

Senior High School Student's Experiences on the Alternative Delivery Mode (ADM) Implementation

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Abstract - For the past few years, the Philippines has improved in uplifting education quality. The implementation of an Alternative Delivery Mode (ADM) is one of its improvements in addressing problems that includes seasonal and habitual absentee learners and other situations and circumstances like living in conflict or disaster areas, being chronically- ill, or earning a living to augment the family income, which prevents children from going to and staying in school. Some schools have been displaced because of destroyed buildings, classrooms, laboratories, facilities, and offices, resulting in using an Alternative Delivery Mode (ADM), specifically the Temporary Learning Spaces (TLS), as make-shift classrooms in the new safe site with a modified class schedule. This descriptive-narrative qualitative study examined the senior high student's lived experiences with the Alternative Delivery Mode (ADM) implementation. Through purposive sampling, nine (9) participants were selected from senior high school students from different tracks of a National High School from Davao Del Sur who experienced earthquakes and the Covid-19 pandemic lockdown. These students were immersed for at least a semester in a modular mode in the Statistics of the institution. The study used Key Informant Interview (KII) protocol for In-depth Interviews (IDI) and Focus Group Discussions (FGD) to extract data for thematic analysis. The analysis provided a comprehensive review of the salient themes revealed, showing students the common understanding emerged that education must continue amidst any disaster that occurs and anticipation for further assessment on the implementation of alternative delivery mode. The emergent themes surfacing in the context of students' lived experiences were discussed, including the inadequacy of the learning resources, modules, and learning issues. Likewise, skills improvement and other learning opportunities for students amidst the pandemic were discussed. The proposed enhancement program for developing and creating essential and adequate learning activities was discussed and provided. Implications and recommendations for future research studies were made.

Keywords - alternative delivery mode (ADM), temporary learning space (TLS), senior high school (SHS)

I. INTRODUCTION

For the past few years, the Philippines made improvements in uplifting the quality of education, yet its educational system has been confronted with several challenges (Pinca, 2015). These include various problems of seasonal and habitual absentee learners and other situations and circumstances like living in conflict or disaster areas, being chronically- ill or earning a living to augment the family income, which prevents children from going to and staying in school. Hence, implementing Alternative Delivery Mode (ADM) became a tool for selected schools to address these problems (DepEd San Pablo, 2018). ADM of instruction is a solution for students at risk of dropping out due to conflict, family feud, financial instability, no permanent address, calamity, and other environmental problems. With this alternative delivery, at-risk students may still acquire important competencies and life skills (SEAMEO Innotech, 2016).

Meanwhile, the implementation of the Senior High School Program in the Philippine educational system has been dynamic to adapt to the changing needs of the learners. The quality of students' achievement remains the top priority of educators. However, it can be seen the latest result in the Achievement in Mathematics of the Exit Assessment in Grade 12, Senior High School, the school year 2017-2018 in Math, was described as low proficiency in Mean Percentage Score (MPS) ranging from 25-49 in the Criteria of Proficiency Levels. The



Division of Davao Del Sur Achievement Profile resulted in a low proficiency level with an MPS of 33.25. These results are associated with problems and difficulties relative to one of the feared core subjects – Statistics.

In addition, many students find it hard to understand statistics and probability concepts, as reflected in different educational contexts (Chiesi, Pirmi, and Morsanyi, 2009). The same may also apply to all secondary students. Students fail to see the connection between statistics and probability because the probability is taught independently of statistics, and statistics focus on computations and superficial interpretation of results. Most students do not entirely understand the lesson because teachers cannot deliver the subject in-depth due to time constraints (Peters, Smith, Middledorp, Karpin, Sin, & Kilgore, 2013). The study of Retutas & Rubio (2021) found out that the level of student's performance in statistics is fairly satisfactory, this implies that most of the students possess the minimum knowledge and, skills and core understanding in statistics but need help throughout the performance of tasks.

The latest exit assessment of grade 12 students in math which Statistics is associated with, has been described as low proficiency. with the drastic change in the mindset of the students, the possible additional difficulty for the subject in the implementation of the ADM has been thought.

Aside from the challenges of understanding statistics, environmental calamity contributes to these challenges. The schools of Davao del Sur, specifically the Matanao National High School, were heavily damaged in the last strong earthquakes from July 2019 - February 2020. Several days of class suspensions secured the safety of the students and teachers. Some schools have been displaced because of destroyed buildings, classrooms, laboratories, facilities, and offices, resulting in using an Alternative Delivery Mode (ADM), specifically the Temporary Learning Spaces (TLS), as make-shift classrooms in the new safe site with a modified class schedule. Following the series of tremors that resulted in school destruction and displacement, the Covid -19 Pandemic significantly affects the educational system requiring students to stay at home even now. Due to the lockdown of cities, a new normal way of education emerged. The government implemented a policy concerning the delivery of instruction; however, learning should not be halted. Different countries worldwide have introduced various answers during the pandemic to continue the education process - the introduction of distance learning (UNESCO, 2020). With these unavoidable situations, everybody needed to adopt changes in the educational system.

Currently, the Department of Education (DepEd) meets the needs of the challenged and affected learners with the new normal way of education. Furthermore, the alternative delivery mode, a non-traditional education program recognized by the Department of Education (DepEd) was implemented that applies a flexible learning philosophy and a curricular delivery program that includes non-formal and informal sources of knowledge and skills. An alternative delivery mode may consist of the use of facilitator-aided and interactive self-instructional print and audio-based learning materials, videotapes, face-to-face structured learning groups, semi-structured and unstructured discussions, one-on-one tutorials, study groups, and self-learning groups, demonstration sessions, home visits, mentoring and remediation (Lapinid et al., 2014). ADM primarily addresses classroom and school situations and other circumstances, which prevent students from going to and staying in school (Rivera, 2019). Despite the toils, school administrators, teachers, and other stakeholders still find ways to continue teaching and learning for the students.

Matanao National High School implemented the Alternative Delivery Mode by giving modules to aid the delivery of instructions to attain the competencies of each subject for the basic education curriculum to the students from the occurrence of earthquakes up to the Covid-19 Pandemic lockdown. Teachers played essential roles in debriefing, orienting, and consistently monitoring the students' safe and learning progress.

With the preceding context, this study is conducted out of the researcher's curiosity to determine students' firsthand experiences, challenges, coping mechanisms, and learning opportunities through ADM implementation in Statistics. This research aims to contribute to the studies on ADM at the basic education level, particularly in the Senior High School Program. Other students might adopt the coping strategies of the participants of this study. Parents might solicit insights from the participant's thematized ideas to improve their parenting strategies with their ongoing schooling children through ADM. Moreover, this would greatly help, particularly in enhancing the implementation of modular mode for students. School administrators and teachers will benefit from this study. The results might help them with program enhancement, designing relevant learning activities,

developing, and monitoring learning plans, and facilitating remote classes. This research unfolds the reality of students' learning experiences in an alternative delivery mode in Statistics amidst calamities.

Specifically, this study aimed to answer the following research objectives. First, to explore the students' lived experiences in implementing Alternative Delivery Mode in learning statistics. Second, to determine the challenges, difficulties, and opportunities they encountered when learning statistics through the ADM program. Lastly, proposed an enhancement program in the implementation of the Alternative Delivery Mode.

II. METHODOLOGY

A. Research Design

This study used a descriptive-narrative qualitative design to discover and understand the lived experiences of senior high school students learning through alternative delivery modes. This was based on the statement of Hammarberg et al. (2016), who stated that qualitative research is used to answer questions about experience, meaning, and perspective, most often from the standpoint of the participants. Qualitative methods allow the researcher to study issues in depth, with data collection often occurring through open-ended questions permitting "one to understand and capture the points of view of other people without predetermining those points of view through the prior selection of questionnaire categories." Results include a wealth of detailed information about a small number of people, therefore, leading to an increase in the depth of understanding of these select individuals (Patton, 2002).

Narrative inquiry is a form of qualitative research in which the stories become the raw data. The narrative approach involves inquiry directed at narratives of human experience or inquiry that produces data in narrative form. Examples of inquiries that yield narrative data include interviews that solicit stories or oral histories, or written autobiographies and biographies (Lieblich et al., 1998). This fitted into what the researcher aimed to unravel SHS students' experiences learning Statistics through ADM.

B. Participants of the Study

The participants were selected from nine (9) students from public senior high schools in the Division of Davao Del Sur for the school year 2020-2021. These senior high school students were involved in implementing the Alternative Delivery Mode. There are four (4) selected grade 12 students for In-depth Interviews (IDI) and five (5) students for Focus Group Discussion (FGD). These students were enrolled in various programs and tracks in senior high school, wherein they are also learning statistics subject. The study involved four males and five females. Students are selected for focus as well as variation in sampling. Each student is described in detail in the following section:

Student 1. Student 1 is a 19-year-old male and grade 12 senior high school student presently enrolled in the Technology and Vocational Livelihood (TVL) track, namely in the Shielded Metal Arc Welding (SMAW) strand. He studies a school that an earthquake and a pandemic have impacted. During the disaster, he is adjusting to a new delivery style at school and going through many changes in his studies as a senior high school student in a unique learning environment.

Student 2. Student 2 is an 18-year-old female senior high school student in the Technology and Vocational Livelihood (TVL) track at the selected school, specifically in the Information, Communication, and Technology (ICT) strand. She had experienced studying with a new learning system. With her present strand, she experienced many challenges in adapting to a new learning system and adapting to certain changes that occurred in her residence.

Student 3. Student 3 is an 18-year-old female senior high school student. She is studying an academic program in Accountancy, Business, and Management (ABM) strand. Since the Accountancy, Business, and Management (ABM) strand requires a detailed and in-depth discussion, she encountered difficulties and problems when Alternative Delivery Mode was implemented at the identified school.

Student 4. Student 4 is a 20-year-old male senior high school student at a selected school. He is studying a Technology and Vocational Livelihood (TVL) track, mainly the Home Economics (HE) strand. Concerning his strand, as a TVL student, he encountered problems in studying because of the new learning approach. He also witnessed the earthquake calamity in the school, which affected his learning environment.

Student A. Student A is a 17-year-old female, and she is a senior high school student. She is currently enrolled in a Humanities and Social Sciences (HUMSS) academic program. She had been a senior high school student at the school disaster, which included an earthquake and a pandemic. With her experiences in the disaster, she was able to adapt to the Alternative Delivery Mode.

Student B. Student B is a 17-year-old female student and a senior high school student in grade 12 pursuing an academic track in the Humanities and Social Sciences (HUMSS) strand. She also encountered a different learning environment because of the earthquake tragedy that happened in the school.

Student C. Student C is an 18-year-old male. He is a grade 12 senior high school student. He is enrolled in an academic track in the Science, Technology, and Mathematics (STEM) strand. Because of the calamity in Davao del Sur's municipality, he experienced several changes, particularly in learning statistics.

Student D. Student D is a 19-year-old male. He is a grade 12 student taking an academic track in the Humanities and Social Sciences (HUMSS) strand. He faced many changes in studying with a new learning environment and learning system due to the tragedy in the municipality of Davao del Sur.

Student E. Student E is a female grade 12 student. She is following a Humanities and Social Sciences (HUMSS) academic track. Because of the Alternative delivery mode implementation in the selected school, she adjusted to a new learning system and environment. Because of the disaster in that school, her life experiences have also changed.

C. Sampling Design

A purposive sampling technique was used to select nine (9) senior high school students from different tracks. Purposive sampling is a non-probability technique in which the researcher relies on his/her own judgments when choosing members of the population to participate in the study. Purposive signified sampling is a series of strategic choices about with whom, where, and how one does research. It implies that the researcher's sample must be tied to their objectives (Palys, 2008).

In this study, the participants here are senior high school students who were experienced in implementing Alternative Delivery Modes in Statistics because of encountered the series of earthquakes and the Covid-19 pandemic lockdown. These inclusion criteria were a set of predefined characteristics used to identify the participants included in a research study. Inclusion criteria respond to the scientific objective of the research and are critical to accomplishing it. Proper selection of inclusion criteria optimizes the external and internal validity of the study, improves its feasibility, lowers its costs, and minimizes ethical concerns; specifically, good selection criteria will ensure the homogeneity of the sample population, reduce confounding, and increase the likelihood of finding a true association between exposure/intervention and outcomes (Salkind, 2010).

In addition, exclusion criteria are a set of predefined definitions used to identify subjects who will not be included or who will have to withdraw from a research study after being included. With inclusion criteria, exclusion criteria make up the eligibility criteria that rule in or out of the participants in a research study (Salkind, 2010). Students who were in not grade 12 senior high schools and had not experienced teaching-learning through ADM in Statistics because of tremors and pandemics were excluded from the study. Students who were unwilling to participate in the study and parents who had not consented were excluded.

D. Research Instruments

The study made used the Key Informant Interview (KII) protocol for In-depth Interviews (IDI) and Focus Group Discussion (FGD). Key informant interviews are qualitative in-depth interviews with people who know what is happening in the community. The purpose of key informant interviews is to collect information from many people who have firsthand knowledge about the community. With their knowledge and understanding, these community experts can provide insight into the nature of problems and give recommendations for solutions. The interview tool will help structure the discussion and carefully sequence the key questions (UCLA, 2016).

E. Data Gathering Procedure

First, a letter of request to research Senior High School Students on ADM Implementation was submitted to the Schools Division Superintendent. Then, the researcher crafted a Key Informant Interview (KII) to be used

for an In-Depth Interview (IDI) and Focus Group Discussion (FGD). The researcher sought validation of the KII from expert professionals.

A letter of request to conduct research on Senior High School Students on ADM Implementation was submitted to the Schools Division Superintendent of Davao del Sur. and from the principal of the selected school at the Division of Davao del Sur. After the approval, the participants of the study were identified.

The researcher had secured consent from the parents for their child to be involved in the conduct of the study. The research also secured informed consent from the student participants regarding their involvement in the study. Students had an orientation regarding the study after the permission. After the approval of the permit to conduct, Dr. Ivy F. Solano, Master Teacher-II, personally conducted the In-Depth Interview and the Focus Group Discussion while the researcher did the recording. Strict compliance with minimum health standards was followed by wearing a face mask and face shield and observing social distancing.

Soon after the data collection, the responses to the interview questions were recorded. The researcher transcribed the recordings of the interviews from IDI and FGD. The questions and answers for and to the participants were written and encoded legibly. The participants were given the time to read the interview transcriptions to affirm and certify their words' and their thoughts' correctness and authenticity. Finally, the responses of the students were assessed and analyzed.

F. Data Analysis

Data were collected through focus group discussions and interviews, undertaken and audio-recorded by the researcher, and professionally transcribed while verifying the accuracy of the transcripts. The researcher independently analyzed the data using an inductive approach to thematic analysis as defined by Braun & Clarke (2006). It should be noted that only the senior high school students contribute to the interview/focus groups, so the quotes reflect their perspectives primarily.

Thematic analysis from an inductive perspective involved first reading the transcripts fully, then identifying codes to represent meaningful responses, grouping the codes into categories, and then reflecting on overall themes. A third-party coder and the researcher himself will do this. Thematic analysis was done after the data were gathered since the research design was descriptive-narrative qualitative. The researcher categorized all responses systematically. Likewise, the thematic analysis provided a systematic element to data analysis. It allowed the researcher to associate the frequency of the narrated core ideas with generating essential themes, from the emergent themes with one of the whole contents. This conferred accuracy and intricacy and enhanced the research as a whole meaning. The overall themes reflect the original questions about students' lived ADM implementation experiences.

G. Role of the Researcher

The role of researcher served as a non-participant observer. It is believed to be the most appropriate method since the researcher looked closely at the students' experiences in Alternative Delivery Mode (ADM). Being a non-participant observer allowed the researcher to focus on documenting first-hand interactions and not to be abstracted by having to participate in the work both in FGD and IDI. The researcher also transcribed, coded, and analyzed the data.

H. Ethical Considerations

The ethical review of this study was anchored on the National Ethical Guidelines for Health and Health-Related Research, which considers the following: social value; informed consent; vulnerability of research participants; the risks, benefits, and safety; privacy and confidentiality of information; justice; transparency; qualifications of the researcher; adequacy of facilities; and community involvement. Specifically, the result of this research was subjected to evaluation following the ten dimensions of research ethics:

Informed consent. The researcher gave the participants informed consent to ensure that the study was not violated. Another critical issue was ensuring that potential participants, the Senior High School students, fully understood what they were asked to do and that they were informed of any potential negative consequences of such participation. The most effective way to address the informed consent issue was through an information sheet, which was provided to all those who were invited to participate.

Social Values. Understanding social values was essential for researchers. These ideas were the foundation upon which ethical research methods were chosen and utilized. In this research, the participants have given the assurance to be protected and promoted the interest of this study. The participants' importance of the changes they experienced in their lives greatly improved.

Vulnerability of the Research Participants. The researcher's participation was voluntary, and there was no intimidation or deceit. The vulnerability of the student participants was considered to compel them to participate. It was clear that the participants were provided with the clear understanding that they had no obligation to participate and that there were no negative repercussions for them if they did not support this research.

Risk-benefit and Safety. There were several ways participants' safety could be harmed: physical harm, psychological harm, emotional harm, social harm, and so on. It was important to identify any potential risk-benefit and safety for the participants to be protected in the study. To this end, there was a concentration on the risk-to-benefit ratio. Chance of damage also allowed one to calculate the risk-to-benefit ratio as the research progresses. The study can be abandoned or redesigned if the potential risks outweigh the benefits.

Privacy and Confidentiality of Information. Within the information sheet, there was housekeeping of the participants' answers confidential and anonymous. Taking from the informed consent and the parent's consent, the researcher did not reveal the participants' identities in a way in the resulting report.

Justice. Being fair to the research participants is very important. This principle ensured that the researcher was equal to the participants upon conducting this study and that the interests of the research participants always came before the study's goals. It is important to ensure that all groups in society, regardless of how disadvantaged they may be, can benefit from their participation in research.

Transparency. Transparency embodied honesty and open communication because the participants of this study were willing to share information about their experiences to be transparent.

Qualification of the Researcher. The researcher had acquired the academic requirements and was qualified to conduct the study as part of the partial fulfillment of the enrolled master's degree.

Adequacy of facilities. This research was conducted in a conducive environment for the in-depth interview and focus group discussion. There was a strict observation on following the proper health protocol by wearing the mask and face shield and observed social distancing.

Community Involvement. The researcher considered the use of a relationship paradigm that acknowledged the participants as situated in their social context, environment, or community as contributors in the realization of the study that helped address the challenges of all stakeholders.

III. DISCUSSIONS

A. Inadequacy of Learning Resources

To answer question 1, which deals with their lived experiences in the ADM implementation, the researcher asked participants about the challenges and difficulties they encountered and how they coped with them. During the interview and FGD, the participants frequently mentioned the limited educational resources like no gadgets to facilitate e-files, unstable internet connection, insufficient load balance, and too many modules that were released and retrieved. Student D said:

The signal is not always good. It is difficult for me to communicate.

On the other hand, Student 1 said that:

The signal is lost or has slow signal because the peso wifi is sometimes unstable

Insufficient load balance is another barrier to learning and some students cannot attend online classes or do research. Student 4 expressed:

I cannot attend to my online class and do the module because sometimes I don't have cellphone load. But I sometimes connected in my classmates and friends' wifi.

Another difficulty that repetitively appears in the responses of the students is the inadequacy of learning resources. Most students use only phones and need other resources (Rotas, E. E., & Cahapay, M. B. 2019). Student C said:

Aside from lack of signal, some students do not have gadgets to communicate to the teachers or the school.

Students face a lack of gadgets and unstable connections in online education. These findings confirmed Dangle, Y.R., & Sumaoang, J.D. (2020) mentioned that students have encountered challenges like self-studying, poor internet connection, lack of sleep and time to answer all the modules due to the great number of activities, distractions, and lack of focus. The students likewise expressed difficulties in remote learning regarding their learning environment. Especially for students who need to go to internet shops, get distracted (Rotas, E. E., & Cahapay, M. B. (n.d.).

B. Module and Learning Issues

Participants in this study often viewed ADM in which they held their own time in the learning process. Other advantages of modular instruction include more choice and self-pacing for students (Dangle & Sumaoang, 2020). Since ADM is a self-learning method, students learned independently through reading and answering their modules. Student 3 said:

Sometimes, it is hard for us to answer the modules within two weeks because they are so many. There are sent links in our GC (group chat) and prints outs. I really took adjustments because we need to copy and answer which I find it tedious.

Student 1 also expressed:

I learned a little in modular, unlike face-to-face teaching, the teacher will explain to us well.

Participants of this study also found it hard to reach their teachers whenever they have queries about their modules or the lessons due to low internet connection, and their teachers are also unresponsive. Students always have questions about their lessons and ask for clarifications. Student B said:

They are not that active in the social media or maybe they are too busy.

Some of them cope with this problem by seeking help from their classmates or researching unfamiliar topics and terms in the internet whenever their teachers are unavailable or unresponsive. Student E expressed:

Whenever the teacher is unresponsive to my classmates or to me, I can use google to research my concern. Sometimes, there are really instructions in the module that I could not understand, that's why I do research.

A poor learning environment is detrimental to students to participate comfortably in remote learning (Baticulon et al., 2020). Moreover, shifting to a new learning environment is evident, where at night to answer the module because it is peaceful rather than in the noisy day time. Student E emphasized:

I did my module at night because it is peaceful and I can concentrate. While in the daytime, I am distracted of the noises around because of the vehicles like motorcycles and my younger siblings in our home.

On the other hand, safety during the release and retrieval of modules must be emphasized. Student 4 implied the risk during the pandemic:

I take risk in passing of my modules.

Thus, he added:

There is safety in the submission and releasing of the module, as long as I am wearing a complete facemask and face shield. But I cannot hold myself not to contact close with others in receiving many modules.

In addition, Student C said:

It is another barrier to take time in answering the module because of the content or instruction is not specific. I cannot understand well as to what shall be done.

Student 3 also added that:

The content is difficult. I cannot understand what is in the module. If I cannot understand, I cannot answer the following questions.

Another point, some modules do not have clear instructions and explanations, so students have a hard time answering them. Modules were often submitted late, and most answer sheets were blank (Dangle & Sumaoang, 2020). Student D stated that:

Statistics is okay. But sometimes, our problem is we did not understand it well. We only chose what we want to answer. We cannot answer also well the questions for example, where and how this number (answer) is arrived.)

Teachers responded that the Department of Education (DepEd) provides modules for them. However, some of them said that the modules they gave were usually incomplete. Teachers stated that they noticed errors in the modules, and they were permitted to revise the modules with mistakes. The pictures in the modules are not clear, and the provided answer lines are too short (Dangle & Sumaoang, 2020). Student D and 3 uttered that:

It is difficult when the module is blurry especially the number. Like eight (8) and three (3) when not properly printed. A single mistake in number will result to wrong answer.

Some of the modules are not clear and some are not properly arranged. Like the page 8 is at the back of page 1. If it is recognized the flaw, students will just answer even if it is not the continuation of the prior questions.

Students often view ADM as which they hold their own time in the learning process. Other advantages of modular instruction include more choice and self-pacing for students (Dangle & Sumaoang, 2020). Since ADM is a self-learning method, students learned independently through reading and answering their modules. Module-related problems and difficulties in statistics are linked to the learning materials during the implementation of the ADM, like content instruction of modules, defective and insufficient modules, and difficulty understanding Statistics.

The student also disclosed that a difficulty they encounter in remote learning is the vague lesson contents. This seems to stem not from the delivery mode but from the content itself (Burgess & Sievertsen, 2020)

C. Student's Lack of Interest and Self-Discipline

Student's Attitude is important to take into consideration in the learning process. This will matter in doing academic tasks successfully. However, there are notably undesirable attitudes of the student during the ADM implementation. This is associated with lack of interest, laziness and procrastination, and lack of self-discipline. Student C asserted that:

Sometimes, my interest is not doing the module but on the social media.

Likewise, student E said that:



I lost my interest in doing the module because of many tasks to do on it.

Moreover, some research states that academic procrastination and laziness affect students' academic achievements in learning. According to Steel & Klingsieck's (2016) research, procrastination causes a steady decline in academic performance in most cases. These are aspects cited in some students' answers that may result from the poor academic performance of the students. Students D and 2 mentioned that:

I will not do my module because of my laziness and thinking of having a longer time to pass.

I got lazi when I look at the answer key. I will answer it will the deadline is near.

Furthermore, self-discipline is not defined as being strict with oneself and following stringent practices and beliefs. It is referred to as using common sense, assigning priorities, carrying out daily routine activities systematically, and thinking before speaking (Sasson, 2021). Student B said:

I lacked self-discipline. Instead of answering the module and did research in google, I eventually received a notification from facebook and then click it. Then, I will no longer answer the module but rather do scrolling in facebook.

In the cited statements of the participants, they commonly experienced problems with the new learning system and environment, which, according to Baticulon et al. (2021), establishing a positive and conducive learning space has long been a problem in distance education, especially in most poor households.

Since ADM Implementation is associated with blended learning (online and modular), the participants have a common problem with the internet connection and weather conditions while having online classes adapting to the new learning system and environment. Aside from it, they also highlighted some module-related problems, which are inevitable due to certain circumstances. They also cited the common attitude of students, which makes ADM Implementation ineffective. Moreover, the participants provided coping mechanisms and insights about the challenges they encountered in implementing ADM, and a new learning system was adopted.

D. Skills Improvement and Other Learning Opportunities

It is often associated with the improvement of the student during the implementation of ADM, especially the opportunities for self-care the self-improvement. Moreover, participants responded according to the advantages they get while learning through ADM. This includes new learning experiences, advancing skills on online platforms, part-time jobs, online business, and extended sleeping hours. Several students pointed out some of the improvements in their talents and skills and their new learning experiences. Students A and E said that:

My talent, for instance I love arts even during face-to-face classes, but since I was too on my studies that is why I don't have so much time to practice. But now, I have the opportunity to develop my talent.

My talent on cooking back then was not really developed since I don't have time to do it, but now I can do lot in the kitchen. I always cook for our breakfast, lunch and dinner.

Some students highlighted some opportunities which advance their skills on social media platforms usually utilized in educational purposes. Student 3 mentioned that:

I learned how to use computer and since we really have to engage ourselves to computers especially social media platforms like google meet and zoom, we already know how to use it.

Student C emphasized the opportunity to extend the sleeping hours of the students since they are not attending school every day.

You will no longer wake up early in the morning to go to school when ADM implementation happens, you can wake up at 10 o'clock in the morning, unlike before, you have to wake up at 6 o'clock to prepare for school.

Another opportunity is fewer school expenses. It is one of the most common advantages of ADM Implementation. Since students cannot attend school every day, parents could save more money, and expenses will not be as huge as what has been spent during classroom education. Fewer school expenses are commonly associated with the less miscellaneous fees of parents and students in education.

Student C emphasized students' opportunities to spend less fare while traveling from their respective homes to school. Thus, the purpose of the money could be redirected to other important matters.

Like us, we are living from remote area, we can really save money. We only go to school once a week to submit the modules unlike before when we are still having our face-to-face classes, we were paying for our monthly transportation bill. The money intended for that is now intended for the gasoline which makes it less expensive for our part. For the allowance, we can really save money since we are only staying in our respective houses. We just asked for some coins to buy some candies and save the most of it for other necessities.

As emphasized by the participants, self-improvement and development, family bonding, and fewer school expenses are the three main opportunities the students experienced in implementing ADM, which developed student empowerment. Ever since the pandemic set in, people were obliged to stay at home, which commonly resulted in an advantageous building of closeness to your family. While students are staying at home, they improve themselves by developing their talents and skills. Aside from improving and developing themselves, they can save money by not attending school daily, which is also considered an opportunity.

E. Proposed Program Enhancement

A program must be often reviewed (UNSW, 2016), and quality program development is supported by a well-thought-out and documented action plan (NMAC, n.d). Program and policy in this context refer to the recommendation of students for the betterment of ADM Implementation. It is noted to have a frequent emphasis on the importance of the essential activities in the learning module since students have different experiences and coping mechanisms in the new learning system and environment. This is needed to cater to immediate needs and difficulties about the clarifications of the content, reinforcing discussion, and the retrieval and release of the modules in the implementation of ADM.

Table 1
Proposed Program Enhancement in Learning Statistics.

Goals/ Objectives	Strategies/ Activities	Time Frame	Person Involved	Expected Output
1. Statistics-Learning Module Development 1.1 To develop and create learning activities for the Statistics learning module that are essential considering the situation in the new normal education.	Develop and provide authentic and essential learning activities considering the new learning set up in the new normal.	September 2021	Teachers/Module Developer	Develop a learning activity that is suitable to the current setup of education

This proposed program enhancement in learning Statistics will be implemented for senior high school statistics teachers. A memorandum to conduct the activity will be issued. The teachers will be given one (1) week to evaluate the existing statistics modules on what to improve the incorporated learning activities. The second and third weeks will be allotted to develop contextualized activities in line with the new set of learning

in the new normal. The fourth week will be allowed to evaluate and revise the newly developed activities by the invited experts: Master Teachers, School Heads, and Education Program Supervisor (EPS).

The participants commonly responded to recommendations about activities reflected in the learning module. Improvement of the learning activities in the module and its content should be reviewed. Thus, it revealed that students are susceptible to knowing what should be improved and developed for the success of ADM Implementation since they are the primary users of the alternative delivery mode.

IV. CONCLUSIONS

Based on the finding of this study, the following conclusions are drawn. First, students' lived experiences on the ADM implementation are greatly challenged by the inadequacy of educational learning resources and some issues and concerns about the module's activities. Some modules have unclear instructions and explanations, and errors, which made it hard to answer them or leave some activities blank. However, DepEd has been adaptive to change and development in the Philippines' educational system landscape. Teachers continue to teach despite the challenges in the educational system at present. Implementing ADMs became a tool for selected schools to address these problems.

Second, The ADM implementation has improved the skills and provided other learning opportunities for the students amidst the new normal. Students have enough time to explore different learning and self-improvement.

Lastly, the alternative Delivery Mode program of the Department of Education offers massive opportunities for every learner and basic education. However, due to some challenges and issues the program faces, its effectiveness may vary from one learner to another or from one school to another. With the limited expression of thought, developing a learning module with an adequate and essential learning activity suitable to the current education setup is proposed for program enhancement to address the concerns of the students in the learning module.

V. IMPLICATIONS

Based on the findings of this study, the following implications are drawn. First, teachers must review the learning activities in the learning module to assess the adequacy and accuracy of the contents, considering the present educational situation. Likewise, teachers should have consistent and accessible communication in different platforms for the students in the ADM implementation to provide immediate and necessary aid in their needs and learning difficulties.

Second, the school must provide enough e-learning materials to aid the understanding and learning of the student, enough relevant books, and computers in each barangay by creating a station to which the students living in remote and have no available technology to be used, can easily access resources for learning.

Third, it is recommended for the Schools Division Office (SDO) to provide technical teams for each subject, which may be composed of expert Master Teachers (MTs) and Education Program Supervisors (EPS) to conduct monitoring and review of the learning modules which may be suited for the implementation of ADM in the context of the students and geographical status of the place. The recommendation may be forwarded to the Regional Office (RO) for perusal and approval.

Lastly, it is recommended to conduct further and similar studies on implementing ADM in a different context of students in various economic and geographic statuses. This may generate different new themes that may provide a unique perspective on ADM to enhance the program for its best practice.

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