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ASSESSMENT OF LEARNING DELIVERY IN THE NEW NORMAL: AN INPUT TO SCHOOL INTERVENTION PLAN

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I. INTRODUCTION

One of the principles stated in DO 12 s. 2022 is that in order to ensure that learning continuity will happen the following things must be done: K to 12 Curriculum adjustments, alignment of learning materials, deployment of multiple learning modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners. In addition to this, the Department of Education (DepEd) also mandated the adoption of Basic Education - Learning Continuity Plan (BE-LCP), Most Essential Learning Competencies (MELCs) and creation of Learning Resources and Platforms Committee. It also includes that there will be no face-to-face classes until it is safe already.

In relation to the directives given by the Department of Education, the school or academic community needs to find ways in order to make sure that the students will learn through distance learning. The school adopted online and modular modalities considering the survey results which is based on their resources and capacities. That is why we have almost sixty percent (60%) of learners in the online classes and almost forty (40%) in the modular classes.

Due to the existence of Covid – 19 there are many challenges or problems encountered in schools. In line with this, the researcher would like to know these problems and issues. Furthermore, this study intends to know how these problems will be addressed and what are the ways forward that will be suggested by both teachers and students. The researcher would like also to find out how many students will be able to pass and perform in their academics for the second semester.

II.LITERATURE REVIEW

The following readings were considered in this research study:
According to Tria (2021), the present COVID-19 pandemic has brought extraordinary challenges and has affected the educational sectors, and no one knows when it will end. Every country is presently implementing plans and procedures on how to contain the virus, and the infections are still continually rising. In the educational context, to sustain and provide quality education despite lockdown and community quarantine, the new normal should be taken into consideration in the planning and implementation of the "new normal educational policy". However, the main challenges that emerged were lack of school funding in the production and delivery of modules; students struggle with self- studying, and parents' lack of knowledge to academically guide their children. In conclusion, the research was able to find the existing challenges of the participants in terms of resources, preparedness, and communication. The result of this study may serve as a springboard for the future improvements of the schools' existing programs and guidelines on the implementation of modular distance learning (Dangle and Sumaoang,2021).

It was discovered that during school lockdowns, the teachers made adjustments in teaching and learning designs guided by the policies implemented by the institution. Most of the students had difficulty complying with the learning activities and requirements due to limited or no internet connectivity. Emerging themes were identified from the qualitative responses to include the trajectory for flexible learning delivery, the role of technology, the teaching and learning environment, and the prioritization of safety and security. Scenario analysis provided the contextual basis for strategic actions amid and beyond the pandemic. To ensure teaching and learning continuity, it is concluded that higher education institutions have to migrate to flexible teaching and learning modality recalibrate the curriculum, train the faculty, upgrade the infrastructure, implement a strategic plan and assess all aspects of the plan. (Dayagbil et.al 2021). Moreover, Physical and digital distractions, technological and technical difficulties, institutional and academic issues, and personal and psychological barriers are the challenges that the pupils encounter during online classes. Designating a specific area or gadget for onlineclasses, providing intensive training on how to navigate the online learning platforms, maintaining an open communication between teachers and students, using flipped classroom instruction, strengthening parent-teacher partnership in ensuring guidance while learning from home, and providing guidance and counselling to stakeholders are some of the recommended strategies that are suited to the new normal e-learning modality. This research will serve as a guide for educators and students and researchers in the use of online distance learning (Belgica, et.al).

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In the study of (Barrot et. al, 2021), the findings showed that the online learning challenges of college stu- dents varied in terms of type and extent. Their greatest challenge was linked to their learning environment at home, while their least challenge was technological literacy and competency. The findings further revealed that the COVID-19 pandemic hadthe greatest impact on the quality of the learning experience and students' mental health. In terms of strategies employed by students, the most frequently used were resource management and utilization, help-seeking, technical aptitude enhancement,time management, and learning environment control. Implications for classroom practice, policy-making, and future research are discussed. In another study, the different learning modalities are the following: Modular (Printed), Modular (Digitized), Online, Educational TV, Radio-Based Instruction, Home Schooling and BlendedLearning. For the cities where modern living is adapted and students and learners have the privilege of having internet connection at home, Online learning is implemented especially for the high schools and colleges but for those living in rural areas or provinces where internet connection is only available for only few, Modular Distance Learning is implemented. Modular Distance Learning is the use of Modules made by teachers with different tasks and learning activities based from the essential learning competencies (Anzaldo, 2021). In another study the teachers' preparedness portrays their adaptability and flexibility toward the upgrading of functions, development of practices, and amendment of policies which can be a huge help in attaining educational goals and objectives. (Agaloos, Jefferson C. et.al, 2020).

All these readings gave insights on the learning delivery in the new normal. These supported the idea of assessing the learning delivery in Los Baños Senior High School. This will give us the picture of the possible status or condition of the quality of instruction in the new normal through the distance learning modalities.

III.RESEARCH QUESTIONS

This study sought to answer the following questions:

1. How many students passed and failed in the second semester of SY 2021-2022?
2. How many learners were included in the roster of honors at the end of SY 2021-2022?
3. What were the problems and issues encountered in the learning delivery?
4. What were the solutions done in order to address the identified problems and issues as regards to the learning delivery?
5. What were the ways forward in terms of learning delivery?

IV.SCOPE AND LIMITATION

This study was focused in the assessment of learning delivery in the new normal. The eighteen (18) teachers of Los Baños Senior High School and twenty (20) students from STEM and HUMSS strands were the respondents of this study. Because the teachers were the ones who executed or delivered the lessons and the students were the recipients of the classroom instruction.

V.RESEARCH METHODOLOGY

A. SAMPLING

The target participants were the eighteen (18) Grade 11 and Grade 12 teachers and twenty (20) STEM and HUMSS students of Los Baños Senior High School for SY 2021-2022.

B. DATA COLLECTION

The data that were considered in this study are the reports on passed and failed for the second semester of SY 2021-2022. In addition to this, the number of honors was based on the submitted list of honors. And lastly the questions were given and answered by the teachers and selected students.

C. ETHICAL ISSUES

The students were randomly chosen from the online and modular classes of Grade 11 HUMSS and STEM. They were gathered in the DCP Room and honestly answered the given questions. The answers were treated with utmost confidentiality.

D. PLAN FOR DATA ANALYSIS

The frequency, percentage and summation of the responses were considered in the given data tables of results and discussion.

E. TIME TABLE

ACTIVITIES	APRIL	MAY	JUNE	JULY	AUGUST
Submit letter request for the conduct of research	/				
Submit Research Proposal		/			
Data Gathering			/	/	
Data Analysis				/	
Finalization of Manuscript and Terminal Report					/

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VI.RESULTS AND DISCUSSION

Table 1. Passed – Failed Report for Grade 11 in Third Quarter

No. of Learners Who Passed								No. of Learners Who Failed	
Sections	No. of Students	Outstanding			VS	S	FS	Below 75	At risk of failing in 3rd quarter
		98-100	95-97	90-94	85-89	80-84	75-79		
Einstein	59	0	1	36	14	1	1	6	0
Galileo	41	0	6	29	3	0	0	7	0
Bernoulli	43	0	9	29	3	2	0	0	0
Aristotle	38	0	1	22	9	3	1	2	0
Piaget	52	0	0	10	15	19	8	0	0
Socrates	37	0	5	22	3	3	2	2	2
Total	**270**	**0**	**22**	**148**	**47**	**28**	**12**	**17**	**2**

Table 1 showed that 268 passed the third quarter in Grade 11 while there were two (2) students who failed in their general average. This further implies that 99.26 % of the students in Grade 11 passed the third quarter.

Table 2. Passed – Failed Report for Grade 12 in Third Quarter

No. of Learners Who Passed								No. of Learners Who Failed	
Sections	No. of Students	Outstanding			VS	S	FS	Below 75	At risk of failing in the 3rd quarter
		98-100	95-97	90-94	85-89	80-84	75-79		
Archimedes	58	0	4	38	12	4	0	0	0
Darwin	56	0	4	31	18	3	0	0	0
Newton	40	0	1	18	17	3	1	0	0
Curie	38	0	2	20	15	1	0	0	0
Heraclitus	43	0	5	21	9	6	2	0	0
Confucius	41	0	0	16	14	10	1	0	0
Total	**276**	**0**	**16**	**144**	**85**	**27**	**4**	**0**	**0**

Table 2 showed that 276 passed the third quarter in Grade 12 while there no students who failed in their general average. This also implies that 100% of Grade 12 students passed the third grading period.

Table 3: Passed – Failed Report for Grade 11 in Fourth Quarter

No. of Learners Who Passed								No. of Learners Who Failed	
Sections	No. of Students	Outstanding			VS	S	FS	Below 75	At risk of failing in 4th quarter
		98-100	95-97	90-94	85-89	80-84	75-79		
Einstein	59	0	2	44	11	2	0	0	0
Galileo	41	0	18	19	4	0	0	0	0
Bernoulli	43	0	18	22	2	1	0	0	0
Aristotle	38	0	3	20	8	6	1	0	0
Piaget	52	0	0	14	22	11	5	0	0
Socrates	37	0	6	19	4	6	2	0	0
Total	**270**	**0**	**47**	**138**	**51**	**26**	**8**	**0**	**0**

Table 3 showed that 270 who passed the fourth quarter in Grade 11 while there were no students who failed in their general average. This also implies that 100 % of Grade 11 students passed the fourth grading period.

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Table 4: Passed – Failed Report for Grade 11 in Fourth Quarter

No. of Learners Who Passed								No. of Learners Who Failed	
Sections	No. of Students	Outstanding			VS	S	FS	Below 75	At risk of failing in the 4th quarter
		98-100	95-97	90-94	85-89	80-84	75-79		
Archimedes	58	0	10	38	10	0	0	0	0
Darwin	56	1	4	38	10	3	0	0	0
Newton	40	0	3	25	9	2	1	0	0
Curie	38	0	2	19	17	0	0	0	0
Heraclitus	43	0	14	19	7	1	2	0	0
Confucius	41	0	0	18	14	8	1	0	0
Total	**276**	**1**	**33**	**157**	**67**	**14**	**4**	**0**	**0**

Table 4 showed that 276 passed the third quarter in Grade 12 while there no students who failed in their general average. This also implies that 100% of Grade 12 students passed the fourth grading period.

Table 5. Number of Honors for SY 2021-2022

Grade Level	With Highest Honors	With High Honors	With Honors	Total	Percentage
11	0	62	146	**208**	**77**
12	0	53	167	**220**	**80**
Total	0	115	313	**428**	**79 (Ave.)**

Table 5 showed that 208 students are honors in the fourth quarter in Grade 11, this corresponds to 77% of Grade 11 students. While there were 220 students , who are honors in the fourth quarter in Grade 12, this corresponds to 80 % of Grade 12 students. And the Gen. Average in the number of honors for SY 2021-2022 is 79.

Table 6. Problems and Issues Encountered by Teachers in Learning Delivery

Responses	Frequency	Percentage
Absence of Learning Materials in most specialized and applied subjects	**2**	**11.11**
Checking of students' outputs	**1**	**5.56**
Emotional Stress/Mental Health	**1**	**5.56**
Internet connection is weak and unstable	**6**	**33.33**
Non – compliance or non – submission of outputs of students	**4**	**22.22**
Limited knowledge in online applications	**1**	**5.56**
Absences of learners in online classes	**3**	**16.66**
Total	**18**	**100**

Table 6 shows that the highest problem in learning delivery is the weak and unstable internet connection. The next in rank is non – compliance and submission of learners and the third in rank is absences of learners in their online classes to include the synchronous and asynchronous classes.

Table 7. Action Taken by Teachers in order to address the Problems in Learning Delivery

Responses	Frequency	Percentage
Create the teacher – made learning materials	**2**	**11.11**
Provide budget for the reproduction of modules and activity sheets	**1**	**5.56**
Conference with parents and students	**2**	**11.11**
Organize Group Chats	**3**	**16.66**
Consistent Monitoring of the students	**4**	**22.22**
Extend the deadline of submission	**1**	**5.56**

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Provide more fun learning activities	**1**	**5.56**
Create video lessons	**3**	**16.66**
Kumustahan	**1**	**5.56**
Total	**18**	**100**

Table 7 shows that the highest in number in terms of action taken is the consistent monitoring of the students. The next are Creating Videos and Organizing Group Chats respectively.

Table 8. Recommendation or Ways Forward of Teachers

Responses	Frequency	Percentage
Create the teacher – made learning materials	**4**	**22.22**
Provide budget for the reproduction of modules and activity sheets	**1**	**5.56**
Training in online applications	**4**	**22.22**
Constant Communication with students and parents	**7**	**38.89**
Be resilient	**2**	**11.11**
Total	**18**	**100**

Table 8 shows that the highest in number among the recommendations is the constant communication with students and parents. And the next in rank are trainings in the online applications usage and creation teacher -made materials.

Table 9. Problems and Issues Encountered by Students

Responses	Frequency	Percentage
Exposed in too much radiation	**4**	**20**
Internet Connectivity is weak	**7**	**35**
Insufficient learning support	**2**	**10**
Distraction at home	**5**	**25**
Time Management	**2**	**10**
Total	**20**	**100**

Table 9 shows that on the part of the learners the highest in terms of problems encountered by students is the weak internet connectivity. The next one is the distraction at home and the third one is being exposed to too much radiation while having their online classes.

Table 10. Action Taken as Perceived by the Students

Responses	Frequency	Percentage
Preparation Back-up Materials	**4**	**20**
Conduct Meetings and Conference with teachers, students and parents	**2**	**10**
Organize remediation	**1**	**5**
Implementation of HGP and CGP	**3**	**15**
Checking of attendance and consistent monitoring and follow -up of learners	**10**	**50**
Total	**20**	**100**

Table 10 shows that on the part of the learners the highest in terms of action taken as perceived by the students is the checking of attendance and consistent monitoring and follow – up of learners. The second one is the preparation of back -up materials. The third one is the implementation of HGP and CGP.

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Table 11. Recommendation or Ways Forward of Students

Responses	Frequency	Percentage
Provide video lessons	**10**	**50**
Assist the students in their needs for their study	**3**	**15**
Provide select students with learning devices like tablets and laptops	**1**	**5**
Minimize the learning tasks	**2**	**10**
Implement Face to Face classes for struggling learners	**4**	**20**
Total	**20**	**100**

Table 11 shows that on the part of the learners the highest in terms of the ways forward is to provide the video lessons. This is followed by the implementation of face to face classes for struggling learners. And the last one is to assist the learners in their needs in their study.

VII.CONCLUSIONS

The following conclusions were drawn:

1. The total number of students who passed in the third quarter for grade 11 is 268 and 270 while for Grade12 is 276 in both quarters. However, the total number of students who failed in the third quarter for grade 11 is 2 and in the fourth quarter is 0 while for Grade12 is 0 in both quarters.
2. The total number of honors in Grade 11 is 208 or 77% of the total grade 11 learners. And in Grade 12 is 220 which is equivalent to 80% of the total grade 12 learners.
3. Most of the problems encountered by both teachers and learners is the weak and unstable internet connectivity, in addition to the top problems identified by the teachers are non-compliance and submission of outputs and absences in online classes. On the part of the learners are the distraction at home and too much exposure in radiation in their online classes.
4. The top responses among the teachers in terms of the action taken in learning delivery problems are the consistent monitoring of the students, creating video lessons and organizing group chats respectively. On the part of the students, is the checking of attendance and consistent monitoring and follow – up of learners, preparation of back -up materials and the implementation of HGP and CGP.
5. The highest responses among teachers in terms of ways forward for the learning delivery are the constant communication with students and parents, trainings in the online applications and creation of teacher -made materials. However, on the point of view of learners are to provide the video lessons, ensure the implementation of face to face classes for struggling learners and assist the learners in their needs for their study.

VIII.RECOMMENDATIONS

The following recommendations were formulated:

1. Try to get the responses of parents and learning support from the family.
2. Provide video recorded lessons per subject.
3. Intensify the learning support system.
4. Maximize the use of the tablets given by LGUs and DepEd.
5. Subscribe for the additional and more stable internet service providers in school.

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