

Evaluation of Learning Delivery Modality Course Implementation in a Division

Donald L. Salazar

<https://orcid.org/>

Head Teacher III, Sta. Cruz National High School, Schools Division of Zambales

Abstract: *Learning delivery modality course is a response to the untimely demand in education brought about by the pandemic. Primarily, its goal is to capacitate every school leader and the teachers to meet the challenges of the so - called new normal. This study's main objective was to evaluate the success of the Learning Delivery Modality Course Implementation in response to Learning Continuity Plan mandated by DepEd. Specifically, the study would answer the following questions: 1. How may the school heads evaluate the success of LDM course implementation? 2. How may the teachers evaluate the success of LDM course implementation? 3. How is the distribution of school heads and teachers described their level of success in the LDM Course implementation in terms of attaining the modules' objectives? 4. Are there significant variations in school heads' and teachers' success levels on the LDM course implementation across schools? This study focused on providing surveys to the School Heads and Teachers, specifically their evaluation of Learning Delivery Modality Course Implementation. The descriptive - correlational method of research was used in this study. The main instrument used in gathering the needed data was the survey questionnaire. The statistical tools used in the treatment of data were: 1) percentage, 2) weighted means, and 3) ANOVA. In the light of results from statistical analysis and findings of the research following conclusions can be drawn. The majority of the school heads said that the LDM Course Implementation level is "Very Successful". While on the other hand, it is "Fairly Successful" among most teachers. There is a significant variation in the level of success of the School Heads and Teachers on the LDM Course Implementation across Schools. In consideration of the findings and the conclusions derived from the study on the Evaluation of Learning Delivery Modality Course Implementation, the researcher made the following recommendation: 1. Presentation of School Learning Continuity Plan to the parents, partners, stakeholders, LGU, and other concerned individuals or groups to strengthen and revitalize their partnership. Ascertain the appropriateness of Learning Delivery Modalities through online survey/mapping to identify the adequate delivery mode of learning and production of modules/ modules/ worksheets and other ADM materials based on the Action plan and school's actual capacity the school.*

Keywords: Learning delivery modality, evaluation, course implementation

1. Introduction

The onslaught of the COVID - 19 pandemic brought forth tremendous challenges in the educational arena. Global monitoring of UNESCO reveals that in April 2020, educational institutions of 195 countries were temporarily closed by their governments to contain the risk of the novel coronavirus (UNESCO, 2020). This has significantly affected the delivery of education globally. It likewise had implications on the learning modes of students and created a substantial setback for hundreds of millions of learners worldwide. Additionally, the economic projection shows 1 out of 10 students possibly suffer a loss of education due to school closures and rapid change of learning modes (Psacharopoulos, Collis, Patrinos, & Vegas, 2020). Hand in hand, different sectors have made efforts to contain the threat caused by the COVID - 19 pandemic. Mandated by the government, sectors such as the educational planners, policymakers, and all education actors were mobilized to provide the public actions that would ease the soaring effect of the global phenomenon. Education reforms aligned to the demands of the situation were also introduced to build resilient education systems that offer equitable and sustainable development (UNESCO, COVID - 19 Educational Disruption and Response, 2020). In education, both teaching and learning have changed dramatically. Because meeting in traditional classrooms might cause a potential threat to acquire health problems related to COVID - 19, face - to - face teaching could not materialize (Crawford, et al., 2020). As a result, teachers and students

worldwide had to use other learning delivery modalities in place of face - to - face meetings.

In the survey conducted by the Department of Education (DepEd), it was found that most educators lack concrete plans on how to deliver quality education as affected by the restrictions posed by the COVID - 19 pandemic (DepEd, 2020). In response, the DepEd prepared the Basic Education - Learning Continuity Plan or BE - LCP. This contains DepEd's plans and guidelines to address challenges in basic education in time of health crisis. Through this material, DepEd has also laid down the possible learning delivery modalities (LDM) to be used during the pandemic.

The DepEd (2020) mentioned in the BE - LCP three (3) main types of LDMs recommended to be employed during the pandemic: homeschooling, blended learning, and distance education (modular, online, or television/radio - based). Homeschooling is where a qualified parent, tutor, or guardian facilitates the learning process in a home - based environment. Blended learning is a combination of face - to - face and any type of distance learning. Meanwhile, in distance learning, the teacher and the learners are in two separate locations during the learning process. Among the three, DepEd (2020) urges schools to have distance learning as their LDM since it has the least risk severity concerning the transmission of the virus.

The sudden shift from the face - to - face or traditional mode of learning to new LDMs demands readiness and competence on the part of teachers. However, in the

aforementioned DepEd survey, teachers have expressed a lack of preparedness and little confidence in the use of new LDMs. Unfortunately, this could hamper the delivery of quality education. In response to this critical concern, the DepEd, through the National Educators Academy of the Philippines (NEAP) and guided by the BE - LCP, organized training courses for education professionals. Hence, the implementation of the Learning Delivery Modality courses for school heads and teachers.

The Learning Delivery Modality (LDM) courses comprise a series of modules to prepare school heads and teachers in the use of learning delivery modes that are not face - to - face. The LDM Courses are of two kinds. First, the Learning Delivery Modality 1 or LDM 1 is intended for division and school heads. Meanwhile, Learning Delivery Modality 2 or LDM 2 is for teachers. The entire training program for both groups involved synchronous learning, guided self - study, coaching sessions, and learning action cell (LAC). Moreover, synchronous learning was delivering on the following platforms: Google Meet, MS Teams, Zoom, and Facebook.

Since the LDM 1 and LDM 2 courses are relatively new since their implementation, it is essential to conduct a study if they have met their objectives of imparting knowledge and skills, as perceived by the trainees (school heads and teachers) themselves. This study aims to determine the level of learning the participants had and how they have applied their learning to their teaching profession as far as LDM is concerned.

So far, there has been no known study conducted to assess the said objectives. This study made use of self - report questionnaires where school heads and teachers evaluate themselves on how they have been utilizing their learnings from the LDM courses. Furthermore, it aims to investigate if there is a significant variation on the level of success of school heads on the LDM course implementation across schools and if there is a significant variation on teachers' level of success on the LDM course implementation across schools.

Through this research, educators and educationists will be provided with knowledge, answers, and recommendations about the LDM courses. It also aims to guide concerned sectors in education in delivering the Learning Delivery Modality Courses in the future.

2. Methodology

This study aims to determine if there is a significant variation in the level of success of school heads on the LDM course implementation across schools. It also aims to find out if there is a significant variation in teachers' level of success on the LDM course implementation across schools. The design used in this study is descriptive-cross - sectional research. Primarily, this descriptive research summarizes the data such as the measures of central tendency. A descriptive method study was adopted similar to the study of Topou (2013) in identifying the relationship of professional development of teacher and teacher efficacy

The study was conducted in Zambales, particularly in Zone 1. A total of 186 participants consisting of 16 school heads and 170 teachers answered the survey. They were selected using purposive sampling, basing the criterion that they have accomplished the Learning Delivery Modality (LDM) 1 Course and 2 Course. Instrumentation for this study was made by the researcher himself and validated by the Public Schools District Supervisor. Questions were asked about how the LDM was implemented in their respective schools. The respondents are well - informed about the details of the study as it abides by the ethical standards outlined in all research endeavors. As the study demanded gathering information from respondents, their data are kept confidential in adherence to the Republic Act 10173 or the Data Privacy Act. Participation in the conduct of this research was voluntary and respondents had the freedom to decide whether or not they will engage themselves to participate. Ethically, the researcher abided by the statement indicated in the ethical considerations in the conduct of this study and will keep all the information disclosed to him in all varied forms. The researcher gathered information from principals about how LDM 1 and LDM 2 were implemented in their respective schools. This substantiated the information needed by the researcher on how fully LDM is implemented in the Schools Division of Zambales. The research employed a mean percentage, and the result of the conduct among teachers was correlated. This statistical analysis was done to find out if the means of the ratings given by school heads and teachers are statistically significant from each other. The data from the respondents were gathered and tabulated. After which, appropriate computation and interpretation were made.

3. Results and Discussions

This study focused on providing surveys to the School Heads and Teachers, specifically their evaluation of Learning Delivery Modality Course Implementation. LDM Course Implementation as evaluated by the School Heads. Module 1 - Knowledge and Comprehensive Understanding of the LDM Course has an overall weighted mean of 3.38, or "Very Successful. " Module 2 - Understanding the Learning Delivery Modalities in the Basic Education Learning Continuity Plan has an overall weighted mean of 3.35 and a DR of "Very Successful. " Module 3 - Choosing, the Appropriate Learning Delivery Modalities for your Division and Schools, has an overall weighted mean of 3.21 and a DR of "Fairly Successful. " Module 4 - Learning Delivery Modalities Implementation Planning has an overall weighted mean of 3.32 and a DR of "Very Successful. " Module 5A - Establishing and Managing the Technical Assistance Mechanism in the school has a WX of 3.38 and a DR of "Very Successful. "; and Module 5B - Establishing and Managing the Technical Assistance Mechanism for School Heads. has a WX of 3.25 and a DR of "Very Successful. " Despite the fact that the school is facing several obstacles, it still has a clear vision of the school's future orientation. The number of enrollees has clearly grown as a result of the unanticipated challenges caused by the worldwide epidemic. However, a long - term strategy for how the institution will be marketed and promoted is still required. In response to the pandemic, educators across the country altered curriculum, delivery, and evaluation (Chabbott & Sinclair,

2020; Viner et al., 2020). They did so under duress and in the heat of the moment. Technological issues such as internet access might be the most significant impediment to teaching and learning continuity. As a result, alternate learning models should be supported by a well - designed technological and logistical strategic plan (Edizon, 2020). Disparities in technology access and ability to use emerged (Cullinane & Montacute, 2020). The obstacles to education were enormous due to a lack of state guidance. Future teachers will learn how to speak to groups of students, plan partner and group activities, manage the dynamics and diversity of groups of learners. Daniel, 2020; Eachempati & Ramnarayan, 2020. The Department of Education (DepEd, 2020) reiterates that combining Self - Learning Modules (SLMs) with alternative learning delivery modalities will help the department ensure all students have access to high - quality basic education. Face - to - face schooling is still forbidden. The findings of the study suggest that schools are making preparations to meet the requirements of students, staff, and other stakeholders. The schools also ensure that the learning tools and materials adhere to the regional office's content requirements. Schools recommend giving teachers and parents with assistance for the implementation by sending them to blended learning training. Although all teachers have knowledge and skills in the academic content, learning targets, or behaviors they want to help students master, as well as a collection of approaches and strategies that have worked in a traditional in - person setting, most do not have a vast collection of pedagogical knowledge and skills to apply to distance learning as the mode of content and behavior instruction (Daniel, 2020). When the epidemic struck, everyone found themselves dealing with many, large, and urgent changes on a personal and professional level. Leaders of schools were no exception. According to Vu et al. (2020) the instability that resulted from the epidemic, which disrupted long - established learning and teaching routines, forced school administrators to deal with major unknown concerns without the time or resources to address them.

LDM Course Implementation as evaluated by the Teachers. Module 1 - Course Orientation has an overall weighted mean of 2.92 and a DR of "Fairly Successful. " Module 2 - Most Essential Learning Competencies has an overall weighted mean of 2.84 and a DR of "Fairly Successful. " Module 3A - Designing Instructions in the Different Learning Modalities has an overall weighted mean of 2.92 and a DR of "Fairly Successful. " Module 3B - Learning Resources has an overall weighted mean of 2.89 and a DR of "Fairly Successful. " Module 4 - Planning for Continuing Professional Development and LAC Planning has an overall weighted mean of 2.89, DR = "Fairly Successful. "; and Module 5 - Building the Teaching Portfolio related to the Modalities' Implementation has a WX of 2.88 and a DR of "Fairly Successful. ". It indicates that instructors were also prepared with the essential abilities to deal with the issues posed by the epidemic at the time. Some educational companies eliminated the requirement for site or individual memberships to access their many instructional products (Maughan, 2020). These "pre - made" classes and activities, which were previously structured to be delivered and consumed entirely online, were available to districts and teachers. Gewin, 2020: Teachers' problems in moving to

distant learning include the need to make considerable modifications to curriculum content and delivery. According to one poll, replying to student and parent emails occupied the majority of instructors' workdays during distant learning. Concerns were raised about a reduction in the quality of student work as the distance learning period extended (Cullinane & Montacute, 2020). In his Education Week blog, DeWitt (2020) said that he scanned social media messages to find instructors' most pressing worries about the imposition of distant learning. He states that the key priorities of instructors are as follows: . Concerns about pupils' lack of involvement and an inability to navigate technology. Although many instructors see technology as a barrier, DeWitt says that it provides more opportunity for autonomous self - directed learning. Teachers described the LACs as a secure and supportive environment where they could reflect on and share their learning and practice (Oakley 2018). Garet et al. (2016) make a key point in one research when they say that CPD material might be misdirected. It is evident that what instructors are taught should reflect techniques that can genuinely make a positive effect in student learning. Portfolio development was viewed as a product and a one - time action that occurred near the end of the academic year in preparation for the assessment review. As a result, the demand for ongoing teacher help merged with the need for professional development.

The majority of the school heads said that the LDM Course Implementation level is "Very Successful" with a frequency of ten (10) or 62.50%. While on the other hand, it is "Fairly Successful" among most teachers with a frequency of ninety - seven (97) or 57.06%. There is a significant variation on the level of success in the LDM course implementation as evaluated by the school heads across schools with an F - value of 5.328. This computed value is significant at 5% level, thus the null hypothesis is rejected. Similarly, there is a significant variation on the level of success in the LDM course implementation as evaluated by the teachers across schools with an F - value of 10.625. The null hypothesis is also rejected at 5% level of significance.

4. Conclusions and Recommendations

In the light of results from statistical analysis and findings of the research the following conclusions can be drawn. In terms of LDM Course Implementation as evaluated by School Heads such as: Module 1 - Knowledge and Comprehensive Understanding about the LDM Course, Module 2 - Understanding the Learning Delivery Modalities, Module 4 - Learning Delivery Modalities Implementation Planning, Module 5A - Establishing and Managing the Technical Assistance Mechanism in the School; and Module 5B - Establishing and Managing the Technical Assistance Mechanism for School Heads have a "Very Successful" level of success. In terms of LDM Course Implementation as evaluated by Teachers such as: Module 1 - Course Orientation, Module 2 - Most Essential Learning Competencies, Module 3A - Designing Instructions in the Different Learning Modalities, Module 3B - Learning Resources, Module 4 - Planning for Continuing Professional Development and LAC Planning, Module 5 - Building the Teaching Portfolio related to the Implementation of the Modalities have "Fairly Successful" level of success. Most

of the school heads said that the LDM Course Implementation level is “Very Successful”. While on the other hand, it is “Fairly Successful” among most teachers. There is a significant variation on the level of success of the School Heads and Teachers on the LDM Course Implementation across Schools.

In consideration with the findings and the conclusions derived from the study on the Evaluation of Learning Delivery Modality Course Implementation, the researcher made the following recommendations: Enrich the school heads’ opportunities to engage more time developing their management skills in line with LDM implementation like attending seminars, trainings, and workshops relative to the course. Provide transition guidance and technical assistance for Teachers on the preferred learning delivery modalities and address the concerns of the teachers for the improvement of the School LCP. Identify challenges in implementing the LDM Courses and increase the level of success by considering other factors such as readiness of school heads and teachers during the onslaught of COVID - 19, risk mitigation measures, financial constraints, and difficulties on learning technically demanding and providing materials. Presentation of School Learning Continuity Plan to the parents, partners, stakeholders, LGU, and other concerned individuals or groups to strengthen and revitalize their partnership. Ascertain the appropriateness of Learning Delivery Modalities through online survey/mapping to identify the adequate delivery mode of learning and production of modules/ modules/ worksheets and other ADM materials based on the Action plan and school's actual capacity the school. Similarly, the same study may be conducted to augment the limitations which the school heads and teachers have acquired during its initial implementation. In the same manner, sustainability of the course implementation should be considered in order to have readily available mechanism whenever confronted with the same situation like the pandemic.