

Alternative Learning Delivery Modalities (ALDM) of Secondary Social Studies Teachers: Addressing the New Normal Teaching Pedagogies

¹JELYN D. CALIMLIM, ²MARIE FE D. DE GUZMAN,
³ROY N. VILLALOBOS

¹Zambales National High School, Iba, Zambales, Philippines

^{2,3}Graduate School, President Ramon Magsaysay State University, Iba, Zambales, Philippines

ABSTRACT ; This research study explored the aspects of different Alternative Learning Delivery Modalities (ALDMs) such as Home-Based/Modular Learning, the Blended Learning and Online Class Learning for utilization of Secondary Social Studies Teachers aimed to address teaching pedagogies in the new normal. It also focused on ascertaining the preferred support from their school on ALDMs. The respondents were the Junior and Senior Social Studies teachers from Secondary Schools of Zone 2, DepEd, Division of Zambales, Philippines. It was conducted during the second quarter of the school year 2020-2021. The research study is descriptive and quantitative in its analysis. The Social Studies teachers are very much ready in ALDM mainly on Home-Based/Modular Learning. The Social Studies teachers strongly agreed that they preferred to be supported on ALDMs primarily on technological infrastructures and trainings and seminars. Specifically, the teachers aimed and needs to be more familiar on the guidelines of blended learning utilization inside the classroom and the need to be supplied with sufficient, strong and stable Internet bandwidth or speed. The analysis of variance result revealed a significant difference in the perceived readiness/preparedness in the ALDMs.

KEYWORDS: *Alternative Learning Delivery Modalities, Home-Based/Modular Learning, Blended Learning, Online Class Learning, Secondary Social Studies Teachers, COVID19 Pandemic*

I. INTRODUCTION

The outbreak of COVID-19 Pandemic across the world has profoundly altered almost all aspects of life, including education, and Indonesia has not been an exception to these changes. The difficulty of handling the outbreak from spreading more widely has made world leaders develop super-strict rules so that the chain of the spread of COVID-19 can be broken. Some standards that the World Health Organization (2019) has recommended, such as social distancing and physical distancing, have created difficult choices for each country to implement. United Nations Educational, Scientific and Cultural Organization (2020) stated that changes in learning systems force schools to implement distance education or online learning, e-learning, distance education, correspondence education, flexible learning, and massive open online courses.

Widespread school closures in 2020 have led to considerable discussion about the need to ensure continuity in teaching and learning (Reimers&Schleicher, 2020). Advice about remote pedagogy has varied from place to place. A key point of difference is the extent to which online learning has been promoted (Reimers&Schleicher, 2020). Schooling will never be the same again. Schooling has always been done through face-to-face delivery mode, sometimes in tandem with online learning, for some who can afford the technology, connectivity and knowledge requirements. Rasmitadila, et al., (2020) found that educators shifted quickly to distance learning and provided a variety of supports, but they indicated needing additional resources.

Considering that the conduct of classes in schools pose great risks to students under the current condition, it is understandable that parents are heavily worried with schooling as earlier defined and schools need to offer them feasible options for instructional delivery. The Department of Education (DepEd) recognize the need to provide undisrupted opportunities for learning to students despite the COVID19 pandemic and have correspondingly made statements on the need for flexible/alternative delivery mechanisms for implementing their programs.

Article XIV, Section 2 of the 1987 Constitution mandates the State to establish and maintain, a system of free public education in the elementary and high school levels.” The novelty of the COVID-19 emergency equally calls for a novel approach to the delivery of basic education in the public school system, in which social or physical distancing is indispensable to health and safety (Department of Education *SulongEdukalidad*, 2020). With the restrictions imposed by the new normal, the Philippine educational system requires responsive legal frameworks and support. The Plan features an adjusted curriculum with the Most Essential Learning Competencies, which will be delivered in multiple learning delivery modalities. These multiple learning delivery modalities necessitate the creation, reproduction, distribution, and use of learning resources consisting of intellectual properties. (Department of Education *SulongEdukalidad*, 2020). The constitutional right to access quality education and as stated in Republic Act No. 10533, otherwise known as the “Enhanced Basic Education Act of 2013,” calls for inclusive, quality, learner-oriented education that addresses the various needs and diversity of learners. Thus, the prevailing digital divide in the country, the various socio-economic situations of families which affect the provision of learning support in the home, and the peculiar needs of learners shall be taken into account, along with the needs of the majority and mainstream learners. The rights to access and to quality education shall be upheld.

The development of teaching delivery modalities and materials require time, effort and focus from a teachers. Teachers must align the instructional objectives with the context of teaching in a new learning environment (Rachmadtullah, et al., 2020). Teachers can modify instruction using a pedagogical approach that suits students’ interests and cognitive abilities (Guo& Li, 2020). Social Studies teachers have the tasks and responsibilities that are not easily transferrable when they must change from the face-to-face learning system in the classroom to distance learning that have never been implemented before. Teachers must overcome all the education problems that occur in this present health crisis responsively so that the learning continues to achieve the targets set. There is a need to determine if the Social Studies teachers’ knowledge and understanding on Alternative Learning Delivery Modalities (ALDMs) are adequate, their readiness on the different delivery modalities are outstanding and their needs for support from their school are raised and addressed.

The Social Studies teachers are in need of continuous professional development and resources/tools to be able to provide to their learners the education that they deserve. These are resources which can support teachers or more generally augmenting their capacity to support learners now learning more independently and at home, rather than at school. The learners would benefit from this research directly because complete, adequate system of education are continuously offered to them. The results of the study would give School Administrators and Curriculum Planners imperative evidences on the concerns raised such readiness and their teachers preferred support on the utilization of different alternative learning delivery modalities. They will be more responsive on these issues in as much as these are from the perceptions of people from the grassroots.

II. STATEMENT OF THE PROBLEM

The research study explored aspects of Alternative Learning Delivery Modalities (ALDMs) for utilization of Secondary Social Studies Teachers of Zone 2, Division of Zambales, Philippines aimed to address teaching pedagogies in the new normal during the COVID19 pandemic for the school year 2020-2021.

Specifically, the research study answered the following research questions:

1. To what extent the teacher-respondents are ready of the following Alternative Learning Delivery Modalities (ALDMs)?
 - 1.1 Home-Based/Modular Learning;
 - 1.2 The Blended Learning; and
 - 1.3 Online Class Learning.
2. How may the teacher-respondents wanted to be prepared and supported by their school on ALDMs in terms of:
 - 2.1 Trainings and Seminars; and
 - 2.2 Technological Infrastructures?
3. Is there a significant difference in the perceived readiness/preparedness the Alternative Learning Delivery Modalities (ALDMs)?
4. Is there a significant difference in the preferred support from their school on Alternative Learning Delivery Modalities (ALDMs)?

III. MATERIALS AND METHODS

This research utilized a descriptive research design. Descriptive method of research employs the process of disciplined inquiry through the gathering and analysis of empirical data, and each attempts to develop knowledge (Schmidt, Cogan & Houang, 2015). Descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation (Xu, Grant & Ward,

2016). In this study, the descriptive quantitative analysis focused on ascertaining the level of readiness/preparedness on the utilization of ALDMs and preferred support from their school on ALDMs. The respondents of the research study were the Social Studies (*AralingPanlipunan*) teachers from the Junior and Senior High Schools (National and Integrated Schools) at Zone 2, Division of Zambales. A total population of one hundred and eight (108) Social Studies teachers employed in the twelve (12) schools of Zone 2 were the respondents of the research study.

The main instrument of the research study was a survey questionnaire. The items/indicators of the questionnaire were based and patterned from International Institute for Educational Planning (IIEP) (2020), Department of Education *SulongEdukalidad* (2020), and Kintu & Zhu & Kagambe (2018). The survey questionnaire of the present study had two parts. First part appraised the readiness of the ALDMs each with 10 items/indicators. Teachers answered from the scale ranging from 4 (Very Much Ready), 3 (Moderately Ready), 2 (Fairly Ready) and 1 (Not Ready). The second part identified the support needed by the teachers from their respective school as regard to ALDM. This part had 15 indicators. Answers of the respondents are within a scale ranging from 4 (Strongly Agree), 3 (Moderately Agree), 2 (Disagree) and 1 (Strongly Disagree). The instrument in its first draft was presented to the panel of oral examiner for research of President Ramon Magsaysay state University (PRMSU) Graduate School, Iba, Zambales. All noted discrepancies were taken into consideration in the finalization of the questionnaire. To further ensure the validity, reliability, clarity and clearness of the item indicators, the researcher conducted a pilot test among Junior and Senior High Social Studies teachers of Cabangan National High School.

First step which was undertaken in the process of data collection or the conduct of distribution of survey questionnaire to the teacher-respondents is to secure a written permit and/or endorsement from the Schools Division Superintendent of DepEd Division of Zambales. After which, the researcher sought the permission and assistance of the School Principals/Heads of the Public Secondary School of Zone 2 to administer the survey questionnaire to all Social Studies teachers under their supervision. The administration of the instrument was conducted on the second week of December 2020 and the instruments were retrieved immediately. For a smooth administration of the survey instrument, the objectives of the study were discussed to the teacher-respondents and their responses were treated with utmost confidentiality. Since this research study is quantitative in nature, percentage, frequency distribution, weighted mean and analysis of variance were the statistical tools used to analyze the data gathered.

IV. RESULTS AND DISCUSSION

1. Perceived Readiness/Preparedness on Alternative Learning Delivery Modalities (ALDMs)

1.1 Home-Based/Modular Learning

Table 1 presents the perceived readiness/preparedness on Home-Based Modular Learning of the Social Studies teacher-respondents.

Table 1: Perceived Readiness/Preparedness on Home-Based Modular Learning

Home-Based/Modular Learning I'm prepared and ready to.....	Weighted Mean	Qualitative Rating	Rank
1. ...write a good title with clear, concise, and that reflects the content.	3.43	Very Much Ready	3
2. ...write an overview that serves as the introduction scope and rationale of the module	3.37	Very Much Ready	8.5
3. ...state learning objectives that explain the knowledge, skills, and attitudes to be taught.	3.44	Very Much Ready	2
4. ...organize materials from simple to complex and limited to the 'need to know' (vital) information.	3.38	Very Much Ready	7
5. ...provide opportunities for students to pursue topics in depth.	3.45	Very Much Ready	1
6. ...include and insert pictures, diagrams, and illustrations that may help clarify the information	3.42	Very Much Ready	4
7. ...include exercises and hands-on activities that the learners should engage in.	3.39	Very Much Ready	5.5
8. ...emphasize critical thinking and the "why" in the topics being presented.	3.39	Very Much Ready	5.5
9. ...construct self-check test, exercise, or other means of assessing learning outcomes.	3.37	Very Much Ready	8.5
10. ...identify and list of books used in preparing the	3.36	Very Much	10

module or other materials for further understanding of the lesson presented.		Ready	
Overall Weighted Mean	3.40	Very Much Ready	

The Social Studies teachers perceived that they were Very Much Ready on indicator 5, provide opportunities for students to pursue topics in depth (WM=3.45, rank 1); and indicator 3, state learning objectives that explain the knowledge, skills, and attitudes to be taught (WM=3.44, rank 2). The Social Studies teacher-respondents were very much ready on particular elements of Home-Based/Modular Learning such as providing learning modules which allows opportunities for students to pursue topics in depth and presenting the content and performance standards (objectives) containing targeted the knowledge to be acquired by the student, the skills expected by the students to develop, and attitudes to be taught. Teachers in Social Studies need to have and to utilize modules with appropriate set of learning opportunities organized around a well - defined topic, activities, and evaluation. Galanida's (2016) paper showed that the teachers should consider and be able to identify the individual differences among the learners which necessitate the planning for adoption of the most appropriate teaching techniques in order to help them grow and develop at her/his own pace. Ambayon (2020) stressed the importance of assessing the modules by the teachers and the students to be acceptable, valid, reliable, and usable.

Indicator 10, identify and list of books used in preparing the module or other materials for further understanding of the lesson presented (WM=3.36 rank 10) obtained the least weighted means and were interpreted as moderately ready. The teachers of the present study need to be ready in identifying, selecting and utilizing resources, references and other instructional packages to be able to make a more reliable and usable learning module. Ambayon's (2020) article revealed that instructional packages and books are needed in the first phase of module preparation and writing aimed for further understanding of the lesson presented. Cheng & Abu Bakar (2017) on the other hand, focused learning module content that allows depth of coverage of contents and gives the lecturers and students the

The overall weighted mean was 3.40 with qualitative rating of Very Much Ready.

1.2 The Blended Learning

Table 2 presents the perceived readiness/preparedness on Blended Learning of the Social Studies teacher-respondents.

Table 2 : Perceived Readiness/Preparedness on Blended Learning

The Blended Learning I'm prepared and ready to make/arrange.....	Weighted Mean	Qualitative Rating	Rank
1. ...Station Rotation model classroom within set periods of time	2.95	Moderately Ready	8
2. ...Lab Rotation classrooms that appear to be computer labs	2.92	Moderately Ready	9
3. ...Flipped Classroom for online, asynchronously and off-site	2.90	Moderately Ready	10
4. ...Individual Rotation with individualized schedule for student	3.01	Moderately Ready	6
5. ...Shared Classroom that foster collaborative learning community	3.04	Moderately Ready	3.5
6. ...Flex Model which individual and online instruction	3.01	Moderately Ready	6
7. ...Flex Model to allow students to work at their own pace	3.04	Moderately Ready	3.5
8. ...Self-Blended approaches with student's load primarily online	3.06	Moderately Ready	1
9. ...Self-Blended complemented with traditional approaches	3.05	Moderately Ready	2
10. ...Enhanced Virtual Model or asynchronous content	3.01	Moderately Ready	6
Overall Weighted Mean	3.00	Moderately Ready	

Indicator 8, self-blended approaches with student's load primarily online (WM=3.17, rank 1); and indicator 9, self-blended complemented with traditional approaches (WM=3.17, rank 2) were the indicators with highest weighted mean and obtained a qualitative rating of Moderately Ready. The Social Studies teachers perceived that they were moderately ready in self-blended approach focused on student who engage primarily in

online and complemented with traditional approaches (e.g., learning module, home learning, self-paced learning, etc.). Here the Social Studies teachers have to be prepared on the utilization of online instruction, its advantages and challenges in addition to modular approach. The study of Kintu, Zhu & Kagambe (2018) recommended that schools should be mindful of the interplay between the learner characteristics, design features and learning outcomes which are indicators of blended learning effectiveness. Educators should continue to emphasize blended learning approaches through installation of learning management systems along with strong internet to enable effective learning through technology. However, Rasmitadila, et al. (2020) stressed that one of the big challenge is about how users can successfully use the technology and ensuring participants' commitment given the individual learner characteristics and encounters with technology.

Indicator 2, lab rotation classrooms that appear to be computer labs (WM=2.92 rank 9) and indicator 3, flipped classroom for online, asynchronously and off-site (WM=2.90, rank 10) obtained the least weighted means and were interpreted as moderately ready. Under the blended learning, the teacher respondents are also moderately ready in lab rotation classrooms in which classrooms should appear to be computer labs and flipped classroom for online, asynchronously and off-site. The teacher-respondents are moderately ready to prepare their classroom for lab rotation and flex model. According to Daniel (2020), a lab rotation environment use classrooms and what appear to be conventional computer labs. For Kintu, Zhu & Kagambe (2018), teachers should design lab rotation around individual computer workstations, not for direct instruction. Small group and team-based modes of instruction may also be used in the classrooms. According to Osgerby (2016), teachers to be effective in flex model, classroom should emphasize individual, online instruction for the delivery of the majority of content. The overall weighted mean was 3.00 with qualitative rating of Moderately Ready.

1.3 Online Class Learning

Table 3 presents the perceived readiness/preparedness on Online Class Learning of the Social Studies teacher-respondents.

Table 3: Perceived Readiness/Preparedness on Online Class Learning

Online Class Learning I'm prepared and ready to.....	Weighted Mean	Qualitative Rating	Rank
1. ...access/download to online materials and resources	3.17	Moderately Ready	1.5
2. ...use live streaming tools for online teaching	3.00	Moderately Ready	8
3. ...utilize live streaming teaching using lecture and discussion	2.97	Moderately Ready	10
4. ...make videos and design online learning activities	2.99	Moderately Ready	9
5. ...utilize online real-time interactive teaching	3.03	Moderately Ready	6
6. ...use online learning platform and interactive tools	3.06	Moderately Ready	5
7. ...use online self-regulated learning with real-time interactive Q&A	3.01	Moderately Ready	7
8. ...utilize online cooperative learning guided by teachers	3.10	Moderately Ready	3
9. ...send messages to teachers or peers and students	3.17	Moderately Ready	1.5
10. ...help e-learners feel like participants rather than isolates	3.09	Moderately Ready	4
Overall Weighted Mean	3.05	Moderately Ready	

The indicators which were perceived by the Social Studies teachers as Moderately Ready were indicator 1, access/download to online materials and resources and indicator 9, send messages to teachers or peers and student (WM=3.17, rank 1.5 respectively). In on-line learning, the teacher-respondents perceived they were moderately ready on activities in sending messages to other teachers or peers and students and in accessing and downloading online materials and resources needed in teaching Social Studies lessons. Alrefaie, Hassanien & Al-Hayani (2020) research argued that the success of online learning is collaborative between teachers, parents, and schools that impact student success. Across the virtual K-12 school sector, the quality online learning relates to the quality of provision in full-time online education. Tarman (2020) emphasized teachers' mastery on synchronous and asynchronous learning to successful in online course this period of distance or remote learning during the Pandemic.

Indicator 4, make videos and design online learning activities (WM=2.99 rank 9) and indicator 3, utilize live streaming teaching using lecture and discussion (WM=2.97, rank 10) obtained the least weighted means and were interpreted as moderately ready. The teachers were moderately ready in utilizing live streaming for their lecture and discussion of Social Studies lessons and in the making of videos and designing e-learning and online learning activities. Addressing physical design issues, according to McVee (2018), educators should be also experience in preparing educational video that provides procedural information that can help users isolate instructional messages. Loera & Mejía (2018) revealed that educational videos are challenging to prepare (consider the cognitive design issues by combining various modal displays of content), however they play an important role in encouraging and motivating potential users. On the other hand, according to Ramadhan & Marwantika (2020), Social Studies learning using e-learning has been applied to schools, especially in a pandemic like this. Some of the platforms that teachers should know how to employ to support Social Studies learning with e-learning include Whatsapp, Google Classroom, Microsoft Team, Youtube, etc.

2. Perceived Support to Teachers from School on Alternative Learning Delivery Modalities (ALDMs)

2.1 Trainings and Seminars

Table 5 presents the perception on support to Social Studies Teacher as to Trainings and Seminars.

Table 5: Support as to Trainings and Seminars

Trainings & Seminars To be prepared on ALDMs, I want to be supported on...	Weighted Mean	Qualitative Rating	Rank
1. Training on flexible learning for synchronous session	3.34	Strongly Agree	4
2. Training on flexible learning for asynchronous sessions	3.36	Strongly Agree	3
3. Training on the use of google tools for teachers	3.31	Strongly Agree	6.5
4. Training on the effective and efficient use of learning modules	3.31	Strongly Agree	6.5
5. Explore other online distance learning platform/resources	3.33	Strongly Agree	5
6. Familiarity on the Guidelines of blended learning utilization	3.39	Strongly Agree	1
7. Conduct of initial evaluation phase of the learning modules	3.28	Strongly Agree	8
8. Conduct of evaluation to determine the effectiveness of the learning modules	3.38	Strongly Agree	2
Overall Weighted Mean	3.34	Strongly Agree	

The two most agreed and preferred topics the Social Studies teachers for Trainings & Seminars as were indicator 6, familiarity on the guidelines of blended learning utilization (WM=3.39, rank 1); and indicator 8, conduct of evaluation to determine the effectiveness of the learning modules (WM=3.38, rank 2). The teacher-respondents preferred to be supported on Alternative Learning Delivery Modalities particularly on the aspect aimed to be familiar on the guidelines in the utilization of blended learning (rotational model, flex model, the self-blended approaches, and the enhanced virtual) and determining the effectiveness of learning modules through the conduct of impact assessment/evaluation (quarterly or annually).

Teachers need to know the variations of blended learning such as rotational, flex, self-blended, and enhanced virtual (Perkins Eastman Blended Learning Design Guidelines, 2015). For Daniel (2020), school leaders and teachers need to manage efficiently the blended learning environments; and for Mazuro & Rao (2019) schools should hire instructional designers and educational technology consultants to assure effective blended learning supervision.

Indicator 7, conduct of initial evaluation phase of the learning modules (WM=3.28, rank 8) was the least preferred topic for Trainings & Seminars by the teachers. For the teacher-respondents, the conduct of initial evaluation of the learning modules may not be considered as a priority since the learning modules provided by DepEd National and Regional in the First Quarter were already printed and ready available for distribution during the opening of classes last October 2020. The overall weighted mean was 3.34 with qualitative rating of Strongly Agree.

2.2 Technological Infrastructures

Table 6 presents the perception on support to Social Studies Teacher to Technological Infrastructures.

Table 6: Support as to Technological Infrastructures

Technological Infrastructure To be prepared on ALDMs, I want to be supported on...	Weighted Mean	Qualitative Rating	Rank
1. Effective online learning support platform at school	3.36	Strongly Agree	5
2. Sufficient qualified technical assistant staff at school	3.34	Strongly Agree	8
3. Sufficient and availability of computer software	3.38	Strongly Agree	2.5
4. Classrooms fixtures/equipment for blended learning designs	3.36	Strongly Agree	5
5. Provisions of supplies/materials for blended teaching/learning	3.36	Strongly Agree	5
6. Materials/resources which can help prepare learning modules	3.38	Strongly Agree	2.5
7. Sufficient and available of Internet bandwidth or speed	3.41	Strongly Agree	1
8. Work flow for distribution and retrieval of self-learning modules	3.35	Strongly Agree	7
Overall Weighted Mean	3.37	Strongly Agree	

The two Technological Infrastructures support most preferred and strongly agreed by Social Studies teachers were indicator 7, sufficiency and availability of Internet bandwidth or speed (WM=3.41, rank 1); and indicator 3, sufficient and available computer software and indicator 6, materials/resources which can help prepare learning modules (WM=3.38, rank 2.5 respectively). The Social Studies teachers strongly agreed that they need support to efficiently and effectively use Alternative Learning Delivery Modalities particularly more importantly and particularly on sufficient and readily available Internet bandwidth/speed; computer software; and materials/resources which can help them in the preparation of quality learning modules. Sampat&Oommen (2020) identified that technologies available such as computer, internet access, and learning management system be secured, provided and formulated for teachers during the remote learning. Alternative delivery mechanisms should be developed to continue the supply of those critical services and supports (UNICEF & Bender, 2020). For Reimers&Schleicher (2020), the availability of materials/resources for teachers to learn how to make and use the digital devices available and modular learning are vital.

Indicator 8, work flow for distribution and retrieval of self-learning modules (WM=3.35 rank 7) and indicator 2, available of sufficient qualified technical assistant staff at school (WM=3.34, rank 8) were the least preferred Technological Infrastructures by the teachers. This finding signifies that the Social Studies teachers may have already planned and devised a work flow for smooth distribution and retrieval of self-learning modules in every quarter and their respective schools have already available qualified technical assistant staff to maintain quality technological infrastructures. The overall weighted mean was 3.37 with qualitative rating of Strongly Agree.

3. Analysis of Variance on the Difference in the Perceived Readiness/Preparedness on the Alternative Learning Delivery Modalities (ALDMs)

Table 7 shows the perceived readiness/preparedness on the Alternative Learning Delivery Modalities

Table 7 : Difference in the Perceived Readiness/Preparedness on the Alternative Learning Delivery Modalities

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Between Groups	10.177	2	5.089	12.011	0.000	Ho is rejected Significant
Within Groups	135.992	321	0.424			
Total	146.169	323				

The sig. value for perceived readiness/preparedness on the Alternative Learning Delivery Modalities (0.000) was lower than (0.01) alpha level of significance. Therefore, the null hypothesis is rejected. There is highly significant difference on the perception of the respondents on their readiness/preparedness on the ALDMs. The Social Studies teacher-respondents differ in their insights and understanding of readiness and/or

preparedness of Home-Based/Modular Learning, the Blended Learning, and Online Class Learning of utilization during the 'new normal'. The teacher respondents of the study of Singh & Thurman (2019) distinguished preparedness and planning to be an essential tool for effective teaching. They differ however on the understanding that teaching is a complex activity that involves careful preparation of different learning pedagogies and delivery modes.

4. Analysis of Variance on the Difference in the Preferred Support to Teachers from School on Alternative Learning Delivery Modalities (ALDMs)

Table 8 shows the difference in the preferred support on Alternative Learning Delivery Modalities.

Table 8 : Difference in the Preferred Support on Alternative Learning Delivery Modalities

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Between Groups	0.049	1	0.049	0.100	0.752	Ho is accepted Not Significant
Within Groups	104.472	214	0.488			
Total	104.521	215				

The sig. value for perceived support on Alternative Learning Delivery Modalities (0.000) was lower than (0.01) alpha level of significance. Therefore, the null hypothesis is rejected. There is highly significant difference on the perception of the respondents on the support on ALDMs. The Social Studies teacher-respondents differ in their perceived needs and support to be able to be more knowledgeable and to be more ready on Home-Based/Modular Learning, the Blended Learning, and Online Class Learning which can or being utilized during the 'new normal' in the Basic Education. Akbaú&Özdemir (2016) revealed that teachers' specific task at school contributed to unlike characteristics and knowledge of their professional needs which they account along with their skills of delivery of teaching and the resources available and their students' needs.

V. CONCLUSIONS

The COVID-19 emergency equally calls for a novel approach to the delivery of basic education in the public school system in the Philippines. It is necessary for schools to look at different solutions involving educational resources, materials and technology as this would undoubtedly help them continue with learning delivery and help educators guide their students through this difficult time.

The Social Studies teachers are Very Much Ready in Alternative Learning Delivery Modality mainly on Home-Based/Modular Learning. The teachers develop and utilize modules in which the knowledge, skills, and attitudes to be taught are well stated and explained in the materials' learning objectives and the learning materials provide opportunities for students to pursue topics in depth. However the teachers are moderately ready in Online Class Learning and Blended Learning. The teachers are not totally ready on self-blended approaches with online activities and self-blended features with traditional approaches. Moreover, the teachers are not that skilful on accessing/downloading to online materials and resources needed during distance/remote learning. The Social Studies teachers strongly agreed that they preferred to be supported on Alternative Learning Delivery Modalities primarily on Technological Infrastructures and Trainings and Seminars. Specifically, the teachers aimed and needs to be more familiar on the guidelines of blended learning utilization inside the classroom and the need to be supplied with sufficient, strong and stable Internet bandwidth or speed.

The analysis of variance calculation revealed a significant difference in the perceived readiness/preparedness in the Alternative Learning Delivery Modalities (ALDMs). There no significant difference in the teachers' preferred support from their school on Alternative Learning Delivery Modalities (ALDMs).

RECOMMENDATIONS

Based from the conclusions of the study, the following recommendations were advanced:

1. Department Heads and School Heads/Principals may conduct teachers' Learning Action Cells (LAC) Sessions, Seminars and Workshops which gives the teachers the opportunities to prepare learning modules with depth of topics but can be easily learned by the students; on different models/designs and approaches of Blended Learning appropriate to their Department; and effectively utilize online learning platform (e.g., online live streaming teaching) and interactive tools.
2. Department Heads and School Heads/Principals may prioritize Trainings, Workshops, LAC Sessions on Alternative Learning Delivery Modality (ALDM) particularly technical aspect of writing learning modules and provisions of resources (e.g. books, other references materials) for the preparation of learning modules (Home-Based/Modular Learning); Lab Rotation classrooms and Flipped classroom

- for online and asynchronous sessions (Blended Learning); making of educational videos lectures/discussion for live streaming teaching (Online Class Learning).
3. Secondary Schools of DepEd Division of Zambales may prioritize Trainings & Seminars on Alternative Learning Delivery Modalities (ALDMs) focused on the conduct evaluation usefulness, usability and effectiveness of learning modules; and familiarity and capability building on blended learning.
 4. Secondary Schools of DepEd Division of Zambales may provide sufficient and availability of computer software and Internet bandwidth for a more efficient and effective use of e-learning and on-line learning.
 5. Future researchers may conduct a follow up study in other Zones in DepEd Division of Zambales for validation purpose.

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