Distribution. They also linked with stakeholders such as parents through: (1) Teacher-Parent Communication, (2) Learning Drive Thru. However, teachers also revealed that they had challenges encountered in the delivery of BE-DLDM. These challenges are: (1) Parental Involvement, (2) Learners' Disengagement, (3) Delayed Submission of Outputs, (4) Availability of Learning Resources (5) Lack of Internet Connectivity. Nonetheless, they coped with these challenges through: (1) Lessons Digest, (2) Provision of Technical Assistance (Coaching and Mentoring), (3) Teachers' Personal and Professional Values, (5) Communication and Collaboration.*

Keywords: Distance Learning, Experiences, New Normal, Phenomenological

Introduction of the Research

In 2019, the entire world including the Philippines has experienced an international health emergency due to the COVID-19 Pandemic. With the public health situation, the Philippines' Department of Education eventually issued DepEd Memorandum (DM) No. 11 s. 2020 which is the creation of the task force for the management in response to the COVID-19 Pandemic in the country.

At the outset, the Coronavirus (COVID-19) pandemic has brought abrupt transitions in the educational system, adjustment on school heads' instructional leadership and management of instructional resources, and impacted teachers' classroom management practices and their delivery of instructions. It has transformed the conventional teaching-learning (TL) process into a new normal self-directed learning process tailored fit to the new normal demands through the integration of the distance learning delivery modalities (DLDM). The use of alternative learning delivery modalities is being imbibed in the Philippine Educational system to address the needs of the learners amidst pandemic.

In the context of the Department of Education, DO 12 s. 2020 highlighted the learning continuity plan emphasizing the utilization of distance learning delivery modalities (DLDM). With these initiatives, learners are engaged in an

independent learning environment and spaces that would encourage continuous learning development. In this set up, teachers' role is to supervise, monitor and assess learners' progress, provide remedial and enrichment activities to expand the context and the content of the lesson to be learned by the learners without compromising equal access to quality education. Moreover, parents'/guardians' role is vital to effectively implement these initiatives. One of their pivotal role is to provide assistance to the learners in accomplishing the activities (DO 12 s. 2020)

Community learning spaces shall also be organized for easy access and consultation of learners to their teachers. Furthermore, schools are expected to frame their class programs, home learning weekly plans and schedules to organize instructional activities and tasks and address problems and challenges encountered along the independent learning process (DO 12 s. 2020)

Pursuant to DepEd Order 7 s. 2020 which is the issuance of school calendar and activities for School Year 2020-2021, the department recommends the designing of portfolio, reading for pleasures and other activities to supplement the use distance learning delivery modalities. Distance learning delivery modalities could be classified into Modular Distance Learning, Online Distance Learning, TV-based instructions, radio-based instructions and blended distance learning. On one hand, *Modular Distance learning* is an individualized instructional modality that utilizes self-learning modules (SLMs) in print or digital format. On the other hand, the Online Distance Learning utilizes internet connections and technologies to navigate and facilitate the teaching and learning process in distance. Online learning is classified into synchronous and asynchronous platform (DO 12; DO 7 s. 2020)

TV-based instruction (TVBI) and radio based instruction (RBI) as distance learning delivery modalities use television and/or radio programs and/or stations to provide learning content and assessment to the learners. Lastly, blended distance learning combines face to face learning and or other forms of modalities to deliver instructions in the new normal (DO 12; DO 7 s. 2020).

The school has conducted a rapid assessment of learners and parents' preferences on distance learning delivery modalities through a decision tree analysis (2020). It showed in the assessment that all of the students preferred modular distance learning in a form of print and non-print MDL. Moreover, teachers also utilized online distance learning, the television based instruction and radio based instruction as supplemental modalities of the modular distance learning. In fact, the division implemented a radio based program which served as a supplemental delivery modality among the learners in Bukidnon National High School.

Moreover, in response to the new normal educational set up, the schools teachers' advisory council has crafted its own learning continuity plan, and implementation plan in the delivery of these learning delivery modalities in the new normal to facilitate learning, organize instructional processes and manage learning resources. This implementation plan crafted entails the following dimensions: learning management, learning resources, continuing professional development, risk management and Communication Plan for the Implementation of LDM.

On October 5, 2020, the classes and the implementation of the distance learning delivery modalities started. However, behind the strategic planning and implementation planning, teachers were confronted with challenges in the implementation of these modalities especially on the organization of classes in the delivery of instructions in a remote geographical setting, in the distribution and retrieval of self-learning modules, monitoring of learning performance of learners knowing that they are only guided with the weekly home learning plan, and the management of learning resources in the delivery of the modalities available in the community.

As stated by teacher A which is commonly experienced by other teachers,

"...I have difficulty in reaching out through the internet. Some didn't have fast access of the internet connection and was late in posting their comments..." (Teacher A, Preliminary Interview, October 7, 2021)

"...Parents are not following the scheduled date and time given for the distribution and retrieval of modules..." (Teacher B, Preliminary Interview, October 7, 2021)

"...Students who opted printed modules but living in far places..." (Teacher C, Preliminary Interview, October 7, 2021)

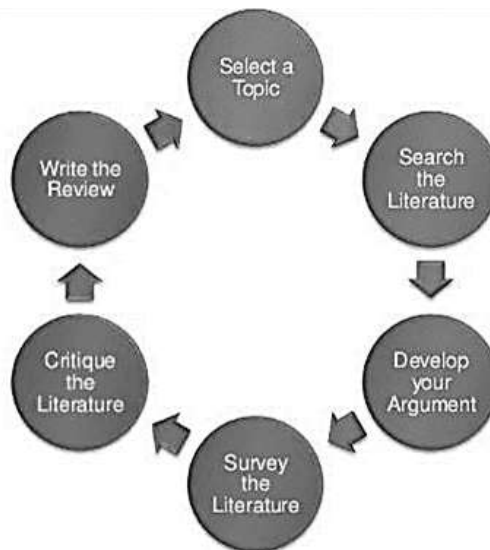
"...The lack of mobile signal is the common problem. I have students who live in remote areas sitios in Bukidnon that mobile signals are not available. They also complain that they have difficulty in

retrieving their learning modules weekly because commuting to Malaybalay is too expensive for them..." (Teacher D, Preliminary Interview, October 7, 2021)

Thus, this study was set out to explore the structured lived-experiences of the teachers in the implementation of the distance learning delivery modalities which could be a basis for future instructional adjustment, policy recommendations, designing and development of school instructional process and learning resource management initiatives.

Literature Review

A literature review process of Machi and McEvoy (2009) was utilized by the researchers to organize the literature. It showed in the flow chart that the researchers started the analysis by selecting the topic of interests. The researchers also conducted a search of the literature related to the topic interest by conducting a critical appraisal of possible literatures to be reviewed. After searching, the researchers started to build the argument by starting to emphasize its thesis statement. Further, the critic surveyed the literature used in the review. Then, the literatures were critiqued and the affirmations and objections were emphasized. Lastly, the researchers constructed the whole literature review.



Literature Criteria

The researchers used sampling criteria in identifying the literatures to be reviewed. The critic also adopted Henderson & Rheault (2004), Rosalind Franklin-Qualitative Research Appraisal Instrument (Rf-Qra). In this model, the critic considered the credibility of the literature, the transferability, Dependability and Confirmability. Out of 52 literatures gathered, 21 of which qualified for the critical review.

Literature Analysis

The researchers used major procedural steps in the processing of the literatures. The critic adopted two techniques by O'leary (2014) content analysis and Bowen (2009), thematic analysis. According to Bowen (2009), content analysis used as first pass document review where in the research identifies meaningful and relevant passages. In content analysis, the researcher quantifies the use of the particular words, phrases and concepts.

The critic gathered the literatures, paraphrased and identifies significant ideas of the literature and the critic created cluster of meanings from these significant literatures to create themes. Further, after each theme, implications were drawn out of the ideas collated by the critic.

The ideas herein are synthesized and organized thematically. This study arranged the review of literature according to subsections, namely theories in which this study is anchored on, legal anchorage, Distance learning delivery modalities, models, studies conducted on learning delivery modalities, challenges, and coping mechanisms.

Theoretical Underpinnings

This study is anchored on the Fuller's theory of concerns and development (1969) supported with the theory of transaction (Moore 1898). Fullers model of teacher development based on an analysis of teachers' concerns posits

three-stage model of teacher development moving from (1) concerns about self, to (2) concerns about tasks, to (3) concerns about students and the impact of teaching. It is theorized that teacher development follows the three key stages: Self, Task and Impact.

The 'Self' entails the ways of teachers to survive in the work place considering the limitations and strengths in the work. Reflection on own's performance is one of the highlights of this stage. The Task emphasizes the duties and responsibilities of the teachers towards the performance of the students. Academic Progress and success is one of the duties of the teachers in school and by product of teachers' collaboration. Lastly, the Impact refers to the teachers' holistic and significant impact on schools' performance. Teacher's command, task maturity and role embodiment are common manifestations of teachers achieving this stage. However, burnout and other professional struggles may come in this stage usually due to the demands of the job, the learners and superiors (Fuller, 1969).

Moore (1898) theory of transaction also supports this study that underscores that Distance is determined by the amount of dialogue between a learner and a teacher and evident structure of the course. Greater transactional distance happens when there is more structure and less student-teacher dialogue. It is not location that determines the effect of instruction but the amount of transaction between learner and instructor (AECT-Handbook of Research for Educational Communications and Technology,2001)

The theory of Transaction by Moore (1898) highlights the three types of interaction essential in distance education. These classification magnifies the concept of interaction as a basic element on the effectiveness of distance education programs including its traditional context. *Learner-instructor interaction* emphasizes the motivation, feedback and dialogue between the teacher and student in improving learners' performance while employing distance education. On the other hand, *Learner-content interaction* is a method where learners assess and find material to develop their knowledge and skills in distance education. Lastly, *Learner-learner interaction* is another type wherein learners interact, establish dialogues, share information and ideas in a structured or non-structured learning set-up (AECT-Handbook of Research for Educational Communications and Technology,2001).

In the context of this study and in the department of Education, these types of interaction are employed in the delivery of instruction in the new normal. Learners interact with their teachers through online distance learning. Platforms such as google meet, facebook live, google classroom and the like are employed which manifest that there are learners-teachers' interaction via online learning platforms. Moreover, modules are also developed to cater students without internet connectivity. Thus, this scenario shows that there is learner-content interaction happening with the use of self-learning modules. Lastly, learner-learners' interaction could also be gleaned on how learners collaborate with their classmates may it be online or offline messaging.

Moreover, Saba and Shearer (1994) proposed a system dynamics model that aimed to examine the relationship between dialogue and structure in transactional distance. It found out in their investigation that if learner control and dialogue increases, transactional distance decreases. It is on the amount of transaction between the teacher and learner where the effect of instruction could be manifested (AECT-Handbook of Research for Educational Communications and Technology,2001).

Moreover, this study is also strengthened with a theoretical concept of independence and learner control. Altmann & Arambasic (1982) stated that learners are likely to persist in their education when they perceive that their academic successes are by products of their personal accomplishments which form part the internal locus control. This notion is also supported with the model of Baynton (1992) through a factor analysis highlighting the importance of three factors: a learner's independence (the opportunity to make choices), competence (ability and skill), and support (both human and material) (AECT-Handbook of Research for Educational Communications and Technology,2001).

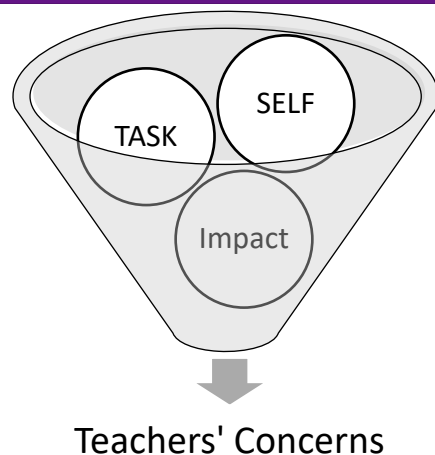


Figure 2. Three Key Stages of Theory of Concern (Fuller, 1969)

Legal Bases

In the context of the Department of Education, the department issued DepEd Order No. 12 s. 2020 which is the adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in light of the COVID-19 Public Health Emergency. This issuance aimed at providing clear guidance on the crafting of the Basic Education Learning Continuity Plan (BE-LCP). This BE-LCP is a package of education interventions that will respond to basic education challenges and problems brought by the COVID-19 Pandemic. This highlights interventions, strategies, and operational directions which are safe and necessary in delivering instructions in the new normal and of the well-being of the teachers, parents and learners of the public schools.

Moreover, it is indicated in this issuance the following thrusts of the adoption of BE-LCP: (1) Protect the health, safety and well-being of learners, teachers, and personnel, and prevent the further transmission of COVID-19; (2) Ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners; (3) Facilitate the safe return of teaching and nonteaching personnel and learners to workplaces and schools, taking into consideration the scenarios projected by the Department of Health (DOH) and the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), complemented by other credible sources, and balanced with DepEd's own risk assessments; (4) Be sensitive to equity considerations and concerns, and endeavor to address them the best we can; and (5) Link and bridge the BE-LCP to DepEd's pivot to quality and into the future of education, under the framework of Sulong EduKalidad and Futures Thinking in Education.

BE-LCP also gives emphasis on the use of the Most Essential Learning Competencies (MELCs) and the multiple learning delivery modalities such as distance learning and blended learning. Furthermore, Self-learning modules and materials from the Southeast Asian Ministers of Education Organization Center for Innovation and Technology (SEAMEO-INNOTECH) BASA Pilipinas, Knowledge Channel, Frontlearners Inc., and the Commission on Higher Education (CHED), shall also be made available both print and non-print.

In this study, the Basic Education learning continuity plan (BE-LCP) dimensions served as constructs that guide the researchers to gather responses from the teachers on their experiences on the implementation of distance learning delivery modalities in the school. Monitoring & Evaluation framework tailored to the needs of learners during this emergency has been adopted to further guide the Department in its implementation of the BE-LCP. (D.O 12 s. 2020)

The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholders in the community need to serve as para-teachers. (D.O 12 s. 2020). Internal systems and processes serve learners efficiently through continuous monitoring and feedback. (D.O 12 s. 2020)

Moreover, continuous professional development of teachers is also one of the thrusts of this issuance. Teachers are prepared and capacitated on the use of multiple learning delivery modalities concretized through the DepEds

professional development framework and professional standards with the assistance of the Academy of the Philippines (NEAP).

DepEd Order No. 50 s. 2020 framed the DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023. This issuance aimed to provide guidelines for NEAP recognition of Professional Development programs and courses for teachers. This initiative is rooted from the goals of the Department of Education to upskill and reskill the teachers and school leaders to impact learning outcomes. The PD priorities are drawn from the results of needs assessment and emerging development of the teachers and school leaders.

With this issuance, the study also aims to explore the influence professional development program or continuous development of teachers' expertise on the richness of their experiences in the implementation of Basic Education Distance Learning Delivery modalities.

Distance Education

Farmer and West (2019) conducted a phenomenological analysis study on the experiences of seven online K-12 teachers from a single online institution in the Midwestern United States, who came from different content areas with varied levels of teaching experience in both online and traditional settings. The findings revealed that the concerns of the teachers are on personal, instructional, and relational and the intersections of these main categories include responsibility, experience, and interaction. The study shows that personal concerns of teachers include job outlook expectations, evaluations, priorities and time management. Instructional concerns of teachers are also highlighted in the results which include the course quality and technology which originated from the instructional environment. Moreover, the study also revealed that teachers have concerns from their experiences of others such as the students, mentors and parents who are engaged in the instructional environment. Online teachers also perceived that learners endured from many challenges such as medical issues, learning disabilities, economic distress, and social anxiety, among many others. Moreover, it is on the findings that lack of necessary skills for some students is one of the challenges. Parental interaction and communication were given emphasis as one of the challenges since they have limited access to contact information.

Farmer and West (2019) is different from the present study since, it only focuses on online teachers as the participants of this study. However, this study focuses on various distance learning modalities including the modular distance learning modalities, online distance learning, radio based instruction and television based instructions which were not explored by the study of Farmer and West (2019).

De villa and Manalo (2020) explored the lived experiences of secondary teachers in the Division of San Pablo city on the pre implementation of distance learning in the new normal. The findings revealed that gathering resources and establishing practices, profiling of learners and capacity building for continuous learning and development were the themes on the construction "preparation". Moreover, the challenges that the teachers encountered are the complexity of assessment, difficulty in instructional delivery and digital divide. Nonetheless, teachers cope with the challenges through positive well-being, time management, openness to change, peer mentoring and collaboration.

The study of De villa and Manalo (2020) and Luzano (2023) highlights only the pre-implementation stage of the distance learning delivery modalities. Thus, the present study is different from the previous study since it focuses both on the pre implementation, implementation and post implementation of distance learning modalities.

Ferri, Grifoni & Guzzo (2020) analyzed the opportunities and challenges of emergency remote teaching based on the experiences of the COVID 19 health emergency. The findings unveiled that technological, pedagogical and social changes were identified as areas where teachers are challenged. As revealed, technological challenges include unreliability of internet connections and lack of necessary electronic devices for remote teaching. Pedagogical challenges on the other hand are mainly focused on the teachers' lack of digital skills, lack of structured content versus the abundance of online resources, lack of interactivity and motivation and lack of social and cognitive presence. Furthermore, the social challenges encountered are the lack of human interaction between the teachers and students, lack of physical spaces at home and lack of parental support.

The study of Ferri, Grifoni & Guzzo (2020) focuses only on the remote teaching and challenges in remote teaching. The present study differs from the reviewed study because it highlights the experiences of teachers on various distance learning delivery modalities, their challenges and coping mechanisms.

Marek, Chew & Alam (2020) surveyed the experiences of higher education faculty who underwent transitions on the management of their classes from the traditional to distance learning due to the COVID-19 pandemic. As gleaned on their findings, teachers have higher workloads, however, they have positive faculty response on the Online Distance learning. There are teachers who utilized learning modules to substitute the use of technologies. Adaptability and good planning were perceived as important skills. The study also recommends that there may be ODL instructional design training

Arrieta, Dancel and Agbisit (2020) explored the experiences of Junior High School Science teachers in teaching Science in the New Normal. The study revealed that science teachers focused on the preparation and there was modification of the curriculum tailor fitting it to the context of the new normal education. Instructional Materials of the teachers were revisited, prepared and enhanced however, student's discipline and participation, delivery and execution of learning takes, time constraints on the implementation of the competencies challenged the teachers in the implementation of the learning delivery modalities.

Parental Involvement

Stevens and Borup (nd) and Luzano (2023) found that parental involvement in online learning needs coordination with the teachers and parents to increase students' engagement, knowledge of parents on how learning goes and provide capability program for parents to hone their critical support skills. Litke (1998) as cited by Stevens and Borup (nd) emphasized that parental engagement may vary and could be classified into absentee, supportive and participatory. The study revealed that nearly half of all parents were supporters, who constant follow through the learning progress of the learners.

A survey method was utilized to determine parental involvement in distance learning during the COVID-19 pandemic. Found out that 25 respondents or 83% of parents were in good category on their level of parental engagement during the distance e-learning. Thus, parental involvement place a vital role in promoting learning progress of the learners (Sari & Maningtyas, 2020). Furthermore, an online survey was conducted and found that parents experiences show difficulties on balancing responsibilities, learner motivation, accessibility and learning outcomes (Garbe, Ogorlu, Logan & Cook, 2020)

A study revealed that children are better in traditional schools when there is parental involvement. Moreover, the study revealed the following: (a) categorization of technologically-mediated schools is ill-defined; (b) levels of parental involvement vary and are influenced by many factors; (c) links between parent involvement and student achievement exist in these alternative settings but further research is needed; (d) there are implications for public policy; and (e) finally, the review provides specific suggestions for further research (Waters, Menchaca, & Borup (2014)

Social media Utilization

An article explored the use of social media as a learning resource in the new normal. It was revealed that social media can be used as an alternative step to learning resources. Teachers find social media as a very important tool for enhancing teaching and learning (Bexheti, L. A., Ismaili, B. E., & Cico, B. H. (2014).

In the study of Liu, Y. (2010) and Luzano (2024) on the identification of the trends with the use of the 16 social media tools, 221 students were asked to rate their knowledge level through an online survey and likert scales was used as bases for scoring. The findings unfold that Facebook, Wikipedia and YouTube are the top to be used social media tools. The reasons behind the use of these social media are for social engagement, direct communication, speed of feedback (Student-Instructor relation) and relationship building (peer).

Blaschke (2015) disclosed that students perceived specific social media in conjunction with a unique learning activity as influencing specific cognitive and meta-cognitive skills (constructing new knowledge, reflecting on course content, understanding individual learning process). The research also revealed that an increase in student familiarity with using social media and their research skill had improved through the skill building activities in class.

Moreover, researchers maintained that social media creates a community of learning. With these new media, interpersonal relations with the people are built. Social interaction and peer collaboration are encouraged. There is a transcending communication and interaction between the learners and the teachers (Blanchard and Markus 2004; Wright 2010; Atkinson 2010; Webb 2012; Luzano 2024).

In addition, studies show social media reinforce, motivate and commit students through active engagement. as it proves the possibilities for creating lessons that students find interesting and challenging. With new media it is possible to achieve greater diversity in teaching and exceed traditional classroom training (Junco 2010; Elavsky 2012; Yaros 2012; Luzano 2024).

Moreover, a study of Moran, Seaman, and Tinti-Kane (2011) found that among the various social media sites, it was revealed that when lecturers were interrogated about their use of social media in teaching practice, most of them frequently named YouTube and Facebook as tools they usually use in teaching. Moreover, the lecturers in their study believed that social media sites offer value in teaching. A majority reported that they believe that the valuable tools for teaching are videos, podcasts, and wikis, and social media sites can be valuable tools for collaborative learning. The lecturers also believed social media could be a valuable tool for online teaching and collaborative learning.

Radio Based Instructions

Olakulehin (2016) examined through the experimental study the impact of instructional radio delivery mode on academic achievement of distance learning students' in computer science. The study revealed that the utilization\ of instructional radio combined with lecture method promotes and enhances effective teaching-learning process. Thus, further institutionalization of the program is recommended.

Elliot and Lashley (2017) examined the attitude of teachers towards interactive radio instruction, impact of IRI on mathematics programs and effectiveness of IRI methodology on learners at the Grade 2 level purposes. The study showed that teachers have demonstrated negative attitudes towards the delivery of IRI program. Limited resources and classroom arrangement impacted their performance. Nonetheless, learners appreciate IRI because it could develop their listening skills and made them active learners.

Asynchronous and Synchronous Online Distance Teaching

Mobo (2020) conducted a study on Higher Education and showed that one of the advantages of using Asynchronous Distance Learning is it provides real time experience of the teaching and learning process where students could interactive through live discussions and assess learning through online. It has been proven that google apps are effective. With these modalities learners could learn at home.

U.S. Department of Education (2010) conducted a systematic search of research literature related to online learning. The study contrasted an online to a face to face mode, measured student learning outcomes, utilized rigorous research design and provided sufficient information to measure an effect size. The findings showed that students exposed to online learning performed better compared to those who took traditional face to face instruction. It also suggests that when groups of students are learning together online, support mechanisms such as guiding questions generally influence the way students interact, but not the amount they learn.

Shachar M., & Neumann, Y., (2010). Twenty Years of Research on the Academic Performance Differences Between Traditional and Distance Learning: Summative Neuhauser, C. (2002). Learning Style and Effectiveness of Online and Face-to-Face Instruction, *The American Journal of Distance Education*, 16(2).

Neuhauser, C. (2002) compared two sections: Online (Asynchronous and face to face on the gender, age, learning preferences and styles, media familiarity, effectiveness of tasks, course effectiveness, test grades and final grades. The findings showed that there is no significant differences in the test scores, assignments, participation grades and final grades between the two groups however, the online groups averages were slightly higher. Thus, both online and face to face interaction can be equally effective.

Murphy, Mazanares & Barbour (2011), examined the perspectives of 42 Canadian High School distance education teachers on asynchronous and synchronous online teaching. It was found out that pedagogy emerged as the most significant for both asynchronous and synchronous online teaching. Furthermore, the study showed that synchronous online teaching is more teacher centered rather than student centered on the other hand, asynchronous online teaching fostered self-paced learning.

Perveen (2016) Tortola (2024) and Luzano (2024) conducted a case study to assess e-language learning analytics anchored on the constructivist approach of collaborative construction of knowledge. The results of the study

revealed that online learning was quite beneficial for second language. This study suggested that there may be blend of both synchronous and asynchronous paradigms for an ideal environment.

Martin & Parker (2014) and Tortola (2021) stated that virtual classrooms promote synchronous communication among students because of its features such as the audio, video, interactive whiteboard, text chat and other application sharing sites. This study explored through survey why instructors adopt synchronous virtual classrooms and how they use them after their adoption. The findings revealed that most frequently they utilized/adopted virtual classrooms because these provide institutional resource, increase social presence, enhance student learning and availability of technology. Moreover, it could also archive conference sessions, see participants on camera, and utilized text based chat interfaces. Furthermore, it also revealed that instructors employed virtual classrooms for interactivity, build community and reach out learners from distance. Thus, synchronous online teaching is vital in the teaching and learning process and help advocate technology enhanced learning in the institution.

The findings of the study corroborate with the idea that Online distance learning could help students perform better compared to the traditional (U.S. Department of Education, 2010), provides real time experience (Mobo, 2020), quite beneficial in terms of language learning, provides ideal learning environment Perveen (2016) and Tortola (2021) and interactivity, build community and reach out learners from distance Martin & Parker (2014) and Luzano (2024).

Video-Based Instructions

Ponners & Piller (2014) explored asynchronous delivery methods such as text based online elctures and video based online lectures. It showed that learners have more positive attitude toward online learning mutipe tools such as text, video and audio in asynchronous. Moreover, it implies that learning environments with these tools might be beneficial to learning than video or text alone.

Chan (2010) and Luzano (2024) emphasized that streaming videos help learners understand concepts, theories, step by step demonstrations and familiarize with the environments through virtual tools and sumulations. The findings showed that learners prefer first video instructions before engaging to other forms of online instructions

Kosterelioglu (2016) explored the views of students on the enrichment of instructional process using video clips. The findings showed that video clips as perceived has positive effects on the interest of the learners, improve concentration, and memory and provide intelligibility of the topic. The study also suggests that video clops may be used in short period of time, must be anchored with the goals of the class and must be limited.

Mohamad, Yahaya & Muninday (2014) proposed teaching methodology using video materials. This study showed that video technologies provide opportunities for innovative thinking, creativity and high interactivity in the instructional process. These were the educational practice with the use of videos (1) Video as Ethnographic Studies (2) Video Conferencing (3) Using Video in Website (4) Video in Collaborative Learning (5) Video in eLearning and (6) video as a technological tool for developing reading skills. The findings of the study showed that interactivity integrating video has a significant role in improving learning effectiveness.

Home Visitation

Wright, Shields, Black & Waxman (2018) determined home visit program in Texas Based Chart School could impact on the K to 12 students' classroom behavior, academic achievement and parent involvement. The findings indicated that home visit has positive effect on behavioral, academic, and parent involvement outcomes compared to those who were not exposed to home visit. Furthermore, through MANOVA & T-test, the study showed that in mathematics and English/language courses, there is statistically significantly higher levels of academic achievement, higher levels of positive classroom behavior and parent involvement when teacher home visit was employed.

To support families provision of learning environment and opportunities for the learners to continuously learn and promote healthy growth and development of the learners, Home visitation programs are conceived. Disadvantage learners and those who are more vulnerable to health or developmental concerns are the focus of the home visitation and in providing supportive environment (Gaylor & Spiker, 2012)

Teacher-Parent Communication

Graham-Clay (2005) presented a range of communication opportunities to teachers to actively promote parental involvement. She emphasized that teachers' strong communication establishes parental connections and partnerships to support student learning, and build a strong community between home and school. Thus, teachers are expected to continuously develop their communication skills to foster effective communication with parents.

Twain (n.d) highlighted that parents and teachers are vital contributors to support students learning progress and educational success. However, barriers hinder strong establishment of communication between teachers and parents. Nonetheless, with the advent of technology, communication barriers were addressed. As cited, email, texting, websites, electronic portfolios and online grade books were found more timely, efficient, productive and satisfying (cf., Merkley, Schmidt, Dirksen & Fuhler, 2006 as cited by Twain, nd). Based on the new research in neuroscience, parents-teachers' communication could impact student learning (Twain, nd), quality of students learning environment and intellectual welfare are supported (OECD, 2007). Moreover, when learners are in a calming home and school environments, learners could learn efficiently because learners' brain is able (Goleman, 1997; Tennant, 2005 as cited Twain, nd).

Ozmen, Akuzum, Zincirli, & Selcuk, G. (2016) determined the primary school teachers and parents' communication barriers. The findings showed that the major communication preventive issues are attributed from these factors: physical distance, socio cultural differences such as the language used, the dress and values, involvement of parents only when there is monetary agreement, parents' lack of trust in teachers and their unwillingness to cooperate. Furthermore, it also showed in the findings that financial problems, lack of interest about informing parents on school related issues, inappropriate schedule of school activities, teachers' misbehaviors, parents' educational attainment/level were confirmed as issues and concerns which previous researches have emphasized.

The implementation of the distance learning modality is evidently challenging for all the public schools in the Philippines. Teachers are confronted with adversities that test their professional stance and prowess in times of pandemic. Teachers may experience personal, instructional and relational concerns (Farmer & West, 2019); prepare and gather resources, profiling of learners and conduct capability building activities for teachers (De villa & Manalo, 2020). Technological, pedagogical and social challenges (Ferri, Grifoni & Guzzo, 2020) may affect the performance of the teachers in distance education. Moreover, discipline and participation of students, delivery of the learning tasks, time constraints (Arrieta, Dancel and Agbisit, 2020) may prove a challenge among the teachers engaging to distance learning education. As observed, curriculum are modified and prepared to address teaching and learning gaps in the new normal (Arrieta, Dancel and Agbisit, 2020). Nonetheless, it is deemed important that skills such as technological adaptability and good planning could impact good performance in distance education.

Scope and Delimitation

The study focused on exploring the teachers' lived experiences in the implementation of distance learning delivery modalities in Bukidnon National High School City Schools Division of Malaybalay during the school year 2020-2021. The study is anchored on the Fuller (1969) teachers concerns and the theory of transaction (Moore, 1898) and the constructs were patterned from the learning continuity plan dimensions: such as the Learning management, learning resources, continuing professional development, risk management and stakeholders' communication and involvement.

The participants of the study were ten (10) teachers from the different departments of Bukidnon National High School in which their responses were validated with the 10 department heads responses/consolidated accomplishment report of the school. The participants of the study were selected purposively following a sampling criteria.

This study employed face-to-face interviews, written interviews, and document analysis to gather the data from the teacher participants and teacher-leaders. The researcher devised an interview protocol and schedule, written interview guide, and document analysis guide, which were evaluated by three experts according to its content validity. The results of the study were validated through methodological triangulation, thick rich description, member checking and peer review. The study utilized the phenomenological data analysis by Moustakas (1994) for the analysis and interpretation of results.

Research Questions

This study explored the lived-experiences of teachers in the implementation of the Basic Education Distance Learning Delivery modalities (DLDM) in Bukidnon National High School, Division of Malaybalay City during the school year 2020-2021. The study sought the answer the following questions:

1. What are the lived-experiences of teachers on the implementation of Basic Education Distance Learning Delivery Modalities in the following dimensions:
 - 1.1 Learning Management & Resources

- 1.2 Continuing Professional Development
- 1.3 Risk Management
- 1.4 Stakeholders' Engagement
- 2. What are the challenges encountered by the teachers on the implementation of Basic Education Distance Learning Delivery Modalities?
- 3. How did the teachers cope with the challenges encountered on the implementation of Basic Education Distance Learning Delivery Modalities?

Methodology

The researcher employed the transcendental-qualitative phenomenological research design to explore the lived experiences of teachers in the implementation of basic education distance learning delivery modalities. Specifically, the researcher utilized Moustakas' (1994) transcendental-phenomenological approach.

This study culminates in the essence of the experiences for several individuals who have all experienced the phenomenon. This design has strong philosophical underpinnings and typically involves conducting interviews (Moustakas, 1994; Gabales, 2020). The present study explored the lived experiences of secondary school teachers in Bukidnon National High School on the implementation of learning delivery modalities. The participants narrated their lived experiences, specifically their lived-experiences on the implementation of learning delivery modalities considering these dimensions: Learning management, learning resources, continuous professional development, risk management and communication plan for LDM. The researcher also explored the challenges and coping mechanisms on the implementation of the learning delivery modalities in the new normal.

Matrix 1 shows the phenomenological procedures in the conduct of the study.

Table 1.

Procedures in Phenomenology

1. Determining Approach	<i>The researcher selected phenomenology as an approach for describing the lived-experiences of teachers on the implementation of learning delivery modalities in the new normal.</i>
2. Determining Phenomenon	<i>The researcher identified and listed the teachers' lived-experiences on the implementation of learning delivery modalities in the new normal.</i>
3. Recognizing Philosophical Assumptions	<i>The researcher employed the Department of Education Distance Learning Delivery Modalities dimensions (DepEd 12 s.2020).</i>
4. Determining individuals who have experienced the phenomenon	<i>The researcher identified 10 teachers and 16 teacher-leaders to participate in the study.</i>
5. Collect the data	<i>The researcher adopted Moustakas' (1994) two broad questions to describe experiences (Textural Description) and the contexts of the experiences (Structural Description).</i>
6. Analyze the data	<i>The researcher analyzed the data from the interview with 10 participants and 10 departments (Moustakas' 1994)</i>
7. Write description of participants' experiences	<i>The researcher described the themes or "meanings" that emerge</i>
8. Write composite or essence of the phenomenon	<i>The researcher synthesized the above descriptions</i>

Adapted from Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed). Thousand Oaks. CA: Sage

The participants of the study are the ten (10) teachers from the different departments in which their responses were supported with the 10 departments of Bukidnon National High School for the school year 2020-2021. Ten (10) teacher-participants and 10 departments validated their responses fit within the range of appropriate participant numbers for a phenomenological study (Polkinghorne, 1989).

All of the teachers and departments of the school are identified in the study who demonstrated exemplary performances as manifested in their Office Performance, Commitment, and Review Form. Moreover, to support the findings of the study through the responses of the participants, the researcher also identified all departments as evaluators of the experiences of the key participants of the study.

From the researcher's review of many qualitative research studies, Creswell's (2013) idea on sample size became the basis for the selection of the participants. Creswell posited that the sample size depends on the qualitative design used. The sample size for this phenomenological study typifies the teachers in the Bukidnon National High School. Moreover, the researcher observed 'maximum variation' in terms of the position, years of service, type of school, the extent of instructional/LDM engagement, and educational background (Creswell, 2007).

Sampling Procedure

The researcher purposively identified the sample participants in the study employing Creswell's (2007) notion that "the idea of qualitative research is to purposefully select informants.... that will best answer the research questions" (Creswell, 1994). Purposive sampling seeks information-rich cases suited in in-depth studies (Creswell, 2012). Purposive sampling is a sampling design where the selection of samples relies on the characteristics of the units relevant to the research problem (Ortiz, 2006). Purposive sampling specifically Total Population Sampling. Total population sampling includes all the participants in the study.

Miles and Huberman (1994) suggested that the identification of participants and site in qualitative research might include four aspects, namely: (a) *the setting*- where the study took place, (b) *the actors*- who were observed or interviewed, (c) *the events*- what the actors did, and (d) *the process*- the evolving nature of procedures undertaken by the actors within the setting.

The samples involved in this study are the five teachers and 16 teacher leaders (*actors*) from the different departments of Bukidnon National High School (*setting*). The sample rendered at least four years in the service administration with outstanding performance rating for the last four years and earned masters' degrees or at least units in their masters' degree (*events*). Finally, they have exemplary involvement in the implementation of distance learning modalities of Bukidnon National High School, with training and professional development engagement related to learning delivery modalities (*process*).

Data Collection

This study utilized online interviews, written interview, and document analysis as data collection strategies.

Face to Face Interviews. As the primary source for data collection in phenomenology, the interviews provided the most data for the study (Creswell, 2007). Learning Continuity Plan Dimensions (2020) and Fullers' Stages of Teacher Development was used as bases for constructing the interview questions and prompts. The experts evaluated and validated the face-to-face interview and written interview guides according to its content validity. Two master teachers took the pilot testing of the instruments to determine the appropriateness and level of difficulty for the participants.

The face-to-face interviews could collect in-depth data from the participants' experiences in practicing instructional leadership. School heads shared their experiences related to their instructional leadership. The process in this study roughly lasted for 30-100 minutes. None of the participants' interviews lasted more than 120 minutes. The researcher recorded the answers with the participants' consent through an audio-recorder. The researcher gave pre-interview questions before the interview proper of the participants.

Written Interview. Furthermore, to validate the results of the face-to-face interview on the lived-experiences of teachers on the implementation of distance learning delivery modalities, there was written interview with the teachers. The literature revealed that a phenomenological interview involves a written essay (Ulanovsky, 2012). The teachers have 3-5 days to complete the written interview guide.

Document Analysis. The researcher carried out a document analysis wherein there was an assessment of the existing records of the teachers. Document analysis is a form of qualitative research where the researcher interprets the data to justify and give meaning to the assessment topic (Bowen, 2009).

According to O'Leary (2014), researchers could review documents, such as public records, personal documents, and physical evidence. In this study, the documents analyzed were the consolidated monthly accomplishment reports of the teachers. This method highlights the importance of the corroboration of findings across data to minimize biases.

Validation and Try-out of the Instrument

Three experts examined the interview protocols, schedules, and interview questions. The researcher utilized a tool in evaluating interview protocol and guides (Castillo-Montoya, 2016; Macabago, 2020). The experts appraised the different dimensions of the instrument, such as the Interview protocol structure, writing of interview questions and statements, length of the interview protocol, and comprehension. In the evaluation, the experts considered the instruments validity and dependability.

Ethical Issues

The researcher followed proper protocol like preliminary requirements, such as asking permission and informed consent from the participants. The researchers wrote a letter of consent indicating its purpose and significance from the office of the Schools Division Superintendent for the conduct of the study.

There is a two-part informed consents (Appendix) from the participants. The Information Sheet (Part I) included the title of the research, author's names and designation, a brief introduction, aims, participant selection, and voluntary participation in the study. The informed consents indicated that they could choose to participate or not; and that the data from the sharing were treated with the utmost confidentiality. Certificate of Consent/Assent (Part II) indicated the provisions to agree or disagree in the data gathering procedures. Participants affixed their signature for the agreement to the conditions.

Data Gathering Procedure

Primarily, the researcher secured a permit to conduct the study from the secondary school principal. After obtaining permission, the researcher addressed it to the research coordinator to gather the data needed for this study and obtain research permission.

The researcher conducted the review and obtained the data from the teacher participants. The final research step was the phenomenological analysis of data. From these data, the researcher framed conclusions on the teachers' experiences on the implementation of distance learning delivery modalities. To elicit more information about the concerns and the mechanisms that address the concerns from the teachers, the researcher conducted a written interview and document analysis.

Data Analysis

The study employed the phenomenological data analysis steps developed by Moustakas (1994) and modified by Creswell (2007) because it has systematic steps in the data analysis procedure and guidelines for assembling the textural and structural descriptions. The procedural steps in the process begin by describing the personal experiences with the phenomenon, followed by identification of significant statements, coding and grouping of substantial accounts to form larger units, writing of textural and structural descriptions, and building the composite description.

- *Description of personal experiences with the phenomenon and Development of a list of significant statements*

Building on the data from the research questions, the researcher went through the data from interview transcriptions and he highlighted "significant statements," sentences, or quotes that provide an understanding of how the participants experienced the phenomenon. Moustakas (1994) calls this step *horizontalization*. The researcher highlighted the significant statements through the Microsoft word,

- *Grouping of significant statements into larger units of information (Meaning units" or themes")*

After the transcriptions of the responses from the interview, the researcher identified procedural steps in processing the transcriptions of the qualitative data. This process includes: a coding or identifying concepts from raw data through multiple coding procedures, categorizing or linking codes to create a unit or category. The researcher compared data extracted and coding important statements that pertained to the participants' experiences, identifying

patterns or repeated units from groupings. Moreover, the researcher identified common responses of the participants and creating a theme that represents similar pattern (Moustakas, 1994; Creswell, 2007).

The researcher conducted multiple coding processes through Microsoft Excel by finding a word or short phrase that can be an attribute for a portion of data (Saldana, 2013). Next found relations between similar codes and associates to build categories for the development of major/grand themes. These grand themes added depth to the experiences elicited from the participants of the study.

Stability of Results. It is recommended to present the responses in a cross-analysis of findings through the frequency of occurrences among the samples to maintain constancy of results. In this study, there are four categories/experiences, namely: *General-* categories/experiences that occurred five times/practiced by the five participants; *Typical-* Categories/experiences that occurred four times/practiced by the four participants; *Variant -* Categories/experiences that occurred three times/practiced by 3 participants; and *Rare -* categories/experiences that occurred just one or two times/practiced by 1 or 2 participants (Hill et al., 2005).

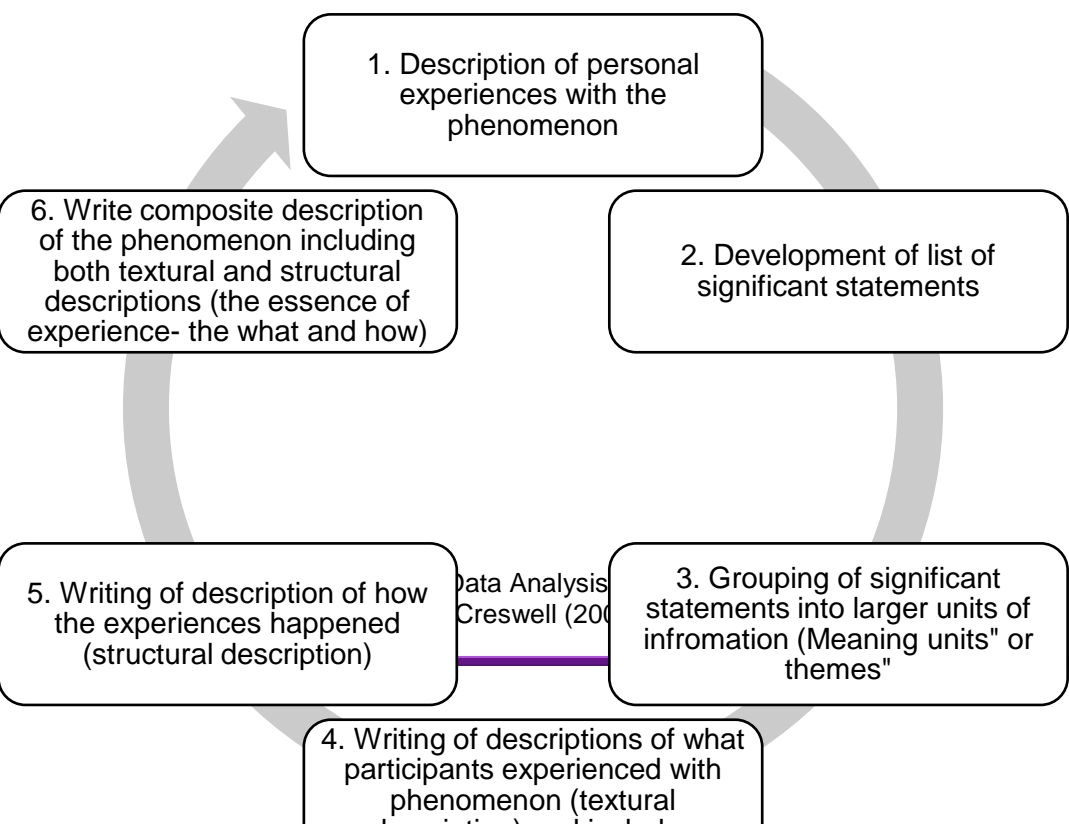
- *Writing of descriptions of what participants experienced with the phenomenon (textural description) and includes verbatim examples and Writing of description of how the experiences happened (structural description)*

The researcher developed clusters of meaning from these major statements into themes. These significant statements and themes were used to write a description of what the participants experienced (*textural description*). The researchers wrote the context or setting that influenced how the participants experienced the phenomenon, called *imaginative variation* or *structural description* (Moustakas, 1994). Furthermore, the researcher identified sub-themes through the clustered common responses, and specific themes were analyzed.

- *Write a composite description of the phenomenon including both textural and structural descriptions (the essence of experience- the what and how)*

From the structural and textural descriptions, the researcher wrote a composite description that presents the "essence" of the phenomenon, called the *essential*, which is the invariant structure (or essence). Primarily this passage focuses on the shared experiences of the participants (Creswell, 2006).

With these definitions, themes, and sub-themes, the researcher made an excel of codes on the teachers' experiences on BE-DLDM as a basis in retrieving information needed in the study. The themes were actually expressed by the participants. These are called as *Vivo codes* or those that are constructed or inferred by the researcher (MacQueen, K. E, 1998). The research committee and external experts authenticated and verified the book of codes. The relevance of the study would be one of the bases in the organization of ideas on this code. Figure 3. shows the Phenomenological Data Analysis by Moustakas (1994) modified by Creswell (2007).



Validation Strategies

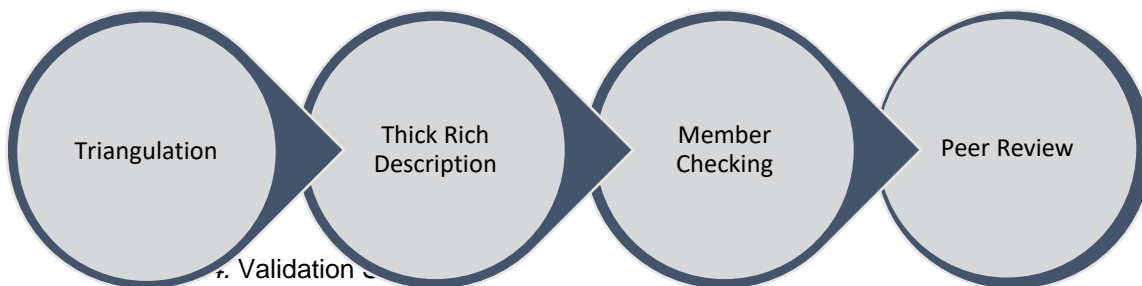
In a phenomenological study, validation strategies are important factors to establish the validity of the responses of the participants. Creswell (2013) suggested in engaging researchers into at least two validation procedures when conducting qualitative research. This study utilized several validation procedures, including *triangulation of interviews*, *thick-rich description*, *member checking*, and *peer review validation*.

Triangulation. Denzin (1978) highlighted four types of triangulation, namely: data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. In this study, the research utilized methodological triangulation, gathering data by more than one method. These methods are interviews, written interviews, and document analysis. These data gathering methods cross-checked the themes generated out of the responses of the participants and to establish the credibility and validity of the findings of the study. The researcher elicited common answers from the transcripts of the interview.

Thick-Rich Description. In this study, the research utilized participants' verbatim/own words in the findings section, the details of their responses and emotion, if possible to widen the perspective of the reader on the experience of school heads in instructional leadership (Denzin, 1989; Creswell, 2007).

Member-Checking. The researcher conducted a member check through post interviews and analysis for verification. The researcher utilized follow-up questions for clarification purposes as members check strategies to confirm the information in transcripts of the study (Neuman, 2006).

Peer Review. The researcher worked with a colleague who is a Doctor of Philosophy in Educational Management and an expert in qualitative research. He has been involved in qualitative research for several years and had won several awards in conducting qualitative research. The researcher let the colleague familiarize the purpose of the study and the overall findings of the study. The researcher presented the methods and strategies used in the study to check its congruence with the literature reviewed. The researcher and the colleague personally met once a week and thrice a week in social media to validate and examine the results of the study. With these validation strategies, there is an assurance that the whole findings are well-supported and grounded. Figure 3 illustrates the validation strategies used in the study.



Results and Discussion

The researchers presented, analyzed, and interpreted the data and organized these based on the predetermined constructs based on the learning continuity plan dimension of the department of education: Learning Management, Learning Resources, Continuous Improvement, Risk management, stakeholders' communication and engagement. Moreover, challenges and coping mechanisms of teachers in implementing the distance learning delivery modalities in the new normal were also investigated, analyzed and interpreted. The researcher further obtained the necessary data on teachers' experiences on the implementation of distance learning delivery modalities in the new normal with the use of document analysis and written interview. Moreover, the researcher considered thick-rich description as one of the validation strategies by presenting verbatim statements in the text.

Furthermore, the researcher presented the responses in a cross-analysis of results through the frequency of occurrences among the samples to maintain the stability of results (Hill et al., 2005). In this study of the 10 participants, the classifications used were: *Rare* -groups that occurred for just one to two participants; *Variant*- categories that occurred for three to four participants. *Typical*- sets that occurred for five to seven participants. And lastly, *General*-categories that occurred for eight to ten participants (Hill et al., 2005). Furthermore, to create a concrete idea of this

dimension on the experiences of teacher on the implementation of distance learning delivery modalities, the researcher was able to formulate a model for each of the constructs of the learning continuity plan on the learning delivery modalities in the new normal which is reflected in the last portion of each construct.

1.1 Learning Management and Resources

The teacher participants (n=10) shared their experiences in managing learning and the resources in the new normal, which are also supported by the responses of the teachers of the department through the monthly accomplishment report. This portion presents a phenomenological summary of their experiences in table 2. It shows in Table 2 that there are 12 themes drawn out from the responses of the participants.

Table 2. Learning Management and Resources

Themes	n	Description	
Parental Involvement in Modular Distance Learning	9	General	Theme 1. Parental Involvement in Modular Distance Learning The findings
Social Media Utilization	5	Typical	
Teacher-Led DepEd Programs	6	Typical	
Advocacy on Radio Based Instructions	3	Variant	
Monitoring and Communicating Learning Progress	8	General	
Asynchronous and Synchronous Online Distance Teaching	4	Variant	
Video Based Teaching as Supplemental Tool	6	Typical	
Promotion of Active and collaborative Learning Environment	6	Typical	
Design and Develop User Friendly & Self Paced Modules	4	Variant	

showed that to manage learning in the new learning landscape, the teacher-participants involved parents on the delivery of modular distance learning in school. They emphasized that parents are mobilized to effectively facilitate learning in the new normal educational set-up. Parental Involvement could be observed during the distribution and retrieval of the learning modules. As stated by participant 2,

"...distribute and retrieve the modules as schedule per grade level, parents will get the modules ..." (P2, Written Interview, February 28, 2021 1:48:51 AM)

"...SLMs were prepared in printed (hardcopies) and electronic copies. For learners who opted for printed SLMs, parents or guardians will claim the subject modules from the adviser every Friday..." (P7, Written Interview, March 02, 2021 12:30:39 AM)

Teachers also emphasized that they facilitated a parental orientation on the basic education distance learning delivery modalities before involving parents on the implementation of the learning modalities to promote efficiency and to troubleshoot academic gaps.

"...parents were oriented about the different Distance Learning Modalities (prosn and cons in every modality) to bridge education despite the pandemic..." (P8, Written Interview, March 02, 2021 3:08:47 AM)

However, one teacher shared that school and community partnership is a significant practice to successfully implement the management of learning with the distance learning delivery modalities in the new normal specifically the modular distance learning. The teacher emphasized that the school and barangay have established partnership in the delivery of the modules. The barangay would take over the distribution of the modules for parents who could not pick up the module in the school during the schedule of distribution.

"...For students whose parents are not available to get these from schools, there will be designated pick up points in their barangays..." (P4, Written Interview, February 28, 2021 6:30:36 AM)

To further support the results of the study, based on the document analysis and written interview through the monthly accomplishment reports of departments, teachers involve parents on the managing the learning process through modular distance learning. As presented in the documents:

"...Print the modules for the whole quarter and release to parents..." (D4, Document Analysis, October 2020)

"...Distributed all the modules to parents. 100% of my students got their copies of modules for the different subjects through their parents/guardians..." (D5, Document Analysis, February 2021)

"...Distributed modules to the parents according to schedules..." (D7, Document Analysis, December 2020)

These results would mean that parents have a crucial role in the success of the implementation of the distance learning delivery modalities specifically the modular distance learning in the new normal. Parental involvement is necessary and takes high regard since the local government unit has set limitations among the community people especially those who are not of legal age such as the learners to protect them and ensure their health and safety. Thus, parents have to be empowered, involved and mobilized to achieve the common learning goal amidst pandemic. Moreover, it also implies that teachers have to design and implement instructional and comprehensive initiatives which they could use to fully equip parents with the necessary skills and knowledge on the implementation of the distance learning delivery modalities.

Moreover, it is noted in the result that teachers established good linkages with the local government units to facilitate the management of learning and resources in the new normal. This would imply that the school community and its stakeholders coordinated and collaborated to successfully implement the basic education distance learning delivery modalities. Thus, school and community partnership plays a vital role in implementing successfully the BE-LDM in the new normal.

The findings of the study corroborate with a survey study that determined parental involvement in distance learning during the COVID-19 pandemic. The study found out that 25 respondents or 83% of parents were in good category on their level of parental engagement during the distance learning. Thus, parental involvement place a vital role in promoting learning progress of the learners (Sari & Maningtyas, 2020)

A study revealed that children are better in traditional schools when there is parental involvement. Moreover, the study revealed the following: (a) categorization of technologically-mediated schools is ill-defined; (b) levels of parental involvement vary and are influenced by many factors; (c) links between parent involvement and student achievement exist in these alternative settings but further research is needed; (d) there are implications for public policy; and (e) finally, the review provides specific suggestions for further research (Waters, Menchaka & Mason, nd)

Theme 2. Social Media Utilization

Teacher-participants indicated on their responses that social media take a vital role in managing learning and resources in the new normal. Social media such as Youtube, messenger, facebook, google mail and the like are common social media tools which teachers utilize to deliver instruction, monitor learning and assess learners progress. Furthermore, teacher-participants also shared that these social media tools help them develop innovations to supplement the institutionalized learning delivery modality of the school, distribute and retrieve accomplished activities from the learners, communicate performance, and update parents on the learning progress. As stated by Participant 1, 7, & 8,

"...I created my own YT Channel to post video lessons as supplementary materials for my students to better understand the lesson..." (P1, Written Interview, February 28, 2021 1:34:18 AM)

"...I am using various media to retrieve the students' outputs (e.g. Google classroom, fb messenger, e-mails) ..." (P7, Written Interview, March 02, 2021 12:30:39 AM)

"...individually contact the parents and the student thru messenger, text messages and voice calls for confirmation..." (P8, Written Interview, March 02, 2021 3:08:47 AM)

Different social media platforms such as messenger, Facebook, email were utilized by the departments in the school to manage learning and resources in the new normal. The department accomplishment reports showed that teachers in the departments effectively integrate, utilize and implemented social media in the teaching and learning process.

"...by creating a group chat for consultation and keeping in touch with their advisers. (D1, Document Analysis, December 2020)

"...Different platforms are being used to disseminate the information and modular instruction to the learners such as google classroom, FB messenger, emails..." (D2, Document Analysis, January 2021)

"..We managed our learners in our classes always giving them updates in our Group chat (D3, Document Analysis, December 2020)

"...Social media platform such as Facebook Chat/Page and getting in touch with them via text and phone call are the resources utilized to connect with learners..." (D5, Document Analysis, December 2020).

"...The teachers were able to retrieve modules from those who utilized online modules through the messenger, google classroom and gmail (D6, Document Analysis, December 2020); Developed FB PAGE Known as the PRIMER as supplemental tool for learners..." (D6, Document Analysis, February 2021)

The results of study infer that social media is a viable tool for teachers to deliver quality and tailored fit instruction, served as monitoring tool, mainstream learners' performance and supplements learning in the new normal. Social media tools could be accessed easily by the teachers, has user-friendly features and flexible learning modes which prompted teachers to integrate these tools in the teaching and learning process. With that, technological leadership of the school heads and promotion of media literacy are factors that influence teachers effective use of social media in the teaching and learning process amidst pandemic.

The findings of the study supports the idea that teachers find social media as a very important tool for enhancing teaching and learning (Bexheti, L. A., Ismaili, B. E., & Cico, B. H. (2014). In the study of Liu, Y. (2010) on the identification of the trends with the use of the 16 social media tools, 221 students were asked to rate their knowledge level through an online survey and likert scales was used as bases for scoring. The findings unfold that Facebook, Wikipedia and YouTube are the top to be used social media tools. The reasons behind the use of these social media are for social engagement, direct communication, speed of feedback (Student-Instructor relation) and relationship building (peer).

Blaschke (2015) disclosed that students perceived specific social media in conjunction with a unique learning activity as influencing specific cognitive and meta-cognitive skills (constructing new knowledge, reflecting on course content, understanding individual learning process). The research also revealed that an increase in student familiarity with using social media and their research skill had improved through the skill building activities in class.

Moreover, researchers maintained that social media creates a community of learning. With these new media, interpersonal relations with the people are built. Social interaction and peer collaboration are encouraged. There is a transcending communication and interaction between the learners and the teachers (Blanchard and Markus 2004; Wright 2010; Atkinson 2010; Webb 2012).

In addition, studies show social media reinforce, motivate and commit students through active engagement. as it proves the possibilities for creating lessons that students find interesting and challenging. With new media it is possible to achieve greater diversity in teaching and exceed traditional classroom training (Junco 2010; Elavsky 2012; Yaros 2012).

Theme 3. Teacher-Led DepEd Programs

Out of the responses of the teacher participants, they emphasized that in the new learning landscape, teachers indulged and led several department of education advocacies and initiatives to promote quality learning amidst pandemic. Teachers become significant parts on the process of development, validation and implementation of the distance learning modalities such as the modular distance learning, radio based instruction and television based instruction. As highlighted on their responses, teachers play the role as developers, innovators, voice actors, script writers, directors, quality assurance team and conformance evaluator. These multidimensional roles of teachers in the new normal made the implementation of the basic education distance learning delivery modalities successful.

"...yet the division had scout teachers from the different schools as video developer, animator and editor. Script Writer and lesson Broadcaster were also identified. After the scripts are made recording for video is done next. Video produced will be sent to the division for thorough examination and scrutiny..." (P9, Written Interview, March 02, 2021 3:37:18 AM)

"...Episodes were developed by groups of teachers and air it on regional/national TV..." (P5, Written Interview, March 01, 2021 10:57:28 PM)

DepEd teachers become advocates and leaders of instructional programs of the department and continuously support the program implementation. Thus, it is necessary to sustain the reskilling and upskilling programs for teachers to fully unleash their potentials in taking important roles on the success of the implementation of the learning delivery modalities in the new normal.

Theme 4. Advocacy on Radio Based Instructions

Teacher-participants (n=3) advocated radio-based instructions as a supplementary tool in delivering instruction in the new normal. Teachers encourage learners to tune in the radio based instruction program known as the "Palimani" school in the air of the division and accomplish activities related to the topic for each session. The radio based instruction served as an enrichment modality for learners who opted modular distance learning and online distance learning. Teachers served as implementers of the RBI program and voice actors on the live streaming of episodes.

"...I encourage my advisory class to tune in every 2nd and 4th Friday of the month at the DepEd Malaybalay RBI Program fb page and sent them links..." (P1, Written Interview, February 28, 2021 1:34:18 AM)

"...Episodes were regularly aired every week where students can listen and accomplish the activities from their modules..." (P5, Written Interview, March 01, 2021 10:57:28 PM)

"...students are encouraged to watch and listen the fb live and station program of the radio based instruction of the different subjects..." (P10, Written Interview, March 02, 2021 4:21:46 AM)

To support the findings of the study, the document analysis also revealed that teachers in the department advocate the use of radio-based instructions as supplementary instructional tools to enrich distance learning in the new normal.

"...supplementary material through listening to RBI (Division of Malaybalay City)..." (D3, Document Analysis, December 2020)

These results imply that teachers as advocates of distance learning modality consider RBI as a vital tool to enrich learners' knowledge and skills. RBI augments learners' self-regulated learning and experience a firsthand information from the teacher voice actors and anchors. Thus, the quality of the content and the quality of the delivery of content through this platform should be taken into consideration to ensure quality learning and effective teaching.

The findings of the study support Olakulehin (2016) who examined through the experimental study the impact of instructional radio delivery mode on academic achievement of distance learning students' in computer science. The study revealed that the utilization of instructional radio combined with lecture method promotes and enhances effective teaching-learning process. Thus, further institutionalization of the program is recommended.

Moreover, Volda Elliot and Lidon Lashley (2017) examined the attitude of teachers towards interactive radio instruction, impact of IRI on mathematics programs and effectiveness of IRI methodology on learners at the Grade 2 level purposes. The study showed that teachers have demonstrated negative attitudes towards the delivery of IRI program. Limited resources and classroom arrangement impacted their performance. Nonetheless, learners appreciate IRI because it could develop their listening skills and made them active learners.

Theme 5. Monitoring and Communicating Learning Progress

The findings showed that teacher-participants (n=4) constantly monitor and communicate learning progress in the new normal. Teachers do sustainable follow up and follow through on the academic outputs of the learners, the distribution and retrieval of the modules, queries on the inputs on the modules and parents' concerns on the academic standing of their sons/daughter. Social media tools also play important role to monitor, evaluate and give feedback on the learning progress of the learners.

As stated by the participants,

"...follow them up through our created Group chat, do home visitation if there a needs to visit..." (P2, Written Interview, February 28, 2021 1:48:51 AM)

"...I always update & follow up my students via group chat..." (P1, Written Interview, February 28, 2021 1:34:18 AM)

"...Constant follow-ups and communications to the students thru sms or messenger... (P10, Written Interview, March 02, 2021 4:21:46 AM)

Moreover, the teacher-participants indicated on their responses that they have designed and developed their own monitoring and evaluation tools on the modular distance learning process work flow and on the learning progress of the students in general. As stated by Participant 4 & 5,

"...I always print a copy of distribution and retrieval sheet..." (P4, Written Interview, February 28, 2021 6:30:36 AM)

"...I used a checklist to monitor the learning progress of the students during the new normal..." (P5, Written Interview, March 01, 2021 10:57:28 PM)

Teacher-participants (n=4) shared that one of their practices to promote effective learning management and resources is they communicate learning progress. Teachers communicate with their students to address various concerns on the process of learning. As stated:

"...communication plays a vital role. I answer the concerns of my students as soon as possible..." (P8, Written Interview, March 02, 2021 3:08:47 AM)

"...I need to communicate and respond to the queries and needs of the learners even so beyond the teaching hours..." (P3, Written Interview, February 28, 2021 1:59:37 AM)

Moreover, teachers also communicate and coordinate with the advisers and parents of their learners to clarify and address academic gaps on the implementation of modular distance learning. Teachers utilized learning monitoring plan to document the needs, the strengths and other vital information on the learning progress of the learners.

"...I always talk to the advisers and also with the students and parents if there are any questions about the lesson. I also keep my Individual learning monitoring plan updated so that I can call the Parents attention to follow up their kid's answers and activities..." (P6, Written Interview, March 01, 2021 11:39:51 PM)

To concretize the findings of the study, the document analysis also showed that teachers in the departments made initiatives and systems to monitor and communicate learning progress. Teachers have utilized text, phone calls, video conference and home visitation.

"...Learners were given schedules when to answer the modules (per week) in different learning areas through their advisers. Teachers are open for communication to learners through text, call and messenger; To keep track of our students in all way – through text, call, group chat, video conference and to do home visit..." (D3, Document Analysis, March 2021)

"...Communicated with our students through texts, calls, messenger or Gmail. With the help of the fellow teachers, parents and other students, we were able to follow up my students..." (D5, Document Analysis, February 2021)

"...Follow-up and/ or update learners' progress..." (D7, Document Analysis, December 2020)

Other teachers have utilized weekly home monitoring plan, revalida and organized a tracking and monitoring system on the submission of learning modules.

"...Prepared the weekly monitoring plan. Monitored the learners' performance by checking the returned answer sheets..." (D4, Document Analysis, November 2020)

"...Organized a system to track students' submission of outputs since there has been a recurring problem of lost outputs or outputs placed on different subject..." (D6, Document Analysis, February 2021)

"...Conducted scheduled revalida among learners..." (D6, Document Analysis, December 2020)

With these results, it could be implied that teachers have high regard on the monitoring and communication of learners' progress. Teachers find this instructional dimension as one of the most important facets of the instructional

processes because monitoring could be a baseline for future adjustment of the instructional practices of teachers. Monitoring of learners' progress could also give opportunities for teachers to self-evaluate their pedagogical practices. Thus, teachers have to formulate comprehensive monitoring strategies of the learning progress in the new normal.

The findings of the study would strengthen the implementation of the Monitoring & Evaluation framework tailored to the needs of learners during this emergency has been adopted to further guide the Department in its implementation of the BE-LCP. (D.O 12 s. 2020). As stated on this issuance, the teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholders in the community need to serve as para-teachers. (D.O 12 s. 2020). It also emphasizes the Internal systems and processes that serve learners efficiently through continuous monitoring and feedback (D.O 12 s. 2020)

Theme 6. Asynchronous and Synchronous Online Distance Teaching

The findings of this study clearly show that teacher-participants have utilized and integrated asynchronous and synchronous online distance teaching. These online distance learning tools were utilized by the teachers to facilitate the efficient distribution of the modules through the electronic platforms such as the google drive and google classroom. In addition, synchronous online distance learning tool such as google meet was also employed by the teachers to enrich the learning content on the modular instruction. Asynchronous online distance learning tools such as google quiz and google forms are also used in conducting assessment of learning and assessment for learning for a certain quarter. These online distance learning tools are supplemental tools to reinforce learning among students who are engaging into modular distance learning. As stated by Participant 3, 5, 7, & 8,

"...digital copies of modules(e-modules). For those students, I have my Google Classroom, wherein they can download and answer their module..." (P3, Written Interview, February 28, 2021 1:59:37 AM)

"...With the use of google classroom and google meet..." (P5, Written Interview, March 01, 2021 10:57:28 PM)

"...I am using Google Classroom to ensure an organized distribution of SLMs and retrieval of learners outputs..." (P7, Written Interview, March 02, 2021 12:30:39 AM)

"...Upload weekly modules in the group page . Prepare Google Quiz/Forms for Summative Tests and Performance Task. Released Scores right after they answer; Conduct Google Meet once in a while; Contact parents if there are necessary concerns..." (P8, Written Interview, March 02, 2021 3:08:47 AM)

Departments also revealed in their monthly accomplishment report that teachers utilized online learning platform to manage learning and resources.

"...Some of us also had a video conference via google meet with our advisory class just to know them and to ask them how they are doing..." (D3, Document Analysis, January 2021)

"...Google Classroom for my learners for a smooth an organize passing, collecting, sending documents and resources..." ((D5, Document Analysis, February 2021)

"...Created google classrooms for the students who opted to choose e-modules..." (D6, Document Analysis, February 2021)

"...Utilize quipper plus other platforms for our future virtual meet up since Quipper is one of the platforms that can provide learners with more comprehensive and well explained lessons..." (D7, Document Analysis, December 2020)

The results denote that teachers have the knowledge and skills to integrate asynchronous and synchronous online distance learning tools amidst pandemic. Thus, internet connectivity, reskilling and upskilling program and digital devices are factors that may affect their integration of these online distance learning tools in the teaching and learning process.

The findings of the study corroborate with the idea that Online distance learning could help students perform better compared to the traditional (U.S. Department of Education, 2010), provides real time experience (Mobo, 2020), quite beneficial in terms of language learning, provides ideal learning environment (Perveen, 2016) and interactivity, build community and reach out learners from distance (Martin & Parker, 2014).

Moreover, Mobo (2020) conducted a study on Higher Education and showed that one of the advantages of using Asynchronous Distance Learning is it provides real time experience of the teaching and learning process where students could interactive through live discussions and assess learning through online. It has been proven that google apps are effective. With these modalities learners could learn at home.

Murphy, Mazanares & Barbour (2011) examined the perspectives of 42 Canadian High School distance education teachers on asynchronous and synchronous online teaching. It was found out that pedagogy emerged as the most significant for both asynchronous and synchronous online teaching. Furthermore, the study showed that synchronous online teaching is more teacher centered rather than student centered on the other hand, asynchronous online teaching fostered self-paced learning.

However, Neuhauser (2002) has negating findings on the use of online learning. The findings showed that there is no significant differences in the test scores, assignments, participation grades and final grades between the two groups however, the online groups averages were slightly higher. Thus, both online and face to face interaction can be equally effective.

Marek, Chew & Alam (2020) surveyed the experiences of higher education faculty who underwent transitions on the management of their classes from the traditional to distance learning due to the COVID-19 pandemic. As gleaned on their findings, teachers have higher workloads, however, they have positive faculty response on the Online Distance learning. There are teachers who utilized learning modules to substitute the use of technologies. Adaptability and good planning were perceived as important skills. The study also recommends that there may be ODL instructional design training.

Theme 7. Video Based Teaching as Supplemental Tool

With the new learning landscape, teachers redirected their pedagogical practices with the use of video lessons, television based instruction and all other educational videos as supplementary tools of instruction. Teacher-participants highlighted that they developed and utilized instructional videos/educational videos to increment the use of modular distance learning. Through their prior knowledge and skills and teachers' training on the use of video applications, teachers were able to innovate instructional videos helpful to enrich the content of the lesson.

"...I learned to create video lessons and TVBI episodes and shared it to the students..." (P5, Written Interview, March 01, 2021 10:57:28 PM)

"...I sent them link of my video lessons for them to better understand the lesson & let them answer the activities in the video lesson by commenting in the comment box..." (P1, Written Interview, February 28, 2021 1:34:18 AM)

Video lessons were developed and utilized to help learners fully understand the instructions and activities in the module. Based on the experience of this mathematics teacher, he was able to deliver comprehensive content of the lesson with the assistance of the teacher-made video lessons.

"...I did not used this LDM. But I used the video lessons produced by teachers in our school as supplemental videos for students with difficulty of following instructions by reading it..." (P9, Written Interview, March 02, 2021 3:37:18 AM)

To further elaborate the experiences of teachers on the use video in instruction, departments reported also that teachers have utilized videos as supplementary tools in distance learning. These videos were teacher-made and DepEd-provided videos.

"...video lessons that can be access in DepEd TV..." (D3, Document Analysis, December 2020)

"...Give them supplemental resources through videos and link..." (D7, Document Analysis, December 2020)

"...We also had a supplementary material for our students which is the video lessons that we created that can be accessed in YouTube..." (D3, Document Analysis, January 2021)

Video-based instruction has been so influential in the teaching and learning process in the new normal since this platform provides opportunities for learners to be critical, creative and collaborative as they transpire learning in the new normal. It also assists teachers on delivering comprehensive, concrete and communicative strategy to teach the lessons and develop necessary competencies of the subject area amidst pandemic. Training, availability of technological infrastructures and attitude of teachers towards the use of these technology could shape teachers' effective integration of videos as supplementary tools of instruction in the new normal.

Ponners & Piller (2014) explored asynchronous delivery methods such as text based online elctures and video based online lectures. It showed that learners have more positive attitude toward online learning multiple tools such as text, video and audio in asynchronous. Moreover, it implies that learning environments with these tools might be beneficial to learning than video or text alone.

Chan (2010) emphasized that streaming videos help learners understand concepts, theories, step by step demonstrations and familiarize with the environments through virtual tools and simulations. The findings showed that learners prefer first video instructions before engaging to other forms of online instructions.

Kosterelioglu (2016) explored the views of students on the enrichment of instructional process using video clips. The findings showed that video clips as perceived has positive effects on the interest of the learners, improve concentration, and memory and provide intelligibility of the topic. The study also suggests that video clops may be used in short period of time, must be anchored with the goals of the class and must be limited.

Mohamad, Yahaya & Muninday (2014) proposed teaching methodology using video materials. This study showed that video technologies provide opportunities for innovative thinking, creativity and high interactivity in the instructional process. These were the educational practice with the use of videos (1) Video as Ethnographic Studies (2) Video Conferencing (3) Using Video in Website (4) Video in Collaborative Learning (5) Video in eLearning and (6) video as a technological tool for developing reading skills. The findings of the study showed that interactivity integrating video has a significant role in improving learning effectiveness.

Theme 8. Promotion of Active and Collaborative Learning Environment

Teacher-participants promoted active and collaborative learning environment in the new learning landscape. With the advent of the distance learning delivery modalities, teachers continued to provide active, collaborative and transformative learning processes. Radio based instruction as one of the modalities has been used by the teachers to promote active learning engagement and collaborative learning Environment.

"...I encouraged them to answer the activities in a paper and take a picture while watching the RBI with their parents..." (P1, Written Interview, February 28, 2021 1:34:18 AM)

"...Students will be learning thru the interactive radio-based instruction via fb live and thru radio broadcasts. Students outputs will be collected after the airing of learning episodes..." (P10, Written Interview, March 02, 2021 4:21:46 AM)

Teachers provided activity sheets, interactive platforms, opportunities for collaborative discussion and research activities to engage learners on the various learning delivery modalities. As stated by the participants,

"...I collaborate with student in self-development and responsibility. I also provide environment, materials, and guidance for collaborative learning, interactive discussion groups, individual learning, and research..." (P4, Written Interview, February 28, 2021 6:30:36 AM)

"...explore engaging applications that will make students collaborate and research; Reinforce it with Worksheets and Exercises..." (P4, Written Interview, February 28, 2021 6:30:36 AM)

Teachers utilized worksheets to actively engage learners in the teaching and learning process.

"...Simplified and modified worksheets were provided to the learners who have incomplete outputs..." (D4, Document Analysis, March 2021)

Establishing an active and collaborative learning environment is still a challenge for teachers in the new normal. Limitations and differences on access to technology and innovations impacted teachers and learners active and collaborative engagement. Nevertheless, teachers find ways to mobilize interactivity, collaboration and meaningful learning through their instructional initiatives. These results denote that teachers have to be equipped with the knowledge, skills, abilities and values on the use of effective tools to activate learning and foster collaborative learning.

Theme 9. Design and Develop User Friendly Modules

To effectively manage learning and resources in the new normal, teacher-participants designed, developed and utilized user friendly modules or lessons digests. Teachers trimmed down and contextualized the centralized modules provided by the central and regional office to fit the learning capacity of the learners in the new normal. Teachers identified and retained the most essential parts of the module and revised/discarded the unnecessary parts of the modules.

“...trimmed down activities in the modules and choosing the most essential one...” (P8, Written Interview, March 02, 2021 3:08:47 AM)

“...the activities and lessons in this material is congested in an organized course...” (P7, Written Interview, March 02, 2021 12:30:39 AM)

Teachers explicated that the prime purpose of trimming the modules and reducing the number of pages is to minimize the paper consumption for the module printing and consider learners ability to complete the activities in a span of time. Generally, efficiency, effectiveness and resourcefulness are values behind these learning management and resources practices of teachers.

“...Modules - trimmed down and unpacked some of it making sure that the activities are realistic, practical and can be done on a given time...” (P8, Written Interview, March 02, 2021 3:08:47 AM)

“...The SLM provided by the region has been reduced and contents were modified (without compromising the topic) to minimize number of pages in printing. This is also to provided enough copies to all learners following one is to one allocations of SLMs...” (P10, Written Interview, March 02, 2021 4:21:46 AM)

Departments also reported that they developed, revised and congested most essential parts of the modules to tailor fit it to the learning pace of the learners in the new normal. As presented in the report,

“...Revise the printed modules with lesser pages consisting of the most essential content and activities...” (D2, Document Analysis, January 2021)

“...Congestion of content knowledge of learners in their academic modules...” (D6, Document Analysis, February 2021)

“...Simplified the content of modules to make it short and to help students finished the given activities...” (D7, Document Analysis, December 2020)

The results point towards the skills of teachers to do lessons digest and contextualization of learning modules. It implies that schools have to equip teachers on how to properly digest the learning modules and do rapid assessment to ensure quality without compromising the content of the lesson and the learning experiences of the learners with the use of these modalities.

In the context of the Department of Education, the BE-LCP also gives emphasis on the use of the Most Essential Learning Competencies (MELCs) and the multiple learning delivery modalities such as distance learning and blended learning. Furthermore, Self-learning modules and materials from the Southeast Asian Ministers of Education Organization Center for Innovation and Technology (SEAMEO-INNOTECH) BASA Pilipinas, Knowledge Channel, Frontlearners Inc., and the Commission on Higher Education (CHED), shall also be made available both print and non-print.

1.2 Continuing Professional Development

This study also explored the continuous improvement practices of teachers to help them materialize their goals on the implementation of Basic Education learning delivery modalities in the new normal. This portion of the study presents the ways of teachers to capacitate them the pedagogical knowledge, instructional skills, leadership abilities and core values in implementing the basic education distance learning modalities in the new normal. The table below shows three emerging themes under the dimension continuing professional development.

Table 3. Continuing Professional Development

Themes	n	Description	
Continuous Professional Development Training	9	General	Theme 1. Continuous Professional Development
School Learning Action Cells	5	Typical	
Graduate Education Engagement	6	Typical	

Training

Generally, teacher-participants (n=9) are engaged into continuous professional development training to develop their professional skills and abilities especially in addressing instructional concerns in the new normal. They attended webinars/seminars related to the basic education learning delivery modalities, integration of Information and communication technology in instruction, facilitating learning in the new normal, research and innovation and stress debriefing programs. These endeavors help them transform and adapt new practices of teaching and address challenges encountered by the learners amidst pandemic.

"...I have attended webinar/ training by the DEPED Edutech Unit that honed my skills in video editing that I didn't learned in the old normal. I was able to use it in creating my video lessons and in editing TVBI for the Region for both Filipino & MTB-MLE Subjects..." (P1, Written Interview, February 28, 2021 1:34:18 AM)

"...Teachers Enhancement Program through series of webinars conducted by the Link Center for the Deaf..." (P2, Written Interview, February 28, 2021 1:48:51 AM)

"...I learned to sharpen my skills in Photoshop, canva, the use of PowerPoint in making video lesson, creating animated gift and how to use google products like meet, classroom, drive and forms..." (P9, Written Interview, March 02, 2021 3:37:18 AM)

Department reports also revealed that teachers engaged into training and seminar such as In-service training, webinars and virtual conferences. These training and webinars honed their pedagogical skills and help them adapt to the education transitions in the new normal.

"...We will continue attending seminars/ trainings that can further hone my skills (D3, Document Analysis, December 2020); We will continue our proposed action research. In fact, we are already in the process of gathering our data (D3, Document Analysis, January 2021)

"...Yes especially this school year's INSET. It motivates me to be more flexible in dealing with my students and my workloads..." (D5, Document Analysis, March 2021)

"...Join webinars and virtual conferences to enhance teaching methodology in the new normal..." (D6, Document Analysis, December 2020)

To promote continuous improvement of teachers' teaching expertise, the department must sustain the training programs for teachers to continue reskilling and upskilling teachers and to adapt to any educational transitions the department may encounter. The conduct of these continuing professional development training programs for teachers helps them to learn more effective strategies and methods in teaching the learners. It also provides teachers a body of knowledge that they could use to innovate new ways in teaching, reconstruct, and revisit their existing teaching practices (Gabales, 2020).

Theme 2. School Learning Action Cells

To improve the teaching competencies of the teachers in the new normal, they engaged into school based learning action cells. Learning Action Cell (LAC) (DO 35 s. 2016) institutionalizes and describes a group of teachers who engaged in collaborative learning sessions to solve shared challenges encountered in the school. The school heads or the designated LAC leader facilitates the LAC. This initiative is a school-based community practice that promotes a positive, caring, and safe environment. In LAC sessions, there is collaborative learning in addressing the problem.

These learning action cells help teachers to prepare their teaching strategies and learning resources suitable in the context of the new normal education, assessment of learning in distance scenario and monitoring of learning progress. Teachers engaged into learning action cell (LAC) sessions on their priority areas and instructional needs.

“...I have attended LAC sessions in school which are beneficial in my management of my learners and their parents. My previous trainings gave me helpful tips and ideas in preparation of modules especially on the use of the new learning platforms...” (P3, Written Interview, February 28, 2021 1:59:37 AM)

To further validate the results of the study, department reports also presented that teachers are engaged in learning action cells in learning delivery modalities.

“...Conducted LAC sessions on Quipper and LDM 2 for teachers...” (D4, Document Analysis, January 2021)

“...Conduct LAC sessions for other relevant topics related to LDM; Asked assistance from colleagues during the LAC sessions (D6, Document Analysis, December 2020)

DepEd 35, s. 2016 stipulates that the implementation of this learning action cell gears towards the improvement of the instructional process, train successful teachers, encourage collaborative and continuous improvement of pedagogical content knowledge, teaching practices, instructional skills and professional attitudes, and foster collaboration among the stakeholders including the school administrators, the teachers, and the community.

Researchers showed that collaborating, co-teaching, and having meaningful communication on teachers teaching practices could be linked to improved student achievement and teacher morale (Bouchamma, Savote & Bosque, 2012).

Theme 3. Graduate Education Engagement

The pedagogical content knowledge of teachers could also be attributed on their engagement to graduate education. Teacher-participants shared that one of their practices to improve their teaching competencies is their engagement to graduate education. Teachers are enrolled in master's degree program which they believe a transformative pedagogical endeavor and investment for learning.

“...I have attended webinars about the different modalities since April. I also enrolled for my graduate studies...” (P5, Written Interview, March 01, 2021 10:57:28 PM)

“...Continue studies (Masters and Trainers Methodology...” (D7, Document Analysis, December 2020)

This continuing professional development of teachers help improve their teaching practices, frame their innovation, inculcate instructional systems thinking and evaluate the teaching and learning processes in the new normal. It is also a mechanism to develop their personal and professional values necessary in dwelling with the challenges in the new learning landscape. It provides teachers knowledge and hone skills which they could use to adapt to the changes.

Moreover, continuous professional development of teachers is also one of the thrusts of DepEd Order 12 s. 2020. Teachers are prepared and capacitated on the use of multiple learning delivery modalities concretized through the DepEds professional development framework and professional standards with the assistance of the Academy of the Philippines (NEAP).

DepEd Order No. 50 s. 2020 framed the DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023. This issuance aimed to provide guidelines for NEAP recognition of Professional Development programs and courses for teachers. This initiative is rooted from the goals of the Department of Education

to upskill and reskill the teachers and school leaders to impact learning outcomes. The PD priorities are drawn from the results of needs assessment and emerging development of the teachers and school leaders.

The findings of the study corroborate with the study of De villa and Manalo (2020) who explored the lived experiences of secondary teachers in the Division of San Pablo city on the pre implementation of distance learning in the new normal. The findings revealed that gathering resources and establishing practices, profiling of learners and capacity building for continuous learning and development are vital.

1.3 Risk Management

Teachers and stakeholders' health and safety is one of the major concerns of the school in times of pandemic. This study also explored teachers' experiences on how they managed risks inside the school/classroom. The findings showed three major themes crafted from the verbatim responses of the participants. The table below shows the three themes that form part the construct: Risk management.

Table 4. Risk Management

Themes	n	Description	Theme	1.
Comprehensive Health and Safety Protocols	9	General		
Learning Environment Ergonomics	1	Rare		
Systematic Scheduling of Module Distribution	2	Rare		

Comprehensive Health and Safety Protocols

To protect the key implementers of BE-DLDM and promote safety and security in times of pandemic, teachers are well-aware, advocated and implemented comprehensive health and safety protocols inside their classrooms. Teachers wear facemask and face shield within their classroom as they encounter and face parents who are getting the modules on their schedules. Teachers also made signage within the premises of the classroom to remind and promote health and safety within the campus. Teachers also constructed and allotted areas in the classroom where parents could wait without compromising physical distancing.

These are some of the experiences of teachers to promote health and safety in the new normal. As stated "...Following health protocols (e.g. wearing of face masks, social distancing, washing/ sanitizing of hands, etc)..." (P5, Written Interview, March 01, 2021 10:57:28 PM)

"...Observance of proper safety procedures and precautions..." (P7, Written Interview, March 02, 2021 12:30:39 AM)

"...I follow protocols such as wearing face mask, observing social distancing & sanitizing always..." (P1, Written Interview, February 28, 2021 1:34:18 AM)

Moreover, based on the results of tehe document analysis, teachers in the departments reported that they also followed strictly the health and safety protocols in the school. Comprehensive orientation of parents and visitors were also conducted to facilitate safe and covid-free distribution and retrieval of modules.

"...Adhering to the health and safety protocols to combat Covid 19 pandemic. Re-orient parents/guardians who are coming in and out of school about the health and safety protocols..." (D1, Document Analysis, December 2020)

"...Strictly follow the minimum health standards (e.g. wearing of face mask, sanitizing of hands, social distancing). Learners and parents are being informed with these protocols. Teachers also provided alcohol/sanitizers for them to use as they visit the school..." (D2, Document Analysis, January 2021)

"...We always wear face mask & face shield especially in distribution & submission of modules wherein I need to face parents who are getting or returning modules..." (D3, Document Analysis, December 2020)

Theme 2. Learning Environment Ergonomics

Classrooms served as the meet-up points of teachers and parents during the distribution and retrieval of the modules. To ensure safety and security, teachers constructed their classrooms following guidelines of health protocols. Aside from practicing personal health protocol, they also promote health and safety through their classroom arrangement and or ergonomics. Teachers made signage within the premises of their classroom, classrooms are well-ventilated/opened, advisers table for distribution has transparent barrier during modular transaction. Learners chairs and waiting area were arranged following physical distancing. Sanitizers, alcohol and footbath were placed on strategic areas of the classroom where transmission of the virus is possible. As stated by the participant,

“...I prepared my classroom to manage the parents during the distribution/retrieval of modules. Physical arrangement of the classroom, like putting up a wash area (with hand soap and alcohol) where parents can sanitize their hands before approaching the entrance of the classroom, footbath is placed at the entrance, signage are visible for parents...” (P3, Written Interview, February 28, 2021 1:59:37 AM)

Department reports also revealed that teachers prepared their classrooms following the health protocols where health protocol signage were posted outside, inside and all other strategic locations of the classrooms.

“...Health protocols instructions, entrance and exits signage in the classroom are posted in the area visible to the parents/guardians/ visitors...” (D4, Document Analysis, October 2020)

“...Signage are visible to remind parents on the wearing of facemasks, face shields, and social distancing...” (D5, Document Analysis, February 2021)

“...Prepared the classroom for module distribution; putting signage, footbath and sanitizers...” (D7, Document Analysis, December 2020)

Theme 3. Systematic Scheduling of Module Distribution

The school with the consensus of the teachers plotted systematic schedule to organize the distribution and retrieval of the module and ensure safety and security among parents. These schedule are advocated by the teachers to avoid crowding in the classroom and prevent risks of virus transmission within the campus. Teachers believed that these schedules were effective and efficient in delivering basic education curriculum and instruction, guided and conditioned parents and establish accountability of learning in the new normal and protect both the teacher frontliners and parents as key implementers of the distance delivery modalities in the new learning landscape.

As stated:

“...Parents are also scheduled in the distribution/retrieval of the modules for them not to crowd in the classroom...” (P3, Written Interview, February 28, 2021 1:59:37 AM)

“...followed in the distribution and retrieval of SLMs...” (P10, Written Interview, March 02, 2021 4:21:46 AM)

These results are also validated through the document analysis conducted. Based on the reports of the department, teachers also adhered to the institutionalized system of distribution and retrieval of self-learning modules.

“...Strict implementation of schedule of distribution and retrieval of modules...” (D1, Document Analysis, December 2020)

“...Proper management system during the distribution and retrieval of printed modules...” (D6, Document Analysis, February 2021)

DepEd Order No. 12 s. 2020 which is the adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in light of the COVID-19 Public Health Emergency. This highlights interventions, strategies, and operational directions which are safe and necessary in delivering instructions in the new normal and of the well-being of the teachers, parents and learners of the public schools. One of its thrusts is *Protect the health, safety and well-being of learners, teachers, and personnel, and prevent the further transmission of COVID-19;*

Thus, Professional development program or continuous development of teachers' expertise has great influence on the richness of their experiences in the implementation of Basic Education Distance Learning Delivery modalities.

1.4 Stakeholders Involvement

The role of internal and external stakeholders in the new normal education is deemed significant to effectively and successfully deliver quality instruction amidst pandemic. The support provided by the stakeholders has great impact on the leadership of the school, teachers' effective pedagogy and learners' performance. This study explored teachers' experiences on how they involved and communicated the stakeholders in the delivery of basic education distance learning modalities. Out of the responses of the teacher-participants, there are three major themes transcoded. The table below shows the themes under the construct: Stakeholders Involvement.

Table 5. Stakeholders Communication

Themes	n	Description	Theme 1.
Teacher-Parent Communication	8	General	Teacher-Parent
Learning Drive Thru	2	Rare	

Communication

Teacher-participants (n=9) shared that communication with the parents is an important facet to deliver instruction in the new normal. Communication in their context would mean orientation of parents, following up and following through learners' on the submission of outputs/modules, monitoring learning progress, promote safety and security in the school and updating parents' on school programs and activities. Apparently, teachers commonly utilized distance communication modalities such as text messaging and phone calling to reach out teachers and learners.

"...I call and text the parents all the time. I keep them updated. That's the key para magkasinabot si Teacher og parents. TAWAG og TEXT gyud..." (P4, Written Interview, February 28, 2021 6:30:36 AM)

"...Through different platforms (messages, calls, chats) and short follow ups with the parents while they submit and get the modules..." (P5, Written Interview, March 01, 2021 10:57:28 PM)

"...Every now and then I inform the parents and guardians of the learners on the school updates and programs for them to be also aware of the school happenings, most especially on the schedules of important events..." (P7, Written Interview, March 02, 2021 12:30:39 AM)

Furthermore, to communicate the plans of the teachers in the new normal, they organized synchronized orientation via synchronous modalities, online learning platforms and/or face to face interaction during the distribution of retrieval of the modules. This orientation of parents aims to organize modular systems of the school, raise and resolve issues and concerns of parents, guide parents on the plans of the school, induct parents on the new scheme of grading system, and the orient parents on the basic education distance learning modalities in the new normal. As stated:

"...The school had scheduled the orientation of parents and stakeholders..." (P3, Written Interview, February 28, 2021 1:59:37 AM)

"...Stakeholders has been involved thru parents and stakeholders' orientation prior to the start of the classes. Different online platforms were used for communications..." (P10, Written Interview, March 02, 2021 4:21:46 AM)

To support the results of the interview, the department reports also unveiled experiences and practice of teachers in communicating instructional plans to parents and update parents on the performance of the learners.

"...Teachers and parents collaborated in monitoring to the students' learning progress..." (D2, Document Analysis, January 2021) "...Communicate with the parents and students through texts, calls and chats. Always reply to their queries..." (D2, Document Analysis, January 2021)

"...Texting, calling and connecting to the parents was the easiest method to provide updates since not everyone can access internet connection immediately..." (D5, Document Analysis, February 2021)

"...Through facilitating conferences be it face to face (following health minimum standards), and virtual meetings with the use of google meet. Also, through text messages, phone calls and sending updates in the group chat. - Facilitate and update parents/guardians and learners in ways possible and suitable for them..." (D6, Document Analysis, February 2021)

Teacher-parent communication is necessary in the new learning landscape. Communication also builds values of trust, streamline learning progress, establish linkage and support, track down academic progress, bridge confusion and learning gaps and strategically manage learning in the new normal.

In the context of the Department of Education through the issuance of, DepEd Order No. 12 s. 2020 which is the adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in light of the COVID-19 Public Health Emergency, schools are mandated to ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and *proper orientation of parents or guardians of learners*.

Clay (n.d) presented a range of communication opportunities to teachers to actively promote parental involvement. She emphasized that teachers' strong communication establishes parental connections and partnerships to support student learning, and build a strong community between home and school. Thus, teachers are expected to continuously develop their communication skills to foster effective communication with parents. As she concluded and summarized her thoughts:

"Effective communication is essential to create strong school-home partnerships and to increase parental involvement. Just as teachers are skilled in the art of teaching, they also require knowledge and skills to effectively communicate with their parent community. A number of communication opportunities are currently available to teachers, ranging from school-to-home communication books to parent conferences to the use of internet technology. Importantly, teachers should note that communication is rarely a discrete, individual act but rather occurs within the context of ongoing exchanges (Adler & Rodman, 1994)" (Clay, n.d p. 126)

Twain (n.d) highlighted that parents and teachers are vital contributors to support students learning progress and educational success. However, barriers hinder strong establishment of communication between teachers and parents. Nonetheless, with the advent of technology, communication barriers were addressed. As cited, email, texting, websites, electronic portfolios and online grade books were found more timely, efficient, productive and satisfying (cf., Merkle, Schmidt, Dirksen & Fuhler, 2006 as cited by Twain, nd). Based on the new research in neuroscience, parents-teachers' communication could impact student learning (Twain, nd), quality of students learning environment and intellectual welfare are supported (OECD, 2007). Moreover, when learners are in a calming home and school environments, learners could learn efficiently because learners' brain is able (Goleman, 1997; Tennant, 2005 as cited Twain, nd).

However, in the study of Ozmen, Akuzum, Zincirli, & Selcuk, G. (2016), they determined the primary school teachers and parents' communication barriers. The findings showed that the major communication preventive issues are attributed from these factors: physical distance, socio cultural differences such as the language used, the dress and values, involvement of parents only when there is monetary agreement, parents' lack of trust in teachers and their unwillingness to cooperate. Furthermore, it also showed in the findings that financial problems, lack of interest about informing parents on school related issues, inappropriate schedule of school activities, teachers' misbehaviors, parents' educational attainment/level were confirmed as issues and concerns which previous researches have emphasized.

Theme 2. Home Visitation through Learning Drive Thru

Teacher-participants (n=2) practiced home visitation through learning drive thru to communicate the plans to the stakeholders specifically the parents. These learning drive thrus conducted by the teachers aimed to communicate, monitor and follow up learners' learning progress, deliver and retrieve modules to learners who have difficulties in accessing the school and parents who could not travel on the scheduled distribution and retrieval of the modules.

"...The teacher had even conducted home visits to follow up learners and meet the parents..." (P3, Written Interview, February 28, 2021 1:59:37 AM)

"...Also, gahatod sab gud ko og kuha og modules sa mga bata nga di pwede kaggawas ang guardian kay senior. (Dri-thru teaching) ..." (P4, Written Interview, February 28, 2021 6:30:36 AM)

Various departments reported that teachers conducted learning drive thru to reach out students who lived far from the school and learners who are at risk of dropping out. Teachers deliver the self-learning modules to the houses of the learners and communicate on their status of learning engagement in the new normal. As reported:

"...Drive-thru modules..." (D4, Document Analysis, January 2020)

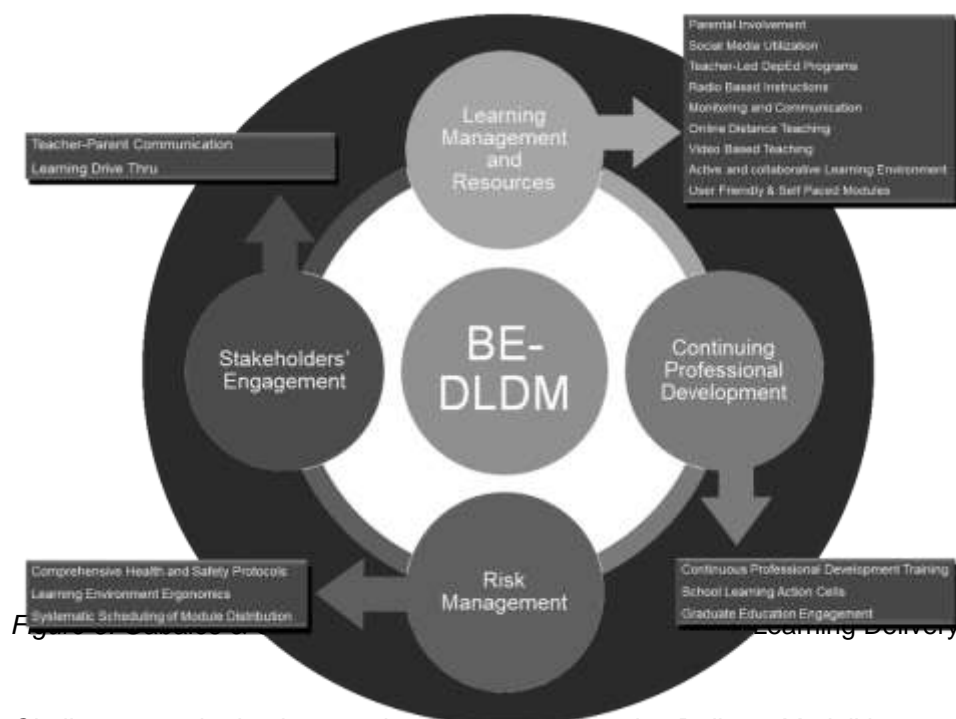
"...BNHS Drive thru by the advisers..." (D6, Document Analysis, December 2020)

"...Delivered the module to the barangay and ask assistance from the Barangay Officials to deliver the module to the learner who failed to claim the modules "...Home visit, delivered the module hand-in-hand..." (D7, Document Analysis, December 2020)

Home visitation through learning drive thru is a good avenue for teachers to manage instruction in special cases, make referrals based on the information gathered from the home visit, reinforce involvement of parents in the teaching and learning process, build rapport with the stakeholders, and to better understand the current set up of the learners which might affect the current growth and development of the learner.

To support families provision of learning environment and opportunities for the learners to continuously learn and promote healthy growth and development of the learners, Home visitation programs are conceived. Disadvantage learners and those who are more vulnerable to health or developmental concerns are the focus of the home visitation and in providing supportive environment (Gaylor & Spiker, 2012)

Wright, Shields, Black & Waxman (2018) determined home visit program in Texas Based Chart School could impact on the K to 12 students' classroom behavior, academic achievement and parent involvement. The findings indicated that home visit has positive effect on behavioral, academic, and parent involvement outcomes compared to those who were not exposed to home visit. Furthermore, through MANOVA & T-test, the study showed that in mathematics and English/language courses, there is statistically significantly higher levels of academic achievement, higher levels of positive classroom behavior and parent involvement when teacher home visit was employed.



Challenges on the Implementation of Distance Learning Delivery Modalities

In implementing basic education distance learning delivery modalities, they also met challenges that restricted them from implementing the different dimensions of distance learning delivery modalities. The researcher gathered and analyzed relevant data after he retrieved the interview results on the challenges of teachers encountered. Table below shows the elicited responses from the teachers on the challenges they experienced. Eight themes surfaced out, and these include: *Parental Involvement, Learners' Disengagement, Delayed Submission of Outputs, Difficult Activities in the Module, Lack of Learning Resources, Health Issues, Lack of Internet Connectivity and Financial Difficulties.*

Themes	n	Description
Parental Involvement	2	Rare

<i>Learners' Disengagement</i>	2	<i>Rare</i>	Table 6. Challenges encountered by Teachers in the BE-
<i>Delayed Submission of Outputs</i>	5	<i>Typical</i>	
<i>Availability of Learning Resources</i>	1	<i>Rare</i>	
<i>Lack of Internet Connectivity</i>	3	<i>Variant</i>	

DLDM

Theme 1. Parental Involvement in Modular Distance Learning

The capacity of parents to teach their sons/daughters and their involvement on the process of distribution and retrieval of module are some of the indications that teachers encountered problem on parents involvement on the distance delivery modality. Teachers found that parents could not assist the learners because they lack the capacity, knowledge, and skills to teach and provide assistance to their sons/daughters, most especially for learners with disabilities (Special Education learners). As stated:

"...Parents cannot teach their children due to lack of sign language skills, poor internet of my students ..no gadgets to access the videos I have sent..." (P2, Written Interview, February 28, 2021 1:48:51 AM)

Moreover, a teacher emphasized that they also encountered problems during the modular distribution. Parents do not follow the given schedule/time allotment for the distribution and submission of modules which in turn, affect the efficiency of teachers on monitoring and reporting learners' learning progress. As emphasized by Participant:

"...Parents would not follow the correct schedule in passing the answers so this become an issue when computing grades or in monitoring the students' progress..." (P6, Written Interview, March 01, 2021 11:39:51 PM)

Moreover, the document analysis on the accomplishment reports of the department also revealed that teachers in the department found parental involvement on the modular distance learning as one of the problems they encountered. Parents do not follow the schedule, cannot be contacted, issues on learners' integrity in answering the modules and their less involvement on the performance of the learners in the new normal.

"...They don't follow the given schedule of distribution and retrieval of modules... (D1, Document Analysis, December 2020)

"...They coached their children in answering be it modular or online classes..." (D1, Document Analysis, December 2020)

"...Not all parents picked up the modules..." (D4, Document Analysis, October 2020)

"...Difficulty of reaching parents with no means or devices for distance communication like cellphone; Parent's availability on their scheduled time of module distribution..." (D7, Document Analysis, December 2020)

It could imply that parents' involvement in the delivery of distance learning in the new normal could impact performance of the learners, teachers' efficiency and schools' instructional effectiveness. Parents are the greatest partners and key implementers of the curriculum in the new learning landscape, thus, they have to be empowered, mobilized, capacitated and oriented on the necessary knowledge, skills and values to uphold the goals of Department of Education which is to deliver quality education for all.

The findings conform to the results of the study of Farmer and West (2019) who revealed that teachers have concerns from their experiences of others such as the students, mentors and *parents* who are engaged in the instructional environment. Parental interaction and communication were given emphasis as one of the challenges since they have limited access to contact information. Furthermore, the social challenges encountered are the lack of human interaction between the teachers and students, lack of physical spaces at home and lack of parental support (Ferri, Grifoni & Guzzo, 2020)

Theme 2. Learners' Behavioral Disengagement

Teacher-participants shared that one of their challenges in the new normal is the disengagement of learners on the distance learning delivery modalities. Interests and values of perseverance have been affected because of some factors such as the environment and learning set-up of the new normal. Some learners do not complete the activities in the module and declined their interests in engaging to modular instruction. As observed by the teachers, there are students who lack activities and several have incomplete performance tasks in the new normal.

"...maintain the interests of the students to complete or accomplish their modules, especially that there are various distractions at their different environments/homes..." (P3, Written Interview, February 28, 2021 1:59:37 AM)

"...Some Students doesn't like to finish answering their modules..." (P8, Written Interview, March 02, 2021 3:08:47 AM)

Moreover, it was also found in the document analysis that teachers have problems on learners' engagement. Learners do not participate in the virtual classes, do not mind to submit and complete their written outputs and performance tasks and declined to submit their output on time and with effort.

"...Aloof in participating during virtual class..." (D1, Document Analysis, December 2020)

"...There were few learners who did not mind to complete their outputs..." (D4, Document Analysis, March 2021)

"...Some students are declining on submitting their output..." (D5, Document Analysis, March 2021)

This would mean that there may be adjustment on the teaching strategies and modalities in the new normal that fits to the kind of learners today. Learning modalities have to be revisited to address these disengagements of learners in the new normal. This signify that there are several factors that greatly affect their engagement, which could be a good basis for future researches to be conducted in the school.

The findings of the study corroborate with the results of a certain study exploring behavioral disengagement. As the study revealed, behavioral disengagement could impact performance of students especially in online learning. Studies have revealed that short term lower learning gains Gobel, 2008; Cocea et al., 2009), and long term lower learning gains could be attributed from learners' behavioral disengagement Wang & Eccles, 2012; Pardos et al., 2013).

In the case of this study, the behavioral disengagement could be manifested on issue under definition number 2 of behavioral engagement. The concerns of the disengagement of the students is more on the involvement in learning and academic tasks and includes behaviors such as effort, persistence, concentration, attention, asking questions, and contributing to class discussion (Fredricks, Blumenfeld, & Paris, 2004, p. 62).

Theme 3. Procrastination & Delayed Submission of Outputs

An intentional delay of a task is known as Procrastination (Nordby, Klingsieck, & Svartdal, 2017). Teacher-participants observed that there are learners who submitted their outputs late. This is one of the challenges that teachers encountered in delivering instruction in the new normal. From the perspective of a teacher, as mentioned, one of the factors that greatly affected learners' submission of output is their tendencies to procrastinate. Teachers have no full grasp on monitoring learners in the new normal, which could influence learners to procrastinate. With this scenario, teachers could hardly monitor learners' progress since outputs which are the basis of their performance are not submitted on time.

"...Some learners tend to procrastinate and will not submit their modules on time, a few had decided to stop for many different excuses and reasons..." (P3, Written Interview, February 28, 2021 1:59:37 AM)

"...The submission of the answer sheets is mostly delayed..." (P6, Written Interview, March 01, 2021 11:39:51 PM)

Another contributory factor on the delayed submission of modules is the difficult content of the prescribed modules and difficulty to adapt to the self-regulated learning. Learners and teachers find the prescribed modules difficult to accomplish in a span of time and there are parts in which learners could hardly understand and accomplish. As stated by participant,

"...Some students have the difficulty to complete the modules..." (P5, Written Interview, March 01, 2021 10:57:28 PM)

"...Some students find it difficult in adopting self-regulation learning (for SLMs) ..." (P10, Written Interview, March 02, 2021 4:21:46 AM)

Behind these challenges, teachers continued to understand the situations in the new normal. They continued to adapt and be resilient on the challenges they encountered with the distance learning deliver modalities and learners'

"...there students who are not submitting outputs on time. But it's OK because I understand them..." (P9, Written Interview, March 02, 2021 3:37:18 AM)

One of the top problem encountered by the teachers in the department is on the delayed submission of self-learning modules. These are the identified reasons why there is delayed submission of modules: (1) Difficulty level of the Activities in the module; (2) length of the Learning tasks; (3) Time Mismanagement; (4) Parental Discretion

"...Some are having difficulty in finishing one module to another..." (D1, Document Analysis, December 2020)

"...Some students were unable to accomplish all the modules for the first quarter..." (D2, Document Analysis, January 2021)

"...Some students are not done yet in answering the modules..." (D4, Document Analysis, October 2020) There were still learners who cannot return the modules on time because they were not done with it yet (D4, Document Analysis, March 2021)

"...Some learners are not yet done in answering the modules..." (D1, Document Analysis, December 2020)

"... Some students were late in the submission of outputs. They did not follow the schedule given for the distribution and return of modules..." (D5, Document Analysis, February 2021)

"...Learners submit their modules not on time due to some personal and untoward circumstances..." (D6, Document Analysis, December 2020)

"...Some parents and learners cannot return/retrieve the modules on their respective schedules..." (D7, Document Analysis, December 2020)

With these challenges that teachers encountered, these call for plans for adjustment on the delivery of distance learning in the new normal. Activities given to the students may be revisited and learning drive thru/home visitation may be conducted to investigate the current situations of learners having problems on time management which affect their submission of outputs on the given period of time.

The findings of the study are consistent with the findings of Yilmaz (2017 who revealed that in distance learning environment such as online distance learning students are more prone to procrastination (Yilmaz, 2017).

Santelli, Robertson, Larson & Humphrey (2020) conducted an exploratory study on Procrastination and Delayed Assignment Submissions: Student and Faculty Perceptions of Late Point Policy and Grace within an Online Learning Environment and found out that further inquiry into the impact late assignment submissions, late point policies and instructor leniency have on student success rates, satisfaction, and persistence is warranted

Theme 4. Availability of Learning Resources

Rarely, a teacher finds availability of learning resources as one of the challenges to effectively facilitate learning in the new normal. Hands on Minds on activities could not be initiated in a new normal learning environment because of health restrictions and limitations. Moreover, teachers could not facilitate experiments and empirical activities for learners

because there are no available home based laboratory alternatives that could assist them to experiential learning. As stated

"...barriers in communication, limited options to facilitate learning (no laboratory activities due to lack of students' proper lab apparatuses at home) ..." (P7, Written Interview, March 02, 2021 12:30:39 AM)

Furthermore, the results of the document analysis revealed that teachers find learners' scarcity on learning resources impede their goal in delivering quality instructions amidst pandemic.

"...Many of the learners do not have enough resources to experience the online distance learning..." (D2, Document Analysis, January 2021)

"...Some students don't have technologies like cellphones, computers and internet connections to access copies of the modules online..." (D7, Document Analysis, December 2020)

These laboratories and learning centers could develop skills of learners however, these could not be actualized at home because of its availability and the accessibility of parents to home-based learning resources. Thus, alternative learning opportunities may be initiated to facilitate learning amidst pandemic.

Pedagogical challenges on the other hand are mainly focused on the teachers' lack of digital skills, lack of structured content versus the abundance of online resources, lack of interactivity and motivation and lack of social and cognitive presence (Ferri, Grifoni & Guzzo, 2020)

Theme 5. Inaccessibility to Internet Connectivity

In the delivery of distance learning modalities, internet connectivity is necessary. However, teachers have inaccessibility to quality internet connectivity. The teachers shared that they have difficulty to deliver instructions through electronic modules and other asynchronous or synchronous modalities because of the lack of internet connectivity. Moreover, the division of Malaybalay city has initiated a school in the air (a radio-based instruction program) to facilitate learning and enrich the teaching practices of teachers in the new normal. Nonetheless, the teacher could not fully advocate this program because of inaccessibility of teachers and learners to quality internet connectivity. As stated by the participants:

"...Internet connection problems..." (P8, Written Interview, March 02, 2021 3:08:47 AM)

"...And for RBI, internet connectivity and availability of radios in their respective houses..." (P10, Written Interview, March 02, 2021 4:21:46 AM)

To concretize the findings of the study, the document analysis showed that teachers find inaccessibility, unavailability and instability of learners and teachers to internet connectivity as one of the enormous barriers in the delivery of quality instructions in the new normal.

"...Don't have access to contact all the learners due to lack of contact information and problems with internet connectivity..." (D1, Document Analysis, December 2020)

"...Some students cannot be reached from time to time, and they cannot have access to such resources due to the weak internet connection..." (D2, Document Analysis, January 2021)

"...The only difficulty we have encountered so far is that some of the learners don't have internet connection and smart phone to keep them updated in our Group Chat..." (D3, Document Analysis, December 2020)

"...Internet connectivity of teachers and students..." (D4, Document Analysis, October 2020)

"...The availability and dependency of internet connection. Through this, some of the learners who chose e-module have difficulty in sending back the requirements and answers..." (D5, Document Analysis, February 2021)

"...There are activities in the Modules that need internet access and not all cannot access these activities..." (D6, Document Analysis, December 2020)

“...Unstable internet connection which is crucial in keeping an open communication with the students. Some students were too shy to ask questions in group chats or calls...” (D6, Document Analysis, February 2021)

This implies that the implementation of the distance learning delivery modalities specifically the online learning modalities require the availability of internet resources to teachers and learners. The availability of internet connectivity supports the advocacy of quality learning and effective teaching in the new normal, provides enrichment activities for learners, help access to other learning resources existent in the world wide web and connect with the teachers and learners to promote distance experiential and social learning amidst pandemic.

The findings of the study support De villa and Manalo (2020) results who stated that the challenges that the teachers encountered are the complexity of assessment, difficulty in instructional delivery and *digital divide*.

Moreover, it also confirms to the findings of Ferri, Grifoni & Guzzo (2020) who analyzed the opportunities and challenges of emergency remote teaching based on the experiences of the COVID 19 health emergency. The findings unveiled that *technological*, pedagogical and social changes were identified as areas where teachers are challenged. As revealed, technological challenges include *unreliability of internet connections* and lack of necessary electronic devices for remote teaching

Coping Mechanisms to Address the Challenges encountered on the implementation of distance learning delivery modalities

With the challenges confronted by the teachers on the implementation of BE-DLDM, they have also thought of coping mechanisms that helped them adapt, adjust, transform and innovate learning and teaching processes that could address learners' learning difficulties in the new normal. Out of the responses of the teacher-participants on the written interview, there are five themes elicited which could be gleaned in the table below. These include: Lesson Digest, Provision of Technical Assistance, Teachers' Personal and Professional Values, Communication and Collaboration and Supplementary Tools.

Table 7. Coping Mechanisms by Teachers in the BE-DLDM

Themes	n	Description
<i>Lessons Digest</i>	2	<i>Rare</i>
<i>Provision of Technical Assistance</i>	1	<i>Rare</i>
<i>Teachers' Personal and Professional Values</i>	5	<i>Typical</i>
<i>Communication and Collaboration</i>	3	<i>Variant</i>

Theme 1. Lessons Digest

As one of the common practices of teachers in the delivery of modular distance learning, a teacher-participant emphasized that they do lessons digest or trimming down of the content of the prescribed learning modules. These lessons digests aim to prioritize activities in the module that are more significant and relevant to a lesson in a module. Competencies are not compromised in the module instead, given emphasis through the digested activities in the module. Based on the teacher-responses, they trim down activities because learners find it difficult, time consuming and irrelevant to achieve learning progress with the use of the modular instruction. As stated:

“...we are told to trim it down by selecting those competencies that the students need to develop & I also had my own way of helping my students by making my video lessons...” (P1, Written Interview, February 28, 2021 1:34:18 AM)

Moreover, to digest the lesson, one teacher has made the modules short by employing infographics in all the activities. In this way, the modular distance learning is more comprehensive and manageable.

“...I also give another set of activity or infographics just to make the lesson short and more understandable...” (P6, Written Interview, March 01, 2021 11:39:51 PM)

In support of the findings, the document analysis revealed similar responses from the participants of the study. As revealed in the reports, teachers utilized lessons digests and trimmed modules in delivering instructions in the new normal to unload learners and refocus on most essential activities in the module.

“...Trimmed the modules but ensuring that the skills and competencies are still there...” (D3, Document Analysis, January 2021)

“...Utilized LESSONS DIGEST Adopted medium and sites to scaffold learners' performance and enrich their knowledge in research...” (D6, Document Analysis, December 2020)

Lessons Digest/Trimming of the modules is a good school-based practice to contextualize learning and adapt to the capacity of learners to learn. It is one of the instructional initiatives of the school to organize learning activities of the learners to achieve optimum goal of efficient and quality learning.

The findings of the study show similar scenarios with the study of Dangle & Sumaoang (2020). One of the top and main problems in the implementation of modular distance learning is the great number of activities. Thus, this study considers reduction of activities and unnecessary content of the module as mechanisms to resolve issues (Dangle & Sumaoang, 2020). In the context of Bukidnon National High School, lessons digest is a vital process to address this problem in the implementation of modular distance learning.

These ideas also are consistent with the context of the Department of Education, the BE-LCP that gives emphasis on the use of the Most Essential Learning Competencies (MELCs) and the multiple learning delivery modalities such as distance learning and blended learning. Furthermore, Self-learning modules and materials from the Southeast Asian Ministers of Education Organization Center for Innovation and Technology (SEAMEO-INNOTECH) BASA Pilipinas, Knowledge Channel, Frontlearners Inc., and the Commission on Higher Education (CHED), shall also be made available both print and non-print.

Theme 2. Provision of Technical Assistance

One of the coping mechanisms of teachers to address their challenges on the implementation of learning delivery modalities in the new normal is through the provision of technical assistance from the master teachers, school leaders or department heads. Teachers seek assistance from the master teachers especially in the distribution and retrieval of module, assessment of learning, monitoring learning progress and other instructional concerns and issues. These department heads served as instructional mentors and coaches in the implementation of BE-DLDM.

“...Always ask assistance from my Department Head, working together with the parents...” (P2, Written Interview, February 28, 2021 1:48:51 AM)

Departments' accomplishment reports also showed that teachers sought assistance from the heads of the school and all other experts of the schools especially in actualizing the learning modalities in the new normal.

“...the subject head extended technical assistance in the preparation of reports and the modules (D5, Document Analysis, February 2021). The subject head extended technical help through updates and information dissemination (D5, Document Analysis, March 2021) Guidance and assistance from the senior high ICT coordinator and from the LIS coordinator...”

Coaching and mentoring as essential factors to continuously improve teaching performance may be sustained in the school. School heads involved teachers and master teachers in developing the curriculum and collaboratively work out and coach to implement the DepEd curriculum in schools in light with the COVID-19 pandemic.

A study shows that school heads allowed teachers to coach with the other teachers who have instructional needs. Furthermore, a school head assigned group leaders who could help them in improving the current practices of teachers. These departments and group heads have skills in giving technical assistance to teachers. School heads' responses concretize their practices on peer coaching (Gabales, 2020).

Theme 3. Teachers' Personal and Professional Skills and Values

In the context of the new normal educational set-up, teachers are confronted with so much difficulties in addressing instructional concerns and issues of the learners and the parents. Thus, teacher-participants believed that their personal and professional skills and values helped them cope with the challenges they encountered. Understanding the situations of the learners, lengthening of patience on the submission of modules, adaptive and resilient to instructional transformations, being innovative, resourceful, prayerful, and passionate are the personal and professional skills and values they portrayed to cope with the challenges that teachers encountered. As shared by the participants:

“...I had become a listener to their excuses. I listen, I advise and I encourage. I extended my deadlines and I responded to their needs...” (P3, Written Interview, February 28, 2021 1:59:37 AM)

“...Be Innovative, resourceful and passionate...” (P4, Written Interview, February 28, 2021 6:30:36 AM)

“...being willing to learn adaptive things for this new setup, though still adjusting hihi :)...” (P7, Written Interview, March 02, 2021 12:30:39 AM)

"...Embracing the reality. Stretching my patience. Keeping calm amidst chaotic and stressful days.... Casting ALL MY BURDENS and Challenges to our LOVING FATHER, GOD..." (P8, Written Interview, March 02, 2021 3:08:47 AM)

"...the power of UNDERSTANDING helps me big time in coping with the challenges I encountered..." (P9, Written Interview, March 02, 2021 3:37:18 AM)

A positive response to the challenges of the teacher were also manifested by the teachers in the department. As presented in the document analysis, values such as patience and understanding are common attributes portrayed by the teachers in dealing the problems they encountered in the implementation of basic education distance delivery modalities.

"...the teachers were able to practice to be more patient, considerate and understanding on the situations of students when having their modular learning..." (D2, Document Analysis, January 2021)

With teachers personal and professional values balanced with their professional responsibilities, the institution promotes adult professional learning. Teachers build an inclusive and caring learning environment that accentuates the culture of support and help.

With the findings of the study, it conforms to the findings of Ferri, Grifoni & Guzzo (2020) that teachers cope with the challenges through *positive well-being*, time management, *openness to change*, peer mentoring and collaboration.

Theme 4. Communication and Collaboration

Communication and collaboration are vital to build a results oriented team, monitor learners' performance and establish strong links with parents and learners in the new normal to effectively facilitate learning. Teachers utilized various platform to communicate the learners, advisers and parents on the learning progress and instructional updates of the school. Teachers constantly followed up and followed through students output submission especially that a lot of students could not pass it on time.

"...assist and communicate with the students regularly... (P5, Written Interview, March 01, 2021 10:57:28 PM)

"...I always follow up the advisers to call the Parents in advance..." (P6, Written Interview, March 01, 2021 11:39:51 PM)

"...The teacher tries to reach out students thru sms/messenger/phone calls to assist them in doing their activities in the SLMs..." (P10, Written Interview, March 02, 2021 4:21:46 AM)

Furthermore, departments also reported that collaboration and communication are vital mechanisms to address challenges that teachers encountered in the new normal.

"...reach out to friends, neighbors and classmates. Re-orient the parents of the importance in following the schedule. Encourage them to communicate with the teachers. Telling them to take their time as answering the modules is not a race. And what's important is, they understand their lessons. Through text, call and messenger..." (D1, Document Analysis, December 2020)

"...Announce to the parents the importance of having a contact number or account in social media, and they should give their contact numbers/accounts of their students to their teachers, so that proper dissemination of plans and instructions will be given. Text, call or direct message the parents/guardians or students. Schedule the parents to see the teacher and meet them face to face..." (D4, Document Analysis, October 2020)

"...Send them messages for the needed information and answer their concerns. Online support system is very helpful (D5, Document Analysis/Written Interview, February 2021). Yes, through online communication like Google Meet and through our online classroom..."

"...Constant communication and connections with the advisers and the learners of through group chat and personal interview..." (D6, Document Analysis, December 2020)

Communicating and collaboration with the parents, teacher-advisers and learners is an effective practice to successfully implement the basic education distance learning delivery modalities, promote quality teaching and learning and magnify learning continuity amidst pandemic. Thus, it is deemed necessary for teachers to establish mechanisms to constantly communicate with the parents and collaborate to achieve the optimum goal of basic education.

With the findings of the study, it conforms to the findings of Ferri, Grifoni & Guzzo (2020) that teachers cope with the challenges through positive well-being, time management, openness to change, *peer mentoring and collaboration*.

Recommendations

From the findings and conclusions derived from the study, the following are the recommendations.

1. To promote effective learning management, the school may establish a parental accountability system in the school and community. This parental accountability system strengthens parent involvement on the delivery of basic education in the new normal through parental contract, home visitation, last mile strategy, teacher-parent partnership and communication, and learning drive thru.
2. Research and Innovation Excellence Summit may be conducted to showcase best practices of teachers on the use of learning resources in the new normal. This aims to promote teachers benchmarking of pedagogical practices which will be adopted and institutionalized.
3. Fortify linkages with telecommunication agencies, non-profit organizations, local government units and all other stakeholders that could provide internet and technological infrastructures especially those students who are considered marginalized and less privileged.
4. Strengthen monitoring and evaluation of learning progress by developing quality assurance team in the school who will design localized tools and instruments necessary in tracking learning progress in the new normal. These tools may also entail M & E partnered with parents.
5. To hone a results-oriented team, BNHS may develop an Educators' Academy for Continuing Professional Development. This academy composes teachers who are inclined with instructional leadership, facilitating learning, evaluating learning management and resources, research and innovation.
6. To foster effective risk management, safe ergonomics and standardized safety guidelines and protocols by strengthening PRO-HEAL-SAVE Infographics and M3R THINKING (Mental Resilience, Reduce transmission, Reduce contact and Reduce duration of infection).

Dissemination and Advocacy Plan

P-U-A (Present, Utilize, Advocate)

PRESENT: Research Plenum

The findings of this study will be presented in the school research plenum, division, regional and international research conferences. Research plenum is one of the schools initiative under the Action Research Action Cell (ARAC 3: RESEARCH DISSEMINATION) This aims to present the research findings of the various researches conducted in the school for future curriculum and instructional adjustment.

UTILIZATION: DLDM WEB CONFERENCE

The findings will be cascaded and utilized through a DLDM web conference which will be designed to inform adjustment of the implementation of the learning delivery modalities. The department heads and SHS Subject heads will be invited to join the DLDM web conference. This will be the encounter wherein school heads conduct strategic planning based on the results of the study.

ADVOCACY: DEMOFESTIVAL & INNOVATION SUMMIT

Moreover, the school will be designing a "DEMOFEST" to showcase teachers' practices in the implementation of the distance learning delivery modalities. The school will conduct a synchronized demofestival following the RPMS

tool in observing demonstration teaching among the teachers. This will be a competition at the same time evaluation on the best practices of teachers in delivering the distance learning delivery modalities. Moreover, the school will be conducting an INNOVATION summit related to the DLDM materials used by the teachers. This INNOVATION summit will be called as the "BNHS NOVA 2021" with the following categories/dimensions

- NOVA 21.1: TEACH-NOVATION
- NOVA 21.2: PROTECT-NOVATION
- NOVA 21.3: HUMAN-NOVATION
- NOVA 21.4: GOVERN-NOVATION

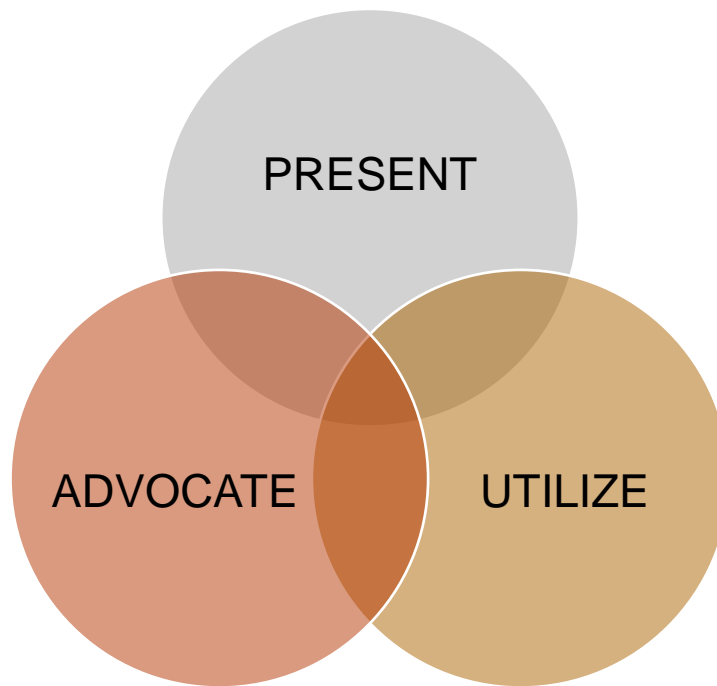


Figure 6. Plans for Dissemination



Republic of the Philippines
 Department of Education
BUKIDNON NATIONAL HIGH SCHOOL
 Malaybalay City

DISSEMINATION AND ADVOCACY PLAN

Objective: (1.) Assess teaching performances of the teachers; (2) build and develop results-oriented team; (3) promote continuing professional development of teachers & community/professional linkages; (4) Engage teachers to research and innovation projects; and (5) recognize exemplary performances of teachers							
Steps to achieve objectives:	Who will do the work?	What does success look like?	What non-financial resources are needed for this step? Where will they come from?	Due date			
				Q1	Q2	Q3	Q4
1. Research Dissemination and Utilization: Disseminate and Utilize research findings for policy development, program proposals and project proposals	Dr. Susan S. Olana Dr. Dindo M. Gabales	Presentation in school research conference/ Schools Advisory Council	LPT Hall Technological Infrastructure	June 2021			
2. Conduct Assessment on the Abstraction and Commitment Level of teachers and their pedagogical performances in the school to lead a teaching and learning community with the influence of strong leadership	Dr. Susan S. Olana Dr. Dindo M. Gabales Department Heads and Subject Heads Teachers	Assessment tool Figures on the results of assessment	Internet Connectivity Copies of Assessment tools	June -July 2021			
3. Build Professional Teams through	Dr. Susan S. Olana	List of the names/members of the SAFE CIRCLE	Bond Papers for the Copies of the	June 2021			

<p>the BNHS Educators' Academy of Continuing Professional Development to Foster productive and trusting relationships among and between the internal and external stakeholders</p>	<p>Dr. Dindo M. Gabales Department Heads and Subject Heads Coordinator s Teachers</p>		<p>list of teacher-members of the SAFE CIRCLE and their oath of office</p>				
<p>4. ADVOCATE RESEARCH AND INNOVATION to Promote curricular coherence and innovation that links instructional goals, learning outcomes guided by the vision, mission and core values</p>	<p>Dr. Susan S. Olana Dr. Dindo M. Gabales Department Heads and Subject Heads Research & LR Coordinator s Teachers and CIRCLE of CARE</p>	<p>List of Researchers/Innovators for the School Year through Memorandum</p>	<p>Bond Papers for the Copies of Research and Innovation of Teachers</p>	<p>June 2021</p>	<p>Sept 2021</p>		
<p>5. CONTINUING PROFESSIONAL Development FOR TEACHERS to empower teachers in their profession by providing opportunities to grow and advance their frontier of knowledge and skills.</p>	<p>Dr. Susan S. Olana Dr. Dindo M. Gabales Department Heads and Subject Heads HRD Coordinator</p>	<p>Number of teachers engaged in the continuing professional development activities/training/seminar s</p>	<p>Bond Papers for the Copies of the figure on the number of teachers engaged into CPD programs</p>	<p>June 2021</p>	<p>Sept 2021</p>	<p>Jan 2021</p>	<p>March 2021</p>
<p>6. DESIGNATION OF TEACHERS to activate teacher leadership to cause team or group members to</p>	<p>Dr. Susan S. Olana Department Heads and Subject Heads HRD Coordinator</p>	<p>Designation order of teachers to special coordinators/professional responsibilities</p>	<p>Bond Papers for the Copies of Designation orders Internet Connectivity</p>				

<p>collaboratively work and successfully achieve a set of vision, organizational goals and objectives.</p>							
<p>7. ESTABLISH COMMUNITY LINKAGE & PROFESSIONAL LEARNING COMMUNITY to model a strong advocacy to influence and transform teaching and non-teaching personnel to be responsive, competitive and transformational .</p>	<p>Dr. Susan S. Olana Dr. Dindo M. Gabales Department Heads and Subject Heads HRD Coordinator</p>	<p>Memorandum of Understanding and Certification of Recognition of Community Linkage and Professional learning community</p>	<p>Bond Papers for the Memorandum and certification</p>	<p>June 2021</p>	<p>Sept 2021</p>	<p>Jan 2021</p>	<p>March 2021</p>
<p>8. RECOGNITION OF THE EXEMPLARY PERFORMANCE OF TEACHERS</p>	<p>Dr. Susan S. Olana Dr. Dindo M. Gabales Department Heads and Subject Heads HRD Coordinator</p>	<p>List of Teacher and Non-Teach Personnel awardees</p>	<p>Bond Papers for the lists of awardees Plaque Recognition and Medallion</p>				<p>March 2021</p>

Prepared by:

Approved by:

DINDO M. GABALES, PhD

SUSAN S. OLANA, PhD

Master Teacher I/ Research Coordinator

Secondary School Principal IV

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