

School Responsiveness and Psychosocial Stability of Teachers, Parents, and Learners on the Implementation of Learning Delivery Modalities (LDMs): A Basis in Policy Brief Formulation

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ABSTRACT

Pedagogy, technology, and material resources are some challenges in ensuring the continuity of learning, while teachers, parents, and learners are factors that significantly affect the school's learning performance. The Department of Education mandate schools and learning centers to implement capacity

building and establish support mechanism to ensure the seamless transition of learning activities into the New Normal. The objective of the study is to understand how parents, learners, and teachers will be able to adjust to the new learning setup, embrace the changes, and affects the delivery and acquisition of new learning, as well as the implications of the pandemic in the participant's personality. A sequential explanatory research design was used in the study. Data were collected in two consecutive phases. First phase data were computed from the responses in the survey questionnaire, while the second phase responses from focus group discussion used thematic analysis. Based on the generated themes, a new intervention model, Three-way Teaching and Learning Process in the New Normal, was established. The model integrates significant processes such as observation, communication, instruction, interaction, support, and participation in ensuring the success of the new learning set-up. The model also shows interventions highlighted, such as communication access, professional development, digital collaboration, independent learning, stakeholder engagement, and parental education. The intervention model is recommended to be used as an implementation framework in the Division and School Learning Continuity Plan.

Keywords — Education, distance learning delivery modalities, intervention model, mixed-method design, Philippines

INTRODUCTION

As the threat of COVID-19 continues to spread, communities must take action to reduce the impacts of the outbreak and support control measures. Protection of children and educational facilities is particularly vital. Safety precautions are necessary to prevent the potential spread of COVID-19 in school settings; however, awareness must be employed to avoid stigmatizing students and staff who may have been exposed to the virus. School health protocols can prevent the entry and spread of COVID-19 while minimizing disruption and protecting students and staff from discrimination (World Health Organization, 2020).

Other mitigating measures in reducing the effects of the pandemic in ASEAN countries were cited by Heng (2021) that, which include suggestions and policy implications such as enhancing access to technology, establishing online platforms, collaborations with stakeholders, higher education reform, and promoting research and publications.

Bender (2020) stated that advocates for COVID-19 will diminish students' fears and anxieties around the disease and establish a coping mechanism. This provides critical considerations to engage school administrators, teachers and staff, parents, caregivers, community members, and children themselves in promoting safe and healthy schools.

In the Philippines, the Department of Education developed the Basic Education-Learning Continuity Plan (BE-LCP). Schools administered learning through blended or distance learning modalities where lessons were delivered to the students in their homes. Schools ensure that learning will continue amidst the threat and uncertainties brought about by pandemics while ensuring the health, safety, and well-being of all learners, teachers, and personnel of the Department.

To prepare parents, teachers, and school leaders for multiple learning delivery modalities, ready-made self-learning materials (SLMs) with tools and mechanisms were developed depending on the community context. DepEd Secretary Dr. Leonor Briones mandates schools to implement capacity building and establish a support system to ensure the smooth transition of learning activities into the New Normal format.

The new learning setup requires in-depth preparation in terms of contents and processes among learners, parents, teachers, and school heads as they will be facing unfamiliar learning processes in the delivery of various modalities.

OBJECTIVE OF THE STUDY

The study aimed to document the learning journey of teachers, parents, and learners, develop a policy brief, and design an intervention model to implement learning modalities in the New Normal.

Specifically, it aimed to (1) determine the mean level of school responsiveness in the delivery of learning modalities in terms of content and pedagogy, internet connectivity, and material resources, (2) identify the school responses that affect the psychosocial stability of teachers, parents, and learners in terms of life skills, coping mechanisms, and resiliency, (3) discuss the challenges of teachers, learners, and parents that affect the delivery and acquisition of learning in the new learning setup, and d. the participants' coping mechanism against the implications of the pandemic in the educational setting and their lives.

FRAMEWORK

This chapter takes account-related reading materials from books, journals, magazines, and abstracts, which the proponent of the study deemed helpful in

attaining an in-depth discussion of the research problem and development of the research framework.

Impact of Pandemic on Education Setting

The outbreak of the COVID-19 virus continues to pose exceptional challenges. At this point, the most significant impact of COVID-19 arises from the need to practice social or physical distancing to prevent its spread. The Department of Education (DepEd) declared the closure of classes and the cancellation of school activities.

The closure of schools limits the efficiency of services that can be provided to learners, as Burgess and Sievertsen (2020) stated that attending classes remains the best method to raise social skills and social awareness and increases a child's ability. Related to the situation in Swede, learners have a conflicting day to prepare for important tests. These differences are random, allowing Carlsson et al. (2015) to evaluate the causal effect of schooling on skills. Ten days of extra schooling significantly raise scores on tests of the use of knowledge by 1% of a standard deviation. As a highly rough measure of the impact of the current school closures, twelve weeks less schooling implies a loss of 6% of a standard deviation.

The learning loss was further supported by Lavy (2010) on the effect of instructional time on learning. The results of the study show that the longer time allotted to instruction, the higher the test scores outcomes. Closure of school reduces the number of hours for instruction which will lower the learner's performance.

Challenges in Time of Pandemic

Several doubting challenges must be addressed and overcome for distance education to be effectively and efficiently delivered. The three areas are pedagogy, technology, and resources. Pedagogy pinpointed the adjustment needed in the instructional delivery to complement the current health situation, technology covers the systems and mechanism to ensure that distance learning is feasible, and resources deal with the availability of required gadgets and internet connectivity for learners. In support of pedagogical issues, Talampas and Martinez (2021) stated that the pandemic caused adjustment to the usual teaching methods, strategies, and techniques applied by a teacher. The situation brought a challenge in enhancing five language skills listening, speaking, reading, writing, and viewing.

The closure of schools and learning centers also coincides with the quarterly examination. The global lockdown disrupted internal and public assessments (Severstein, 2020). The performance of learners was also correlated with their low

socioeconomic status and large classroom size (Andersen & Nielsen, 2020). The importance of assessing learning was greatly felt during this time of the pandemic when it was difficult to measure learners' performance while they were staying at home. The teachers experience issues not only with the methods of providing assessment but also with adjusting the criteria for evaluating the learners.

We find larger effects for students with low socioeconomic status but also that schools with many students from this group are more reluctant to measure their performance. Implications and limitations for increasing the level of student testing are discussed.

Basic Education-Learning Continuity Plan

In the Philippines, the Department of Education (DepEd) launched the Basic Education- Learning Continuity Plan for School Year 2020-2021. The decision to open classes was made considering socioeconomic factors to implement interventions such as (1) minimizing school disruption associated with holistic youth development, (2) education-related economic activity, and 3) school-managed support systems such as the School-Based Feeding Program, among others.

The BE-LCP must be guided by life-long, life-wide, life-deep, and life-wise learning principles. The future goals of Philippine education were to nurture learners with work readiness and responsible citizenship. Despite this, the Department faces several risk factors, such as social norms regarding the possible resurgence of the pandemic, coordination, and participation of all the sectors in the society, and mobilizing support from stakeholders.

Alternative Learning Delivery Modalities

Bamba (2020) stated that schools could implement distance learning modalities depending on the community quarantine restriction. Among the modality, blended learning can provide better opportunities for learners in terms of socioeconomic development, assessment, active engagement, and timely feedback.

Secretary of Education Leonor M. Briones emphasizes that the provision of self-learning modules (SLMs) and alternative learning delivery modalities such as modular, television-based, radio-based instruction, blended, and online shall address the needs, situations, and resources of each learner and ensure that they have access to quality basic education for the school year 2020-2021 in the absence of face-to-face classes prohibited due to the public health condition.

Learning resources were integrated into video lessons for learners, contextualized learning materials were developed, and work arrangements and

health protocols were strictly followed. This assured the continuity of learning, considering the safety and health of teachers and personnel.

Community Role in Distance Learning

During distance learning, parents act as facilitators to supplement their children's learning by solving real-life problems, exposing learners through trips to monuments and museums, and accessing various online materials. Although some parents experience success in fulfilling their role in homeschooling, this may not generalize other parents' dilemmas within the population. As Björklund and Salvanes (2011) described, families, tend to provide significant support to learners attending homeschooling. Despite the first impression that this learning process would not be feasible, the outcomes proved effective. However, this role is typically seen as a complement to the input from the school.

The pandemic also provides manifestation that in improving perceived learning, administrators and teachers should intensify the execution of e-learning platforms used in higher education institutions (Micabalo et al., 2021).

Based on the concepts from previous studies, the diagram below represents the framework of the study. Initial data was based on the review of the school's response aligned to the School Learning Continuity Plan (SLCP) anchored to Regional Pivot 4A QuBE and National BE LCP priorities.

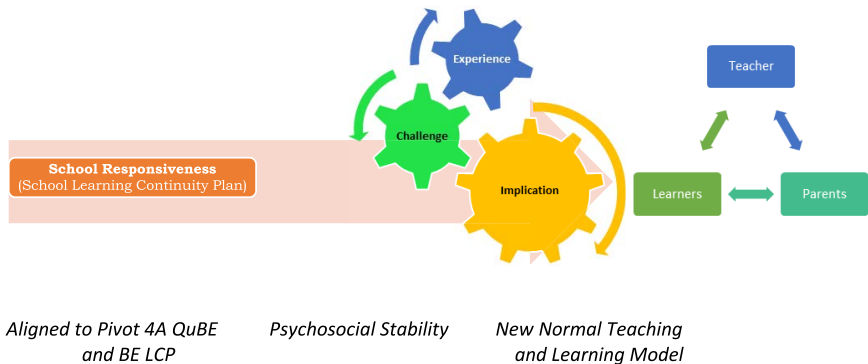


Figure 1. Framework on Developing Intervention Model

The satisfaction of clients will be reflected in their psychosocial stability in terms of life skills, coping mechanisms, and resiliency. The result will be validated by their experiences in the new learning set up and establish a new teaching and learning model.

METHODOLOGY

This part shows the procedure for developing a policy brief and designing an intervention model for implementing the learning modality in the New Normal.

Research Design

The researcher used mixed-methods sequential explanatory research design. Data were collected in two consecutive phases. The quantitative data was initially collected and analyzed. Qualitative data were collected in the second phase and created connections with the results of the first phase analysis.

Research Site

Schools Division of Calamba City is located within the City Hall Compound at Brgy. Real, Calamba City. The office provides education support to all public and private schools in Calamba City.

The research involved nine (9) schools in the Schools Division of Calamba City, and one of the school were randomly selected per cluster.

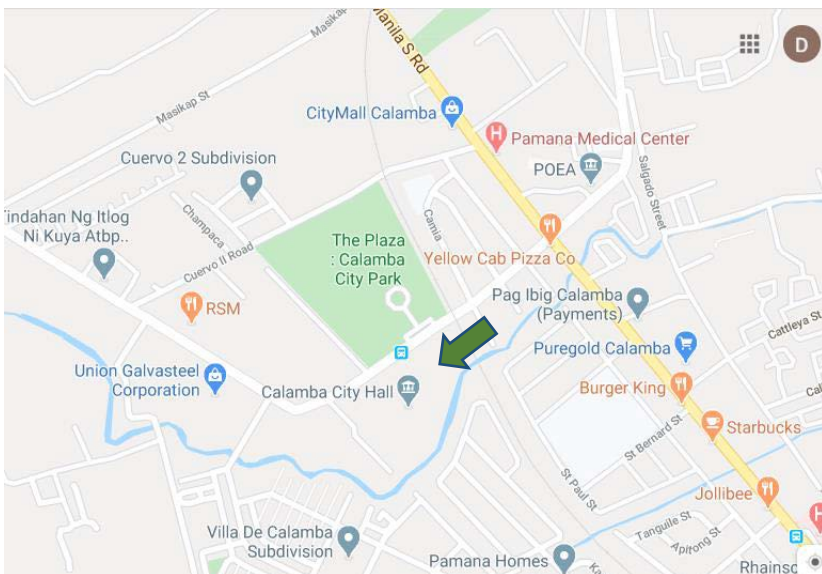


Figure 2. The Location of DepEd Calamba City (courtesy of google map)

Participants

The respondents were selected teachers, parents, and learners from the sampled schools in the Schools Division of Calamba City. The sampling technique used was stratified random to highlight a specific subgroup within the population and to ensure the presence of the vital subgroup within the sample.

Table 1. The Total Number of Respondents in the Study

Cluster	School	Enrollment	No. of	Total number of Respondents		
		(July 15, 2020)	Teachers	Parents	Learners	Teacher
<i>Cluster 1</i>	School A	1866	48	60	60	27
<i>Cluster 2</i>	School B	3824	130	124	124	73
<i>Cluster 3</i>	School C	593	20	20	20	11
<i>Cluster 4</i>	School D	902	24	30	30	13
<i>Cluster 5</i>	School E	1133	33	38	38	18
<i>Cluster 6</i>	School F	1040	31	34	34	17
<i>Cluster 7</i>	School G	1498	41	48	48	23
<i>Cluster 8</i>	School H	1125	25	36	36	14
<i>Cluster 9</i>	School I	295	7	10	10	4
Total		12,007	359	400	400	200

Elementary learners were identified as a sample of the study since they experienced the biggest drawback of distance learning, such as isolation and human interaction.

Instrumentation

Survey questionnaires were developed to assess the mean level of school preparedness and psychosocial stability of learners, teachers, and parents. The questionnaires for parents and learners were translated into Filipino. The questionnaires vary in the total number of questions. Learners, parents, and teachers have 17, 18, and 20 items. The questions were designed based on the point of view of the respondents.

A Focus Group Discussion (FGD) was conducted to understand the participants' experience, challenges, and the implications of the learning delivery modality on their educational settings. A semi-structured interview guide was prepared for the focus group discussion. Online FGD activity was administered based on the most convenient time for the participants.

The questionnaire and interview guide were validated by the School Governance and Operation Chief and the Monitoring and Evaluation (M&E) Specialist.

Ethical Protocol

The purpose of the study was communicated to the participants. The questionnaire included a consent form for the participants to have an option to voluntarily participate or withdraw from the study at any time. Participants' information was treated with the utmost confidentiality and will be used only for this study. While in FGD, the online participants were permitted to record their responses.

Data Gathering

Two sets of data were collected. First data was consolidated from the participant's responses in the google form. The participants with difficulty using the online form were provided with a printed copy of the questionnaire and encoded by the proponents' responses in the online form upon retrieval.

The second set of data was consolidated from the recorded responses of the selected participants during the focus group discussion using Zoom as the interview platform.

Data Analysis

The data was collected from the responses to the questionnaire and focus group discussion. The computed mean and thematic analysis was used to identify factors that lead to designing an intervention model.

The collected data were analyzed and interpreted. The results were presented to the Division/Regional Research Committee and discussed during summits and research conferences.

RESULTS AND DISCUSSION

This chapter details the results of data collection, analysis, and reports on the research questions for this study. Results and discussion were organized into two sets. The first set was based on the School Learning Continuity Plan concern areas, while the second set shows thematic areas on the implementation of distance learning modality.

Table 2. The Level of School Responsiveness in the Delivery of Learning Modality

SLCP	Teachers	Parents	Learners
A. Planning Phase			
A.1 Data Analysis and Management	3.48	3.16	3.20
A.2 Alignment to BE LCP and Pivot 4A QuBE	3.43	3.14	3.15
B. Implementation Phase (School Management and Operations)			
B.1 Organization of Class	3.43	3.13	3.17
B.2 Management of Learning	3.49	3.26	3.28
B.3 Assessment of Learning	3.47	3.26	3.27
B.4 Teachers Deployment Matrix	3.43	-	-
B.5 Teachers Professional Development	3.55	-	-
B.6 Instructional Supervision	3.46	-	-
B.7 School Supply Management	3.35	3.09	3.13
B.8 School Technical Assistance Mechanism	3.44	3.18	3.26
B.9 Community Mobilization	3.51	3.11	3.19
C. Monitoring and Evaluation Phase	3.44	3.20	3.11
D. Re-calibration / Adjustment Phase	3.45	3.11	3.21

Range: *Extremely Unsatisfied* [1.00 – 1.50], *Unsatisfied* [1.51 – 2.50],
Satisfied [2.51 – 3.50], *Extremely Satisfied* [3.51 – 4.00]

Table 2 shows the highest rating of 3.55 (Extremely Satisfied) in the Teachers Professional Development. This implies that the capacity building on distance education was adequate. While the lowest rating falls on school supply management, providing efficient and adequate resources to the participants has plenty of room for improvement.

Table 3. The Level of School Responsiveness in the Delivery of Learning Modality is based on Identified Criteria

Criteria	Item Distribution	Teachers		Parents		Learners	
		MDL	ODL	MDL	ODL	MDL	ODL
Content and Pedagogy	Q5 – Q7 [MDL], Q8 – Q10 [ODL]	3.43	3.56	3.17	3.35	3.22	3.34
Technology and Internet Connectivity	Q1, Q2, Q18	3.44	3.61	3.13	3.30	3.19	3.18
Material Resources	Q14, Q16, Q17	3.44	3.56	3.14	3.19	3.19	3.30

Range: *Extremely Unsatisfied* [1.00 – 1.50], *Unsatisfied* [1.51 – 2.50], *Satisfied* [2.51 – 3.50], *Extremely Satisfied* [3.51 – 4.00]

Table 3 shows that all the online modality satisfaction ratings were higher than the modular distance modality. The result implies that the needs of the participants were provided well in the online modality. Also, the lowest rating of 3.13 (Satisfied) as per the response by the parents was the Technology and Internet Connectivity since modular learning only uses self-learning modules as learning resources.

The response from the focus group discussion was organized, coded, and interpreted according to relevant themes. The results of the thematic analysis were stated as follows:

Table 4. The Themes on the School Response to Implement Learning Modality

Participant	Direct Quotation	Initial Code	Theme
Teacher B	<i>“nagkaroon ng training ang mga guro at magulang”</i>	The school provided a training session for teachers.	The school provided training and instructional materials to teachers to implement the learning modality.
Teacher F	<i>“conduct of LAC sessions together with parents and learners on psychosocial”</i>		
Teacher G	<i>“May supplies para sa health and provision of load allowance.”</i>	The school provided instructional supplies to teachers.	
Teacher I	<i>“Supplies and support from the school are sufficient and visible.”</i>		

Parent A	“Ang proseso sa pagkuha ng modyuls sa mga paaralan ay naging maayos”	The procedure on the distribution and retrieval of learning materials were well-communicated.	Communication is a vital process in strengthening partnerships with parents.
Parent C	“ <i>Nagkaroon ng orientation ang mga magulang sa distribution at retrieval ng modyuls.</i> ”		
Parent B	“ <i>naging mahusay ag komunikasyon ng guro sa mga magulang at mag-aaral</i> ”	The teachers provide regular communication to parents.	
Parent G	“ <i>may online kumustahan na initiative and mga guro</i> ”		
Learner C	“ <i>pagsagot ng mga guro sa mga tanong at pag house-to-house nila</i> ”	The learners receive prompt response from the teachers.	The teachers provided instructions to learners through various methods.
Learner F	“ <i>may assistance from the teacher lalo po dun sa lesson na di maintindihan</i> ”		
Learner D	“ <i>pakikipag-ugnayan nang madalas sa guro</i> ”	The teachers provide regular communication to learners.	
Learner G	“ <i>may online kumustahan at open communication</i> ”		

Table 4 shows the participant’s appreciation of the school responses and interventions to ensure the continuity of learning. The provisions allotted to the participants are materials, training, and instructions.

Table 5. The Themes on the Adjustment of the Schools to Improve the Implementation of Distance Learning Modality

Participant	Direct Quotation	Initial Code	Theme
Teacher A	“ <i>Stronger internet connection and provision of equipment (printer, computer, etc.)</i> ”	The school can enhance the access of teachers to the online platform.	Teaching requirements can be solved through strengthening partnerships with stakeholders.
Teacher B	“ <i>mas malakas na internet para sa online classes</i> ”		
Teacher D	“ <i>active involvement of parents in assisting the learners</i> ”	The school can seek assistance from stakeholders.	
Teacher H	“ <i>Strengthen stakeholders’ support to learning modality.</i> ”		

Parent C	<i>“training for parents kung paano mag-turo sa mga anak namin”</i>	Parent request further assistance from the teacher on learning modality.	Online sessions provide better instruction to parents and learners.
Parent H	<i>“mas malinaw na paliwanag at pagbibigay ng powerpoint para mas maintindihan ang gawain”</i>		
Parent A	<i>“mas madalas na online classes”</i>	The school can enhance sessions through online platforms.	
Parent C	<i>“dalasan ang online kumustahan sa mga bata”</i>		
Parent G	<i>“mas habaan ang online classes”</i>		
Learner A	<i>“magkaroon ng mas maraming information sa topic”</i>	The teachers can provide additional support materials.	The school can still enhance learning through a blended modality.
Learner E	<i>“additional learning videos and supplementary learning materials”</i>		
Learner C	<i>“meet more ang teacher para mas maipaliwanag ang modyul at magkaroon ng discussion”</i>	Online discussion can enhance learning.	
Learner H	<i>“magkaroon ng programa para mas mapadali ang pagsasagot sa m modules”</i>		

Table 5 focuses on the programs that required further improvement. The schools can still strengthen their partnership with stakeholders and enhance the implementation of learning modalities toward the digital process.

Table 6. The Themes on the Participant’s Challenges in the New Learning Setup

Participant	Direct Quotation	Initial Code	Theme
Teacher A	<i>“difficulty in dealing with parents”</i>	The teachers find it difficult to depend on parents for instruction.	Instruction in the new learning setup causes difficulty for both parents and teachers.
Teacher C	<i>‘attitude of parents regarding sa pag-aaral ng anak nila”</i>		
Teacher B	<i>“maraming correction sa modyul, mahirap intindihin yung panuto”</i>	The teachers also experience difficulty in understanding the learning materials.	
Teacher F	<i>“Self-learning modules instruction is difficult.”</i>		

Parent A	<i>“kulang sa oras ng pag-guide sa bata dahil sa trabaho”</i>	Parents gain additional task of guiding their children.	Parents experience an adjustment in their daily routine to assist their children.
Parent F	<i>“nagkakaroon ng conflict sa trabaho kaya kailangang mag-adjust ng oras sa gawaing bahay”</i>		
Parent B	<i>“kami ay bumabalik sa pagiging estudyante, dahil iba ang level ng lesson ngayon kailangan din naming matuto”</i>	Parents experience difficulty in assisting with the content of the lesson for their children.	
Parent G	<i>“mahirap intidihin ang lesson at mahirap turuan ang bata”</i>		
Learner A	<i>“konti lang and impormasyon sa modyul at mahirap ang mga tanong”</i>	Learners experience difficulty in understanding the content of the lesson.	Learners experience difficulty based on their understanding of the module's content and instruction.
Learner I	<i>“di maintindihan ang lesson”</i>		
Learner D	<i>“walang tumutulong sa pagsasagot sa mga lesson”</i>	Learners require assistance in understanding the instruction of the modules.	
Learner G	<i>“di alam kung ano ang gagawin sa modyul”</i>		

Table 6 stresses the participants' experiences while implementing of the distance learning modality. It shows that distant communication can cause difficulty in instruction that requires adjustment in both parties.

Table 7. The Themes on the Participant’s Coping Mechanism in the New Learning Setup

Participant	Direct Quotation	Initial Code	Theme
Teacher A	<i>“Constant communication with the parents to avoid misconception.”</i>	Teachers shorten gaps with the parents through communication.	A better way of communication would result in better instruction.
Teacher I	<i>“Conduct online kumustahan to both parents and learners.”</i>		
Teacher B	<i>“mas madalas ng pag home visit at video calls”</i>	Teachers provide better instruction through digital means.	
Teacher F	<i>“Extend the time to send PowerPoint presentations and instructional videos.”</i>		
Parent B	<i>“proper time scheduling”</i>	Parents learn to allot time in assisting their children.	Parents develop learning responsibility for their children.
Parent G	<i>“time management para mapagsabay yung pagtuturo sa anak at iba pang gawaing bahay”</i>		
Parent A	<i>“Ask assistance from other members of the family about the topic.”</i>	Parents seek assistance from their closest relatives and teachers.	
Parent H	<i>“magtanong kay teacher”</i>		
Learner A	<i>“mag research, self-learning at mag-taong sa guro”</i>	Learners become independent with minor assistance from the teacher.	Learners develop their strategies for understanding the topic.
Learner G	<i>“magbasa ng ibang libro at magmessage kay teacher”</i>		
Learner C	<i>“magtataong kay ate at sa magulang”</i>	Learners seek assistance to their family members.	
Learner E	<i>“magpapatulong sa mga magulang at kapatid”</i>		

Table 7 indicates the realization of how participants can overcome challenges in the implementation of the new learning setup. The results show that each participant should learn to take responsibility as part of the new teaching and learning process.

Table 8. The Themes on the Long-Term Implication of the New Learning Setup

Participant	Direct Quotation	Initial Code	Theme
Teacher D	<i>“magiging mababa ang kalidad ng edukasyon”</i>	Teachers were frustrated since the quality of learning will be sacrificed.	Teachers will bridge the gaps in learning by enhancing their competencies.
Teacher G	<i>“hilaw ang pagkatuto sapagkat limitado and pedeng ipagawa sa mga bata”</i>		
Teacher E	<i>“enhancement of skills in ICT such preparation of video lessons”</i>	Teachers shall adopt the new learning setup by enhancing teaching competencies.	
Teacher I	<i>“continuous training for teachers on the delivery of learning modality”</i>		
Parent B	<i>“Magiging relax ang mga bata at di na iitindihin ang pag-aaral.”</i>	Parents believe that the new learning setup will bring drawbacks to education.	Despite the decrease in the quality of learning, parents will still support their children.
Parent F	<i>“magiging dependent ang mga mag-aaral sa magulang”</i>		
Parent C	<i>“masasanay na sila sa online at modular na pag-aaral”</i>	Parents will move with the flow of the educational system and fulfill their part.	
Parent D	<i>“gagawin na lamang kung ano ang dapat para matulungan ang mga bata sa pag-aaral”</i>		
Learner F	<i>“hindi nag-aaral ng husto dahil nagesearch na lang sa internet”</i>	Learners will tend to learn alone and depend to internet for learning.	Learners’ interaction with others will diminish, and they seek media as learning partners.
Learner I	<i>“less interaction with fellow learners”</i>		
Learner A	<i>“mag-aaral na lang ng sarili at masasanay sa bahay ”</i>	Learners will be isolated and learn to use available device.	
Learner H	<i>“masasanay gumamit ng gadget sa pag-aaral”</i>		

Table 8 emphasizes the drawback caused by the pandemic to the new learning process. The quality of learning was highly affected due to the limited interaction between the components of the learning process. One favorable implication of the pandemic was a show on providing parental support to learners in whatever situation.

Consolidating the results and themes leads to establishing an intervention model for distance learning modality. Figure 2 below shows how relevant processes were connected. The model will serve as a basis for developing local policy in education.

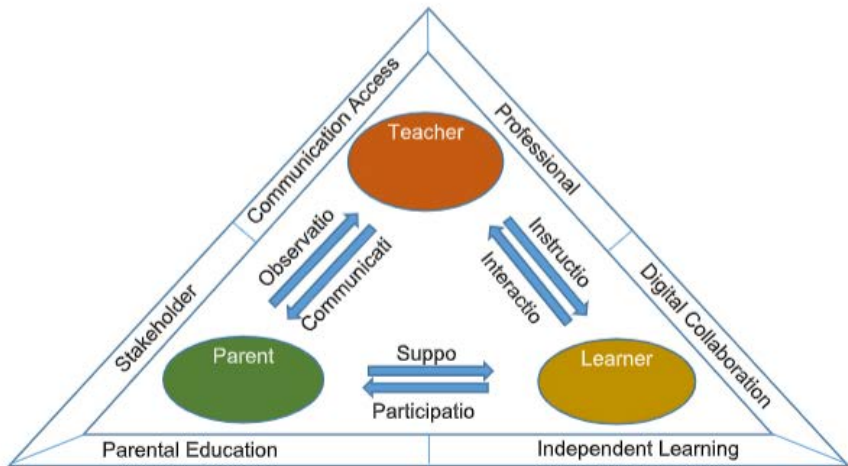


Figure 3. The Three-way Teaching and Learning Process in the New Normal

Communication, observation, interaction, participation, and support were critical processes integrated into the model. These processes were significant in ensuring the success of the new learning setup. The corner of the triangle states the focus interventions: communication access, professional development, digital collaboration, independent learning, stakeholder engagement, and parental education.

CONCLUSION

The situation affects the quality of education. The Department of Education’s focus was to continue the process amidst of pandemic. Enhancing the distance

learning process is inevitable. Educational success is attainable by ensuring to equip both teachers and parents with relevant competencies on how they can communicate teaching and provide guidance to the learners.

The contribution of stakeholders, specifically the parents, was proven as a crucial component of distance learning. Strengthening partnership and stakeholder engagement through periodic and consistent communication and instruction can provide solutions to the gap created by the pandemic.

Lastly, to reduce the difference in learning performance between modular and online modalities, the school must gradually shift from printed modular to digital modular and online distance learning. Learning acquired from digital materials will highly influence the learner's performance.

TRANSLATIONAL RESEARCH

The study findings shall be translated to a local policy recommendation entitled "The Three-way Teaching and Learning Process in the New Normal," an intervention model and strategic framework of the Division Basic Education Learning Continuity Plan. The procedures in implementing distance learning modality shall be based on the identified significant processes and interventions.

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