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The Effectiveness of Alternative Delivery Mode of Education in Ensuring Learning Continuity During Emergency Situations

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Abstract: This study assessed the effectiveness of Alternative Delivery Mode (ADM) implementation at Manangkas Elementary School, Barangay La Esperanza, Santa Magdalena, Sorsogon, in ensuring educational continuity during crisis situations. Located in a disaster-prone area experiencing frequent typhoons, flooding, and landslides particularly from June to November, the school faces recurring class suspensions that disrupt traditional face-to-face instruction. The research examined four dimensions: the effectiveness of ADM in terms of ease of use of learning materials and promptness in materials preparation, distribution, and retrieval; the processes through which ADM was implemented; the instructional materials provided by teachers; and the challenges encountered by teachers and parents. Employing a mixed-methods approach, the study collected quantitative data through survey questionnaire administered to teachers and parents, and qualitative data through semi-structured interviews with five teachers and ten parents. Findings revealed that stakeholders assessed ADM effectiveness as moderately effective, with learning materials receiving an overall weighted mean of 3.45 and materials preparation, distribution, and retrieval scoring 3.53. Thematic analysis identified four implementation themes: contextualized planning through household surveys and tiered response protocols, collaboration with parents and community through multi-platform communication, awareness of emergency situations affecting learning engagement, and shared responsibility in education. While five core instructional materials achieved universal distribution (100%), supplementary resources showed declining rates, with printed assessment materials at only 20%. Challenges included teachers' universal identification of limited ADM knowledge, inadequate resources, and poor connectivity, while all parents reported lacking functional knowledge to assist pupils. The study concludes that while Manangkas Elementary School maintains functional ADM implementation, enhancement requires comprehensive professional development, increased instructional resources, parent capacity-building initiatives, improved assessment practices, and systemic support structures. These findings demonstrate that educational resilience in crisis-prone communities requires participatory design grounded in local realities rather than standardized frameworks.

Keywords: *Alternative Delivery Mode, Educational Continuity, Emergency Situations, Learning Outcomes, Instructional Resilience.*

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I. INTRODUCTION

For many years, teachers have understood education as something that happens inside classrooms, with teachers and students meeting face-to-face following a regular school calendar. This setup works well most of the time, but it quickly falls apart when emergencies strike. In places like Manangkas Elementary School, where typhoons and floods are common, class suspensions happen several times a year. Every time classes are suspended, students lose days or even weeks of learning, and these losses add up over time. Before, when schools closed due to bad weather or other emergencies, there was no clear plan to continue teaching—students just stayed home and waited until it was safe to return. Teachers would then have to rush through lessons to catch up, and students who were already struggling would fall further behind. This recurring problem made me wonder: Is there a better way to handle these situations? Can we find ways to keep students learning even when they cannot come to school? These questions became even more important when the pandemic forced all schools to close, pushing everyone to find new ways of delivering education outside the traditional classroom.

When the COVID-19 pandemic disrupted educational systems worldwide, forcing a shift to alternative modes of

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delivery to ensure learning continuity, the Department of Education (DepEd) adopted the Basic Education Learning Continuity Plan (BELCP), introducing Alternative Delivery Modes (ADM) to mitigate the challenges posed by school closures (DepEd, 2020).

ADM encompasses various non-traditional teaching methods, including online learning, modular instruction, and radio- or TV-based teaching, aimed at accommodating diverse learning environments and ensuring access for all students. The transition to Alternative Delivery Modes represented more than just a temporary adjustment to unusual circumstances. It marked a significant shift in the Philippine educational landscape that revealed both the resilience and vulnerabilities of the education system.

The implementation of ADM required educators, students, parents, and administrators to adapt quickly to new roles, responsibilities, and methods of engagement. Teachers who had spent their entire careers perfecting their classroom management skills and face-to-face teaching techniques suddenly found themselves needing to master digital platforms, create self-learning materials, and find ways to maintain connections with students they could no longer see daily. Students who thrived on the social aspects of school and the structured learning environment of classrooms had to develop independence, self-discipline, and time management skills to navigate home-based learning. Parents, many of whom had previously played limited roles in their children's formal education beyond ensuring attendance and monitoring homework completion, became essential partners and facilitators in the learning process, responsible for creating conducive learning environments at home and providing direct support for their children's educational activities. School administrators faced the challenge of coordinating these efforts, ensuring that teachers had the resources and support they needed, and maintaining communication with families despite the physical distance and various technological limitations.

The rapid transition to ADM highlighted systemic inequities in education that had long existed but were now impossible to ignore. While urban schools with better internet access and resources quickly adapted to online learning, schools in rural areas faced enormous challenges due to a lack of technology and infrastructure, Garcia[2]. These disparities became evident across multiple dimensions of educational access and quality, creating a digital divide that went beyond simple access to devices and internet connectivity. Urban schools in well-resourced communities could implement sophisticated learning management systems, conduct live video classes, and provide students with digital learning materials and interactive activities. Teachers in these schools often had personal experience with technology and could draw on institutional support to enhance their digital teaching skills. Students in these environments, even when learning from home, maintained relatively consistent engagement with their teachers and peers through various online platforms.

In contrast, rural schools and communities without reliable electricity, internet connectivity, or access to computers and smartphones struggled to implement any form of technology-based learning. Many students in these areas depended entirely on printed self-learning modules that were distributed periodically, sometimes requiring family members to travel long distances to collect them from designated distribution points. The lack of immediate teacher support and feedback meant that students working through these modules often faced difficulties understanding concepts without anyone available to provide explanations or clarification. Some communities had no access to even printed materials due to geographical isolation, leaving families to rely on whatever learning resources they could create or access independently.

These disparities underscored the importance of designing interventions that address both the strengths and weaknesses of ADM implementation, recognizing that no single approach would be equally effective or accessible across all contexts.

Parents played a pivotal role in ADM, becoming active partners in their children's education in ways that transformed family dynamics and household routines. Studies show that parental involvement was critical in ensuring the success of home-based learning, particularly for modular instruction, Bayanit[3]. Parents who actively engaged with their children's learning by helping them understand difficult concepts, maintaining consistent study schedules, and providing encouragement and motivation contributed significantly to positive learning outcomes.

However, this shift also placed additional burdens on parents, many of whom struggled to balance their responsibilities at home and work. The expanded parental role created new challenges and pressures that varied depending on family circumstances, educational backgrounds, and employment situations. Parents with multiple children, particularly those at different grade levels, found it overwhelming to facilitate learning for several students simultaneously, each with different subjects, assignments, and schedules. Parents with limited formal education often felt inadequate and anxious about their inability to help their children, especially with higher-level content or subjects like mathematics and science that required specific knowledge and skills. Working parents who could not work from home faced impossible choices between earning income to support their families and being present to supervise their children's learning.

Even parents who could work remotely struggled with the competing demands of professional responsibilities and educational facilitation, often finding that both suffered as they attempted to manage everything simultaneously.

Teachers, too, encountered significant challenges as they navigated the transition to Alternative Delivery Modes. Many were unprepared for the shift to ADM due to insufficient professional development opportunities, Mendoza[4]. The lack of training on the use of technology and innovative teaching strategies exacerbated the difficulty of delivering quality education through distance learning

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formats. Teachers who had been effective in traditional classrooms found that their established approaches did not translate easily to online or modular instruction. The pedagogical skills that made them successful face-to-face teachers—such as reading students' body language to assess understanding, using classroom discussion to develop critical thinking, or adjusting lessons in real-time based on student responses—were difficult or impossible to apply in distance learning contexts. Teachers had to fundamentally reconceptualize their role, moving from being the primary source of information and the director of learning activities to becoming designers of independent learning experiences and remote facilitators of student progress.

Teachers also encountered practical challenges related to their working conditions and resources. Many used their personal devices, internet connections, and electricity to deliver instruction, incurring additional expenses without corresponding compensation from their schools or the government.

Teachers working from home had to create professional workspaces in their living areas, balance their teaching responsibilities with their own family obligations, and manage the blurred boundaries between work and personal life that came with remote work. The workload increased significantly compared to traditional teaching, as creating quality self-learning modules required extensive time for content development, formatting, and reproduction. Providing individualized feedback to students through remote channels—whether through written comments on submitted work, phone calls, text messages, or online conferences—took much longer than similar interactions in traditional classrooms where a teacher could address multiple students simultaneously or provide immediate verbal feedback.

Despite these challenges, many teachers demonstrated remarkable creativity, resilience, and dedication to their students. They developed innovative approaches to maintain connections with students and families, using social media platforms for communication when formal learning management systems were unavailable, creating video lessons recorded on mobile phones when professional recording equipment was inaccessible, and finding creative ways to assess student learning when traditional testing was impractical. Teachers organized small-group tutoring sessions in communities when safety protocols allowed, conducted home visits to check on students who had become disengaged, and collaborated with colleagues to share resources and strategies. This professional adaptability and commitment demonstrated the crucial role that motivated, supported teachers play in ensuring educational continuity during crises.

Social Learning Theory, proposed by Bandura[5], emphasizes the importance of interaction and collaboration in learning, suggesting that people learn through observing, imitating, and modeling the behaviors, attitudes, and emotional reactions of others.

This theory highlights that learning is fundamentally a social process that occurs within social contexts and through social relationships. In traditional classroom settings, students engage in constant social learning through interactions with teachers and peers, observing how others approach problems, participating in collaborative activities, receiving immediate feedback, and developing social skills alongside academic competencies. However, these essential elements of social learning were difficult to replicate in remote learning setups, resulting in a decline in student engagement and academic performance. The isolation of home-based learning meant that students lost access to peer models and collaborative learning opportunities that had previously supported their academic development. Students who had relied on observing and working with classmates to understand new concepts found themselves struggling independently without those social learning mechanisms.

The absence of regular social interaction also affected students' motivation and emotional well-being. The classroom environment provided not just academic instruction but also social connection, routine, structure, and a sense of belonging that contributed to students' overall development. When schools closed, students lost their primary social network outside their families, their daily routines were disrupted, and many experienced increased stress, anxiety, and isolation.

These emotional and social impacts inevitably affected their engagement with learning, as students struggling with mental health challenges found it difficult to concentrate on academic work or maintain motivation without the external structures and social rewards that had previously supported their effort. Teachers reported significant concerns about students' emotional states and noted that checking on students' well-being became as important as delivering academic content.

Involving local communities in education delivery was proposed as a potential solution that could leverage existing community resources and social networks to support student learning, Santos[6]. Community learning centers, libraries, or other public spaces could serve as alternative learning venues where students without appropriate home environments could access materials and receive support. Community volunteers, including retired teachers, older students, or other educated community members, could be mobilized to provide tutoring or mentoring for students who needed additional help. This community-based approach recognizes that schools alone cannot address all the challenges of emergency education and that successful implementation of ADM requires collaboration among various community stakeholders.

Emergency situations reveal the strengths and weaknesses of educational systems in ways that normal operations may obscure. When everything functions smoothly, underlying inequities, inefficiencies, or vulnerabilities may not be immediately apparent. But when crisis disrupts normal operations, these issues become impossible to ignore.

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The pandemic's impact on education has provided a painful but valuable opportunity to examine the Philippine education system with fresh eyes, identifying what elements are resilient and adaptive and what elements are fragile and in need of strengthening. The insights gained from this examination can inform not just emergency preparedness but also broader educational reform efforts aimed at creating a more equitable, flexible, and effective education system that serves all learners well under any circumstances. This study contributes to that larger project by providing detailed, contextualized understanding of how ADM functions in a specific school context, generating knowledge that can inform both local improvements and broader policy discussions about the future of education in the Philippines.

➢ *Statement of the Problem*

This study sought the Effectiveness of Alternative Delivery Modes of Education in Ensuring Continuity of Education during Emergency Situations in Manangkas Elementary School for school year 2024-2025. Specifically, through qualitative and quantitative approach, it sought answers to the following questions:

- What is the assessment of Teachers and Parents of Alternative Delivery Mode ADM) implementation in ensuring continuity of education during emergency situation?
- How is ADM implemented to ensure continuity of education during emergency situation as assessed by teachers and parents?
- What instructional materials are given by teachers in the implementation of ADM?
- What are the challenges encountered by teachers and parents in the implementation of ADM?
- What ADM intervention program could be designed to improved its implementation?

II. METHOD

This study used a mixed-method research design combining quantitative and qualitative approaches. The quantitative part employed a descriptive survey to measure the effectiveness of Alternative Delivery Modes (ADM), identify challenges, and assess teacher preparedness using statistical tools such as frequency, percentage, and mean. The qualitative component followed a phenomenological design to explore the lived experiences of teachers and parents through interviews and open-ended questions. Thematic analysis was used to identify common themes and patterns from the qualitative data. By integrating both methods, the study provided a comprehensive understanding of ADM implementation, combining statistical trends with in-depth contextual insights.

The respondents of this study are teachers and parents at Manangkas Elementary School, all of whom have direct experience with the implementation of Alternative Delivery Modes (ADM). A purposive sampling technique is used to ensure that only individuals actively engaged in ADM are included in the study.

III. PRESENTATION, ANALYSIS, AND INTERPRETSTION OF DATA

This chapter presents the comprehensive analysis and interpretation of data gathered from teachers and parents regarding the implementation of Alternative Delivery Mode (ADM) during crisis situations. The findings are organized into five main sections that address the research objectives and provide insights into the effectiveness, implementation strategies, instructional materials, challenges, and proposed interventions for ADM.

➢ *Assessment of Teachers and Parents on the Effectiveness of Alternative Delivery Mode Implementation in Ensuring the Continuity of Education During Crisis Situation*

A reality in instructional delivery is that not all the planned instructional activities crafted by teachers are delivered as intended. Instead, deviations have been employed due to several factors that interplay, affecting the intended learning path as designed by the teachers.

In some instances, the occurrence of emergencies, such as typhoons, heavy rains, volcanic eruptions, and other natural calamities, is a common reason for the disruption of instruction delivery. These situations propel the schools, particularly the teachers, to shift to a certain alternative delivery mode appropriate to the existing situations.

Educational institutions face numerous challenges when natural disasters and emergencies disrupt traditional face-to-face instruction. The implementation of Alternative Delivery Mode becomes crucial in maintaining educational continuity during such crisis situations. This study examined two critical aspects of ADM effectiveness: the usability of learning materials and the efficiency of material preparation and distribution systems.

Table 1 Assessment of Teachers and Parents on the Effectiveness of ADM in Terms of Ease of Use of the Learning Materials

Indicators	Mean	Description
The learning materials (modules, LAS) use languages that are easy to understand by the learners and the learning facilitators	3.62	Effective
The instructions are clear and well-organized	3.60	Effective
The contents of the module are appropriate for the learners' level of understanding	3.50	Moderately Effective
The modules provide sufficient examples and explanations to aid student learning	3.48	Moderately Effective
The activities in the modules are engaging and help reinforce to aid student learning	3.47	Moderately Effective
The modules allow learners to study independently with minimal assistance	3.36	Moderately Effective
The modules include guidelines or references to assist parents in guiding their children	3.35	Moderately Effective

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The assessment section of the modules measures learning outcomes	3.34	Moderately Effective
The overall design and components of the modules are supportive and relevant in the school implementation of ADM	3.32	Moderately Effective
Average	3.45	Moderately Effective

Among the nine indicators evaluated, "The learning materials (modules, LAS) use languages that are easy to understand by the learners and the learning facilitators" received the highest weighted mean of 3.62, described as "Effective." This was closely followed by "The instructions are clear and well-organized" with a mean of 3.60, also rated as "Effective." These two indicators were the only ones to reach the "Effective" level, suggesting that respondents found the linguistic accessibility and organizational clarity of the materials to be the strongest features. The remaining seven indicators all fell within the "Moderately Effective" range, with weighted means ranging from 3.50 to 3.32. Notably, "The contents of the module are appropriate for the learners' level of understanding" scored 3.50, while "The modules provide sufficient examples and explanations to aid student learning" and "The activities in the modules are engaging and help reinforce learning" received weighted means of 3.48 and 3.47, respectively. The lowest-rated indicator, "The overall design and components of the modules are supportive and relevant in the school implementation of ADM," scored 3.32, suggesting that while the materials are generally functional, there may be room for improvement in their comprehensive design and alignment with ADM implementation requirements. This assessment of teachers and parents regarding the effectiveness of Alternative Delivery Mode (ADM) in terms of ease of use of learning materials at Manangkas Elementary School got an overall weighted mean of 3.45 indicates that the learning materials are perceived as "Moderately Effective" in terms of ease of use.

It is believed that the moderate effectiveness rating of the learning materials reflects the transitional nature of ADM implementation, where stakeholders acknowledge the accessibility and clarity of the materials while simultaneously recognizing areas requiring enhancement. The relatively lower scores on indicators pertaining to independent learning capability (3.36), parental guidance support (3.35), and assessment quality (3.34) suggest that while the basic instructional content is comprehensible, the materials may not yet fully address the holistic needs of self-directed learning environments. This pattern indicates that future iterations of ADM materials should prioritize strengthening scaffolding mechanisms, enriching assessment components, and providing more robust frameworks for parental involvement to elevate overall effectiveness from moderate to highly effective levels.

Table 2 Assessment of Teachers and Parents on the Effectiveness of ADM in Terms of Promptness in Learning Materials Preparation, Distribution, and Retrieval

Indicators	**Mean**	**Description**
The learning materials intended for ADM are readily available	3.59	Effective
Sets of learning materials appropriate to the budget of work or the needs of the learners are provided in time of ADM implementation	3.54	Moderately Effective
The school/teacher has a systematic procedure of module preparation, distribution, and retrieval, known to parents and learners	3.52	Moderately Effective
The learners, with the assistance of their parents, are given enough time to accomplish the given learning materials	3.51	Moderately Effective
Accomplished learning materials by the pupils are checked, and the results are known to learners and parents for proper feedback	3.49	Moderately Effective
Average	3.53	Moderately Effective

Among the five indicators evaluated, "The learning materials intended for ADM are readily available" received the highest weighted mean score of 3.59, described as "Effective." This indicator stands as the only one to achieve the "Effective" level, demonstrating that respondents recognize the school's capacity to maintain adequate supplies of learning materials for ADM implementation. The remaining five indicators all fell within the "Moderately Effective" range, with weighted means ranging from 3.56 to 3.49. Specifically, "Sets of learning materials appropriate to the budget of work or the needs of the learners are provided in time of ADM implementation" scored 3.56 and 3.54 respectively, suggesting that while materials are generally available, their timely provision and appropriateness to curricular requirements show room for improvement. "The school/teacher has a systematic procedure of module preparation, distribution, and retrieval, known to parents and learners" received a mean of 3.52, indicating moderate satisfaction with procedural clarity. "The learners, with the assistance of their parents, are given enough time to accomplish the given learning materials" scored 3.51, while the lowest-rated indicator, "Accomplished learning materials by the pupils are checked, and the results are known to learners and parents for proper feedback," received a mean of 3.49, suggesting that feedback mechanisms and assessment turnaround times may require enhancement. This assessment of teachers and parents regarding the effectiveness of Alternative Delivery Mode (ADM) in terms of promptness in learning materials preparation, distribution, and retrieval at Manangkas Elementary School got an overall weighted mean of 3.53 and indicates that the processes related to learning materials logistics are perceived as "Moderately Effective."

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It is believed that the moderate effectiveness rating in promptness of learning materials management reflects operational challenges inherent in transitioning from traditional to alternative delivery modes. While the availability of materials is commendable, the relatively lower scores on systematic procedures (3.52), time allocation (3.51), and feedback mechanisms (3.49) indicate that logistical efficiency and communication protocols require strengthening. This pattern suggests that establishing more structured timelines for material distribution, implementing clearer tracking systems for module circulation, and expediting the assessment-feedback cycle would significantly enhance stakeholder satisfaction and ultimately improve the overall effectiveness of ADM implementation at Manangkas Elementary School.

Torres and Valerio's (2019) said that ADM effectiveness depended on contextualization of modules to ensure materials were culturally and linguistically relevant to different communities. This statement is relevant to the present study because these researchers focused more on the localized learning materials aligns. Similarly, Domingo and Salazar (2022) found that schools adopting barangay-based learning centers where students could access materials and receive support significantly improved learning outcomes in ADM settings. This validates as an evidence-based strategy the finding that Manangkas's decentralized distribution model through parent-leader drop-off points for overcoming geographic and logistical barriers in rural communities.

- *How the Alternative Delivery Modality Implemented to Ensure the Continuity of Education During a Crisis Situation*

Based on the thematic analysis of interviews conducted with five teachers and ten parents from Manangkas Elementary School, four major themes emerged that illuminate how the school implemented Alternative Delivery Modality (ADM) to maintain educational continuity during emergency situations. These themes reflect the collective experiences and perspectives of stakeholders who regularly navigate class suspensions due to various emergency situations.

- *Formulating Contextualized and School-Based Learning Continuity Plan*

The respondents revealed that Manangkas Elementary School developed a comprehensive, context-specific learning continuity plan that directly addressed the unique challenges posed by their vulnerability to emergency situations. Teacher-participants emphasized that their planning process was deliberately designed to be flexible and responsive to the specific needs of their learners and community context. Teacher-Participants 1 and 2 explained, *"We cannot just copy what other schools are doing. We know our community—many families here don't have internet, some live in areas that get flooded easily.", "So we designed our modules and distribution system based on what will actually work for our students, not what looks good on paper."*

This sentiment was reinforced by Teacher-Participants 3 and 4, who stated, "*Before we even prepare worksheets or modules, we conducted household surveys to map out where our students live, what resources they have access to, and how we can reach them during emergencies.", "This data became the foundation of ADM implementation."*

The planning phase involved creating self-explanatory modular printed materials calibrated to different grade levels, with Teacher-Participant 2 and 3 sharing, *"We spent our summer preparing modules that can stand alone—meaning students can understand and complete them even without a teacher physically present.", "We know that when typhoons hit, parents are busy securing their homes and livelihoods, so the modules need to be as self-explanatory as possible."*

Parent-participants also acknowledged their meaningful involvement in the consultation process. Parent-participant 4 recalled, *"An eskwelahan naghapot man sa amo kung nanu an mas mayad sa amo, diri man kami inpirit sa sistema nira. San inhapot kami kung pwde kami online learning, sinabi mi an ungod na kadaghanan sa amo wara cellphone, computer o kaya internet. Inbati nira kami mao san inadjust nira an kanira sistema para sa amo." ("The school asked us what would work best for our families. They didn't just impose a system on us. When they asked if we could do online learning, we honestly told them that most of us don't have cellular phones, computer or even stable internet. They listened and adjusted their plans.")*

The school established clear protocols for activating the alternative delivery modality system based on crisis severity, with Teacher-participant 4 explaining, "*We have different levels of response. If it's just a one-day suspension due to bad weather, we send home quick activity sheets that students can finish easily. But if we're looking at a week-long suspension like during strong typhoons, we activate our full modular system with proper submission schedules and parent communication plans.*"

The contextualized nature of the plan was particularly evident in how it incorporated local resources, with Teacher-participant 5 noting, "*We identified several parent-leaders in different areas where we could set up module distribution points. This way, parents don't have to travel far during dangerous weather conditions,*" a strategy that Parent-participant 2 appreciated, saying, *"Imbes na magkadto pa sa eswkelahan kapag maraot an panahon, pwde na kami magkadi sa kararani mi na mao an distribution point san modules. Mas-safe mao san mas madali para sa amo na hararagyo an balay, lalo na kung baha sa spill-way", ("Instead of going all the way to school during the bad weather condition, we can just walk to nearest point of module distribution. It's safer and more convenient, especially when the roads are flooded."*

It is believed that the contextualized planning approach at Manangkas Elementary School demonstrates effective educational emergency management by prioritizing community needs over standardized solutions. The use of household surveys and parent consultations to inform decision-making reflects a participatory model that enhances practicality. By acknowledging local realities such as limited

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internet access and flood-prone geography as essential design considerations rather than obstacles, the school created an alternative delivery system that is genuinely accessible to their learners. The tiered response framework and decentralized distribution through parent-leaders drop-off points further demonstrate adaptive leadership and efficient resource utilization. This community-embedded approach suggests that educational resilience is best achieved when schools design interventions based on empirical understanding of their specific context rather than replicating models from different settings.

- *Collaborating with Parents and Community*

The successful implementation of ADM at Manangkas Elementary School was fundamentally anchored on strong partnerships between the school, parents, and the broader community. Teacher-participants consistently highlighted that parent became essential co-facilitators of learning during class suspensions, with Teacher-participants 1 and 2 emphasizing, "*We cannot do this alone. During suspensions, the parents become the teachers at home.", "We had to invest time in training them, showing them how to guide their children through the modules, even if they themselves didn't finish schooling.*"

Teachers conducted orientation sessions with Teacher-Participant 3 adding, "*We conduct parent workshops at the beginning of the school year where we walk them through the modules, especially the primary levels where fundamental skills in numeracy and literacy are vitals, we explain the instructions in simple terms, and even demonstrate how to help their children."*

Parent-participants shared their experiences of transitioning from passive stakeholders to active partners, with Parent-Participant 2 honestly admitting, *"San una nahadok ako kay para Grade 6 man lang an natapos ko. Papan-o ko man matutukduan an bata ko? Pero an mga maestra intukduan man kami kung papan-o namo madadanunan an amo mga bata. Intagan nira kami guide mao san permi man sira mararanihan kung kami mayon san kahaputan. Kaya habang nag-aawat, nakaaram naman ako maski papan-o."* (*"At first, I was scared because I only reached Grade 6 myself. How could I teach my child? But the teachers gave us guides and they were always available on chat to answer our questions. Slowly, I gained confidence.").*

Teachers maintained open lines of communication during emergency situations using multiple platforms, with Teacher-Participant 1 explaining, "*We use every possible communication channel—text messages for quick updates, some elevated areas have network signals, Facebook Messenger, through a peso-wifi access points in the area for sending pictures of answer keys, and even radio announcements through the barangay station for important reminders."*

Parent-participants appreciated the school's sensitivity to their circumstances during emergencies, with Parent-Participant 3 sharing with relief, *"San nakaagi na makusugon an hangin mao san uran, naraot an balay mi, kaya naka-pokos kami sa paglimpya mao san pag-hingayad san amo balay. Sabi san maestra, diri daw kami mahaghag, pwede man na isubmit namo an modules san bata mi kapag nakapamisay na kami. Kaya grabe an amo pasalamat man na nasasabutan kami san maestra"* ("*During a severe rainfall, our house was damaged and we were focused on cleaning and repairing. The teacher informed us 'Don't worry about the modules right now. Just submit them when your family is settled.' That understanding meant so much to us*."

The collaborative framework included feedback mechanisms where parents could report challenges, as Teacher-Participant 2 noted, "*We regularly ask parents, 'How is this working for you? What can we improve?' Their feedback has shaped many of our adjustments. For example, parents told us the modules were too long, so we shortened them and made them more focused."*

Parent-Participant 5 appreciated being heard, stating, *"San sinabi ko sa maestra na nabuburongan an ako bata sa kadaghanan na subjects, nag-adjust siya san schedule para mka-pukos an bata mi san sayo o kaya duwa na subject sa kada adlaw kung halawig an suspension". Talagang inbati ako san maestra para madanunan an ako bata."* ("When I told the teacher that my child was getting confused with too many subjects at once, she reorganized the schedule so we could focus on one or two subjects per day during prolonged class-suspensions. She actually listened to my suggestion and made it work,") reflecting the bidirectional communication that ensured the system remained responsive to community needs.

- *Awareness of the Common Emergency Situations Affecting Learning Engagement*

Both teacher and parent participants demonstrated acute awareness of the various emergency situations that regularly disrupted educational continuity at Manangkas Elementary School and understood how these crises specifically impacted student learning engagement. Teacher-participants articulated a comprehensive understanding of the emergency landscape, with Teacher -participant 1 detailing, *Being here, we know the pattern. From June to November, sometimes it lasted until late February, we're always on alert for typhoons. The spill-way going to the school floods easily—with strong currents impassable for all kinds of vehicles, it's depth sometimes is knee-deep, sometimes waist-deep. Then sometimes there's landslides along the way. Even strong winds are dangerous since all roads going to the school have huge and tall trees. Any falling part of a tree is harmful for our learners."*

Teachers recognized that these emergencies resulted in not only physical disruptions but also psychological impacts, as Teacher-Participants 2 and 3 observed, *"After a severe flooding of the river that passes through a spillway, some students come back to school traumatized.", "They've seen their homes destroyed; their belongings swept away. Their minds are not on lessons.", "We see them spacing out, unable to concentrate. Learning engagement drops significantly, and we have to address the emotional impact first before we can teach effectively."*

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Parent-participants provided ground-level perspectives on how these situations affected their children's learning, with Parent-Participant 2 sharing, *"Kapag may kalamidad, nagkakaharadok an amo mga kabataan. Diri sira nangaturog san mayad. Maski tapos na an bagyo, tapos mayon sira san module diri sira naka-pukos. Permi sira naghahapot, 'Babahaon tabi an balay ta? Kaipuhan ta tabi maglipat?' Kaya papan-o sira maka-adal san mayad kung may hadok sira sa kanira magiging kamutangan?"* (*"When there's a strong typhoon, my children get scared. They can't sleep properly. Even when the storm passes and they have modules to do, they're too anxious to focus. They keep asking, 'Will our house flood? Will we have to evacuate?' How can they concentrate on studying when they are too anxious of what's going to happen to them?*")

It is believed that stakeholders at Manangkas Elementary School possess sophisticated, experiential knowledge of how emergencies disrupt learning engagement across multiple dimensions. Teachers demonstrate contextualized understanding through their ability to predict seasonal risk patterns, identify specific geographic vulnerabilities (flooding depths, landslide zones, tree hazards), and recognize that students' psychological trauma must be addressed before effective instruction can resume. Parents similarly articulate how anticipatory anxiety—children's persistent fears about future disasters—impairs concentration even after immediate dangers pass. This insider knowledge represents what researchers would consider expert, situated awareness rather than mere surface-level consciousness, as both groups understand that emergency impacts extend beyond physical school closures to include cognitive disruption (inability to focus), emotional disturbance (trauma, hypervigilance), and material loss (destroyed belongings, displaced families). The depth of this awareness challenges typical deficit models in disaster education research and suggests these stakeholders should be positioned as co-developers of emergency response protocols rather than passive recipients of external interventions, as their hyper-local understanding of how environmental crises intersect with children's learning readiness cannot be captured by standardized frameworks alone.

- *Emphasizing the Value of Shared Responsibility in Education*

The implementation of Alternative Delivery Modality at Manangkas Elementary School brought to the forefront a fundamental shift in how education was conceptualized—from a school-centred endeavour to a shared responsibility among multiple stakeholders. Teacher-participants articulated an evolved understanding of their role beyond traditional classroom instruction, with Teacher-participant 3 reflecting, *"Before, I thought teaching only happened in the classroom. The ADM experience showed me that I also need to be a coordinator, a communicator, a supporter of parents. I can't maintain learning continuity alone—I need parents to be my partners at home. This realization changed how I view my role as a teacher."*

This recognition of interdependence was reciprocated by parent-participants, with Parent-Participant 1 and 2 sharing, *"Diri ko aram na irug sine kapagal magtukdo kung di pa kami an makaranas na tukduan an amo bata sa balay. An mga maestra iba-iba an mga nakakahampang na mga kabataan, tapos mapreparar pa sira lessons, ma-tsek san papel, sugad an mapagalon!", "Kaya bilang respeto sa mga kamaestrahan, danunan mi sira lalo. Kung inhihimo nira intiro makaaram lang an amo bata, dapat kami na mga magurang suportahan mi sira."* (*"I never realized how hard teaching is until I had to help my child learn at home. Teachers juggle so many students with different needs, prepare lessons, check work—it's exhausting!", "My new respect for teachers made me want to cooperate more. If they're working hard, I should work hard too in supporting my child.")*

The shared responsibility framework extended to students themselves, as Teacher-Participant 4 and 5 noted, "*We design our modules to help students become independent learners. We include self-check sections, answer keys for practice problems, and clear instructions.", "We want students to learn how to learn on their own, because during emergencies, they can't always ask for help immediately,"* with Parent-participant 9 observing the change in her child, saying, *"An bata ko permi ako an inaasahan na sabihun pa kaniya kung nanu an kaipuhan niya himoon. Niyan naghahapot na lang siya kung talagang mapagalon para sa kaniya. Nakaaram na siya maging responsible para sa pagklase niya."* ("*My daughter used to wait for me to tell her what to do. Now, she asks for help only when she's really stuck. She's learning to be responsible for her own education*.")

Respondents emphasized that shared responsibility required clear delineation of roles while maintaining flexibility and mutual support, with Teacher-Participant 2 clarifying, "*In our orientation, we make it clear: teachers prepare quality materials and are available for questions. Parents provide time, space, and basic guidance at home. Students must do their work honestly and ask for help when needed,"* while Teacher-participant 5 shared an example of flexibility: *"During the last flood, I heard that one family's modules got soaked and destroyed. Even though technically, once materials are released, it's the family's responsibility to keep them safe, we didn't blame them. We understood—it was a disaster. We immediately printed replacement modules. Shared responsibility means we support each other when things go wrong*."

Parent-participants particularly valued the collaborative rather than hierarchical nature of this framework, with Parent-Participant 3 expressing appreciation, stating, *"An eskwelahan, an trato sa amo kadanun, diri nira kami intrato bilang problema na kaipuhan imanehar. San napapagalan an bata ko mag-basa sa balay, diri man ako inhusgahan na sala an pagiging magurang ko. Kundi, an mga maestra permi kami inhahapot kung nanu an kanira maidadanun sa amo para madunan mi an amo bata. Kaya dahil sa irug suon na pakikitungo sa amo, namag-hiringuha man kami para sa ikakaayad san amo mga kabataan.* ("*The school treats us as partners, not as problems to be managed. When my child was struggling with reading during home learning, the teacher*

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didn't blame me for poor parenting. Instead, she asked, 'How can I help you help your child?' That approach made me want to try harder)

The emphasis on shared responsibility fostered community-level ownership of educational outcomes, with Parent 10 summarizing beautifully: *"An edukasyon san amo bata diri lang trabaho san eskwelahan, o kaya diri lang responsibilid san magurang, daranun intiro. An maestra matukdo, an magurang masuporta sa balay, an kabataan namag-aradal mayad, an komunidad madanun man kung kaipuhan, sa pagkasarayo, nasisigurado ta na may malalauman na mayad na edukasyon maski sa oras san kalamidad."* ("*Our children's education is not just the school's job or just parents' job—it's our shared job. The teacher teaches, the parent support at home, and children study hard, the community helps when needed, and together we make sure learning happens no matter what crisis comes.*")

These four themes—contextualized planning, collaborative partnerships, crisis awareness, and shared responsibility—collectively illuminate how Manangkas Elementary School implemented Alternative Delivery Modality to maintain educational continuity during emergency situations. The experiences and perspectives of the five teacher-respondents and ten parent-respondents reveal an educational community that has adapted to its crisis-prone context through intentional, collaborative, and responsive approaches that honor local realities while maintaining commitment to student learning outcomes.

It is believed that the emergence of these four interconnected themes—contextualized planning, parent-community collaboration, emergency awareness, and shared educational responsibility—demonstrates that effective ADM implementation in disaster-prone areas requires fundamental transformation of traditional school-centered education models into community-embedded systems. The school's use of household surveys and parent consultations to inform tiered response protocols and decentralized distribution points reflects genuine participatory planning rather than top-down policy implementation. This approach acknowledges that families in flood-prone, internet-limited contexts possess essential knowledge about local realities that must shape instructional design and logistics. The teachers' and parents' acute awareness of seasonal emergency patterns and their psychological impacts on children reveals that effective ADM extends beyond simply delivering academic content—it requires understanding how trauma and anticipatory anxiety affect learning concentration even after immediate dangers pass. Most significantly, the shift toward shared responsibility, where teachers become coordinators, parents become facilitators, and students develop independence, represents a sustainable model of educational resilience. This transformation suggests that learning continuity during crises cannot be achieved through school efforts alone but requires deliberate restructuring of roles and relationships among all stakeholders, making education a collective endeavor rather than an institutional service.

This belief is supported by Villanueva's study in Mindanao and Palawan, which found that barangay-based tutorial sessions and peer learning groups helped bridge learning gaps among students whose parents had limited teaching capacity, with findings indicating that community support systems significantly improved ADM outcomes when formal school structures were disrupted. The study recommended strengthening community partnerships to support home-based learning, which directly parallels the shared responsibility model observed at Manangkas Elementary School. Additionally, Cabrera, et al., examined ADM effectiveness in Leyte and Samar—typhoon-affected areas similar to Manangkas—and found that combining modular learning with responsive communication systems helped ensure learning continuity in disaster-affected communities. Their research emphasized that schools which established strong parent-teacher communication channels and adapted materials based on community feedback achieved better student engagement despite recurring calamities, validating the importance of the multiple communication platforms and feedback mechanisms identified in this study's findings.

- *Instructional Materials Given by Teachers in the Implementation of Alternative Delivery Mode*

Table 3 Instructional Materials Given by Teachers in the Implementation of ADM

Instructional Materials	Frequency	Percentage (%)
Self-learning modules	5	100
Learning activity sheets	5	100
Worksheets	5	100
Books and references	5	100
Story books	5	100
Practice exercise sheets	4	80
Flashcards	3	60
Illustrated concept maps and visuals	2	40
Printed assessment materials	1	20

The need to distribute instructional resources while implementing any form of alternative delivery mode in providing opportunities among learners, in ensuring learning continuity is a must. The school has to be ready and provide instructional materials that are learner-friendly so that every learner can deal with the learning media with ease or minimal support from the parents or guardians. The diversity and appropriateness of instructional materials significantly

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impact the success of alternative delivery modes. This study examined the range of materials provided by teachers during ADM implementation.

Table 3 presents the instructional materials provided by teachers in the implementation of Alternative Delivery Mode (ADM) at Manangkas Elementary School, based on responses from 5 teacher-respondents. The data reveals that five types of instructional materials achieved universal distribution (100%): self-learning modules, learning activity sheets, worksheets, books and references, and story books, indicating that all teachers utilized these core materials in their ADM implementation. Practice exercise sheets were distributed by 4 teachers (80%), flashcards were used by 3 teachers (60%), illustrated concept maps and visuals were provided by 2 teachers (40%), and printed assessment materials were utilized by only 1 teacher (20%). The findings demonstrate that while fundamental learning materials achieved complete distribution, supplementary and specialized instructional resources showed progressively lower utilization rates, with printed assessment materials being the least commonly distributed among the teachers.

It is believed that the universal distribution of five core materials—self-learning modules, learning activity sheets, worksheets, books and story books—reflects practical resource prioritization by teachers who must balance instructional completeness with production constraints in a rural, disaster-prone school setting. The achievement of 100% distribution for these fundamental materials demonstrates that Manangkas Elementary School successfully ensured baseline learning continuity by focusing on essential resources that enable independent study. However, the progressive decline in supplementary materials distribution, particularly the concerning 20% rate for printed assessment materials, reveals a critical gap in formative assessment practices during ADM implementation. This pattern suggests that while teachers effectively delivered content materials, they faced significant constraints in providing tools for monitoring student progress and identifying learning gaps—functions that become even more crucial when face-to-face interaction is limited. The low utilization of assessment materials likely stems from reproduction costs, time limitations, and the complexity of designing evaluation tools appropriate for home-based learning contexts where academic honesty and comprehension cannot be immediately verified. This finding indicates that teachers prioritized getting learning content to students over establishing robust mechanisms for measuring whether actual learning occurred, representing a potential vulnerability in the school's ADM system that could allow struggling learners to fall further behind undetected.

This belief is supported by Gonzales's (2021) study on challenges faced by teachers in developing learning modules, which found that many educators lacked training in instructional material development and had difficulties ensuring modules were engaging and learner-friendly. The study recommended that DepEd enhance training programs for teachers to improve the quality of ADM materials, which directly relates to the declining distribution pattern observed at Manangkas, particularly for specialized resources like assessment tools that require pedagogical expertise to design effectively. Similarly, Santos's (2021) national survey on teachers' readiness for ADM implementation revealed that 68% of teachers required additional training in modular learning strategies and student monitoring in remote settings, with findings indicating that teacher workload increased significantly due to the need to create customized instructional materials. This explains why Manangkas teachers achieved universal distribution of core materials but struggled with supplementary resources—the time and expertise demand of producing assessment tools and specialized visual aids exceeded available capacity in an already overburdened system focused primarily on ensuring basic content delivery during emergency situations.

- *Challenges Encountered by Teachers and Parents in the Implementation of Alternative Delivery Mode*

The implementation of an alternative delivery mode offers challenges to the duty bearers, particularly among teachers and parents. Aware of their roles in implementing the distance modular learning delivery mode, these duty bearers have been exposed to several challenges as they discharge their tasks relative to the implementation of the alternative delivery mode. Understanding the obstacles faced by key stakeholders is crucial for improving ADM effectiveness. This study identified specific challenges encountered by both teachers and parents during implementation.

Table 4 Challenges Encountered by Teachers in the Implementation of ADM

Challenges	Frequency	Rank
Limited knowledge in implementing varied forms of ADM	5	2
Inadequate instructional resources for ADM	5	2
Poor internet connectivity	5	2
Overwhelming teachers' workload	4	4
Difficulty in monitoring pupils' learning progress	3	5
Lack of financial resources in learning materials crafting intended for ADM implementation	1	6

Table 4 presents the challenges encountered by teachers in the implementation of Alternative Delivery Mode (ADM) at Manangkas Elementary School, based on responses from 5 teacher-respondents. The data reveal that three challenges were identified by all 5 teachers (100%), ranking second as the most prevalent issues: limited knowledge in implementing varied forms of ADM, inadequate instructional resources for ADM, and poor internet connectivity. Overwhelming teachers' workload was reported by 4 teachers (80%), ranking fourth among the challenges. Difficulty in

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monitoring pupils' learning progress was identified by 3 teachers (60%), ranking fifth, while lack of financial resources in learning materials crafting intended for ADM implementation was mentioned by only 1 teacher (20%), ranking sixth as the least frequently cited challenge. The findings indicate that knowledge gaps, resource limitations, and connectivity issues are the most critical challenges faced by teachers, while workload concerns and monitoring difficulties present moderate challenges, and financial constraints appear to be less commonly perceived as a primary obstacle.

Table 5 Challenges Encountered by Parents in the Implementation of ADM

Challenges	Frequency	Rank
Lack of functional knowledge on how to assist pupils during ADM	10	1
Limited time to assist pupils	7	2
Limited access to teachers for clarification and guidance	6	3
Unavailability of supplementary learning resources for ADM at home	4	4

Table 5 presents the challenges encountered by parents in the implementation of Alternative Delivery Mode (ADM) at Manangkas Elementary School, based on responses from 10 parent-respondents. The data reveals that lack of functional knowledge on how to assist pupils during ADM was identified by all 10 parents (100%), ranking first as the most prevalent challenge. Limited time to assist pupils was reported by 7 parents (70%), ranking second among the challenges. Limited access to teachers for clarification and guidance was identified by 6 parents (60%), ranking third, while unavailability of supplementary learning resources for ADM at home was mentioned by 4 parents (40%), ranking fourth as the least frequently cited challenge. The findings indicate that parents' competence gaps in guiding their children's learning represent a universal concern, while time constraints and communication difficulties with teachers are also substantial challenges, and resource limitations at home affect a moderate portion of parent-respondents.

It is believed that the universal identification of limited ADM knowledge, inadequate resources, and poor internet connectivity by all teachers (100%), alongside the unanimous reporting of inadequate facilitation knowledge by all parents (100%), reveals a critical gap between policy expectations and stakeholder preparedness in rural ADM contexts. While DepEd has institutionalized ADM as an emergency response strategy, the findings demonstrate that neither teachers nor parents received sufficient training to confidently implement alternative learning modalities. The teachers' concerns about workload (80%) and difficulty monitoring student progress (60%) indicate that ADM implementation requires fundamentally different pedagogical skills and time management strategies than traditional classroom instruction, yet professional development programs have not adequately prepared educators for this transformation. Similarly, parents' struggles with limited time (70%) and restricted teacher access (60%) reflect the unrealistic assumption that families can seamlessly transition into primary learning facilitators without structured support systems. The relatively lower concern about financial resources from both teachers (20%) and parents (40%) suggests that knowledge and time constraints, rather than monetary limitations, represent the most pressing barriers to effective ADM implementation, indicating that investment in comprehensive training programs and accessible communication systems would address stakeholder needs more effectively than simply increasing material budgets.

This belief is supported by Santos's national survey, which found that 68% of teachers required additional training in modular learning strategies and student monitoring in remote settings, with teacher workload increasing significantly due to the need to create customized instructional materials for different learning modalities. Similarly, Martinez's study on parental support in modular learning concluded that students with active parental guidance performed better academically, but revealed that many parents, particularly those with lower educational attainment, struggled with facilitating lessons, leading to learning gaps and student frustration—directly validating the universal challenge identified by Manangkas parents regarding their lack of functional knowledge to assist pupils during ADM implementation.

- *Proposed Intervention Program to Enhanced the Implementation of the Alternative Delivery Mode*

Based on the research findings, this study proposes a practical intervention program that addresses the major challenges identified in ADM implementation. The program follows the SMART criteria to ensure realistic and achievable outcomes.

- *Program Overview*

✓ Program Title: Building ADM Excellence Through Focused Support
✓ Duration: 6 months
✓ Target Participants: 5 teachers and 75 parents
✓ Total Budget: ₱12,000

➢ *Background and Rationale*

The assessment of Alternative Delivery Mode implementation at Manangkas Elementary School revealed moderate effectiveness ratings across key areas, with particular challenges in teacher capacity, parent involvement, and resource adequacy. This program emerges from the comprehensive analysis of stakeholder feedback and observed implementation gaps. The plan addresses the most critical needs identified through the research while considering the school's resource constraints and geographical context.

The approach recognizes that successful ADM implementation requires a coordinated effort involving

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multiple stakeholders working toward common goals. Rather than implementing sweeping changes, this plan focuses on targeted improvements that build upon existing strengths while addressing specific weaknesses identified in the assessment process. The six-month timeframe allows for meaningful change while maintaining realistic expectations for resource allocation and stakeholder participation.

➢ *Program Objectives*

- *Enhance Teacher Competency in Alternative Delivery Mode Implementation*

To increase teacher proficiency in ADM methodologies from 60% to 85% within six months through a structured 12-hour training workshop and monthly peer mentoring sessions, resulting in a 25% reduction in material preparation time and improved confidence in managing ADM activities.

- *Strengthen Parent Capacity and Engagement in Supporting Home-Based Learning*

To improve parent confidence and ability to assist their children during ADM by conducting orientation sessions for 120 parents (80% participation rate) and monthly subject-specific guidance meetings, leading to a 30% improvement in student homework completion rates and increased quality of submitted work.

- *Improve Learning Material Quality and Distribution Systems*

To enhance the availability and effectiveness of ADM learning materials by developing visual aids for priority modules (achieving 80% availability), implementing a clear and systematic distribution process, and increasing student engagement with materials by 20% through improved content quality and accessibility.

➢ *Intervention 1: Teacher Skills Development*

- Problem Addressed: Limited ADM knowledge and overwhelming workload

- *Key Activities:*

✓ Month 1-2: 12-hour ADM training workshop covering module preparation, student engagement, and assessment
✓ Month 3-6: Monthly 2-hour peer mentoring sessions with collaborative material development

- *Expected Outcomes:*

✓ All 10 teachers complete training
✓ Teacher ADM competency improves from 60% to 85%
✓ Material preparation time reduced by 25%

✓ Budget: ₱4,000 (materials and supplies)

➢ *Intervention 2: Parent Support Program*

- Problem Addressed: Lack of knowledge to assist children during ADM

- *Key Activities:*

✓ Month 1: Three orientation sessions (50 parents each) with basic home learning support guide
✓ Month 2-6: Monthly parent meetings with subject-specific guidance and communication updates

- *Expected Outcomes:*

✓ 120 parents (80%) attend orientation
✓ Parent confidence in helping children increases significantly
✓ Student homework completion improves by 30%

✓ Budget: ₱5,000 (materials and meeting refreshments)

➢ *Intervention 3: Material and System Enhancement*

- Problem Addressed: Inadequate resources and unclear procedures

- *Key Activities:*

✓ Month 1-3: Review and improve 3 priority learning modules with visual aids
✓ Month 4-6: Implement clear distribution system with regular feedback collection

- *Expected Outcomes:*

✓ Visual aids availability increases to 80%
✓ Module distribution efficiency improves significantly
✓ Student engagement with materials increases by 20%

✓ Budget: ₱3,000 (printing and basic supplies)

➢ *Implementation Timeline*

Month	Focus Activities	Key Milestones
1	Teacher training begins, Parent orientation	Training and orientation completed
2	Continue training, Material review starts	Basic competencies established
3-4	Peer mentoring, Material improvement	Enhanced materials ready
5-6	Full implementation, Monitoring	All systems operational

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- *Success Indicators*

✓ Overall ADM effectiveness rating improves from 3.45 to 3.7
✓ 85% of teachers demonstrate improved ADM skills
✓ 80% of parents report increased confidence
✓ Student assignment completion increases by 25%
✓ 90% stakeholder satisfaction with program

- *Total Program Budget*

The total program budget of twelve thousand pesos reflects careful consideration of essential needs while maintaining realistic expectations for available resources. Teacher development activities will require four thousand pesos for training materials, reference guides, and basic supplies needed for collaborative sessions. This allocation prioritizes practical resources that teachers can continue using beyond the formal program period.

Parent education and support activities will require five thousand pesos, primarily for orientation materials and meeting refreshments that encourage participation. The investment in parent engagement recognizes the critical role families play in ADM success and the importance of maintaining their active participation throughout the program.

Material enhancement and system improvement will require three thousand pesos for printing improved modules, creating visual aids, and establishing systematic distribution procedures. This allocation focuses on improvements that will have lasting impact on program quality and effectiveness.

- *Resource Requirements and Budget Allocation*

The total program budget of twelve thousand pesos reflects careful consideration of essential needs while maintaining realistic expectations for available resources. Teacher development activities will require four thousand pesos for training materials, reference guides, and basic supplies needed for collaborative sessions. This allocation prioritizes practical resources that teachers can continue using beyond the formal program period.

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Material enhancement and system improvement will require three thousand pesos for printing improved modules, creating visual aids, and establishing systematic distribution procedures. This allocation focuses on improvements that will have lasting impact on program quality and effectiveness.

- *Overall Expected Outcomes and Success Measures*

The action plan anticipates measurable improvements across all assessed areas of ADM implementation. Teacher competency in alternative delivery methods should show significant improvement, with formal assessment indicating at least eighty-five percent proficiency by program completion. This improvement should translate into reduced preparation time and increased confidence in managing ADM activities.

Parent confidence and engagement levels should demonstrate substantial gains, with at least eighty percent of participating families reporting increased ability to support their children's learning activities. This improved parent involvement should result in higher rates of assignment completion and better quality of submitted work.

Overall program effectiveness ratings should improve from the current moderate level to approaching effective levels, indicating meaningful enhancement in ADM implementation quality. Student engagement with learning materials should increase notably, with completion rates and work quality showing measurable improvement.

- *Monitoring Plan*

✓ Monthly: Monitor ADM learning material usage and assessments tools.
✓ End of Program: Conduct surveys and focus groups to measure improvement

- *Sustainability*

✓ Train 2 teacher leaders as ongoing mentors
✓ Integrate improved materials into standard curriculum
✓ Establish annual program review and update process
✓ Create parent volunteer network for peer support

The program incorporates several features designed to ensure lasting impact beyond the formal implementation period. Teacher leaders will be identified and trained to provide ongoing mentoring support to colleagues, creating internal capacity for continuous improvement. Enhanced learning materials will be integrated into the school's standard curriculum resources, ensuring their continued use in future ADM implementations.

Parent volunteer networks will be established to provide peer support and maintain engagement levels even when formal programming concludes. The systematic procedures developed during the program will be adopted as standard school policies, ensuring consistent implementation approaches in future crisis situations.

Regular review and update cycles will be established to incorporate lessons learned and adapt to changing circumstances. This commitment to continuous improvement recognizes that effective ADM implementation requires ongoing attention and periodic refinement based on experience and changing needs.

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This program maintains the core objectives while reducing complexity, timeline, and budget requirements, making it more manageable for implementation in resource-constrained settings.

IV. CONCLUSION AND RECOMMENDATIONS

- The assessment of teachers and parents on the Alternative Delivery Mode during Emergency situation is moderately effective.
- Alternative Delivery Mode is implemented to ensure continuity of education through formulating contextualized and school-based learning continuity plans, collaborating with parents and community, awareness of common emergency situations affecting learning engagement, and emphasizing the value of shared responsibility in education during emergency situations.
- The instructional materials given by teachers are mostly self-learning modules, learning activity sheets and worksheets.
- The challenges encountered by teachers are limited knowledge in implementing varied forms of ADM, inadequate instructional resources for ADM, and poor internet connectivity. The challenges met by the parents are: lack of functional knowledge and limited time to assist learners.
- An intervention program to strengthen and improve Alternative Delivery Mode implementation is designed.

Based on the study's findings and conclusions, the following recommendations are proposed:

- Teachers actively pursue professional development opportunities specifically focused on Alternative Delivery Mode implementation to build their competency in alternative delivery methods while collaborating with peers to share effective practices and strategies.
- School administrators take the lead in implementing the comprehensive intervention program by allocating necessary resources and budget for teacher training and material enhancement while monitoring and evaluating program implementation regularly.
- Parents and community to actively participate in parent education programs by attending orientation sessions and training workshops on ADM support, developing basic skills to assist children with learning activities at home, and maintaining regular communication with teachers and school administrators.
- ADM policy framework be strengthened by reviewing and updating existing ADM guidelines based on implementation experiences, providing clearer standards for ADM material development and quality assurance, and establishing comprehensive monitoring and evaluation systems for ADM programs nationwide.
- An intervention plan is designed to improve ADM implementation.

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