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# Issues, Concerns, and Challenges of Learning Delivery Modalities (LDM) During the Mid-Year School Performance

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## Abstract

The key purpose of this basic research is to provide issues, concerns, and challenges faced by the teachers during the midyear performance of school amidst the pandemic in the following areas of concern; students, teachers, administration, parents, and modules/learning activity sheets. This study was limited to 186 Grade 7 to 10 junior high school teachers of Hortencia Salas Benedicto National High School, Division of La Carlota City including the permanent, Special Education Fund Teachers (SEF) from Balabag, RSB Extensions, Batuan Extension, and Ayungon Extension schools. Through the facilitation of the guide questions to the teachers through the school learning action cell (SLAC). The main issues, concerns, and challenges that emerged were a lack of school funding for the production and delivery of modules; students' struggle with self-studying and parents' lack of knowledge to academically guide their child/children. The result of this study was beneficial to the school heads (principal and assistant principal), department heads and guidance counselor, and administrative personnel for it wanted to discuss and address all the issues, concerns, and challenges of Learning Delivery Modalities (LDM) during the first & second quarter. In conclusion, the study was able to determine the prevailing challenges of the participants in terms of resources, preparedness, and communication. The result of this study may serve as a springboard for the future improvements of the schools' existing programs and guidelines on the implementation of modular distance learning.

**Keywords:** Learning Delivery Modalities (LDM), Issues, Concerns, Challenges, Learning Action Cell (SLAC)

## 1. Introduction

According to Education Secretary Leonor Magtolis Briones (2021), she stated that based on the observations on the implementation of the Basic Education – Learning Continuity Plan, they have identified that there is a need to address learning gaps amid the distance learning setup. Schools are advised to conduct interventions for bridging learning gaps and intensifying learning gains. Teachers need to prepare a Weekly home learning plan with the help of the assigned learning support aides.

As mentioned by Senator Sherwin Gatchalian (2021) that there is some 99.13 percent of the more than 14.6 million public school students obtained a passing grade during the first quarter of the school year, data from the Department of Education (DepEd) has shown which she considered being surprising.

During the hearing conducted by the Senate basic education committee, DepEd Undersecretary for curriculum and instruction Diosdado San Antonio said the agency collated reports from its regional directors on the number of students who received passing grades during the first quarter of the School Year 2020-2021.

In Memorandum OUCI-2020-307 released on October 30, 2020, Undersecretary for Curriculum and Instruction Diosdado San Antonio outlined ten highly-recommended measures to field units to ensure flexibility in teaching and learning. The policy was also in response to the request of the teacher and student groups to ease the components of distance learning implementation.

We feel that the indicator we can use to determine whether the learners were able to learn is their grades and we have data for the first quarter

According to San Antonio's presentation to the Senate committee (2020), while 99.13 percent of the over 14.6 million public school students whose grades were reported to DepEd passed during the first quarter of the school year more than 126,000 failed. On the other hand, quizzes and periodical examinations are no longer feasible under the blended learning setup, the Department of Education has revised its assessment and grading policy for students in basic education before the pandemic, classroom recitations, quizzes, and periodical examinations were indispensable aspects of the learning process. But the recent shift to distance learning modalities has rendered these traditional assessment tools difficult to administer, and obsolete. But this setup also poses challenges, such as the need to have a flexible assessment and grading system that takes into account the

different learning modalities chosen by the students. Even if this is a high percentage, they feel that the numbers in terms of those who have failing grades are also significant but realistically we all know the performance of the students.

With this situation, this research study would like to assess and validate the result of the Mid-Year performance of schools amidst the pandemic considering that our learners are learning through distance learning, while our teachers are struggling to deliver quality education to their students. This sudden mixture of education and technology has made teachers reevaluate their teaching skills and capability. They had to update themselves to survive in the educational market and find out new ways to make learning engaging for their students.

## 2. Literature review

The COVID-19 pandemic led to a sudden shutdown of schools in 2020, affecting more than 1.6 billion students in over 190 countries (UNESCO 2020) [15]. The shutdown required teachers, students, and parents to rapidly adapt to a new homeschooling situation, lasting from a few weeks to several months, depending on governmental policy. While the full consequences of this outage will take years or even decades to unfold, preliminary data highlight immediate effects on student's academic performance and well-being: the COVID-19 pandemic required students to be educated from home which has been linked to lower performance at national tests, higher stress and anxiety, lower sleep quality, as well as a general decrease in student's wellbeing. However, little is known about the pandemic's impact on the performance of K-12 students in online learning environments and educational tools that became popular complements to traditional classroom work over the past years. Here, we seek to investigate whether the performance of K 12 students in mathematics quantified in terms of error rate and difficulty of assigned problem sets in an online learning environment changed during the shutdown of schools in wake of the COVID-19 pandemic.

An important consequence of school shutdowns concerns an increase in educational differences between students in the same cohort (Engzell et al, 2020) [10]. A recent study from the UK found that children from low-income families are less likely to participate in online classes, are spending 30% less time learning at home, and have limited access to educational resources (Andrew et al, 2020) [1]. These inequalities in learning styles are reported to widen achievement disparities between low-performing and high-performing students (Engzell et al, 2020) [10].

As a result of COVID-19 restrictions, conventional ways of schooling were not possible, and to continue the educational process new digital resources, such as online learning platforms, were imposed. Although virtual courses provided high-quality educational material, the efficiency in children's and adolescents' academic performance, in general, is yet to be known. The purpose of this systematic review is to examine whether the academic performance of school-aged students was impacted or not through online learning and modified educational methods during the ongoing COVID-19 pandemic. According to the studies, either student suffered from learning losses compared to pre-pandemic years or, in some cases, they benefited from online learning. During the ongoing pandemic, the homeschooling approach seemed to differ from one country to another, using mainly virtual courses delivered through

digital resources such as online learning platforms (Zhao et al, 2020) [16].

Several online learning resources were made available, including recorded classes, tutorials, online conferences, and educational platforms that offered online live interaction with teachers (Camargo, et al 2020) [3]. Teachers played a significant role in providing educational materials and assessing student's performance through online exams and homework activities. Homeschooling and online learning as altered learning styles were used for the first time in such a global context as emergency remote education, raising concerns about their efficiency.

According to UNICEF Philippines Representative Dendevnorov, schools globally were fully closed for an average of 79 teaching days, while the Philippines has been closed for more than a year, forcing students to enroll in distance learning modalities. The associated consequences of school closures learning loss, mental distress, missed vaccinations, and heightened risk of dropout, child labor, and child marriage will be felt by many children, especially the youngest learners in critical development stages (De Vera and Adonis, 2021) [9].

Also, globally, COVID-19 will be impacting the mental health of children and young adolescents for years to come, UNICEF (2020) warns. School shutdowns have already been blamed for a rise in dropout rates and decreased literacy, and the World Bank estimates that the number of children aged 10 and below, from low- and middle-income countries, who cannot read simple text has risen from 53% before the pandemic to 70% today. Internet access is a huge challenge. In urban areas, instructors can give lessons over video conferencing platforms, or Facebook Live, but 52.6% of the Philippines' 110 million people live in rural areas with unreliable connectivity. It doesn't come cheap either: research from cybersecurity firm SurfShark found that the internet in the Philippines is among the least stable and slowest, yet the most expensive, of 79 countries surveyed.

Similarly, face-to-face learning engagement of students and teachers within the school has been suspended due to the COVID-19 pandemic. This pandemic has paved the way for the implementation of Modular Distance Learning as an urgent response to ensure continuity of education. The Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations of educators and the active involvement of other stakeholders are the driving force for its success.

Modular learning is the most popular type of Distance Learning. In the Philippines, this learning modality is currently used by all public schools because according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year (Bernardo, 2020) [2]. This is also in consideration of the learners in rural areas where the internet is not accessible for online learning. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others.

Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, n.d.) [12]. Printed Modules will be delivered to students, parents, or guardians by the teachers or through Local Government Officials. Since education is no longer held within the school, parents

serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child. (FlipScience, 2020) [11].

According to the Department of Education (DepEd #12, s 2020), parents and guardians perform various roles in Modular Learning such as Module-ator, Bundy-clock, and as Home Innovator. As a Module-ator, they are the ones to get and submit the printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the beginning and end of the week, depending on the agreement between the parents and the school. As a Bundy clock, they must check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, they must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance. Lastly, as a Home Innovators, they must provide their child with a productive learning environment to help them focus more on Learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction.

The use of modules encourages independent study. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress on their own. They are learning how to learn; they are empowered (Nardo, M.T.B, 2017) [13]. Other advantages of modular instruction include more choice and self-pacing for students; more variety and flexibility for teachers and staff; and increased adaptability of instructional materials.

The disadvantages include greater self-discipline and self-motivation required for students, increased preparation time and lack of concrete rewards for teachers and staff, and greater administrative resources needed to track students and operate multiple modules. The key purpose of this research is to find out the challenges encountered by the teachers, parents, and students in the implementation of Modular Distance Learning in Philippine public secondary schools. Also, this study aims to ascertain the methods, interventions, or solutions of every educational institution as well as the government in assisting students, parents, and teachers who are having difficulty in this new learning modality.

**Research questions**
This study would like to address the following question; what issues, concerns, and challenges of Learning Delivery Modalities (LDM) during the first & second quarters in the following areas of concern:
A.  Students,
B.  Teachers,
C.  Administration,
D.  Parents,
E.  Modules/Learning Activity Sheets?

**Setting**
This research study is limited to Grade 7-10 junior high school teachers of Hortencia Salas Benedicto National High School, Division of La Carlota City. This attempts to provide issues, concerns, and challenges faced by the teachers during the midyear performance of school amidst the pandemic for the school year 2021-2022.

**Data collection**
The total population of teachers at Doña Hortencia Salas Benedicto National High School for the school year 2021–2022 was 186. The researcher considered all the teachers as part of the study. The table below shows the number of teachers in each subject area including the permanent, Special Education Fund Teachers (SEF) from Balabag, RSB Extensions, Batuan Extension, and Ayungon Extension schools.

**Table 1:** Target Population and Sample of Grade 7-10 Students of Doña Hortencia Salas Benedicto National High School

| Grade level | Population |
| --- | --- |
| Filipino | 21 |
| English | 27 |
| Science | 25 |
| Mathematics | 26 |
| Araling Panlipunan | 17 |
| TLE | 27 |
| MAPEH | 23 |
| ESP | 9 |
| Balabag Extensions | 8 |
| Total | 186 |

During the pre-implementation, an approval letter for the principal to conduct the study was prepared by the researcher. During the implementation, the researcher prepared the guide questions and data to be gathered and presented to the department heads of each subject area. Then the department heads facilitated the guide questions to the teachers through the school learning action cell (SLAC). In the post-implementation, data was gathered by the researcher for consolidation and analysis.

In the proper conduct of the basic research study, the following ethical issues were observed: The research participant was not subjected to harm in any way whatsoever. The privacy and anonymity of the participants were of paramount importance. The authorized person to conduct the questionnaire was the department heads and team leaders. The consolidation of the result was done by the researcher who must keep the result in a safe place. Any type of communication in the research was with honesty and transparency. The voluntary participation of the participants in the research was considered important. Moreover, participants have the right to withdraw from the study at any stage if they wished to do so. Maintenance of the highest level of objectivity in discussions and analyses throughout the research was strictly followed and observed.

**Data analysis**
In answering the statement of the problem on issues, concerns, and challenges of Learning Delivery Modalities (LDM) during the first & second quarters in the following areas of concern: students, teachers, administration, parents, modules/learning activity sheets, the data was analyzed through the use of charts that show themes and interpretation. Creswell Model in coding categorization and themes was utilized in clustering the responses of the participants in during the SLAC session.

**3. Results**
This research study would like to answer the issues, concerns, and challenges of Learning Delivery Modalities (LDM) during the first & second quarters in the following

areas of concern: students, teachers, administration, parents, modules/learning activity, through the collected responses of the teachers and consolidated using Creswell's global themes and sub-themes.

The results were presented to the department heads and school heads during the SLAC session for consolidation.

The following table revealed the issues, concerns, and challenges of Learning Delivery Modalities (LDM) during the first & second quarters in the following areas of concern: students, teachers, administration, parents, modules/learning activities:

**Table 2:** Result of the Issues, Concerns, and Challenges of LDM during the 1st and 2nd quarters

| Areas of Concerns | Issues / Challenges | Remarks/ Solutions/ Action Taken |
|---|---|---|
| **1. Students / Learner** | | |
| ▪ Attendance in class | ▪ Online Learning: Poor attendance during virtual class<br>▪ Poor internet connection<br>▪ Availability of gadgets<br>▪ Unresponsive learners | ▪ Contact via phone call, text messaging, social media, and home visitation<br>▪ Provide free internet load for online class students<br>▪ Provision of gadgets<br>▪ Encourage academic ease and a friendly approach |
| ▪ Learners' Output | ▪ Incompleteness like names, sections, and answers<br>▪ Late submission, lacking outputs, there are only a few good outputs, no names, and section<br>▪ Lack of interest in answering modules | ▪ Contact via phone call, text messaging, social media, and home visitation i.e., seek someone to offer help for learners' condition (Focus on Follow-up)<br>▪ Lessen performance task |
| ▪ Module Distribution/ Retrieval | ▪ Poor attendance of parents<br>▪ Some parents cannot come to get the module or return answer sheets due to busy schedules and financial problems<br>▪ Modules were not retrieved 100%<br>▪ Poor turning-in of answer sheets/non-compliance<br>▪ Sometimes forgotten | ▪ Send follow-up messages through text<br>▪ Strictly follow the time for distribution and retrieval which is every two weeks.<br>▪ Remind them to return the modules on the exact schedule. |
| ▪ Students' Information/ Requirements | ▪ Incomplete details of learners in LESF especially Address and Contact Information<br>▪ Birth certificate late registration or non-registration by parents | ▪ Follow up on Previous advisers and ask help through social media.<br>▪ Home visitation |
| ▪ Availability of gadgets | ▪ Absence of personal gadgets<br>▪ Responses of students are delayed due to gadgets owned by parents | ▪ Ask help to stakeholders to give other students gadgets to be used in learning<br>▪ Coordinate with our LGU and private individuals for donations |
| ▪ Behaviors | ▪ Out-of-context topics<br>▪ Cannot connect or even see the messages in the group chat created.<br>▪ Teasing on group chats/ chat rooms | ▪ Set rules and regulations and keep on reminding them of the purpose of the group chat<br>▪ Keep communication open for inquiries for answer methods and processes through Messenger App or text messages<br>▪ Constant reminders about their responsibilities as students through group chats and text messages<br>▪ Educate/Inform students about the main purpose/value of chatrooms and GC's |
| ▪ Number of incomplete grades | ▪ Failed to submit outputs<br>▪ Mixed-up outputs during retrieval<br>▪ Outputs were not returned/submitted to the subject teachers on time | ▪ Follow-up with students/parents through remote communication<br>▪ Instruct them always to make copies of their outputs before passing them<br>▪ Pass outputs of students to subject teachers right away<br>▪ Remind teachers through GC |
| **2. Teachers** | | |
| ▪ Internet connection | ▪ None/poor/unstable<br>▪ Interrupted online teaching and workloads due to poor connection<br>▪ Limited use of mobile data<br>▪ High maintenance of monthly bill of subscription at home | ▪ Seek places with good internet connection and utilize the school's internet facility<br>▪ NEAP data continuous free load<br>▪ Free internet connection within the parameter of the school<br>▪ Free WIFI zone<br>▪ Provide monthly internet allowance from DepEd<br>▪ Utilize computer labs anytime |
| ▪ Diverse learners | ▪ Incomplete grades of students<br>▪ Activities that suit to learners' capability | ▪ Provision of the one-time assessment<br>▪ Give a summary of the lessons<br>▪ Highlight only important lesson to be discussed or to be answered by the students |
| ▪ Resources | ▪ Availability of resources online in the part of teachers and students | ▪ Download from DepEd Commons<br>▪ Download resources available online |

| | | |
|---|---|---|
| ▪ Attendance in school | ▪ Teachers who are supposed to be onsite reporting and those who are working at home | ▪ Schedule of teachers by year level in reporting |
| ▪ Communication & Supervision | ▪ Time constraints in information dissemination | ▪ Contact persons concerned (e.g., school heads/ dept. heads, etc.) via phone calls, messaging and social media<br>▪ Regular communication of adviser and subject teacher |
| ▪ Report cards | ▪ Lower grades given to learners<br>▪ Late passing of grade sheets | ▪ Lower standards set for students<br>▪ Observe passing of grades on time |
| ▪ Limitations of Gadgets | ▪ Bog down of computers/laptops and printers<br>▪ Lack of printers for teachers | ▪ Request repair or provision of gadgets needed<br>▪ Provide printers for individual teachers<br>▪ Coordinate with our LGU and private individuals for donations<br>▪ Avail of Computer loans to buy or repair gadgets |
| ▪ Radio-based Instruction (RBI Task) | ▪ Multiple tasking in the making of RBI script/broadcasting | ▪ Encourage Barrio school and extension school to do the task |
| ▪ Students' output | ▪ Checking output on time and giving of feedbacking | ▪ Send feedback and give scores on the module for students' enhancement<br>▪ Adviser must give feedback to learner's output |
| **3. Administration** | | |
| ▪ Provision of office supplies<br><br>▪ Photocopier machine condition/status | ▪ Quantity of modules printed in every subject area<br>▪ Constant follow-up of maintenance of photocopier machines<br>▪ Lack of follow-up of module<br>▪ Additional support in terms of teachers' concerns; helps ease the burden of teachers through constant reminders, follow-ups, and motivation | ▪ Supervision on module printing that other subject areas may not be left behind<br>▪ Provide additional printers for teachers<br>▪ Constant repair of non-functional printers<br>▪ Encourage teachers to take care of their printers<br>▪ Teach teachers how to do maintenance of the printers<br>▪ Don't drain the printer's ink<br>▪ Check the printer's ink level before refilling it<br>▪ Save resources<br>▪ Department head must check the continuous production of modules by subject areas<br>▪ Planning a systematic approach to the creating, reproducing, and distributing of LAS |
| ▪ Dissemination of information | ▪ Proper dissemination and giving of information/ guidelines<br>▪ Updates are not immediately posted on GC | ▪ Be précised in delivering information<br>▪ Be consistent and be truthful |
| ▪ Form 137 | ▪ Lack of support in the request for F137 | ▪ School-to-school transaction |
| **4. Parents** | | |
| ▪ Attendance of Parents during Distribution and Retrieval | ▪ Conflict schedule at work<br>▪ Poor attendance (based on attendance/unclaimed modules)<br>▪ Some parents don't follow the schedule of distribution and retrieval<br>▪ Schedule of unvaccinated parents<br><br>▪ Distance of home from school<br><br>▪ Transportation fare<br>▪ Different schedules of children in grade level<br>▪ Advance giving of info on the schedule of Retrieval and Distribution<br>▪ No enthusiasm and motivation of getting the module<br>▪ Misplacing of outputs in the box | ▪ Contact via phone call, messaging, and social media and home visitation<br>▪ Let them follow strictly the schedule (zero tolerance)<br>▪ Encourage them to be vaccinated<br><br>▪ Practice Encourage "Padala/Sakop System"<br><br>▪ Home delivery<br>▪ Seek help from BHW to help distribute the module from far-flung areas<br>▪ Constant checking of FB page, text, and Messenger for updates<br><br>▪ Remind parents/guardians to take care of the module<br><br>▪ Subject teachers must make sure to segregate properly the outputs before delivering them to subject teachers |
| ▪ Educational Background | ▪ Poor educational Background of parents<br>▪ Poor guidance of parents in answering the module | ▪ Communicate with the teachers and seek help from other family members/ relatives/ neighbor |
| ▪ Attitude/behavior | ▪ Blaming teachers | ▪ Orient parents on proper protocols for addressing their concerns |
| **5. Module/ LAS** | | |
| ▪ Printing | ▪ Unreadable and unclear photocopying of modules<br>▪ Skip unreadable pages | ▪ Check the photocopier machine |

| | | |
|---|---|---|
| ▪ Packing of modules/Test | ▪ Incomplete set of modules, DUA & Summative paper | ▪ Proper counting of modules before distributing them to the teacher-adviser |
| ▪ Pages | ▪ Thick pages of modules<br>▪ Missing pages<br>▪ Students failed to answer<br>▪ Proper piling and stapling of modules<br>▪ After retrieval, there are missing pages of modules and not in good condition | ▪ Allow simplification of modules<br>▪ Thorough the check of the module before photocopying<br>▪ Constant checking of modules<br>▪ Remind parents |
| ▪ Module content | ▪ Not suitable for modular students in lower sections | ▪ Revised materials applicable to the learning environment<br>▪ Contextualized modules<br>▪ Provide SIMs/SLMs if possible |

## 4. Recommendations

The result of this study was beneficial to the school heads (principal and assistant principal), department heads and guidance counselor, and administrative personnel for it wanted to discuss and address all the issues, concerns, and challenges of Learning Delivery Modalities (LDM) during the first & second quarter. The solution lies in neither a top-down approach from policymakers, reactive changes to teacher preparation and in-service training, nor temporary makeshift arrangements by under-resourced principals and teachers. All parties need to be involved in developing strategies that can be implemented in the near term as well as the long term. A dialogue across teaching, non-teaching, and internal and external stakeholder were important to create alignment between curriculum, teaching, assessment, and learning in school and non-school environments to meet the 'new normal' educational challenges. Discover approaches to re-envision the classroom to promote and sustain student-centered and creative pedagogies. Learn ways to empower students and teachers and parents to manage new challenges in the 'new normal schooling.

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