Alternative Teaching and Learning Delivery Modes in The Schools Division of Benguet, Philippines: A Descriptive Study

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Abstract

This descriptive research primarily aimed to encapsulate collected school stakeholders' responses in relation to employing alternative delivery modes of teaching and learning in the Schools Division of Benguet, Philippines. As for the participants of the study, purposive sampling was used. Since the study attempted to involve all primary school stakeholders in the Schools Division of Benguet, all school heads, department heads, and teachers were requested to answer the constructed online survey questionnaire. Besides, learners and parents in the Division were as well encouraged to participate in answering the online survey-questionnaire. The researcher has used mixed method research approach. In analyzing the responses of the participants, frequency count, percentage frequency and thematic content analysis were employed. Findings of the study revealed that the respondents prefer that teaching and learning exist as a product of collaboration between parents and the school institution making blended learning as their most preferred teaching and learning delivery mode. Also, a great number of the respondents in all the districts indicate that they were willing to provide some but not all necessary equipment for the alternative delivery modes of teaching and learning. Finally, concerns of the school stakeholders with reference to alternative teaching and learning delivery modes in the Schools Division of Benguet were encapsulated in four themes tagged as 4Cs namely: a) Connectivity, b) Capability, c) Condition, and d) Constitution. With these, it is then recommended to consider by the Schools Division Office the research results as bases for the institution's policy framing and Learning Continuity Plan Development.

Keywords: descriptive, mixed method, alternative delivery mode, school stakeholders

Introduction and Rationale

It was January 30 of this year when the World Health Organization (WHO) declared a Public Health Emergency of International Concern in relation to COVID-19. On March 20, the WHO Director General released an official statement characterizing COVID-19 as a pandemic. As COVID-19 is of no doubt a global health crisis, each country has implemented preventive measures in response to the rapid increase of COVID-19 positive. On March 16, 2020, the Philippine President Rodrigo Duterte declared the entire Luzon area under the "Enhanced Community Quarantine" (ECQ). That is, restrictions on the movement of the population, though with exceptions, have been implemented. With that, classes in all levels for both the public and private school, have been included to be suspended (Luna, 2020).

According to UNESCO, over 91% of the world's student population has been affected by school closure due to the COVID-19 pandemic (The Foundation for Information Technology Education and Development, Inc, 2020). Saavedra (2020) also stated that because of this COVID-19 pandemic, more than 1.6 billion children and youth are out of school in 1,612 countries causing one of the potentially greatest threats in global education, 'a gigantic education crisis' (para. 1). He further

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stated that our greatest concerns this crisis might have is on its great impact on children's loss of learning and an increase in student dropout. This extended school closure is not just a short-term problem but could also cause further loss in human capital and diminished economic opportunities over the long term (World Bank Organization, 2020).

At this point, the mission of all education systems is the same- to overcome the learning crisis this pandemic has on the learners. The challenge is to reduce as much as possible the negative impact this pandemic will have in learning and schooling.

The Philippine's Department of Education responded to this challenge as soon as the ECQ was declared by issuing DepEd Memorandum no. 042, s. 2020 that encouraged teachers with available resources and access to the internet to explore the Online Alternative Learning Delivery Platforms identified by the DepEd Information and Communication and Technology Service (ICTS) that may be used for delivering distance learning during periods of class suspensions and similar circumstances as the current situation dictates (Dep-Ed Commons as one of them). The Schools Division Office of Benguet on March 16, 2020 also recommended the engagement of every learner in reading as well as to contain them at home while the whole division is still under enhanced community quarantine stating that online monitoring of the said initiatives be conducted by school heads and teachers.

However, with the looming opening of classes and with no end to this pandemic in sight, the Department of Education needs to investigate other possibilities aside from being physically present in schools. It is suggested that a lot can be done to at least reduce the impact through remote or distance learning strategies (Saavedra, 2020).

In her Facebook post dated April 18, 2020, DepEd Undersecretary for Finance Annalyn M. Sevilla quoted Prof. Dans (2020) as predicting that the change this pandemic has brought will be permanent and that educational activity will no longer be face-to-face or online, but a blend. This will now be the "new normal". This new scenario, however, will involve several changes.

As this pandemic affected the whole world, Saavedra (2020) has summed though that despite richer countries being prepared to move to online learning strategies, the situation in middle-income and poorer countries is very mixed. The Philippines faces this problem, too. The latest Speedtest Global Index study showed that in terms of mobile internet speed, the Philippines ranks 103rd among 139 surveyed countries (Punay, 2019). As for internet connection, theoretically, wi-fi and 4G internet access is available in much of the Philippines. However, it's frequently not working, intermittent or very slow, especially in the provinces (Lonely Planet, n.d.). Added to this, not all students have access to computers or laptops or smartphones even.

Dans (2020) stated that one of the problems we need to resolve as we consider the "new normal" is the so-called digital divide. "We must understand that every person who intends to access education, considered a universal right in many countries, must necessarily have access to a computer and an internet connection with reasonable bandwidth" (para. 5).

Another that we need to ponder on would be the challenges that teaching with technology would present to our teachers. Koehler and Mishra (2009) argue that teachers often have inadequate or inappropriate experience with using digital technologies for teaching and learning. Many teachers earned a degree at a time when educational technology was at a very different developmental stage thus most do not consider themselves sufficiently prepared to use technology in the classroom.

Bates (2015) also mentioned that many surveys have found that a majority of faculty still believe that online learning or distance education is inevitably inferior in quality to classroom teaching or face to face teaching. However, evidence points

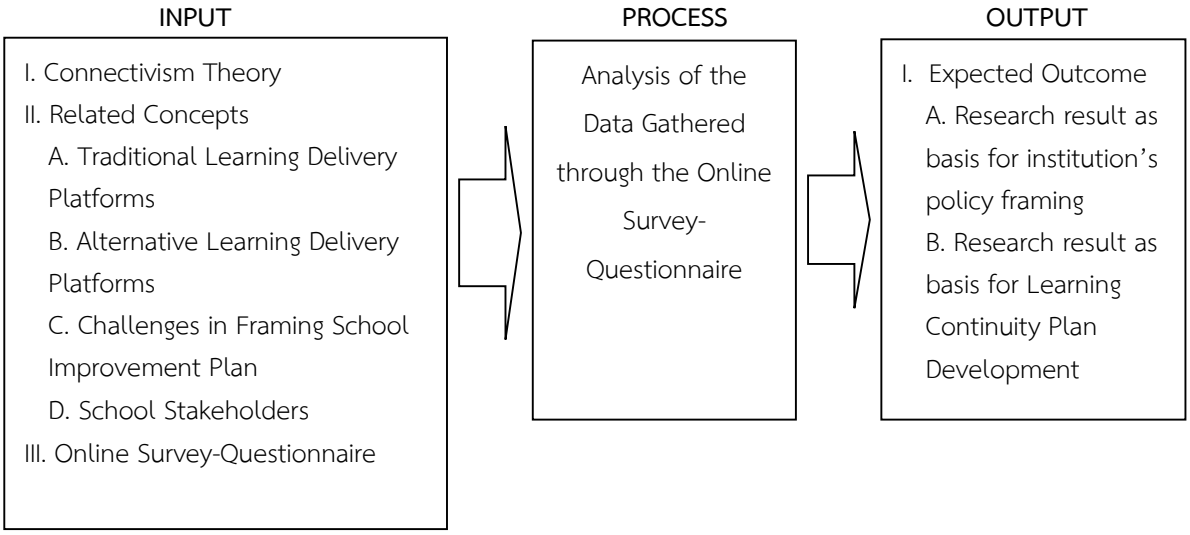
in general to no significant differences. Research suggests though that blended or hybrid learning has some advantages over face-to-face teaching in terms of learning performance (Means et al., 2009).

Principles of educational technology would tell us that aside from the need to know about and understand how people learn and the resources and devices that can support learning, we also need to know how to do a variety of things to make support for learning real and effective (Hartley et al., 2010).

When we adopt a delivery mode, decisions should be taken to best meet the chosen learning design and the needs of the target cohort (Brown, Kregor, & Williams, 2013). The first step to take is a needs analysis (Huang, Spector, & Yang, 2019).

The Foundation for Information Technology Education and Development, Inc. (2020) has given two action principles to consider in continuing to engage student learning while schools are fully or partially restricted. First is to 'do no harm'. Aside from considering the safety and well- being of the students, attempts to deliver the curriculum remotely should not create more stress and anxiety for students and their families. Second thing to bear in mind is to 'be realistic'. We should have realistic expectations and assess what can be accomplished remotely.

Thus, as we deliberate the educational shift to the 'new normal', there is a need to weigh the best possibility not just for our students, but for all stakeholders. A careful evaluation of the situation needs to be done. We also need to consider other possible modes of teaching delivery. To fill the gap and to assess the need in support to the Policy Guidelines on the K to 12 Basic Education Program stipulated in DepEd Order 21, s. 2019, this research seeks to examine the preference of the different stakeholders of the Schools Division of Benguet as to the mode in delivering teaching and learning during these unusual times. It also hopes to shed light on the willingness of school stakeholders to provide necessary equipment for the alternative delivery modes of teaching and learning. Finally, this research would pave the way for the learning continuity plan for the Division of Benguet amidst this pandemic.



Research Questions

This study primarily aimed to encapsulate collected school stakeholders' responses in relation to employing alternative delivery modes of teaching and learning in the Schools Division of Benguet. Specifically, it seeks to answer the following questions:

1. What is/are the preferred delivery mode/s of teaching and learning of school stakeholders in the Schools Division of Benguet considering the following categorization:

a. per district,

b. internal and external stakeholders

c. Schools' Division of Benguet school stakeholders as a whole?

2. What is the level of willingness of school stakeholders in the Schools Division of Benguet to provide necessary equipment for the alternative delivery modes of teaching and learning considering the following categorization?

a. per district,

b. internal and external stakeholders

c. Schools' Division of Benguet school stakeholders as a whole?

3. What concerns do alternative delivery modes of teaching and learning pose to the school stakeholders in the Schools Division of Benguet?

Methodology

1. Research Design

The study is descriptive in nature. Descriptive research is identified as a research method that describes the characteristics of the population or phenomenon which serves as the subject of the study. Although survey questionnaire has been used as the main data collection instrument, both quantitative and qualitative data analyses have been employed to examine the data gathered from the primary data gathering instrument.

2. Sampling

In choosing the participants of the study, purposive sampling was used. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is different from convenience sampling and is also known as judgmental or selective sampling (Crossman, 2020). As the study attempts to involve all primary school stakeholders in the Schools Division of Benguet, all school heads, department heads, and teachers have been requested to answer the constructed online survey questionnaire. Besides, learners and parents in the Division have been as well encouraged to participate in answering the online survey-questionnaire. Overall, there were 4, 650 respondents in the study.

3. Data Collection

Descriptive survey method was employed in the study, making survey questionnaire as the primary data collection tool. As the research touches context of environmental analysis, the questions in the survey questionnaire constructed focus on the school stakeholders' perceptions, which is a beneficial variable in the decision making as regards learning continuity plan development, towards employing alternative delivery modes of teaching and learning in the Schools Division of Benguet in response to the threat of pandemic COVID-19. Since the survey-questionnaire cannot be given face to face to the respondents as the Division is under Enhance Community Quarantine, the medium of administering the questionnaire is through online.

4. Data Analysis Plan

Descriptive statistics was used in analyzing the data for the first and second research questions which dwelt on the school stakeholders' preferred teaching and learning delivery mode and their level of willingness. Specifically, frequency count and percentage frequency. As for the third research question which encompasses the concerns on what alternative delivery modes of teaching and learning may bring to the respondents, qualitative data analysis, specifically cool and warm analyses, was employed. The cool analysis part consists of the identification of the significant statements of

the respondents. These statements serve as basis in the conduct of the warm analysis stage where data categories were formulated, and themes evolved.

3.5 Ethical Issues

Prior to administering the online survey questionnaire, the study had been formally coordinated to the Public Schools District Supervisors in each district. Moreover, the nature and purpose of the study had been explained to the school heads in each district who were later in-charge to cascade the information to the respondents involved. In treating each respondent's response, Utmost confidentiality has been observed. Results of the survey was shared to the stakeholders concerned after the analysis of the gathered data.

Results and Discussion

This study aims to identify the preferred teaching and learning delivery mode of the different stakeholders in the Schools Division of Benguet. It also seeks to classify the level of willingness of the stakeholder to provide equipment for the alternative delivery modes. Moreover, concerns the Alternative Delivery Modes pose for the SDO Benguet Stakeholders have been as well discussed. What follows are discussions of the pertinent results of this study.

Preferred teaching and learning delivery mode per district in the Schools Division of Benguet

Table 1 provides a summary of the preferred teaching and learning delivery modes per district in the Schools Division of Benguet. It is apparent from the statistics indicated in the table that Blended learning, accounting for 1,873 (40%) responses favoring the aforementioned teaching and delivery mode, was the most preferred. Not far behind was Home study with 1,452 (30%) responses followed by Home schooling accounting for 571 responses (16%), then Face to face with only 571 (12%) responses. Simply saying, primary school stakeholders in the Schools Division of Benguet which involve learners, parents, teachers, school heads, and department heads foresee Blended learning as the most plausible teaching and learning delivery mode at this point in time. That is, the stakeholders prefer a combination of home schooling and home study. Simply saying, the respondents prefer that teaching and learning exist as a product of collaboration between parents and the school institution as in blended learning although teachers facilitate the teaching and the school has the provision of modules, parents, at times, can now become teachers and may choose materials for learning and schedule of assessment.

All the districts, with the exception of La Trinidad and Tublay Districts, sided blended learning as the most preferred teaching and learning delivery mode. In detail, the districts of Atok, Bakun, Bokod, Buguias, Itogon 1, Itogon 2, Kabayan, Kapangan, Kibungan, Mankayan, Sablan, and Tuba recorded the following statistics in favor of Blended learning 70, 183, 53, 192, 191, 111,104, 66, 44, 199, 71, 133 in order. However, it is worth mentioning that for the districts of La Trinidad and Tublay, Home study serves as the most preferred teaching and learning delivery mode.

Table 1: Preferred teaching and learning delivery mode per district in the Schools Division of Benguet

	Homeschooling	Home study	Blended Learning	Face to face
ATOK	28	57	70	16
BAKUN	50	73	183	65
BOKOD	24	48	53	8
BUGUIAS	56	86	192	54
ITOGON 1	77	167	191	53

	Homeschooling	Home study	Blended Learning	Face to face
ITOGON 2	54	86	111	37
KABAYAN	21	66	104	30
KAPANGAN	18	46	66	20
KIBUNGAN	34	25	44	10
LA TRINIDAD	156	355	329	94
MANKAYAN	92	114	199	72
SABLAN	18	46	71	17
TUBA	81	126	133	37
TUBLAY	45	157	127	58
Total	**754**	**1,452**	**1,873**	**571**
%	**16**	**31**	**40**	**12**

Preferred teaching and learning delivery mode of stakeholders, classified as internal and external, in the Schools Division of Benguet

Table and Figure 2 present the preferred teaching and learning delivery mode of the various stakeholders in the Schools Division of Benguet. Internal stakeholders refer to teachers, learners, school heads, and department heads while external stakeholders refer to the parents.

For the internal stakeholders, the most preferred delivery mode to consider during this pandemic is blended learning with 1, 203 respondents. This is followed by home study (703) then homeschooling (462). Face to face with 361 respondents is the least preferred option.

However, for the external stakeholders consisting of parents, home study is the most preferred option with 749 respondents. This is then followed by blended learning (670 respondents) while face to face delivery mode remains as the last option.

For the internal stakeholders, the teachers and school heads preferred blended learning as the best delivery mode. For learners and department heads, however, home study is the best option for them followed by blended learning. Face to face delivery mode ranked as the last option for teachers, learners and school heads while not one respondent from the department heads chose home schooling as an option.

Table 2: Preferred teaching and learning delivery mode of stakeholders in the Schools Division of Benguet

	Internal Stakeholders				Total	External Stakeholders
	Teachers	*Learners*	*School Heads*	*Department Heads*		*Parents*
A. Home Schooling	407	29	26	0	462	292
B. Home study	496	153	49	5	703	749
C. Blended Learning	977	106	116	4	1203	670
D. Face to face	269	48	42	2	361	210

	Internal Stakeholders				Total	External Stakeholders
	Teachers	*Learners*	*School Heads*	*Department Heads*		*Parents*
Total	2,149	336	233	11	2,729	1,921

Preferred teaching and learning delivery mode of school stakeholders as a whole in the Schools Division of Benguet

From the total of 4,650 participants from all the districts in Benguet who partook in the online survey, most of them preferred blended learning as the best delivery mode for teaching and learning to consider during an ECQ or in similar situations with a total of 1, 873 respondents (40%). Blended learning here refers to a combination of homeschooling and home study.

The second most preferred deliver mode is home study which is the provision of modules by the school and a schedule of assessment and teacher facilitated teaching with a total of 1,452 (31%). This is followed by homeschooling with 754 (16%) respondents. Homeschooling is defined here as when parents become teachers and may choose materials for learning with a schedule of assessment and teacher facilitated teaching. Face to face teaching depending upon the situation came last with a total of 571 (12%).

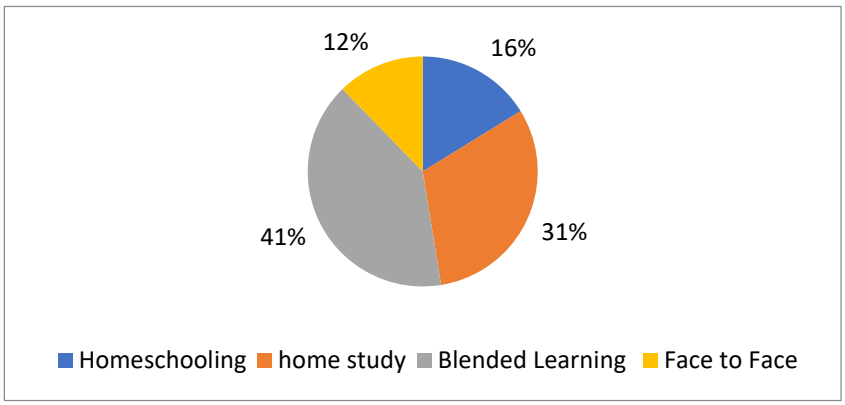


Figure 3: Preferred teaching and learning delivery mode per district in the Schools Division of Benguet

The results show that with the current pandemic, various stakeholders would prefer to provide modules to the students and work on a schedule for assessment and teacher facilitated teaching. However, they also recognize the importance of parents in the delivery of lessons. This result shows a willingness to work hand-in-hand towards the delivery of quality education to the children.

Number of respondents for each level of willingness per district in the Schools Division of Benguet to provide necessary equipment for the alternative delivery modes of teaching and learning

Depicted in Table 3 and Figure 4 are the summaries of stakeholders' level of willingness per district to provide necessary equipment for the alternative delivery modes of teaching and learning. As frequency count has been used to analyse

the gathered data, number of responses for each level of willingness have been indicated in each district. In general, only few school stakeholders were not willing to provide any of the necessary materials and equipment needed accounting for only 4% (193) of the total population of the respondents.

Having accounted for 3, 734 responses under this level of willingness, 80% of the total respondents were willing to provide some but not all necessary equipment of materials needed. Numerical data completing the 3, 734 responses were 131, 314, 97, 313, 405, 223, 187, 112, 98, 730, 400, 122, 299, and 303 from the districts of Atok, Bakun, Bokod, Buguias, Itogon 1, Itogon 2, Kabayan, Kapangan, Kibungan, La Trinidad, Mankayan, Sablan, Tuba, and Tublay respectively.

Table 3: Number of respondents for each level of willingness per district in the Schools Division of Benguet to provide necessary equipment for the alternative delivery modes of teaching and learning

District	Very Willing	Willing	Not Willing
ATOK	35	131	5
BAKUN	43	314	14
BOKOD	36	97	0
BUGUIAS	58	313	17
ITOGON 1	67	405	16
ITOGON 2	62	223	3
KABAYAN	30	187	4
KAPANGAN	36	112	2
KIBUNGAN	10	98	5
LA TRINIDAD	180	730	24
MANKAYAN	60	400	17
SABLAN	28	122	2
TUBA	4	299	74
TUBLAY	74	303	10
Total	**723**	**3734**	**193**
%	**16%**	**80%**	**4%**

Number of respondents per stakeholder, classified as internal and external, for each level of willingness in providing materials and equipment for alternative delivery modes of teaching and learning

Table 4 shows the number of respondents per stakeholders as to their willingness to provide materials and equipment for the alternative delivery modes. For both internal and external stakeholders, most of them would be willing to provide some but not all necessary materials and equipment with this option having the highest number of agreements from the respondents.

Results also show that a vast majority of the internal stakeholders are willing to provide some but not all the necessary materials and equipment needed for the alternative delivery modes. Only a few were not willing to provide any of the necessary materials and equipment needed.

Table 4: Number of respondents per stakeholder for each level of willingness in providing materials and equipment for alternative delivery modes of teaching and learning

	Internal Stakeholders					External Stakeholders
	Teacher	Learner	School Heads	Department Heads	Total	Parents
Very Willing	350	48	44	4	446	277
Willing	1,736	253	174	7	2,170	1,564
Not Willing	63	35	15	0	113	80
Total	2,149	336	233	11	2,729	1,921

With regard to the materials and equipment that the respondents were willing to provide, reading materials and printed modules were the top choices. This is consistent with the result of another survey conducted by the Schools Division on the "Applicability of Homeschooling and/or Blended Learning as Alternative in Delivering Teaching and Learning in the Schools Division of Benguet", where printed modules and reading materials were the top two equipment and materials that the respondents were willing to provide.

Percentage of school stakeholders as a whole for each level of willingness in providing materials and equipment for alternative delivery modes of teaching and learning

In a nutshell, with reference to the willingness of stakeholders to provide the necessary equipment for the alternative delivery modes, most of them were willing to provide some but not all necessary equipment of materials needed with a total number of 3, 734 who responded accordingly (80%). There were 723 (16%) who were very willing to provide all necessary materials and equipment needed while there were 193 (4%) who were not willing to provide any necessary material and equipment.

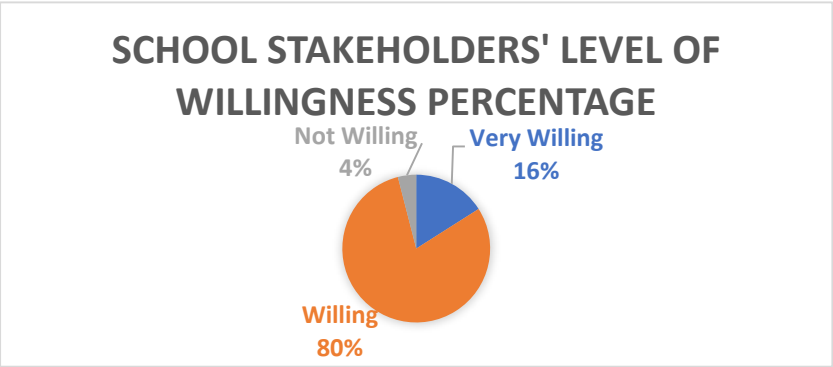


Figure 5: Percentage of school stakeholders as a whole for each level of willingness in providing materials and equipment for alternative delivery modes of teaching and learning

Concerns the Alternative Delivery Modes Pose for the SDO Benguet Stakeholders

In determining the best alternative delivery mode to use during this crisis, school stakeholders have the greatest influence as they themselves are the ones to benefit from the result. Thus, it is imperative to listen to their concerns. What follows is a discussion on the concerns that the participants shared on the different alternative delivery modes to be considered for this school year. The concerns are grouped to form the following themes: connectivity, capability, condition and constitution.

Connectivity

Connectivity refers to the quality, state or capability of being connected or linked (Webster, 2020). At this time, it has become synonyms to internet connectivity. Dictionary .com (2011) has defined connectivity, as it pertains to technology, as the state of being connected to the internet or other devices of communication.

As technology becomes more pervasive in education, stakeholders (teachers, students, parents, administrators and employers) need to effectively and consistently utilize it as part of instruction and in some cases integrate it fully into their teaching and learning (Wolf, 2010). But this one is also the greatest concern of the stakeholders as seen in the following statements by the respondents on their concerns on the applicability of the alternative delivery modes:

"Accessibility and availability of internet connection (from weak to none)"

"Location of schools and residential are in remote areas causing weak to no internet and even cellphone signal is weak to none"

"Online activities are not always effective especially to areas with weak signals."

"Weak signal, online teaching not possible - not all parents have cellphones"

"Homeschooling is applicable for families with gadgets and internet access"

"Homeschooling is applicable only for families with knowledgeable parents to manipulate gadgets and with internet access."

From the statement of the stakeholders, a major problem they perceive in homeschooling and blended learning is on internet connection. As presented, weak to no signal is a concern. The stakeholders assent to the fact that some schools are in remote areas with weak to no cellphone signal, what more with internet access. Also, there are parents that might ot have cellphones or gadgets to access the needed materials for learning.

Dans (2020) has stated that one of the problems we need to resolve as we consider the "new normal" is the so-called digital divide. He further explained that for the "new normal", there must necessarily be an access to a computer and an internet connection with reasonable bandwidth to access education. However, Saavedra (2020), has summed though that despite richer countries being prepared to move to online learning strategies, the situation in middle-income and poorer countries is very mixed. Many children do not have a desk, books, internet connectivity, a laptop at home, or supportive parents. This concern, then, is not just here in Benguet, but also worldwide.

While digital technologies can offer a wide set of capabilities for remote learning, most education systems in low- and middle-income countries, including schools, children and/or teachers, lack access to high-speed broadband or digital devices needed to fully deploy online learning options. As such, education systems need to consider alternative ways for students to continue learning when they are not in school (World Bank, 2020).

Capability

One of the concerns raised by the stakeholders are on the ability of learners, teachers, parents and even the school to successfully execute the alternative modes in teaching and learning. One issue is on the capability of learners

to learn at home and even on their own as assented by the following statements:

"Delivery of instruction is not that easy especially to those learners who can't cope."

"Mathematics teachers believe that face to face learning is necessary especially on establishing basic skills."

"Adjustment from the methods and strategies used in teaching and learning- difficult time for teachers and learners to adjust which takes time and may create problems along the way."

"Computer literacy of everybody involved -not all learners, teachers, and parents know how to operate the computer, internet applications, etc."

Weitzel (2020) admitted that online courses can be difficult for some students. Some students who are underperforming in their graded assessments might be struggling to balance live online courses with life at home. Some students who have been struggling in a face to face teaching learning situation find themselves more at a loss in an online learning. Kumar (2015) also agreed that switching from traditional classroom and face to face instruction training to virtual classrooms make the learning experience entirely different for students. For students with "traditional" mindsets, they might find it difficult to adapt.

Social mobility experts are warning that the shift to online learning could severely hold back some students, including those from poorer backgrounds, care leavers, students with caring responsibilities and those with disabilities (Hall & Batty, 2020). In a research conducted by Bettinger and Loeb (2017), they stated that challenged for disadvantaged students extend beyond access to technology as they consistently perform worse through online learning than they do in face-to-face classrooms.

Kumar (2015) explained that although students are generally tech savy, and thus are capable of managing computers well, computer literacy is a major issue though. Many of them cannot operate basic programs such as Microsoft Word and PowerPoint and are not able to handle files.

Other problems raised by the respondents are on the capability of parents to provide the needed materials and their competency to help their children learn at home as exemplified by the following:

"Varied to no educational background of parents"

"Socio- economic of status of parents (they cannot afford to buy gadgets, income is not enough)

"Computer literacy of everybody involved -not all learners, teachers, and parents know how to operate the computer, internet applications, etc."

"Homeschooling is applicable for families with gadgets and internet access, with enough financial support, parent assistance and guidance…"

A daunting concern with remote learning is on how low-income families will cope with online learning. As stated before, World Bank (2020) is concerned with how low and middle- income countries are coping with remote learning, especially that laptops or smartphones and access to the internet seems to be integral.

There have also been reports of how remote learning has taken a toll on parents guiding their children in learning at home. Because of the COVID-19 pandemic leading to school closures, parents are now trying to manage their children's educational needs at home. But parents are not teachers, and this has caused frustration and stress (Poole-Boykin, 2020; de Castillo, 2020). Burr and

Tindale (2020) reported that all the parents they have interviewed with regard digital learning in quarantine said that the responsibility placed on them to coordinate their child's learning has become overwhelming, especially for those with younger children or those who have a child with special needs.

World Bank (2020) has also emphasized that it is essential to provide support to parents and teachers, so they can help children sustain their engagement with educational learning. In fact, one recommendation of UNESCO (2020) to ensure continuous learning is to provide support to teachers and parents on the use of digital tools.

Teachers and the school itself would have the greatest role in implementing policies for the implementation of the alternative delivery modes. There are growing concerns on the capability of teachers and the school to do so as raised:

"Computer literacy of everybody involved -not all learners, teachers, and parents know how to operate the computer, internet applications, etc."

"Adjustment from the methods and strategies used in teaching and learning- difficult time for teachers and learners to adjust which takes time and may create problems along the way."

Koehler and Mishra (2009) stated that teachers often have inadequate or inappropriate experience with using digital technologies for teaching and learning. Many teachers earned a degree at a time when educational technology was at a very different developmental stage thus most do not consider themselves sufficiently prepared to use technology in the classroom.

Dans (2020) also discussed in his article that in the "new normal", many methodologies we used before will no longer apply. Teachers must reconsider all their methodologies and prepare them for the new, blended learning environment and teachers must adapt to new standards. The World Bank (2020) on its guidance report on remote learning and COVID-19 emphasized that teachers (as well as students), will need rapid training in basic to intermediate level digital skills (World Bank, 2020).

Condition

In this research, condition refers to locality. Concerns about unreachability because of locality have been raised. The participants have these to say:

"It is hard for the teachers to get the result due to distance."

"There is difficulty in travel and communication."

"Permanent residential address of teachers – not all teachers are residents in the districts they are assigned to."

The problem of remoteness is another issue that needs to be addressed in the conduct of alternative deliver modes. Textbooks, printed study guides, reading lists, and projects can be useful in settings with limited technology; however, a key challenge is distributing these materials (World Bank, 2020). It may not be possible to physically deliver these materials.

Agha (2020) has also expressed in her article that the virtual world, just like in the real one, has class privileges, too. While many schools have opted to conduct online learning sessions, many students living in remote areas may not have access to the internet even in the best of times.

Constitution

Another concern raised by the participants in this study was on the health issues that may be caused by the alternative delivery modes, especially online learning, which may influence the constitution of the teachers and the learners.

"Social development issues among learners, to include the teacher student interaction – no physical interaction."

"Health reasons – effect of radiation to health"

One of the chief criticisms of home schooling has been on socialization. It has been argued that homeschooled children lack proper socialization as they do not interact a lot with people. This is now one of the concerns of some of the participants that the alternative delivery modes like homeschooling or blended learning might keep learning from developing socially. McMullen (2003) stated that homeschooled children spend their childhood isolated and as a result, they are not exposed to peer pressure, group dynamics, and the ability to learn coping skills.

Aside from the lack of socialization, a toll on physical health may also happen. According to The Lancet Child and Adolescent Health (2020), children confined at home jeopardizes not only young people's mental wellbeing and healthy weight status, but also increases the risk of establishing dangerous habits, such as increased screen time and snacking that can damage future cardiovascular and musculoskeletal health. Hand (2018) also expressed concern on the negative physical effects on the body cause by extended amount of time at a computer. Some of these are muscle and joint injuries, increased mortality rate associated with excessive sitting, and eyestrain from computer use and associated symptoms.

He also added that there are mental health risks associated to online learning. Due to excessive amount spent on electronic devices, this might cause difficulties focusing and internet addiction which can lead to social isolation, ultimately resulting in decreased academic achievement and even depression. Procrastinating may also ensue which would lead to irregular sleep. Sleep deprivation will then lead to a number of negative effects including poor memory retention, productivity and learning performance (Hand, 2018).

Conclusions and Recommendations

1. Conclusion

Based on the findings of the research, the following conclusions are drawn:

1. In general, most of the school stakeholders in all the districts, with the exception of majority of the school stakeholders in La Trinidad and Tublay Districts, foresee blended learning as the most plausible teaching and learning delivery mode at this point in time. It is worth mentioning, however, that although internal stakeholders preferred blended learning, the external stakeholders placed home study on the top list of their preferred teaching and learning delivery mode. Nonetheless, still, blended learning has been chosen by 40% percent of the total respondents' population making it as the most preferred teaching and learning delivery mode by schools stakeholders in the Schools Division of Benguet. That is, the stakeholders prefer a combination of home schooling and home study. Simply saying, the respondents prefer that teaching and learning exist as a product of collaboration between parents and the school institution since in blended learning although teachers facilitate the teaching and the school has the provision of modules, parents, at times, can now become teachers and may choose materials for learning and schedule of assessment.

2. A great number of the respondents, both internal and external stakeholders, in all the districts indicate that they are willing to provide some but not all necessary equipment for the alternative delivery modes of teaching and learning. Overall, 80% percent of the total population of respondents noted the aforementioned level of willingness.

3. Concerns of the school stakeholders with reference to alternative teaching and learning delivery modes in the Schools Division of Benguet are encapsulated in four themes tagged as 4Cs namely: a) Connectivity, b) Capability, c) Condition, and d) Constitution.

2. Recommendation

Based on the conclusions of the study, the following recommendations are drawn:

1. The research result may be considered by the Schools Division Office as bases for institution's policy framing and Learning Continuity Plan Development.

2. Other researchers may consider another way data gathering method and data analysis to have in-depth understanding of the research context.

3. Research in connection to this study per district and per school is highly encouraged as to provide a detailed account of each district's and school's situation since an overview of the milieu in the whole Schools Division of Benguet has been provided in this study.

4. Other areas not explored in the study are encouraged to be taken into consideration.

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