Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

LEARNERS' ACADEMIC PERFORMANCE ON PURELY MDL-PRINTED AND ON ODL+MDL-PRINTED: A COMPARATIVE ANALYSIS

BASIC RESEARCH
Presented to
Regional Research Committee (RRC)
and Department of Education

RODERICK DELA MASA DE LEON
School Principal II
Antonio M. Serapio Elementary School/Valenzuela City

LEA QUITUA DE LEON
Teacher III
Senior High School/Malinta National High School/Valenzuela City

Grantees of
Basic Education Research Fund 2021

December 2021

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

ABSTRACT

The purpose of this paper is to determine the comparative analysis of academic performances of learners engaged in Purely MDL-Printed and on ODL + MDL-Printed amidst the COVID-19 pandemic. This study used mixed method (Creswell, 2013) with descriptive and qualitative phenomenological research design. It descriptively examined the academic performance of the learners and the significant difference of the defined learning delivery modalities. However, the qualitative data were derived from the experiences, challenges, and recommendations of the participants engaged in the Purely MDL-Printed and ODL + MDL-Printed modalities.

A suggested enhanced learning delivery modality was designed based on the experiences, challenges, and recommendations of the participants, dubbed as ONBOARD - "**O**utstand the **N**ew normal through **B**oundless **O**pportunities in **A**ugmenting **R**esponsive **D**elivery of learning. It focused on improving the academic performance of learners amid the COVID-19 pandemic, through: ***capacitating*** the teachers, parents, and learners on the learning delivery modalities in the new normal to ensure effective learning; ***communicating*** consistently with the parents either online, onsite, phone call to engage them as the collaborators of learning at home; ***providing*** enough time and set-up schedule for distribution, retrieval of self-learning modules, and submission of learning output; ***providing*** functional and productive mental well-being and socio-emotional activity; ***assisting*** the parents to structure a more conducive learning space at home; and ***empowering*** the SGC and the PTA

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

to ensure safe, motivating, and conducive learning environment at home.

Keywords: enhanced learning delivery modality, experiences and challenges, pandemic, COVID-19, academic performance,

PR1ME
SULONG EduKALIDAD

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

ACKNOWLEDGEMENT

After all the hard work in the completion of this basic research, the researchers wish to express their profound acknowledgment to the important people who served as instruments in the realization of this great undertaking.

Regional and Schools Division Research Committee, for extending time in guiding the researchers to accomplish this basic research in which it would benefit the school and, in the division, at large to edify learning delivery in the new normal.

Meliton P. Zurbano, Schools Division Superintendents for allowing them to conduct their study in Valenzuela City;

Dr. Arnel L. Poja, Senior Education Program Specialist, for his time and expertise in research and most of all, his open-handedness to provide the necessary deliverables prior, during, and after the accomplishment of our basic research;

Dr. Walter H. Fabro, together with the three school heads: Dr. Rudy Fran Falcunitin, Dr. Elizabeth Roberto, and Dr. Editha Baesa in extending their time and technical/content knowledge in validating the semi-instructed interview questionnaires.

Mr. Edwin Valera, School Principal of Malinta National High School, for allowing Mrs. De Leon to collaborate in this study.

Teachers, parents, and learners of the Antonio M. Serapio Elementary School for their support and kindness in providing insights as to the variables of the study.

Finally, Alpha Rei and Mineo Tau, their loving sons, for the inspiration, love, and

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

understanding.

Above all, Our LORD GOD ALMIGHTY, the source of our wisdom, blessings, strength, and enlightenment which enable them to overcome all the challenges and impediments encountered. To HIM, we bring back the praises and glory.

To all of them, the researchers are forever grateful!

PR1ME
SULONG EduKALIDAD

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

TABLE OF CONTENTS

	Page
Title Page	i
Abstract	ii
Acknowledgment	iv
Table of Contents	vi
I. Introduction of the Research	1
II. Literature Review	3
III. Research Questions	12
IV. Research Methodology	13
A. Research Design	13
B. Subjects of the Study	14
C. Data Collection	15
V. Discussion of Results and Recommendations	18
A. Results/Findings of the Study	18
B. Recommendations	49
VI. Dissemination and Advocacy Plans	51
VII. References	54
VIII. Financial Report	57
IX. Annexes	59
X. List of Tables	88
XI. List of Figure	88

PR1ME
SULONG EduKALIDAD

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

I. Introduction of the Research

COVID-19 significantly affects the Department of Education, particularly on the delivery of education. According to Secretary L. Briones (2020), this pandemic had brought educational institutions a dilemma, especially when the government announced and ordered not to open face-to-face classes for Academic Year 2020 - 2021 until the Covid- 19 vaccine is available. In response to this order, the Department of Education (DepEd) released department order nos. 007, 12, 13, and 14 series of 2020 instructing all basic education institutions to come up with their learning continuity plan (LCP) and health and safety protocols in the new normal in education during the pandemic. The orders ensured the learning continuity amidst the limited mobility and the abrupt change of education landscape in producing holistic Filipino learners with 21st-century skills. The Bureau of Curriculum Development capitalized that the learning standards are relevant and flexible to address the volatile, uncertain, complex, and ambiguous (VUCA) impact of COVID-19.

According to UNESCO (2020), COVID-19 has not only disrupted essential school- based services but has also been a source of stress and anxiety to learners due to loss of peer interaction and disrupted routines. Internet is important during the online engagement, however due to massive demand, disrupted and intermittent connection was prevalent in the peak class hours. Moreover, many of the family had financially incapability to provide their learners with the internet subscriptions, hence, they opted to adopt the modular distance learning.

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Magsambol (2020) cited an apparent gap between those who can and cannot afford the new education platform's resources.

The SDO-Valenzuela has adopted two learning modalities, the Purely MDL (Modular Distance Learning)-Printed and Blended Learning - ODL (Online Distance Learning) + MDL-Printed. All public schools, both elementary schools and secondary schools implemented the two learning modalities. Online distance learning was implemented in every school using FB messenger, Zoom Meeting, Google Meets, Microsoft teams, and the FB Valenzuela Live. However, for quite some time, several challenges impeded the delivery of learning. Since their families had no capabilities to avail internet subscription, some learners resorted to adopting the Purely MDL in which learners agreed to submit the accomplished activities from the modules and attached reflections based on their performance tasks. It was indeed a challenging setup for the teachers, particularly on the instructions and assessment of learners' written output and performance tasks. In a way, the checking of written outputs and the actual observations of teachers on the execution of the tasks were speculative, perhaps.

The Regional Office collated the learning outcomes from its vassal school division offices (SDOs) though the Data Capture 2 - Regional monitoring of learning outcomes aims to establish baseline data vis-a-vis the learning gains and losses, which explicitly assesses the different learning modalities. The regional monitoring for learning outcomes covers the first and second quarters.

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Antonio M. Serapio Elementary School adopted the two learning delivery modalities: Purely MDL-Printed and ODL + MDL-Printed to engage all the learners with equal opportunity in continuing basic elementary education. The school registered 403 learners engaged in Purely MDL-Printed and 2251 engaged in ODL + MDL-Printed (Blended Learning). The recorded learning outcomes of the school generated from the regional data capture 2 has prompted the school head to conduct a study on the comparative analysis of the two learning modalities towards learners' academic performance.

The researchers would like to explore the implications of the two learning modalities adopted by the school towards the learners' academic performance. Furthermore, the researchers would like to quantitatively and qualitatively analyze the effectiveness of the two learning modalities based on learners' academic performance and on parents and teachers' experiences, challenges encountered, and recommendations.

II. Literature Review

Literature Review

The Department of Education echoes UNESCO's belief that educational quality, access, and system strengthening cannot be compromised in times of crisis (UNESCO, 2020). Thus, the DepEd affirms its commitment to sustaining the delivery of quality education, accessible, relevant, and liberating Philippine basic education services anchored on the Sulong EduKalidad framework (Pascua, 2020). Further, the

DepEd continuedly strive to produce holistic Filipino learners with 21st-century skills.

Learning Delivery Modalities

The adjusted curriculum, known as the "Most Essential Learning Competencies (MELCs)," is part of the DepEd's response to develop a resilient education system, especially during this pandemic, which was rolled out this year SY 2020 - 2021. The sudden shift to online learning created a hot debate in the Philippines, citing the poor living conditions of the learners. However, modifications on certain policies and practices were necessary steps in adapting to the "new normal" while still remaining true to the framework of Sulong EduKalidad and Education Futures" (DepEd Official Statement, May 5, 2020). As a contingent of the crisis, which brought gargantuan adjustment in education delivery, the department designed programs for the teachers, school leaders, and curriculum supervisors to respond in the new facet of learning delivery modalities. The learning delivery modalities that schools can adopt may be one or a combination of the following, depending on the COVID-19 restrictions and the context of the learners in the school or locality: face-to-face, distance learning, blended learning, and homeschooling.

Accordingly, in the Division of Valenzuela, public and private institutions shifted to distance learning delivery modalities using modular distance learning and blended learning. As face-to-face classes pose a higher risk of spread, the most viable solution is online teaching and learning. This platform challenges both the teachers and the students as it occurs something new to them. This calls for an 'adopt quick' response to the new normal in teaching and learning amidst the pandemic (Tanhueco-

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Tumapon, 2020). Magsambol (2020) cited an apparent gap between those who can and cannot afford the new education platform's resources. The general condition of children in the public school system sends a message of inequality with the DepEd's mantra 'no child left behind.' the unexpected occurrence of the pandemic, COVID-19, alters the landscape of learning modality in Philippine education abruptly. Organizations must build the capacity to adapt appropriately to unforeseen incidents or disruptions and take advantage of events that can potentially endanger the sustainability of an organization (Lengnick-Hall et al . 2011).

The Face-to-face learning delivery modality where the students and the teacher are both physically present in the classroom, and there are opportunities for active engagement, immediate feedback, and socio-emotional development of learners. However, distance learning refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and television (TV)/Radio-Based Instruction. Modular Distance Learning involves individualized instruction that allows learners to use SLMs in print or digital format, whichever is applicable in the learner's context, and other learning resources like learner's materials, textbooks, activity sheets, study guides, and other study materials (DepEd, 2020). Learners access electronic copies of learning materials on a personal computer (PC), tablet PC, or smartphone. CDs, DVDs, USB storage, and computer-based applications can all be used to deliver e-learning materials, including offline e-books. The teacher takes the responsibility of monitoring

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

the progress of the learners. Communication with the parents and stakeholders is imperative. There is a clear process on how important information, announcements and other updates reach the stakeholders. Everitt (2020) emphasizes that transparency to stakeholders is essential to maintain two-way communication about the status of the newly implemented program.

Modular Distance Learning

Modular Distance Learning involves individualized instruction that allows learners to use SLMs in print or digital format, whichever is applicable in the learner's context, and other learning resources like learner's materials, textbooks, activity sheets, study guides, and other study materials (DepEd, 2020).

Home-schooling aims to provide learners with quality basic education that qualified parents facilitate, guardians, or tutors who have undergone relevant training in a home-based environment. It allows families to educate according to their faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. During this time of the pandemic, the roles of parents are more imperative in facilitating the learning process. Parents serve as collaborators of learning amidst the re-structured learning modality to ensure effective learning to happen (DepEd Mission, n.d). Gestwicki (2010) suggested three benefits for teachers of working with parents as follows: increased knowledge, which enables teachers to be more effective with each child; positive feedback, which increases their feelings of competence in their profession, and advocacy of their interests; and parental resources to supplement and reinforce their efforts in providing an enlarged world of

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

learning. The quality of the school relationship (teacher) with parents is described by Komarudin, (2015) as a relationship that fills, complements, reminds, and perfects so that students get optimal service. Parents should be constantly connected with the teachers.

Blended Distance Learning

Lawless (2019) described the blended approach as a learning modality that combines online learning with an interaction between teachers and students using a specific platform, and offline learning wherein students are given time to work on various performance tasks at their own pace. Online learning allows live synchronous instruction, real-time online learning, and live interaction between teachers and students using specific online platforms. The learners and teachers are in the same place online at the same time for learning to take place (Finol, 2020). It is more interactive than the other types of distance learning, and the responses are in real-time. However, it requires participants to have a good and stable internet connection. In the new normal, learning on the students is a drastic change, be it, online class, using a platform, or offline classes through independent learning.

Tarek (2016) emphasized that since distance learning entails a high level of interaction between the teacher and students, the teacher must treat learning problems that students might encounter considering the students' individual needs in terms of their learning styles. Teachers must initiate virtual learning activities such as collaborative work to motivate students to learn. Bower, Dalgarno & Kennedy (2013) found that the main challenge in blended learning was communication and split

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

attention. Given the current situation worldwide, it is the teacher's prime responsibility to ease the children's fears and anxieties. It will not be easy to educate the children on something beyond their grasp, such as the pandemic. The challenge in the new normal education is the evaluation of learning. According to Kamalludeen (2020), alternative means of evaluation must be used to monitor the students' progress and achievement. The evaluation must focus on the results of students' performance to measure the achievement of the learning outcomes. However, according to Keylen et al. (2020), digital lectures would work so well, be well received by students, be rated very highly, and be attended much more frequently than face-to-face lectures.

Communication

Communication plays a vital role in the implementation of the new teaching and learning modality. Haythornthwaite (2002) suggested the three types of communication in sustaining e-learning communities: content-related communication, planning of tasks, and social support. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholders in the community need to serve as para-teachers.

Qin Jin (2018) elaborated those teachers and students can communicate by video and on-screen and increase the feelings between students and teachers. They should be more creative, motivate their students to participate in virtual learning actively, and engage them in deeper learning so that the desired learning outcomes

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

are met (Tuscano, 2020). According to AJAM et al. (2019), access to digital media such as computers and the Internet is a process that starts with motivation and a positive attitude for using these media. Then people need physical access to get a type of computer and an Internet connection. The intensive development of digital technologies poses new challenges for the education system to create a flexible digital educational environment and actively use online courses hosted on various platforms (Boutell & Fisher, 2017; Rao- Nicholson et al., 2017).

Parental involvement is imperative to thrive the new facet of learning. Epstein (2011) stated in her theory of overlapping spheres could be applied in two scenarios. The first was in establishing the extent to which schools and school districts implemented a family and community involvement program. The second scenario concerned the influence of the overlapping spheres in training future teachers and administrators to affect student outcomes. According to Epstein and Sheldon (2006), it was "necessary for educators to think new about the communications, connections, and coordinated actions that they must conduct with families and community partners to help more students—indeed, all students—succeed to their full potential". Engaging parents and appreciating their value can result in improved student achievement due to the trust and respect that is built among educators, students, and families (Anyon, 2005).

Assessment

Elda and Mary (2014) pointed out that quality formative assessment tools, sufficient materials, appropriate curriculum and pedagogy, sufficient quality

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

teachers, and sufficient time in class significantly contribute to quality education. Quality teaching includes effective curriculum and course content design, soliciting and using feedback, and effective assessment of learning outcomes.

Quality education involves learners, learning environments, content, process, and outcomes. To increase quality, teachers need to master instructional methods and be able to carry out proper student evaluation and assessment. Per DepEd Order Nos. 12 and 13 s. 2020, the LCP contains two major parts: the rationale and the operationalization of home-based learning through modular, online, or a combination of modular and online (blended approaches). The digital divide is more than access to devices. It is also about the digital literacies of students and the proficiencies of teachers to design for online learning. Normalizing Home-Based Learning will provide more opportunities for teachers to hone their skills to design online learning and for students to practice digital literacies (Fei Victor Lim, 2021).

Academic Performance

Student engagement, well-being, and performance are all profoundly interwoven with teacher engagement, satisfaction, and ability to achieve a state of flow (Bassi & Fave, 2012). When the teacher is deeply engaged on teaching and learning process, the learner will be more likely be too. This time of pandemic learners, teachers and parents are mostly engaged in online social learning. Online social networking behavior may be related to both academic and learning success by allowing for systems of information, contacts, and support (Yu, Tian, Vogel, & Kwok, 2010).

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Improvement in academic performance can also improve student morale (Van Eck et al., 2017). Positive school and student- learning climates are linked to improved morale and academic performance. A positive learning climate plays a significant role in academic achievement (Wang & Holcombe, 2010). It is important to better understand what is included in conditions that exemplify positive school climates. Learners and parents should be motivated to positively engage on both online distance learning and modular distance learning. Lynch (2010) found that the more interested the students were in the lessons and the more content knowledgeable the presenter was, the more likely the students would become academically successful.

Synthesis

The cited studies and articles are relevant to the undertakings of the researchers, in which there are similarities, however, mostly are considered as guide to pursue the study since their contexts are in the new normal.

The sudden shift to online learning brought gargantuan adjustment in education delivery, the department designed programs for the teachers, school leaders, and curriculum supervisors to respond in the new facet of learning. The learning delivery modalities that schools can adopt may be one or a combination of the following: face-to-face, distance learning, blended learning, and homeschooling depending on the COVID-19 restrictions and the particular context of the learners in the school or locality. Home-schooling aims to provide learners with quality basic education that qualified parents facilitate, guardians, or tutors who have undergone

relevant training in a home-based environment. It allows families to educate according to their faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. Modular Distance Learning involves individualized instruction that allows learners to use Self-Learning Modules in print, whichever is applicable in the learner's context, and other learning resources. Blended Learning, which is more interactive than the other types of distance learning, combines online learning and offline learning, and the responses are in real-time. Communication plays a vital role in the implementation of the new teaching and learning modality. It is crucial in terms of parental involvement in edifying learning engagement. There are three types of communication in sustaining e-learning communities: content-related communication, planning of tasks, and social support. Quality teaching includes effective curriculum and course content design, soliciting and using feedback, and effective assessment of learning outcomes. Improvement in academic performance can also improve student morale wherein positive learning climate plays a significant role in academic achievement.

III. Research Questions

Research Questions

The research study aims to probe the comparative analysis of the academic performance of the learners, and experiences and challenges on the implementation of the adopted learning delivery modalities at Antonio M. Serapio Elementary School, SDO-Valenzuela City Specifically, it sought to answer the following questions:

1. What are the academic performances of the learners engaged on Purely MDL-Printed and ODL + MDL-Printed according to grade level?
2. Is there a significant difference in the academic performance of learners engaged on Purely MDL-Printed and ODL + MDL-Printed when group according to grade level?
3. What are the experiences, challenges, and recommendations of the participants engaged on Purely MDL-Printed and ODL + MDL-Printed?
4. Based on findings, what school-based enhanced learning delivery modality can be proposed to fortify the academic performance and engagement of learners in the new normal?

IV. Research Methodology

A. Research Design

The researchers used Mixed method (Creswell, 2013) with descriptive and qualitative phenomenological research design. They used the mixed method because the nature of the study involved both quantitative and qualitative data. The quantitative part of the study was treated using the descriptive research design. Quantitative data, such as the number of respondents and academic records, could be statistically analyzed and produced results to differentiate the two learning delivery modalities comparatively.

However, the qualitative part of the study was based on a phenomenological research design. The qualitative data, such as open-ended interviews during focus-

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

group discussion that provide actual words of people in the study, offer many different perspectives on the topic, and provide a complex picture of the situation. Likewise, to elicit the participants' in-depth information through their experiences, challenges, and recommendations as needed to propose the enhanced learning delivery modality intervention in the new normal. Furthermore, the researchers wanted to comparatively analyze the school's two adopted learning delivery modalities: Purely MDL-Printed and ODL+MDL-Printed.

B. Subjects of the Study

The respondents of the study are learners from Grade 1 to Grade 6 of Antonio M. Serapio Elementary School engaged in Purely MDL-Printed and Blended Learning. The researchers purposively select learners from the school as the respondents, in a way, one of the researchers has direct supervision to the subject of the study. However, the selection of respondents was based on random sampling and using Slovin's formula. The respondents are randomly selected from the identified participants across grade levels. The researchers used Slovin's formula at .05 margin of error to determine the sample size from each group across grade levels.

Table 1: Sample Distribution

Grade Level	Purely MDL-Printed		Blended LDM	
	N	n (.05 margin of error)	N	n (.05 margin of error)
Grade 1	82	68	315	176
Grade 2	55	48	308	174

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Grade 3	44	40	326	180
Grade 4	70	60	283	166
Grade 5	31	29	386	196
Grade 6	11	11	373	193
Total	293	256	1991	1085

Table 1 presents the sample distribution of the respondents using Slovin's formula. The researchers generated 256 learners from Purely MDL-Printed and 1085 learners from ODL + MDL-Printed.

Whereas the participants of the study were drawn from the parents and teachers engaged both in Purely MDL-Printed and ODL + MDL-Printed across grade levels. Each grade level has two parent-participants, and two teacher-participant for interviews and FGD to solicit their experiences, challenges, and recommendations. The qualitative part of the study was the basis for designing the proposed enhanced Learning Delivery Modality in the New normal.

C. Data Collection

Initially, the researchers informed and seek permission from the Office of Schools Division Superintendent, SDO-Valenzuela City to conduct the study. Then, the researchers arranged with the concerned respondents and participants of the study. The data gathering was performed such that the principles of nonprobability purposive random sampling method were carried out. The researchers informed the respondents and the participants about the study before gathering the academic records of the learners and conducting interviews and FGD through online and/or written interview surveys.

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Lastly, the researchers used semi-structured interviews to gather participants' insights based on their experiences and challenges met during the onset of modular delivery learning and online delivery learning and their recommendations to improve the current learning delivery modalities. The researchers interviewed via phone calls, zoom, and google form to the participants.

Ethical Issues. To uphold the standards on quality and integrity, the researchers employed professional standards in conducting the study, specifically, in administering the survey questionnaires to the participants. They guaranteed the respondents' and participants' privacy and anonymity. They were given adequate information regarding the nature and purpose of the research and assured that all data gathered were upheld with high ethical standards and utmost confidentiality according to the Data Privacy Act of 2012 and could only be used for research and advancement of quality education. They were informed that their participation in the study was voluntary and with no compensation at all and told to withdraw from participating at any point and under any circumstances.

Statistical Treatment of the Data (Plan for Data Analysis). The data were quantitatively and qualitatively analyzed using statistical procedures and thematic analysis respectively. Quantitative data on the academic performances of the respondents was determined by computing the weighted means across all the learning areas. Microsoft Excel was used for the data analysis for inferential and descriptive statistics.

The following statistical tools were utilized by the researchers to answer the

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

research questions of the study and to analyze the data to be gathered.

For Question number 1, a graphical method using the means of the variables was used to present and describe the academic performances of learners engaged on Purely MDL-Printed and ODL + MDL-Printed according to grade level. Below is the table derived from the DepEd School Form 9 for the grading and corresponding descriptor on academic performance of the learners across subject areas.

Table 2: Academic Performance level

Grading	Academic Performance Descriptor
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
74 and below	Did Not Meet Expectations

Learners' Information System (LIS) - School Form 9

For Question number 2, t-test for independent means was used to determine whether there exist any statistically significant differences in academic performance of learners engaged on Purely MDL-Printed and ODL + MDL-Printed when group according to grade level. It was tested at the 95% level of confidence.

For Question number 3, semi-structured interviews based on the experiences, challenges, and recommendations of the participants engaged on Purely MDL-Printed and ODL + MDL-Printed was utilized. Qualitative data was obtained through one-on-one interviews through online and printed questionnaires. Focus Group

Discussion (FGD) was likewise conducted to affirm the veracity and authenticity of the responses of the participants. The researchers were transcribed and translated the responses from the interviews. The transcribed interviews were saved electronically, only the researchers had access to the data. They used content analysis as a technique to identify the patterns, themes, biases, and meanings that appeared in the participants' responses (Creswell, 2013). Content analysis in qualitative research was defined as a careful, detailed, systematic examination and interpretation of a particular body of material to identify patterns and meanings.

For Question number 4, the proposed enhanced learning delivery modality was derived from the emergent themes and their interwoven relationships from the processed responses of participants in Question no. 3.

V. Discussion of Results and Recommendations

A. Results/Findings of the Study

This section presents, analyzes and interprets the data collected and the results of the statistical treatment employed in the study. For order and clarity, the discussion follows the order of the specific questions of the research problem.

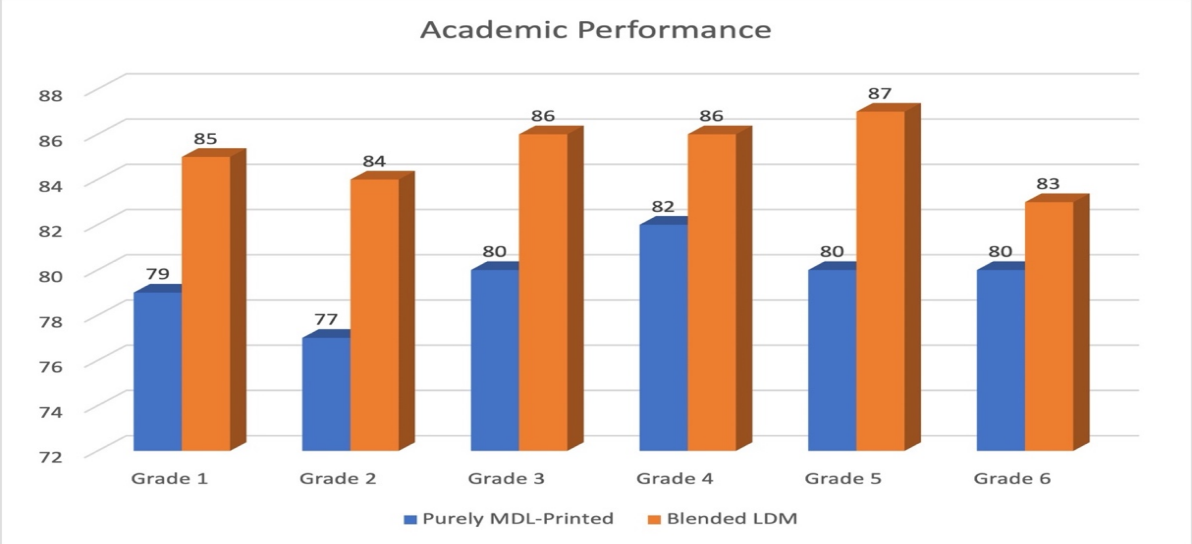
The presentation of the data was arranged according to the problem statements. Following each problem was the presentation of the collected empirical data which was presented using tables. The corresponding discussion based on the empirical data recorded in the table was also presented right after each table. An objective analysis was employed which was incorporated in the discussion and

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

pragmatic interpretations relevant to the researchers' observations on the empirical data were likewise engendered.

The analysis and interpretation of data was a concerted idea from the existing studies, theories, and principles, and from the researchers' perspectives as to how the study was conducted.

Sub-problem No. 1: The academic performances of learners engaged on Purely MDL-Printed and on ODL + MDL-Printed (Blended Learning delivery modality) according to grade level.



Outstanding - 90 to 100; Very Satisfactory - 85 to 89; Satisfactory - 80 to 84; Fairly Satisfactory - 75 to 79; did not meet expectation - 74 and below

Figure 1: Academic Performance of learners engaged on Purely MDL-Printed and Blended LDM

Figure 1 presents the Academic Performance of learners engaged on Purely MDL-Printed and Blended LDM. The bar graph shows the comparative analysis of

academic performance across grade levels between learners engaged on Purely MDL-Printed and Blended Learning delivery modality.

In Grade 1, the learners engaged on Purely MDL-Printed recorded an average academic performance of 79 which means fairly satisfactory, while learners engaged on Blended Learning registered academic performance of 85, equivalent to very satisfactory.

Learners of Grade 2 engaged on Purely MDL-Printed recorded 77 which means fairly satisfactory, while learners engaged on Blended Learning registered 84, entails satisfactory academic performance.

For Grade 3 learners, those engaged on Purely MDL-Printed recorded 80, which means satisfactory, while learners engaged on Blended Learning recorded 84, indicates satisfactory academic performance.

In Grade 4 level, learners engaged on Purely MDL-Printed recorded 82, which means satisfactory, while learners engaged on Blended Learning recorded 86, a very satisfactory academic performance.

The recorded academic performance of Grade 5 learners from Purely MDL-Printed was 80, which means satisfactory, while those engaged on Blended Learning recorded 87, denotes a very satisfactory academic performance.

On the other hand, the computed academic performance of learners in Grade 6 engaged on Purely MDL-Printed is 80, and learners from Blended Learning recorded 83, both are treated as satisfactory academic performance.

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

According to Pascua (2020), Education is not only a basic human right but also a key element of sustainable development. To address the impact of Covid-19 in the Philippines, DepEd affirms its commitment on the delivery of quality education relevant to the basic education services anchored on its slogan "Sulong Edukalidad" framework. Hence, schools and CLCs, under the supervision of the Regional and Division Offices, are authorized to decide on the specific learning delivery modalities (such as blended and online learning delivery modes through the Learning Resources portal and DepEd Commons; use of TV and radio; and learning modules and packets both in print and digital format); which may be deemed appropriate in their context (DepEd, 2020).

Student engagement, well-being, and performance are all profoundly interwoven with teacher engagement, satisfaction, and ability to achieve a state of flow (Bassi & Fave, 2012). The role of teachers is crucial towards the learners' academic performance. Moreover, the improvement in academic performance can also improve student morale (Van Eck et al., 2017). Hence, teachers should execute their mandates as facilitator of learning to nurture every learner (DepEd Mission, n.d).

Sub-problem No. 2: The significant difference in the academic performance of learners engaged on Purely MDL-Printed and ODL + MDL-Printed when group according to grade level.

Table 3: Significant Difference in the academic performance of learners engaged on Purely MDL-Printed and ODL + MDL-Printed when group according to grade level

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Profile		mean score	t-value	t_{crit} at .05	Decision	Significant at .05
Grade 1	PMG1 BLG1	79 85	12.680	1.970	Reject Ho	Significant
Grade 2	PMG2 BLG2	77 84	10.202	1.971	Reject Ho	Significant
Grade 3	PMG3 BLG3	80 86	8.742	1.971	Reject Ho	Significant
Grade 4	PMG4 BLG4	82 87	11.365	1.971	Reject Ho	Significant
Grade 5	PMG5 BLG5	80 87	8.936	1.971	Reject Ho	Significant
Grade 6	PMG6 BLG16	80 83	3.063	1.972	Reject Ho	Significant

PM - Purely MDL-Printed: BL - Blended Learning: t-value > t_{crit} at.05, REJECT Ho: : t-value < t_{crit} at.05, FAIL to reject Ho

Indicated in Table 3 is the significant difference in the academic performance of learners engaged on Purely MDL-Printed and ODL + MDL-Printed (Blended Learning delivery modality) when grouped according to grade level. In Grade 1, the computed *t-value* of 12.680 is greater than the t_{crit} at.05 = 1.970, purports the null hypothesis is REJECTED, this means a significant difference in the academic performance of learners engaged between Purely MDL-Printed with a mean score of 79 and on ODL + MDL-Printed (Blended Learning) with a mean score of 85. Likewise, for Grade 2, Grade 3, Grade 4, Grade 5, and Grade 6 the computed *t-values* are greater than the t_{crit} at.05, same the null hypotheses were rejected, therefore, across grade levels, there exist significant differences in the academic performances of learners between the two learning modalities. Furthermore, to comparatively analyze the data as to the result of the t-test between the two learning delivery modalities, learners engaged on ODL + MDL-Printed performed better than those engaged on Purely MDL-Printed. Perhaps, because of the blended modalities that cater more

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

learning opportunities for all the learners engaged in blended learning (ODL + MDL-Printed).

As support to the study, Lawless (2019) described the blended approach as a learning modality that combines online learning where there is an interaction between teachers and students using a specific platform and offline learning wherein students are given time to work on various performances-tasks at their own pace.

The result shows that Blended Learning is more advantageous than Purely MDL-Printed in terms of the academic performance of the learners. According to Keylen et al, 2020, digital lectures would work so well, be well received by students, be rated very highly, and be attended much more frequently than face-to-face lectures.

Sub-problem No. 3: The experiences, challenges, and recommendations of the participants engaged on Purely MDL-Printed and on Blended Learning.

Table 4 shows the experiences of the 24 participants engaged in Purely MDL-Printed and Blended Learning. This is categorized into themes. Participants engaged on Purely MDL-Printed have experienced the following: **communication constraint, parental disengagement, unstructured learning space at home, work pressure and time constraint, and paradigm shift of learning**.

Table 4: Experiences of the Participants engaged on Purely MDL and Blended Learning

Purely MDL-Printed		Blended Learning	
Themes	**Participants**	**Themes**	**Participants**
1. Communication constraint	T1, T3, T4, T5, P3	1. Positive outlook and motivation	T8, T9, T10, T11, T12, P7, P8, P9, P12

2. Parental Disengagement	T2, T3, T4, T5, T6, P3, P4, P5	2. Work Pressure and time constraint	P7, P9, P10, P11
3. Unstructured learning space at home	P4, P5, P6	3. Unstructured learning space at home	P8, P10, P11
4. Work Pressure and time constraint	P1, P2	4. A paradigm shift of learning	T7, P11, P12
5. A paradigm shift of learning	P1, P6	5. Deceptive Assessment	T7, T9

T - Teacher participant; P - Parent participant

Table 4 shows the experiences of the 24 participants engaged in Purely MDL-Printed and Blended Learning. This is categorized into themes. Participants engaged on Purely MDL-Printed have experienced the following: **communication constraint, parental disengagement, unstructured learning space at home, work pressure and time constraint, and paradigm shift of learning**.

The following are the responses of the participants engaged on Purely MDL-Printed based on their experiences as to communication constraints: *T1: "Communicating with the parents of learners engaged on purely MDL printed is very challenging especially to those who don't have gadgets as means in communicating." T3: "Communicating with the parents of Purely MDL-Printed students was especially difficult since some of them did not have access to communication devices such as phones." T4: "Some parents just borrow a cell phone to communicate with their teacher." T5: "It's quite difficult to communicate with the parents of learners on Purely MDL- Printed because they don't have really the means*

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

like cell phones or even load to contact me." P3: "There is a communication of every parent and teacher with each other."

Communication to the parents during distance learning is imperative. There is a clear process on how important information, announcements and other updates reach the parents and other stakeholders. Everitt (2020) emphasizes that transparency to stakeholders is very important to maintain the two-way communication about the status of the newly implemented program.

The responses of the participants engaged on Purely MDL-Printed based on their experiences as to parental disengagement: *T2: "Communicating with the parents of learners engaged on Purely MDL-Printed was very challenging. They used to respond to my messages late and could only answer immediately whenever I used to reach them by phone." T3: "Students submit modules with missing answers in a specific activity." T4: "During home visitation, I found out that some of the learners find it difficult to read. Others were left alone at home caring for their siblings. "It is difficult for the parents to teach their children because like them as parents do not understand the lesson written in the module." T5: "They find the lessons difficult to understand." T6: "Some of the parents of the learners engaged in pure MDL-Printed were hard to get in touch and sometimes are not responsive/cooperative. It takes a long time to get a response from them." P3: "Hard on someone like me. No one helps my son if it's not his sister." P4: "It is difficult to explain the lesson to the child." P5: "Since modular, it is difficult to help your child with the tasks they will do..."*

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Gestwicki (2010) suggested three benefits for teachers of working with parents as follows: increase knowledge, which enables teachers to be more effective with each child; positive feedback, which increases their feelings of competence in their profession, and advocacy of their interests; and parental resources to supplement and reinforce their efforts in providing an enlarged world of learning.

The responses of the participants engaged on Purely MDL-Printed based on their experiences as to unstructured learning space at home: *P5: "The noisy environment. The children can't focus." P6: "It's hard to be distracted by the noise outside and their youngest brother."* The responses of the participants engaged on Purely MDL-Printed based on their experiences as to work pressure and time constraint: *P1: "At first, I was under pressure to teach, it seemed like the work of our teachers was very difficult, so I salute our dear teacher." P2: "I forgot to pass on my son's work to the teacher, it's good and I was able to catch up."*

The responses of the participants engaged on Purely MDL-Printed based on their experiences as to paradigm shift of learning: *P1: "I guide my child in answering his module." P6: "My child is more focused" P10: "Of course sometimes your child does not follow. Whatever you teach sometimes your child cries." P11: "So far it's okay. It's just that he doesn't seem to be very focused, just like when face to face".*

Tarek (2016) emphasized that since distance learning entails high level of interaction between the teacher and students, the teacher must treat learning problems that students might encounter considering the individual needs of the

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

students in terms of their learning styles. Teachers must initiate virtual learning activities such as collaborative work to motivate students to learn.

On the other hand, participants engaged in Blended Learning have experienced the following: **with positive outlook and motivation, work pressure and time constraint, paradigm shift of learning, deceptive assessment, and unstructured learning space at home.**

The responses of the participants engaged on ODL + MDL-Printed (Blended Learning) based on their experiences as to positive outlook and motivation: *T8: "For me, parents of the learners engaged on BDL modality are approachable, they are willing to ask some questions about the studies of their child." T9: "I have no problem with parents with connectivity and gadgets in terms of communication. They are very accommodating and pass their kid's activities on time." T10: "Parents of learners on Blended Learning Modality are trying so hard to balance their schedule so they can still monitor their child's study while they are at work. They find time to talk with their child's teachers to know about the progress of their child academically. Some may ask for updates once a week. some ask for updates in a month especially those parents working far away from their child." T11: "So far, communicating with parents of learners on BLDM was not a big problem for me. They were active online and offline." T12: " For me, my experiences while communicating with the parents of learners engaged on Blended Learning delivery modality were increase my interactions, communication skills, self-confidence, self-awareness as well encourage them to guide and assist their child in the discussion and collaboration leading to an*

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

overall positive experience." P7: "Carefully understand what the teacher is going to say and let the child understand what the teacher is discussing. To be able to answer the teacher's questions." P8: "When the net is weak and when there is housework. I don't watch the child 100%. But still. I still try to perform or adjust the time for other activities to guide the children." P9: "My experience of interacting with the teacher was smooth and cohesive." P12: "The parent-teacher relationship became more active. The needs and the things to be done are told more immediately."

According to AJAM et al (2019), the access to digital media such as computers and the Internet is a process that starts with a motivation and a positive attitude for using these media. Qin Jin (2018) elaborated those teachers and students can communicate by video, screen and so on, and increase the feelings between students and teachers. They should be more creative, motivate their students to actively participate in the virtual learning and engage the students to a deeper learning so that the desired learning outcomes are met (Tuscano, 2020).

The responses of the participants engaged on ODL + MDL-Printed (Blended Learning) based on their experiences as to work pressure and time constraint: *P7: "The homework is done at the same time as the child is online." P9: "The challenge for me was to be able to devote time because of the conflict in our livelihood." P10: "Of course, it's difficult, especially as a working mother ... When I come home, I will teach my child what to answer in the module even if I'm tired from work ". "Sometimes it's hard with the signal and especially since I have a job, sometimes I can't read*

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

my son's teacher's chats." P11: "It's ok, but it's a bit stressful because we can't focus on guiding because we also need to work."

The responses of the participants engaged on ODL + MDL-Printed (Blended Learning) based on their experiences as to unstructured learning space at home: *P8: " What I experience is that every day I get high blood pressure with my children because their schedules are the same, sometimes I don't notice that they are already playing. It is accompanied by noise on the road. Different vehicles and noise of people." P10: "Of course sometimes your child does not follow. Whatever you teach sometimes your child cries." P11: " So far it's okay. It's just that he doesn't seem to be very focused"*

The responses of the participants engaged on ODL + MDL-Printed (Blended Learning) based on their experiences as to paradigm shift of learning: *T7: "My experiences in communicating with the parents of learners engaged on Blended Learning using the messenger as the main tool of communication is effective. Parents can easily read the chat or messages of teachers with or without data." P11: "He doesn't seem to be very focused, just like when face to face there is a teacher who is always waiting." P12: "There is no need to wake up earlier to go to school but it is still okay for the children to go so that they can feel the school."*

The responses of the participants engaged on ODL + MDL-Printed (Blended Learning) based on their experiences as to deceptive assessment: *T7: "I think the assessment of reading. Some pupils memorized the stories I forwarded and then*

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

pretended to read it fluently." T9: "Instead of the students answering the activities, parents do their child's activities just to comply and for the sake of finishing it.

Elda and Mary (2014) pointed out that quality formative assessment tools, sufficient materials, appropriate curriculum and pedagogy, sufficient quality teachers, and sufficient time in class greatly contribute to quality education. Quality teaching includes effective design of curriculum and course content, soliciting and using feedback, and effective assessment of learning outcomes.

Table 5: Challenges of the Participants engaged on Purely MDL and Blended Learning

Purely MDL-Printed		Blended Learning	
Themes	**Participants**	**Themes**	**Participants**
1. Communication Constraint	T1, T2, T3, T4, T6, P2, P6	1. Communication Constraint	T7, T8, T9, T10, T11, T12
2. Unstructured learning space at home	T1, T4, P5	2. Work Pressure and time constraint	T11, P7, P9, P10
3. Unmotivated/ Unfocused learners	T2, T3, P3, P4, P6	3. Unmotivated/Unfocused learners	P10, T8, T10
4. Work pressure and time constraint	T5, P1, P4, P5	4. Unstructured learning space at home	P8, P12
5. Parental Disengagement	T3, T5, P2	5. Parental Disengagement	P11, T7, T9

T - Teacher participant; P - Parent participant

Table 5 presents the challenges encountered by the 24 participants engaged in Purely MDL-Printed and Blended Learning. This is categorized into themes.

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Participants engaged on Purely MDL-Printed have encountered the following challenges: **communication constraint, unstructured learning space at home, unmotivated/ unfocused learners, work pressure and time constraint, and parental disengagement.**

Here are the responses of the participants engaged on Purely MDL-Printed based on the challenges they encountered as to communication constraints: *T1: "Because of the lack of gadgets and the family status which they cannot provide for the communication expenses such as purchasing load, the communication is greatly affected. Most especially, we cannot provide them our utmost assistance because the communication is limited." T2: "First is the communication. The fact that I wouldn't know whether the child is still an active modular learner or not was very challenging because the parents did not communicate with me." "Some of them submitted their modules or learning packets late and did not inform me that they have already submitted them. Some of the answers were not done." T3: "The difficulties I've faced while dealing with the parents of learners enrolled in Purely MDL-Printed include a lack of communication tools." T4: "Difficulty in proper communication because some of them do not have their cell phones to use." T6: "One of the challenges in communicating with the parents is that when they are hard to contact because of the cell phone numbers sometimes is not working/unavailable." P2: "You always need a load." P6: "lack of data for communication"*

The responses of the participants engaged on Purely MDL-Printed based on the challenges they encountered as to unstructured learning space at home: *T1:*

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

"Unstructured learning environment and schedule." T4: "There is no proper place for them to study." P5: "the noisy environment. The children can't focus

The responses of the participants engaged on Purely MDL-Printed based on the challenges they encountered as to unmotivated/unfocused learners: *T2: "Lack of motivation of the pupils to learn and answer the module." T3: "lack of desire in answering the module." P3: "The challenge for children is that they do not immediately take what they are learning." P4: " The child is sometimes confused" P6: "Sometimes I lose focus"*

The responses of the participants engaged on Purely MDL-Printed based on the challenges they encountered as to work pressure and a time constraint: *T5: "Some parents were busy working and looking for jobs." P1: "Being patient and patient with children" P4: "It is necessary to catch up with each lesson for the child and he needs to understand" P5: "when it was modular, my grade 3 son didn't have a hard time since I have a college son, he sometimes teaches my son in grade 3. But inevitably, my eldest son is also doing something, so sometimes he gets late for lessons, heaps the work."*

The responses of the participants engaged on Purely MDL-Printed based on the challenges they encountered as to parental disengagement: *T3: "The validation of students' learning is difficult to assess since modules are being answered by parents not the learners." T5: "For the reason that they find the lessons difficult for them to understand alone, the result was quite frustrating because the modules were not answered appropriately and correctly." P2: "Being a home teacher."*

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

The challenge in the new normal education is the evaluation of learning. According to Kamalludeen (2020), alternative means of evaluation must be used to monitor the students' progress and achievement. The evaluation must focus on the results of students' performance to measure the achievement of the learning outcomes.

On the other hand, participants engaged in Blended Learning have encountered challenges on **communication constraint, work pressure and time constraint, unmotivated/unfocused learners, unstructured learning space at home, and parental disengagement.**

Below are the responses of the participants engaged on ODL + MDL-Printed based on the challenges they encountered as to poor internet connection: *T7:* "Difficult to communicate and assess learners in *reading and numeracy especially in Grade 1." T8: "One of the challenges that I've encountered while communicating with the parents of learners engaged on BDL modality is when someone approached me thru chat that his/her child will not attend the class daily because they only have one gadget for his/her children." T9: "Connectivity and budget issues. Most parents rely on their data when attending classes. T10: "Internet connection/Lack of prepaid load - There were instances that a parent would ask me thru text about the progress of his/her child but I don't have the load on that day, so I was not able to answer his/her message immediately. Same with the poor internet connection, it's hard to talk/explain to the parent via messenger call due to poor internet connection. T11: "When they don't have enough load or data for online classes." T12: "We are all*

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

experiencing poor network connection and sometimes not enough load in short financial problem because not all students can afford always the load."

The intensive development of digital technologies poses new challenges for the education system to create a flexible digital educational environment and actively use online courses hosted on various platforms (Boutell & Fisher, 2017; Rao-Nicholson et al., 2017).

The responses of the participants engaged on ODL + MDL-Printed based on the challenges they encountered as to work pressure and a time constraint: *T11: "Some of the learners joining or came late to attend the class." P7: "The work at home. It takes longer. The reason is that you need to keep track of what your child is going to do." P9: "The challenge for me was to be able to devote time because of the conflict in our livelihood." The challenge is that it consumes time and time. Sometimes you are tired of working, you need to teach, especially if there is an obligatory activity. P10:"Of course, it's difficult, especially as a working mother...When I come home, I will teach my child what to answer in the module even if I'm tired from work"*

The responses of the participants engaged on ODL + MDL-Printed based on the challenges they encountered as to unmotivated/unfocused learners *P10: "It's confusing, my child isn't following …" T8: "Some of the learners joining or came late to attend the class." T10: "They are learners who attend our class (Valenzuela Live and Follow up Discussion) but didn't submit outputs. They are also learners having a hard time typing (even exploring) during our follow-up discussion(recitation)."*

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

The responses of the participants engaged on ODL + MDL-Printed based on the challenges they encountered as to unstructured learning space at home: *P8: "Their friends always go to them when they are in class, noises on the road." "Sometimes the children can't concentrate much because our house is not big, even though they have social distancing, everyone can still hear the noise of their cell phones." P12: "It is harder for children to focus because they are tempted to just play.*

The responses of the participants engaged on ODL + MDL-Printed based on the challenges they encountered as to parental disengagement: *T7: "I think one of the most challenging is how parents understand your instruction during the lesson proper. T9: "The expense of technology, inadequate training, technological issues, the need to adapt content for blended learning, decreased motivation, and weakened relationships between students and teachers." P11: "That he will always be monitored in his activities."*

DepEd Order Nos. 12 and 13 s. 2020, the LCP contains two major parts: the rationale and the operationalization home- based learning through modular, online or a combination of modular and online (blended approach). The digital divide is more than access to devices. It is also about the digital literacies of students and the proficiencies of teachers to design for online learning.

According to Epstein and Sheldon (2006), it was "necessary for educators to think new about the communications, connections, and coordinated actions that they must conduct with families and community partners to help more students—indeed, all students—succeed to their full potential". Engaging parents and

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

appreciating their value can result in improved student achievement due to the trust and respect that is built among educators, students, and families (Anyon, 2005).

Table 6: Recommendations of the Participants engaged on Purely MDL and Blended Learning

Purely MDL-Printed		Blended Learning	
Themes	**Participants**	**Themes**	**Participants**
1. Constant communication to ensure effective learning to happen	T1, T2, T3, T4, T5, T6, P5	1. Constant communication to ensure effective learning to happen	T8, T9, T10, T12, P9
2. Home Visitation	T1, T2, T3, T4, T5	2. Time management	T10, T11, P7, P8, P9
3. Mental well-being, positive outlook, and motivation	P3, P4, P6	3. Adapting and thriving home learning facilitation	P8, P9, P10, T7, T11
4. Adapting and thriving home learning facilitation	P2, P3	4. Mental well-being, positive outlook, and motivation	P7, P11, T9, T10
5. Time management	P4, P5	5. Home visitation	T9, T12

T - Teacher participant; P - Parent participant

Table 6 presents the recommendations on how 24 participants engaged on Purely MDL-Printed and Blended Learning participants resolved the challenges they met along the way. These are categorized into themes. Participants engaged on Purely MDL-Printed recommended the following based on the challenges they have

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

encountered: **constant communication to ensure effective learning to happen, home visitation, mental well-being/positive outlook and motivation, adapting and thriving home learning facilitation, and time management.**

Below are the responses of the participants engaged on Purely MDL-Printed based on their recommendations as to constant communication to ensure effective learning happen: *T1: "By phone call thru their neighbors or relatives. Asking some parents to help and update them with school-related activities. "We visited them at their homes to assess their pupils' progress and status, we also waited for every distribution and retrieval of modules per quarter for us to discuss the status of their children because it is one of the possible ways where we get to meet with them, talk or reach out to their relatives or neighbours who has access to the teacher via FB messenger, phone call or text." T2: "reached out to them via phone calls and asked other parents for assistance to reach them." T3: "Frequent communication like text or call" T4: "then suggested to chat or text me if there are lessons that they find difficult and could not understand." T5: "Getting in touch with them constantly and sometimes doing home visitations. Reaching out to their classmates who knows them." T6: "Continuous reaching out to parents thru text/call." P5: "always study carefully .. if you don't know the answer, ask the teacher"*

The responses of the participants engaged on Purely MDL-Printed based on their recommendations as to home visitation: *T1: "We visited them at their homes to assess their pupils' progress and status," T2: "I have done home-visitation"." I agreed with the parents." T3: "I've done house visits to help fix such issues." T4: "Through Home*

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

visitations, I was able to check their works and gave feedback on it. T5: "I conducted home visitation."

The responses of the participants engaged on Purely MDL-Printed based on their recommendations as to mental well-being/positive outlook and motivation: *P3: "The role of the teacher is important," P4: "It went well no matter how difficult it was to teach" P6: "Due to the teacher's correct answer to each question, the child's answer to the module becomes smooth. I continue to encourage him to study every day"* The responses of the participants engaged on Purely MDL-Printed based on their recommendations as to adapting and thriving home learning facilitation: *P2: "I am guiding my son," P3: "Focus the children on their work"*

The responses of the participants engaged on Purely MDL-Printed based on their recommendations as to time management: *P4: "Time must be set aside for modular," P5: "asking for tasks immediately. how to teach the lesson to the child."*

Komarudin (2015) described the quality of the relationship between teachers and with parents that fills, complements, reminds, and perfects so that students get optimal service. Parents should be constantly connected with the teachers. Moreover, teachers should be continuously capacitated themselves in terms of content, technology, and pedagogy. Lynch (2010) found that the more interested the students were in the lessons and the more content knowledgeable the presenter was, the more likely the students would become academically successful.

On the other hand, participants engaged in Blended Learning have recommended the following: **constant communication to ensure effective learning to**

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

happen, time management, adapting and thriving home learning facilitation, mental well-being/positive outlook and motivation, and home visitation.

Below are the responses of the participants engaged on ODL + MDL-Printed based on their recommendations as to constant communication to ensure effective learning happen: *T8: "Talk to the parents of the learners on how we are going to do regarding his/her concern." T9: "set time to meet or call them to resolve problems" T10: "Proper communication during our meetings. Explaining to them that I may not be able to answer their queries immediately but rest assured that once I read their message, I'll reply to them." T12: "set a conference or meeting, chatting or calling with them and communicate with the quarterly." P9: "the resolutions we made were to agree with the teacher's guidelines and to take the time, even if it was difficult to endure."*

The responses of the participants engaged on ODL + MDL-Printed based on their recommendations as to time management: *T10: "Schedule/Time - Proper communication during our meetings. "T11: "I tried contacting them during nighttime when they were at home." P7: "Waking up early to do what needs to be done and not keeping up with my child's work." P8: "Allows time to keep up with time online." P9: "Of course, the resolution we made was to make sacrifices to reduce the time we have in our lives to give us the edge of our child's education ... even if we are short of income just to catch up with our child's activities."*

The responses of the participants engaged on ODL + MDL-Printed based on their recommendations as to adapting and thriving home learning facilitation: *P8: "I*

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

took time with each other to guide them through the activities. In that situation, I also managed to do everything well. "One of my children turned down the sound of the cp, I connected it to the speaker, then the 2 were separated, and they were visiting while I was looking after the store. I bought the other one a headset. I also managed to do everything well." P9: "give us the edge of our child's education ... even if we are short of income just to catch up with our child's activities." P10: "Please persevere to teach my child, no one else will teach my child but Me …" T7: "I resolved it by using simple words or easy-to-understand instructions. I also sent my voice clip explaining the activities in the module." T11: "Through the uploaded activities on the Facebook page or messenger classroom they can do the backreading and complete the given activities.

Organizations must build the capacity to adapt appropriately to unforeseen incidents or disruptions and take advantage of events that can potentially endanger the sustainability of an organization (Lengnick-Hall et al . 2011).

The responses of the participants engaged on ODL + MDL-Printed based on their recommendations as to mental well-being/positive outlook and motivation: *P7: "Be diligent. Be orderly and be ready for everything." P11: "We just had an intensive conversation and cooperation with my grandson to overcome this online distance learning." T9: "I gave them ample time to comply so that they would feel that they are not left behind. T10: "As for those learners who were having a hard time coping in our follow-up discussion in typing their response to my question about the lesson, in*

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

exploring their messenger application, I allotted time after class to teach them one on one.

Bower, Dalgarno & Kennedy (2013) found that the main challenge in blended learning were communication and split attention. Given the current situation worldwide, it is the prime responsibility of the teacher to ease the fears and anxieties of the children. It will not be easy to educate the children something beyond their grasps such as the pandemic.

The responses of the participants engaged on ODL + MDL-Printed based on their recommendations as to home visitation: *T9: "did home visitation." T12: "I visited those pupils (home visitation)who attended seldom the online discussion for them to continue cope up with the online discussion."*

Normalizing Home-Based Learning will provide more opportunities for teachers to hone their skills to design online learning and for students to practice digital literacies (Fei Victor Lim, 2021).

Communication plays an important role in the implementation of the new teaching and learning modality. Haythornthwaite (2002) suggested the three types of communication in sustaining e-learning communities: content-related communication, planning of tasks and social support. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance.

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Sub-problem No. 4. Based on findings, what school-based enhanced learning delivery modality can be proposed to fortify the academic performance and engagement of learners in the new normal?

Based on the quantitative and qualitative findings of the study, a proposed enhanced learning delivery modality was crafted concerning the experiences and challenges provided by the participants engaged on Purely MDL-Printed and ODL + MDL-Printed (Blended Learning) modalities.

Project Title: ONBOARD

O – utstand the

N – ew normal through

B – oundless

O – pportunities in

A – ugmenting

R - esponsive

D –elivery of learning

Project Overview.

This project intervention is designed for school-based learning delivery modality during this time of pandemic (new normal) anchored in the current Basic Education Learning Continuity Plan developed by the Department of Education. All nations were unprepared for the unprecedented existence of the COVID-19 pandemic. Yet, education must continue, no one will be left behind. A sudden shift from the usual face-to-face engagement between teachers and learners to a hybrid learning

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

modality, online learning. A lot of preparation has been done before the opening of classes. One of which was preferential of the key players in the appropriate mode of learning delivery. It was riveting that teachers must be capacitated with the new norm of instructions as well as the learners and their parents. The training was provided by the education leaders to prepare all the key players of education down to the end-users, the Learners. However, along the way, some challenges impeded the transfer of learning in which both the teachers and the parents are directly affected. Communication during learning at home is imperative during this time of pandemic as well as the positive outlook of the parents and perseverance of the teachers to engage the learners.

Rationale:

In response to the need to continue education amid the restrictions brought by the COVID-19 crisis, a proposed school-based enhanced learning delivery modality in the new normal is designed as an output of this study. The proposed school-based enhanced learning delivery modality in the new normal entitled "**O**utstand the **N**ew normal through **B**oundless **O**pportunities in **A**ugmenting **R**esponsive **D**elivery of learning will help the teachers, parents, and school head as the key players of the intervention.

The key players' commitment as the facilitator of learning and nurturer of every learner, active collaborator and with shared responsibility for developing life-long learners, and as the steward of the institution to ensure an enabling and supportive environment for effective learning to happen (Deped Mission). Sustaining the delivery

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

of quality of education, accessible, relevant, and liberating Philippine basic education services are anchored on the Sulong EduKalidad framework (Pascua, 2020).

UNESCO believed that educational quality, access, and system strengthening cannot be compromised in times of crisis, "In any situation, Education must continue". " No child will be left behind".

Objectives of the school-based enhanced learning delivery modality:

1. Improve the academic performance of every learner on distance learning amidst the COVID-19 pandemic.
2. Capacitate the teachers, parents, and learners to the learning delivery modalities in the new normal to ensure effective learning happens.
3. Communicate constantly with the parents either offline (onsite), through phone, or online "kamustahan" to engage them as the facilitator of learning at home.
4. Provide enough time and set an agreed schedule for distribution of self-learning modules and retrieval of learning written activities.
5. Provide a functional and productive Mental well-being and Socio-emotional activity for the teachers, learners, and parents to thrive in the new normal.
6. Assist the parents in properly structuring the learning space at home.
7. Empower and mobilize the School Governing Council (SGC) and the Parents-Teachers Assoc. to ensure the safety, serenity, and conduciveness of the area during online learning time.

Augmented LDM activities

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

For Purely MDL-Printed

Constant communication to ensure effective learning to happen

- Teacher should schedule time for phone call conversation (strictly followed the set schedule.
- The teacher should regularly contact the parents through SMS

Home visitation/face-to-face conference with the parents

- Teacher should conduct home visitation once a month to check the condition of the learners as to the learning activities at home using the self-learning modules.
- The teacher may suggest to the parents the appropriate learning space at home
- A face-to-face conference between and among the parents, teachers, and the learners to discuss the learning engagement at home, such as answering the modules, study habit of the learner, answering the activities with honesty

Mental well-being, Positive outlook, and motivation

- Parents should be oriented concerning mental and socio-emotional well-being of their child.
- Teacher should give appropriate guidance and counselling for the learners especially to those unmotivated and unfocused ones via phone call or during home visitation.

Adapting and thriving home learning facilitation

- parents should imbibe their roles as facilitator of learning at home, regularly communicate with the teachers as to the accomplishment of written outputs and performance tasks of the learners.
- capacitate the parents on learning facilitation at home, including basic literacy and numeracy skills
- Teachers should provide the answer keys to the parents for checking the written output. Remind and instil honesty in checking the written works of their child/ren.
- School may allot fund from MOOE to hire para-teachers to assist learners and parents in home-based learning.
- Strengthen partnership with the external stakeholders such as the private sectors, LGU, business establishment, and non-government organizations through Adopt-A-School Program to seek assistance for the provision of the materials, equipment, gadgets, internet/call/text loads to be used on distance learning.

Time management

- Teacher should provide schedule for learning at home and must be religiously implemented by the parent learning facilitator.

For ODL + MDL-Printed

Constant communication to ensure effective learning to happen

- Teacher should create a social media group chat for the parents as venue for inquiry, updates, and social learning. Likewise, individual parent could directly consult the teacher through phone call, and social media portal.

- There should be schedule for virtual parents-teacher conference (Kumustahan), bimonthly.
- Encourage the parents with capability to upgrade their internet subscription.

Time management

- Teacher should provide schedule for learning at home, a timetable to follow and should be religiously implemented by the parent learning facilitator.
- Teachers should give learners the ample time to accomplish their written works activities and performance tasks.

Adapting and thriving home learning facilitation

- Parents should imbibe their roles as facilitator of learning at home, regularly communicate with the teachers as to the accomplishment of written outputs and performance tasks of the learners.
- Capacitate the parents on learning facilitation at home, including basic literacy and numeracy skills
- Provide technical assistance to parents with limited technological knowledge and those experiencing digital divide
- Teachers should provide the answer keys to the parents for checking of the written output.
- School may allot fund from MOOE to hire para-teachers to assist learners and parents in home-based learning.
- Strengthen partnership with the external stakeholders such as the private sectors, LGU, business establishment, and non-government organizations through Adopt-

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

A-School Program to seek assistance for the provision of the materials, equipment, gadgets, internet/call/text loads to be used on distance learning.

Mental well-being, Positive outlook and motivation

- Parents should be oriented for the mental and socio-emotional well-being of their child
- Teacher should give appropriate guidance and counselling to the learners especially to those unmotivated and unfocused via teleconferencing or during home visitation.
- School should coordinate with the private sector, religious group, to extend their service in giving spiritual enlightenment and moral recovery. Since learners were engaged on online distance learning, school may opt to create a social media page as venue for uploading videos for learners, as well as the parents and the teachers.

Home visitation

- Teacher should conduct home visitation once a month to check the condition of the learners as to the learning activities at home using the self-learning modules
- The teacher may suggest to the parents the appropriate learning space at home
- A face-to-face conference between and among the parents, teachers, and the learners to discuss the learning engagement at home, such as answering the modules, study habit of the learner, answering the activities with honesty.

Expected outcomes

1. Improved the academic performance of every learner on distance learning amidst the COVID-19 pandemic
2. Capacitated teachers, parents, and learners to the learning delivery modalities in the new normal to ensure effective learning happens.
3. Well-engaged parents and learners on Online Distance Learning and MDL-Printed
4. Accomplished the necessary learning deliverables
5. Ensured higher learning outcome
6. Mentally and Socio Emotionally healthy parents and learners
7. Well-structured learning spaces at home and conducive learning environment in the area

Progress Monitoring of the Program

Ensure that the problems and issues in the implementation of the learning delivery, ONBOARD are properly addressed and the planned activities indicated are effectively and efficiently implemented. The School heads together with the school ONBOARD team, shall conduct monitoring and evaluation for implementation of the planned activities, and shall submit a data-driven accomplishment report.

The sudden shift to online learning created a hot debate in the Philippines citing the poor living conditions of the learners. Magsambol (2020) cited an obvious gap between those who can and cannot afford the resources to avail the new education platform. The general condition of children in the public school system sends a message of inequality with the DepEd's mantra 'no child left behind.'

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

The unexpected occurrence of the pandemic, COVID-19, alters abruptly the landscape of learning modality in Philippine education. As contingent of the crisis which brought gargantuan adjustment in the delivery of education, the department designed programs for the teachers, school leaders and curriculum supervisors to respond in the new facet of learning delivery modalities. This calls for an 'adopt quickly' response to the new normal in teaching and learning amidst the pandemic (Tanhueco-Tumapon, 2020).

B. Recommendations

Based on the findings, the following are the recommendations offered by the researchers:

1. Since learners from Blended Learning engendered higher academic performance than those engaged on Purely MDL-Printed, it is recommended that parents of learners engaged on Purely MDL-Printed learning modality should be encouraged to shift towards Blended Learning (ODL + MDL-printed).
2. Parents and teachers should work together as one team to constantly communicate to ensure effective learning happens at home. Allot time for home visitation and equip the parents with the content and technological knowledge through online "Kumustahan", or through phone calls to guide them for home learning facilitation.
3. The school should design program as to the mental and socio-emotional well-being of the parents, learners, and the teachers. Likewise, for those learners engaged on purely mdl-printed, the teachers should make arrangement with

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

the parents to schedule home visitation for updates, guidance, and counselling.

4. Allocate fund for hiring para-teachers to assist learners and parents engaged on home-based learning. Strengthen partnership with the external stakeholders such as the private sectors, LGU, business establishment, and non-government organizations through Adopt-A-School Program to seek assistance for the provision of the materials, equipment, gadgets, internet/call/text loads to be used on distance learning.
5. The development of the learning delivery modality scheme, "ONBOARD" in this new normal is highly recommended for adoption to be undertaken by the school.
6. For the future researchers, they may take the task of conducting another study to investigate further relative to this study.

VI. Dissemination and Advocacy Plans

A. *Research Findings and Products*

The salient findings and product of the study are as follows:

1. Low academic performance of learners engaged on Purely MDL-Printed with ranging from fairly satisfactory to satisfactory level. A bit high academic performance of learners engaged on ODL + MDL-Printed (Blended Learning) with satisfactory and very satisfactory level.
2. Learners engaged on ODL + MDL-Printed (Blended Learning) performed

academically better than those learners engaged on Purely MDL-Printed.

3. The parents and learners of Purely MDL-Printed and ODL + MDL-Printed (Blended Learning) have experienced common challenges during home-based learning: communication constraint, work pressure and time constraint, unmotivated/unfocused learners, unstructured learning space at home, and parental disengagement. Likewise, they recommended the following: having constant communication to ensure effective learning to happen, home visitation, mental well-being/positive outlook and motivation, adapting/thriving home learning facilitation, time management to engage the learners and to ensure high academic performance.
4. The proposed enhanced learning delivery modality: ONBOARD may be used to improve the academic performance of the learners engaged on Purely MDL-Printed and ODL + MDL-Printed (Blended Learning).

B. The end-users of the study are the **learners, parents, teachers, school heads, education program designers and researchers.**

C. *Dissemination Partners*- Individuals, organizations or networks through whom you can reach end users: **Office of the Schools Division Superintendent, Division M & E Section, CID and PSDSs.**

D. *Communication*

The researchers will properly communicate the result of the study to the Office of the Schools Division Superintendent through the District Supervisor to carry out

the program intervention derived from the study. When acknowledged and granted for dissemination, then necessary arrangement in coordination with the PSDS to communicate the research outcomes to the school heads in the pilot district.

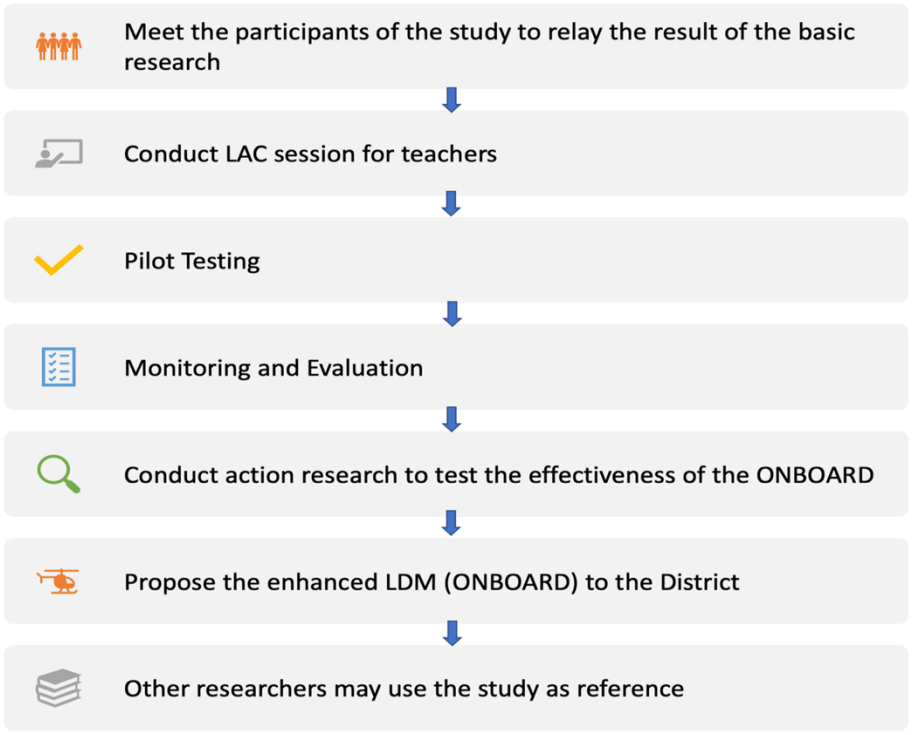
E. *Evaluation*

The researcher will conduct an action researcher to measure the effectiveness of the designed project intervention, dubbed as ONBOARD, in curriculum implementation and learning delivery.

F. *Dissemination Work Plan*

PLAN OF UTILIZATION AND ADVOCACY

The researchers should utilize the research outcome as described in the flowchart



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

VII. References

Anyon, J. (2005). **Radical possibilities: Public policy, urban education, and a new social movement**. New York, NY: Routledge.

Bassi, M., & Fave, A. D. (2012). **Optimal experience among teachers: New insights into the work paradox**. The Journal of psychology, 146(5), 533-557.

Briones, L. (2020). **Education in the Philippines**, Available online at www.rappler.com, Date Accessed 18 August 2020.

Bower, M., Dalgarno, M.J. & Kennedy, G.E. (2013). **Blended Synchronous Learning: Patterns And Principles For Simultaneously Engaging Co-Located And Distributed Learners**. 30th ascilite Conference 2013 Proceedings, pp 92 – 102

Boutell, M. R., & Fisher, D. S. (2017). **Entrepreneurial minded learning in app development courses.** Paper presented at the Proceedings - Frontiers in Education Conference, October 1-8. https://doiorg/10.1109/FIE.2017.8190436

Creswell, J. W. (2013). **Educational Research, 4th Edition: Planning, Conducting and Evaluating Quantitative and Qualitative Research**.

Department of Education (2020). **Official Statement of the Department of Education**. Retrieved from DepEd website: http://www.deped.gov.ph /2020/05/06/official-statement-2

Epstein, J. L., & Sheldon, S. B. (2006). **Moving forward: Ideas for research on school, family, and community partnerships**. In C. F. Conrad & R. Serlin (Eds.), SAGE handbook for research in education: Engaging ideas and enriching inquiry (pp. 117-138). Thousand Oaks, CA: Sage.

Epstein, J. L. (2011). **School, family, and community partnerships (2nd ed.)**. Boulder, CO: Westview.

Everitt, J (2020). **How to Get Stakeholders on Your Side With Campaign Transparency**, Available online at www.wrike.com, Date Access, 16 August 2020.

Fei Victor Lim (2021). **"Closing the Digital Divide"**. Nanyang Technological University.

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Finol, M.O. (2020). **Asynchronous vs. Synchronous Learning: A Quick Overview**. Available online at: https://www.brynmawr.edu/blendedlearning /asynchronous-vs- synchronous- learning-quick-overview. Date Accessed, 28 July 2020.

Gestwicki, C. (2010). **Home School & Community Relations** Seventh Edition. Welmont (U.S.A.) : Wadsworth.

Haythornthwaite, C. (2002). **Building Social Networks via Computer Networks: Creating and Sustaining Distributed Learning Communities, in Building Virtual Communities: Learning and Change in Cyberspace**. K. Ann Renninger and Wesley Schumar, eds. Cambridge: Cambridge University Press, pp. 159–190.

Internet Live Statistics (2017). **Internet Users**. Retrieved from http://www.internetlivestats.com/internet-users/

Kamalludeen, R. (2020). **Transitioning to the new normal in education**, Available online at www.thestar.com.my, Date Accessed, 16 August 2020.

Lawless, C. (2019). **What is Blended Learning?** Available online at www.learnupon.com, Date Accessed, 15 August 2020.

Lengnick-Hall, C. A. and Beck, T. E. (2011). **Adaptive Fit Versus Robust Transformation: How Organizations Respond to Environmental Change.** Journal of Management, 31, 738-757.

Lynch, D. N. (2010). **Student choice learning: The approach that better benefits students**. Virginia Wesleyan College.

Magsambol, B. (2020). **No student left behind? During pandemic, education only for those who can afford**. Rappler. Available online at https://rappler.com/newsbreak/in- depth/education-only-for-people- who-can-afford-coronavirus-pandemic. Date Accessed, 24 June 2020.

Maragakis, L. (2020). **The New Normal and Coronavirus.** The Johns Hopkins Health System. Available at https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus/coronavirus-new-normal

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Pascua, A. (2020). **K to 12 Most Essential Learning Competencies**. Available online at www.deped.gov.ph, Date Accessed, 15 August 2020.

Patton, M. Q. (2015). **Qualitative research & evaluation methods: Integrating theory and practice (Fourth edition)**. SAGE Publications, Inc.

Qin Jin (2018). **The Inquiry of College Classroom Teaching under the Model of Internet + Education** [J]. Engineering Technology Research, 2018, (03): 238–239. http://www.cqvip.com/QK/94437A/201803/675569206.html.

Tanhueco-Tumapon (2020). **Education and the New Normal**. Available online at www.manilatimes.net, Date Accessed, 26 July 2020.

Tarek, S. (2016). **Distance Learning: The Role of the Teacher**, Available online at www.docuri.com, Date Accessed, 15 August 2015.

Tuscano, F. (2020). **A Reflection on the New Normal in Education.** Retrieved from https://blogs.sl.pt/.../workprogress/2020/2020_Research_COVID- 19_.com. University, Pakistan. Academic Research International, 5(1), 283- 290.

Komarudin, U. (2015). **Arief Rachman GURU**. Jakarta: Erlangga.

UNESCO (2020). **COVID-19 Educational Disruption and Response**. Retrieved from UNESCO website https://en.unesco.org/covid19/education response

UNESCO (2020). **UNESCO COVID-19 Education Response: Supporting Teachers and Education Personnel during Times of Crisis** (Issue April).

Van der Keylen P, Lippert, Kunisch R, Kühlein T, Roos M (2019). Asynchronous digital teaching in times of COVID-19: a teaching example from general practice. GMS J Med Educ. 2020;37(7):Doc98. DOI:10.3205/zma001391

Van Deursen AJAM, van Dijk JAGM. (2019). **The first-level digital divide shifts from inequalities in physical access to inequalities in material access**. New Media & Society 2019; 21(2):354-375. doi:10.1177/1461444818797082

Van Eck, K., Johnson, S. R., Bettencourt, A., & Johnson, S. L. (2017). **How school climate relates to chronic absence: A multi-level latent profile analysis**. Journal of School Psychology, 61, 89-102. doi:10.1016/j.jsp.2016.10.001

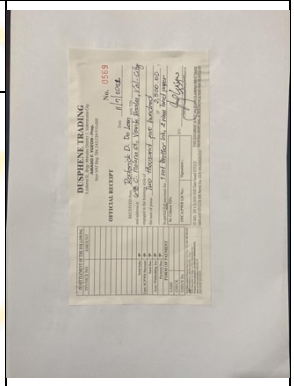
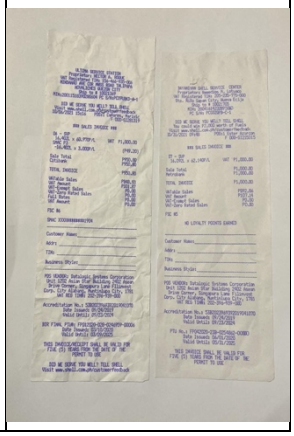
Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

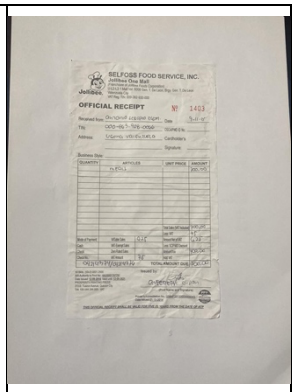
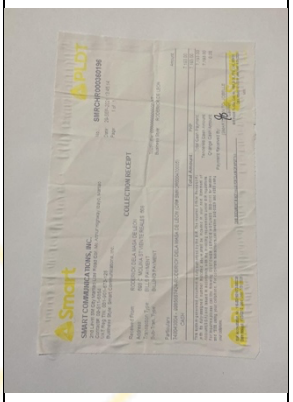
Wang, M. T., & Holcombe, R. (2010). **Adolescents' perceptions of school environment, engagement, and academic achievement in middle school**. American Educational Research Journal, 47, 633-662.

Yin, R. K. (2010). **Qualitative research from start to finish**: Guilford Press.

Yu, A. Y., Tian, S. W., Vogel, D., & Kwok, R. C. W. (2010). **Can learning be virtually boosted? An investigation of online social networking impacts**. Computers &Education, 55(4), 1494-1503.

VIII. Financial Report

EXPENSES	COST ESTIMATE	ACTUAL COST	MEANS OF VERIFICATION
1. 1 set (Brother ink)	PHP 2000.00	PHP 2000.00	
2. 2 reams bond paper	PHP 500.00	PHP 500.00	
3. Fuel Refilled (2 times)	PHP 2000.00	PHP 2000.00	

4. Snacks	PHP 2400.00	PHP 700.00	
5. Communication	PHP 4800.00	PHP 7193.00	
TOTAL	**PHP 11,000.00**	**PHP 14,393.00**	

add rows if necessary

PREPARED BY:

RODERICK D. DE LEON
(Lead Researcher)

CHECKED BY:

Dr. Arnel L. Poja
Senior Education Program Specialist
SDO-Valenzuela City

IX. Annexes.

Annex A

Memorandum of Agreement

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION DNCR-F-PPR-

2021 BASIC EDUCATION RESEARCH FUND

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (MOA) is entered into in Quezon City, Metro Manila, Philippines by and between:

Luisa Marie G. Arriola of **Valenzuela SPED Center-Malinta Elementary School**, Division of City Schools –**Valenzuela City,** National Capital Region, hereinafter referred to as **GRANTEE**.

DEPARTMENT OF EDUCATION – NATIONAL CAPITAL REGION with office address at **Misamis St., Bago Bantay, Quezon City**, represented by **ARNULFO M. BALANE, Assistant Regional Director**, hereinafter referred to as **DEPED (Regional Office)**.

WITNESSETH

WHEREAS, DEPED aims to promote an environment conducive to the ideal of evidence-based decision-making through the conduct of various research initiatives across all governance levels;

WHEREAS, DEPED has instituted the Basic Education Research Fund (BERF) as a funding facility for potential research studies to be conducted by eligible DepEd SDO Valenzuela personnel;

WHEREAS, DEPED has evaluated and approved all submitted research proposals to ensure the quality and relevance of potential research studies and has informed the research proponents of the result of the evaluation;

WHEREAS, the research proponents, now known as the "GRANTEE", has been oriented on the system and process of the BERF facility.

NOW, THEREFORE, DEPED and the GRANTEE (collectively known as the PARTIES) agree as follows:

ARTICLE I

SCOPE AND DURATION OF THE AGREEMENT

Section 1.1 All the activities in the approved research proposal to be conducted will be school level in scope. The work plan of the approved research proposal is attached as Annex 1 of this agreement.

Section 1.2 The implementation of the research study will last for six months as approved.

Section 1.3 Any deviation from the original and approved research proposal will be immediately communicated to the **Regional Research Innovation, and Development Committee (RRIDC)** by the GRANTEE. All major changes warrant the approval of the Research Committee. The approved research topic cannot be changed by the GRANTEE at any point during the study.

A legacy as rich as excellence!
Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

Section 1.4 In the event that the GRANTEE sees the need for an extension, a letter of request for extension with justification will be submitted to the **RRIDC.** Valid reasons for extension which will be decided by the Schools Division Research Committee include illness of the grantee, calamities, disasters, and other extenuating circumstances. The request of extension will be approved provided there will be no additional cost to DEPED. The GRANTEE will be allowed six months, as per Schools Division Research Management Guidelines.

Section 1.5 In cases where unforeseen circumstances force the cessation of the implementation of the research, the GRANTEE shall write a letter to the Schools Division Research Committee with justification and documentary support.

ARTICLE II

OBLIGATION OF THE PARTIES

Section 2.1 The total cost of the approved research proposal is **Thirteen Thousand One Hundred Sixty Two Pesos (P13,162.00)**. DEPED will release payment to the GRANTEE in **2** tranche/s provided that the GRANTEE will submit all the expected outputs. The table of deliverables per tranches is outlined in Annex A of this MOA.

Section 2.2 The GRANTEE will be responsible for the following:

(a) conduct the research as approved in his/her research proposal;
(b) submit all the required output to DEPED as per approved timeline;
(c) ensure that the conduct of research will follow the highest standards of ethics to protect the learners and the community;
(d) disclose any conflict of interest (possible or actual) that may arise during the conduct of the research;
(e) ensure that all funds provided will be spent as per approved cost estimates; and
(f) disseminate completed research on appropriate venues.

Section 2.3 DEPED will be responsible for the following:

(a) ensure the timely release of research fund for the GRANTEE;
(b) evaluate thoroughly the submitted deliverables of the GRANTEE;
(c) provide technical assistance to the GRANTEE as per monitoring and evaluation results and as requested by the GRANTEE;
(d) monitor the progress of the research proposal;
(e) conduct due diligence in evaluating and approving deliverables; and
(f) assist in providing venues for dissemination of the completed research.

ARTICLE III

SPECIAL PROVISIONS

Section 3.1 **Authorship and Ownership**. The GRANTEE will be the sole author of the research. (The study funded under BERF will be co-owned by the author/s and DepEd.) Written permission from the **RRIDC** is required when the research will be presented in research conferences, forums, and other related events, or be published in research journals and bulletins. Also, in these presentations or publications, the GRANTEE must duly acknowledge the funding source/s for the study.

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION DNCR-F-PPR-

Section 3.2 **Plagiarism, Fraud, and Conflict of Interest**. The GRANTEE will ensure that the research proposal and final report submitted are original works. Appropriate referencing and citation must be included in the submitted deliverables. Further, the GRANTEE will ensure that there will be no conflict of interest during the conduct of the research through the submitted declaration of anti-plagiarism and absence of conflict of interest (please see attached).

Any act of fraud and plagiarism will be dealt with accordingly. Further, if the GRANTEE committed plagiarism or any form of fraud, s/he will be blacklisted from availing any other research grant mechanism in the Department.

Section 3.3 **Failure to Complete Research Proposal**. In the event that the GRANTEE failed to complete and submit the deliverables, the research proponent will be required to return the total amount of research fund s/he has received during the course of the implementation.

Section 3.4 **Effectivity and Termination of MOA**. The MOA will take effect on the date of signature of both the GRANTEE and DEPED, and will end upon the submission of all deliverables and release of the funds. This MOA shall also be terminated under section 1.5, 3.2, and 3.3 or any circumstances that will lead to the non-completion of the research.

IN WITNESS WHEREOF, the parties have affixed their signatures on **September 06 2021** at **Valenzuela City.**

GRANTEE

LUISA MARIE G. ARRIOLA
Lead Researcher

DEPED

ARNULFO M. BALANE
Assistant Regional Director
Chair, RRIDC

WITNESSED BY:

DR. RUSTICA R. LORENZO
Assistant Schools Division Superintendent
Chair, SDRC

WARREN A. RAMOS
PPRD, Chief
Co - Chair, RRIDC

A legacy as rich as excellence!
Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/
ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION DNCR-F-PPR-

ACKNOWLEDGMENT

BEFORE ME, a Notary Public for and in QUEZON CITY, Philippines, this NOV 15 2021 day of September 2021, personally appeared: **ARNULFO M. BALANE & LUISA MARIE G. ARRIOLA**, showing their respective competent evidence of identity.

Names	Competent Evidence of Identity
1. ARNULFO M. BALANE	Government ID No. 0280754 (PRC)
2. LUISA MARIE G. ARRIOLA	Government ID No. 0807261 (PRC)

who represented to me to be the same persons who executed the foregoing Memorandum of Agreement consisting of FOUR (4) pages including the page on which this acknowledgment is written and she acknowledged to me that the same is **her** free and voluntary act and deed and that of the DepEd.

WITNESS MY HAND AND SEAL.

Doc. No. 432;
Page No. 88;
Book No. LXIII;
Series of 2021.

ATTY ELISEO S. CALMA JR
NOTARY PUBLIC
Until December 31, 2021
Adm Matter No. NP-067
PTR No. 0694702-D, Jan. 4, 2021 QC
IBP No. 141058, Jan. 4, 2021
Roll No. 50183
TIN 138-541-197-000
MCLE Comp No. VI-0012817 Until April 14, 2022

A legacy as rich as excellence!
Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/
ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Annex B

Endorsement Letters

Republic of the Philippines
Department of Education
National Capital Region
Division of City Schools - Valenzuela

May 25, 2021

MELITON P. ZURBANO
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent
Attention: **Schools Division Research Committee**

Sir:

Greetings!

This Office respectfully submits to the **Schools Division Research Committee (SDRC),** the herein Research Proposal of **Dr. Roderick D. De Leon**, Principal II at Antonio M. Serapio Elementary School School together with **Lea Q. De Leon,** Teacher III at Malinta Senior High School, entitled **"Learners' ACADEMIC Performance on Purely MDL-Printed and on ODL + MDL-Printed: A Comparative Analysis",** recommending favorable action and approval.

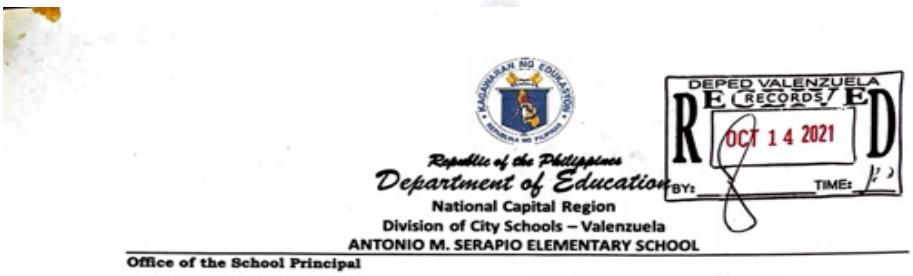
WALTER F. FABRO. Ed.D
PSDS – East District

SULONG EduKALIDAD

Pio Valenzuela St., Marulas, Valenzuela City
(02) 292-3247
sdovalenzuela2015@gmail.com www.depedvalenzuela.ph

Annex C

Request Letter



Republic of the Philippines
Department of Education
National Capital Region
Division of City Schools – Valenzuela
ANTONIO M. SERAPIO ELEMENTARY SCHOOL
Office of the School Principal

DEPED VALENZUELA RECEIVED
RECORDS
OCT 14 2021
BY:
TIME:

October 13, 2021

MELITON P. ZURBANO, CESO VI
Asst. Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent
SDO - Valenzuela City

Thru: **Dr. BALTAZAR M. GAYEM**
SGOD Chief

Attention: **JAMES M. MACARANAS**
Senior Education Program Specialist
SGOD-Monitoring & Evaluation Section

Sir:

Greetings!

We are humbly informing your good office that our research entitled ***"Learners' Academic Performance on Purely MDL-Printed and on ODL + MDL-Printed: A Comparative Analysis"*** was granted with the Basic Education Research Fund (BERF) by the Regional Office through the assistance of the Planning and Research Section of our Division.

In this light, we wish to request from the SGOD-M&E section a copy of the consolidated reports on the Learners' Academic Performance on Blended LDM and Purely MDL-Printed last SY 2020-2021. The said data are valuable support to carry out the veracity of the research procedure. Furthermore, it will serve as the basis for comparison between the school context versus the over-all performance of all schools in our division.

Rest assured that the data obtained will be treated with utmost confidentiality. Likewise, the office will be furnished with a copy of findings and recommendations of this study. Thank you in anticipation of your favorable response to this request.

Very truly yours,

RODERICK D. DE LEON, PhD
School Principal II
Lead Researcher

LEA Q. DE LEON
Teacher III
Co-researcher

Annex D

Certification of Validation

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Certificate of Validation

This is to certify that I have read and reviewed the semi-structure interview questions of **Dr. RODERICK D. DE LEON and Mrs. LEA Q. DE LEON** to be used in their basic research "LEARNERS' ACADEMIC PERFORMANCE ON PURELY MDL-PRINTED AND ON ODL+MDL-PRINTED: A COMPARATIVE ANALYSIS".

Comments:

The semi-structure interview questions to be used for collecting qualitative data are all aligned to the identified research questions.

I hereby certify that the said interview questions can now be facilitated and floated.

Name of Evaluator: **Editha D. Baesa, PhD**

Signature:

Educational Attainment: Doctor of Philosophy - Major in Educational Policy and Administration

Designation: School Principal III - Paso De Blas Elementary School

Date: September 9, 2021

A legacy as rich as excellence!
Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/
ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Annex E

Semi-structured Interview Questionnaires
(Participants engaged on Purely MDL-Printed)

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Semi-Structured Interview Questions
(For participants engaged on ODL + MDL-Printed (Blended Learning))

COMMUNICATING WITH THE PARENTS

What are your experiences while communicating with the parents↔teachers engaged on Blended Learning Delivery Modality? _____
_____.

What are the challenges encountered while communicating with the parents↔teachers engaged on Blended Learning Delivery Modality? _____
_____.

How did you resolve the challenges encountered while communicating with the parents↔teachers engaged on Blended Learning Delivery Modality? _____
_____.

LEARNING AT HOME

What are your experiences with your child/ren↔learners and parents↔teachers engaged on Blended Learning Delivery Modality while Learning at Home? _____
_____.

What are the challenges encountered with your child/ren↔learners and parents↔teachers engaged on Blended Learning Delivery Modality while Learning at Home? _____
_____.

How did you resolve the challenges encountered with your child/ren↔learners and parents↔teacher engaged on Blended Learning Delivery Modality while Learning at Home?
_____
_____.

A legacy as rich as excellence!
Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/
ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Semi-structured Interview Questionnaires
(Participants engaged on ODL + MDL-Printed)

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Semi-Structured Interview Questions
(For participants engaged on ODL + MDL-Printed (Blended Learning))

COMMUNICATING WITH THE PARENTS

What are your experiences while communicating with the parents↔teachers engaged on Blended Learning Delivery Modality? _____
_____.

What are the challenges encountered while communicating with the parents↔teachers engaged on Blended Learning Delivery Modality? _____
_____.

How did you resolve the challenges encountered while communicating with the parents↔teachers engaged on Blended Learning Delivery Modality? _____
_____.

LEARNING AT HOME

What are your experiences with your child/ren↔learners and parents↔teachers engaged on Blended Learning Delivery Modality while Learning at Home? _____
_____.

What are the challenges encountered with your child/ren↔learners and parents↔teachers engaged on Blended Learning Delivery Modality while Learning at Home? _____
_____.

How did you resolve the challenges encountered with your child/ren↔learners and parents↔teacher engaged on Blended Learning Delivery Modality while Learning at Home?
_____
_____.

A legacy as rich as excellence!
Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/
ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Annex F

Data Sets

Grade 1 Academic Performance

Grade 1 Leaners' Acdemic Performance

Learners	PM	Learners	BL	Learners	BL
1	80	1	87	89	85
2	77	2	85	90	80
3	83	3	90	91	84
4	77	4	85	92	81
5	76	5	88	93	83
6	76	6	83	94	91
7	76	7	86	95	81
8	75	8	81	96	84
9	81	9	82	97	87
10	79	10	85	98	87
11	77	11	84	99	79
12	79	12	86	100	82
13	78	13	89	101	78
14	85	14	85	102	87
15	76	15	84	103	91
16	83	16	92	104	83
17	88	17	82	105	84
18	78	18	89	106	83
19	80	19	82	107	86
20	76	20	87	108	82
21	79	21	81	109	85
22	76	22	87	110	83
23	78	23	85	111	93
24	76	24	86	112	84
25	82	25	84	113	86
26	81	26	80	114	92
27	76	27	87	115	80
28	82	28	83	116	85
29	77	29	93	117	85
30	77	30	79	118	81
31	76	31	92	119	81
32	76	32	86	120	82
33	77	33	84	121	87
34	76	34	92	122	80
35	76	35	87	123	85
36	82	36	79	124	85
37	82	37	84	125	80
38	76	38	83	126	88
39	80	39	83	127	80
40	80	40	89	128	83
41	77	41	80	129	89
42	78	42	87	130	79
43	78	43	79	131	81
44	81	44	87	132	79
45	77	45	91	133	82
46	75	46	85	134	79
47	76	47	79	135	84
48	84	48	80	136	89
49	80	49	87	137	86
50	79	50	82	138	86
51	77	51	80	139	88
52	77	52	84	140	89
53	76	53	87	141	88
54	76	54	82	142	82
55	76	55	90	143	92
56	77	56	85	144	85
57	76	57	81	145	83
58	76	58	86	146	87
59	83	59	86	147	85
60	78	60	82	148	85
61	77	61	87	149	83
62	84	62	80	150	83
63	77	63	82	151	84
64	78	64	83	152	82
65	77	65	89	153	82
66	81	66	83	154	87
67	85	67	83	155	89
68	77	68	82	156	84
		69	79	157	80
		70	83	158	92
		71	92	159	82
		72	83	160	85
		73	86	161	86
		74	83	162	86
		75	89	163	79
		76	88	164	82
		77	81	165	84
		78	88	166	84
		79	80	167	86
		80	85	168	90
		81	81	169	81
		82	89	170	86
		83	88	171	86
		84	86	172	91
		85	89	173	79
		86	89	174	85
		87	84	175	80
		88	85	176	81

t-Test: Two-Sample Assuming Equal Variances

	BL	*PM*
Mean	84.61931818	78.5
Variance	12.5913961	8.37313433
Observations	176	68
Pooled Variance	11.42353024	
Hypothesized Mean Difference	0	
df	242	
t Stat	12.67998514	
P(T<=t) one-tail	6.8157E-29	
t Critical one-tail	1.651174514	
P(T<=t) two-tail	1.36314E-28	
t Critical two-tail	1.969815134	

Legend:
PM - Purely MDL-Printed
ODL + MDL-Printed

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Grade 1 Academic Performance

Grade 2 Leaners' Acdemic Performance

Learners	PM	Learners	BL	Learners	BL
1	77	1	87	88	88
2	76	2	88	89	87
3	76	3	84	90	79
4	81	4	93	91	88
5	82	5	86	92	77
6	76	6	87	93	80
7	77	7	87	94	83
8	77	8	85	95	85
9	78	9	79	96	92
10	77	10	85	97	84
11	80	11	85	98	87
12	76	12	93	99	81
13	77	13	86	100	78
14	75	14	76	101	77
15	77	15	83	102	90
16	80	16	86	103	93
17	82	17	77	104	87
18	80	18	82	105	87
19	75	19	88	106	91
20	86	20	78	107	79
21	77	21	84	108	93
22	75	22	81	109	93
23	76	23	82	110	78
24	75	24	84	111	82
25	82	25	89	112	80
26	75	26	91	113	83
27	77	27	75	114	84
28	80	28	90	115	84
29	77	29	90	116	83
30	75	30	84	117	81
31	76	31	78	118	87
32	75	32	87	119	84
33	75	33	93	120	84
34	79	34	90	121	77
35	76	35	94	122	78
36	75	36	75	123	87
37	77	37	94	124	84
38	77	38	90	125	85
39	76	39	84	126	89
40	75	40	86	127	86
41	75	41	91	128	85
42	75	42	77	129	87
43	78	43	75	130	84
44	75	44	90	131	82
45	75	45	86	132	81
46	75	46	78	133	75
47	75	47	85	134	89
48	76	48	90	135	90
		49	83	136	85
		50	88	137	84
		51	79	138	86
		52	84	139	92
		53	82	140	85
		54	81	141	79
		55	88	142	87
		56	83	143	84
		57	75	144	92
		58	83	145	86
		59	83	146	86
		60	85	147	89
		61	88	148	85
		62	75	149	79
		63	90	150	80
		64	84	151	88
		65	84	152	86
		66	82	153	78
		67	83	154	86
		68	90	155	81
		69	85	156	79
		70	88	157	79
		71	86	158	80
		72	88	159	88
		73	75	160	79
		74	90	161	87
		75	80	162	79
		76	87	163	75
		77	79	164	77
		78	90	165	87
		79	84	166	85
		80	85	167	82
		81	84	168	80
		82	92	169	84
		83	84	170	84
		84	81	171	78
		85	82	172	76
		86	87	173	82
		87	83	174	87

t-Test: Two-Sample Assuming Equal Variances

	BL	*PM*
Mean	84.26436782	77.0625
Variance	22.18404093	6.10239362
Observations	174	48
Pooled Variance	18.74841627	
Hypothesized Mean Difference	0	
df	220	
t Stat	10.20191282	
P(T<=t) one-tail	1.46791E-20	
t Critical one-tail	1.651809286	
P(T<=t) two-tail	2.93583E-20	
t Critical two-tail	1.970805592	

Legend:
PM - Purely MDL-Printed
ODL + MDL-Printed

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Grade 3 Academic Performance

Grade 3 Leaners' Acdemic Performance

Learners	PM	Learners	BL	Learners	BL
1	81	1	86	91	91
2	75	2	88	92	92
3	78	3	86	93	84
4	81	4	84	94	77
5	82	5	89	95	84
6	79	6	87	96	86
7	79	7	80	97	88
8	81	8	83	98	90
9	82	9	85	99	85
10	79	10	91	100	88
11	75	11	88	101	87
12	80	12	87	102	89
13	75	13	91	103	88
14	75	14	86	104	89
15	83	15	87	105	84
16	84	16	80	106	86
17	75	17	83	107	87
18	82	18	75	108	88
19	81	19	86	109	92
20	83	20	84	110	87
21	78	21	88	111	92
22	77	22	88	112	86
23	80	23	85	113	90
24	79	24	89	114	86
25	81	25	77	115	90
26	80	26	84	116	75
27	83	27	87	117	79
28	80	28	90	118	86
29	75	29	89	119	82
30	84	30	84	120	89
31	79	31	87	121	81
32	82	32	76	122	83
33	77	33	82	123	78
34	81	34	79	124	79
35	79	35	87	125	88
36	84	36	83	126	87
37	85	37	83	127	84
38	82	38	85	128	87
39	78	39	88	129	83
40	80	40	89	130	86
		41	85	131	91
		42	87	132	86
		43	85	133	91
		44	92	134	82
		45	89	135	91
		46	91	136	89
		47	88	137	82
		48	85	138	88
		49	84	139	88
		50	78	140	88
		51	86	141	76
		52	92	142	84
		53	77	143	84
		54	78	144	91
		55	84	145	86
		56	79	146	86
		57	86	147	86
		58	88	148	78
		59	88	149	85
		60	85	150	85
		61	87	151	86
		62	90	152	88
		63	84	153	84
		64	82	154	89
		65	90	155	90
		66	77	156	90
		67	88	157	86
		68	88	158	86
		69	88	159	90
		70	84	160	85
		71	81	161	87
		72	84	162	85
		73	92	163	75
		74	87	164	84
		75	91	165	90
		76	76	166	89
		77	83	167	83
		78	87	168	87
		79	89	169	87
		80	88	170	82
		81	92	171	81
		82	84	172	79
		83	87	173	86
		84	86	174	85
		85	91	175	85
		86	89	176	82
		87	84	177	84
		88	83	178	85
		89	91	179	88
		90	85	180	85

t-Test: Two-Sample Assuming Equal Variances

	BL	*PM*
Mean	85.63333333	79.85
Variance	15.70837989	7.97692308
Observations	180	40
Pooled Variance	14.32522936	
Hypothesized Mean Difference	0	
df	218	
t Stat	8.741427102	
P(T<=t) one-tail	3.11988E-16	
t Critical one-tail	1.651873373	
P(T<=t) two-tail	6.23975E-16	
t Critical two-tail	1.970905601	

Legend:
PM - Purely MDL-Printed
ODL + MDL-Printed

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Grade 4 Academic Performance

Grade 4 Leaners' Acdemic Performance

Learners	PM	Learners	BL	Learners	BL
1	84	1	84	84	85
2	82	2	89	85	83
3	81	3	87	86	87
4	82	4	84	87	83
5	83	5	84	88	87
6	81	6	85	89	91
7	82	7	82	90	86
8	84	8	85	91	86
9	86	9	88	92	87
10	84	10	86	93	85
11	82	11	85	94	85
12	81	12	90	95	88
13	81	13	87	96	89
14	82	14	90	97	83
15	81	15	87	98	83
16	84	16	89	99	94
17	80	17	89	100	81
18	80	18	94	101	89
19	81	19	82	102	87
20	81	20	82	103	82
21	80	21	91	104	82
22	80	22	84	105	87
23	85	23	90	106	86
24	82	24	91	107	85
25	77	25	85	108	82
26	85	26	85	109	89
27	83	27	86	110	94
28	83	28	84	111	85
29	84	29	80	112	89
30	83	30	82	113	90
31	81	31	92	114	91
32	78	32	85	115	86
33	78	33	88	116	82
34	78	34	87	117	85
35	82	35	90	118	88
36	84	36	87	119	84
37	81	37	87	120	84
38	83	38	84	121	87
39	78	39	83	122	84
40	79	40	80	123	87
41	82	41	86	124	89
42	80	42	88	125	85
43	83	43	84	126	90
44	80	44	85	127	85
45	81	45	85	128	85
46	80	46	87	129	84
47	83	47	89	130	88
48	82	48	88	131	87
49	84	49	88	132	82
50	87	50	91	133	84
51	81	51	91	134	90
52	81	52	88	135	89
53	78	53	85	136	83
54	81	54	82	137	88
55	78	55	86	138	86
56	85	56	92	139	89
57	80	57	84	140	88
58	84	58	85	141	86
59	80	59	88	142	92
60	81	60	88	143	88
		61	83	144	89
		62	92	145	92
		63	92	146	91
		64	85	147	90
		65	88	148	84
		66	83	149	89
		67	86	150	84
		68	86	151	87
		69	87	152	86
		70	92	153	88
		71	85	154	83
		72	83	155	90
		73	89	156	91
		74	90	157	91
		75	84	158	78
		76	85	159	87
		77	89	160	84
		78	82	161	92
		79	85	162	87
		80	88	163	90
		81	90	164	83
		82	83	165	86
		83	84	166	94

t-Test: Two-Sample Assuming Equal Variances

	BL	*PM*
Mean	86.64457831	81.6166667
Variance	10.02442497	4.71497175
Observations	166	60
Pooled Variance	8.625952919	
Hypothesized Mean Difference	0	
df	224	
t Stat	11.36474107	
P(T<=t) one-tail	3.13177E-24	
t Critical one-tail	1.65168456	
P(T<=t) two-tail	6.26354E-24	
t Critical two-tail	1.970610961	

Legend:
PM - Purely MDL-Printed
ODL + MDL-Printed

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Grade 5 Academic Performance

Grade 5 Leaners' Acdemic Performance

Learners	PM	Learners	BL	Learners	BL
1	78	1	84	99	89
2	80	2	82	100	88
3	76	3	87	101	94
4	82	4	84	102	92
5	81	5	93	103	93
6	80	6	85	104	88
7	80	7	85	105	90
8	81	8	83	106	88
9	82	9	92	107	86
10	82	10	82	108	84
11	76	11	86	109	86
12	82	12	84	110	83
13	80	13	84	111	89
14	80	14	81	112	85
15	83	15	82	113	84
16	81	16	94	114	89
17	82	17	89	115	88
18	80	18	84	116	83
19	77	19	83	117	90
20	83	20	87	118	87
21	81	21	80	119	84
22	80	22	90	120	89
23	82	23	90	121	89
24	82	24	83	122	92
25	80	25	83	123	87
26	83	26	83	124	87
27	75	27	90	125	90
28	80	28	91	126	90
29	83	29	89	127	89
30	80	30	90	128	87
31	81	31	89	129	83
32	82	32	92	130	81
		33	89	131	91
		34	92	132	90
		35	93	133	86
		36	93	134	89
		37	90	135	86
		38	88	136	82
		39	82	137	92
		40	81	138	84
		41	83	139	83
		42	83	140	90
		43	86	141	92
		44	76	142	76
		45	85	143	84
		46	82	144	83
		47	94	145	90
		48	90	146	94
		49	82	147	91
		50	92	148	89
		51	86	149	83
		52	85	150	91
		53	87	151	88
		54	85	152	89
		55	84	153	86
		56	82	154	87
		57	90	155	85
		58	83	156	89
		59	83	157	88
		60	82	158	95
		61	82	159	91
		62	83	160	95
		63	94	161	83
		64	87	162	93
		65	93	163	86
		66	83	164	82
		67	85	165	85
		68	85	166	83
		69	90	167	85
		70	89	168	84
		71	84	169	80
		72	88	170	90
		73	84	171	89
		74	87	172	94
		75	88	173	83
		76	89	174	91
		77	90	175	83
		78	81	176	83
		79	86	177	86
		80	82	178	94
		81	90	179	84
		82	86	180	90
		83	82	181	90
		84	80	182	84
		85	93	183	95
		86	87	184	92
		87	91	185	87
		88	83	186	94
		89	90	187	83
		90	80	188	83
		91	90	189	87
		92	86	190	81
		93	83	191	84
		94	88	192	95
		95	90	193	90
		96	88	194	85
		97	87	195	86
		98	89	196	90

t-Test: Two-Sample Assuming Equal Variances

	BL	*PM*
Mean	86.93367347	80.46875
Variance	15.99045003	4.38608871
Observations	196	32
Pooled Variance	14.39870135	
Hypothesized Mean Difference	0	
df	226	
t Stat	8.93587999	
P(T<=t) one-tail	7.27043E-17	
t Critical one-tail	1.651623859	
P(T<=t) two-tail	1.45409E-16	
t Critical two-tail	1.970516243	

Legend:
PM - Purely MDL-Printed
ODL + MDL-Printed

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Grade 6 Academic Performance

Grade 6 Leaners' Acdemic Performance

Learners	PM	Learners	BL	Learners	BL
1	83	1	87	98	85
2	79	2	80	99	81
3	80	3	88	100	87
4	81	4	83	101	81
5	79	5	81	102	82
6	80	6	80	103	85
7	80	7	83	104	82
8	82	8	82	105	81
9	80	9	83	106	82
10	76	10	85	107	80
11	78	11	88	108	86
		12	84	109	81
		13	79	110	82
		14	83	111	83
		15	85	112	86
		16	82	113	87
		17	83	114	83
		18	84	115	85
		19	84	116	82
		20	79	117	78
		21	79	118	82
		22	84	119	81
		23	80	120	80
		24	81	121	83
		25	82	122	80
		26	88	123	80
		27	85	124	86
		28	81	125	85
		29	81	126	86
		30	83	127	80
		31	83	128	81
		32	90	129	82
		33	84	130	81
		34	81	131	82
		35	90	132	81
		36	86	133	89
		37	75	134	88
		38	87	135	83
		39	83	136	77
		40	82	137	81
		41	85	138	80
		42	80	139	81
		43	81	140	89
		44	86	141	81
		45	86	142	86
		46	82	143	81
		47	75	144	83
		48	80	145	81
		49	82	146	91
		50	81	147	87
		51	84	148	83
		52	80	149	81
		53	80	150	82
		54	83	151	83
		55	85	152	80
		56	81	153	83
		57	83	154	78
		58	81	155	78
		59	84	156	81
		60	82	157	80
		61	81	158	81
		62	77	159	91
		63	82	160	85
		64	88	161	86
		65	82	162	86
		66	82	163	86
		67	83	164	87
		68	82	165	84
		69	81	166	80
		70	82	167	80
		71	81	168	85
		72	86	169	81
		73	81	170	79
		74	86	171	77
		75	80	172	81
		76	82	173	87
		77	85	174	84
		78	84	175	81
		79	86	176	84
		80	81	177	84
		81	82	178	83
		82	75	179	83
		83	77	180	84
		84	83	181	77
		85	79	182	80
		86	80	183	85
		87	82	184	83
		88	81	185	83
		89	84	186	78
		90	86	187	84
		91	81	188	87
		92	81	189	83
		93	83	190	77
		94	81	191	85
		95	80	192	88
		96	78	193	86
		97	83		

t-Test: Two-Sample Assuming Equal Variances

	BL	*PM*
Mean	82.63212435	79.8181818
Variance	9.056670984	3.56363636
Observations	193	11
Pooled Variance	8.784738577	
Hypothesized Mean Difference	0	
df	202	
t Stat	3.062744132	
P(T<=t) one-tail	0.001245948	
t Critical one-tail	1.652431964	
P(T<=t) two-tail	0.002491896	
t Critical two-tail	1.971777385	

Legend:
PM - Purely MDL-Printed
ODL + MDL-Printed

Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: http://www.deped.gov.ph/regions/ncr/

ISO 9001:2015
Certificate No. PHL190008

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Annex G

Timetable

ACTIVITIES	Jun 2021	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	SY 2022-2023
1. Submit research proposal to the SDO-Valenzuela-Research and Planning section	3rd Week							
2. Approved the BERF grant by the Regional Research Innovation and Development Committee (RRIDC)-NCR			4th week					
3. Devise semi-structured interview questionnaires based on experiences, challenges, and recommendations of the participants, seek validation from the experts.				1st week				
4. Inform the Office of the Schools Division Superintendent to conduct the approved BERF-granted basic research.					2nd week			
5. Secure parent's permit which includes the consent form in participating in the study.					3rd Week			
6. Gather the data: academic performances of the learners from the LIS					3rd Week			
7. Conduct unstructured interviews and FGD based on participants'					4th Week			

experiences, challenges, and recommendations as they are immersed in the current learning delivery modalities of the school.								
8. Conduct comparative analysis on the effectiveness of Purely MDL-Print and ODL + MDL-Print and other statistical proceedings.						1st week		
9. Do the interpretation, transcription, and in-depth analysis of the responses of participants using the Creswell method of qualitative analysis.						1st to 2nd week		
10. Present to the Division Research Committee						3rd Week		
11. Present to the Regional Research Innovation and Development Committee (RRIDC)-NCR							4th week	
12. Conduct a LAC session to present the result and the proposed enhanced learning delivery modality to the teachers.								1st Week of January
13. Pilot implementation of the Enhanced Learning Delivery Modality in the succeeding school year, SY 2022-2023 to the selected grade levels to further test its effectiveness								

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Annex H

Informed Consent Forms

INFORMED CONSENT FORM

Great day!

The researchers, **Dr. RODERICK D. DE LEON**, school principal at Antonio M. Serapio Elementary School, together with **Mrs. LEA Q. DE LEON**, a teacher from Malinta Senior High School, are presently working with their basic research entitled "Learners Academic Performance on Purely MDL-Printed and on ODL+MDL-Printed: A Comparative Analysis".

In connection with this, the researchers would like to request your participation in this study by answering the survey questionnaires, which will take 10-15 minutes of your time. Your participation in this study will be highly appreciated. This study will enable the teachers, parents, school heads, and more so our learners could enhance the learning delivery modalities amid this new normal. Thank you very much for your participation.

INFORMED CONSENT

I voluntarily agree to participate in this study. I completely understand the details of this study whereas the details were explained to me dearly by the researchers. I am fully aware that being a participant, my involvement is voluntary. I can withdraw anytime without penalty, that I will not any payment or token from the researcher, that there is a minimal risks or discomfort in answering the questionnaire, and be provided access to the result of the study.

Therefore, I am affixing my signature below to indicate my willingness to participate in the study.

MARICEL T. ANAPI
Signature over Printed Name
of the Participant

October 18, 2021
Date

LEA Q. DE LEON
Signature over Printed Name
of the Researcher

October 18, 2021
Date

RODERICK D. DE LEON
Signature over Printed Name

October 18, 2021
Date

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

INFORMED CONSENT FORM

Great day!

The researchers, **Dr. RODERICK D. DE LEON**, school principal at Antonio M. Serapio Elementary School, together with **Mrs. LEA Q. DE LEON**, a teacher from Malinta Senior High School, are presently working with their basic research entitled "Learners Academic Performance on Purely MDL-Printed and on ODL+MDL-Printed: A Comparative Analysis".

In connection with this, the researchers would like to request your participation in this study by answering the survey questionnaires, which will take 10-15 minutes of your time. Your participation in this study will be highly appreciated. This study will enable the teachers, parents, school heads, and more so our learners could enhance the learning delivery modalities amid this new normal. Thank you very much for your participation.

INFORMED CONSENT

I voluntarily agree to participate in this study. I completely understand the details of this study whereas the details were explained to me dearly by the researchers. I am fully aware that being a participant, my involvement is voluntary. I can withdraw anytime without penalty, that I will not any payment or token from the researcher, that there is a minimal risks or discomfort in answering the questionnaire, and be provided access to the result of the study.

Therefore, I am affixing my signature below to indicate my willingness to participate in the study.

LORENA F. MAULEON
Signature over Printed Name
of the Participant

October 18, 2021
Date

LEA Q. DE LEON
Signature over Printed Name
of the Researcher

October 18, 2021
Date

RODERICK D. DE LEON
Signature over Printed Name

October 18, 2021
Date

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

INFORMED CONSENT FORM

Great day!

The researchers, **Dr. RODERICK D. DE LEON**, school principal at Antonio M. Serapio Elementary School, together with **Mrs. LEA Q. DE LEON**, a teacher from Malinta Senior High School, are presently working with their basic research entitled "Learners Academic Performance on Purely MDL-Printed and on ODL+MDL-Printed: A Comparative Analysis".

In connection with this, the researchers would like to request your participation in this study by answering the survey questionnaires, which will take 10-15 minutes of your time. Your participation in this study will be highly appreciated. This study will enable the teachers, parents, school heads, and more so our learners could enhance the learning delivery modalities amid this new normal. Thank you very much for your participation.

INFORMED CONSENT

I voluntarily agree to participate in this study. I completely understand the details of this study whereas the details were explained to me dearly by the researchers. I am fully aware that being a participant, my involvement is voluntary. I can withdraw anytime without penalty, that I will not any payment or token from the researcher, that there is a minimal risks or discomfort in answering the questionnaire, and be provided access to the result of the study.

Therefore, I am affixing my signature below to indicate my willingness to participate in the study.

CAMILLE ROSE L. TOMOTORGO
Signature over Printed Name
of the Participant

October 18, 2021
Date

LEA Q. DE LEON
Signature over Printed Name
of the Researcher

October 18, 2021
Date

RODERICK D. DE LEON
Signature over Printed Name

October 18, 2021
Date

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Annex I

Curriculum Vitae of the Researchers

RODERICK D. DE LEON
Antonio M. Serapio Elementary School
Cell Phone: +639985687424
E-mail: roderick.deleon002@deped.gov.ph

Position Held

November 2014 – Present	:	Antonio M. Serapio Elementary School C. De Leon St., Ugong, Valenzuela City
Position	:	Principal II
October 2001 – Oct. 2014	:	Malinta National High School St. Jude Subd., Malinta, Valenzuela City
Position	:	Master Teacher I

Volunteer Experience

Philippine Elementary School Principals Assoc (PESPA)
ACED Trainer in Math Training/Seminar

Education

2019 – present	:	**PhD EDUCATIONAL POLICY AND AMINISTRATION** Universidad De Manila

		Manila, Philippines
2017-2018	:	**PhD – EDUCATIONAL LEADERSHIP AND MANAGEMENT** De La Salle University (18 units) Taft Avenue, Manila, Philippines
2002-2004	:	**MASTER OF ARTS IN TEACHING MATH** Philippine Normal University Manila, Philippines
1994-1998	:	**BACHELOR OF SECONDARY EDUCATION** Pangasinan State University Bayambang, Pangasinan Major : Physics Minor : Mathematics
1990-1994	:	Baluyot National High School Baluyot, Bautista, Pangasinan
1984-1990	:	Baluyot Elementary School Baluyot, Bautista, Pangasinan

Awards, Fellowships, Grants

2012 Win na Win "Outstanding Teachers in Mathematics"
Date: January 19, 2013

Best Mathematics Teacher in Valenzuela City
Date: December 2007

First Place in the Division Search for Best Action Research-Secondary level.
Date: January 25, 2007

Scholar (HELENICA) – Philippine Normal University
Date: June 2002 to April 2004

Trainer - MTAP Challenge and other Mathematics related contests
Malinta National High Scholl I

Proficiency in Physics Awardees – Pangasinan State University
Date: April 1998

Dean's Lister - Pangasinan State University\

Valedictorian – Baluyot High School

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Date: March 1994

Manuscripts

Dissertation	:	"LEADERSHIP AND MANAGEMENT COMPETENCE AND SCHOOL PERFORMANCE OF SHDP ALUMNI: A LEARNING CONTINUITY PLAN IN THE NEW NORMAL"
Title of Study	:	"The Effects of Rotated and Fixed Groupings on the Performance in and Attitude toward Mathematics of Fourth Year Students in Malinta National High School S.Y. 2003-2004"

Seminars/Trainings Attended

Education Policy & Leadership at a Time of Crisis
IDI and SECG
July 13-17, 2020

Focus Group Discussion on Designing Professional Development for Teachers
SEAMEO Innotech, QC
November 11-13, 2019

2nd Principals Training and Development Program Cum Regional Board Conference
Baguio City
November 6-8, 2019

Certificate of Educational Studies on Leadership
Ateneo De Manila University, QC
August 1 – October 25, 2019

Training on Partnership Management and Negotiation Skills
Cebu City
August 8-9, 2019

National Assembly of Education Leaders: Hold IT in Trust: LEADING in the Time of Industry 4.0
Pasay City
September 20-22, 2018

Regional Training on PRIMALS for Grades 4-6
Subic, Zambales
September 11-15, 2018

Regional Training on DAP-ELLN
Subic, Zambales
November 21-27, 2017
DAP-ELLN Training Program
Subic, Zambales
April 1-7, 2017

Seminars/Trainings Facilitated

Resource Speaker : "5-Day Di vision Seminar-Workshop on Pedagogical Retooling in Mathematics, Languages and Science (PRIMALS)"
Santiago De Guzman Elementary School
March 11-15, 2019

Resource Speaker : Training Workshop in Teaching Junior High School Math: "Build a School, Build a Nation: The Classroom Project"
Azia Suites & Residences, Cebu City
October 23-25, 2018

Resource Speaker : "Division Roll-out on Learning & Development (L & D) and Quality Assurance Technical Assistance Monitoring & Evaluation (QATAME) Essential Keys for Quality Management System"
Valenzuela City School of Mathematics and Science
September 17-19, 2018

Resource Speaker : District Roll-out of the Result-based Performance Management System (RPMS) Manual
Silvestre Lazaro Elementary School
July 23-25, 2018

Resource Speaker : "Division Roll-out of Developmentally Appropriate Practices in Early Language Literacy and Numeracy (DAPinELLN)"
Gen. T. De Leon, Valenzuela City
July 17-20, 2018

Presenter : PGCB: Lesson Studies Sharing Session

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Ateneo De Manila University
Loyola Heights, Quezon City
October 18, 2014

Resource Speaker : Training Workshop in Mathematics for Master Teachers
Library Hub, Valenzuela Astrodome
Dalandanan, Valenzuela City
August 11 – 15, 2014

Session Speaker : PGCB Conference " Paunlarin ang Pagtuturo Paunlarin ang Bayan"
Ateneo De Manila University
Loyola Heights, Quezon City
May 29-31, 2014

Professional Membership

Science and Mathematics Advisers Association of the Phils-NCR
Math Teachers Association of the Philippines (MTAP) NCR
Philippine Elementary School Principals Association (PESPA)

Personal Information

Height	:	5'7"
Weight	:	83 kgs
Birth date	:	May 6, 1977
Place of birth	:	Pangasinan
Age	:	44 yo
Religious Affiliation	:	Roman Catholic

I hereby certify that the above information is true and correct to the best of my knowledge

RODERICK D. DE LEON

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

LEA Q. DE LEON
Malinta Senior High School
Cell Phone: +639476151853
E-mail: lea.deleon001@deped.gov.ph

Position Held

June 2018 – Present	:	Malinta National High School St. Jude Subd., Malinta, Valenzuela City
Position	:	Teacher III
June 2001 – May 2018	:	Malinta National High School St. Jude Subd., Malinta, Valenzuela City
Position	:	Teacher III

Volunteer Experience

Facilitator – World Tuberculosis Day, Malinta Health Station, Malinta Valenzuela City

Education

2017	:	**MAED – Administration and Supervision** Governor Andres Pascual College Navotas City, Philippines
1994-1998	:	**BACHELOR OF SCIENCE IN INDUSTRIAL EDUCATION** Technological University of the Philippines

		Manila, Philippines Major : Computer Education
1990-1994	:	Meycauayan Legaspi College Meycauayan, Bulacan
1984-1990	:	Tugatog Elementary School Veinte Reales, Valenzuela City

Awards, Fellowships, Grants

Trainers Methodology Certificate I holder for the National Certificates: NC III in Bookkeeping; NC III in Events Management; NC II in Food and Beverages, NC II in Bread and Pastry Production

GURO21(SEAMEO INNOTECH) - recipient of Certificate of Competence (54-hour training)

Manuscripts

Title of Study	:	"An Assessment of Teachers' Technological Knowledge and its effects to the Performance of Grade 10 Students in Malinta National High School"

Seminars/Trainings Attended

SHS – COMPETENCY BASED LEARNING ROLLOUT
DepEd-Valenzuela – Gen. T. De Leon National High School
December 17-19, 2018

DEPED ICT LITERACY WORKSHOP FOR TEACHERS
DepEd-Valenzuela
September 22 - 24 2016

INTERNATIONAL MIND EDUCATION SPECIALIST TRAINING International Mind Education Institute/ International Youth fellowship of the
Phils./DepEd-Valenzuela
October 2- 4, 2015

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

PGCB PROGRAMME FOR PHILIPPINE LEADERS AND EDUCATORS - EFFECTIVE PEDAGOGICAL IN TEACHING ICT
Ateneo De Manila University, QC
April 28 - 30, 2015

Seminars/Trainings Facilitated

Resource Speaker : Facilitator/Speaker - ICT LITERACY for Teachers
Malinta National High School
March 25, 2017

Professional Membership

Faculty And Personnel Association (FAPA)

Personal Information

Height	:	5'2"
Weight	:	65 kgs
Birth date	:	March 9, 1978
Place of birth	:	Valenzuela, M. Mla.
Age	:	43
Religious Affiliation	:	Roman Catholic

I hereby certify that the above information is true and correct to the best of my knowledge

LEA Q. DE LEON

SULONG EduKALIDAD

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

IX. List of Tables.

Table	Title	Page
1	Sample Distribution	13
2	Academic Performance level	15
3	Significant Difference in the academic performance of learners engaged on Purely MDL- Printed and ODL + MDL-Printed when group according to grade level	18
4	Experiences of the Participants engaged on Purely MDL and Blended learning	20
5	Challenges of the Participants engaged on Purely MDL and Blended learning	25
6	Recommendations of the Participants engaged on Purely MDL and Blended learning	30

X. List of Figures.

Figure	Title	
1	Academic Performance of learners engaged on Purely MDL-Printed and Blended LDM	16

PRIME
SULONG EduKALIDAD