



EXPLORING THE LIVED EXPERIENCES OF PUBLIC SCHOOL TEACHERS IN NAVIGATING THE ALTERNATIVE DELIVERY MODE SYSTEM AS FLEXIBLE OPTION FOR INCLUSIVE EDUCATION

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ABSTRACT

This study primarily aimed to explore the lived experiences of public-school teachers in navigating the Alternative Delivery Mode System as a flexible option for Inclusive Education. The study employed a qualitative-phenomenological research design. The researcher conducted in-depth interviews with the individuals to find common themes among the experiences. The participants were the eight (8) elementary school teachers of Ciudad de Strike Elementary School, Division of Bacoor City. The researcher employed the purposive sampling technique, which aimed to choose the participants who have first-hand experiences relevant to the implementation of the ADM system to ensure an enriched and substantial narration of the phenomenon. The study arrived at three (3) emergent themes extracted from the formulated meanings and significant statements of the participants, such as Significant Role of ADM in Easing Financial Instability, Inclusive Education through Flexible Learning, and Quality Education in On-site Classes. The teachers have perceived the ADM or flexible learning as a helpful platform to ease the financial struggles of learners in terms of transportation expenses and allowances. The study has concluded that the implementation of ADM has led to more inclusive and accessible learning among the students. The researcher recommended that ADM or flexible learning can still be adopted with a comprehensive implementation of the Learning and Service Continuity Plan (LSCP) to ensure an efficient flow of school operations and curriculum.

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Keywords: *Lived Experiences, Navigate, Alternative Delivery Mode System, Inclusive Education*

INTRODUCTION

Even after the pandemic, many modalities were implemented at various grade levels, with some exhibiting success and others having difficulty. Transitioning across modalities presents substantial obstacles for learners. Financial constraints and bad internet connections are causing students, particularly in rural regions, to struggle to submit school projects on time. In response, the government released DepEd Order No. 54 series of 2012, detailing Policy Guidelines for Implementing Alternative Delivery Modes (ADMs) to address these concerns.

In Lucero's (2020) study, learners regarded Alternative Delivery Mode (ADM) adoption as logical. It was determined that there was no significant difference in the extent of deployment of Alternative Delivery Mode by gender or age. Nonetheless, research demonstrated a substantial association between the program's implementation level and student achievement. It was proposed to increase the use of alternative delivery modes (ADM). Biendima (2024) discovered a substantial signal of teaching presence based on the roles and behaviors of K-12 teachers and students, resulting in the formation of a learning community. Using a different methodology, a study assessed the connection between students' performance and programs using alternate delivery modes and discovered a substantial correlation between the two factors. Students' performance and the usage of an alternative delivery method in general mathematics were shown to be significantly correlated, based on a study by Diamante and Banca (2023).

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Objectives of the Study

The researcher aims to address the gap in the guidelines that embody the application of Alternative Delivery Mode (ADM) to ensure learning continuity and proficiency of academic performance among learners. This study has been conducted to navigate the implementation of ADM in its main objective to strengthen inclusive education in the Philippines. This study is timely and relevant as ADM is offered as a flexible learning option under the newly introduced Matatag Curriculum. The findings of this research should serve as the basis for enhanced implementation guidelines of ADM, which will greatly benefit the learner and all the other stakeholders. It can further lead to the recalibration of the policies that concern the flexible learning options among Filipino learners.

Statement of the Problem

This study aims to navigate the experiences of learners and teachers during the implementation of Alternative Delivery Mode as Flexible Learning Options towards inclusive education among Public Elementary Schools in Bacoor City.

Specifically, this study will seek answers to the following:

1. How do teachers describe their most significant experiences as regards to ADM System as a flexible learning option for inclusive education?
2. What meanings may be formulated based on the significant experiences of teachers?
3. What themes emerge from formulated meanings?
4. Based on the result of the study, what output may develop or propose?

METHODOLOGY

Research Design

This study employed qualitative-phenomenological research design. It is a research methodology that explores the lived experiences of the participants. Finding the common

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phenomenon, or essence, of a collection of people who share an experience is the goal of the phenomenological approach. To identify recurring themes in the experiences, the researcher will interview each person in-depth. This research design was selected since it contributes to extracting the meaningful experiences of the participants relevant to the implementation of the ADM system of learning.

Population and Sampling

This study will select four (4) elementary school teachers and four (4) high school teachers in selected schools at Bacoor City. The participants will be the eight (8) elementary school teachers of Ciudad de Strike Elementary School, Division of Bacoor City. The teachers were selected using a purposive sampling technique. The participants were selected with the primary criterion of having first-hand experience relevant to the implementation of the ADM system to ensure an enriched and substantial narration of the phenomenon. Purposive sampling techniques will be used in the study which means that the co-participants should have first-hand information regarding the Alternative Delivery Mode System. The co-participants will participate in the scheduled interview that will be conducted by the researcher.

Instrumentation

The data was generated using in-depth interviews. The researcher secured informed consent from the participants and set an interview schedule to navigate the experiences and challenges encountered by the participants in the alternative delivery mode system of the Department of Education.

Findings

1. How do teachers describe their most significant experiences as regards to ADM System as a flexible learning option for inclusive education?

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The eight (8) participants have expressed their experiences with their statements presented in the table below.

P	Significant Statements
1	It is helpful for both the teachers and learners. It eases the burden of spending on transportation and allowances. The students can learn even if they are just at home.
2	ADM gives everyone the chance to study, even those who live in distant places. It makes education more inclusive. There are varied ways to reach out to the learners.
3	I have nothing against ADM because it may be a way for others to attend school without worrying about the expenses. However, my worry is for those who need further assistance or remediation that only a formal classroom set-up may provide.
4	Some learners can easily comprehend the lesson when it is happening inside the classroom. ADM is fine yet there are limitations such as slow internet, less supervision from teachers, and less exposure on experiential learning.
5	I'm glad there is ADM because some of my students could not afford the expenses of going to school. There are financial concerns that they come to school hungry and have nothing to pay for transportation.
6	ADM is a good idea because it gives options for learning delivery, especially during flood and pandemic crises. It ensures continuity of learning.
7	It is helpful to the educators because it gives us the chance to multitask. We teach and do the paperwork at the same time. The flexible time is advantageous for both teachers and students, but I am not so sure about the quality of learning.
8	I still prefer the onsite instruction because I can easily check my students' understanding of the lesson, except for risky situations like a pandemic, a flood, or a typhoon.

The significant statements were recorded from the interviews conducted among the participants. They were given the liberty to express their ideas, perspectives, opinions, and emotions toward the questions raised during the interview.

2. What meanings may be formulated based on the significant experiences of teachers?

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The experiences of the participants were coded as shown in the table below. The next column shows the formulated meanings based on the coded responses of the participants.

P	Significant Statements	Formulated Meaning
1	It is helpful for both the teachers and learners. It eases the burden of spending on transportation and allowances. The students can learn even if they are just at home.	ADM helps lessen the financial struggles of learners.
2	ADM gives everyone the chance to study, even those who live in distant places. It makes education more inclusive. There are varied ways to reach out to the learners.	Flexible learning has provided equal access to education among all learners
3	I have nothing against ADM because it may be a way for others to attend school without worrying about the expenses. However, my worry is for those who need further assistance or remediation that only a formal classroom set-up may provide.	ADM helps lessen the financial struggles of learners.
4	Some learners can easily comprehend the lesson when it is happening inside the classroom. ADM is fine yet there are limitations such as slow internet, less supervision from teachers, and less exposure on experiential learning.	On-site classes are perceived to offer quality education.

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5	I'm glad there is ADM because some of my students could not afford the expenses of going to school. There are financial concerns that they come to school hungry and have nothing to pay for transportation.	ADM helps lessen the financial struggles of learners.
6	ADM is a good idea because it gives options for learning delivery, especially during flood and pandemic crises. It ensures education for all, continuity of learning and safety of learners.	Flexible learning has provided equal access to education among all learners.
7	It is helpful to the educators because it gives us the chance to multitask. We teach and do the paperwork at the same time. The flexible time is advantageous for both teachers and students, but onsite instruction can ensure more quality of learning.	On-site classes are perceived to offer quality education.
8	I still prefer the onsite instruction because I can easily check my students' understanding of the lesson, except for risky situations like a pandemic, a flood, or a typhoon.	On-site classes are perceived to offer quality education.

Formulated Meaning 1 - ADM helps lessen the financial struggles of learners.

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Participants 1, 3, and 5 have shared the same perspective towards ADM based on their experiences. According to them, flexible learning has lessened the financial concerns of the learners, particularly the expenses on transportation and meal allowance during regular school days. Their responses have led to the formulated meaning, which states that **ADM helps lessen the financial struggles of learners. Formulated Meaning Two - Flexible learning has provided equal access to education among all learners.**

Participants 2 and 6 have stated that ADM has provided a more accessible and inclusive education for all since it has offered varied learning platforms. They affirmed that flexible learning has opened many doors for learners who are interested to learn using different options or alternatives that may suit their life situations. The repeated responses have led to the formulated meaning 2, **flexible learning has provided equal access to education among all learners.**

Formulated Meaning Three - On-site classes are perceived to offer more quality education than ADM.

Participants 4, 7, and 8 have expressed their perspective towards ADM as they assert that face-to-face classes are more effective than flexible learning. According to the participants, the learners can easily comprehend during on-site classes and that they can be closely supervised by teachers in school. This stand has led to the third formulated meaning that **On-site classes are perceived to offer more quality education than ADM.**

3. What themes emerge from formulated meanings?

The analysis of the formulated meanings based on the repeated responses has led to the extraction of emergent themes. The study has arrived at three (3) emergent themes.

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P	Formulated Meanings	Emergent Themes
1	ADM helps lessen the financial struggles of learners.	Significant Role of ADM in Easing Financial Instability
2	Flexible learning has provided equal access to education among all learners	Inclusive Education through Flexible Learning
3	ADM helps lessen the financial struggles of learners.	Significant Role of ADM in Easing Financial Instability
4	On-site classes are perceived to offer quality education.	Quality Education in On-site Classes
5	ADM helps lessen the financial struggles of learners.	Significant Role of ADM in Easing Financial Instability
6	Flexible learning has provided equal access to education among all learners.	Inclusive Education through Flexible Learning
7	On-site classes are perceived to offer quality education.	Quality Education in On-site Classes
8	On-site classes are perceived to offer quality education.	Quality Education in On-site Classes

The formulated meanings have extracted the three (3) emergent themes, such as Significant Role of ADM in Easing Financial Instability, Inclusive Education through Flexible Learning, and Quality Education in On-site Classes.

Emergent Theme One - Significant Role of ADM in Easing Financial Instability

The participants have affirmed that ADM eases the financial challenges on the finances that hamper the learners' continuity of learning. Financial struggles have been affecting the attendance and enrollment of learners among public schools. ADM or flexible learning has played a significant role in reducing these struggles and helped the learners pursue their studies and survive their daily lives.

Emergent Theme Two - Inclusive Education through Flexible Learning

ADM or flexible learning has given wider opportunities for the learners to be included in the regular classroom setting. They are given varied options so they can also choose

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the most accessible platform for them to accomplish their tasks. The participants believe that ADM can serve as a bridge for the learners to reach their desired destinations in education.

Emergent Theme Three - Quality Education in On-site Classes.

The apprehension about the quality of learning that students receive has been the concern of the participants since there are learners who can easily grasp the lesson through a face-to-face interaction. ADM can be considered in selected cases to ensure the effective and efficient delivery of instruction.

Summary of Findings

There were three (3) emergent themes extracted from the formulated meanings and significant statements of the participants, such as **Significant Role of ADM in Easing Financial Instability, Inclusive Education through Flexible Learning, and Quality Education in On-site Classes.** Emergent Theme One - Significant Role of ADM in Easing Financial Instability has affirmed that ADM eases the financial challenges on the finances that hamper the learners' continuity of learning. Emergent Theme Two - Inclusive Education through Flexible Learning asserted that flexible learning has given wider opportunities for the learners to be included in the regular classroom setting. Emergent Theme Three - Quality Education in On-site Classes stands on the perspective that learners who can easily grasp the lesson through a face-to-face interaction. ADM can be considered in selected cases to ensure the effective and efficient delivery of instruction.

4. Based on the result of the study, what output may be developed or proposed?

The researcher has designed a Learning and Service Continuity Plan that can ensure the quality delivery of instruction and services both during onsite and Alternative Delivery modes of learning.

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Learning and Service Continuity Plan (LSCP)

Learners' Profile

This LSCP has been designed based on the context of the school, the learner's profile, the learning modalities possible, the impact of the calamity or disaster, and the interventions to be conducted. The feedback mechanism through a survey was utilized to gather data on the learners' preferences for the learning modality. This plan will be implemented with adherence to the prescribed actions. However, the plan modification is open to suit its actions toward the issue or concern faced by the school. The strategies to be used will be flexible in accordance to the needs of the learners in different situations.

Learning Modality	Intervention
Online	This modality should be employed among learners with stable internet connections. The tasks to be accomplished shall be sent through FB Messenger. A scheduled online class using Zoom or Microsoft Team shall also be utilized.
Modular	The most overwhelming number of preferences belong to the modular modality. The modules will be distributed among the guardians of the target recipients in the designated area within the school. The tasks to be accomplished will be relayed through a pamphlet so the learners will be guided by the expected output.
Blended	This pertains to a combination of online and modular learning which is preferred by only few learners. This will be the option that will be least considered based on the learner's preferred modality.

I. Standard Procedures for Mobilization of School Personnel

During Class Suspension	
Person/s Involved	Duties and Responsibilities
School head/Administrative assistant	Communicates the suspension of classes among learners.

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SDRRM Team Non-teaching personnel	Monitors the status of the school and reports any updates to the head
Teachers	Provide the activities intended for DLP through the class group messenger. Gather feedback from learners on the accomplishment of home tasks.

II. Make-up Classes and Learning Recovery

IMPLEMENTATION PLAN

Risk	Likelihood	Severity of Incidence	Potential Impact in Possible Total Class Days Lost	Make-Up Classes	Learning Recovery Intervention	Time Frame
Extremely warm weather condition	Medium-high	Moderate	4 class days lost	Propose at least two (2) Saturdays in an alternate schedule to cope with the missed lessons	Saturday Class	All-year round

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Tropical Storm	Medium-High	Moderate	4 class days lost	Propose at least two (2) Saturdays in an alternate schedule to cope with the missed lessons	Saturday Class	All-year round
Low-Intensity Earthquake	Medium	Minor	2-3 hours lost	N/A	The lost hours in the lesson discussion can be covered in the next meeting.	All-year round
Electrical Outage	Medium	Minor	3-5 hours lost	N/A	The lost hours in the lesson discussion can be covered in the next meeting.	All-year round

III. COMMUNICATION PLAN

During Class Suspension	
Person/s Responsible	Communication Flow
School head/Administrative assistant	Communicates the suspension of classes among teachers.
Class advisers	Disseminates the information to the class

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Teachers	Provides the activities intended for DLP through the class group messenger. Gather feedback from learners on the accomplishment of home tasks.
SDRRM Team Non-teaching personnel	Report on the status of the school and its nearby community

Conclusion

The researcher has arrived at the following conclusions based on the findings of the study:

1. The teachers have perceived the ADM or flexible learning as a helpful platform to ease the financial struggles of learners in terms of transportation expenses and allowances.
2. The implementation of ADM has led to more inclusive and accessible learning among the students.
3. The teachers perceived the onsite or face-to-face classes as more effective and productive in the delivery of instruction.

Recommendation

Based on the conclusions, the study has arrived at the following recommendations:

1. ADM or flexible learning can still be adopted with a comprehensive implementation of the Learning and Service Continuity Plan (LSCP) to ensure an efficient flow of school operations and curriculum.
2. Flexible learning can be implemented as alternative platforms for learning in the context of a pandemic, crisis, or any undesirable and risky situations.
3. On-site or face-to-face classes should still be the priority modality for learners

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