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Linking School Heads' Monitoring and Evaluation Performance with Teachers' Challenges in the New Learning Delivery Modality

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Abstract

The COVID-19 pandemic impacted education worldwide because of community lockdown and quarantine, which forced students and school staff to study and work from home and gave rise to different learning delivery modes. With regard to the new learning delivery modality in the Division of City Schools in Dapitan City, the Philippines, during the academic year 2020–2021, this study sought to ascertain the monitoring and evaluation performance of the school heads as well as the difficulties faced by the teachers. Three hundred nineteen (319) teachers and 55 school heads participated in the study, which used weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient to determine the relationship between the variables under consideration. The results showed that school leaders performed "highly" in monitoring and instruction evaluation. Embarrassingly, teachers' challenges with the new method of instruction were "to a very large extent." However, the challenges the teachers faced with the new learning delivery modality were modestly, positively connected with, and strongly related to the school heads' monitoring and evaluation performance. The study concludes that there may be a disconnect between teachers and school heads' perspectives on education in the new normal because of the latter's inadequate oversight and evaluation of daily operations. Hence, school heads should consider developing their administrative and leadership abilities to set up effective school monitoring and evaluation systems that will aid teachers in overcoming the problems posed by the COVID-19 epidemic.

1. Introduction

The COVID-19 health outbreak is a global issue affecting every aspect of human life. It caused widespread disruption such as travel restrictions, closure of schools, global economic recession, political conflicts, racism, misinformation, and controversies. Education is the most affected sector. Responses like community lockdown and quarantine have led students and teachers to study and work from home, leading to various learning delivery modalities.

Learning delivery modalities refer to the means and resources used to structure the distance learning experience between teachers and pupils (Llego, 2020) [32]. They are customized according to learners' learning levels, personal characteristics, learning needs, and learning styles (Labarrete, 2021) [30]. They are also the sensory channels or pathways through which learners give, receive, and store information (Shemshack & Spector, 2020) [46]. Unarguably, perception, memory, and sensation comprise the concept of modality.

In the Philippines, learning modality has three types: Online Distance Learning (ODL), TV/Radio-Based Instruction, and Modular Distance Learning (MDL). In ODL, teachers remotely deliver lessons to students using video-sharing platforms such as Zoom and Google Meet, as well as virtual classrooms such as Google Classroom, Edmodo, and the likes (Malaya, 2020) [33]. This modality relies heavily on the internet since it facilitates learner-teacher and peer-to-peer communication. At the same time, it allows live synchronous instruction and is more interactive than other distance learning modalities. Participants on both ends can also respond in real-time. Learners may also download materials, complete and submit assignments online, and attend webinars and virtual classes.

According to the Department of Education (DepEd), "blended learning" or "hybrid learning" is a combination of online distance learning and in-person delivery of printed materials to learners' homes through barangays for those who do not have internet access and interactive facilities in the comforts of their own homes for those who do (Custodio, 2020) [15]. However, DepEd uses radio and television to broadcast students' lessons, materials, and instructions in localities where online learning is

impossible. TV/Radio-Based Instruction utilizes Self-Learning Modules (SLMs) converted to video lessons for Television-Based Instruction and SLMs converted to radio scripts for Radio-Based Instruction (Llego, 2020) [32]. In other words, blended learning is a learning delivery that mixes online distance learning, TV/Radio-based Instruction, and modular distance learning.

In modular distance learning, individualized instruction allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy (Llego, 2020) [32]. It is a learner's learning mode, especially in rural areas where internet connection, television signals, and radio broadcasts are not always available (Anzaldo, 2021) [6]. However, with the many newly designed learning delivery modalities amid the COVID-19 pandemic, the teachers' challenges emerged in the implementation.

The adoption of modular distance learning as the preferred learning delivery modality among parents in basic education posed different risks, problems, and challenges to teachers and students (Bao, 2020) [7]. Bernardo (2020) [9] reported that the distribution of modules to students is a teacher's challenge considering the distance of the school from home. According to Nazario (2020) [35], instructors' obstacles include expensive module printing costs, pushing other teachers to achieve module creation deadlines, and persuading parents to serve as para-teachers for the learners. Moreover, De Villa and Manalo (2020) [18] contemplated the complexity of assessment and difficulty in instructional delivery in the new normal, which require school heads to be more lenient in their leadership practices.

However, leading through uncertainty can be daunting. There are no easy solutions, and there are frequently no obvious paths to follow. Leaders must adjust fast to a rapidly changing scenario and rely on a variety of leadership abilities and kinds when faced with uncertainty (D'Auria & De Smet, 2020) [16]. When faced with uncertainty, school administrators must deal with urgency while keeping an eye on the future to provide students with the best possible teaching and learning environment and outcomes (Harris, 2020) [27].

According to Desyatnikov (2020) [19], the worldwide pandemic is bringing leadership challenges to the fore, and which leaders will up to the challenge remains to be seen. Influential leaders can stay calm and maintain a sense of perspective (Center for Creative Leadership 2020) [11]. Accordingly, during a crisis, the leader aims to reduce loss and keep things operating as normal as possible.

Unarguably, Hannahan (2020) [25] posited that the current crisis provides an important opportunity for education authorities to consider new approaches to provide high-quality education to millions of children. Harris, Jones, Cheah, Devadason, and Adams (2017) [26] argued that school heads should understand and describe their responsibilities and practices in monitoring and evaluating instruction to improve instructional delivery. Ndungu, Allan, and Bomett (2015) [36] posited that monitoring is an activity that school heads conduct continuous and systematic checking and observing of a program or a project. At the same time, they perform an evaluation to judge, appraise or determine the value and quality of a program. In a report, Earp (2020) [20] divulged that school leaders in this pandemic time put extra effort and attention into support staff regular scheduling, individual check-ins, organizing social events to maintain connections, and listening and responding to personal

challenges experienced. Also, they practiced flexibility and autonomy to make arrangements that recognized the different needs of teachers as much as possible.

However, insufficient data have supported the school heads' performance in monitoring and evaluating instruction amid the COVID-19 pandemic in the Philippines. Likewise, teachers' challenges have not been scientifically investigated so that top-level management in basic education could have the basis to address these pressing issues. Moreover, the link between the school heads' performance in monitoring and evaluating instruction and the teachers' challenges in the new normal instructional delivery amid the COVID-19 pandemic has not been studied in depth.

Therefore, this investigation was conducted in Dapitan City Schools Division in the Philippines to document the school heads' performance in monitoring and evaluating instruction and the teachers' challenges in the local setting. In so doing, offshoots of this study could be reflective in supporting speculations and hearsays to become valid and reliable. Moreover, significant research results can be a basis for capacitating further the school heads and teachers to address the school-related issues and challenges amid the current health crisis.

2. Theoretical framework

This investigation was anchored on the "theory of change" popularized by Weiss (1995) [50] through the efforts of the Roundtable on Community Change and the Aspen Institute (Anderson, 2005) [5]. The theory of change helps develop solutions to complex social problems. At its most basic, it explains how a group of early and intermediate accomplishments sets the stage for producing long-range results (Anderson, 2005) [5]. The theory articulates the specific interventions that will be used to try to achieve preconditions and long-term outcomes (Reinholz & Andrews, 2020) [44]. It demonstrates how the activities (inputs) undertaken as interventions contribute to a chain of results that lead to the intended or observed outcomes (Rogers, 2014) [45]. The theory of change is depicted schematically in Figure 1.
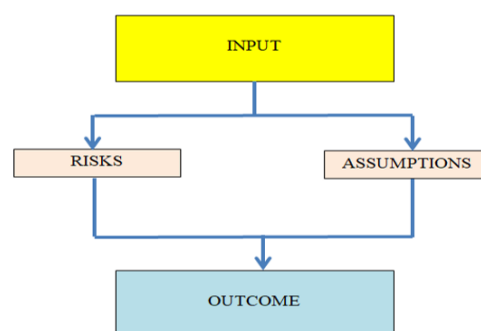
Fig 1: Theoretical Framework of the Study

In this study, modular distance learning is the input implemented by the school heads and teachers. A theory of change makes the underlying rationale of the new learning delivery modality, which supports planning, implementation, and assessment of the process. However, the outcome or precondition depends on some risks, which describe the evidence needed to determine whether or not a result has been achieved. These risks may be measured in terms of the teachers' challenges in this study.

Finally, the theory emphasizes that a project team leader articulates the assumptions behind implementing the input. These assumptions should be based on the prior experience of the project team leader. In the study, the project team leader is the school head who executes the monitoring and evaluation of instruction as the assumptions in implementing the new learning delivery modality–modular distance learning.

Therefore, the theory of change is closely connected to the present research since the input is related to implementing the new learning delivery modality (modular distance learning). The outcome is associated with the quality of education. Moreover, teachers' challenges are linked to risks while assumptions to monitoring and evaluation of instruction.

3. Materials and methods

Survey and correlational methods of quantitative research designs were used in the study. The survey method was employed to determine the school heads' monitoring and evaluation performance and the teachers' challenges. In contrast, the correlational method was utilized to determine the relationship between these variables. Three hundred nineteen teachers (319) and 55 school heads responded to the study's instrument, piloted in the 5 Public Secondary Schools and ten elementary schools in the Division of Dipolog City. Cronbach's alpha of 0.731 was obtained and indicated that the items in the instrument were reliable. The study's research tool was divided into two sections: teachers' challenges scale and school heads' monitoring and evaluation scale.

Weighted mean was employed to determine the performance level of school heads in monitoring and instruction evaluation as well as the extent of the teachers' challenges in the new learning modality. The weighted mean of school heads' monitoring and evaluation performance was interpreted using the descriptions presented below:

Scale	Range of Values	Description	Implication
4	3.26 – 4.00	To a very large extent	Very Serious
3	2.51 – 3.25	To a large extent	Serious
2	1.76 – 2.50	To a small extent	Less Serious
1	1.00 – 1.75	To a very small extent	Not Serious

On the other hand, the weighted mean of the teachers' challenges was interpreted employing the description shown below:

Scale	Range of Values	Description
4	3.26 – 4.00	Highly Performed
3	2.51 – 3.25	Performed
2	1.76 – 2.50	Fairly Performed
1	1.00 – 1.75	Poorly Performed

Standard deviation was also used to determine the degree of homogeneity and heterogeneity of the responses on the level of competence where SD < 3 is homogenous and SD ≥ 3 is heterogeneous (Aiken & Susane, 2001; Refugio, Galleto & Torres, 2019) [3, 43].

The following guide in interpreting the value of ρ, suggested by Cohen, West, and Aiken (2014) [13] and also used by Refugio, Galleto, Bulado, Dimalig, Colina, Inoferio, and Nocete (2020) [42], was used.

Value	Effect Size	Interpretation
±0.50 to ±1.00	Large	High positive/negative correlation
±0.30 to ±0.49	Medium	Moderate positive/negative correlation
±0.10 to ±0.29	Small	Low positive/negative correlation
±0.01 to ±0.09	Negligible	Slight positive/negative correlation
0.0		No correlation

4. Results and discussion

Table 1: Level of School Heads' Monitoring Performance

School Heads	AWV	SD	Description
1. Monitoring of teachers' instructional delivery to render suggestions for enhancement	3.60	0.660	Highly Performed
2. Checking of teachers lesson notes to assist in the improvement	3.53	0.846	Highly Performed
3. Checking staff school attendance to ensure regular instructional delivery	3.45	0.889	Highly Performed
4. Checking teachers' records of work done to monitor their progress	3.38	0.904	Highly Performed
5. Monitoring staff truancy level to foster their dedication to their duties	3.43	0.888	Highly Performed
6. Monitoring of staff participation in school meetings	3.53	0.868	Highly Performed
7. Monitoring teachers' compliance with school schedules	3.57	0.797	Highly Performed
8. Monitoring of staff participation in school extra-curricular activities	3.43	0.797	Highly Performed
9. Monitoring teachers' instructional delivery and their level of compliance to enhance their commitment to teaching	3.43	0.888	Highly Performed
10. Monitoring the modular contents to see that it covers the school's curricular objectives	3.51	0.800	Highly Performed
Mean & SD	3.49	0.760	Highly Performed
Teachers			
1. Monitoring of teachers' instructional delivery to render suggestions for enhancement	3.18	0.675	Performed
2. Checking of teachers lesson notes to assist in the improvement	3.18	0.782	Performed
3. Checking staff school attendance to ensure regular instructional delivery	3.22	0.798	Performed
4. Checking teachers' records of work done to monitor their progress	3.23	0.760	Performed
5. Monitoring staff truancy level to foster their dedication to their duties	3.05	0.812	Performed
6. Monitoring of staff participation in school meetings	3.19	0.733	Performed
7. Monitoring teachers' compliance with school schedules	3.20	0.755	Performed
8. Monitoring of staff participation in school extra-curricular activities	3.13	0.837	Performed
9. Monitoring teachers' instructional delivery and their level of compliance to enhance their commitment to teaching	3.21	0.734	Performed
10. Monitoring the modular contents to see that it covers the school's curricular objectives	3.08	0.847	Performed
Mean & SD	3.17	0.703	Performed
Overall			
1. Monitoring of teachers' instructional delivery to render suggestions for enhancement	3.27	0.693	Highly Performed

	AWV	SD	Description
2. Checking of teachers lesson notes to assist in the improvement	3.26	0.807	Highly Performed
3. Checking staff school attendance to ensure regular instructional delivery	3.27	0.822	Highly Performed
4. Checking teachers' records of work done to monitor their progress	3.26	0.793	Highly Performed
5. Monitoring staff truancy level to foster their dedication to their duties	3.13	0.842	Performed
6. Monitoring of staff participation in school meetings	3.27	0.774	Highly Performed
7. Monitoring teachers' compliance with school schedules	3.28	0.777	Highly Performed
8. Monitoring of staff participation in school extra-curricular activities	3.20	0.836	Performed
9. Monitoring teachers' instructional delivery and their level of compliance to enhance their commitment to teaching	3.26	0.773	Highly Performed
10. Monitoring the modular contents to see that it covers the school's curricular objectives	3.17	0.854	Performed
Overall Mean & SD	3.24	0.726	Performed

Operationally, monitoring refers to school heads' organized process of overseeing and checking the activities undertaken in school, especially activities undertaken by teachers, students, and the external stakeholders, to ascertain whether it can achieve the planned results or not. It can be seen in Table 1 that school heads "highly performed" their instruction monitoring duties and responsibilities. However, teachers only indicated that their school heads "performed" their instructional monitoring activities. A disparity in the result is evident. Teachers did not affirm the school heads' claims, resulting in the overall performance of instruction monitoring in their stations as "performed." The researcher's observation unveiled that school heads also observed minimum health protocols mandated by the local Inter-Agency Task Force COVID-19 pandemic. Workspace in school was reduced while work from the home arrangement was enforced. Furthermore, like the school heads, teachers also were observing work from home and skeleton arrangements. With this, the connection between teachers and school heads was limited, failing to fully monitor activities in the course of duty.

However, it was evident that school heads "highly performed" instruction monitoring to inform teachers on their strengths and weaknesses and opportunities to improve and address their limitations. Likewise, school heads highly valued instruction monitoring amid the pandemic to enable teachers to understand their aptitude and shortcomings in certain aspects or areas of teaching. Sweigart (2015) [47] emphasized that there has been growing empirical evidence about school heads' instructional monitoring. It enhances people's efficacy (Taylor & Tyler, 2012) [48], promotes professional development (Tuma, Hamilton, & Berglund, 2018) [49] and improves performance (Cleaver, Detrich & States, 2019) [12].

Henceforth, Hattie (2009) [28] argued that there should be monitoring to generate actionable performance feedback. Park, Takahashi, and White (2014) [37] supported that teacher need quality feedback from their school heads to enhance instructional abilities. Moreover, school heads can effectively utilize monitoring results since they have a crucial role in ensuring quality instruction and learning in each classroom (Ndungu, Allan, & Bomett, 2015) [36].

Table 2: Level of School Heads' Evaluation Performance

School Heads	AWV	SD	Description
1. Setting and evaluating deadlines to ensure teachers coverage of their scheme of work	3.57	0.772	Highly Performed
2. Evaluating teachers' use of instructional time for possible adjustment	3.58	0.770	Highly Performed
3. Evaluating daily productivity of teachers to enhance their teaching roles	3.45	0.798	Highly Performed
4. Ensuring appropriate delegation of instructional tasks to teachers for timely delivery	3.53	0.799	Highly Performed
5. Linking school priorities with educational objectives for school effectiveness	3.47	0.973	Highly Performed
6. Avoidance of procrastination in preparing the school timetable	3.42	0.989	Highly Performed
7. Ensuring accurate allocation of time for each subject for adequate coverage of all subjects	3.42	0.887	Highly Performed
8. Limiting the intrusion of extra-curricular activities on instructional time	3.30	0.890	Highly Performed
9. Discouraging unnecessary and unscheduled visitors during school hours for steady instructional delivery	3.38	0.860	Highly Performed
10. Controlling various school activities to maintain focus on instructional tasks	3.47	0.890	Highly Performed
Mean & SD	3.46	0.773	Highly Performed
Teachers			
1. Setting and evaluating deadlines to ensure teachers coverage of their scheme of work	3.22	0.785	Performed
2. Evaluating teachers' use of instructional time for possible adjustment	3.03	0.882	Performed
3. Evaluating daily productivity of teachers to enhance their teaching roles	3.07	0.817	Performed
4. Ensuring appropriate delegation of instructional tasks to teachers for timely delivery	3.17	0.798	Performed
5. Linking school priorities with educational objectives for school effectiveness	3.22	0.729	Performed
6. Avoidance of procrastination in preparing the school timetable	3.14	0.709	Performed
7. Ensuring accurate allocation of time for each subject for adequate coverage of all subjects	3.14	0.789	Performed
8. Limiting the intrusion of extra-curricular activities on instructional time	3.08	0.803	Performed
9. Discouraging unnecessary and unscheduled visitors during school hours for steady instructional delivery	3.08	0.810	Performed
10. Controlling various school activities to maintain focus on instructional tasks	3.09	0.766	Performed
Mean & SD	3.12	0.707	Performed
Overall			
1. Setting and evaluating deadlines to ensure teachers coverage of their scheme of work	3.30	0.793	Highly Performed
2. Evaluating teachers' use of instructional time for possible adjustment	3.15	0.888	Performed
3. Evaluating daily productivity of teachers to enhance their teaching roles	3.15	0.827	Performed
4. Ensuring appropriate delegation of instructional tasks to teachers for timely delivery	3.25	0.810	Performed
5. Linking school priorities with educational objectives for school effectiveness	3.27	0.792	Highly Performed

6. Avoidance of procrastination in preparing the school timetable	3.20	0.783	Performed	
7. Ensuring accurate allocation of time for each subject for adequate coverage of all subjects	3.20	0.817	Performed	
8. Limiting the intrusion of extra-curricular activities on instructional time	3.12	0.826	Performed	
9. Discouraging unnecessary and unscheduled visitors during school hours for steady instructional delivery	3.14	0.828	Performed	
10. Controlling various school activities to maintain focus on instructional tasks	3.17	0.807	Performed	
Overall Mean & SD	3.20	0.733	Performed	

The process used by school administrators to evaluate instruction determines how well a program is performing in relation to its goals. Table 2 shows that the evaluation of the instruction by the school heads was "highly performed." Teachers, however, only claimed that their school administrators "performed" the activities for instruction evaluation. There is a clear difference in the outcome. It should also be noted that school heads also observed the health standards established by the local Inter-Agency Task Force COVID-19 pandemic. Teachers did not support the school heads' claims, resulting in the overall performance of instruction evaluation in their stations being rated as "performed." Due to the ban on large gatherings, the school's workspace was defined by the use of work from home policies and skeleton arrangements. As a result, there were few opportunities for teachers and school administrators to interact face-to-face and fully evaluate each other's work. However, the author's observation implied that, in light of the COVID-19 pandemic, school administrators thought it was important for evaluation procedures to involve teachers in fruitful and transformative teaching experiences. According to Fullan (2001) [22], evaluation is a task that integrates the control task and aims to identify merits and deficiencies. As a result, evaluation is used to gauge the effectiveness of tasks.

The current finding supported D'souza (2006) [17], who noted that evaluation was a valuable means of determining whether a person carried out his given task. The study also found that evaluation was a way to determine whether a person is helping to achieve set objectives and when a specific person with his unique qualities and talents gives the best service.

Table 3: Extent of the Challenges of Teachers in the New Learning Delivery Modality

School Heads	AWV	SD	Description	
1. Teachers' access to technology (computers, printers, software, stable internet connection, and the likes.)	3.30	0.822	To a very large extent	Very Serious
2. Collecting and checking pupils' output	3.55	0.667	To a very large extent	Very Serious
3. Communicating with pupils	3.06	0.842	To a large extent	Serious
4. Communicating with parents/guardians	3.15	0.988	To a large extent	Serious
5. Teachers' modular instruction competence	3.25	0.830	To a large extent	Serious
6. Distribution and delivery of modules	3.38	0.837	To a very large extent	Very Serious
7. Pupils' assessment feedback	3.21	0.743	To a large extent	Serious
8. Pupils' accessibility to modules	3.15	0.770	To a large extent	Serious
9. Involving disaffected pupils	3.09	0.687	To a large extent	Serious
10. Involving pupils from socially disadvantaged homes	3.11	0.751	To a large extent	Serious
11. Keeping all pupils motivated and engaged	3.23	0.776	To a large extent	Serious
12. Supporting pupils with special needs or disability	2.91	0.815	To a large extent	Serious
13. Converting activities and content into distance learning	3.28	0.769	To a very large extent	Very Serious
14. Assessing pupils' progress	3.55	0.637	To a very large extent	Very Serious
15. Preparing content/module for distance learning	3.47	0.749	To a very large extent	Very Serious
16. Direction/support given by the school	3.45	0.911	To a very large extent	Very Serious
17. Workload and stress working from home and school	3.45	0.722	To a very large extent	Very Serious
18. Time management and organization	3.49	0.800	To a very large extent	Very Serious
19. The school has switched to all learning modalities designed by DepEd	3.40	0.768	To a very large extent	Very Serious
20. Support extended by the external stakeholders	3.21	0.968	To a large extent	Very Serious
Mean & SD	3.28	0.605	To a very large extent	Very Serious
Teachers				
1. Teachers' access to technology (computers, printers, software, stable internet connection, and the likes.)	3.24	0.686	To a large extent	Serious
2. Collecting and checking pupils' output	3.53	0.652	To a very large extent	Very Serious
3. Communicating with pupils	3.11	0.852	To a large extent	Serious
4. Communicating with parents/guardians	3.24	0.722	To a large extent	Serious
5. Teachers' modular instruction competence	3.32	0.780	To a very large extent	Very Serious
6. Distribution and delivery of modules	3.42	0.783	To a very large extent	Very Serious
7. Pupils' assessment feedback	3.21	0.720	To a large extent	Serious
8. Pupils' accessibility to modules	3.21	0.754	To a large extent	Serious
9. Involving disaffected pupils	3.06	0.739	To a large extent	Serious
10. Involving pupils from socially disadvantaged homes	3.09	0.756	To a large extent	Serious
11. Keeping all pupils motivated and engaged	3.28	0.706	To a very large extent	Very Serious
12. Supporting pupils with special needs or disability	3.13	0.786	To a large extent	Serious
13. Converting activities and content into distance learning	3.34	0.680	To a very large extent	Very Serious
14. Assessing pupils' progress	3.41	0.700	To a very large extent	Very Serious
15. Preparing content/module for distance learning	3.40	0.691	To a very large extent	Very Serious
16. Direction/support given by the school	3.33	0.776	To a very large extent	Very Serious

17. Workload and stress working from home and school	3.27	0.792	To a very large extent	Very Serious
18. Time management and organization	3.33	0.755	To a very large extent	Very Serious
19. The school has switched to all learning modalities designed by DepEd	3.26	0.851	To a very large extent	Very Serious
20. Support extended by the external stakeholders	3.14	0.776	To a large extent	Serious
Mean & SD	3.27	0.552	To a very large extent	Very Serious
Overall				
1. Teachers' access to technology (computers, printers, software, stable internet connection, and the likes.)	3.25	0.716	To a large extent	Serious
2. Collecting and checking pupils' output	3.53	0.654	To a very large extent	Very Serious
3. Communicating with pupils	3.10	0.848	To a large extent	Serious
4. Communicating with parents/guardians	3.22	0.785	To a large extent	Serious
5. Teachers' modular instruction competence	3.31	0.790	To a very large extent	Very Serious
6. Distribution and delivery of modules	3.41	0.794	To a very large extent	Very Serious
7. Pupils' assessment feedback	3.21	0.723	To a large extent	Serious
8. Pupils' accessibility to modules	3.20	0.757	To a large extent	Serious
9. Involving disaffected pupils	3.06	0.727	To a large extent	Serious
10. Involving pupils from socially disadvantaged homes	3.09	0.754	To a large extent	Serious
11. Keeping all pupils motivated and engaged	3.27	0.720	To a very large extent	Very Serious
12. Supporting pupils with special needs or disability	3.08	0.796	To a large extent	Serious
13. Converting activities and content into distance learning	3.33	0.698	To a very large extent	Very Serious
14. Assessing pupils' progress	3.44	0.688	To a very large extent	Very Serious
15. Preparing content/module for distance learning	3.42	0.703	To a very large extent	Very Serious
16. Direction/support given by the school	3.36	0.806	To a very large extent	Very Serious
17. Workload and stress working from home and school	3.31	0.780	To a very large extent	Very Serious
18. Time management and organization	3.36	0.766	To a very large extent	Very Serious
19. The school has switched to all learning modalities designed by DepEd	3.29	0.835	To a very large extent	Very Serious
20. Support extended by the external stakeholders	3.15	0.819	To a large extent	Serious
Overall Mean & SD	3.27	0.563	To a very large extent	Very Serious

Teachers' challenges refer to the issues and problems encountered by teachers in implementing modular distance learning amid the health crisis. Out of the 20 items used for the survey, 12 of them were rated by the teachers "to a very large extent," with affirmation by the school heads (Table 3).

As seen on the table, the teachers and school heads rated "to a very large extent" the teachers' access to technology (computers, printers, software, stable internet connection, etc.). It means that the teachers were struggling in accessing technological tools for school-related use amid this pandemic. The experience of the researcher supported those computers, printers, and internet connections were inadequate. The production of print modules was affected due to the inadequacy of technological resources. The finding confirmed Rasheed, Kamsin, Abdullah (2020) [40], whose study revealed that teachers' challenges were mainly on using technology for teaching. The current result also corroborated Ivaniuk and Ovcharuk (2020) [29].

Secondly, teachers and school heads rated "to a very large extent" the collection and checking of pupils' outputs as a challenge. The researcher's experience also supported that collection of outputs was difficult, especially those home from far-flung areas. It was also noted the impartialities of pupils' responses in the learning activities embedded in the module. Thus, the teachers found it challenging to check and grade the students' outputs. Rasmitadila, Aliyyah, Rachmadtullah, Samsudin, Syaodih, Nurtanto, and Tambunan (2020) [41] noted that a teacher could not collect and check pupils' assessment fairly results due to the distance of the school from home amid COVID-19.

Thirdly, teachers and school heads indicated the teachers' modular instruction competence as a challenge "to a very large extent." The interview of these researchers with some of their colleagues in the Division of Dapitan City revealed that teachers required more training regarding modular instruction implementation. It was further noted that

modular instruction was implemented without the teachers' proper training on its implementation. The finding confirmed Rannastu-Avalos and Siiman's (2020) [39] claim revealing that module implementation with young learners appeared to be the main challenge for distance learning.

Fourth, distribution and delivery of modules was a challenge "to a very large extent." These writers' experiences documented that module distribution and delivery difficulty was apparently a severe barrier for teachers to promote instruction at a distance with the learners. Observation disclosed further that some parents who were asked to pick up the modules failed due to lockdowns and prohibitions to get out from home. De Villa and Manalo (2020) [18] found difficulty in instructional delivery as one of the themes related to challenges in distance learning in the new normal.

Fifth, teachers struggled "to a very large extent" to keep all pupils motivated and engaged. Modular distance learning delimits the teacher-learner connection. Thus, the new normal practice of teaching compromises pupils' motivation and engagement in school. The present finding supported Abuhammad (2020) [2], who documented that some students have not engaged in lessons due to a lack of communication with the distance learning instructor. Likewise, Abramenka (2015) [1] summarized that motivation and collaboration were reported as areas that cause barriers in distance learning environments.

In a similar vein, converting activities and content into distance learning was the sixth challenge encountered by teachers "to a very large extent." Similarly, preparing content/module for distance learning was the seventh challenge faced by teachers. Observation of these writers divulged that teacher were undertrained in the production of modules. Pimentel-Tibon (2020) [38] unveiled that the mass production of the needed teachers' and learners' learning materials and the support of media institutions like TV and radio stations were critical. More challenging was the implementation of a home-based laboratory for classes that

require laboratory exercises. Physical education classes at home were also tricky. Teachers were also struggling to document the physical fitness activities of students at home. Likewise, monitoring the fitness progress among the pupils and students was a great challenge encountered by the teachers. Gillette-Swan's (2017) [24] study noted that contents converted into a form deemed suitable for external delivery (home-based school) was a significant problem for distant students who feel or experience isolation. Compared to face-to-face education, these students often face several barriers to their full participation in coursework units. These barriers may not be experienced by those engaging in these same units via face-to-face or blended enrolment modes.

The eighth severe issue that the teachers encountered in modular instruction was assessing pupils' progress. The report documented that proper assessment of the cognitive aspect was challenging because parents helped provide answers to the assignments/tests given by a teacher. The present finding supported Rasmitadila, Aliyyah, Rachmadtullah, Samsudin, Syaodih, Nurtanto, and Tambunan (2020) [41]. The research exposed that the teachers' difficulty in assessing pupils' progress tends to be due to parental intervention that does not reflect the actual circumstances of students, which might be seen in school before "school from home."

In a similar vein, the direction/support given by the school was identified as a challenge "to a very large extent." It was also noted that, at the start of distance learning implementation, teachers suffered during the production of modules due to a lack of technological support. Computers and printers as primary tools to produce copies of modules were inadequate and to some schools were unavailable. Also, internet connection was not available to download learning modules built by the national level. Bond papers and printers' ink were also scarce during the production of print modules. The finding confirmed Llego (2020) [32], who pointed out that critical for implementing modular instruction is producing the needed teacher's and learner's learning materials. Unarguably, Confait (2015) [14] stressed that the enforcement of effective teaching practices relies on improved teacher support, which would impact students' learning and achievements.

Likewise, "workload and stress working from home and school" were considered by teachers as a challenge "to a very large extent." The current exposé substantiated Esguerra (2018) [21], who averred that the chronically overworked and stressed state of public-school teachers in the Philippines is well-known. Further, Albert, David, and Vizmanos (2019) [4] pointed out that the workload of public-school teachers is not only limited to teaching but also to other non-teaching tasks, which are associated with teachers' stress. Accordingly, actual teaching is increasingly being sidelined by the multitude of other responsibilities and roles that teachers play. Following the tragic suicide of two public school teachers in 2018, the Department of Education (DepED) has vowed to reduce teachers' workload, details of which have remained unclear (Mateo 2018) [34].

Furthermore, time management and organization were found a challenge by teachers "to a very large extent." Undeniably, the pandemic has recalibrated how teachers divide their time between teaching, engaging with students, and administrative tasks. According to a survey conducted by Instituto Peninsula, in Brazil, 83% of teachers did not consider being prepared to teach remotely, 67% were anxious, 38% felt tired, and less than 10% were happy or satisfied (Barron, Cobo, Munoz-Najar & Ciarrusta, 2021) [8]. Accordingly, the pandemic has highlighted the need for flexibility and more time for student-teacher interactions.

Moreover, switching to all learning modalities designed by DepEd was a teachers' challenge "to a very large extent." Landicho (2021) [31] posited that one of the most evident changes prompted by the switch to DepEd's learning modalities is the absence of activities where students can examine real objects and samples, collaborate with their classmates on worksheets, and ask questions with their teacher while being engaged in the exercises. Tools such as globes, maps, and other laboratory instruments are not available in each student's household. Various types of examinations can no longer be done as summative assessments as long as school campuses remain closed. In general, assessments must be designed appropriately for the new normal learning setup (Landicho, 2021) [31]. More practical issues include the limited or intermittent Internet connectivity at times, which raises a more practical concern regarding students' participation in their class activities.

In general, teachers' challenges in the new learning delivery modalities were "to a very large extent." The school heads complimented the finding. It means that implementing the various learning delivery modalities was crucial. It implies that the phenomenon could negatively impact students' learning outcomes, especially those who quickly fail to cope with the change.

The current result supported Pimentel-Tibon (2020) [38], who disclosed a great challenge for teachers and school heads dealing with learners under any modes of distance learning or blended learning who are not capable of learning independently or who are not periodically supported by their parents or guardians. The study further unmasked that teachers' challenges affected the students' holistic development, with limited interaction opportunities with their teachers and classmates.

With this, the Department of Education needs substantial and additional financial resources to meet the objectives of the implementation. Hence, the support of local government units, civil society organizations, and other stakeholders becomes indispensable as the key to providing quality basic education accessible and responsive in the new normal.

Table 4: Test of Relationship between the School Heads' Monitoring and Evaluation Performance and the Teachers' Challenges in the New Learning Delivery Modality

Variables	ρ-value	p-value @0.05	Interpretation
School Heads' Instruction Monitoring Performance and Teachers' Challenges	0.300	0.000	Medium/Moderate Positive Correlation/ Significant
School Heads' Instruction Evaluation Performance and Teachers' Challenges	0.343	0.000	Medium/Moderate Positive Correlation/ Significant

A closer look at Table 4, school heads' instruction monitoring performance was moderately and positively correlated with and significantly related to the teachers' challenges in the new learning delivery modalities. The computed ρ-value supports the result with a p-value less than the 0.05 level of significance. However, the effect of the relationship was medium. It means that the teachers' challenges in the new learning delivery modality were

linked at a medium level with the school heads' instruction monitoring performance. It implies that the school heads who rated to a very large extent the teachers' challenges in the new learning delivery modality were those who highly performed in instruction monitoring. Similarly, the school heads who poorly rated their instruction monitoring claimed the teachers' challenges to a minimal extent. The present finding substantiated Brock, Beach, Musselwhite, and Holder (2021) [10], whose research revealed a link between the supervision of instruction and teachers' teaching difficulties.

Furthermore, the school heads' instruction evaluation performance was moderately and positively correlated with and significantly related to the teachers' challenges in the new learning delivery modalities. The computed ρ-value concords the result with a p-value less than the 0.05 level of significance. However, the effect of the relationship was medium. It means that school heads' instruction evaluation performance linked a medium with the teachers' challenges in the new learning delivery modalities. It means that the school heads who rated to a very large extent the teachers' challenges in the new learning delivery modalities were highly performing school heads in instruction evaluation. Similarly, the school heads who poorly performed in instruction evaluation rated the teachers' challenges to a minimal extent.

The present finding corroborated Giffin (2020) [23]. The research revealed that the current health crisis provided the school heads an opportunity to intensify instruction evaluation to support teachers as they adopt various instructional designs meeting the needs of students during this critical time.

5. Conclusions

The limited communication between teachers and school heads during the COVID-19 pandemic, which resulted in a failure to adequately monitor activities in the course of duty, may be the cause of the discrepancy between teachers' and school heads' viewpoints on monitoring and evaluating instruction. Like how the monitoring and instruction evaluation by school leaders had an impact on the teachers' difficulties with the new learning delivery modality, the moderate link may be attributable to school heads placing a high value on their positions during the pandemic to help teachers understand their abilities and weaknesses in specific facets or areas of teaching and to inform teachers of their strengths and weaknesses as well as opportunities to develop and address their limitations.

6. Recommendations

As a result of the comprehensive analysis of the findings and conclusions, given below are the recommendations:
1. Teachers should find ways to cope by time management, teamwork, and cooperation to accomplish a specific task on time. In so doing, the challenges may be minimized if not eradicated.
2. To understand how different learning modalities are related to students' experiences and learning, teachers are encouraged to study and attend training to be fully equipped with what constitutes effective instructional design in distance learning contexts.
3. Teachers should remain open to school monitoring and evaluation changes. They should continually update

their practices to reflect the number of additional avenues by which teaching challenges can be cured and translated by the school heads' monitoring and evaluation practices.
4. School heads should keep abreast of the current trends in instruction monitoring and evaluation to enhance their productivity and effectiveness in carrying out their supervisory duties, functions, and responsibilities to cope with the teachers' challenges in the new learning delivery modalities'
5. Monitoring skills and instructional evaluation practice standards should be explored among school heads to structure quality school monitoring and evaluation to help teachers cope with the challenges of the COVID-19 pandemic.

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