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## CHALLENGES IN THE IMPLEMENTATION OF THE ALTERNATIVE DELIVERY MODE DURING DISASTERS, EMERGENCIES, AND CALAMITIES IN PUBLIC SECONDARY SCHOOLS: BASIS FOR INSTRUCTIONAL SUPERVISORY PLAN

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### ABSTRACT

The people who implement the plans and strategies are responsible for ensuring that a school's disaster risk reduction and management program is implemented effectively. Teachers can demonstrate efficiency in implementing School Disaster Risk Reduction and Management (SDRRM) procedures because of the interconnectedness between awareness and practices. To increase resilience and ensure that DRR measures are implemented effectively, people need to be informed about potential risks and how to prepare for and respond to disasters. This study is entitled "**Challenges in the Implementation of the Alternative Delivery Mode During Disasters, Emergencies, and Calamities in Public Secondary Schools: Basis for Instructional Supervisory Plan.**" The researcher employed a descriptive survey and universal random sampling method to select the population. For statistical analysis, means, frequency and percentage distributions, Pearson's product-moment correlation, and the Kruskal-Wallis test were used. The data revealed the perceptions of teachers, students, and parents on the challenges of using the Alternative Delivery Modes (ADMs). The results demonstrate significant variation in independent learning practices among students. Conversely, no significant differences existed between teachers and parents. This shows that students will struggle to handle their learning tasks alone under ADMs better than teachers and parents. This highlights the difficulty learners experience with self-directed learning during an emergency. However, no meaningful

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differences were found among teachers, students, and parents in learning pace or time management. This implies that these groups share a common understanding of the challenges of managing time and lesson pace in alternative learning settings. Additional examination showed a great variance in parents' perceptions of motivation and focus. There were, however, no significant differences between teachers and students. The observation implies that parents have better knowledge about the problems concerning learner motivation and focus, which is probably due to their being able to observe learners at home when using ADM. The learning support results did not reveal any significant differences in the perceptions of teachers, students, and parents. This implies that there is a common perspective that the support and interventions that schools offered were comparable across all groups. In general, despite the stakeholders' similar perspectives on ADM issues, specific concerns regarding students' independent learning and parental motivation need to be addressed through targeted instructional support to be included in the proposed supervisory plan. The correlation analysis findings covered the association between the use of ADMs and learners' academic performance, using Spearman's rho. The results showed that there was a weak positive relationship between online classes or virtual learning and academic performance. However, this was not statistically significant, thus the null hypothesis was not rejected. Modular learning was also noted to have a weak positive relationship with academic performance, and that was also not significant. These results indicate that, in the case of online and modular learning, neither, when applied independently of each other, had an effect on learners' academic performance during the emergencies. Conversely, blended learning showed a strong negative correlation with learners' academic performance, and the null hypothesis was rejected. This shows that the more blended learning was, the more the academic performance was likely to decrease in the course of the study. The reason for this negative correlation could be that it is hard to deal with both online and modular elements simultaneously, which might overwhelm learners, particularly during a crisis that requires scarce resources, supervision, and support. The findings, in general, indicate that online and modular learning did not significantly influence academic performance, but that, in an emergency, blended learning requires closer

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instructional supervision and systematic support to prevent adverse effects on learner achievement. This underlines the importance of a properly designed supervisory plan.

**Keywords:** *Alternative Delivery Mode During Disasters, Emergencies, Calamities, Bataan, Philippines*

## INTRODUCTION

The people who implement the plans and strategies are responsible for ensuring that a school's disaster risk reduction and management program is implemented effectively. Teachers can demonstrate efficiency in implementing School Disaster Risk Reduction and Management (SDRRM) procedures because of the interconnectedness between awareness and practices. To increase resilience and ensure that DRR measures are implemented effectively, people need to be informed about potential risks and how to prepare for and respond to disasters (Asih et al., 2023). By remaining knowledgeable about the legal underpinnings of SDRRM and abiding by its standards and procedures, educators cultivate a school community that is proactive and attentive to students' needs. Given that teachers are on the front lines of SDRRM implementation, both are therefore crucial.

According to Sharma and Ankit (2023), education enables people to transform their lives and solve real-world problems. ADM assists in achieving this goal by promoting equity and granting access to students who might not otherwise be able to attend. For educators, parents, and students looking for a more responsive and inclusive education, ADM has become a good choice (Lucero, 2020). ADM has been employed by nations worldwide in emergencies, including Ukraine. The transition from in-person to online instruction was generally well-received by both teachers and students, with students often demonstrating greater flexibility (Grynyuk et al., 2022). It has also been demonstrated that blended learning, another type of ADM, improves academic achievement and student engagement.

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Massive floods devastated Pakistan in 2022, destroying around 26,000 schools and devastating a third of the nation. For the most disadvantaged groups, this presented a serious obstacle, increasing their chances of poverty and scholastic failure. Rebuilding schools and developing effective plans to support troubled students are vital tasks for school administrators (Selwyn, 2021). Myanmar's education system has been unstable and violent for 70 years. The issue requires alternative teaching practices to ensure learning continuity. In order to provide accessible and flexible learning opportunities in the face of ongoing difficulties, school administrators are essential in putting these modalities into practice (Lopes & Maber, 2019).

ADM has assisted students in the Philippines in continuing their education despite challenging personal circumstances. Because of ADM's flexible approach, students were able to continue their education while earning a living, as reported by Rivera et al. (2018), through regulations such as DepEd Order No. 54, s. In 2012, the Department of Education (DepEd) supported this program, which directs the implementation of ADM to help students dealing with family responsibilities, lengthy commutes, or academic difficulties. Chi (2023) added that ADM directly addresses the financial difficulties and domestic responsibilities that cause Filipino kids to miss school frequently. According to Suazo and Almerex (2024), educators have responded with home-based learning, digital tools, and customized instruction. ADM has aided academically and socioeconomically disadvantaged Digos City youngsters by offering alternative learning options.

Philippine school leaders face a major dilemma when disasters force the transition to remote learning. Teachers struggle to adapt to new digital platforms and instructional methods without preparation. In addition to addressing the broader logistical and psychological effects of the tragedy on the school community, school administrators are responsible for helping their employees navigate this challenging learning curve. Teachers are additionally burdened by the time-consuming process of creating instructional modules, leaving school administrators to strike a careful balance between the pressing need for efficient remote learning and faculty members' personal and professional well-being (Alban & Alieto, 2022).

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The lack of conducive learning environments for teachers and students, as well as limited access to computers and internet bandwidth for online learning, are just a few of the shortcomings in educational systems that school leaders in Pandacan, Manila, Philippines, must deal with during disasters. Amid a rapid shift to remote learning, school leaders grapple with student growth issues, internet connectivity limitations, parental involvement, and socioeconomic status, in addition to their residences (Dellomos, 2023). The Davao de Oro earthquake came as a shock to school authorities, causing disruption and compelling a fresh approach to teaching. Implementing alternative distribution systems during calamities poses hurdles for school administrators, in addition to managing the immediate aftermath of the earthquake. First, infrastructural damage prevents access to online resources and school grounds, making it hard to teach. Second, to ensure the security and well-being of staff and students, school managers need to develop contingency plans for evacuation procedures and psychological support. Furthermore, some areas lack internet connectivity, exacerbating the digital divide by making it harder for underprivileged students to access distance learning resources.

Furthermore, it is impossible to ignore how the tragedy has affected teachers and students emotionally as they experience worry and trauma, which makes teaching and learning much more difficult. Hebebcı's (2023) study highlighted the challenges faced by teachers, pupils, and school administrators due to infrastructure collapse and resource loss. By focusing on this gap, the research seeks to explore how school administrators respond to disasters and how they employ various delivery methods to maintain instruction.

To meet their requests for a top-notch basic education, schools, parents, and students can now select an alternative instructional delivery method based on the situation. Equal access to high-quality basic education was provided to students from underrepresented groups, whether through the traditional educational system or the Alternative Delivery Mode (ADM). Even though the program has been in place for several years and the Division of Bataan has served several ADM takers, there is a dearth of literature examining the extent of

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implementation of alternative delivery modes as the foundation for DepEd policy design in the province of Bataan.

This study aimed to investigate the challenges in implementing the Alternative Delivery Mode during disasters, emergencies, and calamities in public secondary schools in the province of Bataan for the School Year 2025-2026. The study includes information about the Alternative Delivery Modes implemented during disasters, emergencies, and calamities (online classes, modular, and blended learning), the challenges encountered by teachers, learners, and parents in the implementation of ADMs (independent learning practices, learning pace and time management, motivation and focus and learning intervention and support), academic performance of the learners under the different types of ADMs.

## METHODOLOGY

### Research Design

This study identified the challenges in implementing the ADM during disasters, emergencies, and calamities in public secondary schools in the province of Bataan for the School Year 2025-2026. A descriptive-correlational research method was used in this study.

Participants respond to questions administered via questionnaires in survey research. Researchers describe the responses given after participants have answered the questions. The items must be appropriately constructed to ensure that the survey is reliable and valid. Questions should be written clearly and unambiguously. According to Bhat (2019), descriptive research is a method of analysis that describes the characteristics of the population or phenomenon under investigation.

This methodology focuses on the "what" of the research subject rather than the "why." Furthermore, descriptive research aims to accurately portray participants. It all comes down to describing the people who participate in the survey. A survey is a one-on-one interview or

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discussion about a specific subject. (Kowalczyk, 2018). A descriptive study is a form of research that examines participants and their interests in a given circumstance. It does not limit quantitative or qualitative research methodologies; instead, it uses elements often found in the same study. (Upen, 2018). Therefore, this method is appropriate for this research design, which could explain, describe, and detail the challenges in implementing the ADM during disasters, emergencies, and calamities in public secondary schools in the province of Bataan for the School Year 2025-2026.

### Research Participants

The study was conducted among all public secondary school teachers and learners in the Division of Bataan, focusing on identifying challenges in implementing the ADM during disasters, emergencies, and calamities in public secondary schools in the province. for the School Year 2025-2026.

### Research Instruments

The challenges in implementing the ADM during disasters, emergencies, and calamities in public secondary schools in the province of Bataan will be determined through a questionnaire.

Observation and informal interviews were also conducted to support or verify the respondents' questionnaire responses. The results from the auxiliary methods supported the questionnaire data.

A questionnaire will be used in the study, designed primarily for public secondary school teachers and learners to assess the challenges in implementing the ADM during disasters, emergencies, and calamities in public secondary schools in the province of Bataan.

The research instrument consists of three parts. Part I: The information about the Alternative Delivery Modes being implemented (face-to-face, modular, and blended learning). Part II: Survey concerning the challenges encountered by teachers and learners in

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implementing ADMs (independent learning practices, learning pace and time management, motivation and focus, and learning intervention and support). Lastly, the learners' academic performance across the different types of Alternative Delivery Modes.

The questionnaire, especially Parts I, II, and III, was created by researchers. As a result, experts validated it, focusing on the face, content, construct, pragmatic, and convergent-discriminant validity while considering the respondents' cognitive and situational stances. In addition, a private school that was not one of the respondents, two randomly selected school principals, 20 teachers, and 20 learners were asked to complete a pilot test of the questionnaire. Experts reviewed the questionnaire and noted their comments and suggestions for improvement.

The questions' wording, the environment, the respondent's disposition, the type of interaction, and the respondent's regression effect were all considered when calculating the Coefficient of Reliability; Cronbach's Alpha Analysis was used.

## Data Analysis

The data gathered from the questionnaires were tallied, tabulated, and analyzed using Microsoft Software.

Frequency counts, percentages, and means were used to present the number of respondents who gave the same response to the items in the particular statements.

To describe the information about the Alternative Delivery Modes being implemented (face-to-face, modular, and blended learning), survey the challenges encountered by teachers, learners, and parents in implementing ADMs (independent learning practices, learning pace and time management, motivation and focus, and learning intervention and support), the mean and standard deviation were utilized.

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To determine whether there is a significant correlation among the implementation of Alternative Delivery Modes, implementation challenges, and learners' academic performance, Pearson's product-moment correlation and the Kruskal-Wallis test were used.

## RESULTS AND DISCUSSIONS

This study identified the challenges in implementing the ADM during disasters, emergencies, and calamities in public secondary schools in the province of Bataan for the School Year 2025-2026.

In the respondents' profiles, the majority (228 or 42.78%) of the teachers and parents in the province of Bataan were in the 40-49 age bracket; students (152 or 39.90%) were 13 years old; and the majority (502 or 54.92%) were female.

### Teacher Respondents

The Alternative Delivery Modes being implemented in terms of Online classes/virtual learning, with a total mean of 3.38 and a standard deviation of 0.80, were interpreted as "Agree." In terms of modular, with a total mean of 3.37, and a standard deviation of 0.78, were interpreted as "Agree". In terms of blended learning, with a total mean of 3.41 and a standard deviation of 0.76, the responses were interpreted as "Strongly Agree".

The challenges in implementing ADMs in terms of independent learning practices, with a total mean of 3.37 and a standard deviation of 0.81, were interpreted as "Agree". In terms of learning pace and time management, the total mean of 3.41 and a standard deviation of 0.84 were interpreted as "Strongly Agree". In terms of motivation and focus, with a total mean of 3.30 and a standard deviation of 0.91, were interpreted as "Agree". In terms of learning intervention and support, with a total mean of 3.39 and a standard deviation of 0.81, were interpreted as "Agree".

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The academic performance of learners under the different types of ADMs, with a total mean of 3.02 and a standard deviation of 1.06, was interpreted as "Agree".

## Student Respondents

The Alternative Delivery Modes being implemented in terms of Online classes/virtual learning, with a total mean of 3.13 and a standard deviation of 0.87, were interpreted as "Agree." In terms of modular, with a total mean of 3.30 and a standard deviation of 0.71, it was interpreted as "Agree". In terms of blended learning, with a total mean of 2.74 and a standard deviation of 0.91, the responses were interpreted as "Agree".

The challenges in implementing ADMs in terms of independent learning practices, with a total mean of 2.78 and a standard deviation of 1.01, were interpreted as "Agree". In terms of learning pace and time management, with a total mean of 2.52 and a standard deviation of 1.13, were interpreted as "Disagree". In terms of motivation and focus, the total mean of 2.67 and a standard deviation of 1.12 were interpreted as "Agree". In terms of learning intervention and support, with a total mean of 2.96 and a standard deviation of 0.94, were interpreted as "Agree".

The academic performance of learners under the different types of ADMs, with a total mean of 3.39 and a standard deviation of 0.67, was interpreted as "Agree".

## Parents Respondents

The Alternative Delivery Modes being implemented in terms of Online classes/virtual learning, with a total mean of 3.29 and a standard deviation of 0.89, were interpreted as "Agree." In terms of modular, with a total mean of 3.35 and a standard deviation of 0.78, was interpreted as "Agree". In terms of blended learning, with a total mean of 2.63 and a standard deviation of 1.02, the responses were interpreted as "Agree".

The challenges in implementing ADMs in terms of independent learning practices, with a total mean of 3.31 and a standard deviation of 0.81, were interpreted as "Agree". In terms

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of learning pace and time management, the total mean of 2.75 and a standard deviation of 1.22 were interpreted as "Agree". In terms of motivation and focus, the total mean of 3.37 and a standard deviation of 0.85 were interpreted as "Agree". In terms of learning intervention and support, with a total mean of 3.42 and a standard deviation of 0.70, were interpreted as "Agree".

The academic performance of learners under the different types of ADMs, with a total mean of 3.52 and a standard deviation of 0.67, was interpreted as "Strongly Agree".

### **Difference in the perceptions of the 3 group of respondents in terms of challenges in the implementation of ADMs**

Table 1 presents the perceptions of teachers, students, and parents regarding the challenges of using Alternative Delivery Modes (ADM). These issues are independent learning practices, learning pace and time management, learning pace and time management, motivation and focus, and learning motivation and focus, and learning intervention and support. The Kruskal-Wallis test was used to analyze the results. The results demonstrate that there is a major variation between independent learning practices among students ( $H = 10.343$ ,  $p = 0.001$ ). Conversely, no significant differences existed between teachers ( $H = 0.860$ ,  $p = 0.354$ ) and parents ( $H = 0.000$ ,  $p = 0.986$ ). This shows that students will struggle to handle their learning tasks alone under ADMs better than teachers and parents. This brings out the difficulty learners experience in self-directed learning when under an emergency. However, no meaningful differences were found between teachers ( $p = 0.191$ ), students ( $p = 0.053$ ), and parents ( $p = 0.321$ ) in the learning pace and time management. This implies that these groups of people share a common idea regarding the challenges of time and lesson pace management in alternative learning settings.

Additional examination showed that there exists a great variance in the perception of the parents on the issue of motivation and focus ( $H = 5.171$ ,  $p = 0.023$ ). There were, however, no significant differences between teachers ( $p = 0.434$ ) and students ( $p = 0.924$ ). The

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 observation implies that parents have better knowledge about the problems concerning learner motivation and focus, which is probably due to their being able to observe learners at home when using ADM. The learning support results did not reveal any significant differences in the perceptions of teachers ( $p = 0.551$ ), students ( $p = 0.843$ ), and parents ( $p = 0.187$ ). This implies that there is a common perspective that the support and interventions that schools offered were comparable to all groups. In general, despite the similarity in the perspectives on the ADM issues between the stakeholders, particular issues concerning independent learning of students and parental motivation need to be addressed in terms of particular instructional support that is supposed to be included in the proposed supervisory plan.

**Table 1**  
**Difference in the perceptions of the 3 group of respondents in terms of challenges in the implementation of ADMs**

Challenges in the implementation of ADMs							
Respondents		Independent Learning Practices	Learning Pace and Time Management	Motivation and Focus	Learning Intervention and Support	Decision	Remarks
Teachers	H	0.860	1.712	0.612	0.355	Not Significant	Fail to reject Ho
	p-value	0.354	0.191	0.434	0.551		
Students	H	10.343	3.740	0.009	0.039	Significant to Independent Learning Practices	Ho is rejected
	p-value	0.001	0.053	0.924	0.843		
Parents	H	0.000	0.984	5.171	1.738	Significant to Motivation and Focus	Ho is rejected
	p-value	0.986	0.321	0.023	0.187		
a. Kruskal Wallis Test							

\*correlation is significant at the 0.05 level

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**Relationships between the Alternative Delivery Modes implemented, and the level of learner's, academic performance**

The correlation analysis findings examined the association between ADM use and learners' academic performance using Spearman's rho. The results showed a weak positive relationship between online classes or virtual learning and academic performance ( $\rho = 0.055$ ,  $p = 0.095$ ); however, this was not statistically significant, so the null hypothesis was not rejected. Modular learning was also noted to have a weak positive relationship with academic performance ( $\rho = 0.058$ ,  $p = 0.078$ ), which was also not significant. These results indicate that, in the case of online and modular learning, neither, when applied independently of each other, had an effect on learners' academic performance during the emergencies.

Conversely, blended learning showed a strong negative correlation with learners' academic performance ( $\rho = -0.255$ ,  $p = 0.001$ ), and the null hypothesis was rejected. This shows that the more blended learning was, the more the academic performance was likely to decrease in the course of the study. The reason for this negative correlation could be due to the fact that it is hard to deal with both online and modular elements simultaneously, and this might end up overwhelming the learners, particularly when there is a crisis that requires scarce resources, supervision, and support. The findings, in general, indicate that online and modular learning did not significantly influence academic performance, but that, in an emergency, blended learning requires closer instructional supervision and systematic support to prevent adverse effects on learner achievement. This underlines the importance of a properly designed supervisory plan.

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**Table 2**

**Relationships between the Alternative Delivery Modes implemented, and the level of learner's academic performance**

Alternative Delivery Modes		Level of the learner's academic performance	Decision	Remarks
Online Classes/Virtual Learning	rho	0.055	Not Significant	Fail to reject Ho
Modular	rho	0.058	Not Significant	Fail to reject Ho
Blended learning	rho	-0.255*	Significant	Ho is rejected
	p-value	0.095	Significant	reject Ho
	p-value	0.078	Significant	reject Ho
	p-value	<0.001	Significant	Ho is rejected

\*correlation is significant at the 0.05 level

### CONCLUSION AND RECOMMENDATION

This study identified the challenges in implementing the ADM during disasters, emergencies, and calamities in public secondary schools in the province of Bataan for the School Year 2025-2026

In the respondents' profiles, most teachers and parents in the province of Bataan were in the 40-49 age bracket, students were 13 years old, and the majority were female.

The Alternative Delivery Modes being implemented (Teacher Respondents) in terms of Online classes/virtual learning and modular were interpreted as "Agree". Meanwhile, in terms of blended learning, they were interpreted as "Strongly Agree". The challenges in implementing ADMs (Teacher Respondents), including independent learning practices, motivation and focus, and learning intervention and support, were interpreted as "Agree". Meanwhile, in terms of learning pace and time management, they were interpreted as

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"Strongly Agree". The academic performance of learners under the different types of ADMs (Teacher Respondents) was interpreted as "Agree".

The Alternative Delivery Modes being implemented (Student Respondents) in terms of Online classes/virtual learning, modular, and blended learning, were interpreted as "Agree." The challenges in implementing ADMs (Teacher Respondents) in terms of independent learning practices, motivation and focus, and learning intervention and support were interpreted as "Agree". Meanwhile, in terms of learning pace and time management, they were interpreted as "Disagree". The academic performance of learners under the different types of ADMs was interpreted as "Agree".

The Alternative Delivery Modes being implemented (Parents Respondents) in terms of Online classes/virtual learning, modular, and blended learning were interpreted as "Agree." The challenges in implementing ADMs (Parents Respondents) in terms of independent learning practices, learning pace and time management, motivation and focus, and learning intervention and support were interpreted as "Agree". The academic performance of learners under the different types of ADMs (Parents Respondents) was interpreted as "Strongly Agree".

The perception of teachers, students, and parents on the challenges of using the Alternative Delivery Modes (ADM)s. The results demonstrate that there is a major variation between independent learning practices among students. Conversely, no significant differences existed between teachers and parents. This shows that students will struggle to handle their learning tasks alone under ADMs better than teachers and parents. This highlights the difficulty learners experience with self-directed learning during an emergency. However, no meaningful differences were found among teachers, students, and parents in learning pace or time management. This implies that these groups share a common understanding of the challenges of managing time and lesson pace in alternative learning settings. Additional examination showed a great variance in parents' perceptions of motivation and focus. There were, however, no significant differences between teachers and students. The observation implies that parents have better knowledge about the problems concerning learner motivation

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and focus, which is probably due to their being able to observe learners at home when using ADM. The learning support results did not reveal any significant differences in the perceptions of teachers, students, and parents. This implies that there is a common perspective that the support and interventions that schools offered were comparable to all groups. In general, despite the stakeholders' similar perspectives on ADM issues, specific concerns regarding students' independent learning and parental motivation need to be addressed through targeted instructional support to be included in the proposed supervisory plan.

The correlation analysis findings covered the association between the use of ADMs and learners' academic performance, using Spearman's rho. The results showed that there was a weak positive relationship between online classes or virtual learning and academic performance. However, this was not statistically significant, thus the null hypothesis was not rejected. Modular learning was also noted to have a weak positive relationship with academic performance and that was also not significant. These results indicate that, in the case of online and modular learning, neither when applied independently of each other had an academic effect on the academic performance of the learners during the emergencies. Conversely, blended learning showed a strong negative correlation with learners' academic performance, and the null hypothesis was rejected. This shows that the more blended learning was, the more the academic performance was likely to decrease in the course of the study. The reason for this negative correlation could be due to the fact that it is hard to deal with both online and modular elements simultaneously, and this might end up overwhelming the learners, particularly when there is a crisis that requires scarce resources, supervision, and support. The findings in general indicate that online and modular learning did not significantly influence academic performance, but that in case of an emergency, blended learning needs closer instructional supervision and systematic assistance to prevent adverse effects on learner achievement. This underlines the importance of a properly designed supervisory plan.

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The following recommendations were crafted based on the conclusions made:

The results showed significant variation in students' independent learning practices and difficulty with self-directed learning under ADMs. Schools should implement structured learner support programs. These may include guided learning plans, scaffolded modules, study guides, and regular monitoring systems to help students manage tasks independently.

Parents observed greater challenges in learner motivation and focus, schools should design intervention programs that promote learner engagement, such as mentoring systems, progress check-ins, recognition strategies, and interactive learning tasks. Parent orientation and engagement sessions may also be conducted to help families support learners at home.

Blended learning showed a significant negative relationship with academic performance; stronger instructional supervision and structured implementation should be applied when using blended approaches. Clear schedules, simplified learning pathways, coordinated teacher planning, and reduced workload overlap between modalities are recommended.

Stakeholders shared similar perceptions regarding time and pacing challenges, training workshops for students on time management, pacing strategies, and study planning under ADMs should be regularly conducted.

Schools and divisions should develop clearer operational standards and supervisory frameworks for ADM delivery to ensure consistency in instructional quality, learner monitoring, and assessment practices across teachers and subject areas.

Continuous professional development should be provided for teachers on ADM instructional design, learner monitoring strategies, feedback systems, and adaptive assessment methods to better support diverse learner needs.

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Parents demonstrated strong awareness of learner motivation and focus issues, schools should formalize parent partnership initiatives through training, guidance materials, and regular feedback mechanisms to maximize home-based support.

Future researchers should always consider this study when examining challenges in implementing the ADM during disasters, emergencies, and calamities in public secondary schools.



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