

Spartan's Localized Alternative Delivery Mode: An Evaluation

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Abstract: This study evaluated the Spartan's Localized Alternative Delivery Mode of Tanay Senior High School during 2019-2020. Due to the absence of ADMs in senior high school, the school initiated SLADM which serves as an academic assistance to students who are struggling in taking the subjects due to various reasons like irregular, repeaters, balik-aral, transferees. Two groups of respondents were utilized in the study considering the 35 senior high school students who have undergone the program and were selected through purposive sampling and the whole population of 23 teachers. A qualitative descriptive research was used in the study to determine the evaluation of the abovementioned program. The study utilized a researcher-made questionnaire which included questions dealing with the evaluation of the program. The findings revealed that SLADM brought positive results as perceived by the two groups of respondents. All the student-respondents found the program beneficial since the subjects that need to take for the last semester in senior high school were given in different modes. Likewise, teachers saw it as a great help to address the needs of the students. There are teachers who found the program beneficial to the students and school but an additional workload or task to the teachers. The study hereby recommends the modification of the program particularly on the implementing rules and regulations for the improvement of the program and a separate program addressing the students who are returning, transferred in or have failed subjects shall be created. With the results of the study, considering the results may help for the improvement of the program. The results may help some of the performance indicators of the school such as graduation and promotion rate. Further, the initiated program addresses the current situation of the school with a high number of transferred in, irregular, balik-aral students, and struggled learners.

Keywords: ADM, senior high school, alternative delivery mode, scheduling, program

Introduction

In 2016, the full implementation of K to 12 happened as the Senior High School Program had started in the entire country. Its implementation was the great solution into country's deteriorating quality of education yet played a great challenge as how it would be the set theories would be put into actions.

Moreover, since senior high school program is only on its fourth year of implementation, there are still programs and projects which are needed in addressing the needs of the students.

In connection to this, there is a diverse set of students who tend to enroll in the senior high school program who needs to be addressed to help the students who are at risk on dropping or failing the subjects.

The Localized Alternative Delivery Mode Project of Tanay Senior High School aims to widen the access of marginalized and disadvantage learners to quality basic education, the Department of Education (DepEd) implemented the Alternative Delivery Modes (ADM) in

the formal education system in both elementary and secondary levels. The ADMs primarily aim to address the problem on classroom congestion and other situations and circumstances, which prevent children from going to and staying in school. And thus, in support to the ADMs goals, the local initiated Project Spartan's LADM was conceptualized primarily to extend the assistance to those students who have the possibility to drop out or to leave schooling and to help students with difficulties in regular reporting in class and with irregular schedule due to different reasons.

The Department of Education is tasked to provide quality basic education that is equitably accessible to all and lay the foundation for lifelong learning and service for the common good for the K to 12 Programs covers Kindergarten and 12 years of basic education (six years of primary education, four years of junior High School, two years of Senior High School [SHS]) to provide sufficient time for mastery of concept and skills, develop lifelong learners, and prepare graduates for tertiary

education, middle-level skills development, employment, and entrepreneurship.

Senior High School is two years of specialized upper secondary education; students may choose a specialization based on aptitude, interest, and school capacity. The choice of career track will define the content of the subjects a student will take in Grades 11 and 12. SHS subjects fall under either the core Curriculum or specific track.

According to the Pursuant to Section 16 of Rep. Act No.10533, entitled “An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, appropriating Funds Therefor and for Other Purpose,” otherwise known as the “Enhanced Basic Education Act of 2013,” approved on May 15, 2013, and which took effect on June 8, 2013, the Department of Education (DepEd), the Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA), hereby issue the following rules and regulations to implement the provisions of the Act.

The Department of Education is tasked to provide quality basic education that is equitably accessible to all and lay the foundation for lifelong learning and service for the common good. And aside from formal education DepEd offers alternative delivery mode of interventions to meet the needs of young people in different communities. The importance of ADMs in formal basic education are implemented to improve certain performance indicators in order to achieve the 2015 targets of Education For All (EFA) and the Millennium Development Goal (MDG) on achieving the universal primary Education. And to address the learning needs of the marginalized pupils and those learners at risk of dropping out to help them overcome social and economic constraints in their schooling (San Juan, 2016).

Students with difficulties in taking the subjects tend not to continue their studies and schools are making different programs and projects that anchored to DepEd’s Alternative Delivery Modes to address and assist students who have difficulties in taking the subjects.

According to Dilagan (2020), In the utilization of senior high school’s Unified Subject Offerings in the Division of Rizal, students who transferred from different school divisions, private schools, returning students from the previous school years, working students, students with personal reasons experienced difficulties in attending the classes regularly resulting not to take the expected subjects.

Moreover, the implementation of Work Immersion in the local setting also affected the subjects to be taken by the students. Work Immersion happened in November to December while the regular Grade 11 subjects were given in Second Semester resulting not to take the subject on a regular mode.

The implementation of the Spartan’s Localized Alternative Delivery Mode which started in 2018 aimed to decrease Students with failed subjects, dropped out students, extend the assistance to those students who have the possibility to drop out or to leave schooling and to help students with difficulties in regular reporting in class and with irregular schedule due to various situations.

Evaluating the stated programs helps the institution to provide enhancement possibilities for the improvement of the program. The researcher believed that through getting the evaluation of the program as perceived by the clients and teachers, the improvement of the program would be possible.

Theoretical Framework

This study is mainly anchored to the Students with Constructivism Theory by Lev Vygotsky (1896-1934).

Based on his theory, he believed that when a students is in Zone of Proximal Development for a particular task, providing the appropriate assistance will give the student enough for a “boost” to achieve the task, and much important learning by the child occurs through social interaction with a skillful tutor. The tutor may model behaviors and/or provide verbal instructions for the child. Vygotsky refers to this as cooperative or collaborative dialogue. The child seeks to understand the actions or instructions provided by the tutor (often the parent or teacher) then internalizes the information, using it to guide or regulate their own performance and it is the one that helps to students with ADMs.

This theory of Lev Vygotsky was related to the study because the Spartan’s Localized Delivery Mode of the students in Tanay SHS was the main issue that the researchers want to understand. Teachers often pay attention to Students who have ADMs based on her/his recognition and the help of the qualities that belong to teacher. All in all, there is a relation between the theory and the Spartan’s LADM that each teacher in TSHS will provide that will help to really understand their stand of students with ADM.

Methodology

This study aimed to evaluate Spartan’s Localized Alternative Delivery Mode of Tanay Senior

High School. Moreover, it attempted to find answers to the following questions:

1. What is the profile of the respondents in terms of:
 - a. Students:
 - a.1. Grade, Sections and Track and Strand;
 - a.2. Subjects in ADM and ADM Teacher;
 - a.3. Mode of Instruction;
 - a.4. Cause of ADM?
 - b. Teachers:
 - b.1. Position;
 - b.2. Subjects in ADM and Number of students;
 - b.3. Mode of Instruction?
2. What is the perception of the respondents in school's-initiated Spartan's Localized Alternative Delivery Mode?
3. What are the difficulties encountered by the respondents in the implementation of school's-initiated Spartan's Localized Alternative Delivery Mode?
4. What are the possible recommendations of the respondents for the improvement of school's-initiated Spartan's Localized Alternative Delivery Mode?

The results of the study can be used to improve the school's-initiated program since it aims to help the students to cope with the different situations that hinder their academics. The revised implementing rules and regulations surely benefit not only the school's system on delivering quality education and access to the students who have diverse situations but also the personnel who will be assigned to handle ADM subjects for diverse students next school year. Students will also benefit for convenience and adjustment in their subjects.

The study aimed to evaluate the Spartan's Localized Alternative Delivery Mode of Tanay Senior High School which is one of the programs that support quality and access aspects during SY 2019-2020. The researcher utilized a qualitative-descriptive type of research with the use of a researcher-made questionnaire to gather relevant answers for the evaluation of the program.

The study utilized descriptive and qualitative research design. Qualitative Research is primarily exploratory research. It is used to uncover trends in thought and opinion also it is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insight into the problem or helps

to develop ideas or hypothesis for potential qualitative research. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus group (group discussion), individual interviews, and participation/observation. The sample size is typically small, and respondents are selected to fulfill a given quota (Anderson, 2005).

This research design was suited to the study because it will give kind of output that the researchers need. In addition, it is best suited to the ADMs students in Tanay Senior High School that the researchers were looking for.

Based on the research qualitative research is a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting. It focuses on "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives. Rather than by logical and statistical procedures, qualitative researchers use multiple systems of inquiry for the study of human phenomena including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory, and phenomenology. There are many sources that a study must done. In these the researchers used primary and secondary sources.

As the primary source of data, the researcher-made questionnaire for the interpretation of the statement if the problem. The questionnaire is divided into two parts; the first part provides the personal information of the respondents and the second part provides the questions regarding the study.

As for the respondents, two groups of respondents were utilized in the study considering the 35 Grade 12 students who were selected through purposive sampling, and 23 teachers of Tanay Senior High School using total enumeration. The respondents were considered in this study since the abovementioned respondents were capable to provide significant contributions for the improvement of the program.

The study utilized a researcher-made questionnaire which was validated by the Experts who are Senior High School coordinators. It is composed of two areas; the first part contains the profile of the respondents such as name, grade and section or position, subjects taken/taught through ADM, ADM Teacher and the number of ADM students. The second part contains the questions adhering to the evaluation of the program. The instrument was validated by the Master Teachers.

The respondents have answered the questionnaire after the utilization of the program during SY 2019-2020.

For Data Analysis, to determine the profile of the respondents in terms of the given aspects, frequency and percentage were used, to evaluate the school's-initiated Localized Alternative Delivery Mode, qualitative discussion was used.

Body/Findings

On the Profile of the Student-Respondents

Table 1

The Profile of the Student-Respondents in Terms of their Grade and Section Track and Strand

Grade and Section	Track and Strand	f	%
G12 - Athena	Acad - HUMSS	6	17.14
G12 - Hermes	Acad – ABM	4	11.43
G12 - Artemis	Acad – GAS	2	5.71
G12 - Demeter	TVL – Cookery	8	22.86
G12 - Zeus	TVL – Automotive	7	20.00
G12 - Ares	TVL - ICT	8	22.86
Total		35	100

It can be seen on Table 1 that almost all of the sections have students who are taking the subjects through Spartan's Localized Alternative Delivery Mode. Cookery and ICT students obtained the highest number of students who have subjects in SLADM with a frequency of 8 or 22.86 of the total number of students who are taking the subjects in SLADM.

The findings support the result of the study of Catolos, et.al (2020) that the results of ANOVA showed that females outperform males in reading speed and writing whereas Tanay Senior High School caters different strands and among the strands, Tourism and Caregiving don't have students who have subjects taken through SLADM since these sections have the same enrolment since Grade 11.

Table 2 presents the profile of the student-respondents in terms of subjects taken in SLADM and the subject teacher.

Table 2

The Profile of the Student-Respondents in Terms of Subjects in SLADM and the Subject Teachers

Subjects in SLADM	Subject Teacher	f	%
21 st Century Literature	1	1	2.86
Automotive Servicing	1	4	11.43

Discipline and Ideas in the Applied Social S	1	4	11.43
Empowerment Tech	1	2	5.71
Entrepreneurship	1	10	28.57
Filipino sa Piling	1	8	22.86
Fundamentals ABM 1	1	1	2.86
General Mathematics	1	4	11.43
Marketing	1	1	2.86
Creative Nonfiction	1	2	5.71
Pagbasa at Pagsusuri	1	4	20.00
	1	3	
Personal Development	1	5	14.29
Philosophy	1	1	2.86
Physical Science	1	20	62.86
	1	2	
Philippine Politics	1	1	2.86
Reading and Writing	1	2	5.71
World Religions	1	3	8.57
Practical Research	1	4	11.43
Statistics	1	1	20.00
	1	3	
	1	3	
TOTAL	14	89	100.00

It can be gleaned on the table that among the subjects offered through SLADM, subjects Physical Science, Entrepreneurship and Filipino sa Piling Larang obtained the highest number of students with 22 or 62.86%, 10 or 28.5% and 8 or 22.86% respectively.

It implies that the Physical Science subject has the most numbered of students who have failed the subject in the previous school year and failed to attend Summer Remedial Classes.

As an avenue of the school to help the students to take the subject, SLADM was used as a way to retake the subject. Moreover, there were also students who were transferred in and have not taken the subjects due to not aligned subject offerings given to the previous schools.

In addition, Entrepreneurship and Filipino sa Piling Larang obtained high number of students in SLADM since these are the subjects which were removed in the regular offering to attain the 7:00 – 3:00 pm scheme of Grade 11 classes. There were students who have missed to take the subject due to reasons such as Transferred in and Balik-Araal.

Other subjects taken through SLADM with only few numbers of students were considered to assist the students who have failed the subject during the previous school year and failed to take the summer class. It is an initiative of the school to extend assistance to the

students who have failed subjects and not taken the subjects due to transferred in, shifting, and returning status.

Some of the students also took the subject in SLADM due to their schedule irregularity due to the scheme of the Work Immersion in the school. Work Immersion was conducted I November to December, the first two months of Second Semester where it was also the start of regular classes of the Grade 11 students. SLADM Grade 12 students have taken the subject in SLADM through modular while they were in their Work Immersion Venues.

It only means that the subjects offered in SLADM have undergone careful understanding and have various reasons why the school initiated an extended assistance for the students to cope with the subjects to be taken for the last semester of their senior high school.

Table 3 presents the profile of the student-respondents in terms of the Mode of Delivery in Spartan's Localized Alternative Delivery Mode.

Table 3
The Profile of the Student-Respondents in terms of Mode of Delivery

Mode of Delivery	f	%
Attending in Regular Class	17	17.14
Using Module/Activities given by the teachers	26	31.43
Using Module/Activities during Work Immersion and attending regular classes after WI	46	51.43
TOTAL	89	100.00

It can be seen on the table there are three modes of delivery: attending in regular class, using module/activities given by the teachers, using module/activities during Work Immersion and attending regular classes after WI. It shows that among the modes of SLADM, the third mode obtained the highest number of clients with 46 or 51.43% of the total number of students with subjects taken through ADM.

It implies that the irregularity of the schedule due to the scheme of the Work Immersion in the school contributed significantly with the number of students with subjects taken through SALDM. Work Immersion was conducted I November to December, the first two months of Second Semester where it was also the start of regular classes of the Grade 11 students. SLADM Grade 12 students have taken the subject in SLADM through modular while they were in their Work Immersion Venues. Students took the subjects in regular classes right after their Work Immersion.

Moreover, the second mode of the SLADM obtained 26 number of students or 31.43% due to various reasons such as the subject is not offered in that semester and students have difficulties in their schedule due to their irregular status and transferred in students. The subjects Filipino sa Piling Larang and Entrepreneurship could also be the reason since these two subjects were not offered during the school year and the number of students who need to take the subject has increased.

Table 4 presents the profile of the student-respondents in terms of reason in taking subjects through SLADM.

Table 4
The Profile of the Student-Respondents in terms of Reason in Taking Subjects through SLADM

Reasons in taking SLADM	f	%
for Old Student – Failed Subject	38	43.82
for Old Student – Not Taken subject	10	11.24
for Transferred In – Failed Subject	5	5.62
Not Offered in Tanay SHS during SY 2019-2020	18	20.22
Not Offered/taken in previous school	20	22.47
Working Student	1	1.12
Personal	0	0.00
TOTAL number of subjects	89	100.00

It can be gleaned on the table that among the reasons in taking SLADM, old students with failed subject subjects obtained the highest frequency with 38 or 43.82% of the total number of students with subjects taken through SLADM. These were also the students who failed the subjects in the previous school year and did not take the subject during the summer class.

Moreover, students who were transferred in have not taken the subject contributed a number of cases in taking the subjects through SLADM. The SDO – Rizal suggested the utilization of the unified subject offerings across the senior high schools in the division. However, students who came from private schools and other divisions do not have the same subject offerings resulting to extend assistance to the students.

Subjects which were not offered in the school specifically Filipino sa Piling Larang and Entrepreneurship could also be the reason where 18 or 20.22% of the total number of students since these two subjects were not offered during the school year and the

number of students who need to take the subject has increased.

On the Profile of the Teacher-Respondents

Table 5 presents the profile of the teacher-respondents in terms of position.

Table 5
The Profile of the Teacher-Respondents in terms of Position

Position	f	%
Teacher I	2	8.70
Teacher II	6	26.09
Teacher III	3	13.04
Master Teacher I	7	30.43
Master Teacher II	5	21.74
Total	23	100.00

It can be seen on the table the profile of the teacher-respondents in terms position that more than half of the teachers are Master Teachers with 7 Master Teacher I position and 5 Master Teacher II. It implies that the school has great opportunities to utilize the profile of the teachers to spearhead activities that will enhance the teaching-learning process of the school.

The Spartan’s Localized Alternative Delivery Mode utilizing materials to be crafted by the master teachers would be a possible way to enhance the access of the students in taking the subjects in different modes.

Table 6 presents the profile of the teacher-respondents in terms of subjects taught and number of students through Spartan’s Localized Alternative Delivery Mode.

It can be gleaned on the table that among the 14 teachers who have students with SLADM, Teacher E as the highest number of students with 20 or 22.47% of the total number of students. Teacher E handled Physical Science which is the most numbered subject in SLADM.

Moreover, among the teachers who have SLADM students, Teachers H, I and K have the most numbered number of subjects handled through SLADM. Teacher H handled Entrepreneurship with 8 students, Filipino sa Piling Larang with 10 students and 1 student in Principles of Marketing. Entrepreneurship and Filipino sa Piling Larang are subjects under SLADM due to unavailability of the subject in regular offerings.

Table 6

The Profile of the Teacher-Respondents in terms of Subjects Taught and Number of Students through Alternative Delivery Mode

Teacher	Subjects Taught	Number of Students	%
Teacher A	Pagbasa	4	4.49
Teacher B	Statistics	1	1.12
Teacher C	Personal Development	5	5.62
Teacher D	Statistics	3	3.37
Teacher E	Physical Science	20	22.47
Teacher F	DIASS	4	4.49
	Reading Writing	2	2.25
Teacher G	Automotive	4	4.49
Teacher H	Entrepreneurship	8	8.99
	Filipino sa Piling	10	11.24
	Marketing	1	1.12
Teacher I	Fundamentals of ABM 1	1	1.12
	Gen.Mathematics	4	4.49
	Philosophy of the Human Person	1	1.12
Teacher J	Pagbasa	3	3.37
Teacher K	21 st Century Literature	1	1.12
	Empowerment	2	2.25
	Creative Nonfiction	2	2.25
	Practical Research	4	4.49
Teacher L	Philippine Politics and Governance	1	1.12
	Statistics	3	3.37
Teacher M	World Religions	3	3.37
Teacher N	Physical Science	2	2.25
Total		89	100.00

Teacher I handled 3 subjects, and these were subjects which were offered regularly last semester and failed by the students. The teacher utilized the modular/activity approach in giving the lessons.

Teacher K handled four subjects taken through SLADM namely 21st Century Literature, Empowerment Technologies, Creative Nonfiction and Practical Research. Most of the clients of Teacher K are transferred in and balik-aral students.

It can also be depicted on the table that teachers who handle subjects in SLADM have at least 1 to 5 students in each subject.

It implies that the teachers who have subjects in SLADM were considered according to different outlooks such as the specialization of the teacher, the previous teacher of the students and the teacher’s load for second semester.

Table 7 presents the profile of the teacher-respondents in terms of mode of delivery of the Spartan’s Localized Alternative Delivery Mode.

Table 7

The Profile of the Teacher-Respondents in terms of Mode of Delivery

Mode of Delivery	f	%
Attending in Regular Class	8	57.14
Using Module/Activities given by the teachers	4	28.57
Using Module/Activities during Work Immersion and attending regular classes after WI	14	100.00

It can be gleaned on the table that among the three modes of SLADM, 14 o 100% of the teachers considered the third mode, using module/activities during Work Immersion Period and attending regular classes after the Work Immersion Period, as the mode of delivering the subject to the students.

It implies that the irregularity of the schedule due to the scheme of the Work Immersion in the school, it contributed significantly with the number of students with subjects taken through SALDM. Work Immersion was conducted I November to December, the first two months of Second Semester where it was also the start of regular classes of the Grade 11 students. SLADM Grade 12 students have taken the subject in SLADM through modular while they were in their Work Immersion Venues. Students took the subjects in regular classes right after their Work Immersion.

Eight or 57.14% of the total number of teachers handling the subjects through SLADM considered Mode 1, Attending the subject through regular class. Students who have attended the classes in regular mode were those students who have undergone Work Immersion inside the school particularly in School Canteen for Home Economics students and at the library and Computer laboratory for ICT students.

There are only 4 out 14 teachers or 28.57% considered the mode on using the modular/activities approach in delivering the contents of the subjects. The teachers crafted their own materials and activities to give assistance to the students who are taking the subjects through SLADM.

It only means that the school continuously looks for possible avenues to address and assist the students who are in different cases in senior high school.

On the Perception of the Respondents in the School’s-Initiated Spartan’s Localized Alternative Delivery Mode

After conducting the study, the researcher has gathered responses of the two groups of respondents regarding their perception on the school’s-initiated Spartan’s Localized Alternative Delivery Mode.

All of the student-respondents found the program beneficial for them since the subjects that they need to take for the last semester in senior high school were given in different modes. Through SLADM, students most of the students were able to cope with the lessons. The responses of the student-respondents were categorized in four benefits; beneficial for returning students, transferred in, repeater in the subject and student with irregular schedule.

“Nakakatulong sa akin dahil kahit na nagtigil ako may paraan para makasabay sa mga ganitong subjects.” (Student O)

The response of Student O is connected with the responses of Students B, C, D, E, H, R and V. These are students who were classified as Returning students. Students who have stopped or experienced gap in senior high school encountered problems in subject offerings since the school has already followed the Unified Subject Offerings where subject offerings before were not the same offerings in the unified subject offering.

“It’s nice kasi kung hindi kami pinagbigyan ng chance para maipasa or matakde yung subject hindi kami makakatuntong sa graduation or balik sa G-11.” (Student S)

“Yes, it helps me a lot to take the subjects and it helps to teach students who have transfered/failed the subjects. The students catch-up the subjects that isn’t taken or failed.” (Student Y)

“Yes, nakakatulong samin sa mga SLADM, upang maturuan lahat ng mga ADM spartans na kaka transfer lamang galling sa ibang school, at muli nilang ipagpapatuloy ang mga naiwanang subjects sa dati nilang school.” (Student P)

The responses of Students SYP relate to the responses of Students A, G, K, M, N and X. It implies that the SLADM also helps the students who were transferred in to cope with the subjects which they have not taken. These students have not taken the subject since they came from private schools and public schools outside the SDO-Rizal.

“Yes, nakakatulong sakin, dahil upang balikan ang mga failed subject.” (Student L)

The response of Student L on the perception of SLADM relates to the responses of Students J and Q. The

school also gave chances and hopes to the students who have failed the subject when they were in Grade 11 and missed to take the subject through summer class since the minimum number of students to open a summer class in a subject is 10. It implies that the school also assisted students who would like to cope their failed subjects and retake it within the two-year period in senior high school.

“Yes, it helps me by attending those classes from the subjects that I need to take, I can say that it’s convenient for me what’s the schedule I have.” (Student Z)

The answer of Respondent Z signifies that the SLADM also brought positive impression to students who have difficulties in having regular schedule. There is a student who has been a client of SLADM since the first rollout of it. The student is a working student and has a working schedule which affects the regular classes. As an assistance to this student, the SLADM addresses the needs of the student by providing activities and discussions through a modular approach in teaching the subject. The student was able to cope with the subjects for the entire school year 2018-2019 and renewed his SLADM term in the present school year since the grades were determined that successfully passed the subjects.

One of the subjects that made the program challenging for the students is the Work immersion where it brought them challenges in their schedule and the assistance of the program to the students made positive for the students to finish the subjects together with Work Immersion.

The findings are relevant to the findings of Mahaguay and Mahaguay (2020) that in Work Immersion, students received financial and emotional support from the family; work immersion supervisors guided the students in accomplishing tasks. This enabled the students to be ready on four different exits after senior high school Trabaho, Kolehiyo, Negosyo and Middle Level Skills Development.

The responses of all the student-respondents imply that the Spartan’s Localized Alternative Delivery Mode assisted the students to finish their senior high school and helped them to acquire the necessary competencies same in taking the subject regularly.

On the other hand, on the responses of the teacher-respondents, it was found out that the responses of the teacher-respondents were classified into two responses.

4 out of 23 teacher-respondents perceived that the implementation of the SLADM brought burden to the teachers.

“NO, as a teacher it is an additional burden, the students are always absent and for-Deo-yes, for him to clearly understand the subject.” (Teacher G)

The response of Teacher G is synonymous with the responses of Teachers A, C and K. The teacher-respondents found the program as an additional work load to teachers especially to teachers who need to have another preparation since he is handling a different subject.

However, teachers who have the same preparation in his regular teaching loads may see that the SLADM is not a burden but just an additional student in his regular class.

The Work Immersion scheme may also be the reason why the teachers found the program not in favor since the regular class scheme was affected in November and December. Students were not able to attend the classes in Grade 11 due to their Work Immersion.

On the other hand, 19 out of 23 teachers found the program beneficial for the students and for the school. Most of the teachers still see that the teachers should do actions that may help the students to cope with their subjects. However, there are still things to be considered for the improvement of the program.

“It is just fine with me because I know I could help to some students who are encountering difficulties in taking the subjects but at least I can make or find strategies on how to manage it properly.” (Teacher J)

Moreover, according to Teacher H, “In all fairness it is actually a good effort of the school on addressing the problem, the problems encountered I still consider it as a good project.”

The responses of Teachers J and H are connected with the responses of Teachers B, D, F, I, L, N, O and P. Teachers saw the program implementation as a great help to address the needs of the students. It is a great movement of the school also to manage effectively the graduation and promotion rate of the school. Most of the teachers found the program beneficial to the students and to the school’s performances.

In addition, there are teachers who found the program beneficial to the students and school but an additional work load or task to the teachers.

“It can help to the students and get the teacher needs to provide modular activities, but somehow it is additional task for the teachers.” (Teacher E)

The response of Teacher E is connected with the response of Teacher M. The responses of these teachers imply that despite the positive perceptions on the implementation of the program, it can still be seen that the program gives additional task to the teachers. The

program proponent shall also consider the scheme of the program for its improvement.

On the Difficulties Encountered by the Respondents in the Implementation of School's-Initiated Spartan's Localized Alternative Delivery Mode

After conducting the study, the researcher has gathered responses of the two groups of respondents regarding the difficulties encountered by the respondents in the implementation of school's-initiated Spartan's Localized Alternative Delivery Mode.

26 out of 35 student-respondents answered that they don't have problems encountered in taking their additional subjects through Spartan's Localized Alternative Delivery Mode.

"We have no difficulties in taking subject now, because my subject is only exactly for me in any lessons and knowledge." (Student K)

It means that the students' SLADMs are convenient for them and they were complying with the requirements set by the teachers. Considering that there were three modes presented in the SLADM, students and teachers were able to decide what mode would be used in delivering the subjects.

Moreover, the schedule of the students was also considered in giving the additional subjects through SLADM. The SHS Coordinator arranged the schedule of every student based on their needs, availability and subjects together with the assigned SLADM subject teacher.

"Mabait naman si Ma'am Miranda, madaling kausap." (Student G)

"Medyo mabait naman si Mr. Custodio at nakakausap kahit papano." (Student N)

It can be gleaned on the responses of the student-respondents that they didn't encounter problems in subjects taken through SLADM since the teachers were cooperative and understanding for the students. The SLADM teachers considered the differences of the situations and cases of the students.

The teachers understood that there were students who have subjects taken through SLADM at the same time they were taking Work Immersion subject and during those days the students were at the immersion venue and the teachers had given activities to cope with the subjects through activities initiated by the teachers. Some students had also their Joint-Delivery Voucher Program Training for TESDA National Certificate Assessment leading them failed to attend their Grade 11 classes. The teachers and students had agreements on the mode of delivering the subjects while the students were taking the JDVP trainings.

On the other hand, 9 out of 35 student-respondents have encountered difficulties in taking their subjects through SLADM.

"Yes, minsan meron akong na-encountered na difficulties na subject sa aking ADM na subjects but pinipilit ko parin I-manage bawat oras sa sarili ko at sa aking subject." (Student P)

The response of the Student P is the same with the response of Students J and Y where it depicts that since the student is taking regular subjects in Grade 12, attending Work Immersion in December, undergoing JDVP Training in November and January and taking additional subjects through SLADM, managing his schedule would be challenging for him. However, it was stated by the respondent that he tried his best to manage his time effectively to take the subjects and other activities.

"Sa tingin ko yung schedule, mahirap habulin ang oras maging sa mga taong nakapalibot sa'kin marahil bagong tao ang makakasalamuha ko bukod sa "Regular Classmates". (Student Z)

It can be understood on the response of the respondent that aside from time management, dealing with other students from other class was also considered as difficulty in taking the subjects through SLADM.

It would be a common thing for students since through SLADM, the students would be able to attend classes not just in his regular section but also with other sections especially that the subjects taken through SLADM were offered in Grade 11 classes.

It implies that proper scheduling is always expected to help the students to cope with their difficulties in taking the subjects.

On the other hand, the teacher-respondents also have various difficulties encountered in implementing SLADM.

"The difficulty is that students somewhat missed to approach their teacher. As a teacher, you will be the one to remind to all students with ADM." (Teacher L)

The response of Teacher L is connected with the answers of Teachers I, N, O and P. It can be seen on the response that one of the difficulties encountered by the teachers is the student's commitment in taking the subjects. Moreover, the teachers were also the one to call the attention of the students to attend their classes.

Despite the initiative of the school and arrangement of the schedule, students were able to be neglectful to attend their classes. Clarity of the instructions on SLADM to the students and teachers could be one of the reasons why students became irresponsible in attending their classes in SLADM.

The responses of the teachers were different from the responses of the students in terms of the difficulties encountered. It implies that since the teachers did different ways in approaching and delivering the subjects to the students, it became difficulties to them since they still wanted to help their students to cope with the subjects while most students did not encounter difficulties aside from time management and dealing with other students since the teachers made all of their efforts in addressing the needs of the students.

“Yes, when the students are not attending the program regularly. I talk to the student adviser to inform their parents absent the academic strand of their children.” (Teacher M)

“Attendance, although students are aware of their schedule those who are in mode 2 they attend the subject for granted. They have this communication that if they are ADM, whatever they do, they will still pass the subject.” (Teacher H)

Based on the responses of Teachers M and H, it can be seen that still attendance hinders the success of the program. Students were not cooperating with their teachers to cope with the lessons in subjects.

The overlapping of the activities of the students could be the reason since they had to attend regular subjects in Grade 12, Work Immersion and some with JDVP and their SLADM subjects, students tend to miss their classes resulting to have impressions for teachers that students were taking the program for granted.

Moreover, the notion that students would be automatically pass the subject if it is in SLADM since the program helps them to cope the subjects which have failed or not taken during the previous school years. However, the notion mentioned was not the purpose of the program.

It implies that the students, teachers and parents were not that well-oriented in the stated program.

On the Possible Recommendations of the Respondents for the Improvement of School's-Initiated Spartan's Localized Alternative Delivery Mode

Based on the responses of the student-respondents on the possible recommendations for the improvement of the Spartan's Localized Alternative Delivery Mode, most of the students did not give additional recommendations for the improvement of the program. However, the mentioned responses were given for the improvement of the program.

“None, it's already good, the schedule is well organized when given to the students.” (Student D)

The success of the implementation of the program depends on different factors to be considered and one of those is preparing the schedule for the students. The SHS Coordinator, who is in-charge on the preparation of the class schedule of the students who have subjects taken through SLADM, considers different aspects such as the regular Grade 12 subjects, Work Immersion Scheme of the school, JDVP Training for TVL students, the not taken or failed subjects of the students to be taken in SLADM, the personal situations of the students, teachers availability, credentials of the students and availability of the subject to be offered.

The schedule was crafted based on the unique situations of the recipients. Different aspects shall be considered in preparing the class schedule.

“For me, SLADM must be taken in different modes; regular classes, with module or activities and paper works or combination, so that the students would not be left behind and can cope-up with the studies.” (Student F)

“Ituloy and SLADM para maipagpatuloy pa ang pag-offer ng tulong para sa mga students na nagtigil or di nakuhang subject sa kanilang dating school.” (Student P)

It can be seen on the responses of the students that the program helped them to cope with the subjects since the respondents were working students, transferred in, returning, students with failed subjects and students with personal reasons. The three modes of SLADM helped the students to acquire the subjects and abled to finish their studies.

On the perception of the teacher-respondents on the possible recommendations for the improvement of SLADM, there were different responses given by the teacher-respondents.

“I don't have any recommendations because it is the student's responsibility to appreciate the provision to them.” (Teacher I)

The response of Teacher I is same with the responses of Teachers L, O and P. Considering the objectives of the program, SLADM aims to assist students who have difficulties in taking the subjects due to different reasons. The students shall be responsible to attend their classes despite the difficulties that they experience due to time management and dealing with other students. Senior high school students are expected to be more responsible in their studies.

“I could suggest that if ever there were prepared activities to given the students taking ADM, so it can just be given to them.” (Teacher J)

The response of Teacher J connotes that the school shall utilize the master teachers to develop and craft materials that can be used in delivering the SLADM.

“Limit the program/subject offered to “core” subjects and regular meetings or follow-up should be conducted. Teachers, students and parents as well shall be oriented about the program. IRR must be strictly implemented for the improvement of the program.” (Teacher D)

Considering the recommendation of Teacher D, core subjects shall be prioritized in offering SLADM to the students unless there are cases that need to be considered. Crafting the Implementing Rules and Regulations of the program will strengthen the program and will be more effective for the implementation.

The idea of Teacher D on the orientation is same with the ideas of Teachers C, G and K. The program must be explained to the teachers, parents and students to attain more effective communication and success of the program.

“This must be included in teachers teaching load.” (Teacher A)

The response of Teacher A states that the school shall consider it to answer the difficulties of the teachers in terms that SLADM serves an additional load or burden to them especially if the subject in SLADM that they are handling is not the same in their regular teaching load.

The recommendations given by the teacher-respondents imply that the program still needs for strengthening its implementing strategies to ensure the attainment of the objectives and to create the program as beneficial for every stakeholder in the school.

Conclusions

Based on the findings of the study, the researchers concluded that the two groups of respondents see the program beneficial for the school, students, and teachers however there will be possible recommendations for the improvement of the program.

Recommendations

1. Continuous implementation of the original implementing rules and regulations for Spartan’s Localized Alternative Delivery Mode shall be done next school year.
2. Orientation and Roll-out of the Spartan’s Localized Alternative Delivery Mode to teachers, parents and students shall be done.
3. Continuous monitoring and evaluation shall be done for the improvement of the program.

4. A separate program addressing the students who are returning, transferred in or have failed subjects shall be created.

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