

IMPLEMENTATION OF DISTANCE LEARNING AND STAKEHOLDERS' INVOLVEMENT: ITS RELATION TO SCHOOL SUSTAINED OUTCOMES

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Abstract

This study investigated the Implementation of Distance Learning and Stakeholders' Involvement: Its Relation to School Sustained Outcomes in Santa Cruz District, Division of Laguna during the School Year 2021-2022.

A descriptive research method was used, and the questionnaire was developed and used as the key instrument. There were 147 teacher-respondents covered by the study from the identified public elementary schools in Santa Cruz District, Division of Laguna. A descriptive weighted mean was used to address the sample's general characteristics. Chi-square was used to get the relationship among the variables: Implementation of modular distance learning, involvement of the stakeholders, and the school's sustained outcome.

From the result of the test, the null hypothesis stating that "There is no significant relationship between the extent of implementation of Modular Distance Learning and the level of school sustained outcome" is rejected. This calls for the acceptance of the alternative, which implies a relationship.

Based on the findings above, the null stating that "There is no significant relationship between the stakeholder's involvement and the level of school sustained outcome" is rejected. This calls for the acceptance of the alternative, which implies a relationship.

The findings of the study were found that the extent of Implementation of modular was Very High, and the level of the stakeholders' involvement in the Implementation of modular distance learning in terms of provision of health, delivery, and retrieval of LMs, and promotion of the new normal education were remarked as Very High. As regards the level of the schools' sustained outcomes as measured by school improvement, learners' development, teacher's development, and community relations were likewise remarked as Very High. In addition, there is a significant relationship between the extent of Implementation of Modular Distance Learning and the level of school sustained outcome post considerable relationship. Likewise, the relationship between stakeholder involvement and the school's sustained outcome also bears a significant relationship.

Based on the conclusion above the recommendation were offered: The Araling Panlipunan teachers should be equipped with intensified training and seminars on the current trends of new normal education, which may help educators adapt to the changing times. This will continue providing quality education to learners who are deemed to be the future of society.

Implementation of Distance Learning; Stakeholders' Involvement

1. Main Text

Introduction

Face-to-face learning engagement of students and teachers within the school has been suspended due to the COVID-19 pandemic. This pandemic has paved the way for implementing Modular Distance Learning as an urgent response to ensure continuity of education. Currently, the Philippines is adapting to the new standard form of education and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success.

"New Normal" is often heard nowadays due to the pandemic that is going on all around the globe. Many "new normal" processes took place in every daily routine, on jobs, in every government process, and in education. Moreover, the "new normal" breaks the norms that people have lived by. In the daily human routine, "new normal" means to wear a face mask every time people go out. In government, everything must first be done online. But how about in the Philippine Education System? What does "new normal" look like in education?

As stipulated in DepEd Order No. 007, s. 2020 titled "School Calendar and Activities for School Year 2020-2021," schools and Community Learning Centers (CLCs) under the supervision of ROs and SDOs are authorized to decide on the specific Distance Learning Delivery Modality which may be deemed appropriate in their context. Otherwise, it depends on the available resources and what is most suitable for the students. Under the learning continuity plan, the department offered schools a "menu" of ways to deliver lessons to students: printed and digital modules, online classes, television, and radio.

Section article XIV of the 1987 Philippine Constitution stated: Section 1. The State shall protect and promote the right of all citizens to quality education at all levels and take appropriate steps to make such education accessible to all. Hence, even though we are experiencing the pandemic, education must be continuously provided to our learners though it is a great challenge.

Since COVID-19 burst in 2020, governments worldwide have sealed their systems, counting education, to slow down the community's spread of the disease. The schools chose the distant learning modality that ensembles the need of the school based on the survey they had conducted. For the continuity of education and for every school to still attain its mission and vision to provide quality education to every Filipino learner, the Department of Education implemented the Modular approach.

Modular learning is the most popular type of Distance Learning. In the Philippines, all public schools currently use this learning modality. According to a survey by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method for parents with children enrolled during the pandemic. This is also in consideration of the learners in rural areas where the internet is not accessible for online learning (Bernardo, 2020).

Aksan (2021) said that the COVID-19 pandemic brought extraordinary challenges to the stakeholders, teachers, parents, and students. Thus, he believed that the teaching-learning process's effect the new normal education, affect the students' performance, especially using the modular type of learning.

Sadiq and Zamir (2014) defined modular teaching as an approach in home-based settings. Experience taking in encounters in instruction has also been getting much consideration. The system of taking in modules has become a piece for all levels of education. Teaching through the module is a self-taking bundle managing one particular topic/ unit. It could be utilized within any setting that is helpful to the learner. It may be finished at the learner's own specific pace.

There is a great challenge ahead of this "new normal." There's a lot to adjust and embrace. But one thing is for sure, these modalities in learning presented can continually deliver quality education to our learners. As what DepEd Secretary Leonor Magtolis Briones has said "Learning will continue, COVID or no COVID".

This research's fundamental purpose is to determine the implementation of distance learning and the stakeholders' involvement during the pandemic. Also, this study aims to ascertain the school sustained

outcomes. These are the main reasons why this study exists: how learning will continue using distance learning and how the stakeholders can help at these trying times to ensure that learning continues even during the pandemic.

Background of the Study

Learning in the new normal is challenging for the teachers, students, and parents. After postponing the opening of online classes last August 24, DepEd confirmed that they were ready for October's opening of classes for the school year 2020 to 2021 through blended learning approaches after reaching more than 23 million enrollees.

This new way of learning brought about by the COVID-19 pandemic can be an additional challenge during these challenging times. Moreover, since going back to the "normal" people are accustomed to will not happen anytime soon, people should do their best to adjust and make this current situation work. Remember, the goal of online learning is to keep the students engaged academically to retain what they have learned. In this time of the pandemic, strong participation of parents in the academic development of their children is too essential.

When parents are engaged in their children's school lives, students have the home support and knowledge they need to finish their assignments and develop a lifelong love for learning. Teachers who focus on parents' engagement often see a profound improvement academically. The more parents are involved in their children's education, the better their entire classes motivation, behaviour, and grades become. That is why parents are one of the best partners of the school in attaining and giving quality education to learners, especially in times like this.

Moreover, schools not only seek the participation of parents but other stakeholders as well. Nowadays, the Department of Education emphasizes the importance of school partnerships. It is not just establishing camaraderie between schools and stakeholders but, most importantly, an avenue for realizing the DepEd goal, which is to achieve quality education. The department continuously improves its partnership skills with stakeholders through training, workshops, and conferences. Moreover, the department launched a partnership program to establish the standard for partnership with stakeholders.

The partnership program is a year-long, supported approach to developing partnerships between schools and their network of supporters, specifically the business and community organizations. Ultimately, this program is grounded in the belief that all partners can play a pivotal role in accelerating student and school success. From volunteering in schools to sponsoring donations to support students' needs, having a committed partner can impact students' lives and learning.

Bayanihan sa Paaralan is a voluntary effort of teachers, parents, students, community members (Luz, 2017), and other internal and external organizations nationwide to do clean-ups and minor repairs in the schools like classrooms and other facilities in preparation for the start of the school year (Pantaleon & Padayhag, 2013).

Through the spirit of volunteerism and public-private collaboration for Philippine education, the Republic Act 8525, also known as the "Adopt-A-School Act," was crafted in 1998. With the Adopt-A-School Program (ASP), the Department of Education launched the National School Maintenance Week in May 2003. DepEd Memorandum No.79 s.2003 stipulates that Brigada Eskwela is a purely voluntary effort. The principals and teachers -in- charge are encouraged but not required to organize a local school maintenance week. The leadership of the principal is critical. Without leadership, no community volunteer effort can be mounted.

One of the Department of Education's aims is to engage external stakeholders such as Local Government Units from provincial to barangay levels, private partners, academe, private corporations, civil society organizations, and individual volunteers to support the implementation of school preparedness. (DepEd Memo No. 066, s. 2018).

Lack of support and cooperation of the parents and other stakeholders are the common problems the

public schools face every opening of the school year. Former DepEd Secretary Armin Luistro stressed that everything is a pressing problem (Docliners, 2015).

Therefore, in this considerable magnitude, the researcher found the conception of this study very timely to determine the implementation of distance learning, the stakeholders' involvement, and its relation to the school sustained outcomes.

Theoretical Framework

This study is anchored on the recent Social Theory of the firm, proposed by Adler and Heckscher (2006) and the Stakeholder Theory by Freeman (1984).

The Social Theory of the firm proposed by Paul Adler and Charles Heckscher introduces the concept of collaborative community, which, when applied to educational administration, re-instates both trust and community as contributing to the education, economy, and society. Its underlying theme is collaboration. The analysis extends the space associated with distributed and system leadership (Hartley, 2010).

Another theory where this study is anchored is the stakeholder theory which was first described by Dr. Edward Freeman. This theory postulated that anyone is invested, engaged in, or is affected by the company, school, and its workers. Dr. Freeman assumed that stakeholders are those groups without whose support the organization would cease to exist. This view paints the environment as an ecosystem of related groups, all of whom must be considered and satisfied to keep the organization healthy and prosperous in the long term. Stakeholder theory says that an organization will eventually fail if it mistreats others. Part of the stakeholder theory is the element of awareness, which involves decision-making and maintaining the integrity of an organization (Scheid, 2016).

Moreover, this study also considered the dependent and independent variables. The independent variable is the experimenter that manipulates or changes and is assumed to directly affect the dependent variable. For example, the participants are allocated to either drug or placebo conditions (independent variable) to measure any changes in the intensity of their anxiety (dependent variable). The dependent variable is being tested and measured in an experiment and is 'dependent' on the independent variable. An example of a dependent variable is depression symptoms, which depends on the independent variable (type of therapy).

The researcher utilized those theories to guide and help establish the task to determine the implementation of distance learning and stakeholders' involvement and its relation to the school sustained outcomes in the public elementary schools of Santa Cruz District, Division of Laguna.

Research Methodology

This study aimed to determine the implementation of distance learning, stakeholders' involvement, and its relation to the school sustained outcomes.

A descriptive, evaluative research methodology was used for this study. Descriptive, evaluative methods of research include interviews and questionnaires. A research instrument is used to collect the information in a qualitative field study or observation. It helps track what is observed and how to report it. It must be both valid and precise.

Mc Combes (2019) stated that descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. It can answer what, where, when, and how questions, but not why. A descriptive research design can use various research methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any variables but only observes and measures them.

Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. It is useful when not much is known about the topic or problem. Before researching why something happens, there is a need to understand as to how, when, and where it happen

Results and Discussion

The following study ascertains the existence of a relationship between the extent of implementation of modular distance learning, namely: pre-implementation, implementation, and post-implementation, and the level of a school's sustained outcomes such as school improvement, learner's development, teacher development, and community relation.

The data involved in the study were of ordinal type. For such a case, the statistical method used to determine the significant relationship was the Pearson r correlation. The said test determined whether there is an association between two data sets that are at least ordinal type. This is called the relationship among the variables tested correlates with one another; if not, both variables can stand by themselves, or there may be another unknown factor that may show an association between them.

The significant relationship between the extent of implementation of modular distance learning and the level of school sustained outcome.

The pre-implementation of Modular Distance Learning was observed to have a strong to moderate relationship with the School Improvement ($r=0.609$) and a moderately substantial relationship with the Learners' Development ($r=0.462$), Teachers' Development ($r=0.420$), and Community Relations ($r=0.517$). This is evidenced by the computed r values being more extraordinary than the critical value of 0.162. Furthermore, calculated p -values were at 0.000, which was less than the significance alpha of 0.05, hence the significance of the tests.

It is also within these grounds that the implementation of Modular Distance Learning was observed to have a strong to moderate relationship with the School Improvement ($r=0.618$), Learners' Development ($r=0.649$), and Teachers' Development ($r=0.619$); and a moderately significant relationship with the Community Relations ($r=0.577$). Also the calculated p -values were at 0.000, which was less than the significance alpha of 0.05, hence the significance of the tests.

Similarly, the post-implementation of Modular Distance Learning was also observed to have a strong to moderate relationship with School Improvement ($r=0.595$), Learners' Development ($r=0.609$), Community Relations ($r=0.631$), and a moderately substantial relationship with the Teachers' Development ($r=0.584$) and the calculated p -values were at 0.000, which was less than the significance alpha of 0.05, hence the significance of the tests.

It can be inferred that at a 0.05 level of significance, the null hypothesis stating that "There is no significant relationship between the extent of implementation of Modular Distance Learning and the level of school sustained outcome" is rejected.

The implementation of modular distance learning has an influence on the school's sustained outcomes. The proper implementation of this learning modality helps learners develop their own potential since they are studying at home and learning to become independent. Likewise, the teachers hone to seek to become more equipped and further improve their teaching competencies in the new standard set of education. In addition, the community realized their role to become a big part in contributing to how they could help the school, especially in these challenging times to make learning happen and continues.

The shift of the teaching-learning delivery in schools to modular distance learning made the delivery of primary quality education more challenging on the part of the school personnel. That is why DepEd leaders are constantly finding avenues to solve the problems and capacitating its teachers and school heads to become more effective in modular distance learning (Bagoood, 2020).

According to Ambayon (2020), modular instruction is more operative in the teaching-learning method as equated to usual teaching approaches because, in this modular approach, the students learn in their own stride. It is unrestricted self-learning approach in which immediate reinforcement, a comment, is provided to practice exercise, stimulating the students, and building curiosity. Hence, this kind of learning modality increases the student-centered approach to learning.

The following study ascertains the existence of a relationship between the stakeholders' involvement and the level of a school's sustained outcome. The Provision of Health was observed to have a moderate relationship with the School Improvement ($r=0.449$), Learners' Development ($r=0.520$), Teachers' Development ($r=0.551$), and Community Relations ($r=0.566$). This is evidenced by the computed r values being more significant than the critical value of 0.162. Furthermore, calculated p -values were at 0.000, which was less than the significance alpha of 0.05, hence the significance of the tests.

It is also within these grounds that the Delivery and Retrieval of Learners Materials were observed to have a significant weak relationship with School Improvement ($r=0.340$); and a moderate meaningful relationship with the Learners' Development ($r=0.443$), and Teachers' Development ($r=0.511$), and Community Relations ($r=0.433$). Also, calculated p -values were at 0.000, which was less than the significance alpha of 0.05, hence the significance of the tests.

Similarly, the post-implementation of Modular Distance Learning was also observed to have a strong relationship with the Learners' Development ($r=0.638$); and a moderately significant relationship with School Improvement ($r=0.489$), Teachers' Development ($r=0.586$), and Community Relations ($r=0.572$) and calculated p -values were at 0.000, which was less than the significance alpha of 0.05, hence the significance of the tests.

From the findings, it can be inferred that at a 0.05 level of significance, the null hypothesis stating that "There is no significant relationship between stakeholder's involvement and the level of school sustained outcome" is rejected.

It was the collaborative effort of the stakeholders in the community who could really bring change and help the school. Their involvement in the school's sustained outcome contributes a big difference in how the school could surpass the challenges brought by the pandemic.

Teye (2012) stated that a community's involvement in education is the symbiotic relationships between the district and the school. The community contributes to building the school to serve as an instrument of developing the community. Furthermore, community involvement in school activities is the physical presence of the stakeholders, parents, and others in the school and its affirmative impact on school infrastructure and the attitude of teaching staff. Community involvement contributes to the improvement in children's academic performance, regularity of teachers in school, lesson delivery, school achievement, parent-teacher relationship, and school-community relationship. It improves the integrity of teaching as a profession (Momina et al., 2014).

As recommended by Castroverde and Acala (2021), various stakeholders need to work and plan for alternatives on different issues that may arise as they are involved in the teaching-learning process considering all the limitations in these trying times brought by the pandemic.

Conclusion

There is a significant relationship between the extent of implementation of Modular Distance Learning and stakeholder involvement in the level of school sustained outcome.

Recommendations

Based on the conclusion above, the following recommendation will be offered:

1. The school principal may have an in-depth focus on the student learning, particularly in evaluating and monitoring the learner's outcome, particularly in the different learning areas in all grade levels in the implementation of modular distance learning through thorough instructional supervision and giving technical assistance to teachers that may help them to further improve their teaching competencies in handling the learners in the new normal setting of education.
2. The Araling Panlipunan teachers should be equipped with intensified training and seminars on the current trends of new normal education, which may help educators adapt to the changing times. This

will continue providing quality education to learners deemed to be the future of the society.

3. School administration, parents, and other stakeholders may collaborate to assist the students and parents as well as continue supporting the school for their programs and projects, especially in these challenging times.
4. The school principal may work harmoniously with the school personnel and community to create a positive culture and environment and maintain and build a strong partnership with the stakeholders.
5. Future researches may be done to heighten the present study by considering including other variables.

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