

THE LEVEL OF READINESS OF TEACHERS AND PARENTS IN IMPLEMENTING DISTANCE LEARNING: THE CASE OF CASIGURAN I DISTRICT

CHRISTIAN B. DE JESUS
DANILO E. DESPI

ABSTRACT. The level of readiness of teachers in implementing distance learning modalities is satisfactorily ready in terms of instruction, assessment, and learning resources. While the level of readiness of parents in implementing distance learning modalities was moderate. The different strategies employed by teachers and parents to improve their competencies in distance learning modality vary in terms of modular distance learning, online distance learning, blended learning, and home-based schooling. Thus, for blended learning, the strategy employed was facilitating the learning engagement with printed SLMs downloaded to learners' gadgets. Lastly, facilitating the learning engagement with printed SLMs downloaded to learners' gadgets is a strategy being employed for home-based learning. For Parents, in terms of modular distance learning the strategy employed is soliciting ideas from teachers on how to promote assistance to learners using individualized instruction. Lastly, soliciting the support of teachers on how to implement and use the LAS and SLMs at home is a strategy being employed for home-based learning. Conducting SLACs on LDM is the strategy employed by the school head to improve the competencies of teachers as learning facilitators in the distance learning modality. On the other hand, conducting orientation and meetings with parents about the new normal learning delivery modality is the strategy employed by the school head to improve the competencies of parents as learning facilitators in the distance learning modality.

KEYWORDS: *THE LEVEL OF READINESS OF TEACHERS AND PARENTS, DISTANCE LEARNING*

INTRODUCTION

Educators are entrusted with the great challenges of engaging the learners in making teaching-learning episodes possible and in honing the learners' skills and competencies as needed in today's world. But how do educators instill the skills and competencies in their learners if there is a global pandemic that hinders learning? The early ending of the school year 2019-2020 is a clear sign of how the current school system can be affected by a global pandemic.

The coronavirus (COVID-19) pandemic has brought life to a standstill across the world. This pandemic has revealed in sharp focus how privileged some students are, and how others have been left behind. It

has also shown how important teachers are — and how they can succeed, even during a crisis, with the right technology and support system. Parents of pupils who have worked hard to make gains in their learning worry that they may fall behind. This is particularly the case where parents may not have the skills to provide help or the time to engage with their children because of work and life commitments. With internet access and technology at home, parents could keep up with the challenges of distance learning.

With the threat of COVID-19 still on the rise, with no clear sign of how and when it will end, the Department of Education (DepEd) saw itself faced with a crucial and giant task: to maintain the flow of

quality education in the Philippines while protecting its stakeholders' health in the process.

The Philippines is no different from other countries when President Rodrigo Duterte declared the suspension of classes as early as March 14, 2020. But as lockdowns are extended, contingency plans are crafted aiming for the continuity of learning amidst the pandemic. As the country continues to confront different issues brought about by the coronavirus disease (COVID-19) pandemic, the Department of Education (DepEd) is addressing the challenges in basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020 [13]. The BE-LCP presented new learning delivery modalities like distance learning, blended learning, and homeschooling.

Public schools in Casiguran I District, including those described as rural, face the same challenges that rural schools across the country are forced to take action to assure the continuation of learning despite the global COVID-19 pandemic. Distance education (DE) is often seen as a bridge to the solution to the problem. Distance learning is the major component of learning delivery until the global pandemic comes to an end. Distance learning means lessons will be delivered outside the traditional face-to-face setup (DepEd Sec. Briones).

Distance education also called distance learning is the education of students who may not always be physically present at a school. Traditionally, this usually involved correspondence courses wherein the student corresponded with the school via post. Today, it involves online education. DE

today is mostly in its electronic form, which can be used to provide access to highly qualified teachers as well as reduce the cost incurred in providing valuable classes to limited numbers of students. However, funding and training of teachers, as well as the parents' guidance to their children, tend to be the major issues that schools face.

Amidst the threat of the COVID-19 pandemic in the Philippines, educators, students, and the school are still coping and adjusting to distance learning education. It is indeed important for teachers and parents to be aware of the COVID-19 pandemic and their opinion on their respective schools' readiness, as well as their response to the challenges of conducting distance learning education in their respective schools. This COVID-19 pandemic has resulted in drastic changes in education. Part of it is the shift from face-to-face classes to different learning modalities which include distance learning. Since education is believed to continue despite the circumstances, teachers started to prepare for modular and online distance learning. Teaching is possible but has challenges as well.

Considering the current COVID-19 crisis, World Bank (2020) emphasized that education systems must make use of ERE and prepare if needed, different learning delivery modalities to ensure that students are engaged and can continue their learning. On the other hand, the sudden shift in educational delivery also presents the other side of the coin for most students who are already disadvantaged long before the pandemic.

To respond to the challenge of innovating educational delivery mechanisms in basic education across the globe ventured into different practices such as distance

education, online teaching, remote learning, blended learning, and mobile learning. These practices can be collectively called emergency remote education (ERE). It is the temporary change in the delivery of instruction caused by the sudden occurrence of a crisis. ERE does not mean going away from the traditional arrangement of the instructional process or creating a completely new educational system.

Development and introduction of new technologies in the education system of any level require a preliminary assessment of the readiness level in the school community to receive innovations. When it comes to the level of preschool education, first of all, it is necessary to study the readiness of preschool teachers and dedicated specialists working with children and their parents to implement distance learning technologies.

In addition, the readiness of teachers and parents is essential to make teaching-learning possible during the shift in the education system. It is the parents through the help of teachers who form a social mandate for the content, quality, and type of distance learning modality. Knowing the attitude of parents in the implementation of distance learning modalities in public schools and their willingness to accept the alterations in education will allow for conclusions about achieving effective and efficient quality education. Hence, parents are better aware of the needs and personality characteristics of their children, therefore, they can become active consumers of distance learning modalities.

Current trends in the education of young people in the mode of remote access to educational resources intensify the emergence of changes in the system of

professional training in basic education institutions. The latter should provide all conditions for the effective implementation of distance learning, adapt the existing types of education, and employ new information technologies to intensify the independent work of students, individualize and differentiate their education, increase the amount of available educational resources, provide the possibility of communication regardless of teachers' and students' geographical location.

However, according to the analysis of the experience of pedagogical work, some obstacles prevent the effective implementation of distance learning: lack of appropriate regulatory framework, the unpreparedness of teachers and students for educational innovations, the weak technical base of higher education institutions, underestimation of the complexity of creating distance learning courses and e-teaching materials by the management of institutions, high cost of training, etc.

It is important to note that a teacher's personality deserves special attention, since his/her readiness for distance education, on the one hand, is in demand, and on the other – uninitiated and passive. Teachers are not sufficiently prepared to use information and communication technologies in the educational space and, unfortunately, sometimes students' computer literacy is higher than teachers'.

The abrupt shift from traditional face-to-face learning to online posed some challenges to educators. Many educators are still overwhelmed with the transition from physical classes to online learning. Many aspects of online teaching posed difficulty to educators as the aspects that have to be taken

in online teaching are different compared to traditional teaching.

Moreover, online teaching requires more work for educators. Online learning is not mere curriculum conversion and effective online learning cannot be done by simply converting existing face-to-face courses. There are various roles and skills are required to ensure effective online learning as online learning requires a more flexible approach. It can be seen, teaching online requires educators to have more competencies and skills compared to traditional teaching.

Other aspects of readiness need to be highlighted in distance learning modalities presented by DepEd such as online teaching. The most obvious aspect that is always seen as important is the technical ability to conduct online learning classes. However, in terms of technical aptness, there is no need for advanced technical knowledge for successful online learning. Instead, they mentioned that educators need new pedagogy to ensure student engagement and critical thinking in class. Learning happens through interaction and active participation. Thus, the approach that works in online learning is the constructivist approach in that the instructor facilitates student learning. It can be seen, a more complex set of skills that includes new pedagogy knowledge is required to ensure effective online learning.

Challenges in the assessment are seen as strongly related to teachers' readiness in implementing modular distance learning. Also, the challenges in instructional materials and teaching approaches are both moderately related to teachers' readiness in modular distance learning. The challenges of teachers were identified based on how they plan,

prepare and distribute modules, monitor students' learning, check, evaluate outputs, and provide feedback on students' performance. Furthermore, teachers used various ways to cope with the challenges encountered in modular distance learning modality such as time management, innovating teaching strategies, adapting to the changes brought by the new normal trend in education, being flexible, providing alternative plans, being optimistic, patient, and equipping oneself with the necessary skills for the new normal ways of education. Also, various stakeholders need to work and plan for alternatives to different issues that may arise as they are involved in the teaching-learning process considering all the limitations in these trying times brought about by the pandemic.

Summary

The study evaluated the level of readiness of parents and teachers of Grade 6 pupils in implementing distance learning modality at schools in Casiguran I District. It provides different strategies employed by teachers and parents in improving their competencies in distance learning modality. It also gives varied strategies employed by the school heads that would help improve the competencies of teachers and parents as learning facilitators in the distance learning modality. Additionally, the respondents were queried as to how they effectively implemented the distance learning modality. Results from this study also proposed a school-partnership program to effectively implement the distance learning modality. The descriptive method of research was used to find out the level of readiness of teachers and parents of Grade 6 pupils in implementing distance learning modality in the schools of Casiguran I District. The way

the data were collected showed that the study is descriptive research. It is the research that deals with everything that can be counted and studied which also has an impact on the lives of the people it deals with.

The results were also supported by the observations made and interviews conducted, first with the use of the Likert scale and checklist to determine the answers to the problems presented herein, the latter with the interview guide containing questions no longer stated in the questionnaire disseminated but helped the researcher in understanding the better situation at hand.

Specifically, it answered the following questions:

1. What is the level of readiness of teachers and parents in implementing distance learning modality in terms of:

- a. Instruction
- b. Assessment
- c. Learning Resources

2. What are the different strategies employed by teachers and parents to improve their competencies in distance learning modality:

- a. Modular Distance Learning
- b. Online Distance Learning
- c. Blended Learning
- d. Home-based Schooling

3. What are the different strategies employed by the school head to improve the competencies of teachers and parents as learning facilitators in the distance learning modality?

4. How do teachers and parents effectively implement distance learning modality?

5. What school-home partnership program can be designed to effectively implement distance learning modality?

Findings

Based on the data gathered, the study revealed the following findings.

I. The level of readiness of teachers and parents in implementing distance learning modality

A. Teachers

1. Instruction

Concerning the level of readiness of teachers in instruction, there were 16 respondents involved in this study. Under the descriptor of teachers who are equipped with KSAs on the relevant instructional strategies in the implementation of distance learning schemes during SLACs, 9 of them were excellently ready while 6 teachers were satisfactorily ready and 1 teacher was moderately ready. This had a weighted mean of 4.5 which showed satisfactorily ready.

In integrating virtual classes as part of hybrid learning in distance education delivery mode, 6 teacher respondents were excellently ready while 7 teachers were satisfactorily ready and 3 teachers were moderately ready. This had a weighted mean of 4.19 which showed satisfactorily ready.

In adopting new educational technologies for instruction (google meet, MS Team) in implementing distance learning, 4 teacher respondents were excellently ready while 2 teachers were satisfactorily ready. Surprisingly 9 teachers were moderately ready and 1 was fairly ready. This had a

weighted mean of 3.56 which showed moderately ready.

In conducting home visitation to generate feedback and supplement instruction, 8 teacher respondents were excellently ready while 4 teachers were satisfactorily ready and 4 teachers were also moderately ready. This had a weighted mean of 4.25 which showed satisfactorily ready.

The teacher respondents have been satisfactorily ready in terms of the level of readiness in implementing distance learning modality along with instruction. The average of 4.13 showed an adequate level of teachers in terms of preparedness in the delivery of instruction in times of pandemic as they implement the distance learning modality.

2. Assessment

As to the level of readiness of teachers along with assessment, there were 16 respondents involved in this study. 11 teacher respondents were excellently ready on adopting appropriate evaluation tools such as checklists and portfolios. While 4 teachers were satisfactorily ready and 1 teacher responded to be moderately ready. This had a weighted mean of 4.63 which showed excellently ready.

In designing varied modes of assessment such as diagnostic, formative, and summative appropriate for distance learning modality, 10 teacher respondents were excellently ready. Thus, 5 teachers were satisfactorily ready and 1 teacher responded to be moderately ready. This had a weighted mean of 4.56 which showed satisfactorily ready.

In using technology to assess learners' progress, 10 teacher respondents were excellently ready. Meanwhile, 5

teachers were satisfactorily ready and 1 teacher responded to be moderately ready. This had a weighted mean of 4.56 which showed satisfactorily ready.

In implementing evaluation techniques that are standard-based (content and performance-based), 6 teacher respondents were excellently ready. Consequently, 9 teachers were satisfactorily ready and 1 teacher responded to be moderately ready. This had a weighted mean of 4.31 which showed satisfactorily ready.

The teacher respondents have been satisfactorily ready in terms of the level of readiness in implementing distance learning modality along with assessment. The average of 4.52 showed an adequate level of teachers in terms of preparedness during the assessment time of the pandemic as they implement the distance learning modality.

3. Learning Resources

Concerning the level of readiness of teachers along with learning resources, there were 16 respondents involved in this study. 6 teacher respondents were excellently ready on crafting instructional materials using new educational technologies. Meanwhile, 8 teachers were satisfactorily ready and 2 teachers responded to be moderately ready. This had a weighted mean of 4.25 which showed satisfactorily ready.

In outsourcing learning resources for distance learning through Brigada Eskwela, 9 teacher respondents were excellently ready. While 6 teachers were satisfactorily ready and 1 teacher responded to be moderately ready. This had a weighted mean of 4.5 which showed satisfactorily ready.

In collaborating with the civic community to gather school learning resources for distance learning, 5 teacher respondents were excellently ready. Consequently, 9 teachers were satisfactorily ready and 2 teachers responded to be moderately ready. This had a weighted mean of 4.19 which showed satisfactorily ready.

In generating funds intended for learners for them to use the internet and surf/connect with the given links, 2 teacher respondents were excellently ready. Thus, 8 teachers were satisfactorily ready and 6 teachers responded to be moderately ready. This had a weighted mean of 3.75 which showed satisfactorily ready.

The teacher respondents have been satisfactorily ready in terms of the level of readiness in implementing distance learning modality along with learning resources. The average of 4.17 showed an adequate level of teachers in terms of preparedness in the learning resources in a time of pandemic as they implement the distance learning modality.

B. Parents

1. Instruction

As to the level of readiness of parents along with instruction, there were 212 respondents involved in this study. Under the descriptor of creating a flexible routine in terms of instructional time and schedule, 47 of them were excellently ready. Meanwhile, 80 parent respondents were satisfactorily ready, 46 parents were moderately ready, and 21 parent respondents were fairly ready. Eighteen (18) parent respondents answered not ready. This had a weighted mean of 3.49 which showed satisfactorily ready.

In taking initiative in assisting learners in accomplishing learning tasks in the SLM, 96 parent respondents were excellently ready. Consequently, 53 parent respondents were satisfactorily ready and 28 parents were moderately ready. While 25 parents responded as fairly ready and 10 parents responded as not ready. This had a weighted mean of 3.91 which showed satisfactorily ready.

To verify from teachers some instructional techniques to be used in accomplishing the activities in the modules, 59 parent respondents were excellently ready. Thus, 80 parent respondents were satisfactorily ready and 17 parents were moderately ready. Twenty-one (21) parents responded as fairly ready and 35 parents responded as not ready. This had a weighted mean of 3.45 which showed moderately ready.

In establishing time for reflection to deepen learners' engagement with the activities, 38 parent respondents were excellently ready. Though 83 parent respondents were satisfactorily ready and 42 parents were moderately ready. Thirty-eight (38) parents responded fairly ready and 16 parents responded not ready. This had a weighted mean of 3.36 which showed moderately ready.

The teacher respondents have been moderately ready in terms of the level of readiness in implementing distance learning modality along with instruction. The average of 3.55 showed an average level of parents in terms of preparedness in the delivery of instruction in times of pandemic as they implement the distance learning modality.

2. Assessment

Regarding the level of readiness of parents along with assessment, there were 212 respondents involved in this study. Under the descriptor of facilitating engagement of learners with the summative and formative tests, 73 of them were excellently ready. Consequently, 65 parent respondents were satisfactorily ready, 30 parents were moderately ready, and 20 parent respondents were fairly ready. While 24 parents responded not ready. This had a weighted mean of 3.61 which showed satisfactorily ready.

In guiding if learners encounter difficulty in accomplishing assessment tasks (pre-test and post-test), 77 parent respondents were excellently ready. Moreover, 55 parent respondents were satisfactorily ready and 23 parents were moderately ready. Thus, 21 parents responded as fairly ready, and 36 parents responded as not ready. This had a weighted mean of 3.50 which showed moderately ready.

In monitoring learners' progress through feedback from peers/ teachers, 70 parent respondents were excellently ready. Meanwhile, 23 parent respondents were satisfactorily ready and 65 parents were moderately ready. Eleven (11) parents responded fairly ready and 43 parents responded not ready. This had a weighted mean of 3.29 which showed moderately ready.

In cooperating with teachers in generating data essential for assessment, 65 parent respondents were excellently ready. Whereas 57 parent respondents were satisfactorily ready and 25 parents were moderately ready. Twenty-three (23) parents responded fairly ready and 42 parents responded not ready. This had a weighted

mean of 3.35 which showed moderately ready.

The parent respondents have been moderately ready in terms of the level of readiness in implementing distance learning modality along with assessment. The average of 3.44 showed an average level of parents in terms of preparedness during the assessment time of the pandemic as they implement the distance learning modality.

3. Learning Resources

As to the level of readiness of parents along with learning resources, there were 212 respondents involved in this study. Under the descriptor of fetching and returning self-learning modules from and to the SLM hub/school, 113 of them were excellently ready. Consequently, 35 parent respondents were satisfactorily ready, 24 parents were moderately ready, and 19 parent respondents were fairly ready. Thus, 21 parents responded not ready. This had a weighted mean of 3.87 which showed satisfactorily ready.

In assisting learners in accessing e-learning materials, 47 parent respondents were excellently ready. Moreover, 33 parent respondents were satisfactorily ready and 42 parents were moderately ready. Although 29 parents responded as fairly ready and 61 parents responded as not ready. This had a weighted mean of 2.92 which showed moderately ready.

In providing learners with electronically generated learning resources 35 parent respondents were excellently ready. Meanwhile, 33 parent respondents were satisfactorily ready and 26 parents were moderately ready. Fifty-three (53) parents responded fairly ready, and 65 parents

responded not ready. This had a weighted mean of 2.66 which showed moderately ready.

In providing learners with a learning space furnish with learning materials, 92 parent respondents were excellently ready, 41 parent respondents were satisfactorily ready and 32 parents were moderately ready. Twenty-two (22) parents responded as fairly ready and 25 parents responded as not ready. This had a weighted mean of 3.67 which showed satisfactorily ready.

The parent respondents have been moderately ready in terms of the level of readiness in implementing distance learning modality along with learning resources. The average of 3.28 showed an acceptable level of teachers in terms of preparedness in the learning resources in a time of pandemic as they implement the distance learning modality.

II. Strategies Employed to Improve the Competencies of Teachers and Parents in Implementing Distance Learning Modality

A. Teachers

1. Modular Distance Learning

Regarding the strategies employed to improve the competencies of teachers in implementing distance learning modality- modular distance learning, there were 16 respondents involved in this study of them, 15 teacher respondents frequently answered reaching out to learners through social media platforms to monitor progress and provide feedback and were ranked 1st. Meanwhile, 14 teachers answered that equipping oneself with KSA on how to promote individualized instruction through reading and surfing the net is the second rank.

Harnessing the benefits of ICT in storing, distributing, and retrieving instructional materials was answered by 13 respondents and was ranked 3rd. Conducting home visits to offer remediation and supplemented instruction was ranked 4th having frequently answered by 8 teacher respondents.

2. Online Distance Learning

As to the strategies employed to improve the competencies of teachers in implementing distance learning modality- online distance learning, there were 16 respondents involved in this study of them, 12 teacher respondents frequently answered participating in engagement such as teacher the learner and peer to peer communication using social media (group chat, etc....) and were ranked 1st. Moreover, 8 teachers answered introducing to teachers the use of both synchronous and asynchronous platforms as the second rank. Facilitating learning engagement through ICT/ internet as a channel of instruction was answered by 7 respondents and was ranked 3rd. Letting teachers use virtual classrooms e.g. Google Classroom, Edmodo was ranked 4th having frequently answered by 2 teacher respondents.

3. Blended Learning

Concerning the strategies employed to improve the competencies of teachers in implementing distance learning modality- blended learning, there were 16 respondents involved in this study of them, 13 teacher respondents frequently answered facilitating the learning engagement with printed SLMs downloaded to learners' gadgets and was ranked 1st. Thus, 5 teachers answered orienting themselves on how the interactive activities and learning be supplemented with website links as the

second rank. Conducting tutorial sessions for learners online to supplement the learning experience of pupils was answered frequently by 3 respondents and was ranked 3rd.

4. Home-based Schooling

As to the strategies employed to improve the competencies of teachers in implementing distance learning modality-home-based learning, there were 16 respondents involved in this study of them, 15 teacher respondents frequently answered capacitating parents on how to implement the learning modality such as the use of LAS, SLMs at home and it ranked 1st. Consequently, 7 teachers answered partnering with parents and discussing with them their new role as learning facilitators was the second rank. While assisting parents on how to use digital packets (learning materials) was answered frequently by 4 respondents and was ranked 3rd.

B. Parents

1. Modular Distance Learning

About the strategies employed to improve the competencies of parents in implementing distance learning modality-modular distance learning, there were 212 respondents involved in this study of them, 168 parent respondents frequently answered soliciting ideas from teachers on how to promote assistance to learners using individualized instruction and was ranked 1st. Meanwhile, 86 parents frequently answered that asking the assistance of household members to monitor the learning progress of the learners was the second rank. Updating oneself with ICT and gadget utilization to assist learners to deal with e-copies of SLMs was answered frequently by 83 respondents and was ranked 3rd.

2. Online Distance Learning

As to the strategies employed to improve the competencies of parents in implementing distance learning modality-online distance learning, there were 212 respondents involved in this study of them, 98 parent respondents frequently answered participating in engagement such as parent-to-teacher and peer-to-peer communication using social media (group chat, etc..) and were ranked 1st. Meanwhile, 43 parents answered that integrating the use of ICT/internet in the learning activities of learners was the second rank. Supporting the use of both synchronous and asynchronous platforms by getting aware of this channel of learning was answered by 12 respondents and was ranked 3rd. Getting familiar with virtual classroom operations to assist the learners e.g. Google Classroom, Edmodo, etc...was ranked 4th having frequently answered by 7 parent respondents.

3. Blended Learning

Regarding the strategies employed to improve the competencies of parents in implementing distance learning modality- blended learning, there were 212 respondents involved in this study of them, 178 parent respondents frequently answered assisting the learning engagement with printed SLMs or those that are downloaded to learners' gadgets and was ranked 1st. Consequently, 20 parents answered that getting themselves familiar with how the interactive learning activities operate and dealing with website links was the second rank. Assisting learners who attend online tutorials was answered frequently by 10 respondents and was ranked 3rd.

4. Home-based Schooling

As to the strategies employed to improve the competencies of parents in implementing distance learning modality-blended learning, there were 212 respondents involved in this study of them, 184 parent respondents frequently answered soliciting the support of teachers on how to implement and use the LAS and SLMs at home and it ranked 1st. Moreover, 180 parents answered that sustaining partnerships with teachers to be familiar with the new role as learning facilitators was the second rank. Consulting teachers on how to use digital packets (learning materials) was answered frequently by 17 respondents and was ranked 3rd.

III. Strategies Employed by the School Heads to Improve the Competencies of Teachers and Parents as Learning Facilitators in Distance Learning Modality

A. Teachers

There were nine (9) identified strategies employed by the school heads to improve the competencies of teachers in implementing distance learning modality. The conduct of school-based learning action cells on learning delivery mode was observed by the 10 school heads. This ranked first among the given strategies. Doing such is proof of compliance among school heads to the order sent by the Department of Education to conduct SLACs on learning delivery mode.

Three (3) strategies obtained 9 as their frequency, these include sending out area coordinators to attend training on innovation, providing teachers with supplementary materials, and giving those teachers varied learning resources essential for adapting distance learning modality. These strategies were ranked 3rd. Other strategies that have been employed by the

school heads were the provision of assistance to teachers through coaching and mentoring along with pedagogies. 8 school head respondents confirmed this strategy and it ranked 5th.

Holding virtual training and allowing teachers to attend online seminars were the 2 strategies that obtained 7. On the hand, the other strategy has eight as its frequency. They ranked 6.5 among 9 strategies. Collaborating with other schools to have best practices about the modality and conducting collaborating individual research in a school-based setting had frequencies 6 and 5, respectively. They ranked 8th and 9th, respectively.

B. Parents

There were 3 identified strategies employed by the school heads to improve the competencies of parents as learning facilitators in the distance learning modality. Conducting orientation and meetings with parents about the new normal learning delivery modality was observed by 10 school heads. This ranked first among the given strategies. This reflects that schools were consumed with operational changes related to school closures- remote learning and hybrid learning models were used, the reason why school heads see the need for orientation and meetings with parents.

Another strategy that has been employed by the school heads was collaborating with parents through community visits. Eight (8) school head respondents confirmed this strategy and it ranked 2nd. School heads support that

parent-teacher partnerships are vital to ensure learning success.

Providing ideas to parents through information sharing on how to discharge their functions as learning facilitators had a frequency of 6 and ranked 3rd. This strategy was observed by the school heads as teachers need support to effectively partner with parents as critical allies during the distance learning modality.

IV. How Do Teachers and Parents Effectively Implement Distance Learning Modality

When the research participants were asked how to effectively implement distance learning modality, surfaced from their responses vast and comprehensive ideas but with one essential emerging core concept, which is shared responsibility. However, shared responsibility to become evident requires processes. These processes emerged during the interview conducted by the researcher.

All the codes were classified into 3 (three) categories namely; Remote Communication; Teacher-Parent Partnership; and Adeptness to the New Normal which made an impact leading to a very important concept: forging teacher-parent partnership through communication and positive attitude which is essential in the delivery of education in the new normal.

Conclusions

With the findings as a basis, the following conclusions were drawn.

1. The level of readiness of teachers in implementing distance learning modalities is satisfactorily ready in terms of instruction, assessment, and learning resources. While

the level of readiness of parents in implementing distance learning modalities was moderate.

2. The different strategies employed by teachers and parents to improve their competencies in distance learning modality vary in terms of modular distance learning, online distance learning, blended learning, and home-based schooling.

For Teachers, in terms of modular distance learning the strategy employed is reaching out to learners through social media platforms to monitor progress and provide feedback. As to online distance learning, participating in engagement such as teacher-to-the-learner and peer-to-peer communication using social media (group chat, etc..) is the strategy being employed. Thus, for blended learning, the strategy employed was facilitating the learning engagement with printed SLMs downloaded to learners' gadgets. Lastly, facilitating the learning engagement with printed SLMs downloaded to learners' gadgets is a strategy being employed for home-based learning.

For Parents, in terms of modular distance learning the strategy employed is soliciting ideas from teachers on how to promote assistance to learners using individualized instruction. As to online distance learning, participating in engagement such as parent-to-teacher and peer-to-peer communication using social media (group chat, etc..) was the strategy being employed. Thus, for blended learning, the strategy employed was assisting the learning engagement with printed SLMs or those that are downloaded to learners' gadgets. Lastly, soliciting the support of teachers on how to implement and use the

LAS and SLMs at home is a strategy being employed for home-based learning.

3. Conducting SLACs on LDM is the strategy employed by the school head to improve the competencies of teachers as learning facilitators in the distance learning modality. On the other hand, conducting orientation and meetings with parents about the new normal learning delivery modality is the strategy employed by the school head to improve the competencies of parents as learning facilitators in the distance learning modality.

4. A scheme is made for teachers and parents to effectively implement a distance learning modality that leads to a very important concept: forging teacher-parent partnership through communication and a positive attitude is essential in the delivery of education in the new normal.

5. A school-home partnership program is proposed to effectively implement a distance learning modality.

Recommendations

The following recommendations are necessary based on the findings and conclusions of the study:

1. Effective and suitable strategies be employed by parents and teachers to ensure success.

2. Forging teacher-parent partnerships through communication be fostered to instill a positive attitude is essential in the delivery of education in the new normal.

3. Quarterly home visits of teachers be conducted to check learners' academic progress is essential for distance learning modality.

4. Seminar workshops and webinars be offered to teachers to help them improve the strategies needed for the success of implementing distance learning modality.

5. Teachers be provided with the necessary resources needed in the distance learning modality to work harmoniously with the parents.

6. Future research be encouraged to be conducted.