



PROJECT FUENTES (FIX THE URGENT, EXISTING AND NUMBERED TROUBLE AND EMPLOY SOLUTIONS): BASIS FOR REFINING ALTERNATIVE DELIVERY MODALITY IN SCHOOLS

Escoto, Jackie Lou C. ; Fuentes, Guillermo L.
Completed 2023



E - Saliksik
Department of Education
Research Portal
e-saliksik.deped.gov.ph

E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.




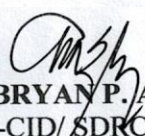
Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF ILIGAN CITY

APPROVAL SHEET

This full-blown research paper entitled “**Project FUENTES (Fix the Urgent, Existing and Numbered Trouble and Employ Solutions): Basis for Refining Alternative Delivery Modality in Schools**” prepared and submitted by **Jackie Lou C. Escoto and Guillermo L. Fuentes** of **Iligan City Central School** has been reviewed/evaluated and recommended for acceptance and approval.


Reviewed by:


MICHAEL JOHN R. DAUB, PhD
SEPS-P&R/SDRC Member

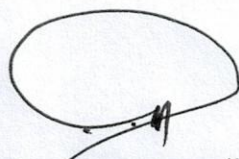

EXQUIL BRYAN P. ARON, PhD
Chief ES-CID/SDRC Co-Chair


REX L. RAZO
Chief ES-SGOD/SDRC Co-Chair

Recommending Approval:


MYRA P. MEBATO, EdD, CESO VI
Assistant Schools Division Superintendent
SDRC Chair

Approved:


JONATHAN S. DELA PEÑA, PhD, CESO V
Schools Division Superintendent
SDRC Adviser

Project FUENTES (Fix the Urgent, Existing and Numbered Trouble and Employ Solutions): Basis for Refining Alternative Delivery Modality in Schools

Jackie Lou C. Escoto, Master Teacher I
Guillermo L. Fuentes, Public Schools District Supervisor
Iligan City Central School
Schools Division of Iligan City

Abstract

Alternative delivery modality both modular learning and online modality is needed in school especially during public health emergencies and other possible challenging times where schools need to be closed school. With this premise, a study on refining the alternative delivery modality in school was conducted to address existing and urgent problems and concerns of learners, parents, teachers and school heads on their perception on the delivery of both modalities. The study was a descriptive type of research both employing qualitative and quantitative research through a survey and focus group discussion. The findings revealed that respondents have common responses on their perception on the delivery of modular and online modality. Same responses include that the contents of the module is not localized, that modules are not returned on scheduled time, some were returned torn and damage. Moreover, respondents affirmed that the learners are not alone in making their works to be submitted in school. They are assisted by their parents/guardian. With regards to online class, respondents confirmed that internet connectivity is one of the barriers that hinder learners to redirect to browser outside Google Meet, upload and download files and participate on the online discussion. Moreover, the best practices in the alternative learning modalities is the conduct of regular home visitation to ensure the participation of learners and prompt submission of learner's output. Also, the regular communication to parents through call and text really helped teachers in informing them in important things needed in school. It is then recommended to constitutionalize the implementation of alternative delivery modality during challenging situations in schools, localize the modules and align it to the Most Essential Learning Competencies (MELCs) approved and made final by the DepEd Central Office. Lastly, a handbook for better implementation of alternative learning modality will be crafted and distributed to clearly guide learners, parents, teachers and school.

Keywords: *Alternative Delivery Modality, Module, Online Class, Home Visitation*

Acknowledgement

This study will not be possible with the help
of
The following:

JONATHAN S. DELA PENA, MYRA E. MEBATO, AND MICHAEL JOHN R. DAUB
for the approval and help of the conduct of the researcher's study;

**FREDDIE ESCOTO , Jed Morris, Mama, Papa, Ate, Carlo,Ploi, PJ Kely and Kyler and
Kiel,**

RICHELA FUENTES, Gillie Rich, Yazan, Gleda Rushelle, Gisselle Rose and the
**Researcher's
family**

who served as inspiration on the crafting of this paper;

**ANA MARIA S. TIMOGAN, JD, LUCY T. REUYAN, PhD, AURA HEIRESS UNGAB,
FERDINAND JUMAWAN** for the intellectual and moral support to the researchers;

Friends and workmates of the researchers in Iligan City Central School for the moral and
inspirational support

And

God

for sustaining researcher and providing knowledge and skills to finish the study.

**Jackie Lou C. Escoto
Guillermo L. Fuentes**

I. Introduction of the Research

The public health emergency brought by the novel Corona Virus (COVID -19) pushed the Department of Education in developing the Learning Continuity Plan (LCP) to ensure that learning opportunities are provided to learners in safe manner through different alternative learning delivery modalities.

In the 2 school years “new normal of school” began, issues and concerns on the delivery and instruction has been raised and put into public concern. Instruction through self-learning modules (SLM) in modular Distance Learning has been argued to be long and tedious which lead to parents answering the said materials while learners are no longer doing their learning tasks. Furthermore, concerns on the retrieval of modules has also been probed since some of the parents are not returning the materials on the given schedules which delays the teacher in checking the learning assessment of learners.

Furthermore, matter on internet connectivity has been a serious concern for online delivery modality since this facilitates and engages learner’s active participation through technology accessed through internet. Teachers and learners are cutting out during discussion that hinders both parties to deliver and understand instruction respectively.

In the wider scale, school leaders are confronted with these existing concerns that challenge their skills in decision making and providing mechanisms that would answer issues on the alternative learning delivery modality of the school.

In Iligan City Central School, these are the perceptions of parents, learners, teachers and school leaders which need to be addressed as these are major concerns that affects the quality of delivery and instruction as which the Department of Education is mandated to protect and promote the right of access to quality basic education (1987 Constitution, Article XIV, Section 1, 2). Accordingly, it is legally tasked to provide a learner-centered, inclusive, responsive, relevant, and contextualized K to 12 Basic Education (RA 10533, 2013)

With this in mind, this research aimed to gather the perception of parents, learners, teachers and school leaders through survey questionnaires and focus group discussion on the alternative learning delivery modality offered by Iligan City Central School which was the basis for policy recommendation and refining of the delivery of modality for the next possible challenging times where schools be closed.

Moreover, best practices employed by the above mentioned school were highlighted as this was given emphasis in dealing with the different alternative learning delivery modalities of schools.

Relatively, results of this study were beneficial to higher authorities in the Department of Education as these can help improve in the policy implementation in the delivery of alternative delivery modalities which can help members in the school community in establishing and maintaining consistently quality standards for instruction and learning outcomes based on their chosen learning environment that best serve their educational interest.

II. Literature Review

There is extensive literature comparing the strengths and weaknesses of online teaching versus face-to-face teaching. However, none of them address the opinion of students regarding the two modalities. Brownstein and Gerlowski (2008) compared the different modalities using an assessment rubric for two student essays. They found that learning outcomes were equally robust in either format. Gibson (2008) compared test scores from online and face-to-face sections of a course taught by the same instructor and found that the face-to-face students did slightly better than the online students. Chen and Jones (2007) examined two sections of a course, one taught face-to-face and the other taught primarily online and found that both courses had similar final learning outcomes.

Haavind (2000) concluded from his research that it was more difficult to monitor discussion in an online environment than in a classroom setting. Wong and Tatnall (2009) found that the ability to track the progress of students with an online learning management system increased the instructor's ability to assess students' progress in a way that is not possible in a traditional course.

Several of the fundamental differences between learning online and in a traditional classroom setting were identified by McGovern (2004). These included the following: online learning requires students to have a certain level of computer skills and equipment that may not be necessary in the traditional environment; online instruction does not permit students the opportunity to learn by hearing since audio presentations are not normally available in online courses; and that online courses permit asynchronous learning rather than requiring students to be in a classroom at a given time and place.

In a survey of online faculty who had also taught face-to-face classes, it was found that one of the main differences in the instructional methods was that the online courses depend so much on texts (Teaching (2010)). It was pointed out, however, that online courses are also able to bring in much more information from virtual sources and these can be more seamlessly integrated than in a face-to-face course. Those faculty who were surveyed indicated that one of the main advantages of an online course was the fact students needed to write everything and this is seen as allowing for a deeper understanding of the material.

Sipes and Ricciardi, (2006) also examined the nature of online and face-to-face education and concluded that the main difference is that online instruction is student centered while traditional courses are instructor centered.

Sugar, Martindale and Crawley investigated the difficulty of transitioning from one mode to the other (2007).

Turball (2002) described his experience in translating his face-to-face course to the online environment. He points out that the process changes the instructor's role to that of a facilitator and creates a challenge to keep the learning active. One study surveyed an extensive list of students, from both domestic and foreign colleges and universities, who took classes in both mediums. The survey found that 48% of the students preferred the face-to-face medium and only 34% preferred online classes (Kishore, et al, 2009). Another study found that there was no difference in the teaching functions of an instructor presenting the same material in the two different media (Alonso and Blazquez, 2009). Kirtman (2009), researching the difference between online and face-to-face instruction, found a significant difference in favor of the face-to-face students on the same midterm but no significant difference on the same final examination.

Larson and Sung (2009) researched a course that utilized the same instructor teaching sections in face-to-face, online and in a hybrid modes and found no significant difference in the learning outcomes as measured in a Content Online Face-to-Face Student Hybrid American Journal of Business Education – December 2010 Volume 3, Number 12 67 common midterm and final. A study of the impact of the modality of instruction on student evaluation of instructors found that there was generally no significant difference in evaluations in terms of the format of instruction except in the case of minority instructors. Minority instructors received lower evaluations in a face-to-face medium than in an online one (Carle, 2009).

Singh and Stoloff (2007) surveyed a class and found that students believed they learned as much in an online course as they did in a face-to-face class. Cragg, Dunning and Ellis (2008) found in their study of a course taught in two different modalities, that there was no difference in the outcomes. Tutty and Kleine (2008) found that facilitating both online and face-to-face collaboration can lead to the development of effective learning strategies.

III. Research Questions

This research aimed to refine the alternative delivery modality in school was conducted to address existing and urgent problems and concerns of learners, parents, teachers and school heads on their perception on the delivery of both modalities.

Specifically, the study sought answers to the following questions:

1. What is the perception of learners, parents, teachers and school leaders in the following:
 - a. Delivery of modular instruction
 - a.1 module content,
 - a.2 answering of assessment, and
 - a.3 retrieval of module?
 - b. Delivery of online instruction
 - b.1 online delivery;
 - b.2 answering of assessment, and
 - b.2 internet connectivity?
2. What are the best practices employed by learners, parents, teachers and school leaders to dealing with the following:
 - a. Modular learning modality,
 - b. Online learning modality?
3. What policy recommendation can be made to address the existing perception of learners, parents, teachers and school leaders and improve the delivery of alternative delivery modalities in schools.

IV. Scope and Limitation

The data of the study was gathered from Iligan City Central Schol. The study was limited only to determine the perception of learners, parents, teachers and school leaders in the delivery of both learning delivery modalities such as modular and online learning modalities. The data used in the study are the perception and best practices employ in delivery of the abovementioned modalities for SY 2021-2022 which were the basis for refining the delivery modalities offered in schools and basis for policy recommendation.

V. Research Methodology

The researchers used descriptive and mixed research design which utilized both quantitative and qualitative research method. To answer the research questions, the researchers did the following procedures: First, the researchers followed proper entry protocol by submitting a proposal to the office of the ASDS and duly approved by a SDS. The researchers asked permission to the SDS for the conduct of the study and data gathering. Second, the researchers distributed questionnaire which was be validated by expert and conducted Focus Group Discussion (FDG) to validate the respondent's answer on the questionnaire. Third, the researchers assured the confidentiality of the responses in the questionnaire and strictly observed the ethics of research. Then the researchers analyzed the data using Statistical Package for the Social Science or SPSS V 20. The researchers used statistical tools such as frequency, mean and percentage to treat the data. The researchers interpreted and presented results for conclusion and recommendations. Lastly, the researchers crafted a policy recommendation to serve as an output based on the results of the study.

a. Sampling

The researchers distributed questionnaires to learners, parents, teachers and school leaders and conducted focus group discussion to verify their answers on the questionnaire.

b. Data Collection

The data used of validated survey questionnaire, which determined the perception of learners, parents, teacher and school and the best practices used in the implementation of both modular and online delivery modalities for SY 2021-2022. The researchers gathered the comments, suggestions, ideas of the respondents by conducting a Focused Group Discussion (FGD).

VI. Discussion of Results and Recommendations

This part discussed the data that were shown in the tables and graphs. Data were analyzed and interpreted.

1. What is the perception of learners, parents, teachers and school leaders in the following:
 - a. Delivery of modular instruction
 - a.1 module content,
 - a.2 answering of assessment, and
 - a.3 retrieval of module?
 - b. Delivery of online instruction
 - b.1 online delivery;
 - b.2 answering of assessment, and
 - b.2 internet connectivity?

Table 1. Learners' Perception on Delivery of Modular Instruction in terms of Module Content

Indicators		Mean	Standard Deviation	Description
1.The module content covered the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.		2.64	0.69	Agree
2. SLM uses a variety (at least 3) of self-directed techniques, learning tasks, and formative assessments.		3.45	0.53	Strongly Agree
3. SLM has content that is logically developed and organized , i.e., lessons/activities are arranged from simple to complex, from observable to abstract.		3.45	0.51	Strongly Agree
4. All content is accurate and free from factual and computational errors.		2.77	0.79	Agree
5. The module's content is localized for Iligan City learners.		2.29	0.78	Disagree
6. SLM uses various motivational strategies (i.e., advance organizers, puzzles,games) to hook the target user's interest and engagement.		3.45	0.5	Strongly Agree
7. SLM uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.		2.77	0.79	Agree
8. SLM has written and performance tasks that are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.		3.6	0.49	Strongly Agree
9. SLM develops 21st century skills and higher order cognition (i.e., critical thinking, creativity, learning by doing, problem solving).		3.89	0.54	Strongly Agree
10.SLM integrates desirable values and traits.		3.51	0.51	Strongly Agree
OVERALL		3.17	0.61	AGREE
Legend:	3.26 – 4.00	Strongly Agree	1.76 – 2.50	Disagree
	2.51 – 3.25	Agree	1.00 – 1.75	Strongly Disagree

The table on previous page showed the perception of learners on the module content for modular distance learning modality. As shown, the overall mean of the responses got 3.17 or it means that most of the respondents agreed that the content of the module contains quality and accurate information. Infact, they strongly agreed that the modular contents are logically developed and organized, has variety of self-directed and motivational techniques and develops 21st century skills and higher order cognition and integrates desirable values and traits.

Moreover, they only agreed that competencies are aligned on the Most Essential Learning Competencies. When asked regarding their responses, one respondent said that:

R1: *“Ingon akong Mama na masetra pod kay daghan daw competencies Maam na dili apil sa MELCs.”*

R2: *“Daghan man gyd pod importante na competencies Maam na wala naapil sa MELCs mao giapil nalang ni Maam sad.”*

R3: *“Ang uban competencies daw kay di na essential”*

On the other hand, learners disagree that the content of the module is localized or based on the local terms used here in Iligan City. It means that the content of the modules is not based on the language used in the local of Iligan. Although, learners do understand the content, it would be best if it is written as how it is spoken here in Iligan. Based on the focus group discussion, the learners responded that:

R1: *“Gwapo unta kung localized Maam para samot masabtan.*

R2: *“Lisod na sad sa nagbuhat sa module if ilocalized siya Ma'am pero much better unta to para mas makasabot ang learners like me.”*

R3: *“Dinalian na guro ang module Maam mao wala nay time for localization of content.”*

Table 2. Learners' Perception on Delivery of Modular Instruction in terms of Answering of Assessment

Indicators	Mean	Standard Deviation	Description
1. The SLM provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies Note: There should at least 3 assessment activities in a module.	3.44	0.54	Strongly Agree
2. SLM has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).	3.45	0.53	Strongly Agree
3. The SLM provides variety of assessment types. Note: There should at least 3 assessment types in a module.	3.45	0.51	Strongly Agree
4. The SLM contains assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.	2.77	0.79	Agree
5. The SLM has assessment activities that ensure active engagement of the learners.	3.4	0.69	Strongly Agree
6. The SLM has answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types.	3.45	0.5	Strongly Agree
7. The SLM has pre- and post- assessment items that are constructed Differently.	2.77	0.79	Agree
8. The assessment are done by learners alone.	2.29	0.78	Disagree
9. The assessments are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.	3.89	0.54	Strongly Agree
10. The assessments use higher order cognition.	3.51	0.51	Strongly Agree
OVERALL	3.45	0.61	STRONGLY AGREE
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 1:00 – 1.75 Disagree Strongly Disagree

As can be seen in the table on the previous page, the respondents have strongly agreed in most of the indicators in answering the assessment in modular distance learning. This means that all the statements regarding the answering the assessment are evident and true to the modules.

However, among all indicators, the indicator, “The assessments are done by learners alone” got a mean of 2.77 which means that the respondents disagree on the statement. This means that during the period of answering assessment in the modules, children were assisted by their parents. It implies that they are not the only one answering their assessment but their parents/guardian helped in accomplishing their task. According to the focus group discussion, learners revealed that:

R1: “*Ako gani Mama ang mosulat usahay Maam, gikapoy naman gyd kog answer sa module Ma’am, pero usahay ra gyd .*”

R2: “*Tabangan gyd ko ni Mama Ma’am aron madali ang trabaho kay nagdali man akong mama kay naa pay trabaho Ma’am*

R3: *Magtapad man gyd si Papa nako Maam mao tudloan ko niya sa answer.*

Table 3. Learners’ Perception on Delivery of Modular Instruction in terms of Retrieval of Modules

Indicators	Mean	Standard Deviation	Description
1. Modules are returned on the scheduled time and date by guardian or parent.	2.3	0.77	Disagree
2. Modules returned has complete task done.	3.23	0.52	Agree
3. Modules returned are not torn and damaged.	2.29	0.78	Disagree
4. All modules are distributed and returned.	2.51	0.72	Disagree
5. Barangay module drop-off is available as retrieval option	2.68	0.69	Agree
OVERALL	2.48	0.77	DISAGREE

Legend: 3.26 – 4.00 Strongly Agree 1.76 – 2.50 Disagree
2.51 – 3.25 Agree 1.00 – 1.75 Strongly Disagree

The table on the previous page showed the perception of learners on the retrieval of modules. The overall mean is 2.48 which means that the respondents disagreed on most of the indicator under retrieval of modules. This indicated that modules are not returned on scheduled time, some of the modules are returned torn and damage and not all modules are distributed and returned. Based on the focus group discussion, learners revealed that:

R1: “One time Maam, ang akong module kay nayab-an sa kape sa akong papa, so nagisi siya ug nabasa” Nagsorry gyd mi ni Maam apil akong Mama”

R2: “Malate gyd kog submit Maam kay schedule man ang pagadto ni Papa sa school kay d cya available sa retrieval schedule so medyo malate kog kuha ug return sa module.

R3: Usahay kay sa is aka week duh aka module kuhaon ni Mama kay magbantay man siya sa akong manghod Maam dayon usahay magsakit akong manghod, d kaadto si Mama sa school.

Table 4. Parents’ Perception on Delivery of Modular Instruction Learner’s in terms of Module Content

Indicators	Mean	Standard Deviation	Description
1.The module content covered the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.	2.7	0.7	Agree
2. SLM uses a variety (at least 3) of self-directed techniques, learning tasks, and formative assessments.	3	0.53	Agree
3. SLM has content that is logically developed and organized , i.e., lessons/activities are arranged from simple to complex, from observable to abstract.	3.45	0.51	Strongly Agree
4. All content is accurate and free from factual and computational errors.	2.77	0.79	Agree
5. The module’s content is localized for Iligan City learners.	2.29	0.78	Disagree
6. SLM uses various motivational strategies (i.e., advance organizers, puzzles,games) to hook the target user’s interest and engagement.	3.45	0.5	Strongly Agree

7. SLM uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.	2.77	0.79	Agree
8. SLM has written and performance tasks that are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.	3.6	0.49	Strongly Agree
9. SLM develops 21st century skills and higher order cognition (i.e., critical thinking, creativity, learning by doing, problem solving).	3.89	0.54	Strongly Agree
10.SLM integrates desirable values and traits.	3.51	0.51	Strongly Agree
OVERALL	3.14	0.61	AGREE
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 1:00 – 1.75 Disagree Strongly Disagree

The table showed the perception of parents on the module content for modular distance learning modality. As shown, the overall mean of the responses got 3.14 or it means that most of the respondents agreed that the content of the module contains quality and accurate information. Infact, parents strongly agreed that the modular contents are logically developed and organized, has variety of self-directed and motivational techniques and develops 21st century skills and higher order cognition and integrates desirable values and traits.

Moreover, they only agreed that competencies are aligned on the Most Essential Learning Competencies and modules are free from factual and computational error. When asked regarding their responses, one respondent said that:

R1: *“so far, okay man mga modules, wala man kayo sayop.”*

R2: *“Ang uban competencies Ma’am kay d na essential, kablo sad ko Maam kay maestro man ko Maam ug ako gyd nagatudlo sa akong mga bata.”*

R3: *“Naay module na daghan kaayog skills na wala sa MELCs”*

On the other hand, parents disagree that the content of the module is localized or based on the local terms used here in Iligan City. It means that the content of the modules is not based on the language used in the local of Iligan. Although, parents do understand the content, it would be best if it is written as how it is spoken here in Iligan.

Table 5. Parents' Perception on Delivery of Modular Instruction in terms of Answering of Assessment

Indicators	Mean	Standard Deviation	Description
1. The SLM provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies Note: There should at least 3 assessment activities in a module.	3.4	0.54	Strongly Agree
2. SLM has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).	3.45	0.53	Strongly Agree
3. The SLM provides variety of assessment types. Note: There should at least 3 assessment types in a module.	3.45	0.51	Strongly Agree
4. The SLM contains assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.	2.77	0.79	Agree
5. The SLM has assessment activities that ensure active engagement of the learners.	3.6	0.69	Strongly Agree
6. The SLM has answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types.	3.45	0.5	Strongly Agree
7. The SLM has pre- and post- assessment items that are constructed Differently.	2.77	0.79	Agree
8. The assessment are done by learners alone.	2.29	0.78	Disagree
9. The assessments are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.	3.89	0.54	Strongly Agree
10. The assessments use higher order cognition.	3.51	0.51	Strongly Agree
OVERALL	3.45	0.61	STRONGLY AGREE
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 Disagree 1:00 – 1.75 Strongly Disagree

As can be seen in the table on the previous page, the respondents have strongly agreed in most of the indicators in answering the assessment in modular distance learning. This means that all the statements regarding the answering the assessment are evident and true to the modules.

However, among all indicators, the indicator, “The assessment are done by learners alone” got a mean of 2.29 which means that the respondents disagree on the statement. This means that during the period of answering assessment in the modules, parents admitted that they are helping their children answer their modules. It implies that children are not the only one answering their assessment but parents/guardian are extending their hand in accomplishing their children’s task. According to the focus group discussion, parents revealed that:

R1: “Tabangan gyd nako Maam kay unyag sayop iyang answer”

R2: “Maingon man gyd ug gikapoy na siya ug answer Maam mao tabangan nlang nako gyd para mahuman ug dali.

R3: Madugay man Maam kung siya ra moanser mao tabang nako Maam kay aron mahuman mig dali”

R4: Ako gyd Maam kay ako nalang gyd mosulat Maam kay sapoton kos akong anak maghilak kaya kapoyan na daw siya sinulat Man. Pero mosulat man siya pero if motukar, di na gyd mosulat. Makusnotan lage nako kanunay Ma’am.

Additionally, parents agreed that the SLM Assessments have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used and it has pre or post assessment which are constructed differently.

Table 6. Parents' Perception on Delivery of Modular Instruction in terms of Retrieval of Modules

Indicators	Mean	Standard Deviation	Description
1. Modules are returned on the scheduled time and date by guardian or parent.	2.23	0.76	Disagree
2. Modules returned has complete task done.	3	0.52	Agree
3. Modules returned are not torn and damaged.	2.3	0.78	Disagree
4. All modules are distributed and returned.	2.5	0.72	Disagree
5. Barangay module drop-off is available as retrieval option	2.38	0.69	Agree
OVERALL	2.48	0.77	DISAGREE
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 1:00 – 1.75 Disagree Strongly Disagree

The above table showed the perception of parents on the retrieval of modules. The overall mean is 2.48 which means that the respondents disagreed on most of the indicator under retrieval of modules. This indicated that modules are not returned on scheduled time, some of the modules are returned torn and damage and not all modules are distributed and returned. Based on the focus group discussion, parents revealed that:

R1: “Malate gyd ko Maam kay ang day the ting retrieve sa module kay d man ko available kay field man nako na magcollect sa mga payement na akong work so hangyo ko sa teacher na next day ra ko always”.

R2: “Usahay kaning akong anak Maam, ginabilin lang sa bangko ang module, nakita sa manghud, nagisi sa manghod ang module, may nalang nabantayan.

R3: Usahay kay sa kabisi, d gyd nako makuha ang module Maam but momessage man sad ko sa adviser, moOKay ra man sad si Maam, Ma'am.

On the hand, parents agreed that they submit modules of their children with work done and some said that they drop off their module in the Barangay during those times when they experience flu and fever.

Table 7. Teachers' Perception on Delivery of Modular Instruction in terms of Module Content

	Indicators	Mean	Standard Deviation	Description
	1.The module content covered the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.	2.64	0.69	Agree
	2. SLM uses a variety (at least 3) of self-directed techniques, learning tasks, and formative assessments.	3.45	0.53	Strongly Agree
	3. SLM has content that is logically developed and organized , i.e., lessons/activities are arranged from simple to complex, from observable to abstract.	3.42	0.51	Strongly Agree
	4. All content is accurate and free from factual and computational errors.	2.77	0.79	Agree
	5. The module's content is localized for Iligan City learners.	2.29	0.78	Disagree
	6. SLM uses various motivational strategies (i.e., advance organizers, puzzles, games) to hook the target user's interest and engagement.	3.41	0.5	Strongly Agree
	7. SLM uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.	2.77	0.79	Agree
	8. SLM has written and performance tasks that are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.	3.6	0.49	Strongly Agree
	9. SLM develops 21st century skills and higher order cognition (i.e., critical thinking, creativity, learning by doing, problem solving).	3.89	0.54	Strongly Agree
	10.SLM integrates desirable values and traits.	3.51	0.51	Strongly Agree
	OVERALL	3.14	0.61	AGREE
Legend:	3.26 – 4.00	Strongly Agree	1.76 – 2.50	Disagree
	2.51 – 3.25	Agree	1:00 – 1.75	Strongly Disagree

The table showed the perception of teachers on the modular content for modular distance learning modality. As shown, the overall mean of the responses got 3.14 or it means that most of the respondents agreed that the content of the module contains quality and

accurate information. Infact, teachers strongly agreed that the modular contents are logically developed and organized, has variety of self-directed and motivational techniques and develops 21st century skills and higher order cognition and integrates desirable values and traits.

Moreover, they only agreed that competencies are aligned on the Most Essential Learning Competencies since some of the modules are aligned to the curriculum guide instead of MELCs. Also, modules are free from factual and computational error. According to teachers during the focus group discussion, they mentioned that:

R1: *“Ang Regional na mga modules kay dili align sa MELCs, but based on the curriculum guide so need pa namo I unpack ang mga competencies and choose modules na nafall sa MELCs para dili sad mahago ang mga bata.”*

R2: *“usahay kay maghimo kog mga activities na separate sa module kay nay modules na wala sa MELCs.”*

R3: *Despite that some modules are aligned to the curriculum guide and others are aligned to the MELCs.*

On the other hand, teachers disagree that the content of the module is localized or based on the local terms used here in Iligan City. That means that the content of the modules is not based on the language used in the local of Iligan. Although, teachers do understand the content, but it would be best if it is written as how it is spoken here in Iligan.

Table 8. Teachers' Perception on Delivery of Modular Instruction in terms of Answering of Assessment

Indicators	Mean	Standard Deviation	Description
1. The SLM provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies			
Note: There should at least 3 assessment activities in a module.	3.4	0.54	Strongly Agree
2. SLM has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).	3.45	0.53	Strongly Agree

3. The SLM provides variety of assessment types.			
Note: There should at least 3 assessment types in a module.	3.45	0.51	Strongly Agree
4. The SLM contains assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.	2.77	0.79	Agree
5. The SLM has assessment activities that ensure active engagement of the learners.	3.6	0.69	Strongly Agree
6. The SLM has answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types.	3.45	0.5	Strongly Agree
7. The SLM has pre- and post- assessment items that are constructed Differently.	2.77	0.79	Agree
8. The assessment are done by learners alone.	2.2	0.78	Disagree
9. The assessments are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.	3.89	0.54	Strongly Agree
10. The assessments use higher order cognition.	3.51	0.51	Strongly Agree
OVERALL	3.45	0.61	STRONGLY AGREE
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 1:00 – 1.75 Disagree Strongly Disagree

As can be seen in the table, teachers strongly agreed in most of the indicators in answering the assessment in modular distance learning. This means that all the statements regarding the answering the assessment are evident and true to the modules.

However, among all indicators, the indicator, “The assessment are done by learners alone” got a mean of 2.20 which means that teachers disagree on the statement. This means that during the period of answering assessment in the modules, teachers can vouch that learners are not the only one making their task. It implies that teachers believe that children are not the only one answering their assessment based on their answers and penmanship. They think that parents/guardian are helping their children in accomplishing their children’s task. According to the focus group discussion, teachers revealed that:

R1: “*Agi gyd sa ginikanan Ma’am, dili gyd malimod, gwapo kaau ang agi.*”

R2: “*Moangkon man sad ang ginikanan Maam na gitabangan nila ilang anak sa pag-answer.*

R3: *Ma’am naa pod agi sa bata pero ang tinubagan kay tubag gyd sa ginikanan so gradohan nalang nako kaysa way gibuhat na task.*

R4: *Kasabot sad ko sa ginikanan Maam na motabang gyd sila pod sa ilang anak kay dili sad nila gusto na way answer ila anak Maam.*

R5: *Maklaro gyd Maam oi kay ubang ginikanan kay sila nalang man sad mosulat sa answer. Maybe daghan sad sila mga trabaho ug madugay pa sila kung agdon ilang anak so sila nalang gyd moanswer para madali.*

Additionally, teachers agreed that the SLM Assessments have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used and it has pre or post assessment which are constructed differently.

Table 9. Teachers' Perception on Delivery of Modular Instruction in terms of Answering of Assessment

Indicators	Mean	Standard Deviation	Description
1. Modules are returned on the scheduled time and date by guardian or parent.	2.13	0.77	Disagree
2. Modules returned has complete task done.	3.26	0.52	Agree
3. Modules returned are not torn and damaged.	2	0.78	Disagree
4. All modules are distributed and returned.	2	0.72	Disagree
5. Barangay module drop-off is available as retrieval option	2.68	0.69	Agree
OVERALL	2.41	0.77	DISAGREE
Legend:	3.26 – 4.00	Strongly Agree	1.76 – 2.50 Disagree
	2.51 – 3.25	Agree	1.00 – 1.75 Strongly Disagree

The above table showed the perception of teachers on the retrieval of modules. The overall mean is 2.41 which means that the respondents disagreed on most of the indicator under retrieval of modules. This indicated that modules are not returned on scheduled time, some of the modules are returned torn and damage and not all modules are distributed and returned. Based on the focus group discussion, teachers revealed that:

R1: “*Malate gyd makasubmit ug retrieve ang uban ginikanan and that is one of our problem sa modular learning.*”

R2: “*So far based sa akong experience kay motawag man sad ang ginikanan na dili sila makakuha sa module or makauli so mosabot ra sad ko Maam kay motunga man sad sa sunod adlaw.*”

R3: “*Ang pagkuha and pagreturn usa gyd na sa mga barrier sa modular learning, naa gyd uban dugay mopakita pero sabton nalang sad namo.*”

On the hand, teacher agreed that the school has Module Drop-off in the Barangay Hall to cater those parents who can’t submit modules of their children with work done due flu and fever. Modules drop off in the Barangay are being sanitized by teachers upon retrieval.

Table 10. School Heads' Perception on Delivery of Modular Instruction in terms of Module Content

Indicators		Mean	Standard Deviation	Description
1.The module content covered the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.		2.64	0.69	Agree
2. SLM uses a variety (at least 3) of self-directed techniques, learning tasks, and formative assessments.		3.43	0.53	Strongly Agree
3. SLM has content that is logically developed and organized , i.e., lessons/activities are arranged from simple to complex, from observable to abstract.		3.4	0.51	Strongly Agree
4. All content is accurate and free from factual and computational errors.		3.4	0.79	Strongly Agree
5. The module’s content is localized for Iligan City learners.		2.29	0.78	Disagree
6. SLM uses various motivational strategies (i.e., advance organizers, puzzles,games) to hook the target user’s interest and engagement.		3.45	0.5	Strongly Agree
7. SLM uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.		2.77	0.79	Agree
8. SLM has written and performance tasks that are differentiated based on target user’s multiple intelligences, learning styles, and readiness levels.		3.6	0.49	Strongly Agree
9. SLM develops 21st century skills and higher order cognition (i.e., critical thinking, creativity, learning by doing, problem solving).		3.89	0.54	Strongly Agree
10.SLM integrates desirable values and traits.		3.51	0.51	Strongly Agree
OVERALL		3.34	0.61	STRONGLY AGREE
Legend:	3.26 – 4.00	Strongly Agree	1.76 – 2.50	Disagree
	2.51 – 3.25	Agree	1:00 – 1.75	Strongly Disagree

The table on the previous page showed the perception of school heads on the modular content for modular distance learning modality. As shown, the overall mean of the responses got 3.34 or it means that most of the respondents strongly agreed that the content of the module contains quality and accurate information. Infact, school heads strongly agreed that the modular contents are logically developed and organized, has variety of self-directed and motivational techniques and develops 21st century skills and higher order cognition and integrates desirable values and traits.

Moreover, they only agreed that competencies are aligned on the Most Essential Learning Competencies since some of the modules are aligned to the curriculum guide instead of MELCs. Also, modules are free from factual and computational error. According to school heads during the focus group discussion, they mentioned that:

R1: “Since pinaspasa ang printing sa module sa Region ang uban module is not align sa MELCs but most of them kay sa curriculum guide.”

R2: “Though some are not aligned in the MELCS but still good quality content ang modules.”

R3: Okay ra bya pod ang modules, okay iya content. Some are aligned sa MELCs uban kay sa Curriculum guide.

On the other hand, school heads like learners, parents and teachers; disagreed that the content of the module is localized or based on the local terms used here in Iligan City. That means that the content of the modules is not based on the language used in the local of Iligan. Although, school heads do understand the content, but it would be best if it is written as how it is spoken here in Iligan so learners would better understand the content.

Table 11. School Heads' Perception on Delivery of Modular Instruction in terms of Answering of Assessment

Indicators		Mean	Standard Deviation	Description
1. The SLM provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies Note: There should at least 3 assessment activities in a module.		3.39	0.54	Strongly Agree
2. SLM has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).		3.42	0.53	Strongly Agree
3. The SLM provides variety of assessment types. Note: There should at least 3 assessment types in a module.		3.45	0.51	Strongly Agree
4. The SLM contains assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.		2.77	0.79	Agree
5. The SLM has assessment activities that ensure active engagement of the learners.		3.6	0.69	Strongly Agree
6. The SLM has answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types.		3.45	0.5	Strongly Agree
7. The SLM has pre- and post- assessment items that are constructed Differently.		2.77	0.79	Agree
8. The assessment are done by learners alone.		2.24	0.78	Disagree
9. The assessments are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.		3.89	0.54	Strongly Agree
10. The assessments use higher order cognition.		3.51	0.51	Strongly Agree
OVERALL		3.4	0.61	STRONGLY AGREE
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 1:00 – 1.75	Disagree Strongly Disagree

As can be seen in the table, school heads strongly agreed in most of the indicators in answering the assessment in modular distance learning. This means that all the statements regarding the answering the assessment are evident and true to the modules.

However, among all indicators, the indicator, “The assessment are done by learners alone” got a mean of 2.24 which means that teachers disagree on the statement. This means that during the period of answering assessment in the modules, school heads received

feedback on teachers that learners are not the only one making their task. It implies that school heads believe that children are not the only one answering their assessment based on their answers and penmanship. They think that parents/guardian are helping their children in accomplishing their children's task. According to the focus group discussion, school heads revealed that:

R1: *“Mao gyd na complain kasagara sa mga maestro na ang ginikanan moanswer.”*

R2: *“I told my teachers to still consider learner's answer and tell parent to let their children to take responsibility on their work so they would own their own learning.”*

R3: *“Sabton nalang ang bata ug ginikanan”.*

R4: *Common gyd bisan sa online modality, motabang gyd ang mga ginikanan.*

Additionally, school heads agreed that the SLM Assessments have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used and it has pre or post assessment which is constructed differently. The modules come from the Region really has undergone tedious of modular revision before it has been printed and distributed, therefore, it has clear examples and contains error free content.

Table 12. School Heads' Perception on Delivery of Modular Instruction in terms of Retrieval of Modules

Indicators		Mean	Standard Deviation	Description
1. Modules are returned on the scheduled time and date by guardian or parent.		2.3	0.77	Disagree
2. Modules returned has complete task done.		3.23	0.52	Agree
3. Modules returned are not torn and damaged.		2.29	0.78	Disagree
4. All modules are distributed and returned.		2.51	0.72	Disagree
5. Barangay module drop-off is available as retrieval option		2.68	0.69	Agree
OVERALL		2.48	0.77	DISAGREE
Legend:	3.26 – 4.00	Strongly Agree	1.76 – 2.50	Disagree
	2.51 – 3.25	Agree	1:00 – 1.75	Strongly Disagree

The table on the previous page showed the perception of school heads on the retrieval of modules. The overall mean is 2.48 which means that the respondents disagreed on most of the indicator under retrieval of modules. This indicated that modules are not returned on scheduled time, some of the modules are returned torn and damage and not all modules are distributed and returned. Based on the focus group discussion, school heads revealed that:

R1: *“Malate gyd makasubmit ug retrieve ang uban ginikanan and that is one of our problem sa modular learning. Mao sad na among ginareport sa Division.*

R2: *“So far on my supervision to teachers kay motawag man sad ang ginikanan na dili sila makakuha sa module or makauli so mosabot ra sad amg teacher Maam kay motunga man sad sa sunod adlaw.*

R3: *Ang pagkuha and pagreturn usa gyd na sa mga barrier sa modular learning, naa gyd uban dugay mopakita pero sabton nalang sad sa maestro. I kept reminding them to be extra kind to parents during pandemic kay naa sad na sila pinagdadaan.*

On the hand, school heads agreed that the school has Module Drop-off in the Barangay Hall, as one of the best practices of the school for modular learning inorder to cater those parents who can't submit modules of their children with work done due flu and fever. Modules drop off in the Barangay are being sanitized by teachers upon retrieval.

Table 13. Learners' Perception on Online Delivery Modality in terms of Online Delivery

Indicators	Mean	Standard Deviation	Description
1. The Online Instruction provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies Note: There should at least 3 assessment activities in a module.	3.4	0.54	Strongly Agree
2. Online Instruction has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).	3.45	0.53	Strongly Agree
3. The Online Instruction provides variety of assessment types. Note: There should at least 3 assessment types in a module.	3.45	0.51	Strongly Agree

4. The online instruction provides assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.	2.77	0.79	Agree
5. Online Instructions has assessment activities that ensure active engagement of the learners.	3.6	0.69	Strongly Agree
6. The Online Instruction provides answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types.	3.45	0.5	Strongly Agree
7. The Online instruction has pre- and post-assessment items that are constructed Differently.	2.77	0.79	Agree
8. The assessment in Online Instruction are done by learners alone.	2.29	0.78	Disagree
9. The assessments in Online Instruction are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.	3.89	0.54	Strongly Agree
10. The assessments in Online Instruction use higher order cognition.	3.51	0.51	Strongly Agree
OVERALL	3.45	0.61	STRONGLY AGREE
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 1:00 – 1.75 Disagree Strongly Disagree

The table showed the perception learners on the online delivery for online distance learning modality. As shown, the overall mean of the responses got 317 or it means that most of the respondents agreed that online delivery uses effective strategies and techniques that actively engage students in the learning process. Infact, learners strongly agreed that the online delivery uses asynchronous and synchronous tool effectively, incorporates multimedia and visual resources into an online module, instruction based on students' learning styles and needs and assists students in assimilating information to gain understanding and knowledge, and uses an online Learning Management System (LMS) to modify and add content and assessment.

Moreover, they only agreed that builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and

creativity. Learners agreed that online delivery even demonstrates an awareness of how the use of technology may impact their testing performance and informs them their right to privacy and the conditions under which their names or online submissions may be shared with others. Based on the focus group discussion, learners revealed that:

R1: *“During orientation, giinform name ni Maam regarding sa among right to Privacy.”*

R2: *“Ganahan ko sa online class kay ginadevelop sa amoa ang independence in doing our work”.*

R3: *Sa online delivery, we build lasting friendship sa akong mga classmate. We chatted and talked about our lesson after class and helped one another.*

Table 14. Learners' Perception on Online Delivery Modality in terms of Answering of Assessment

Indicators	Mean	Standard Deviation	Description
1. The Online Instruction provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies Note: There should at least 3 assessment activities in a module.	3.4	0.54	Strongly Agree
2. Online Instruction has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).	3.45	0.53	Strongly Agree
3. The Online Instruction provides variety of assessment types. Note: There should at least 3 assessment types in a module.	3.45	0.51	Strongly Agree
4. The online instruction provides assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.	2.77	0.79	Agree
5. Online Instructions has assessment activities that ensure active engagement of the learners.	3.6	0.69	Strongly Agree
6. The Online Instruction provides answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types.	3.45	0.5	Strongly Agree
7. The Online instruction has pre- and post-assessment items that are constructed Differently.	2.77	0.79	Agree
8. The assessment in Online Instruction are done by learners alone.	2.29	0.78	Disagree

9. The assessments in Online Instruction are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.	3.89	0.54	Strongly Agree
10. The assessments in Online Instruction use higher order cognition.	3.51	0.51	Strongly Agree
OVERALL	3.45	0.61	STRONGLY AGREE
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 1:00 – 1.75
			Disagree Strongly Disagree

As can be seen in the table, learners strongly agreed in most of the indicators in answering the assessment in online distance learning. This means that all the statements regarding the answering the assessment are evident and true to the online delivery.

However, among all indicators, the indicator, “The assessment is done by learners alone” got a mean of 2.29 which means that learners disagree on the statement. This means that during the period of answering assessment online, learners admitted that they are not the only one making their task. It implies that parents/guardian really helped their children in accomplishing their children's task. According to the focus group discussion, learners revealed that:

R1: *“Tabangan man ko sa akong Mama Ma'am to make sure na correct akong gisubmit”*

R2: *“Ako nagahimo sa akong work Ma'am pero ginacheck ni Mama and make sure correct akong ginasubmit na work sa Google Classroom.”*

R3: *“Magdali akong Mama, busy sad si Papa, si Mama na ang moanser Maam.”*

R4: *“Motabang gyd ang akong ginikanan Maam bisan akong classmate, tabangan sad daw sila”*

Additionally, learners agreed that the Online Delivery Assessments have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used and it has pre or post assessment which are constructed differently.

Table 15. Learners' Perception on Online Delivery Modality in terms of Internet Connectivity

	Indicators	Mean	Standard Deviation	Description
	1. Internet connectivity allows one to stay connected from the start until the end of the online class.	2.3	0.77	Disagree
	2. It allows you to redirect outside the Google Meet.	3.23	0.52	Agree
	3. It allows you to download and upload files.	2.29	0.78	Disagree
	4. It allows you to participate in online class discussion.	2.51	0.72	Disagree
	5. It is fast and speedy.	2.51	0.69	Agree
	OVERALL	2.48	0.77	DISAGREE
Legend:	3.26 – 4.00	Strongly Agree	1.76 – 2.50	Disagree
	2.51 – 3.25	Agree	1.00 – 1.75	Strongly Disagree

The above table showed the perception of learners on the internet connectivity of online delivery. The overall mean is 2.48 which means that the respondents disagreed on most of the indicator under internet connectivity. This indicated that the respondent disagree that the internet connectivity allows one to stay connected from the start until the end of the online class, allows one to download and upload files and allows one to participate in online class discussion. Based on the focus group discussion, learners revealed that:

R1: *“Data ra gyd mi Ma’am, limited ra among internet connection.”*

R2: *“Naa man mi Internet Maam so okay ra bya pero mowala ra kalit ang Internet.”*

R3: *“So far, steady ang internet Ma’am pero limited ra gyd siya para namo na data ra.”*

R4: *“Okay man noon akong internet Ma’am. So far maka participate ko pero akong classmate mangawala man sa among discussion then pilit pilit iya net.”*

On the hand, there are also learners who agreed that their internet connectivity can redirect to browser outside Google Meet and their internet is fast and speedy. These are for learners who have broadband connection and not just mobile data.

Table 16. Parents' Perception on Online Delivery Modality in terms of Online Delivery

Indicators	Mean	Standard Deviation	Description
1. Online Delivery Utilizes synchronous and asynchronous tools (e.g., discussion boards, chat tools, electronic whiteboards) effectively.	2.64	0.69	Agree
2. Online delivery uses an online Learning Management System (LMS) to modify and add content and assessment.	3.4	0.53	Strongly Agree
3. It incorporates multimedia and visual resources into an online module.	3.45	0.51	Strongly Agree
4. It Demonstrates effective strategies and techniques that actively engage students in the learning process (e.g., team problem-solving, in-class writing, analysis, synthesis and evaluation instead of passive lectures	2.71	0.79	Agree
5. It builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and creativity.	2.77	0.79	Agree
6. It differentiates instruction based on students' learning styles and needs and assists students in assimilating information to gain understanding and knowledge	3.45	0.5	Strongly Agree
7. It demonstrates an awareness of how the use of technology may impact student testing performance.			
8. It informs students of their right to privacy and the conditions under which their names or online submissions may be shared with others.	2.8	0.79	Agree
	3.17	0.61	Agree
9. It demonstrates the ability to anticipate challenges and problems in the online classroom.	3.9	0.54	Strongly Agree
10. It demonstrates an understanding of the perspective of the online student through appropriate responsiveness and a supportive attitude toward students.	3.51	0.51	Strongly Agree
OVERALL	3.2	0.61	AGREE
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 1.00 – 1.75 Disagree Strongly Disagree

The table showed the perception parents on the online delivery for online distance learning modality. As shown, the overall mean of the responses got 3.20 or it means that most of the respondents agreed that online delivery uses effective strategies and techniques that actively engage students in the learning process. Infact, parents like their children strongly agreed that the online delivery uses asynchronous and synchronous tool effectively, incorporates multimedia and visual resources into an online module, instruction based on students' learning styles and needs and assists students in assimilating information to gain understanding and knowledge, and uses an online Learning Management System (LMS) to modify and add content and assessment.

Moreover, parents only agreed that builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and creativity. Also parents agreed that online delivery even demonstrates an awareness of how the use of technology may impact their testing performance and informs them their right to privacy and the conditions under which their names or online submissions may be shared with others. Based on the focus group discussion, parents revealed that:

R1: *“During orientation, giinform name ni Maam regarding sa rights to Privacy sa mga bata.”*

R2: *“Ganahan ko sa online class kay ginadevelop sa mga bata ang independence in doing their work pero ginahelp japon namo ilang paghimo ug assignment.”*

R3: *“Akong anak kay nakavideo call sila sa iya classmate sa ilang lesson and they are friends”.*

Table 17. Parents' Perception on Online Delivery Modality in terms of Online Delivery

Indicators		Mean	Standard Deviation	Description
1. The Online Instruction provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies Note: There should at least 3 assessment activities in a module.		3.4	0.54	Strongly Agree
2. Online Instruction has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).		3.45	0.53	Strongly Agree
3. The Online Instruction provides variety of assessment types. Note: There should at least 3 assessment types in a module.		3.45	0.51	Strongly Agree
4. The online instruction provides assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.		2.77	0.79	Agree
5. Online Instructions has assessment activities that ensure active engagement of the learners.		3.6	0.69	Strongly Agree
6. The Online Instruction provides answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types.		3.45	0.5	Strongly Agree
7. The Online instruction has pre- and post-assessment items that are constructed Differently.		2.77	0.79	Agree
8. The assessment in Online Instruction are done by learners alone.		2.21	0.78	Disagree
9. The assessments in Online Instruction are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.		3.89	0.54	Strongly Agree
10. The assessments in Online Instruction use higher order cognition.		3.51	0.51	Strongly Agree
OVERALL		3.43	0.61	STRONGLY AGREE
Legend:		3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 1:00 – 1.75 Disagree Strongly Disagree

As can be seen in the table, parents strongly agreed in most of the indicators in answering the assessment in online distance learning. This means that all the statements regarding the answering the assessment are evident and true to the online delivery.

However, among all indicators, the indicator, “The assessment is done by learners alone” got a mean of 2.21 which means that learners disagree on the statement. This means that during the period of answering assessment online, parents admitted that they are helping their children in making their task. It implies that it is not only their children do their assignment but they are helping them to make sure all their works are correct. According to the focus group discussion, parents revealed that:

R1: “*Tabangan gyd nako akong anak sa ilang online assignment Maam.*”

R2: “*Ako nagahimo sa iya work Ma’am pero ginaexplain nako sa akong anak.*”

R3: “*Magdali akong man gyd ko Maam then I want correct iya work so tabangan nako cya.*”

R4: “*Mohelp ko Maam pero I make sure na ang akong anak gyd to na ideas.*”

Additionally, parents agreed that the Online Delivery Assessments have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used and it has pre or post assessment which are constructed differently.

Table 18. Parents' Perception on Online Delivery Modality in terms of Internet Connectivity

Indicators	Mean	Standard Deviation	Description
1. Internet connectivity allows one to stay connected from the start until the end of the online class.	2.31	0.77	Disagree
2. It allows you to redirect outside the Google Meet.	3.22	0.52	Agree
3. It allows you to download and upload files.	2.25	0.78	Disagree
4. It allows you to participate in online class discussion.	2.5	0.72	Disagree
5. It is fast and speedy.	2.58	0.69	Agree
OVERALL	2.4	0.77	DISAGREE
Legend:	3.26 – 4.00	Strongly Agree	1.76 – 2.50 Disagree
	2.51 – 3.25	Agree	1:00 – 1.75 Strongly Disagree

The above table showed the perception of parents on the internet connectivity of online delivery. The overall mean is 2.40 which means that the respondents disagreed on most of the indicator under internet connectivity. This indicated that the respondent disagree that the internet connectivity allows one to stay connected from the start until the end of the online class, allows one to download and upload files and allows one to participate in online class discussion. Based on the focus group discussion, learners revealed that:

R1: “Data ra gyd ning sa akong anak Ma’am, limited ra iyang internet connection. Mao nang daghan sila activity mawala na siya kay nahurot na ang data.

R2: “Naa man mi Internet Maam so okay ra bya pero mowala ra kalit ang Internet moreklamo akong anak.

R3: So far, steady ang internet sa akong anak Ma’am pero limited ra gyd siya para namo na data ra.

R4: Okay man noon akong anak sa iya internet Ma’am. So far maka participate man siya sa klase.

On the hand, there are also parents who agreed that their internet connectivity can redirect their children to browser outside Google Meet and their internet is fast and speedy. These are for learners who have broadband connection and not just mobile data.

Table 19. Teachers' Perception on Online Delivery Modality in terms of Online Modality

Indicators	Mean	Standard Deviation	Description
1. Online Delivery Utilizes synchronous and asynchronous tools (e.g., discussion boards, chat tools, electronic whiteboards) effectively.	2.64	0.69	Agree
2. Online delivery uses an online Learning Management System (LMS) to modify and add content and assessment.	3.45	0.53	Strongly Agree
3. It incorporates multimedia and visual resources into an online module.	3.45	0.51	Strongly Agree

4.It Demonstrates effective strategies and techniques that actively engage students in the learning process (e.g., team problem-solving, in-class writing, analysis, synthesis and evaluation instead of passive lectures	2.77	0.79	Agree	
5. It builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and creativity.	2.77	0.79	Agree	
6. It differentiates instruction based on students’ learning styles and needs and assists students in assimilating information to gain understanding and knowledge	3.45	0.5	Strongly Agree	
7.It demonstrates an awareness of how the use of technology may impact student testing performance.				
8. It informs students of their right to privacy and the conditions under which their names or online submissions may be shared with others.	2.77	0.79	Agree	
	3.17	0.61	Agree	
9.It demonstrates the ability to anticipate challenges and problems in the online classroom.	3.89	0.54	Strongly Agree	
10. It demonstrates an understanding of the perspective of the online student through appropriate responsiveness and a supportive attitude toward students.	3.51	0.51	Strongly Agree	
OVERALL	3.19	0.61	AGREE	
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 1:00 – 1.75	Disagree Strongly Disagree

The table showed the perception teacher on the online delivery for online distance learning modality. As shown, the overall mean of the responses got 3.19 or it means that most of the respondents agreed that online delivery uses effective strategies and techniques that actively engage students in the learning process. Infact, teachers strongly agreed that the online delivery uses asynchronous and synchronous tool effectively, incorporates multimedia and visual resources into an online module, instruction based on students' learning styles and needs and assists students in assimilating information to gain understanding and knowledge,

and uses an online Learning Management System (LMS) to modify and add content and assessment.

Moreover, teachers only agreed that builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and creativity. Teachers agreed that online delivery even demonstrates an awareness of how the use of technology may impact their testing performance and informs them their right to privacy and the conditions under which their names or online submissions may be shared with others. Based on the focus group discussion, learners revealed that:

R1: *“During orientation, I inform learners and parents on the right of privacy.*

R2: *“Online class develops the independence of learners, during break out session they also learn to work with others.*

R3: *Sa online delivery, they build camaraderie and friendship among their classmates.*

Table 20. Teachers' Perception on Online Delivery Modality in terms of Answering of Assessment

Indicators	Mean	Standard Deviation	Description
1. The Online Instruction provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies Note: There should at least 3 assessment activities in a module.	3.4	0.54	Strongly Agree
2. Online Instruction has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).	3.43	0.53	Strongly Agree
3. The Online Instruction provides variety of assessment types. Note: There should at least 3 assessment types in a module.	3.4	0.51	Strongly Agree
4. The online instruction provides assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.	3.75	0.79	Strongly Agree

5. Online Instructions has assessment activities that ensure active engagement of the learners.	3.58	0.69	Strongly Agree
6. The Online Instruction provides answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types.	3.01	0.5	Agree
7. The Online instruction has pre- and post-assessment items that are constructed Differently.	2.77	0.79	Agree
8. The assessment in Online Instruction are done by learners alone.	2.27	0.78	Disagree
9. The assessments in Online Instruction are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.	3.89	0.54	Strongly Agree
10. The assessments in Online Instruction use higher order cognition.	3.49	0.51	Strongly Agree
OVERALL	3.29	0.61	STRONGLY AGREE
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 1:00 – 1.75 Disagree Strongly Disagree

As can be seen in the table, learners strongly agreed in most of the indicators in answering the assessment in online distance learning. This means that all the statements regarding the answering the assessment are evident and true to the online delivery.

However, among all indicators, the indicator, “The assessment is done by learners alone” got a mean of 2.27 which means that teachers disagree on the statement. This means that during the period of answering assessment online, teachers have recorded and noticed instances where learners are not the only one making their task. It implies that parents/guardian really helped their children in accomplishing their children's task. According to the focus group discussion, teachers revealed that:

R1: “*Ginatabangan gyd nila Ma'am kay lahi ra gyd ang answer sa bata og mag-oral mi.*”

R2: “*Motug-an man sad sila na they work together with their parents.*”

R3: “Naa times na difficult for them ang task that they need help from their parents.

R4: “Others would say sila nagdo sa ila work but ginadouble check sa ila Mama”

Additionally, teachers agreed that the Online Delivery Assessments have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used, provides answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types and it has pre or post assessment which are constructed differently.

Table 21. Teachers' Perception on Online Delivery Modality in terms Internet Connectivity

Indicators	Mean	Standard Deviation	Description
1. Internet connectivity allows one to stay connected from the start until the end of the online class.	2.29	0.77	Disagree
2. It allows you to redirect outside the Google Meet.	3	0.52	Agree
3. It allows you to download and upload files.	2.29	0.78	Disagree
4. It allows you to participate in online class discussion.	2.4	0.72	Disagree
5. It is fast and speedy.	2.51	0.69	Agree
OVERALL	2.49	0.77	DISAGREE
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 1:00 – 1.75
			Disagree Strongly Disagree

The above table showed the perception of teachers on the internet connectivity of online delivery. The overall mean is 2.49 which means that the respondents disagreed on most of the indicator under internet connectivity. This indicated that the respondent disagree that the internet connectivity allows one to stay connected from the start until the end of the online class, allows one to download and upload files and allows one to participate in online class discussion. Infact, teachers do complain that slow internet connectivity is one of the barriers on online teaching since learners get lost while teachers are discussing, learners are

asked to speak during oral participation and when they have their break out session. Based on the focus group discussion, teachers revealed that:

R1: *“Stable gyd ang nay katong broadband na mga modem pero if data hinay gyd.”*

R2: *“Naa man mi Internet Maam so okay ra bya pero mowala ra kalit ang Internet so mawala sad akong learner sa klase.*

R3: *So far, steady ang internet sa akong nila Ma’am pero limited ra gyd siya Sa mga nagdata ra sa ilang mobile.*

R4: *Okay man noon sa ubang bata ila internet Ma’am. So far maka participate man sila sa klase.*

On the hand, there are also teachers who agreed that their internet connectivity can redirect their children to browser outside Google Meet and their internet is fast and speedy. These are for learners who have broadband connection and not just mobile data.

Table 22. School Heads' Perception on Online Delivery Modality in terms of Online Modality

Indicators	Mean	Standard Deviation	Description
1. Online Delivery Utilizes synchronous and asynchronous tools (e.g., discussion boards, chat tools, electronic whiteboards) effectively.	2.64	0.69	Agree
2. Online delivery uses an online Learning Management System (LMS) to modify and add content and assessment.	3.41	0.53	Strongly Agree
3. It incorporates multimedia and visual resources into an online module.	3.4	0.51	Strongly Agree
4. It Demonstrates effective strategies and techniques that actively engage students in the learning process (e.g., team problem-solving, in-class writing, analysis, synthesis and evaluation instead of passive lectures	2.77	0.79	Agree
5. It builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and creativity.	2.77	0.79	Agree
6. It differentiates instruction based on students' learning styles and needs and assists students in			

assimilating information to gain understanding and knowledge	3.45	0.5	Strongly Agree
7.It demonstrates an awareness of how the use of technology may impact student testing performance.	2.77	0.79	Agree
8. It informs students of their right to privacy and the conditions under which their names or online submissions may be shared with others.	3.17	0.61	Agree
9.It demonstrates the ability to anticipate challenges and problems in the online classroom.	3.8	0.54	Strongly Agree
10. It demonstrates an understanding of the perspective of the online student through appropriate responsiveness and a supportive attitude toward students.	3.4	0.51	Strongly Agree
OVERALL	3.15	0.61	AGREE
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 Disagree 1:00 – 1.75 Strongly Disagree

The table showed the perception teacher on the online delivery for online distance learning modality. As shown, the overall mean of the responses got 3.15 or it means that most of the respondents agreed that online delivery uses effective strategies and techniques that actively engage students in the learning process. Infact, school heads strongly agreed that the online delivery uses asynchronous and synchronous tool effectively, incorporates multimedia and visual resources into an online module, instruction based on students' learning styles and needs and assists students in assimilating information to gain understanding and knowledge, and uses an online Learning Management System (LMS) to modify and add content and assessment. Based on the focus group conducted to school heads, they said that:

R1: *“Teachers are very innovative, naa silay mga video presentation that really can get the attention of learners.”*

R2: *“Lingaw ang bata, interested sila maminaw sa online class nila kay daghan visual resources ginapakita si teacher”*

R3: *“As per observation sa Online Class, okay siya naa silay LMS through Google Classroom, magadd ug lesson si teacher sa classroom and give assessment.*

Moreover, school heads only agreed that builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and creativity. Also school heads agreed that online delivery even demonstrates an awareness of how the use of technology may impact their testing performance and informs them their right to privacy and the conditions under which their names or online submissions may be shared with others.

Table 23. School Heads' Perception on Online Delivery Modality in terms of Answering of Assessment

Indicators	Mean	Standard Deviation	Description
1. The Online Instruction provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies			
Note: There should at least 3 assessment activities in a module.	3.4	0.54	Strongly Agree
2. Online Instruction has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).	3.45	0.53	Strongly Agree
3. The Online Instruction provides variety of assessment types.			
Note: There should at least 3 assessment types in a module.	3.45	0.51	Strongly Agree
4. The online instruction provides assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.	2.77	0.79	Agree
5. Online Instructions has assessment activities that ensure active engagement of the learners.	3.6	0.69	Strongly Agree
6. The Online Instruction provides answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types.	3.45	0.5	Strongly Agree
7. The Online instruction has pre- and post-assessment items that are constructed Differently.	2.77	0.79	Agree
8. The assessment in Online Instruction are done by learners alone.	2.4	0.78	Disagree

9. The assessments in Online Instruction are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.	3.89	0.54	Strongly Agree
10. The assessments in Online Instruction use higher order cognition.	3.51	0.51	Strongly Agree
OVERALL	3.45	0.61	STRONGLY AGREE
Legend:	3.26 – 4.00 2.51 – 3.25	Strongly Agree Agree	1.76 – 2.50 Disagree 1.00 – 1.75 Strongly Disagree

As can be seen in the table, school heads strongly agreed in most of the indicators in answering the assessment in online distance learning. This means that all the statements regarding the answering the assessment are evident and true to the online delivery.

However, among all indicators, the indicator, “The assessment is done by learners alone” got a mean of 2.40 which means that school heads disagree on the statement. This means that during the period of answering assessment online, school heads through teachers’ feedback believed that parents are helping their children in making their task. It implies that it is not only children who do their assignment but parents/guardian are helping them to make sure all their works are correct. According to the focus group discussion, school heads revealed that:

R1: “*Tabangan gyd nila ilang anak sa online assignment Maam.I think that is normal for parents to get involved.*”

R2: “*They admitted and teachers can see the difference sa work sa ilang learner and those assisted by parents.*”

R3: “*There are some parents who let their children do the task but they check.*”

R4: “*Mohelp gyd sila Maam.*”

Additionally, school heads agreed that the Online Delivery Assessments have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used and it has pre or post assessment which are constructed differently.

Table 24. School Heads' Perception on Online Delivery Modality in terms of Internet Connectivity

Indicators		Mean	Standard Deviation	Description
1. Internet connectivity allows one to stay connected from the start until the end of the online class.		2.3	0.77	Disagree
2. It allows you to redirect outside the Google Meet.		3.2	0.52	Agree
3. It allows you to download and upload files.		2.3	0.78	Disagree
4. It allows you to participate in online class discussion.		1.76	0.72	Disagree
5. It is fast and speedy.		2.54	0.69	Agree
OVERALL		2.42	0.77	DISAGREE
Legend:	3.26 – 4.00	Strongly Agree	1.76 – 2.50	Disagree
	2.51 – 3.25	Agree	1.00 – 1.75	Strongly Disagree

The above table showed the perception of school heads on the internet connectivity of online delivery. The overall mean is 2.42 which means that the respondents disagreed on most of the indicator under internet connectivity. This indicated that the school heads disagree that the internet connectivity allows one to stay connected from the start until the end of the online class, allows one to download and upload files and allows one to participate in online class discussion. Infact, school heads get feedbacks from teachers that slow internet connectivity is one of the barriers on online teaching since learners get lost while teachers are discussing, learners are asked to speak during oral participation and when they have their break out session. Based on the focus group discussion, teachers revealed that:

R1: *“Stable gyd ang nay katong broadband na mga modem pero if data hinay gyd.” Mao na feedback sa tanan”*

R2: *“Naa man mi Internet Maam so okay ra bya pero mowala ra kalit ang Internet so mawala mga bata even ang teacher if magflactuate iya internet.”*

R3: *“So far, steady ang internet sa kadaghanan Ma’am pero limited ra gyd siya Sa mga nagdata ra sa ilang mobile. So much better online class gyd dili ra data para makaparticipate sila sa entire online discussion.*

R4: “Okay man noon sa ubang bata ila internet Ma’am. So far maka participate man sila sa klase but nay time mawala silag kalit.”

On the hand, school heads agreed that their internet connectivity can redirect children to browser outside Google Meet and their internet is fast and speedy. These are for learners who have broadband connection and not just mobile data.

2. What are the best practices employed by learners, parents, teachers and school leaders to dealing with the following:

- a. Modular learning modality, and
- b. Online learning modality?

Table 25. Best Practices Employed by Learners, Parents, Teachers and School Leaders in terms of Modular Learning Modality

Best Practices	Percentage	People Involved
Communicate Regularly to Parents and Learners	100%	Teachers, Parents, Learners
Create Group Chat for Parents and Learners	100%	Teachers, Parents, Learners
Conduct Home visitation Regularly	55%	Teachers, Parents, Learners
Conduct Learning Modality Supervision on the Distribution and Retrieval of Module Regularly	100%	School Heads and Teachers
Communicate to Teachers through Group Chat/Call	100%	Parents, Teachers
Conduct Face-to-Face Consultation to Parents	45%	Parents, Teachers
Module Drop-Off in Barangay Hall	20%	Parents, Teachers
Submission of Modules on Time	75%	Learners

Based on the table above, it can be gleaned that the common teacher’s best practices are communicating regularly to parents and creating group chat for them and to learners to constantly send important information on the latest updates in concerning school and learner’s performance. Additionally, 55% of the responded said that they are conducting home visitation regularly to check how learners are doing during pandemic and encouraging

them to continue to work with their modules. There are also 45% who conducted face to face consultation to parents to address important concerns of parents so they can better assist their children.

For parents, 100% of them responded that if they have concerns regarding their children's performance, their best practice is to call the teacher or message them in their messenger. 20% of the parents also said that they are practicing module drop-off in Barangay Hall. This is for parents who are experiencing symptoms of COVID such as fever and cough. 75% of the learners said that they are doing their best to submit their modules on time. During focus group discussion, responses of the respondents stated that:

R1: *"Mohimo gyud mi sa among module task, Ma'am para masubmit sa among Mama ang module on time"*

R2: *"Kasuk-an ko sa akong Papa Ma'am if di masubmit ang module on time kay textsan ug tawagan daw sila ni Ma'am. Mochat sad si Maam sa among GC."*

R3: *"Mosubmit gyd ko early Maam para nay extra points ka Ma'am and Makastart pod early sa next module."*

Lastly, 100% of the school heads responded that their best practice is to conduct supervision of the distribution and retrieval of modules regularly.

Table 26. Best Practices Employed by Learners, Parents, Teachers and School Leaders in terms of Online Learning Modality

Best Practices	Percentage	People Involved
Communicate Regularly to Parents and Learners	100%	Teachers, Parents, Learners
Create Group Chat for Parents and Learners	100%	Teachers, Parents, Learners
Conduct Home visitation	65%	Teachers, Parents, Learners
Conduct Online Learning Modality Supervision	100%	School Heads and Teachers
Communicate to Teachers through Group Chat/Call	100%	Parents, Teachers
Conduct Parent Online Consultation	100%	Parents, Teachers
Conduct Online Learner Consultation and Remediation	76%	Teacher, Learners
Submit online task on time	99%	Learners

The table showed that the common best practices of teachers are communicating regularly to parents and learners, creating group chat for them and conducting parent consultation and 76% said are conducting learner online consultation and remediation. Based on the focus group discussion conducted to Online teachers, 100% of them responded that:

R1: *“Effective kayo ang parent online consultation kay you can share to parents ways which would help them assist thier children at home better”*

R2: *“Regular caller gyud ko sa akong parents labi nag wala ka submit ug task ilang anak, naga regular gyd ko ug tawag sa ila. And malipay sad sila kay maupdate man sad sila aron matutukan ila anak.”*

R3: *“Importante gyd na constant atong communication sa atong parents para makabalo sila sa dagan sa mga activities sa ilang mga anak ug updated sila sa mga needs sa bata.*

R4: *“Naga online remediation sad ko Ma’am kay usahay moingon man gyd ang mga bata na wala sila kasabot sa video na gipresent and naa gyd pod slow learners sa online so need gyd mag online consultation and remediation.”*

For parents, 100% of them responded that if they have concerns regarding their children’s performance, their best practice is to call the teacher or message them in their messenger. 100% of the parents also said that they are attending online consultation conducted by parents. This is one way to address their concerns on topic they don’t know how to teach their children and ask teachers regarding the performance of their kids. Among the responses during the focus group discussion, they said that:

“R1: *“Sa Online Parents Consultation Ma’am kay makapangutana gyd ko sa maestro unsaon pagtudlo kay naa gyd lesson particularly sa Math na dili gyd ko kabalo unsaon pagtudlo akong anak. Matudloan ko sa maestra.”*

R2: *Makapangutana sad ko if nagaparticipate ba akong anak Maam sa online class kay usahay makakita ko while nagonline class, lili sad siya sa TV.*

99% of the online learners said that they are doing their best to submit their online task on time. Submitting online task and assignment late can affect learner's grade. Sometimes, teachers won't even acknowledge works which are submitted late since that is part of their class rules during the Online Class orientation. Also learners, do attend online consultation conducted by teacher especially those who need remediation in class particularly in subject areas like Math and Science

Lastly, just like the Modular Learning Modality, 100% of the school heads responded that their best practice is to conduct online supervision to teachers conducting online classes.

3. What policy recommendation can be made to address the existing perception of learners, parents, teachers and school leaders and improve the delivery of alternative delivery modalities in schools?

Based on the result on the perception of learners, parents, teachers and school leaders and improve the delivery of alternative delivery modalities in schools, Policy recommendations are suggested below:

Table 27. Suggested Policy Recommendations

Perception of Learners, Parents, Teachers and School Heads which needs attention (Modular and Online Modality)	Policy Recommendation
The module content covered the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.	Revise the module and align it based on the targeted MELCS intended for the quarter.
The module's content is localized for Iligan City.	Revise the module and localize it according to the area's language.
The assessment are done by learners alone.	Clearly emphasize the role of parents before, during and after the alternative learning modality.
Modules are returned on scheduled time and date by parents/guardian	

Modules returned has complete task done.

Develop strategies among learners, parents, teachers and school heads that ensure prompt submission of modules with complete task done and module not torn or damaged.

Modules returned are not torn and damaged

It allows you to redirect outside the Google Meet.

Partner with Internet Connecting Companies (PLDT, Globe, Cable Net) to provide stronger bandwidth

It allows you to download and upload files

It allows you to participate in online class discussion.

Recommendations

Based on the result of the study, the researchers recommend the following:

1. Constitutionalize the implementation of alternative deliver modality (Modular or online) on challenging situations such as:
 - a. presence of calamities or disaster;
 - b. presence of health emergencies;
 - b. shortage of teachers and classroom;
 - c. existence of peace and order and
 - d. authorized use of classroom as temporary evacuation center
2. Localize all Self-Learning Modules and Align them to the Most Essential Learning Competencies (MELCs) approved and considered final by the DepEd Central Office.
3. Schools must avail Internet Connectivity with higher bandwidth which teacher and learners can access anytime with in the school premises.

VII. Dissemination and Advocacy Plans

Result of the study will be forwarded to the school leaders to be cascaded to learners, parents and teachers to improve implementation and address issues on alternative delivery modalities such as modular and online modality.

Furthermore, a handbook on better implementation of ADM will be crafted and distributed to learners, parents and teacher and school heads to explain the rationale and purpose of said handbook.

Learning Action Cell and orientation will be conducted to increase awareness prepare learners, parents, teachers and school heads to better implement the ADM both modular and online.

VIII. References

- Alonso Dias, L., and Blazquez Entonado, F. (2009). Are the Functions of Teachers in e-Learning and Face-to-Face Learning Environments Really Different? *Educational Technology & Society*. 12(4), 331-343
- Article XIV Section 1 & 2, 1987 Constitution
- Brownstein, B., Brownstein, D., Gerlowski, D.(2008). Web-Based vs. Face-to-Face MBA Classes: A Comparative Assessment Study, *Journal of College Teaching & Learning* 5 (11) ,41-48.
- Chen, C. and Jones, K. (2007, January). Blended Learning vs. Traditional Classroom Settings: Assessing Effectiveness and Student Perceptions in an MBA Accounting Course [Electronic version]. *The Journal of Educators Online*. Vol. 4. No. 1.
- Gibson J. (2008). A Comparison of Student Outcomes and Student Satisfaction in Three MBA Human Resource Management Classes Based on Traditional vs. Online Learning, *Journal of College Teaching & Learning*, 5 (8) ,1-10
- Haavind, S. (2000, Fall). Why Don't Face-to-Face Teaching Strategies Work In the Virtual Classroom? [Electronic version]. *The Concord Consortium*. Vol. 4 No. 3.
- K-12 Basic Education, RA 10533, 2013
- Kirtman, L. (2009). Online versus In-Class Courses: An Examination of Differences in Learning Outcomes. *Issues in Teacher Education*. 18(2), 103-116

- Kishore, M., Tabrizi, M. H. N., Ozan, E., Aziz, S., and Wuensch, K. L. (2009). Correlates of Student Preference for Online Instruction over Face-to-Face Instruction. *E-Learning*. 6(4), 400-415
- Larson, D. K., and Sung, C.-H. (2009). Comparing Student Performance: Online versus Blended versus Face-to-Face. *Journal of Asynchronous Learning Networks*. 13(1), 31-42.
- McGovern, G. (2004, June). Teaching Online vs, Face-to-Face. [Electronic version]. CLENExchange, Newsletter of American Library Association Continuing Education Network & Exchange Roundtable. Vol. 20 No. 4.
- Singh D., & Stoloff, D. (2007). Effectiveness of Online Instruction: Perceptions of Pre-Service Teachers. *International Journal of Technology, Knowledge & Society* v2 n6 p121-124
- Sipes, K. A. and Ricciardi, V, (2006) Online vs. Face to Face: Is There a Difference in How Accounting and Finance Students Learn in an Online vs. Face-to-Face Setting. SSRN. Retrieved September 9, 2010 from <http://ssrn.com/abstract=894223>
16. Teaching College Courses Online vs Face-to-Face, (2001, April 1) The Journal Digital Edition, Retrieved September 26, 2010 from <http://thejournal.com/articles/2001/04/01/teaching-college-courses-online-vsfacetoface.aspx>.
- Turball, J. (2002). From Face-to-Face Teaching to Online Distance Education Classes: Some Challenges and Surprises. ASCILITE 2002 conference proceedings. Retrieved September 9, 2010 from: <http://www.ascilite.org.au/conferences/auckland02/proceedings/papers/127.pdf>.
- American Journal of Business Education – December 2010 Volume 3, Number 12 74
- Tutty, J. I., & Klein, J. D. (2008). Computer-Mediated Instruction: A Comparison of Online and Face-toFace Collaboration. *Educational Technology Research and Development*. 56(2), 101-124. 19. U.S. Department of Education Office of Planning and Policy Development (n.d.) . Evaluation Report. Retrieved June 26, 2009 from, <http://www.ed.gov/about/offices/list/oepdp/ppss/reports.html#edtech>.
- Wong, L. and Tatnall, A. (2009). The Need to Balance the Blend: Online versus Face-to-Face Teaching in an Introductory Accounting Subject [Electronic version]. *Issues in Informing Science and Information Technology*, Vol.6.