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STATUS OF IMPLEMENTATION OF ALTERNATIVE DELIVERY MODES IN SENIOR HIGH SCHOOL: BASIS FOR AN INTERVENTION PLAN

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Abstract

The shift to Alternative Delivery Modes (ADM) became a crucial response of the Philippine education system to ensure learning continuity amidst prolonged school disruptions. This study aimed to evaluate the implementation status of ADM in Senior High Schools in the Camalaniugan District during School Year 2024–2025. Employing a descriptive-correlational research design, the study utilized survey questionnaires, interviews, and document analysis. Respondents included teachers selected through purposive sampling. Quantitative data were analyzed using frequency, percentage, weighted mean, and Pearson's r to determine relationships between variables.

Findings revealed, schools demonstrated adaptive strategies such as establishing community learning hubs and strengthening partnerships with local stakeholders. A significant positive correlation was found between compliance with ADM standards and the effectiveness of implementation. The study concludes that sustained institutional support and localized innovations are vital for improving ADM delivery. It is recommended that DepEd institutionalize barangay-based learning support centers and enhance ADM-specific teacher training and resource mobilization.

Keywords: *Alternative Delivery Modes, flexible learning, ADM implementation, distance education, senior high school*

INTRODUCTION

In recent years, education systems worldwide have embraced flexible learning pathways to address disparities in access and participation, particularly among marginalized and geographically isolated learners. In the Philippines, this led to the institutionalization of the Alternative Delivery Modes (ADM) under the Department of Education (DepEd), which aim to provide quality education to learners who are unable to attend regular classes due to various reasons economic hardship, geographic isolation, illness, displacement, or even teenage pregnancy DepEd Order No. 21, s., (2019). These modes, including Modular

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Distance Learning (MDL), Online Distance Learning (ODL), Blended Learning, and Radio/TV-based Instruction, gained heightened significance during the COVID-19 pandemic when traditional classroom instruction was disrupted on a massive scale UNESCO, (2020).

While ADM was initially designed as an alternative to reach underserved populations, its nationwide deployment during the health crisis revealed a profound shift in instructional delivery. Post-pandemic, the sustainability and effectiveness of ADM continue to be scrutinized as schools return to face-to-face instruction. The implementation now varies significantly among schools, with some integrating ADM in hybrid forms, while others struggle with compliance to national guidelines due to inadequate resources, limited teacher preparation, or unclear instructional policies Alon & Tumanut, (2022).

Despite DepEd's efforts to operationalize ADM frameworks, there remains limited empirical data on the extent of implementation at the senior high school level, especially in rural and low-income districts. The unknown includes how schools manage ADM delivery post-pandemic, how learners perceive the effectiveness of ADM in supporting their academic success, and how prepared teachers are in sustaining ADM approaches amid a gradual return to traditional classroom setups.

One of the glaring gaps observed during school monitoring visits and consultations with school administrators is the inconsistency in the execution of ADM across schools. Some institutions have shown creative adaptations such as weekly home visits, community drop-off points for modules, or SMS-based instructions while others lack basic tools such as printing facilities or stable internet connection. Teachers have also reported difficulties in maintaining learner engagement and ensuring academic honesty in a purely modular setup. For learners, especially those from indigent families, challenges range from poor comprehension of printed materials to the lack of parental support, digital access, or even a quiet place to study Reyes, (2021). School heads, on the other hand, express concern over rising dropout rates, non-submission of modules, and the lack of concrete ADM implementation support mechanisms.

In several actual interviews conducted during the initial phase of this study, administrators voiced frustration over conflicting expectations between policy and reality. One school principal from a remote barangay remarked: "We are compliant on paper, but in reality, we don't have internet, we don't even have enough paper for printing the modules." A senior high teacher echoed this sentiment, saying: "Our learners are trying their best, but without supervision, many just copy answers or don't do the tasks at all." Students themselves expressed mixed feelings: "Some of us like ADM because we can study at our own pace, but many of us feel lost without the teacher explaining." These lived experiences validate the growing concerns over the implementation fidelity of ADM and the need for a responsive intervention plan tailored to school-level realities.

Given these emerging challenges, this research seeks to explore the compliance level and actual implementation status of ADM in senior high schools, particularly in the context of its post-pandemic integration. The study aims to provide baseline data that will inform the development of a contextualized intervention plan that addresses both systemic gaps and grassroots realities. Ultimately, the goal is to strengthen the responsiveness, effectiveness, and inclusivity of ADM as a long-term strategy in Philippine education.

The study sought answers to address the following questions:

1. What is the profile of the respondents in terms of the following variables?
   1.1. Learner-respondents
   1.1.1. Age
   1.1.2. Gender
   1.1.3. Academic strand
   1.1.4. Parents' Educational Attainment
   1.1.5. Parents' Occupation
   1.1.6. Family Monthly Income
   1.1.7. location (rural/urban)
   1.1.8. Educational background
   1.2. SHS Teachers
   1.2.1. Age
   1.2.2. Sex
   1.2.3. Highest Educational Attainment
   1.2.4. Specialization
   1.2.5. Years in Service
   1.2.6. Trainings Attended in relation to ADM
2. What is the status of the implementation of secondary schools to ADM in SHS along the following dimensions as assessed by the respondents?
   a. Instructional Management by Parents, Community, and Teachers (IMPACT) Program, and Home Schooling
   b. Implementation of flexible learning schedules
   c. Use of technology in delivering lessons
   d. Adaptation of assessments
   e. Teacher-student interaction and communication strategies
3. Is there a significant difference in the status of the implementation of secondary schools to ADM when grouped according to their profile variables?

METHODOLOGY

The study employed a descriptive-correlational design to comprehensively address the objectives of the study. The descriptive design was appropriate for systematically collecting and presenting data on the profile of the learner-respondents and teacher-respondents and the status of ADM implementation in Senior High Schools (SHS). It allowed for an in-depth exploration of the respondents' demographic, academic, and socio-economic characteristics, as well as institutional practices and adherence to ADM standards. This component of the study specifically focused on collecting information regarding the age, gender, academic strand, and family background of students, as well as the age, sex, educational attainment, specialization, and professional development of teachers.

Hence, the correlational design was utilized to examine the relationships between the academic performance of SHS students and key institutional factors such as the status of its implementation of ADM.

The study was conducted in three public secondary schools within the Camalaniugan District, specifically Northern Camalaniugan National High School, Felipe Tuzon Agricultural School, and Camalaniugan National High School. These schools were selected as they are recognized among the best-performing institutions in

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the district in terms of implementing Alternative Delivery Modes (ADMs) and fostering student academic achievement.

In addition, the respondents were composed of two primary groups: 46 SHS teachers and 236 SHS learners. The SHS teacher respondents included all SHS teachers from the selected schools, regardless of their direct involvement in teaching students in ADM programs. This approach aimed to provide a comprehensive understanding of the overall perception and implementation of ADMs within the schools.

To ensure a comprehensive and reliable data collection process, the study employed a researcher-made survey questionnaire as its primary research instrument, meticulously designed to collect data on the status of implementation of Alternative Delivery Modes (ADMs) in Senior High Schools (SHS) within the Camalanuigan District. To ensure the research instrument's validity, a pilot test was conducted with a small sample of SHS learners and teachers. Feedback from this pilot test was used to refine the questions for clarity and relevance. The reliability of the instrument was established through a test-retest method, and statistical analysis revealed a reliability coefficient of **0.951**, indicating a very high level of internal consistency.

As regards the data-gathering procedure, the researcher secured the necessary permissions from the Schools Division Superintendent through the proper administrative channels. Once the permissions were obtained, the researcher coordinated with the public school's district supervisor, school principals and designated teachers in the Senior High Schools of the Camalaniugan District to schedule and facilitate the data collection process. Once this approval was granted, the survey questionnaire was administered in person. To ensure the credibility of the data collected, the data-gathering procedures were scheduled individually for each secondary school. After collecting and completing the questionnaires, the results were recorded in MS Excel and tabulated. To ensure the credibility of the results, a statistician was consulted.

Relatively, to analyze the data collected, the study employed both descriptive and inferential statistical methods to analyze the collected data and derive meaningful conclusions aligned with the study's objectives. Descriptive statistics were used to summarize the demographic profile of both learner and teacher respondents and to describe the status of implementation of Alternative Delivery Modes (ADM) across Senior High Schools (SHS) in Camalaniugan District. Specifically, frequency and percentage were utilized to analyze categorical profile variables such as sex, educational attainment, specialization, training participation, academic strand, and prior ADM exposure. Measures of central tendency such as the mean and median were used to summarize responses to Likert-scale items assessing compliance and implementation dimensions. Standard deviation was also calculated to determine the variability of these responses.

Additionally, the 5-point Likert scale played a central role in quantifying respondents' perceptions on the status of ADM implementation. These scales enabled systematic and standardized measurement, ensuring that all items were rated on comparable intervals. The following tables show the Likert scales used in the study, including their corresponding descriptive interpretations and statistical ranges.

5-Point Likert Scale for Assessing the Status of ADM Implementation:

Scale	Descriptive Interpretation	Statistical Range
5	Fully Implemented	4.21 – 5.00
4	Partially Implemented	3.41 – 4.20
3	Moderately Implemented	2.61 – 3.40
2	Minimally Implemented	1.81 – 2.60
1	Not Implemented	1.00 – 1.80

This scale was utilized to measure how extensively ADM programs were operationalized in terms of scheduling flexibility, technology use, assessment modifications, and teacher-learner interaction.

RESULTS AND DISCUSSION

This section presents the findings of the study based on the research questions earlier stated. It outlines the demographic profile of both learner-respondents and senior high school (SHS) teachers in terms of age, gender, academic strand, parents' educational attainment and occupation, family income, location, and educational background for learners; and age, sex, highest educational attainment, specialization, years in service, and ADM-related training for teachers. It also discusses the current status of ADM implementation in SHS across five key dimensions: the Instructional Management by Parents, Community, and Teachers (IMPACT) Program and homeschooling; implementation of flexible learning schedules; use of technology in lesson delivery; adaptation of assessments; and teacher-student interaction and communication strategies. Furthermore, this section analyzes whether significant differences in ADM implementation exist when respondents are grouped according to their respective profile variables. The findings are presented with corresponding interpretations to guide the formulation of a contextualized intervention plan and policy recommendations.

Profile of the Senior High School Students

In terms of the respondents' age, the majority were between 16 to 17 years old, comprising 80.1% of the total, while 17.8% were aged 18 to 19, and only 2.1% were 20 years old or above. The mean age was 16.91 with a standard deviation of 1.12. This finding means that most of the learners enrolled in the ADM program are within the typical age range for senior high school students. It implies that ADM is not merely an alternative for older or delayed learners, but is functioning as a mainstream mode of education delivery for regularly aged students.

In terms of gender, 55.1% of the student respondents were male, and 44.9% were female. This finding means that male learners slightly outnumbered female learners in the ADM program. It implies that ADM may be attracting or accommodating more male students, potentially due to their need for more flexible schedules in balancing school and livelihood or household responsibilities.

In terms of academic strand, a majority of 55.9% were enrolled under the HUMSS strand, followed by 25.4% in the TVL strand, 15.3% in STEM, and only 1.7% each in ABM and GAS. This finding means that the HUMSS and TVL strands dominate ADM enrollment. It implies that students from strands requiring less technical infrastructure are more inclined or more effectively served by ADM, as opposed to STEM or ABM which often demand specialized facilities and laboratory-based learning.

In terms of their parents' educational attainment, most fathers reached high school level (31.8%) and a smaller portion graduated

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from college (17.8%), while 2.1% had no formal education. For mothers, the largest proportion (23.7%) were high school graduates, followed by 22% who were college graduates, and 8.5% had no formal education. This finding means that the majority of learners come from families with only basic to intermediate educational backgrounds. It implies that academic support at home might be limited, highlighting the importance of strong learner guidance mechanisms within the ADM system.

In terms of family monthly income, nearly half of the respondents (48.7%) reported an income of ₱10,000 or below, with only 7.6% belonging to families earning ₱50,001 or more. The mean monthly income was ₱17,171.87 with a high standard deviation of ₱14,600.65, reflecting wide disparities. This finding means that a significant proportion of ADM learners come from low-income households. It implies that financial constraints may be a major driver behind participation in ADM, given its potential to reduce schooling costs such as transportation, food, and uniform expenses.

In terms of location, a striking 96.6% of the learners were from rural areas, while only 3.4% resided in urban locations. This finding means that ADM is predominantly utilized by students in geographically remote or underserved areas. It implies that the mode continues to serve its core purpose of extending access to education for learners in far-flung or difficult-to-reach communities.

Lastly, in terms of prior ADM participation, 97.5% of the students reported having already participated in an ADM program before, while only 2.5% were first-time participants. This finding means that nearly all learners are already familiar with the ADM framework. It implies that ADM has become a sustained feature of the educational experience for many learners in the district, likely rooted in the continuity of modular and flexible learning arrangements introduced during the pandemic years.

Table 1a. Distribution of the students in terms of their profile

Variables	**Frequency (n=236)**	**Percentage**
Age (in years)		
16 to 17	189	80.1
18 to 19	42	17.8
20 or above	5	2.1
	Mean = 16.91	*SD = 1.12*
Gender		
Male	130	55.1
Female	106	44.9
Academic strand		
STEM	36	15.3
ABM	4	1.7
HUMSS	132	55.9
GAS	4	1.7
TVL	60	25.4
Parents' educational attainment	***Father***	***Mother***
No formal education	5	2.1	20	8.5
Elementary level	22	9.3	16	6.8
Elementary graduate	39	16.5	21	8.9
High school level	75	31.8	43	18.2
High school graduate	22	9.3	56	23.7
College level	24	10.2	19	8.1
College Graduate	42	17.8	52	22
Post-graduate degree	7	3	9	3.8
Family monthly income (in Php)				
10,000 or below	115			48.7
10,001 to 20,000	52			22.0
20,001 to 30,000	31			13.1
30,001 to 40,000	14			5.9
40,001 to 50,000	6			2.5
50,001 or above	18			7.6
	Mean=Php17,171.87			*SD=14600.65*
Location				
Rural	228			96.6
Urban	8			3.4
Prior ADM participation				
Yes	230			97.5
No	6			2.5

Profile of the Senior High School Students Teachers

In terms of the respondents' age, a plurality of teachers (38.3%) were between 25 to 29 years old, followed by 29.8% aged 35 to 39. Meanwhile, 14.9% were within the 30 to 34 age group, and 17.0% were aged 40 or above. The mean age was 34.21 years with a standard deviation of 7.36. This finding means that the teaching force in the ADM program is relatively young. It implies that most teachers are still in the early to mid-stages of their professional careers, which may influence their adaptability to newer teaching modalities such as ADM.

In terms of gender, the majority of the respondents were female, comprising 61.7%, while 38.3% were male. This finding means that women continue to dominate the teaching workforce, a trend consistent across many educational settings. It implies that ADM programs, like traditional classroom settings, are being carried out primarily by female educators, who may bring nurturing, empathetic teaching approaches especially critical in flexible learning systems.

In terms of educational attainment, 46.8% of the teachers were bachelor's degree holders, 40.4% held a master's degree, and 12.8% had completed doctorate programs. This finding means that a significant proportion of ADM implementers are already graduate degree holders. It implies that the teachers possess advanced academic qualifications, which may enhance their

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instructional strategies, especially in handling the independent and modular learning needs under ADM.

In terms of specialization, the highest percentage of teachers specialized in English (34.0%), followed by Social Studies (23.4%) and Mathematics (12.8%). Science and "Others" each had 10.6% and 12.8%, respectively, while Filipino had the lowest representation at 6.4%. This finding means that the ADM teaching force is more concentrated in general academic and communication subjects. It implies that areas such as English and Social Studies are well-supported in ADM, while there may be shortages or gaps in specialized instruction for Science, Math, and Filipino, particularly in technical or strand-specific content.

In terms of length of service, 38.3% had served for 6 to 10 years, while equal portions (27.7%) had less than 1 year or between 1 to 5 years of experience. Only 6.4% had served for more than 11 years. The mean length of service was 5.02 years with a standard deviation of 4.19. This finding means that many teachers assigned to ADM are relatively new or mid-career professionals. It implies that while many have relevant teaching exposure, continuous capacity building is crucial to strengthen their expertise in delivering ADM effectively.

In terms of training attended in relation to ADM, a substantial 80.9% reported having participated in at least one ADM-related training, while 19.1% had not attended any. This finding means that most teachers were given the opportunity to undergo orientation or training programs related to ADM. It implies a positive trend in teacher preparedness, though there remains a need to reach those who have yet to be equipped with the necessary training, to ensure uniform quality and compliance in ADM implementation.

Table 1b. Distribution of the teachers in terms of their profile

Variables	**Frequency (n=47)**	**Percentage**
Age (in years)		
25 to 29	18	38.3
30 to 34	7	14.9
35 to 39	14	29.8
40 or above	8	17.0
	Mean = 34.21	*SD = 7.36*
Gender		
Male	18	38.3
Female	29	61.7
Educational attainment		
Bachelor graduate	22	46.8
Masteral graduate	19	40.4
Doctorate graduate	6	12.8
Specialization		
Science	5	10.6
Mathematics	6	12.8
English	16	34.0
Filipino	3	6.4
Social Studies	11	23.4
Others	6	12.8
Length of service (in years)		
Less than 1	13	27.7
1 to 5	13	27.7
6 to 10	18	38.3
11 or above	3	6.4
	Mean=5.02	*SD=4.19*
Trainings attended in relation to ADM		
None	9	19.1
Attended	38	80.9

Status of Implementation of Alternative Delivery Modes in secondary Schools- Senior High Schools

Application of the IMPACT program and home schooling

As shown in the table, the highest-rated statement was “The IMPACT Program is effectively applied with active involvement of parents, teachers, and the community,” which received a weighted mean of 3.96. This was followed by “The school actively monitors and evaluates the success of the ADMs (IMPACT, Home Schooling)” with a mean of 3.85, and “The school ensures regular engagement with parents and communities for the successful implementation of the IMPACT Program,” which received a weighted mean of 3.83. This finding means that schools are placing emphasis on collaboration among stakeholders and in evaluating ADM practices. It implies that the foundational elements for community-based and participatory learning, particularly in the IMPACT modality, are evident, although the programs have not yet reached the level of full implementation.

The three lowest-rated items were “The Home Schooling program is fully implemented in accordance with established guidelines” with a weighted mean of 3.73, “Teachers and parents are actively involved in the implementation of Home Schooling” with 3.82, and “The school has a structured process for identifying students for the Open High School Program (OHSP)” with a mean of 3.81. This finding means that while the implementation of home schooling and OHSP exists, it may lack the structural robustness or comprehensive reach intended by policy. It implies that there are opportunities for schools to enhance program identification processes and to further empower both teachers and parents in their roles within ADM, especially for home-based learning.

The overall weighted mean for this dimension was 3.83, which corresponds to the descriptive value “Partially implemented.” This indicates that although the key ADM models are being rolled out in the Camalaniugan District, their implementation has yet to reach full maturity. Schools are initiating meaningful steps to apply these programs and integrate them into their instructional systems, but gaps remain in terms of consistency, policy alignment, and full stakeholder engagement.

In the local context of Camalaniugan, the partial implementation status may be attributed to factors such as resource limitations, community readiness, and the availability of trained personnel. Given the rural nature of the district and the logistical demands of

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home-based and modular instruction, schools may be progressing steadily but cautiously to ensure effective and sustainable deployment of ADM programs.

These findings are consistent with the conclusions drawn by Ramos and Parel (2020) in their study published in the *Philippine Social Science Journal*, which found that while ADM models such as IMPACT and Home Schooling offer valuable alternatives to conventional instruction, their implementation often begins with partial compliance due to systemic, logistical, and training-related challenges. The present results affirm the importance of continuing investment in ADM infrastructure, community orientation, and program monitoring to move toward full and consistent implementation.

Table 2a. Weighted means and status of implementation of ADMs in the SHS along with application of the IMPACT program and home schooling

Statements	Weighted Mean	Descriptive Value
1. The IMPACT Program is effectively applied with active involvement of parents, teachers, and the community.	3.96	Partially implemented
2. The Home Schooling program is fully implemented in accordance with established guidelines.	3.73	Partially implemented
3. The school has a structured process for identifying students for the Open High School Program (OHSP).	3.81	Partially implemented
4. The school ensures regular engagement with parents and communities for the successful implementation of the IMPACT Program.	3.83	Partially implemented
5. Teachers and parents are actively involved in the implementation of Home Schooling.	3.82	Partially implemented
6. The school actively monitors and evaluates the success of the ADMs (IMPACT, Home Schooling).	3.85	Partially implemented
Overall Weighted Mean	**3.83**	**Partially implemented**

Implementation of flexible learning schedules

As shown in the table, the three highest-rated statements were "The school communicates flexible learning schedules clearly to students and parents," which received the highest weighted mean of 3.93, followed by both "The school provides flexible learning schedules to cater to the diverse needs of students" and "The school offers a variety of options for flexible learning to accommodate different learning environments such as modular, online, or blended," each with a mean of 3.92. This finding means that communication and schedule offerings are the most strongly established components in the implementation of flexible learning. It implies that the schools are responsive to learner diversity and that they prioritize transparency in informing families about available learning arrangements.

The three lowest-rated items were "Students have the option to attend classes based on flexible learning schedules that suit their personal needs" with a mean of 3.77, followed by "The school ensures that flexible learning schedules do not negatively impact the quality of education" with 3.84, and "Teachers follow flexible learning schedules in accordance with school guidelines" with a mean of 3.85. This finding means that although flexible schedules are being applied, there may still be limited student autonomy in choosing individualized schedules and a need to monitor potential impacts on academic quality. It implies that while structural provisions are in place, learner-centered application and instructional quality assurance require further strengthening.

The overall weighted mean for this dimension was 3.87, which is interpreted as "Partially implemented." This indicates that flexible learning schedules are already being operationalized across Senior High Schools in the Camalaniugan District, although their full institutionalization and consistent delivery across all learner groups are still in progress. The presence of multiple options and clear communication strategies reflects promising implementation trends, yet the application remains evolving rather than fully established.

In the local context of Camalaniugan, where many learners live in geographically scattered and socioeconomically constrained environments, the partial implementation of flexible learning schedules reflects an adaptive response to students' differing situations. However, the varied access to technology, inconsistencies in teaching personnel readiness, and scheduling conflicts may limit full flexibility for some learners, particularly in remote or underserved areas.

These findings support the observations made by Cayubit (2021) in a study published in the International Journal of Educational Management, which concluded that while flexible learning schedules enhance accessibility and student retention, their implementation often faces challenges in consistency, policy execution, and support resource provision. The findings from Camalaniugan align with these national trends, highlighting the need for more targeted capacity building, policy reinforcement, and learner feedback integration in schedule design and delivery.

Table 2b. Weighted means and status of implementation of ADMs in the SHS along with implementation of flexible learning schedules

Statements	Weighted Mean	Descriptive Value
1. The school provides flexible learning schedules to cater to the diverse needs of students.	3.92	Partially implemented
2. Teachers follow flexible learning schedules in accordance with school guidelines.	3.85	Partially implemented
3. Students have the option to attend classes based on flexible learning schedules that suit their personal needs.	3.77	Partially implemented

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4. The school ensures that flexible learning schedules do not negatively impact the quality of education.	3.84	Partially implemented
5. The school offers a variety of options for flexible learning to accommodate different learning environments (e.g., modular, online, blended).	3.92	Partially implemented
6. Teachers are trained to manage flexible learning schedules effectively.	3.86	Partially implemented
7. The school communicates flexible learning schedules clearly to students and parents.	3.93	Partially implemented
8. Flexible learning schedules are implemented consistently across all learning strands.	3.88	Partially implemented
9. The school provides the necessary technology and resources to support flexible learning schedules.	3.85	Partially implemented
10. The implementation of flexible learning schedules is regularly reviewed to ensure they are effective for students'earning needs.	3.86	Partially implemented
Overall Weighted Mean	**3.87**	**Partially implemented**

Use of technology in delivering lessons

As shown in the table, the three highest-rated statements were "The school effectively uses online platforms to deliver lessons to students" with a weighted mean of 4.04, followed by "Teachers utilize digital tools in the delivery of lessons, making learning more interactive" with a mean of 4.03, and "Students are provided with access to necessary digital tools and platforms to enhance learning" which obtained a weighted mean of 3.93. This finding means that online delivery and the integration of interactive digital tools are well underway in the participating schools. It implies that the schools have successfully adopted basic technological infrastructures for lesson delivery and that both teachers and learners are engaging with digital platforms as part of the instructional process.

The three lowest-rated statements were "The use of technology is consistently integrated into the curriculum across all subjects" with a weighted mean of 3.83, followed by "Teachers receive regular support in integrating technology into their lesson plans" and "The school ensures that both students and teachers are trained in the effective use of technology for learning," each with a mean of 3.87. This finding means that while there is evident integration of technology, its uniform application across subject areas and sustained support for implementation are areas that remain less developed. It implies that certain disciplines may lag in adopting digital approaches or that professional development and technical assistance may not be fully institutionalized in every school.

The overall weighted mean for this dimension was 3.91, which corresponds to the descriptive value "Partially implemented." This indicates that the use of technology in lesson delivery under ADM is progressing significantly, but gaps still exist in ensuring uniformity, capacity development, and systems-level support. The integration of digital tools is clearly valued and present, yet the transition toward comprehensive and sustained use remains ongoing.

In the context of Camalaniugan, where many students reside in rural and low-connectivity areas, the partial implementation suggests that schools are making commendable efforts to digitize instruction despite infrastructure challenges. The data imply that while schools have begun to provide devices, digital content, and online learning platforms, factors such as unstable internet connections, uneven teacher training, and maintenance concerns may hinder the full realization of a tech-integrated ADM.

These results are supported by the findings of Manlangit, Pagaduan, and Quilala (2021) in their study published in the Philippine Journal of Education, Culture and Society, which emphasized that while educational technology use during the pandemic expanded rapidly, its sustainability and effectiveness depended heavily on teacher training, system maintenance, and learner accessibility. The partial implementation status observed in the Camalaniugan District aligns with these conclusions and highlights the need for continued investment in both infrastructure and training for ADM to thrive in a technology-enhanced context.

Table 2c. Weighted means and status of implementation of ADMs in the SHS along use of technology in delivering lessons

Statements	**Weighted Mean**	**Descriptive Value**
1. The school effectively uses online platforms to deliver lessons to students.	4.04	Partially implemented
2. Teachers utilize digital tools in the delivery of lessons, making learning more interactive.	4.03	Partially implemented
3. Students are provided with access to necessary digital tools and platforms to enhance learning.	3.93	Partially implemented
4. The school ensures that both students and teachers are trained in the effective use of technology for learning.	3.87	Partially implemented
5. The use of technology is consistently integrated into the curriculum across all subjects.	3.83	Partially implemented
6. Online platforms are regularly updated and maintained to support the learning process.	3.89	Partially implemented
7. The school uses a variety of digital tools (e.g., virtual classrooms, multimedia resources) to engage students.	3.88	Partially implemented

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8. Teachers receive regular support in integrating technology into their lesson plans.	3.87	Partially implemented
9. The school provides technical support to address any issues related to the use of online platforms.	3.89	Partially implemented
10. The effectiveness of technology use in delivering lessons is regularly assessed and improved.	3.89	Partially implemented
Overall Weighted Mean	**3.91**	**Partially implemented**

Adaptation of assessments

As indicated in the table, the three highest-rated statements were "Project-based assessments are regularly implemented as part of the learning evaluation," which received a weighted mean of 3.90, followed by "The school uses a variety of assessment methods to evaluate students' learning progress" with a mean of 3.88, and "Teachers adapt assessments to accommodate the needs of students in different learning settings" which obtained a mean of 3.86. This finding means that teachers and schools have begun incorporating flexible assessment methods suited to diverse learning contexts. It implies that the ADM environment in the district supports creativity and responsiveness in evaluating student performance, with an emphasis on varied approaches rather than traditional examinations alone.

Conversely, the three lowest-rated statements were "The effectiveness of online exams and project-based assessments is evaluated regularly" with a mean of 3.71, followed by "Teachers are trained to develop and implement online exams and project-based assessments effectively" with 3.73, and "The school provides timely feedback on online exams and project-based assessments," which received a weighted mean of 3.75. This finding means that evaluation mechanisms, teacher capacity-building, and timely feedback distribution are not yet fully developed. It implies that while alternative assessment forms are being introduced, their proper evaluation, implementation support, and follow-up procedures require further attention.

The overall weighted mean for this domain was 3.80, which is interpreted as "Partially implemented." This suggests that the adaptation of assessments under ADM is underway in the Camalaniugan District, but its application is still in the transitional phase. Schools are beginning to depart from standardized testing and are exploring more learner-centered and performance-based tasks, but consistent training, quality assurance, and effective feedback systems are still emerging.

In the context of Camalaniugan, where learners experience varying access to resources and instructional support, the push toward assessment adaptation is a practical and needed development. However, sustaining this approach will require structured teacher training, accessible platforms for assessment delivery, and institutional mechanisms that monitor and improve the fairness and effectiveness of student evaluation.

The findings are in line with the research of Boholano and Jamero (2021) published in the International Journal of Learning, Teaching and Educational Research. Their study found that while project-based and online assessments were introduced in many schools during the shift to flexible learning, the lack of proper evaluation systems and teacher preparedness hindered their effectiveness. The data from Camalaniugan confirm this trend and support the recommendation that robust training, regular review, and structured feedback are essential for the long-term success of assessment innovations under ADM.

Table 2d. Weighted means and status of implementation of ADMs in the SHS along adaptation of assessments

Statements	**Weighted Mean**	**Descriptive Value**
1. The school uses online exams as a part of the assessment process for students.	3.82	Partially implemented
2. Project-based assessments are regularly implemented as part of the learning evaluation.	3.9	Partially implemented
3. Teachers adapt assessments to accommodate the needs of students in different learning settings.	3.86	Partially implemented
4. Students are given clear guidelines for online exams and project-based assessments.	3.81	Partially implemented
5. The school provides timely feedback on online exams and project-based assessments.	3.75	Partially implemented
6. Assessment strategies are flexible and adaptable to different learning platforms.	3.76	Partially implemented
7. Teachers are trained to develop and implement online exams and project-based assessments effectively.	3.73	Partially implemented
8. Online exams and project-based assessments are regularly reviewed to ensure they measure students' academic performance accurately.	3.81	Partially implemented
9. The school uses a variety of assessment methods to evaluate students' learning progress.	3.88	Partially implemented
10. The effectiveness of online exams and project-based assessments is evaluated regularly.	3.71	Partially implemented
Overall Weighted Mean	**3.80**	**Partially implemented**

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Teacher-student interaction and communication strategies

According to the data, the three most highly rated statements were "The school encourages teachers to maintain open lines of communication with students and their parents," which received the highest weighted mean of 4.05. This was followed by "Teachers use online platforms to maintain regular communication with students" with a weighted mean of 4.03, and both "Teachers use interactive online tools to engage students in discussions and learning activities" and "The effectiveness of teacher-student communication is evaluated regularly to ensure it supports student learning," each with a weighted mean of 3.95. This finding means that the schools are proactive in establishing clear and consistent communication channels among teachers, learners, and parents. It implies that maintaining effective communication is recognized as a fundamental support system for student learning, especially in the context of flexible instructional delivery.

In contrast, the three lowest-rated statements were "Teachers provide individual support to students through online consultation hours" with a mean of 3.77, followed by "The school encourages collaborative learning through online group activities" with 3.84, and "There are established methods for teachers to provide feedback to students on their academic progress," which received a weighted mean of 3.86. This finding means that although general communication practices are in place, more focused strategies such as individualized consultations and structured collaborative tasks are less consistently implemented. It implies that additional efforts are needed to personalize communication and to promote student-to-student interaction, both of which are essential for deepening engagement and enhancing the learning experience in ADM.

The overall weighted mean for this dimension was 3.91, which corresponds to the descriptive value "Partially implemented." This indicates that teacher-student interaction and communication strategies are being actively developed across the schools in the district, although full and consistent implementation has yet to be realized. Schools are already integrating various tools and approaches to promote interaction, but the effectiveness and reach of these strategies may still vary depending on technological resources, teacher readiness, and student accessibility.

In the specific context of Camalaniugan, where many learners may experience limited connectivity or device access, the ability of teachers to maintain meaningful and regular communication remains crucial. The current level of implementation reflects that schools are responsive to these needs but continue to face challenges in fully maximizing online consultation, personalized feedback, and real-time collaboration.

These findings are supported by the study of Dangle and Sumaoang (2020), published in the International Journal of Academic Multidisciplinary Research, which emphasized that effective communication between teachers and students is a key determinant of learning continuity in alternative delivery systems. Their research found that consistent teacher support and feedback significantly contribute to learners' motivation and academic progress, a conclusion that affirms the importance of enhancing communication strategies in the ADM framework within the Camalaniugan District.

Table 2e. Weighted means and status of implementation of ADMs in the SHS along with teacher-student interaction and communication strategies

Statements	Weighted Mean	Descriptive Value
1. Teachers use online platforms to maintain regular communication with students.	4.03	Partially implemented
2. There are established methods for teachers to provide feedback to students on their academic progress.	3.86	Partially implemented
3. The school encourages teachers to maintain open lines of communication with students and their parents.	4.05	Partially implemented
4. Teachers use interactive online tools to engage students in discussions and learning activities.	3.95	Partially implemented
5. Teachers provide individual support to students through online consultation hours.	3.77	Partially implemented
6. The school encourages collaborative learning through online group activities.	3.84	Partially implemented
7. Teachers respond to student inquiries in a timely and effective manner.	3.9	Partially implemented
8. The school ensures that communication between teachers, students, and parents is clear and consistent.	3.88	Partially implemented
9. The school provides teachers with the necessary tools to facilitate efficient communication with students.	3.9	Partially implemented
10. The effectiveness of teacher-student communication is evaluated regularly to ensure it supports student learning.	3.95	Partially implemented
Overall Weighted Mean	**3.91**	**Partially implemented**

Summary

Based on the summarized results, the highest level of implementation was observed in the areas of "Use of technology in delivering lessons" and "Teacher-student interaction and communication strategies," each with a weighted mean of 3.91. These were closely followed by "Implementation of flexible learning schedules" with 3.87. This finding means that schools in the district are making notable progress in integrating digital tools into lesson delivery, maintaining meaningful communication with learners and their families, and offering flexible schedules to accommodate varied learner needs. It implies that adaptive

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strategies involving technology and communication are being prioritized as central components of ADM delivery.

On the other hand, the lowest-rated domain was "Adaptation of assessments," which received a weighted mean of 3.80, followed by "Application of the IMPACT program and home schooling" with 3.83. This finding means that while these components are in place, they are still developing in terms of consistency, depth, and responsiveness to learner diversity. It implies that schools may need to further invest in localized assessment strategies and strengthen the operational structures of specific ADM programs such as IMPACT and home schooling.

The composite mean across all five dimensions was 3.86, which falls under the descriptive value "Partially implemented." This indicates that the Senior High Schools in the Camalaniugan District have initiated comprehensive efforts to implement ADM, but full integration and consistency across all program components remain a work in progress. The data suggest that the schools are actively transitioning into more flexible, learner-centered delivery systems but still face operational, logistical, and pedagogical challenges that affect full implementation.

In the context of Camalaniugan, this partial implementation is reflective of both progress and limitation. The district's schools demonstrate a growing readiness to respond to the demands of alternative learning environments, particularly in terms of digital integration and communication. However, further capacity-building, resource provision, and structured program refinement are essential to bridge the gap between planning and complete execution.

These findings are aligned with the conclusions of De Guzman and Guzon (2022), as published in the Philippine Journal of Education Studies, which emphasized that successful ADM implementation hinges not only on access to technology but also on comprehensive teacher training, adaptable assessments, and stakeholder involvement. Their study showed that many rural schools begin with partial implementation as they build toward long-term sustainability. This reinforces the importance of strategic support and continuous evaluation to elevate the current ADM practices in Camalaniugan from partial to full and effective execution.

Table 3f. Summary of overall weighted means and status of implementation of ADMs in the SHS

Statements	**OWM**	**ODV**
1. Application of the IMPACT program and home schooling	3.83	Partially implemented
2. Implementation of flexible learning schedules	3.87	Partially implemented
3. Use of technology in delivering lessons	3.91	Partially implemented
4. Adaptation of assessments	3.80	Partially implemented
5. Teacher-student interaction and communication strategies	3.91	Partially implemented
Composite Mean	**3.86**	**Partially implemented**

Differences in the Assessment of the Respondents in Status of Implementation of ADMs in SHS when grouped by Profile

For the status of implementation, there is also a significant difference in the assessments of learners and teachers, with a computed value of 3.043 and a p-value of 0.003. This finding suggests that the implementation of ADM is viewed differently by the two groups. While teachers may consider the delivery functional based on compliance indicators, learners may assess implementation based on access, clarity, and engagement. This highlights the importance of triangulating perspectives to evaluate ADM from both delivery and reception viewpoints, as emphasized by Tadle and Lucas (2020) in their analysis of flexible learning environments in the Philippines.

When grouped according to academic strand, a significant difference was again found, with a p-value of 0.000. As in the extent of compliance, HUMSS learners likely viewed implementation more positively due to the compatibility of ADM with their subject structure, whereas TVL and STEM learners may have encountered difficulties in executing performance-based tasks or laboratory simulations. The implication is that implementation strategies must be strand-specific. According to Boholano and Jamero (2021), one-size-fits-all approaches in remote learning disproportionately affect learners in skill-intensive tracks, who require more hands-on instructional delivery.

A significant difference was also found when learners were grouped by monthly family income, with a p-value of 0.010. Table 1a indicates that 48.7 percent of the learners belonged to households with a monthly income of ₱10,000 or below. Learners from lower-income families may lack access to gadgets, stable internet, and home learning resources, leading them to perceive ADM implementation as inadequate. Those from more affluent households may experience smoother ADM delivery, having better support structures and digital tools. This supports the findings of Dangle and Sumaoang (2020), who identified digital divide and economic disparities as critical challenges in remote learning implementation. The implication for schools is to invest in bridging these gaps through subsidized internet, gadget provision, and printed modules for learners in economic need.

Lastly, significant difference was found with respect to location, with a p-value of 0.016. The overwhelming majority of learners were from rural areas. Learners in rural communities may face intermittent distribution of modules, inconsistent communication with teachers, and fewer learning resources. These limitations contribute to the perception that ADM implementation is less effective. This affirms the conclusions of Tupas and Lintao (2021), who asserted that place-based disparities influence the success of flexible learning models. The implication is the necessity for context-specific implementation strategies that consider distance, infrastructure, and support systems available in rural communities.

Table 3. Comparison test results in the assessment of the respondents in the extent of compliance and status of implementation of ADMs in SHS when grouped by profile

Grouping Variables	**Status of Implementation**		
	Stat.	**p-value**	**Infer.**
Profile of Learners			
Age	0.199	0.819	NS
Gender	0.778	0.440	NS
Strand	**13.918**	**0.000**	**Sig.**

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Father's education	1.051	0.396	NS
Mother's education	1.538	0.155	NS
Monthly family income	**3.076**	**0.010**	**Sig.**
Location	**2.427**	**0.016**	**Sig.**
Prior ADM experience	1.565	0.119	NS
Profile of Teachers			
Age	0.709	0.552	NS
Sex	0.778	0.440	NS
Educational attainment	1.194	0.313	NS
Specialization	1.154	0.348	NS
Length of service	0.986	0.408	NS
Training along ADM	-1.168	0.249	NS

*Tested at 0.05 level of significance

Conclusion

Based on the findings of the study, it is concluded that Senior High Schools in the Camalaniugan District generally adhere to required standards on curriculum implementation, teacher preparation, provision of learning materials, learner support, and internal monitoring mechanisms. However, this high level of compliance does not uniformly translate into full implementation.

The status of ADM implementation across schools remains partial, particularly in the application of strand-specific delivery, flexible learning schedules, digital integration, assessment practices, and sustained teacher-learner interaction. These gaps in implementation are influenced by several learner-related factors, including academic strand, socioeconomic status, and geographic location. Learners from skill-based strands, low-income households, and rural areas encounter greater barriers in accessing and benefiting from ADM.

A significant relationship exists in the implementation, confirming that procedural adherence contributes meaningfully to the effectiveness of ADM delivery.

Given these conclusions, the study affirms that while ADM has been established as a necessary modality in response to educational disruption and learner diversity, its effectiveness in the Camalaniugan District depends on the alignment of compliance with contextualized, inclusive, and equitable implementation strategies.

Recommendations

Based on the study's findings, it is recommended that schools contextualize ADM materials per strand, especially for TVL and STEM, and adopt localized models for rural learners. Equity in access to learning resources must be ensured through needs assessments and community support. Regular teacher training on ADM pedagogy, strengthened learner support systems, and collaboration with parents are essential. A simple monitoring and evaluation framework should be implemented in schools. Lastly, further research is needed to assess ADM's long-term impact, effectiveness per strand, and the experiences of learners and parents, especially in low-resource and post-pandemic learning contexts.

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