



## **ANALYSIS OF ADM (ALTERNATIVE LEARNING MODALITIES) TRYOUTS: BASIS FOR MONITORING AND EVALUATION OF DISTANCE EDUCATION IMPLEMENTATION**

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<p><b>Received:</b> August 10<sup>th</sup> 2021 <b>Accepted:</b> September 11<sup>th</sup> 2021 <b>Published:</b> October 22<sup>nd</sup> 2021</p>	<p>The upsurge of global pandemic has turned events into 360 degrees. Things have drastically changed from what they termed normal to new appealing phrase 'new normal'. COVID-19 has dramatically changed the lives of people across the globe and distance education has become the norm. The study utilized explanatory sequential mixed design in assessing the alternative learning modalities tryouts as a basis for monitoring and evaluation of distance education implementation in the City Schools Division of San Jose del Monte. The findings of the study revealed that there were different distance learning modalities utilized where 1, 758 modules were successfully distributed, and 1, 756 or 99.9% were retrieved. Also, 181 learners registered for online distance learning platform and 100% of them successfully finished the sessions. Further, there were 456 learners who successfully engaged in the conducted 2-week simulation using blended modular and online learning simulation. Qualitative data showed that schools encountered common problems during the tryouts. School heads reported that there were problems with the learners' internet connectivity, distribution and retrieval of the modules, availability of assigned vehicle, tardiness, lack of tech-skills, locating the house of the learners, and insufficient access to a working microphone and camera, rendering them unable to participate during recitation. The researchers concluded that the key players of distance education are stakeholders and resources, and there is a dire need to consider how the relationship of these key players are constructed depending on the modality employed and technologies available in the geographical area. The support of internal and external stakeholders of the school has a central role impacting the effectiveness of distance education implementation.</p>

**Keywords:** Alternative Learning Modalities (ADM), Distance Education, Monitoring and Evaluation, Distance Learning Tryouts, modular class, online class, blended learning

### **INTRODUCTION**

The upsurge of global pandemic has turned events into 360 degrees. Things have drastically changed from what they termed normal to new appealing phrase 'new normal'. Countries around the globe have guzzled in nowhere testing how 'their PANDEMIC Response System would work specifically in fighting the unforeseen enemy, novel coronavirus virus of 2019 (COVID-19).

Its disastrous instigation in December 2019 at Wuhan China has tested the nations' economic and

health systems. Its effects have brought fatalities to millions of lives and have caused pounding worries among humans. Everywhere, people are at the peak of clamors for the discoveries of vaccines which could possibly ease the abysmal burden of demise once affected. Even date, no vaccines yet could help eradicate such worries among men and women, young or old in all nations. People around the globe were caught unprepared and truly affected. No one has been spared.



COVID-19 has dramatically changed the lives of people across the globe and distance education has become the norm (Schneider & Council, 2020). Distance education is not a new concept among the Filipino learners as it is evident to the data reveal from Philippine News Agency that about 20,475,530 learners have enrolled in public schools and 1,219,094 in private schools (July 2020). It entails that many learners hoped to continue learning in 'new normal set-up'. In the Department of Education (DepEd), learners have chosen the appropriate learning delivery modalities according to their family resources. Further, face-to-face learning engagement is not promoted due to the absence of vaccines, and DepEd finds responsive ways to continue educating millions of learners by providing diverse options per DO No.8 s. 2020.

Relative to this, the agency provides various options for implementing multiple learning delivery modalities such as distance learning and home schooling in order to reduce the spread of COVID-19. Also, the agency aims to strengthen their partnership with the stakeholders to fully realize its mission and vision in the midst of pandemic. Principals, teachers, parents, and local government units (LGUs) work collaboratively to ensure that all learners will get quality education even in the new educational situation nowadays. Miller, et al. (2020) emphasized that the continuity of education outside of a typical school building can only occur through printed learning materials, phone contact, social media platforms, e-mail, technology-based instruction, or a combination of these to meet learner needs. Without question, there is a necessity to strengthen the communication between the internal and external stakeholders of DepEd.

In lieu of the foregoing, City Schools Division of San Jose Del Monte reported that as of August 20, 2020, there are different learning modalities to be utilized in the entire schools division based on the choices of learners: 106,414 (89.95%) have selected Modular Distance Learning, while 13 214 (11.05%) decided to enroll for Online Distance Learning. The number has given the schools division idea on how to reach every learner using different modalities. This means that two different learning modalities need more attention to ensure that all aspects of learner's education will be addressed sufficiently.

In light of these concerns, the researchers believe that there is a dire need to assess the implementation of distance education based on the 2-week tryouts in the City Schools Division of San Jose del Monte that will surely help the schools division to strengthen the monitoring and evaluation of distance education implementation this school year 2020-2021.

## **STATEMENT OF THE PROBLEM**

The main objective of the study was to assess the alternative learning modalities tryouts as a basis for monitoring and evaluation of distance education implementation necessary for the preparation to school year 2020-2021 in the City Schools Division of San Jose del Monte.

Specifically, the sought answers to the following questions:

1. What is the status of alternative learning modalities tryouts in elementary and secondary public schools in the City Schools Division of San Jose del Monte City in terms of:
  - 1.1 distribution and retrieval of modules;
  - 1.2 online distance learning platform; and
  - 1.3 blended modular and online distance learning modality?
2. What are the challenges encountered by the implementers, parents, and learners during the delivery of various distance learning modalities?
3. What monitoring and evaluation implications may be drawn from the findings of the study?

## **METHODOLOGY**

The study used descriptive method of research in assessing the implementation of alternative learning modalities. It was utilized for gathering and tabulating relevant data. It involved the elements or interpretation of the meaning or significance of what is being described. Description was combined with comparison and contrast involving measurements, classifications, interpretations, and evaluations of collected data.

To analyze the extent of implementation of distance learning modalities as a basis for the monitoring and evaluation implications, the researchers used explanatory sequential mixed design and employed descriptive and interview guide questionnaires in collecting both quantitative and qualitative data.

The researchers-made questionnaire and the interview guide questionnaire were the chief data gathering instruments in eliciting the information regarding the analysis of 2-week tryouts of alternative learning modalities. In the quantitative phase of the study, the researchers gathered information that differs in amount or degree, necessary in obtaining a statistical summary of the status of implementation of the distance learning modalities. Qualitative phase of research study the naturally occurring phenomena in all their complexity. The primary aim in employing this method is for narrative literacy description of procedures, summary results, and for logical and



holistic description of school heads' responses to interview guide questionnaire. With these, the researchers utilized the collected quantitative and qualitative data to formulate the comprehensive monitoring and evaluation scheme for the implementation distance learning modalities in the City Schools Division of San Jose del Monte this school year 2020-2021.

## RESULTS AND DISCUSSIONS

### I. Distance Learning Modalities

Figure 1. Summary Status of Distance Learning Modalities Utilized during 2-week Tryouts in the City Schools Division of San Jose del Monte

Status	Distance Learning Modalities		
	Modular	Online	Blended Modular and Online
No. of registered learners	1,758	181	456
No. of learners who completed the simulation	1,756	181	456
% of learners who completed the tryouts	99.9%	100%	100%
% of sample per learning modality	<b>73.40%</b>	<b>7.56%</b>	<b>19.04%</b>

**N=2,395**

Table 8 illustrates the status of different distance learning modalities utilized during 2-week tryouts in the City Schools Division of San Jose del Monte. It shows that there were 1,758 learners who tried modular learning modality, 181 in online learning, and 456 in blended modular and online learning. A total of 2,395 learners who actively participated in the 2-week simulation of distance learning modalities. With this figure, it is also worthy to note that there were 2 learners under modular learning modality who did not successfully return their modules due to communication problem.

In the study conducted by Yilmaz (2018), he cited that online learning is one of the most popular forms of distance education. It is a learning platform which the learning content is delivered to learners through technology, online course materials, and online interaction. However, in the City Schools Division of San Jose del Monte, only 181 or 7.56% out of 2,395 learners were actually participated in online learning during 2-week simulation of distance education. Callard, Foster,

and Kruger (2020) mentioned that online learning requires technology, technical skills and other tools for the realization of the lesson. This implied that most of the San Joseño learners chosen modular learning modality because they have difficulties in terms of internet connectivity, budget for data connection/loads, lack of gadgets/equipment, and insufficient technical skills for online class.

### II. Challenges Encountered during the Delivery of Distance Learning Modalities

The study considered 55 elementary and secondary public schools in the City Schools Division of San Jose del Monte to determine the challenges encountered in the delivery of distance learning modalities. The school heads answered that they encountered same problems in the internet connectivity of the learners, distribution and retrieval of the modules because some parents, as well as assigned vehicle did not arrive on time, there were difficulties in locating the house of the learners, and the behaviors of the learners affect the learning process. Further, other school heads mentioned that there were late submissions of learners' outputs due to slow internet connectivity, some learners were not tech-savvy and caused delays during the class sessions, some don't have access to a working microphone and camera, rendering them unable to participate during recitation.

They employed various strategies/interventions in meeting the challenges they encountered during the preparation and implementation of 2-week tryouts of distance learning modalities. Most of them mentioned that they planned, organized, and implemented the 2-weeks simulation with close coordination with the internal and external stakeholders of school. The local government units (LGUs) were tapped and coordinated, online meetings and conferences with stakeholders were help, and monitoring and feed-backing was done for further improvements.

### III. Monitoring and Evaluation Implications based on the Findings of the Study

Have modular and online help desk Hotlines where parents can send feedbacks if modules have deficiencies and have list of volunteer facilitators for learners who needed the help most.

## CONCLUSIONS

Ensure that all the distributed modules will be retrieved on time. There must be no left behind policy in each learner. If the learners can't be reached through call or text message, home visitation may be done with the assistance of the Local Government Unit (LGU).



There are various problems encountered in the delivery of distance learning modalities that need to be addressed with the help of the stakeholders of the school. The school heads should work collaboratively with all the stakeholders. The key players of distance education are learners, teachers and resources, and the effective delivery of various learning modalities must consider how the relationship of these key players are constructed depending on the modality employed and technologies available in the geographical area. Thus, the support of the stakeholders of the school has a central role impacting the effectiveness of distance education implementation.

### **RECOMMENDATIONS**

Strengthen partnership with the stakeholders of the school especially to the parents and LGUs, address promptly all the problems encountered in the delivery of distance learning modalities, schools should make a list of volunteer facilitators for learners who needed the help most, the School Division Office (SDO) should provide modular and online help desk hotlines where teachers, parents, and learners can send feedbacks if modules have deficiencies or any problem.

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