

# Status on the Implementation Policy of Learning Delivery Modalities

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## ABSTRACT

This study aimed to determine the Status on the Implementation Policy of Learning Delivery Modalities (LDMs) in the basic education program of the public and private high school teachers in the City Schools Division of Urdaneta and to assess the extent of problems encountered in the implementation of the learning delivery modalities appropriate to the school context. The descriptive method was used in this study. This research study has 100 respondents who were comprised of teachers teaching from both public and private secondary schools. The results revealed that there was a “moderate” implementation in the Policy of the Learning Delivery Modality. On the other hand, among the ten indicators given under level of seriousness of the problems encountered “the insufficient funds” is the number one in terms of ranking, and the average weighted mean was (1.90) on the problems met by both public and private teachers were “less serious.”

**Keywords:** *Education, learning delivery modalities, assessment, descriptive design, Philippines*

## INTRODUCTION

The advent of the COVID-19 pandemic poses a drastic change in the way of living worldwide. Both the economic and social aspects of every country suffered because of the restrictions imposed to contain the virus. Education institutions are greatly affected by this global plague. Schools were forced to close, and classes were interrupted. This pandemic brought challenges and opportunities to improve and strengthen the education system of each country.

In research and survey conducted by Ahmed et al. (2020) among teachers and students in the implementation of online and face-to-face in this time of the pandemic, they found that most teachers and students believe that online classes are not as effective as face-to-face. Thus, e-learning is just a support to continue classes in this trying time.

The education needs advocates that deeper learning is the new standard for all schools, if not demand in the new normal to reimagine teaching and learning while ensuring that all students succeed in the 21st century and beyond (Martinez, 2020).

Chen and Jones (2007) looked at two sections of a course, one taught face-to-face and the other mostly online, and discovered that the final learning outcomes were similar in both. According to Sipes and Ricciardi (2006), the distinction between online and face-to-face education was also explored, with

the conclusion that online instruction is learner-centered, whereas traditional courses are teacher-centered. Research examining the effects of the modality of education on student ratings of teachers indicated that there was no significant variation in assessments based on the format of instruction. In a face-to-face setting, teachers obtained lower ratings than in an online setting (Carle, 2009).

In a study conducted by He et al. (2014), they found no difference in students learning whether online, face-to-face, or blended learning is used. It suggests that learning is based on the ability of the students to learn and the effectiveness of the instructor to teach.

Meanwhile, a study conducted by Fishman et al. (2013) about the conduct of online and face-to-face classes in Professional Development students resulted in no difference in their academic performance between the two modalities of teaching-learning.

In the Philippines, Angara (2020) stated that education is essential to turning Filipino generations into full-fledged, active society members. As the Department of Education continuously upholds its Mission and Vision, orders were released for the continuity plans for both public and private schools in the Philippines. DepEd Order 12 s.2020 focused on adopting the Basic Education Learning Continuity Plan for School Year 2020-2021 in light of the COVID-19 Public Health Emergency. Teachers have undergone courses where "Learning Delivery Modalities" were highlighted to be implemented in the school year 2020-2021 under the Memorandum OSEC-NEAP-OD-2020-618 entitled Implementation of the Learning Delivery Modalities course for the division and school leaders. It aims to improve teachers' and school leaders' readiness to implement and manage learning delivery modalities consistent with policies and the COVID-19 response framework adopted by the government. Also, to guide the field officials in making informed decisions related to the Implementation of the different learning delivery modalities appropriate to the school context. The concepts of Multiple Intelligences Theory, Online Collaborative Learning Theory, and Learning Modalities Theory were the theoretical foundation gathered in the conduct of this research. These theoretical frameworks were connected in the implementation and Learning Delivery Modalities and Blended Learning that teachers and students are using now in distance learning.

The researchers were motivated to conduct a study entitled "Status on the Implementation Policy of Learning Delivery Modalities" to assess the status of the implementation policy of learning delivery modalities implemented by the Department of Education as a measure to continue the mode of learning through an online and modular approach. The top management assures the public by developing a new mode of delivering instruction in all means just to continue education in these trying times.

## **OBJECTIVES OF THE STUDY**

The study aimed to assess the status of the implementation policy of learning delivery modalities in the basic education program of the public and private high school teachers in the City Schools Division of Urdaneta, and assess the extent of problems encountered in the implementation of the learning delivery modalities appropriate to the school context.

## **METHODOLOGY**

The research design used in the study was the descriptive method of research. It is the most appropriate method to use to answer the specific problems in this study.

The respondents of this study were the public and private high school teachers. A total population of one hundred (100) respondents was randomly selected as a primary source of data which comprised fifty (50) public and fifty (50) private high school teachers respectively from the City Schools Division of Urdaneta. The primary data gathering instrument in this study was a google form questionnaire that was designed and formulated by the researchers intended for the respondents. The questionnaire is divided into two (2) parts. Part I of the instrument focused on the information of status on the implementation policy of learning delivery modalities in the basic education program. Part II of the instrument focused on information of the problems encountered in the implementation of the learning delivery modalities appropriate to the school context.

Descriptive statistics such as frequency counts, percentage, and weighted mean were utilized in this study. Frequency rate, percentage count, and average weighted mean were used to determine Level of Implementation of "Policy of Learning Delivery Modalities" as assessed by Public and Private High School Teachers in City Schools Division of Urdaneta and Level of Seriousness of the Problems Encountered by Teachers in Public and Private High Schools in the City Schools Division of Urdaneta.

## RESULTS AND DISCUSSION

Table 1. Level of implementation of policy of learning delivery modalities as assessed by public and private high school teachers in City Schools Division of Urdaneta, Philippines

Indicators	Public Teacher		Private Teacher		Overall	
	WM	DE	WM	DE	WM	DE
1. Conduct of orientation training for school implementers on the mechanics of the LDMs (Learning Delivery Modalities) including their respective roles and responsibilities.	4.00	HI	3.92	HI	3.96	HI
2. Preparedness of learning materials and resources needed for the LDM	2.46	SI	3.00	MI	2.73	MI
3. Properly information about different LDM and platforms: their features, uses and pedagogies	2.00	SI	3.10	MI	2.55	MI
4. Lessons are properly executed with confident in the new LDM	3.30	MI	3.05	MI	3.18	MI
5. Implementation of the school-adopted LDMs was properly planned.	3.49	MI	3.00	MI	3.25	MI
6. Implementation of LDM has been monitored and evaluated.	3.50	HI	3.64	HI	3.57	HI
7. Printed modules are properly distributed.	2.25	SI	2.00	SI	2.13	SI
8. Links or virtual classroom are easy to access.	1.89	SI	3.56	HI	2.73	MI
9. Utilization of blended learning.	3.72	HI	3.66	HI	3.69	HI
10. Information dissemination of LDMs is properly implemented.	3.28	MI	2.90	MI	3.09	MI
<b>AWM</b>	<b>2.99</b>	<b>MI</b>	<b>3.18</b>	<b>MI</b>	<b>2.78</b>	<b>MI</b>

**Legend:** 3.50 - 4.00 HI = **Highly Implemented**  
 2.50 - 3.49 MI = **Moderately Implemented**  
 1.50 - 2.49 SI = **Slightly Implemented**  
 1.00 - 1.49 NI = **Not Implemented**

Table 1 shows that, generally, the level of implementation in terms of the policy of learning delivery modalities as assessed by the two groups of respondents in the City Schools Division of Urdaneta.

Noticeable, as reflected from the table that the public teachers rated specific activities as “Highly Implemented”: (indicator 1) Conduct of orientation training for school implementers on the mechanics of the LDMs (Learning Delivery

Modalities) including their respective roles and responsibilities (WM= 4.00), (indicator 6) Implementation of LDM has been monitored and evaluated (WM= 3.50) and (indicator 9) Utilization of blended learning (WM=3.72).

However, the same table reflects that activity to be carried out under this policy which is: (indicator 7) Printed modules are properly distributed is rated "Slightly Implemented" as assessed by private school Teachers with a weighted mean of 2.00. The overall average weighted mean for this policy as assessed by the two groups of respondents is 2.78, equivalent to "Moderately Implemented."

Table 2. Level of Seriousness of the Problems Encountered by Teachers in Public and Private High Schools in the City Schools Division of Urdaneta

Indicators	Public Teacher		Private Teacher		Overall		Rank
	WM	DE	WM	DE	WM	DE	
1. Limited support from the community.	2.00	LS	1.34	NS	1.67	LS	6
2. Insufficient knowledge and skills.	1.20	NS	1.33	NS	1.27	NS	10
3. Insufficient funds (budgetary allocation) to finance the implementation of your LDMs (Learning Delivery Modalities).	3.60	VS	2.11	LS	2.86	MS	1
4. Accuracy and reliability of the data given by the implementers.	2.52	MS	1.32	NS	1.92	LS	5
5. Learning materials preparedness	3.10	MS	2.40	LS	2.75	MS	2
6. Execution of learning via LDMs.	2.22	LS	1.49	NS	1.86	LS	9
7. Monitoring and evaluation of effectiveness of LDMs.	1.84	LS	2.33	LS	2.09	LS	4
8. Time allotment	2.00	LS	2.26	LS	2.13	LS	3
9. Lack of individual accountability	1.27	NS	1.30	NS	1.29	NS	7
10. Poor motivation	1.33	NS	1.10	NS	1.22	NS	8
<b>AWM</b>	<b>2.09</b>	<b>LS</b>	<b>1.70</b>	<b>LS</b>	<b>1.90</b>	<b>LS</b>	

**WM=Weighted Mean; DE=Descriptive Equivalent**

**Legend:** 3.50 - 4.00 VS = **Very Serious**

2.50 - 3.49 MS = **Moderately serious**

1.50 - 2.49 LS = **Less Serious**

1.00 - 1.49 NS = **Not Serious**

Table 2 presents the problems encountered by teachers both in public and private secondary schools in the implementation of the Policy of Learning Delivery Modalities.

Remarkably, the table shows that most of the listed problems are rated “Less Serious” by teachers-respondents. This indicates that teacher-respondents do not consider these items as serious problems.

In general, the average weighted mean on the problems met by the public teachers (AWM=2.09) and private teachers (AWM=1.70) have the descriptive equivalence of “Less Serious.”

## **CONCLUSIONS**

Based on the data gathered and analyzed, the researchers, therefore, conclude that there is a moderate implementation in the Policy of the Learning Delivery Modality. On the other hand, among the ten indicators given under level of seriousness of the problems encountered “the insufficient funds” is the number one in terms of ranking, and the average weighted mean on the problems met by both public and private teachers were less serious.

## **RECOMMENDATIONS**

With the conclusion above, the researchers, therefore, recommend that, in terms of implementation, it should be properly monitored to ensure its effectiveness. According to Waters, Marzano, & McNulty (2003) an effective leader understands the significance of any changes for all people participating in a program and consequently carefully monitors that program’s progress.

Despite the COVID-19 pandemic, the Department of Education and the government must work together to ensure the success of the Philippine educational system. It is important that every school (both public and private) receives adequate funding and support. With regards to the extent of problems, some Policies in the Learning Delivery Modalities concerning the problems encountered by teachers both from private and public high schools, modifications are being suggested.

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