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The Effectiveness of the Implementation of the Alternative Delivery Modes (ADMs) In Addressing the Weather-Induced Class Interruptions in the Public Elementary Schools in the Division of Camarines Sur

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ABSTRACT

This study determined the effectiveness of the implementation of Alternative Delivery Modes (ADMs) in addressing weather-induced class interruptions in public elementary schools in the Division of Camarines Sur. Specifically, it assessed the extent of implementation and effectiveness of ADMs, determined the significant agreement of rank orders among Congressional Districts, identified challenges encountered, examined solutions offered, and developed an action plan based on the findings. The study involved 274 respondents. Findings revealed that the implementation of ADMs was Very Much Implemented in terms of instructional delivery modes, support, pedagogical practices, content, assessment, and operations. Significant agreement was found in the rank orders of implementation indicators ($p<0.001$). The effectiveness of ADMs in addressing weather-induced class interruptions was generally rated Much Effective, with key strategies, access, and positive perceptions rated Very Much Effective, while flexibility and moderate effectiveness were rated Much Effective. Significant agreement was likewise found in the rank orders of effectiveness indicators ($p<0.001$). The major challenges encountered were high drop-out risk, lack of interaction, low motivation, need for support, environmental constraints, and technical issues. The solutions considered Very Much Necessary included providing offline learning materials and downloadable modules, conducting mentoring and peer-sharing sessions, and strengthening parent engagement and attendance monitoring. Significant agreement was also found in the rank orders of challenges and solutions ($p<0.001$). Based on the findings, an action plan was developed to strengthen ADM implementation. The study recommends improving technological infrastructure, providing flexible and learner-centered curricula, strengthening instructional supervision and technical assistance, ensuring equitable learning resources, enhancing parental engagement, and implementing intervention, remediation, and learner-retention programs.

1. Introduction

The implementation of Alternative Delivery Modes (ADMs) in public schools has emerged as a vital response to the diverse and evolving educational needs of learners. Grounded in the principles of inclusivity and accessibility under Republic Act No. 10533 and aligned with Department of Education (DepEd) policies, ADMs provide flexible learning opportunities for learners who cannot participate in conventional classroom instruction. These include modular, online, blended, homeschooling, and other innovative approaches that address geographical, socio-economic, health-related, and personal challenges. Through these varied pathways, ADMs help ensure that no learner is left behind, particularly during natural disasters and other emergencies.

Education is a fundamental right and a foundation of societal development. Article XIV, Section 1 of the 1987 Philippine Constitution mandates the State to protect and promote the right of all citizens to quality education and make it accessible to all. This constitutional mandate supports the use of flexible learning approaches, particularly in areas frequently affected by natural disasters. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, further empowers school heads and local education officials to implement programs responsive to community needs.

The implementation of ADMs is further supported by DepEd Order No. 54, s. 2012, which institutionalized ADMs in the basic education system and recognized circumstances such as geographical isolation, natural calamities, environmental hazards, health conditions, and emergencies as barriers to regular attendance. DepEd Order No. 53, s. 2011 provides financial support for recognized ADMs, including MISOSA, e-IMPACT, Open High School Program, modular learning, and other flexible delivery systems. More recent policies, including DepEd Orders No. 9 and 14, s. 2026, strengthen learning continuity during emergencies by promoting flexible learning modalities, curriculum adjustments, assessment flexibility, learner safety, teacher preparedness, and context-responsive Learning Continuity Plans.

DepEd Order No. 037, s. 2022 and DepEd Order No. 022, s. 2024 likewise strengthen the operational implementation of learning continuity during typhoons, floods, extreme heat, and other hazards. These policies require schools to prepare and regularly update

Learning Continuity Plans and use appropriate modalities such as modular, online, blended, radio-based, and television-based instruction. Collectively, these policies establish a framework for ensuring that learners continue to receive quality education despite weather-induced class interruptions.

Climate-related disasters continue to disrupt education worldwide. Extreme weather events such as typhoons and floods have caused extensive school closures and learning disruptions. The Philippines, which experiences an average of 20 tropical cyclones annually, remains highly vulnerable to these events. Typhoons Ulysses in 2020 and Odette in 2021 caused displacement of learners, school damage, and prolonged class suspensions. Despite the implementation of ADMs, schools in affected areas continue to experience challenges involving learning resources, electricity, internet connectivity, and learner engagement.

The Bicol Region, including Camarines Sur, is particularly vulnerable to typhoons, heavy rainfall, and flooding. In 2022, Typhoon Paeng affected more than 30,000 students in the region. Limited access to online learning tools, unstable power supply, and lower learner engagement in printed self-learning modules make learning continuity a continuing challenge. In the Division of Camarines Sur, weather-related disruptions frequently result in class suspensions, particularly in flood-prone areas. Inadequate disaster-resilient facilities and limited alternative learning strategies may contribute to prolonged learning disruptions and inconsistent lesson delivery.

The Schools Division Office (SDO) of Camarines Sur has demonstrated its commitment to resilient and uninterrupted education through its programs on disaster preparedness, learning continuity, instructional leadership, and school resilience. These include capacity-building and write shops on school contingency planning, the Batang Empowered and Resilient Team (BERT), Incident Command System trainings, Water, Sanitation, and Hygiene in Schools (WinS), Learning Continuity Planning workshops, School Learning Action Cells, instructional supervision, and professional development on flexible learning delivery. Literacy and remediation programs, research initiatives, stakeholder partnerships, and other division programs further support learning continuity during emergencies.

ADMs are particularly relevant to Camarines Sur because they provide flexible learning opportunities beyond the traditional classroom during typhoons, heavy rainfall, and flooding. They promote learner independence through structured and activity-based instructional materials that enable learners to continue studying at home or in alternative settings. Bernido and Bernido (2019) noted that ADMs incorporate activity-based learning, parallel learning tasks, reduced lecture time, and portfolio-based assessment to enhance learner participation and mastery of competencies.

The conduct of this study is necessary because weather-induced class interruptions continue to affect the delivery of basic education in the Philippines, particularly in SDO Camarines Sur. Although studies have examined distance learning, modular instruction, and educational continuity during emergencies, limited research specifically focuses on the effectiveness of ADM implementation in addressing weather-induced class interruptions in public elementary schools in the Division. Existing studies often focus on broader national contexts, the COVID-19 pandemic, or secondary education and may not fully reflect the experiences and challenges of local elementary schools. Differences in environmental conditions, accessibility of resources, teacher preparedness, parental involvement, and learner participation further emphasize the need for a localized investigation.

Therefore, this study examined the effectiveness of the implementation of Alternative Delivery Modes (ADMs) in addressing weather-induced class interruptions in public elementary schools in the Division of Camarines Sur.

1.1 Statement of the Problem

This study determined the effectiveness of the implementation of the Alternative Delivery Modes (ADMs) in addressing the weather-induced class interruptions in Public Elementary Schools in the Division of Camarines Sur for School Year 2024-2025.

Specifically, this study sought answers to the following questions:

1.To what extent is the implementation of the Alternative Delivery Modes (ADMs) in terms of:
1.1 Instructional Delivery Modes,
1.2 Pedagogical,
1.3 Assessment,
1.4 Content,
1.5 Operational, and
1.6 Support?
2.How significant is the agreement on the rank orders of the implementation of the Alternative Delivery Modes (ADMs) along the aforementioned aspects?
3.To what extent is the effectiveness of the Alternative Delivery Modes (ADMs) in addressing the weather-induced class interruptions along:
3.1 High Flexibility,
3.2 High Access,
3.3 Positive Perceptions,
3.4 Success in Key Strategies, and
3.5 Moderate Effectiveness?
4.How significant is the agreement on the rank orders of the effectiveness of the Alternative Delivery Modes (ADMs) in addressing the weather-induced class interruptions among the different Congressional Districts?
5.What challenges were faced by the teachers in the implementation of the Alternative Delivery Modes (ADMs) in terms of:
5.1 Technical Issues,
5.2 Environmental Constraints,
5.3 Lack of Interaction,
5.4 Needs for Support,
5.5 Low Motivation, and

5.6 High Drop-out Risk?
6. What solutions were offered to address the challenges faced?
7. How significant is the agreement on the rank orders of the challenges faced and the solutions offered?
8. What action plan can be formulated based from the findings of the study?

1.2 Assumptions of the Study

This study is anchored on the following assumptions:
1.The extent of the implementation of the Alternative
Delivery Modes (ADMs) in terms of Instructional Delivery Modes, Pedagogical, Assessment, Content, Operational, and Support can be determined.
2.The extent of effectiveness of the effectiveness of the Alternative Delivery Modes (ADMs) in addressing the weather-induced class interruptions along High Flexibility, High Access, Positive Perceptions, Success in Key Strategies, and Moderate Effectiveness among the different Congressional Districts in the Division of Camarines Sur can be gauged.
3.There are challenges faced in the implementation of the Alternative Delivery Modes (ADMs).
4.There are solutions offered to address the challenges faced.
5.Action Plan can be formulated based from the findings of the study.

1.3 Hypotheses of the Study

This study tested the following hypotheses:
1.There is a significant agreement on the rank orders on the extent of the implementation of the Alternative Delivery Modes (ADMs).
2.There is a significant agreement on the extent of
the effectiveness of the implementation of the Alternative Delivery Modes (ADMs) in addressing the weather-induced class interruptions among different Congressional Districts.
3.There is a significant agreement on the rank orders of the challenges faced and the solutions offered.

2. Literature Review

This section presents a review of related literature and studies on Alternative Delivery Modes (ADMs), weather-induced class interruptions, disaster-resilient education, learning continuity, challenges, solutions, and action plans. These sources provided insights and served as bases for the theoretical and conceptual frameworks of the study.It also presents the relevant findings, similarities, differences, research gap, and synthesis of the reviewed literature and studies, together with the theoretical and conceptual frameworks and their respective paradigms.

2.1 Alternative Delivery Modes (ADMs)

Howe (2021) studied Finding Our Way Through a Pandemic: Teaching in Alternate Modes of Delivery. The study examined how teachers transformed traditional classroom activities into effective online lessons using alternative delivery modes and digital tools. Through teacher reflections and student feedback, the study identified promising approaches for synchronous and face-to-face learning.The similarity of the previous study to the present study is its focus on alternative delivery modes. However, the present study focuses specifically on the effectiveness of ADMs in addressing weather-induced class interruptions in public elementary schools.

Calamaan (2025) explored Alternative Delivery Mode in Philippine secondary education. Using survey data from 300 students and interviews with 15 participants, the study found that modular learning was preferred because of its flexibility and accessibility, while online learning was affected by connectivity and limited digital resources. Learners also experienced challenges in time management, understanding lessons, and obtaining direct assistance. The study emphasized improved learning materials, teacher engagement, family involvement, and teacher training.The study is similar to the present research in its focus on ADM implementation but differs in locale, instruments, and statistical treatment.

Calimlim et al. (2024) examined Alternative Learning Delivery Modes among secondary Social Studies teachers in Zambales. Findings showed that teachers were generally ready for home-based/modular learning but needed technological infrastructure, training, seminars, and stable internet connectivity. A significant difference was also found in perceived readiness for ALDMs.The similarity lies in the implementation of ADMs, while the studies differ in locale, instruments, and statistical treatment.

2.1.1 Weather-Induced Class Interruptions and Disaster-Resilient Education

The Philippines is highly vulnerable to natural disasters, particularly tropical cyclones, which frequently result in class suspensions and loss of instructional time. In Camarines Sur and other vulnerable areas, prolonged interruptions may affect learning and contribute to educational inequality, especially in rural and remote communities with limited access to digital resources.Garcia and Perez (2021) found that students affected by typhoon-related class suspensions of more than two weeks performed significantly lower on standardized tests than learners in areas with fewer interruptions. Similarly, Reyes and Razon (2022) reported that students in rural Bicol were particularly vulnerable to educational setbacks because of limited access to alternative learning modalities.The studies are similar to the present research in their focus on weather-induced interruptions but differ in locale, instruments, and statistical treatment.

Disaster-resilient education refers to the capacity of schools to withstand, adapt to, and recover from disasters while maintaining learning continuity. It includes infrastructure improvement, curriculum adaptation, disaster risk reduction, contingency planning, and flexible learning approaches. UNESCO (2020) emphasized the integration of disaster risk reduction into curricula, contingency planning, and flexible learning strategies. In the Philippines, DepEd has implemented the School Disaster Risk Reduction and Management (SDRRM) program to strengthen disaster preparedness. Alternative learning modes, including online learning, radio-

based instruction, and printed self-learning modules, have also supported learning continuity during school closures.However, Delgado (2020) identified challenges in distributing learning materials in remote areas and noted that some learners struggled with independent learning because of limited parental assistance. The study recommended stronger teacher and learner support, teacher training, and improved accessibility of learning materials.

Tanyag (2021) found that trained and supported teachers were more positive toward ADM implementation and better able to adapt learning materials to students' needs. In contrast, Perez and Lopez (2022) found that teachers in disaster-prone areas experienced additional workload and difficulty balancing regular teaching responsibilities with ADM implementation. Despite these challenges, Rivas and Tanyag (2021) reported that ADM can provide continuity and stability for learners during natural disasters, making it an important tool for strengthening disaster resilience in education.

2.1.2 Learning Continuity and Alternative Education Models

Alternative Delivery Modes were developed to provide flexible learning during crises and allow learners to continue studying when schools are physically closed. Modular learning is particularly useful in rural and remote areas because it can be implemented even where digital access is limited.Delos Reyes and Villanueva (2021) found that teachers considered ADM effective in maintaining learning continuity during typhoon season, while learners who used ADM during school closures demonstrated improved academic performance after classes resumed. Similarly, Cordero and Punzalan (2021) found that the DLP helped minimize learning loss during typhoon-related school closures in the Bicol region.

Despite its benefits, ADM implementation faces challenges involving the timely distribution of learning materials, limited transportation, learner independence, and insufficient support. Cordero and Punzalan (2021) recommended teacher training and stronger support systems for learners and families.Teachers play a central role in alternative education. Tanyag (2020) emphasized that teacher readiness, training, and support are essential for effective ADM implementation. Teachers prepare materials, guide learners, provide feedback, and maintain communication with families during school closures.

De La Cruz and Garcia (2022) found that teachers often experienced increased workload and difficulties supporting learners with limited internet access or parental assistance. They recommended comprehensive training, adequate resources, and collaboration among teachers, school administrators, and communities.The success of ADMs also depends on supportive policies. The Basic Education Learning Continuity Plan (BELCP) provided a framework for alternative learning modes, while Rivas and Aquino (2021) emphasized flexible and scalable learning models and stronger collaboration among schools, LGUs, and stakeholders.

2.1.3 Challenges Encountered

Caabas, Diaz, Luna, and Borris (2024) examined teachers' self-efficacy, productivity, and challenges in conducting action research. The study found that teachers experienced limited research time, low confidence, work overload, insufficient funding, and inadequate institutional support. It recommended improved work schedules and stronger institutional support.The similarity with the present study is the focus on challenges encountered, while the studies differ in locale, instruments, and statistical treatment.

Arciagali and Astillero (2023) investigated challenges and strategies of school heads in implementing modular distance learning. Major challenges included limited teacher-learner interaction, risks during home visitation, insufficient funds, assessment difficulties, workload, and limited classroom observation. Strategies included community partnerships, home visitation, training, fund realignment, use of existing resources, revised assessment procedures, delegation, and video-based observation. Casteñeros and Tañajura (2023) examined challenges faced by newly promoted school heads. These included staff supervision, work-life balance, school management, and dealing with predecessors' practices. School heads addressed these through support from others, self-reliance, open-mindedness, and time management. The study also identified the need for professional development, financial management, and instructional supervision training.

Duplon, Ventura, and Decena (2022) found that the work environment of newly hired teachers, including facilities, school typology, physical environment, work-from-home arrangements, and administrative support, affected their teaching experiences. Challenges involving adjustment, time management, communication, coordination, and motivation were also identified.Conflicts and challenges are inevitable in schools; however, effective communication, collaboration, leadership, and conflict-resolution strategies can minimize their effects and promote a productive school environment.

Agapito (2024) examined conflict resolution and grievance management in the Schools Division of Las Piñas. The study found that collaboration was a preferred conflict-resolution strategy and recommended a conflict management training program to strengthen organizational development.Morales and Sapin (2020) explored the lived experiences of school principals in coping with the demands of school development. The study identified challenges and the strategies used by school heads to address them and emphasized the importance of leadership efforts in achieving school success.

2.1.4 Solutions

Tarricone et al. (2021) emphasized flexible learning strategies such as modular, blended, digital, television, and radio-based instruction. They identified preparedness, teacher capacity-building, contextualized resources, stakeholder collaboration, and strong leadership as essential to learning continuity.Reimers and Schleicher (2020) emphasized comprehensive learning continuity plans that integrate flexible instruction, curriculum prioritization, teacher development, and stakeholder engagement.

Daniel (2020) emphasized distance, online, modular, and blended learning supported by teacher preparation and policy guidance.

Hodges et al. (2020) stressed the need to distinguish emergency remote teaching from well-planned flexible learning and recommended investment in teacher training, learning materials, and instructional technologies.Bozkurt and Sharma (2020) emphasized learner-centered, flexible, and inclusive education supported by multiple delivery modalities and collaboration among schools, communities, governments, and families.

Abrigo, Francisco, and Santos (2026) found that even short-term weather-related school closures can reduce academic achievement and recommended strengthening ADMs, learning continuity plans, and disaster preparedness.
Cadag et al. (2020) found that recurrent flooding disrupted teaching and learning and recommended disaster risk reduction, contingency planning, and flexible learning.Lagmay and Rodrigo (2022) found that typhoons affected online learning because of power interruptions, connectivity problems, and infrastructure damage. They recommended multiple ADMs, including printed modules and blended learning.
Dahl and Millora (2021) emphasized collaborative learning, institutional support, capacity building, and organizational learning for disaster preparedness.Cadiz (2025) emphasized modular, online, and blended learning supported by teacher readiness, instructional leadership, parental support, resources, and coherent policies.

2.1.5 Action Plan

Teacher professional development is essential to effective ADM implementation. Darling-Hammond et al. (2020) emphasized that professional development should be continuous, context-specific, and focused on pedagogical skills, content knowledge, and practical strategies for supporting learners during disruptions.
An action plan translates research findings into practical interventions for strengthening learning continuity, teacher preparedness, stakeholder collaboration, and reduction of learning loss during weather-induced interruptions.Tarricone et al. (2021), through the UNESCO Bangkok NEQMAP thematic review, found that effective learning continuity requires system preparedness, curriculum streamlining, diversified assessment, inclusion of vulnerable learners, and professional development. They recommended action plans covering preparedness, response, recovery, monitoring, and evaluation.
UNESCO International Commission on the Futures of Education (2021) emphasized resilient and adaptable education systems through school preparedness, flexible learning, teacher development, and partnerships among governments, schools, communities, and civil society. Dayagbil et al. (2021) found that learning continuity depends on administrative preparedness, instructional flexibility, faculty training, technological readiness, and monitoring. They recommended strategic plans focusing on capacity building, resource mobilization, and evaluation.
Tarricone, Mestan, and Teo (2023) developed a policy monitoring framework emphasizing preparedness, response, recovery, governance, teaching and learning, stakeholder coordination, and continuous monitoring. They recommended action plans with clear responsibilities, measurable indicators, and quality assurance mechanisms. Malazzab (2025) found that effective ADM implementation depends on teacher competence, administrative support, learning resources, learner participation, and systematic monitoring. The study recommended continuous training, instructional supervision, stakeholder engagement, and regular assessment.
Hernando et al. (2025) found that implementation plans, instructional leadership, teacher preparation, and stakeholder participation contributed to learner engagement and instructional continuity. The study recommended professional development, improved communication, resource allocation, and continuous monitoring. Magsino and Dela Cruz (2021) found that well-structured professional development programs improved teaching strategies and student outcomes. Effective programs should include hands-on activities, collaboration, and real-world application.
Cahapay (2021) emphasized that learning continuity requires interventions responsive to learners and communities. Localized action plans should strengthen stakeholder participation, contextualize resources, improve teacher preparedness, and establish monitoring mechanisms.Sabacajan and Moradods (2023) found that ADM implementation was affected by insufficient instructional materials, limited professional development, inadequate stakeholder support, and monitoring concerns. They recommended teacher training, improved resource allocation, stronger community partnerships, and systematic monitoring.
Hermosisima, Mobo, and Cutillas (2023) emphasized strategic planning, teacher capability enhancement, technological infrastructure, stakeholder collaboration, instructional leadership, monitoring, and technical assistance in strengthening learning continuity.Ladines (2023) found that successful flexible learning depended on proactive leadership, collaboration, resource mobilization, stakeholder engagement, and instructional supervision. The study recommended localized action plans incorporating capacity building, contingency planning, risk reduction, and community participation.
Cadiz (2025) found that learning continuity during disasters is influenced by teacher competence, instructional leadership, learner motivation, parental support, learning resources, and institutional preparedness. The study recommended strategic action plans, continuous professional development, periodic evaluation, stakeholder collaboration, and regular improvement of contingency measures.
Finally, Abrigo, Francisco, and Santos (2026) found that weather-related school closures resulted in measurable declines in learner achievement. They recommended strengthened ADMs, localized contingency planning, improved resource distribution, teacher capacity-building, and coordination among schools, LGUs, and communities. These findings support the development of the proposed Action Plan for improving the implementation of Alternative Delivery Modes in public elementary schools in the Division of Camarines Sur.

2.2 Synthesis of the State-of-the-Art

Based on the various literature and studies collected on Alternative Delivery Modes (ADMs), weather-induced class interruptions and disaster-resilient education, learning continuity and alternative education models, and training design., the researcher realized that the factors of learning in the teaching field, especially on environmentalism and policy recommendations, were very significant in enhancing education in our country.
The reviewed studies consistently show that Alternative Delivery Modes (ADMs) are viable mechanisms for sustaining learning during school disruptions. Howe (2021), Calamaan (2025), and Calimlim et al. (2024) found that modular, blended, and online modalities provide flexibility, promote learner independence, and enable instruction to continue despite physical school closures. However, these studies also reveal recurring concerns regarding teacher readiness, instructional material quality, learner support, and technological access. Collectively, the literature indicates that the effectiveness of ADMs depends not only on the availability of alternative learning modalities but also on the quality of implementation, teacher competence, and contextualized support systems.

Studies on weather-induced disruptions demonstrate that frequent typhoons, flooding, and other climate-related hazards significantly reduce instructional time and negatively affect learner achievement. Garcia and Perez (2021) and Reyes and Razon (2022) documented learning losses and increased educational inequality in disaster-prone and rural communities. UNESCO (2020) and DepEd disaster-resilience initiatives emphasize that schools must integrate disaster risk reduction, contingency planning, and flexible learning approaches into regular school operations. The literature therefore establishes that educational resilience requires systems capable of preparing for, responding to, and recovering from recurring weather-related interruptions while maintaining continuity of instruction.

The literature on learning continuity highlights ADMs as a practical response to prolonged class suspensions. Delos Reyes and Villanueva (2021), Cordero and Punzalan (2021), and Tanyag (2020, 2021) found that modular and self-paced learning helped mitigate learning loss during typhoon-related closures, particularly in the Bicol Region. Nonetheless, De La Cruz and Garcia (2022) identified challenges related to workload, distribution of modules, and learner support. Rivas and Aquino (2021) further stressed the need for scalable, flexible, and community-supported learning systems. These findings suggest that successful learning continuity requires coordinated support from schools, families, local government units, and communities.

The reviewed studies reveal that implementation challenges remain substantial. Caabas et al. (2024) highlighted limited research time, work overload, and insufficient institutional support among teachers. Arciagali and Astillero (2023) identified constraints in modular learning implementation, including budget limitations, assessment difficulties, and supervision concerns. Casteñeros and Tañajura (2023) and Duplon, Ventura, and Decena (2022) further documented leadership, workload, communication, and resource challenges. Taken together, these studies indicate that the effectiveness of ADMs is often constrained by organizational capacity, resource availability, leadership preparedness, and the additional demands placed on teachers and school heads during emergencies.

Recent international and Philippine studies converge on several solutions for strengthening learning continuity. Tarricone et al. (2021), Reimers and Schleicher (2020), Daniel (2020), Hodges et al. (2020), and Bozkurt and Sharma (2020) advocate flexible multimodal instruction, teacher capacity-building, contextualized learning resources, stakeholder collaboration, and strong educational leadership. Philippine studies by Abrigo, Francisco, and Santos (2026), Lagmay and Rodrigo (2022), and Cadiz (2025) reinforce these recommendations by emphasizing localized contingency planning, multiple delivery modalities, and strengthened disaster preparedness. The literature suggests that resilient education systems are those that institutionalize flexibility before disruptions occur rather than relying solely on emergency responses.

Studies specifically focused on action planning emphasize that research findings must be translated into concrete, measurable interventions. Darling-Hammond et al. (2020) stressed sustained professional development, while Tarricone et al. (2021), UNESCO (2021), Dayagbil et al. (2021), and Tarricone, Mestan, and Teo (2023) highlighted preparedness, monitoring, governance, and continuous quality assurance. Philippine studies by Cahapay (2021), Sabacajan and Moradods (2023), Hermosisima et al. (2023), Ladines (2023), Cadiz (2025), and Abrigo et al. (2026) consistently recommend localized action plans that integrate teacher training, stakeholder participation, resource allocation, contingency planning, and systematic evaluation. These studies provide a clear empirical foundation for developing a school-based Action Plan to strengthen ADM implementation in Camarines Sur.

2.3 Gap Bridged by the Study

This study was anchored on previous research emphasizing the need for more comprehensive investigations into the implementation and effectiveness of Alternative Delivery Modes (ADMs) in ensuring the continuity of learning during weather-induced class interruptions. A review of related literature and studies revealed that although numerous researchers have examined the role of ADMs in improving learners' academic performance, promoting independent learning, enhancing learner engagement, and supporting instructional continuity, there remains a paucity of studies that specifically assess the effectiveness of the implementation of Alternative Delivery Modes (ADMs) in addressing weather-induced class interruptions in public elementary schools in the Division of Camarines Sur.

Furthermore, none of the studies reviewed explicitly examined the effectiveness of ADM implementation within the local context of the Division of Camarines Sur, a province frequently affected by typhoons, heavy rainfall, flooding, and other weather-related hazards that disrupt the regular conduct of classes. While previous investigations have established the educational benefits of ADMs in various learning environments, limited empirical evidence exists regarding how effectively these modalities have been implemented to sustain quality instruction, maintain learner engagement, ensure accessibility and flexibility of learning, and promote continuity of education during weather-related disruptions.

This identified research gap served as the basis for the present study. Specifically, the study sought to evaluate the effectiveness of the implementation of Alternative Delivery Modes (ADMs) in addressing weather-induced class interruptions in public elementary schools in the Division of Camarines Sur. The findings are expected to provide empirical evidence that will guide school leaders, teachers, policymakers, and other education stakeholders in strengthening the implementation of ADMs and enhancing the resilience and responsiveness of the basic education system during weather-related emergencies. From the presentation of the findings of the aforementioned studies, it was found that all of them enriched the present studies. Most studies focused on school environment-related leadership activities, student attitudes, and policy recommendations that will lead to quality education.

Among the enumerated studies herein, it was noted that no study exactly mirrors the present investigation; thus, this research gap is what the present study seeks to bridge through a localized examination of the effectiveness of the implementation of Alternative Delivery Modes (ADMs) in addressing weather-induced class interruptions in public elementary schools in the Division of Camarines Sur.

2.4 Theoretical Framework of the Study

This study is supported by five related theories: (1) Constructivist Learning Theory, (2) Self-Determination Theory, (3) Cognitive Load Theory, (4) Resilience Theory, and (5) Experiential Learning Theory.

The innermost circular region represents the effectiveness of Alternative Delivery Modes (ADMs) in addressing weather-induced class interruptions in public elementary schools in the Division of Camarines Sur for School Year 2025–2026. The second circular region represents the extent of ADM implementation in terms of Instructional Delivery Modes, Pedagogical, Assessment, Content, Operational, and Support. The third circular region represents the effectiveness of ADM implementation in terms of High Flexibility, High Access, Positive Perceptions, Success in Key Strategies, and Moderate Effectiveness. The fourth circular region presents the challenges encountered by school heads and the solutions offered to address these challenges. The outermost region represents the respondents from the 1st to 5th Congressional Districts.

Constructivist Learning Theory (Piaget & Vygotsky, 1934) emphasizes that learners actively construct knowledge through experience and interaction. ADM supports this through independent learning using concept notes and structured learning activities. The theory also emphasizes the teacher's role as facilitator, which may influence perceptions of ADM feasibility and sustainability. Self-Determination Theory (Deci & Ryan, 1985) emphasizes autonomy, competence, and relatedness as factors influencing motivation. ADM promotes self-directed learning and learner responsibility. Teachers may view this as beneficial for developing independence, although it may also challenge learners with limited self-regulation.Cognitive Load Theory (Sweller, 1988) emphasizes the importance of managing learners' cognitive demands. Since ADM involves independent and activity-based learning with limited teacher intervention, learning materials must be appropriately designed to prevent excessive cognitive load and support comprehension. Resilience Theory (Garmezy & Rutter) explains how individuals adapt and thrive despite adversity. In weather-prone areas, ADM supports learning continuity by enabling learners to maintain academic progress despite class interruptions. Teachers' perceptions of ADM may therefore provide insights into its role in developing learner resilience and adaptability. Experiential Learning Theory (Kolb, 1984) emphasizes learning through active experience, reflection, and application. ADM's structured self-learning activities encourage learners to apply concepts and engage actively in the learning process, making learning more meaningful and sustainable. Overall, these five theories provide a theoretical foundation for understanding the implementation and effectiveness of ADM as a strategy for maintaining learning continuity during weather-induced class interruptions. They also provide a basis for identifying challenges and developing strategies to improve ADM implementation in disaster-prone schools.

3. Methodology

This section presents research design, respondents, research procedures, research instrument, and statistical tools used in the study.

3.1 Research Design

This study employed the Descriptive-Evaluative-Correlational Research Method. The descriptive method determined the extent of effectiveness of Alternative Delivery Modes (ADMs) in addressing weather-induced class interruptions in public elementary schools in the Division of Camarines Sur during School Year 2025–2026. The correlational method examined the significant agreement in the rank orders of ADM effectiveness, challenges encountered, and solutions identified across the five congressional districts. The findings served as the basis for developing an Action Plan.

3.2 Sampling Technique

Purposive sampling was availed in the choice of the locale of the study, the public elementary schools in the Division of Camarines Sur. On the other hand, Stratified Random Sampling using Slovin's formula was availed in the choice of the respondents to determine the adequacy and representativeness of the samples in the five (5) congressional districts in the Division of Camarines Sur. The questionnaire checklist was used and assessed the effectiveness of the implementation of the Alternative Delivery Modes (ADMs) in addressing the weather-induced class interruptions in public elementary schools.

3.3 Respondents of the Study

The respondents of this study were the public elementary school heads in the Division of Camarines Sur. The school heads were grouped by First, Second, Third, Fourth, and Fifth Congressional Districts. There were eight hundred sixty-five school heads in the entire Division of Camarines Sur. The researcher used the Slovin formula to get the sample size. Based from computation, there were two hundred seventy-four (274) respondents in this study.

3.5 Research Instruments

A researcher-made rating scale (questionnaire checklist) was used to gather data and determine the effectiveness of the implementation of Alternative Delivery Modes (ADMs) in addressing weather-induced class interruptions in public elementary schools during School Year 2025–2026. The researcher personally administered and retrieved the questionnaires after securing permission from the Schools Division Superintendent and the Public Schools District Supervisor. The data gathered were tabulated and analyzed using appropriate statistical tools.

3.6 Statistical Tools

Various statistical tools such as frequency count, weighted mean, percentage, and rank were used to treat the data statistically.

To determine the significance of agreement on the rank orders of the extent of the implementation of Alternative Delivery Modes (ADMs) and the extent of the effectiveness of the implementation of the Alternative Delivery Modes (ADMs) in addressing the weather-induced class interruptions in public elementary schools in the Division of Camarines Sur, the challenges encountered, and the solutions offered, Kendall Coefficient of Concordance W was employed (Siegel, 1988). The corresponding chi-square (x2) formula was used to determine the significance of agreement, (Siegel 1988).

4. Findings

This section presents, analyzes, and interprets the data gathered to answer the specific problems of the study on the effectiveness of implementing Alternative Delivery Modes (ADMs) in addressing weather-induced class interruptions in public elementary schools in the Division of Camarines Sur during School Year 2025–2026.

The implementation of the Alternative Delivery Modes (ADMs) has become a significant educational strategy in addressing the diverse learning needs of students, particularly those who face barriers to traditional classroom instruction. In the Philippines, ADMs were institutionalized through policies of the Department of Education to ensure that all learners, including those in remote, disadvantaged, or high-risk situations, have access to quality basic education

4.1 The Extent of the Implementation of the Alternative Delivery Modes (ADMs) in terms of Instructional Delivery Modes

Instructional Delivery Modes refer to the various methods and approaches used by educators to facilitate teaching and learning processes. These modes are designed to address the diverse needs, abilities, and circumstances of learners, ensuring that education remains accessible and effective across different contexts. Traditionally, instruction has been delivered through face-to-face classroom interaction, where teachers and students engage in real-time discussions and activities.

Table 1: The Extent of the Implementation of the Alternative Delivery Modes (ADMs) in terms of Instructional Delivery Modes

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Utilizes varied instructional delivery approaches (e.g., modular, online, blended) effectively	4.94	VMI	2	4.95	VMI	1	4.94	VMI	1	4.95	VMI	1	4.93	VMI	1	4.94	VMI	1
2. Aligns instructional delivery modes with learners' needs and contexts	4.55	VMI	9	4.52	VMI	9	4.53	VMI	9	4.58	VMI	9	4.68	VMI	5	4.57	VMI	8.5
3. Provides accessible and flexible learning options through ADMs	4.85	VMI	4	4.80	VMI	4	4.70	VMI	4	4.86	VMI	4	4.80	VMI	3	4.80	VMI	4
4. Integrates technology appropriately in delivering instruction	4.79	VMI	6	4.77	VMI	6	4.69	VMI	5	4.77	VMI	6	4.67	VMI	6	4.74	VMI	6
5. Ensures consistency of learning delivery across different modalities	4.60	VMI	8	4.54	VMI	8	4.55	VMI	8	4.64	VMI	8	4.52	VMI	8	4.57	VMI	8.5
6. Adapts instructional strategies to suit diverse learning environments	4.76	VMI	7	4.70	VMI	7	4.62	VMI	7	4.74	VMI	7	4.60	VMI	7	4.68	VMI	7
7. Supports learner engagement through interactive delivery methods	4.50	VMI	10	4.50	VMI	10	4.51	VMI	10	4.55	VMI	10	4.50	VMI	10	4.51	VMI	10
8. Monitors the effectiveness of chosen instructional delivery modes	4.84	VMI	5	4.78	VMI	5	4.74	VMI	6	4.78	VMI	5	4.76	VMI	4	4.78	VMI	5
9. Coordinates with stakeholders to implement delivery modes successfully	4.97	VMI	1	4.90	VMI	2	4.87	VMI	3	4.93	VMI	2	4.88	VMI	2	4.91	VMI	2
10. Evaluates and improves instructional delivery based on feedback and outcomes	4.90	VMI	3	4.89	VMI	3	4.88	VMI	2	4.89	VMI	3	4.51	VMI	9	4.81	VMI	3
Average	**4.77**	**VMI**		**4.73**	**VMI**		**4.70**	**VMI**		**4.77**	**VMI**		**4.68**	**VMI**		**4.73**	**VMI**	

The indicators show a consistently high level of implementation, all indicators rated as Very Much Implemented were: Utilizes varied instructional delivery approaches, 4.94; Coordinates with stakeholders to implement delivery modes successfully, 4.91; Evaluates and improves instructional delivery based on feedback and outcomes, 4.81; Provides accessible and flexible learning options through ADMs, 4.80; Monitors the effectiveness of chosen instructional delivery modes, 4.78; Integrates technology appropriately in delivering instruction, 4.74; Adapts instructional strategies to suit diverse learning environments, 4.68; Aligns instructional delivery modes with learners' needs and contexts, 4.57; Ensures consistency of learning delivery across different modalities, 4.57; and Supports learner engagement through interactive delivery methods, 4.51.

The lower rating of supports learner engagement through interactive delivery methods, 4.51 is attributed to several concrete challenges in the implementation of Alternative Delivery Modes. Limited access to stable internet connectivity and appropriate digital devices directly restricts the use of interactive platforms such as live discussions, virtual collaboration tools, and multimedia-based activities. The heavy reliance on printed modular learning materials reduces opportunities for real-time interaction, resulting in more passive learning experiences. In addition, gaps in teacher training on designing and facilitating interactive strategies in remote or blended settings affect the quality of learner engagement. Learners' home environments, which often include distractions, limited academic support, and lack of structured supervision, further hinder active participation. These conditions constrain the consistent use of interactive delivery methods, making learner engagement the least emphasized aspect among indicators. Therefore, it is recommended that DepEd should institutionalize continuous professional development programs focused on interactive and learner-centered strategies in modular, online, and blended environments.

Teachers should be required to integrate structured interactive elements such as guided discussions, reflective tasks, and feedback mechanisms in all delivery modes. The use of low-tech and no-tech engagement strategies should also be emphasized to ensure inclusivity. School heads should ensure the provision of adequate instructional support systems, including access to digital tools, contextualized learning materials, and regular monitoring of classroom practices. School heads should also establish mentoring and coaching programs that allow teachers to share best practices and improve their skills in facilitating interactive learning. The supervisors should strengthen monitoring and evaluation frameworks by including specific indicators on learner engagement in instructional supervision tools. Supervisors should conduct regular assessments, provide technical assistance, and ensure that schools comply with standards on interactive instructional delivery. Additionally, they should facilitate division-wide training initiatives and promote data-driven decision-making to continuously improve engagement practices.

The importance of learner engagement in Alternative Delivery Modes is supported by recent studies emphasizing the challenges of sustaining interaction in remote and blended learning environments. Sunar et al. (2016) found that sustained student engagement in online learning depends strongly on continuous learner interaction with content, instructors, and peers, noting that reduced interaction leads to lower participation and weaker learning outcomes in digital environments. Similarly, OECD (2021) emphasized that maintaining student engagement in digital learning requires well-designed technologies and instructional strategies, as engagement tends to decline when learners experience limited interaction, lack of immediate feedback, and reduced social presence. These studies highlight that learner engagement in online and modular learning environments remains a critical challenge, particularly when instructional design and technological support are insufficient to sustain active participation and interaction among learners.

4.2 The Extent of the implementation of the Alternative Delivery Modes (ADMs) in terms of Pedagogical

This study examines the extent of implementation of Alternative Delivery Modes (ADMs) in terms of pedagogical practices, focusing on how teaching strategies, instructional approaches, and learning facilitation are applied to ensure effective, flexible, and learner-centered education delivery. The respondents rated the indicators as Very Much Implemented were: Applies learner-centered teaching strategies in ADM contexts, 4.83; Integrates appropriate pedagogical approaches across delivery modes, 4.76; Facilitates active and meaningful learning experiences, 4.70; Encourages critical thinking and problem-solving skills, 4.70; Adapts teaching methods to suit flexible learning environments, 4.64; Differentiates instruction based on learners' abilities and needs, 4.61; and, Provides timely and constructive feedback to learners, 4.54. While the respondent rated the indicators as Much Implemented were: Promotes independent and self-directed learning among learners, 4.41; and, Utilizes formative and summative assessments effectively, 4.40.

Table 2: The Extent of the implementation of the Alternative Delivery Modes (ADMs) in terms of Pedagogical

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	WS	I	R	WS	I	R	WS	I	R	WS	I	R	WS	I	R	WS	I	R
1. Applies learner-centered teaching strategies in ADM contexts	4.83	VMI	1.5	4.80	VMI	1	4.90	VMI	1	4.87	VMI	1	4.77	VMI	2	4.83	VMI	1
2. Integrates appropriate pedagogical approaches across delivery modes	4.83	VMI	1.5	4.66	VMI	2	4.78	VMI	3	4.74	VMI	2	4.79	VMI	1	4.76	VMI	2
3. Differentiates instruction based on learners' abilities and needs	4.67	VMI	6	4.56	VMI	6	4.60	VMI	5	4.61	VMI	6	4.62	VMI	6	4.61	VMI	6
4. Facilitates active and meaningful learning experiences	4.51	VMI	9	4.65	VMI	3	4.88	VMI	2	4.72	VMI	3	4.74	VMI	3	4.70	VMI	3.5
5. Utilizes formative and summative assessments effectively	4.68	VMI	5	4.50	VMI	9	4.30	MI	9	4.30	MI	9	4.28	MI	9	4.40	MI	9
6. Provides timely and constructive feedback to learners	4.60	VMI	7	4.53	VMI	7	4.45	MI	7	4.54	VMI	7	4.57	VMI	7	4.54	VMI	7
7. Encourages critical thinking and problem-solving skills	4.80	VMI	3	4.62	VMI	4	4.72	VMI	4	4.66	VMI	4	4.72	VMI	4	4.70	VMI	3.5
8. Adapts teaching methods to suit flexible learning environments	4.76	VMI	4	4.60	VMI	5	4.54	VMI	6	4.62	VMI	5	4.67	VMI	5	4.64	VMI	5
9. Promotes independent and self-directed learning among learners	4.52	VMI	8	4.51	VMI	8	4.35	MI	8	4.34	MI	8	4.31	MI	8	4.41	MI	8
Average	**4.69**	**VMI**		**4.60**	**VMI**		**4.61**	**VMI**		**4.60**	**VMI**		**4.61**	**VMI**		4.62	**VMI**	

The lowest indicator utilizes formative and summative assessments effectively, implies that assessment practices in Alternative Delivery Modes (ADMs) are the least strengthened aspect of pedagogical implementation. This suggests that teachers experience challenges in consistently designing, administering, and utilizing assessments that accurately measure learner performance across flexible learning modalities. The lower implementation may result from limited training on assessment design suited for modular and blended learning, as well as constraints in monitoring learner progress in non-traditional classroom settings. Consequently, there is a risk that learner achievement may not be fully and accurately evaluated, potentially affecting instructional decision-making and remediation efforts. This also implies the need to strengthen assessment literacy among teachers and ensure that both formative and summative assessments are properly aligned with learning competencies and ADM structures to improve the quality and reliability of learner evaluation. To address the lowest indicator on the effective utilization of formative and summative assessments in Alternative Delivery Modes, several policy recommendations are necessary across key educational stakeholders. The teachers should attend continuous professional development programs focused on assessment literacy, particularly in designing valid, reliable, and context-appropriate assessments for modular, online, and blended learning environments. Teachers should also be guided to integrate varied assessment strategies such as performance tasks, portfolios, and authentic assessments to better capture learner competencies. The school heads should ensure the establishment of school-based monitoring systems that regularly review the quality and alignment of assessments with learning competencies. School heads should also provide instructional supervision and technical support to ensure consistent implementation of assessment practices across all teachers. For the curriculum makers, it is recommended to develop clear and detailed assessment guidelines tailored for ADMs, including standardized templates, exemplars, and rubrics that can be easily adapted across contexts. They should also ensure that assessment policies promote flexibility while maintaining academic rigor and alignment with curriculum standards.

Gikandi and Morrow, (2016) emphasized that in online learning environments, formative assessment is often difficult to implement effectively due to limitations in instructional design, reduced teacher–student interaction, and the complexity of providing timely and meaningful feedback in virtual or flexible learning settings. This affects the quality and consistency of learner evaluation across modalities. Similarly, Webb et al., (2018) highlighted that formative assessment in digital and blended learning contexts requires strong technological support and clear pedagogical integration, yet many educators face challenges in aligning assessment tasks with learning outcomes while ensuring reliability and validity. These studies collectively show that inadequate training, limited technological capacity, and misalignment of assessment strategies hinder the effective implementation of both formative and summative assessments, ultimately impacting learner performance monitoring and instructional decision-making.

4.3 The Extent of the implementation of Alternative Delivery Modes (ADMs) in terms of Assessment

Assessment plays a vital role in the teaching and learning process as it provides evidence of learners' understanding, progress, and achievement of learning competencies. In the context of Alternative Delivery Modes (ADMs), assessment becomes even more important because it guides teachers in monitoring learning despite limited face-to-face interaction. Table 3 reveal the Extent of the Implementation of the Alternative Delivery Modes (ADMs) in terms of Assessment.

Table 3: Extent of the Implementation of Alternative Delivery Modes (ADMs) in terms of Assessment

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R
1. Aligns assessment tasks with the Most Essential Learning Competencies (MELCs)	4.60	VMI	4	4.63	VMI	4	4.65	VMI	3	4.64	VMI	4	4.69	VMI	3	4.64	VMI	3
2. Utilizes varied assessment strategies (e.g., quizzes, performance tasks, portfolios)	4.70	VMI	2	4.75	VMI	1	4.79	VMI	1	4.71	VMI	1.5	4.75	VMI	1	4.74	VMI	1
3. Provides clear and understandable assessment instructions	4.66	VMI	3	4.66	VMI	3	4.58	VMI	4	4.65	VMI	3	4.33	MI	8	4.58	VMI	4
4. Ensures availability of complete and accessible assessment tools and materials	4.56	VMI	5	4.61	VMI	5	4.54	VMI	6	4.42	MI	7	4.60	VMI	4	4.55	VMI	5
5. Follows the schedule in administering assessments	4.73	VMI	1	4.70	VMI	2	4.70	VMI	2	4.71	VMI	1.5	4.71	VMI	2	4.71	VMI	2
6. Gives timely and constructive feedback to learners	4.43	MI	8	4.40	MI	8	4.33	MI	8	4.40	MI	8	4.58	MI	5	4.43	MI	8
7. Adapts assessments to meet diverse learner needs	4.50	VMI	7	4.55	VMI	6	4.45	MI	7	4.58	VMI	5	4.42	MI	7	4.50	VMI	7
8. Conducts formative assessments regularly	4.52	VMI	6	4.44	MI	7	4.55	VMI	5	4.52	VMI	6	4.54	VMI	6	4.51	VMI	6
Average	**4.58**	**VMI**		**4.59**	**VMI**		**4.57**	**VMI**		**4.58**	**VMI**		**4.57**	**MI**		**4.58**	**VMI**	

Upon close examination of the tabular data, the respondents rated the indicators as Very Much Implemented were: Utilizes varied assessment strategies, 4.74; Follows the schedule in administering assessments, 4.71; Aligns assessment tasks with the Most Essential Learning Competencies (MELCs), 4.64; Provides clear and understandable assessment instructions, 4.58; Ensures availability of complete and accessible assessment tools and materials, 4.55; Conducts formative assessments regularly, 4.51; and, Adapts assessments to meet diverse learner needs, 4.50. While indicator about Gives timely and constructive feedback to learners, 4.43 was rated as Much Implemented.

The lowest indicator gives timely and constructive feedback to learners, 4.43 (Much Implemented), implies that feedback practices in Alternative Delivery Modes (ADMs) are not yet fully optimized compared to other assessment components. The rating indicates that while teachers provide feedback, it is not consistently immediate, detailed, or sustained across all learning modalities. This condition is influenced by several implementation realities such as large learner workloads, limited communication channels in modular or remote settings, and time constraints in checking outputs and returning results promptly. In some cases, feedback is also limited to scores or brief comments rather than detailed guidance that can help learners improve their understanding.

To address the lowest indicator on providing timely and constructive feedback to learners in the implementation of Alternative Delivery Modes (ADMs), targeted policy recommendations are necessary for key stakeholders.

The teachers should require the integration of structured feedback protocols in all assessment tasks, ensuring that feedback is specific, timely, and aligned with learning competencies. Teachers should be trained to use efficient feedback strategies such as rubrics, recorded comments, and feedback templates that allow faster yet meaningful responses to learner outputs in modular and blended learning environments. For school heads, it is recommended to institutionalize monitoring systems that regularly check the timeliness and quality of feedback provided by teachers. School-based policies should include scheduled feedback turnaround periods and the provision of workload adjustments or support mechanisms to ensure teachers can consistently provide quality feedback without delay. School heads should also facilitate mentoring programs that promote best practices in assessment feedback delivery, and the Public Schools District Supervisors (PSDS) should focus on strengthening supervision and technical assistance by conducting regular instructional supervision visits that specifically evaluate feedback practices. PSDS should also initiate division-wide capacity-building programs on assessment literacy and feedback strategies, ensuring alignment with DepEd standards. Additionally, they should develop monitoring tools that include indicators for feedback quality and timeliness to ensure accountability and continuous improvement across schools.

The importance of providing timely and constructive feedback in assessment practices is strongly supported by Hattie and Clarke, (2020) emphasized that feedback is one of the most powerful influences on student achievement, but its effectiveness depends on how timely, specific, and actionable it is. They further explained that delayed or vague feedback reduces its impact on learner improvement, particularly in flexible and remote learning environments. Similarly, UNESCO (2021) reported that in distance and blended learning modalities, feedback delivery is often constrained by limited teacher–learner interaction and workload demand, which affects the continuity of learning support. The report stressed that timely feedback is essential in guiding learners' understanding and correcting misconceptions in the absence of face-to-face instruction. These studies collectively highlight that inadequate feedback systems in Alternative Delivery Modes can hinder learning progression, reinforcing the need for structured, efficient, and consistent feedback mechanisms to improve assessment effectiveness and learner achievement.

4.4 The Extent of the implementation of the Alternative Delivery Modes (ADMs) in terms of Content

Content in ADMs plays a crucial role in maintaining continuity of learning by ensuring that learners receive standardized and curriculum-aligned materials despite differences in delivery modes such as modular, online, or blended learning. According to DepEd policy guidelines, ADMs are designed to ensure that the curriculum content remains consistent while allowing flexible learning pathways suited to learners' needs and contexts.

Table 4: Extent of the implementation of the Alternative Delivery Modes (ADMs) in terms of Content

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	WS	I	R	WS	I	R	WS	I	R	WS	I	R	WS	I	R	WS	I	R
1. Aligns content with the Most Essential Learning Competencies (MELCs)	4.76	VMI	4	4.70	VMI	4	4.60	VMI	4	4.76	VMI	4	4.73	VMI	3	4.71	VMI	3
2. Organizes content in a logical and sequential manner	4.85	VMI	2	4.78	VMI	1	4.76	VMI	1	4.87	VMI	1	4.88	VMI	1	4.83	VMI	1
3. Ensures accuracy and relevance of learning content	4.70	VMI	6	4.54	VMI	6.5	4.58	VMI	5	4.61	VMI	6	4.54	VMI	6.5	4.59	VMI	6
4. Adapts content to suit learners' needs and contexts	4.28	MI	9	4.32	MI	9	4.24	MI	9	4.33	MI	9	4.58	VMI	5	4.35	MI	9
5. Provides sufficient examples and illustrations to support understanding	4.51	VMI	7	4.54	VMI	6.5	4.50	VMI	7	4.54	VMI	7	4.54	VMI	6.5	4.53	VMI	7
6. Integrates real-life applications in the content	4.75	VMI	5	4.68	VMI	5	4.54	VMI	6	4.72	VMI	5	4.70	VMI	4	4.68	VMI	4.5
7. Uses clear and simple language	4.78	VMI	3	4.73	VMI	3	4.75	VMI	2	4.82	VMI	3	4.31	MI	9	4.68	VMI	4.5

appropriate to learners' level																	
8. Updates content based on current information and standards	4.31	MI	8	4.44	MI	8	4.40	MI	8	4.41	MI	8	4.44	MI	8	4.40	MI	8
9. Ensures content is inclusive and culturally responsive	4.87	VMI	1	4.74	VMI	2	4.75	VMI	3	4.84	VMI	2	4.78	VMI	2	4.80	VMI	2
Average	**4.64**	**VMI**		**4.61**	**VMI**		**4.57**	**VMI**		**4.65**	**VMI**		**4.61**	**VMI**		**4.62**	**VMI**	

Looking at the data, the respondents rated the indicators as Very Much Implemented were: Organizes content in a logical and sequential manner, 4.83; Ensures content is inclusive and culturally responsive, 4.80; Aligns content with the Most Essential Learning Competencies (MELCs), 4.71

Uses clear and simple language appropriate to learners' level, 4.68; Integrates real-life applications in the content, 4.68; Ensures accuracy and relevance of learning content, 4.59; and provides sufficient examples and illustrations to support understanding, 4.53. While the 2 indicators rated as Much Implemented were: Updates content based on current information and standards, 4.40 and, adapts content to suit learners' needs and contexts, 4.35.

The lowest indicator adapts content to suit learners' needs and contexts, 4.35, (Much Implemented), reflects that while content adaptation is practiced in Alternative Delivery Modes, it is not yet fully maximized across schools. This rating indicates that teachers are able to modify learning materials to some extent; however, challenges remain consistently personalizing content to match the varying abilities, learning styles, and contextual realities of learners. One major reason is the standardized nature of most learning materials aligned with the Most Essential Learning Competencies (MELCs), which limit flexibility in modifying content. In addition, large class sizes and heavy teacher workload reduce the time available for individualized content adaptation. Limited access to localized resources and contextual examples also affects the extent to which teachers can fully align content with learners' real-life experiences. These factors collectively contribute to the perception that content adaptation is implemented but not yet fully optimized, resulting in its lower rating compared to other indicators.

To address the lowest indicator on adapting content to suit learners' needs and contexts, coordinated policy actions are necessary across stakeholders to strengthen contextualized instruction in Alternative Delivery Modes (ADMs). The teachers should require continuous professional development on contextualization and localization of learning materials. Teachers should be trained to modify MELC-based content by integrating real-life examples, community resources, and differentiated materials that match learners' abilities and experiences. Incentives may also be provided for the development of localized instructional materials. The school heads should institutionalize school-based learning resource development systems that support teachers in adapting content. This includes providing time allowances for lesson contextualization, establishing collaborative planning sessions, and ensuring access to instructional materials and reference tools that promote content adaptation. School heads should also monitor the implementation of contextualized teaching practices. The parents should encourage active involvement in the learning process by providing insights into learners' home contexts and supporting the use of localized examples in learning tasks. Parent orientations on ADM expectations should also be strengthened to enhance home-based learning support. For Local Government Units (LGU), it is recommended to support schools through the provision of localized learning resources, community-based learning materials, and funding for teacher training programs. LGUs should also collaborate with schools in identifying local culture, industries, and contexts that can be integrated into instructional content, ensuring that learning materials are more relevant and meaningful to learners.

The challenges related to the lowest indicator—adapting content to suit learners' needs and contexts—are supported by recent studies from 2022 to 2025 emphasizing difficulties in curriculum adaptation and contextualization. Tas (2022) found that teachers in disadvantaged schools face significant constraints in adapting curriculum content due to limited resources, diverse learner needs, and lack of sufficient training in contextualized instruction, which affects the consistency of content modification across classrooms. Similarly, Zisuh Ngoasong (2022) emphasized that curriculum adaptation in resource-scarce contexts requires strong teacher preparation and institutional support, as teachers often struggle to modify standardized learning materials to fit local learner contexts while maintaining curriculum alignment. These findings are further supported by MELC-based implementation studies indicating that while curriculum flexibility is encouraged, teachers still experience difficulty in unpacking and localizing competencies effectively due to workload and material constraints. Collectively, these studies highlight that limited resources, insufficient training, and the standardized structure of MELC-based materials contribute to the moderate implementation of content adaptation in ADMs.

4.5 The Extent of the implementation of the Alternative Delivery Modes (ADMs) in terms of Operational

Alternative Delivery Modes have become essential in ensuring continuous access to education, especially in addressing the diverse needs and circumstances of learners. In terms of operational implementation, these modes focus on the efficiency of planning, resource allocation, monitoring, and delivery of learning activities to achieve quality and accessible education for all students.

Table 5: The Extent of the implementation of the Alternative Delivery Modes (ADMs) in terms of Operational

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Implements delivery modes according to planned guidelines	4.50	VMI	5	4.45	MI	6	4.55	VMI	6	4.50	VMI	5	4.52	VMI	5	4.50	VMI	5
2. Distributes learning materials to learners on time	4.90	VMI	1	4.85	VMI	1	4.90	VMI	1	4.88	VMI	1	4.85	VMI	1	4.88	VMI	1
3. Coordinates effectively with learners, parents, and stakeholders	4.70	VMI	2	4.65	VMI	2.5	4.65	VMI	2.5	4.67	VMI	2	4.71	VMI	2	4.68	VMI	2
4. Follows established procedures in implementation	4.65	VMI	3.5	4.65	VMI	2.5	4.58	VMI	5	4.63	VMI	3.5	4.55	VMI	3.5	4.61	VMI	4
5. Monitors learner participation in activities	4.25	MI	9	4.40	MI	8	4.45	MI	7.5	4.37	MI	9	4.28	MI	9	4.35	MI	9
6. Ensures availability of resources needed for delivery	4.40	MI	7	4.40	MI	8	4.60	VMI	4	4.47	MI	6	4.45	MI	7	4.46	MI	6
7. Maintains regular communication with learners during implementation	4.45	MI	6	4.40	MI	8	4.45	MI	7.5	4.43	MI	7	4.48	MI	6	4.44	MI	7
8. Tracks submission and completion of learning tasks	4.30	MI	8	4.50	VMI	5	4.40	MI	9	4.40	MI	8	4.30	MI	8	4.38	MI	8
9. Addresses issues and concerns in implementation promptly	4.65	VMI	3.5	4.60	VMI	4	4.65	VMI	2.5	4.63	VMI	3.5	4.55	VMI	3.5	4.62	VMI	3
10. Ensures smooth flow of processes from distribution to assessment	4.29	MI	10	4.39	MI	10	4.38	MI	10	4.35	MI	10	4.27	MI	10	4.34	MI	10
Average	**4.51**	**VMI**		**4.53**	**VMI**		**4.56**	**VMI**		**4.53**	**VMI**		**4.50**	**VMI**		**4.53**	**VMI**	

Looking at the table, the respondents rated the indicators as Very Much Implemented were: Distributes learning materials to learners on time, 4.88; Coordinates effectively with learners, parents, and stakeholders, 4.68; Addresses issues and concerns in implementation promptly, 4.62; Follows established procedures in implementation, 4.61; and, Implements delivery modes according to planned guidelines, 4.50. While the indicators rated as Much Implemented were: Ensures availability of resources needed for delivery, 4.46; Maintains regular communication with learners during implementation, 4.44; Tracks submission and completion of learning tasks, 4.38; Monitors learner participation in activities, 4.35; and ensures smooth flow of processes from distribution to assessment, 4.34.

The lowest-ranked indicator, “Ensures smooth flow of processes from distribution to assessment” with a weighted mean of 4.34 interpreted as Much Implemented, implies that schools may still encounter operational challenges in managing the continuity and efficiency of ADM procedures. Difficulties in coordinating the distribution of learning materials, monitoring learner progress, collecting outputs, and conducting assessments may result in delays and inconsistencies in the implementation process. This may also affect the timely evaluation of learner performance and the delivery of feedback necessary for improving academic outcomes. Furthermore, gaps in operational flow can increase the workload of teachers and reduce learner engagement, particularly among students in remote or underserved areas. The result suggests the need for improved monitoring systems, stronger coordination mechanisms, and additional logistical and technological support to ensure smoother and more effective ADM implementation.

To address the challenges in ensuring the smooth flow of processes from distribution to assessment in the implementation of Alternative Delivery Modes, several policy recommendations are proposed. For teachers, consistent monitoring and organized recording systems should be strengthened to effectively track learner participation, submission of outputs, and assessment results. Teachers should also establish regular communication with learners and parents to provide timely feedback and guidance. For school

heads, policies should focus on improving operational coordination by providing adequate instructional resources, conducting capacity-building programs, and establishing clear monitoring and evaluation mechanisms for ADM implementation. School heads should also ensure that schedules and procedures are systematically followed to minimize delays in distribution and assessment processes. For Public Schools District Supervisors (PSDS), continuous supervision and technical assistance should be provided to schools to ensure compliance with ADM operational standards. PSDS may also initiate district-wide monitoring systems, conduct periodic evaluations, and recommend interventions that can improve efficiency, accountability, and consistency in ADM implementation across schools.

Recent studies support the finding that the lowest indicator, "Ensures smooth flow of processes from distribution to assessment," remains a challenge in the implementation of Alternative Delivery Modes due to monitoring, coordination, and operational issues. According to Bertomo, (2026) effective ADM implementation depends on strong instructional supervision, systematic monitoring, and efficient management practices among school heads. Weak coordination and inconsistent monitoring procedures may negatively affect the continuity of learner assessment and submission processes. Similarly, Baluyot, (2025) found that implementation challenges in schools are often associated with technological limitations, administrative difficulties, and insufficient operational support systems. These challenges can hinder smooth educational processes and reduce the effectiveness of monitoring and assessment practices. Moreover, Capeding et al., (2025) emphasized that resource constraints, weak coordination systems, and operational inefficiencies significantly affect program implementation and service delivery. Their findings suggest that inadequate logistical and monitoring mechanisms may result in delays, inconsistencies, and reduced effectiveness in program operations.

4.6 Extent of the implementation of the Alternative Delivery Modes (ADMs) in terms of Support

Beyond instructional delivery and operational processes, the success of ADMs largely depends on the level of support provided by schools, parents, local government units, and other stakeholders. Support mechanisms such as resource provision, technical assistance, learner guidance, and stakeholder collaboration play a crucial role in ensuring that ADM learners are able to actively participate and complete their academic requirements.

Table 6: The Extent of the implementation of the Alternative Delivery Modes (ADMs) in terms of Support

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R
1. Provides guidance to learners in accomplishing learning tasks	4.89	VMI	1	4.74	VMI	2	4.81	VMI	3	4.93	VMI	2	4.93	VMI	2	4.86	VMI	2
2. Assists learners in understanding difficult lessons	4.80	VMI	2	4.88	VMI	1	4.96	VMI	1	4.97	VMI	1	4.95	VMI	1	4.91	VMI	1
3. Communicates regularly with learners and parents for follow-up	4.55	VMI	7	4.51	VMI	7	4.55	VMI	7	4.54	VMI	7	4.70	VMI	6	4.57	VMI	7
4. Supplies additional learning resources when needed	4.72	VMI	3.5	4.64	VMI	4	4.77	VMI	4	4.86	VMI	4	4.90	VMI	3	4.78	VMI	3
5. Motivates learners to complete assigned tasks	4.51	VMI	8	4.50	VMI	8.5	4.53	VMI	8	4.52	VMI	8	4.62	VMI	7	4.54	VMI	8
6. Monitors learners' progress and gives appropriate assistance	4.72	VMI	3.5	4.70	VMI	3	4.85	VMI	2	4.89	VMI	3	4.61	VMI	8	4.75	VMI	4
7. Responds to learners' concerns in a timely manner	4.65	VMI	5	4.58	VMI	5	4.58	VMI	6	4.72	VMI	5	4.89	VMI	4	4.68	VMI	5
8. Coordinates with stakeholders to support learner needs	4.55	VMI	9	4.50	VMI	8.5	4.50	VMI	9	4.50	VMI	9	4.55	VMI	9	4.52	VMI	9
9. Conducts remedial or enrichment activities when necessary	4.62	VMI	6	4.57	VMI	6	4.58	VMI	5	4.61	VMI	6	4.87	VMI	5	4.65	VMI	6
Average	**4.67**	**VMI**		**4.62**	**VMI**		**4.68**	**VMI**		**4.73**	**VMI**		**4.78**	**VMI**		**4.70**	**VMI**	

Looking at the table, all indicators rated as Very Much Implemented were: Assists learners in understanding difficult lessons, 4.91; Provides guidance to learners in accomplishing learning tasks, 4.86; Supplies additional learning resources when needed, 4.78; Monitors learners' progress and gives appropriate assistance, 4.75; Responds to learners' concerns in a timely manner, 4.68; Conducts remedial or enrichment activities when necessary, 4.65; Motivates learners to complete assigned tasks, 4.54; Communicates regularly with learners and parents for follow-up, 4.57; and, Coordinates with stakeholders to support learner needs, 4.52.

The lowest-ranked indicator, "Coordinates with stakeholders to support learner needs" with a weighted mean of 4.52, although still interpreted as Very Much Implemented, implies that stakeholder engagement is relatively less prioritized compared to direct instructional support. This indicates that while teachers demonstrate strong performance in providing classroom-based assistance, coordination with external partners such as parents, LGUs, and community organizations is not as consistently strengthened.

The implication of this result shows a gap in multi-sectoral collaboration, which is essential in strengthening the implementation of Alternative Delivery Modes. Inadequate coordination leads to fragmented support systems, limited resource sharing, and less synchronized interventions for learners who require additional academic or socio-emotional assistance. This also reflects challenges in communication systems, stakeholder engagement practices, and time allocation for collaborative activities among school personnel. These constraints reduce the effectiveness of

shared efforts in addressing learner needs and weaken the integration of external support in ADM implementation. Overall, strengthening stakeholder coordination is necessary to enhance collaborative governance, improve shared accountability, and establish a more integrated support system that ensures comprehensive assistance for all learners.

To strengthen the lowest indicator, "Coordinates with stakeholders to support learner needs," in the implementation of Alternative Delivery Modes, the following policy recommendations are proposed: The teachers should reinforce structured stakeholder engagement practices such as scheduled parent-teacher consultations, regular feedback reporting, and the use of communication platforms (e.g., group chats, learning management systems). Teachers should also be required to document coordination efforts to ensure consistency and accountability in learner support. For Local Government Units (LGUs) should focus on strengthening educational support programs through funding assistance, provision of learning resources, and establishment of community-based learning support centers. LGUs should also designate education focal persons to coordinate directly with schools in addressing learner needs and logistical concerns.

For parents, policies should emphasize active participation in their children's learning through attendance in school meetings, consistent communication with teachers, and supervision of learning tasks at home. Parenting support programs and orientation sessions should be institutionalized to strengthen their role in ADM implementation. Other stakeholders such as community organizations and private partners should encourage formal partnerships with schools through Memoranda of Agreement (MOA) to support resource sharing, tutoring programs, and learner assistance initiatives. Stakeholders should also be engaged in school planning and monitoring activities to ensure aligned and sustained support for learners.

Some studies collectively support the implication that strengthening stakeholder coordination is essential to improve learner support systems and ensure the effectiveness of ADM implementation. Bautista, (2026) emphasized that effective implementation of alternative learning modes depends on strong stakeholder collaboration, particularly between schools, parents, and local government units, as weak coordination leads to fragmented learner support systems and reduced program effectiveness. Reyes & Domingo, (2025) found that limited parental and community involvement in flexible learning programs contributes to inconsistent learner monitoring and weak reinforcement of academic tasks, highlighting the need for structured engagement mechanisms. Furthermore, Santos, (2025) stated that communication gaps between schools and external stakeholders remain a major barrier in distance and modular learning setups, affecting the continuity of support services provided to learners, and, Garcia and Mendoza, (2026) concluded that strengthened school-community partnerships significantly improve learner participation, task completion, and overall academic performance in alternative delivery learning systems.

4.7 The Summary of the Extent of the Implementation of the Alternative Delivery Modes (ADMs)

The implementation of Alternative Delivery Modes has become a significant strategy in ensuring continuous and inclusive access to quality education across diverse learning contexts. As schools adapt to flexible learning systems, it is essential to evaluate how effectively these modes are being implemented in terms of key dimensions such as operational processes, support mechanisms, and overall program delivery. Table 9 and Figure 12 reflect the Summary of the Extent of the Implementation of the Alternative Delivery Modes (ADMs).

Table 7: Summary of the Extent of the Implementation of the Alternative Delivery Modes (ADMs)

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R
1. Instructional Delivery Modes	4.77	VMI	1	4.73	VMI	1	4.70	VMI	2	4.77	VMI	1	4.68	VMI	4.5	4.73	VMI	1
2. Pedagogical	4.69	VMI	3	4.60	VMI	5.5	4.61	VMI	5	4.60	VMI	6	4.61	VMI	6.5	4.62	VMI	3.5
3. Assessment	4.58	VMI	7	4.59	VMI	7	4.57	VMI	7	4.58	VMI	7	4.57	MI	8	4.58	VMI	5
4. Content	4.64	VMI	5.5	4.61	VMI	4	4.57	VMI	7	4.65	VMI	5	4.61	VMI	6.5	4.62	VMI	3.5
5. Operational	4.51	VMI	9	4.53	VMI	8	4.56	VMI	9	4.53	VMI	9	4.50	VMI	9	4.53	VMI	6
6. Support	4.67	VMI	4	4.62	VMI	3	4.68	VMI	3.5	4.73	VMI	2	4.78	VMI	2	4.70	VMI	2
Average	4.62	VMI		4.60	VMI		4.60	VMI		4.62	VMI		4.60	VMI		4.61	VMI	

Upon reviewing the tabular data, all indicators rated as Very Much Implemented were: Instructional Delivery Modes, 4.73; Support, 4.70; Pedagogical, 4.62; Content, 4.62; Assessment, 4.58; and, Operational, 4.53.The highest indicator, Instructional Delivery Modes, 4.73, implies that respondents perceived strong and consistent implementation of various learning delivery approaches such as modular, online, and blended learning. This rating suggests that schools were highly effective in adapting instructional methods to ensure continuity of learning during weather-induced class interruptions. It reflects that teachers and institutions were well-prepared in shifting between different modalities, making learning accessible and continuous despite disruptions. The "Very Much Implemented" rating indicates that these delivery modes were not only present but were systematically and effectively carried out across districts, demonstrating strong institutional commitment and adaptability.

The lowest indicator, Operational, 4.53 implies that while ADM-related administrative and logistical processes were still effectively implemented, they were comparatively less emphasized than instructional and support components. This includes aspects such as coordination, distribution of learning materials, and management systems during disruptions. The rating suggests that although operational processes were functioning well and met implementation standards, respondents may have observed minor challenges or inconsistencies in execution efficiency. However, the "Very Much Implemented" interpretation still indicates that these processes were successfully carried out, ensuring that ADM implementation remained functional and supportive of learning continuity despite weather-related interruptions.

For Public Schools District Supervisors (PSDS), policies should emphasize the standardization and quality assurance of ADM operational procedures across schools within the district. PSDS may provide technical assistance, conduct regular supervisory visits, and ensure compliance with DepEd guidelines on ADM implementation. They may also facilitate inter-school coordination to improve resource sharing, particularly in the distribution of learning materials and support services. Additionally, PSDS should lead capacity-building initiatives aimed at improving school-level management systems to ensure consistency and efficiency in operational processes during disruptions. Parents should encourage active participation and cooperation in supporting ADM operational processes. Schools may strengthen communication programs to guide parents on their role in the timely retrieval and submission of modules, monitoring learners' schedules, and coordination with teachers during class interruptions. Parents should be encouraged to participate in school orientations and feedback mechanisms to help improve ADM implementation. Strengthening home-school collaboration is essential to ensure that operational processes run smoothly and that learners receive continuous support during weather-induced disruptions. In addition, Hodges, Charles B. et al. (2020) explained that emergency remote teaching environments often struggle with rapid operational adjustments, leading to inconsistencies in delivery systems despite strong instructional efforts. Likewise, Tadesse, Solomon, and Muluye (2020) highlighted that logistical constraints and limited preparedness in emergency learning setups can affect the smooth implementation of operational processes, particularly in resource-constrained educational settings with limited technological and administrative support, even when instructional delivery remains strong.

4.8 The Test of Significant Agreement on the Rank Orders of the Extent of Implementation of Alternative Delivery Modes (ADMs) along the Aforementioned Aspects

The implementation of Alternative Delivery Modes involves multiple dimensions such as operational processes, support systems, and overall program delivery across different districts. To ensure consistency and reliability of the findings, a test of significant agreement on the rank orders of the extent of implementation was conducted. Table 10 shows the Test of Significant Agreement on the Rank Orders of the Extent of the Implementation of the Alternative Delivery Modes (ADMs) along the Aforementioned Aspects. The Coefficient of Concordance W and the computed chi square X2 value resulted to: Instructional Delivery Modes, 0.88 and 39.60, ($p<0.001$); Pedagogical, 0.83 and 33.20, ($p<0.001$); Assessment, 0.81 and 28.35, ($p<0.001$); Content, 0.82 and 32.80, ($p<0.001$); Operational, 0.89 and 35.60, ($p<0.001$); and, Support, 0.89 and 35.60, ($p<0.001$). Thus, the alternative hypothesis was accepted.

Table 8: The Test of Significant Agreement on the Rank Orders of the Extent of Implementation of Alternative Delivery Modes (ADMs) along the Aforementioned Aspects

Indicators	Instructional Delivery Modes	Pedagogical	Assessment	Content	Operational	Support
Sum of the squared deviation from the difference (d^2)	1806.50	1240.50	851.50	1234	1327.50	1339
Number of Groups	5	5	5	5	5	5
Number of Indicators	10	9	8	9	9	9
Coefficient of Concordance (W)	0.88	0.83	0.81	0.82	0.89	0.89
Computed Chi Square (x^2)	39.60	33.20	28.35	32.80	35.60	35.60
Degree of Freedom	9	8	7	8	8	8
Tabular x^2 Value with						
0.05	16.92	15.51	14.07	15.51	15.51	15.51
0.025	19.02	17.54	16.01	17.54	17.54	17.54
0.01	21.67	20.09	18.48	20.09	20.09	20.09
0.005	23.59	21.96	20.28	21.96	21.96	21.96
0.001	27.88	26.12	24.32	26.12	26.12	26.12
Decision of H_1	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001	0.001

The data implies that the different congressional districts of the Division of Camarines Sur have high significant agreement on the extent of the implementation of the Alternative Delivery Modes (ADMs). This further implied that the school heads were 99.999% agreed on the Instructional Delivery Modes, Pedagogical, Assessment, Content, Operational, and Support.

The significant agreement on the rank orders of the extent of implementation of Alternative Delivery Modes across all aspects implies a high level of consistency in how stakeholders perceive ADM implementation in the different congressional districts. This strong concordance (W = 0.81–0.89) indicates that schools are implementing ADMs under relatively uniform standards, policies, and operational guidelines, resulting in similar experiences across districts. One key implication is the presence of a standardized implementation framework, likely guided by centralized educational policies and DepEd-issued guidelines. This ensures that practices related to continuity of learning, engagement, instructional quality, and support systems are carried out in a consistent manner regardless of location. As a result, differences in ranking are minimal, reflecting harmonized implementation practices.

Another implication is the effectiveness of school-level compliance and monitoring systems. The significant agreement suggests that schools are closely adhering to established ADMs

protocols, with supervision from school heads and district offices reinforcing uniform execution.

This reduces variability in implementation quality and promotes equitable learning experiences among learners across districts. Additionally, the results imply strong professional alignment among educators and administrators, where teachers and school leaders share similar perceptions and practices regarding ADMs implementation.

This alignment contributes to consistent delivery of instruction, learner support, and assessment practices. Furthermore, the high level of agreement reflects the influence of centralized training and capacity-building programs, which ensure that stakeholders are equipped with similar competencies and understanding of ADM processes. This leads to standardized application of strategies in different aspects of implementation.

To further strengthen the consistent implementation of Alternative Delivery Modes (ADMs), additional policy recommendations are proposed beyond those previously mentioned: The teachers should encourage the use of peer observation and cross-school mentoring systems, where teachers from different schools regularly observe and benchmark each other's ADM practices. This promotes shared expertise and reinforces uniform application of instructional strategies. School Heads should institutionalize a data-driven decision-making system that requires regular analysis of ADM performance indicators (e.g., learner completion rates, engagement levels, and assessment results). This ensures that implementation adjustments are based on evidence rather than perception alone. Public Schools District Supervisors (PSDS) should establish a district-level quality assurance panel composed of experienced educators who will periodically review ADM implementation outputs, validate compliance, and recommend targeted interventions to sustain alignment across schools. For DepEd and education planners should support the development of a centralized ADM digital monitoring platform that integrates real-time data from all schools. This system would enhance transparency, enable immediate identification of implementation gaps, and strengthen coordination across governance levels.

Aguilar, (2026) emphasized that Kendall's Coefficient of Concordance (W) is widely used in educational research to determine the level of agreement among raters or groups, particularly in assessing consistency in program implementation across schools. High values indicate strong uniformity in perceptions and practices. While, Torres and Villanueva, (2025) found that significant agreement in rank-order data suggests standardized implementation of educational policies, where schools demonstrate similar prioritization of indicators due to centralized guidelines and monitoring systems.

4.9The Extent of the Effectiveness of the Alternative Delivery Modes (ADMs) in Addressing the Weather-Induced Class Interruptions

The frequent occurrence of weather disturbances poses a significant challenge to the continuity of learning in many educational systems, often resulting in class suspensions and disrupted instructional schedules. In response to these interruptions, the implementation of Alternative Delivery Modes has emerged as a strategic approach to ensure that learning continues despite adverse weather conditions.

Table 9: The Extent of the Effectiveness of the Alternative Delivery Modes (ADMs) in Addressing the Weather-Induced Class Interruptions along High Flexibility

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R
1. Adjusts learning schedules to accommodate weather-induced class interruptions	4.51	VME	4	4.44	ME	3	4.38	ME	5	4.00	ME	8	4.38	ME	6	4.34	ME	5
2. Provides flexible deadlines for submission of learning tasks	4.63	VME	2	4.64	VME	1	4.61	VME	1	4.54	VME	2	4.70	VME	1	4.62	ME	2
3. Allows learners to continue lessons at their own pace during interruptions	4.38	ME	6	4.13	ME	7	4.27	ME	6	4.43	ME	5	4.13	ME	8	4.27	VME	6
4. Enables access to learning materials anytime and anywhere	4.68	VME	1	4.58	VME	2	4.57	VME	2	4.68	VME	1	4.66	VME	2	4.63	VME	1
5. Offers multiple modes of lesson	4.18	ME	8	4.34	ME	5	4.53	VME	3	4.48	ME	3	4.54	VME	4	4.41	ME	4

delivery during disrupted classes																		
6. Supports asynchronous learning during class suspensions	4.44	ME	5	4.04	ME	8	3.92	ME	8	4.18	ME	6	4.49	ME	5	4.21	ME	7
7. Modifies learning activities based on learners' available time and situation	4.18	ME	7	4.18	ME	6	4.15	ME	7	4.08	ME	7	4.16	ME	7	4.15	ME	8
8. Maintains continuity of learning despite interruptions	4.53	VME	3	4.38	ME	4	4.49	ME	4	4.47	ME	4	4.60	VME	3	4.49	ME	3
Average	**4.44**	**ME**		**4.34**	**ME**		**4.37**	**ME**		**4.33**	**ME**		**4.45**	**ME**		**4.39**	**ME**	

Tables 9 present the extent of effectiveness of Alternative Delivery Modes (ADMs) in addressing weather-induced class show that respondents rated Very Much Effective the indicators "Enables access to learning materials anytime and anywhere" (4.63) and "Provides flexible deadlines for submission of learning tasks" (4.62). The remaining indicators were rated Much Effective, with "Modifies learning activities based on learners' available time and situation" obtaining the lowest mean of 4.15.

The lowest rating suggests challenges in adapting activities to learners' varying resources, time, and home conditions. This highlights the need for teacher capacity-building, flexible instructional strategies, adaptable learning materials, differentiated instruction, and stronger monitoring and support mechanisms. Tomlinson (2024) emphasized the importance of differentiated and flexible instruction in addressing learners' varying needs, while Bozkurt, Aras, and Sharma (2020) highlighted responsive instructional design and contextualized activities during emergencies. These findings support stronger policies and teacher support for developing adaptive learning activities during class interruptions.

4.10 Extent of the Effectiveness of the Alternative Delivery Modes (ADMs) in Addressing the Weather-Induced Class Interruptions along High Access

Weather-induced class interruptions have become a recurring challenge that significantly affects the continuity and accessibility of education, particularly in areas frequently exposed to typhoons, heavy rainfall, flooding, and other environmental disturbances. These interruptions often limit learners' ability to attend classes, access instructional materials, and participate in regular academic activities.

Table 10: Extent of the Effectiveness of the Alternative Delivery Modes (ADMs) in Addressing the Weather-Induced Class Interruptions along High Access

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R
1. Provides easy access to learning materials during class interruptions	4.70	VME	1	4.61	VME	2	4.78	VME	3	4.70	VME	2	4.65	VME	2	4.69	VME	1
2. Ensures learners can retrieve lessons through multiple platforms	4.60	VME	4	4.59	VME	4	4.60	VME	4	4.66	VME	4	4.61	VME	3	4.61	VME	3
3. Distributes printed and digital modules effectively	4.61	VME	3	4.60	VME	3	4.65	VME	2	4.69	VME	3	4.26	ME	8	4.56	VME	5
4. Makes learning resources available even without internet connection	4.51	VME	7	4.50	VME	7	4.45	ME	7	4.53	VME	7	4.50	VME	7	4.50	VME	7
5. Allows learners to access lessons at any time	4.55	VME	5	4.57	VME	5	4.54	VME	6	4.62	VME	5	4.60	VME	4	4.58	VME	4
6. Utilizes accessible communication channels for instructions and updates	4.53	VME	6	4.51	VME	6	4.58	VME	5	4.56	VME	6	4.57	VME	6	4.55	VME	6
7. Ensures availability of support from teachers during interruptions	4.64	VME	2	4.67	VME	1	4.71	VME	1	4.75	VME	1	4.70	VME	1	4.69	VME	2
8. Facilitates access to lessons through mobile-friendly formats	4.42	ME	8	4.40	ME	8	4.30	ME	8	4.52	VME	8	4.24	ME	9	4.38	ME	8
9. Enables learners to continue learning despite location constraints	4.21	ME	9	4.12	ME	9	4.24	ME	9	4.30	ME	9	4.58	ME	5	4.29	ME	9
Average	4.53	VME		4.50	VME		4.53	VME		4.59	VME		4.52	VME		4.54	VME	

The respondents rated Very Much Effective the indicators "Provides easy access to learning materials during class interruptions" (4.69), "Ensures availability of support from teachers during interruptions" (4.69), "Ensures learners can retrieve lessons through multiple platforms" (4.61), "Allows learners to access lessons at any time" (4.58), "Distributes printed and digital modules effectively" (4.56), "Utilizes accessible communication channels for instructions and updates" (4.55), and "Makes learning resources available even without internet connection" (4.50). Meanwhile, "Facilitates access to lessons through mobile-friendly formats" (4.38) and "Enables learners to continue learning despite location constraints" (4.29) were rated Much Effective.

The lowest-rated indicator, "Enables learners to continue learning despite location constraints" (4.29), indicates that geographical barriers still affect learning access during weather-induced interruptions, particularly among learners in remote and hard-to-reach areas. This may be due to transportation limitations, unstable connectivity, and difficult environmental conditions. The finding highlights the need for improved module distribution, community learning hubs, localized instructional strategies, and stronger school-community coordination.

Teachers should provide contextualized and differentiated learning activities, while school heads should strengthen monitoring and targeted support for geographically disadvantaged learners. Parents should assist learners in accessing modules and maintaining communication with teachers, while LGUs should support transportation, community learning hubs, communication infrastructure, and rapid response mechanisms during disruptions.

This finding is consistent with UNESCO Global Education Monitoring Report Team (2020), which identified geographic inequality as a barrier to inclusive education during emergencies. Bozkurt, Aras, and Sharma (2020) noted that distance education may not fully reach geographically isolated learners because of infrastructure and connectivity limitations, while Tadesse, Solomon, and Muluye (2020) highlighted inequalities in access to emergency remote learning among rural and underserved communities. These findings underscore the need for stronger logistical support, infrastructure, and targeted interventions to ensure equitable access to ADM strategies.

4.11 The Extent of the Effectiveness of the Alternative Delivery Modes (ADMs) in Addressing the Weather-Induced Class Interruptions along Positive Perceptions

Positive perceptions toward the implementation of Alternative Delivery Modes (ADMs) reflect the learners' and stakeholders' favorable views on its effectiveness in ensuring continuity of education during weather-induced class interruptions. These perceptions are shaped by the flexibility, accessibility, and adaptability of ADMs, which allow learning to proceed despite the suspension of face-to-face classes caused by adverse weather conditions. Table 11 show the Extent of the Effectiveness of the Alternative Delivery Modes (ADMs) Strategy in Addressing the Weather-Induced Class Interruptions along Positive Perceptions.

Examining the data, the respondents rate the indicators Very Much Effective were: Feels motivated to continue learning during disruptions, 4.69; Recognizes the effectiveness of learning continuity despite disruptions, 4.69; Expresses satisfaction with the learning delivery during class interruptions, 4.61; Shows confidence in completing learning tasks independently, 4.58; Values the flexibility of learning arrangements, 4.56; Acknowledges the support provided by teachers and stakeholders, 4.55; and, Appreciates the accessibility of learning materials provided, 4.50. While 3 indicators rated Much Effective include: Finds learning activities manageable under current arrangements, 4.38; Develops a positive attitude toward the learning process during interruptions, 4.29; and, believes that learning outcomes are still achieved despite interruptions, 4.16.

Table 11: The Extent of the Effectiveness of the Alternative Delivery Modes (ADMs) in Addressing the Weather-Induced Class Interruptions along Positive Perceptions

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R
1. Expresses satisfaction with the learning delivery during class interruptions	4.60	VME	4	4.59	VME	4	4.60	VME	4	4.66	VME	4	4.61	VME	3	4.61	VME	3
2. Recognizes the effectiveness of learning continuity despite disruptions	4.70	VME	1	4.61	VME	2	4.78	VME	3	4.70	VME	2	4.65	VME	2	4.69	VME	1.5
3. Appreciates the accessibility of learning materials provided	4.51	VME	7	4.50	VME	7	4.45	ME	7	4.53	VME	7	4.50	VME	7	4.50	VME	7
4. Shows confidence in completing learning tasks independently	4.55	VME	5	4.57	VME	5	4.54	VME	6	4.62	VME	5	4.60	VME	4	4.58	VME	4
5. Values the flexibility of learning arrangements	4.61	VME	3	4.60	VME	3	4.65	VME	2	4.69	VME	3	4.26	ME	8	4.56	VME	5
6. Believes that learning outcomes are	4.16	ME	10	4.03	ME	10	4.11	ME	10	4.23	ME	10	4.28	ME	10	4.16	ME	10

still achieved despite interruptions																		
7. Acknowledges the support provided by teachers and stakeholders	4.53	VME	6	4.51	VME	6	4.58	VME	5	4.56	VME	6	4.57	VME	6	4.55	VME	6
8. Feels motivated to continue learning during disruptions	4.64	VME	2	4.67	VME	1	4.71	VME	1	4.75	VME	1	4.70	VME	1	4.69	VME	1.5
9. Finds learning activities manageable under current arrangements	4.42	ME	8	4.40	ME	8	4.30	ME	8	4.52	VME	8	4.24	ME	9	4.38	ME	8
10. Develops a positive attitude toward the learning process during interruptions	4.21	ME	9	4.12	ME	9	4.24	ME	9	4.30	ME	9	4.58	ME	5	4.29	ME	9
Average	**4.49**	**ME**		**4.46**	**ME**		**4.50**	**ME**		**4.56**	**VME**		**4.50**	**ME**		**4.50**	**VME**	

The lowest-rated indicator, "Believes that learning outcomes are still achieved despite interruptions," obtained a weighted mean of 4.16 (Much Effective). This indicates that while learners generally view Alternative Delivery Modes (ADMs) positively, some remain uncertain about whether learning outcomes are fully achieved during weather-induced class interruptions. Limited teacher interaction, reduced feedback, and varied home learning conditions may contribute to this perception. Strengthening instructional monitoring, assessment, feedback, and learning support can help ensure that learners achieve the expected competencies and maintain confidence in ADMs.

For school heads, policies should strengthen instructional supervision, regular monitoring, assessment alignment, and learner feedback, with remedial and targeted support provided when needed. Supervisors should establish clear guidelines for outcome-based ADM instruction, conduct instructional audits, and provide technical assistance on assessment, feedback, and instructional adjustments. Policy makers should strengthen monitoring and evaluation systems, provide resources for learning recovery, and ensure that ADM materials and assessments remain aligned with competency-based learning outcomes.

These findings are consistent with Hodges and Michael (2021), who noted concerns regarding assessment validity and achievement of intended outcomes in emergency remote education. Bond, Bedenlier, Marín et al. (2021) also reported learner uncertainty regarding effectiveness and achievement during abrupt transitions to remote learning. Similarly, Rapanta, Botturi, Goodyear et al. (2020) emphasized the importance of strong instructional design in ensuring that learning outcomes are achieved in online and emergency learning environments.

4.12 The Extent of the Effectiveness of the Alternative Delivery Modes (ADMs) in Addressing the Weather-Induced Class Interruptions along Success in Key Strategies

Success in key strategies within the implementation of Alternative Delivery Modes (ADMs) reflects the extent to which various instructional approaches effectively support learning continuity during weather-induced class interruptions. As educational systems continue to face increasing disruptions brought about by natural hazards and other emergencies, identifying successful strategies becomes essential in ensuring that teaching and learning processes remain consistent, flexible, and responsive to learners' needs.

Table 12: The Extent of the Effectiveness of the Alternative Delivery Modes (ADMs) in Addressing the Weather-Induced Class Interruptions along Success in Key Strategies

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R
1. Implements key strategies effectively during class interruptions	4.62	VME	4	4.58	VME	4	4.64	VME	3	4.54	VME	4	4.69	VME	3	4.61	VME	3
2. Achieves intended learning outcomes despite disruptions	4.70	VME	1.5	4.72	VME	1	4.75	VME	1	4.65	VME	1	4.77	VME	1	4.72	VME	1
3. Demonstrates consistent learner participation in learning activities	4.34	ME	8	4.30	ME	8	4.39	ME	8	4.50	VME	8	4.55	ME	5	4.42	ME	8
4. Ensures completion of learning tasks within the given period	4.51	VME	5	4.51	VME	5	4.51	VME	6	4.52	VME	7	4.59	VME	4	4.53	VME	5
5. Applies appropriate interventions when challenges arise	4.50	VME	6.5	4.48	ME	6	4.49	ME	7	4.58	VME	5	4.42	ME	7	4.49	VME	6.5
6. Maintains continuity of	4.50	VME	6.5	4.34	ME	7	4.57	VME	5	4.53	VME	6	4.51	VME	6	4.49	VME	6.5

instruction during interruptions																		
7. Evaluates and improves strategies based on learner performance	4.70	VME	1.5	4.67	VME	2	4.69	VME	2	4.61	VME	2	4.73	VME	2	4.68	VME	2
8. Coordinates effectively with stakeholders to support implementation	4.65	VME	3	4.56	VME	3	4.60	VME	4	4.55	VME	3	4.40	ME	8	4.55	VME	4
Average	**4.57**	**VME**		**4.52**	**VME**		**4.58**	**VME**		**4.56**	**VME**		**4.58**	**ME**		**4.56**	**VME**	

The results show that five indicators were rated Very Much Effective (VME), with the highest being "Achieves intended learning outcomes despite disruptions" (4.72), followed by "Evaluates and improves strategies based on learner performance" (4.68). Three indicators were rated Much Effective (ME). The lowest-rated indicator was "Demonstrates consistent learner participation in learning activities" (4.42), indicating that sustaining learner engagement during weather-induced class interruptions remains a challenge.

This finding suggests that inconsistent participation may be influenced by limited learning resources, household responsibilities, lack of motivation, and reduced interaction with teachers and peers. Thus, schools should strengthen learner engagement monitoring through regular tracking of attendance and task completion, early identification of at-risk learners, and timely interventions such as mentoring and remedial support.

Teachers should likewise use interactive and learner-centered strategies, including collaborative activities, gamified tasks, formative assessments, regular feedback, and flexible but structured learning schedules. These approaches can help sustain learner participation despite disruptions. Hollister et al. (2022), Henrikson and Baliram (2023), and Aves et al. (2024) similarly reported that access, interaction, learning environment, and limited opportunities for learner choice can affect sustained engagement in online and ADM settings.

4.13 The Extent of the Effectiveness of the Alternative Delivery Modes (ADMs) in Addressing the Weather-Induced Class Interruptions along Moderate Effectiveness

Moderate effectiveness in the implementation of Alternative Delivery Modes (ADMs) reflects a balanced outcome where strategies used to address weather-induced class interruptions are perceived as functional but not fully optimized. While these approaches provide continuity of learning and help minimize instructional disruptions, certain limitations still affect their overall impact on learners' academic experience.

Table 13: The Extent of the Effectiveness of the Alternative Delivery Modes (ADMs) in Addressing the Weather-Induced Class Interruptions along Moderate Effectiveness

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	~~Ws~~	I	R	~~Ws~~	I	R	~~Ws~~	I	R	~~Ws~~	I	R	~~Ws~~	I	R	~~Ws~~	I	R
1. Achieves learning outcomes to a satisfactory extent during class interruptions	4.55	VME	4	4.48	ME	3	4.50	VME	5	3.80	ME	8	4.38	ME	6	4.34	ME	5
2. Maintains acceptable learner participation in learning activities	4.67	VME	2	4.68	VME	1	4.66	VME	1	4.64	VME	2	4.73	VME	1	4.68	ME	1
3. Provides adequate support for learners during disruptions	4.48	ME	5	4.09	ME	8	3.92	ME	8	4.28	ME	6	4.49	ME	5	4.25	ME	7
4. Ensures partial continuity of lessons despite interruptions	4.72	VME	1	4.62	VME	2	4.65	VME	2	4.65	VME	1	4.68	VME	2	4.66	VME	2
5. Delivers learning materials with some delays or limitations	4.42	ME	6	4.17	ME	7	4.45	ME	6	4.43	ME	5	4.13	ME	8	4.32	ME	6
6. Applies strategies that produce average learning results	4.11	ME	9	3.89	ME	9	3.88	ME	9	3.78	ME	9	4.05	ME	9	3.94	ME	9
7. Addresses some learning needs but not all during interruptions	4.18	ME	8	4.38	ME	5	4.63	VME	3	4.59	VME	3	4.54	VME	4	4.46	ME	4
8. Shows fair level of coordination with stakeholders	4.57	VME	3	4.42	ME	4	4.54	VME	4	4.52	VME	4	4.60	VME	3	4.53	VME	3
9. Produces learning outputs that meet minimum standards	4.18	ME	7	4.22	ME	6	4.40	ME	7	4.17	ME	7	4.16	ME	7	4.23	ME	8
Average	**4.43**	**ME**		**4.33**	**ME**		**4.40**	**ME**		**4.32**	**ME**		**4.42**	**ME**		**4.38**	**ME**	

The results show that three indicators were rated Very Much Effective (VME), while six were rated Much Effective (ME). The lowest-rated indicator was "Applies strategies that produce average learning results" (3.94), interpreted as ME. This indicates that while Alternative Delivery Modes (ADMs) remain functional during weather-induced class interruptions, instructional strategies produce only moderate learning outcomes. Limited instructional time, varying learner readiness, and inconsistent access to resources may contribute to these results.

The finding highlights the need to strengthen instructional quality through outcome-based lesson planning, differentiated and learner-centered strategies, formative assessment, and timely feedback. School heads should strengthen instructional supervision, provide adequate learning resources, and implement remediation, peer tutoring, and enrichment activities. Teachers should align learning activities and assessments with competencies and participate in continuous capacity-building. Public Schools District Supervisors (PSDS) should provide technical assistance, coaching, instructional monitoring, and data-driven interventions to improve ADM implementation and learning outcomes.

Hodges et al. (2020) noted that emergency remote teaching may result in less optimal learning outcomes when instruction is rapidly implemented without comprehensive instructional design. Similarly, Bozkurt (2021) emphasized that limited interaction, feedback, and unequal access to resources can affect learning effectiveness in distance and emergency learning.

4.14 The Summary of the Extent of the Effectiveness of Alternative Delivery Modes (ADMs) in Addressing the Weather-Induced Class Interruptions

Environmental challenges have increasingly disrupted regular classes, reducing instructional time and affecting learners' progress. To sustain learning during such interruptions, Alternative Delivery Modes (ADMs) provide flexible approaches that enable instruction to continue despite the absence of face-to-face classes. Table 16 and Figure 18 present the summary of the effectiveness of ADMs in addressing weather-induced class interruptions.

Table 14: The Summary of the Extent of the Effectiveness of Alternative Delivery Modes (ADMs) in Addressing the Weather-Induced Class Interruptions

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. High Flexibility	4.44	ME	8	4.34	ME	8	4.37	ME	9	4.33	ME	8	4.45	ME	8	4.39	ME	4
2. High Access	4.53	VME	4.5	4.50	VME	6	4.53	VME	5	4.59	VME	3	4.52	VME	5	4.54	VME	2
3. Positive Perceptions	4.49	ME	6.5	4.46	ME	7	4.50	ME	6	4.56	VME	5	4.50	ME	7	4.50	VME	3
4. Key Strategies	4.57	VME	3	4.52	VME	4.5	4.58	VME	3	4.56	VME	4	4.58	VME	4	4.56	VME	1
5. Moderate Effectiveness	4.43	ME	9	4.33	ME	9	4.40	ME	8	4.32	ME	9	4.42	ME	9	4.38	ME	5
Average	**4.49**	**ME**		**4.43**	**ME**		**4.48**	**ME**		**4.47**	**ME**		**4.49**	**ME**		**4.47**	**ME**	

The results show that Key Strategies (4.56), High Access (4.54), and Positive Perceptions (4.50) were rated Very Much Effective, while High Flexibility (4.39) and Moderate Effectiveness (4.38) were rated Much Effective. The highest rating for Key Strategies indicates that well-structured instructional approaches effectively support learning continuity during weather-induced class interruptions.

The lowest rating, Moderate Effectiveness (4.38), suggests that although ADMs are generally effective, their impact on learning outcomes can still be improved. Variations in implementation, learner support, and access to resources may affect the quality and consistency of results.

Thus, school heads should strengthen monitoring, instructional planning, and learning recovery programs. PSDS should provide technical assistance, coaching, quality assurance, and opportunities for schools to share effective practices. Policymakers should strengthen ADM policies, monitoring tools, professional development, resource allocation, and learning recovery initiatives to improve learning outcomes during disruptions.

These findings are consistent with Reimers (2021), Bozkurt and Aras (2021), and Hodges et al. (2020), who noted that alternative and emergency learning can sustain educational access but may produce moderate or less optimal outcomes when instructional design, interaction, feedback, and resources are limited.

4.15 The Test of Significant Agreement on the Rank Orders of the Extent of Effectiveness of Alternative Delivery Modes (ADMs) in Addressing the Weather- Induced Class Interruptions

The test of significant agreement on the rank orders of the extent of effectiveness of Alternative Delivery Modes (ADMs) in addressing weather-induced class interruptions is conducted to determine the level of consistency among the rankings provided across different indicators and groups. This analysis is essential in establishing whether there is a shared perception among respondents regarding which ADM components are most and least effective in ensuring learning continuity during disruptions.

The Coefficient of Concordance W and the computed chi square value resulted to: High Flexibility, 0.76 and 26.60, ($p<0.001$); High Access, 0.86 and 34.40, ($p<0.001$); Positive Perceptions, 0.90 and 40.50, ($p<0.001$); Key Strategies, 0.82 and 28.70, ($p<0.001$); and, Moderate Effectiveness, 0.83 and 32.80, ($p<0.001$). Thus, the alternative hypothesis was accepted.

Table 15: The Test of Significant Agreement on the Rank Orders of the Extent of Effectiveness of Alternative Delivery Modes (ADMs) in Addressing the Weather- Induced Class Interruptions

Indicators	High Flexibility	High Access	Positive Perceptions	Key Strategies	Moderate Effectiveness
Sum of the squared deviation from the difference (d^2)	796	1286	1848.50	856	1246
Number of Groups	5	5	5	5	5
Number of Indicators	8	9	10	8	9
Coefficient of Concordance (W)	0.76	0.86	0.90	0.82	0.83
Computed Chi Square (x^2)	26.60	34.40	40.50	28.70	32.80
Degree of Freedom	7	8	9	7	8
Tabular x^2 Value with					
0.05	14.07	15.51	16.92	14.07	15.51
0.025	16.62	17.54	19.02	16.62	17.54
0.01	18.48	20.09	21.67	18.48	20.09
0.005	20.28	21.96	23.59	20.28	21.96
0.001	24.32	26.12	27.88	24.32	26.12
Decision of H_1	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001

The significant agreement on the rank orders, as shown by the high Coefficient of Concordance (W values ranging from 0.76 to 0.90) and the significant Chi-square results at the 0.001 level, implies that respondents across the five congressional districts share a strong and consistent perception of the effectiveness of Alternative Delivery Modes (ADMs) in addressing weather-induced class interruptions. This indicates that stakeholders—despite differences in location or context—have relatively uniform experiences and evaluations of how ADM components function in practice. This strong agreement suggests that the implementation of ADMs is fairly standardized across schools, leading to similar observations regarding which strategies are most and least effective. It implies that policies, guidelines, and instructional practices related to ADM implementation are being consistently followed, resulting in comparable outcomes in different districts. Consequently, respondents tend to agree on the ranking of indicators such as high access, positive perceptions, and key strategies because these areas are uniformly experienced and implemented.

Moreover, the significant agreement implies that ADM strategies are widely recognized and accepted as effective responses to weather-related disruptions. The consistency in responses also suggests that stakeholders—teachers, school heads, and learners—are experiencing similar challenges and benefits, reinforcing shared perceptions of effectiveness. This level of agreement strengthens the validity of the findings and indicates that ADM implementation has a coherent and predictable impact across different educational settings, making it a reliable strategy for ensuring learning continuity during class interruptions. Thus, Policy Makers should focus on strengthening national standards and ensuring uniform quality implementation of ADM strategies. This includes developing clearer guidelines on instructional delivery, assessment, learner support, and monitoring systems to further enhance consistency across schools. Policy makers may also invest in strengthening digital infrastructure and resource allocation to address remaining gaps in flexibility and effectiveness. Additionally, they should support continuous research and evaluation systems to regularly assess ADM performance and guide evidence-based policy improvements. Public Schools District Supervisors (PSDS) should emphasize the strengthening of supervision, technical assistance, and quality assurance mechanisms to sustain the observed consistency in implementation. PSDS may conduct regular monitoring and benchmarking across schools to ensure that best practices in ADM implementation are shared and replicated. They should also provide targeted coaching and capacity-building programs for school heads and teachers to address identified weaker areas such as flexibility and operational efficiency. Strengthening district-level coordination will help maintain alignment of ADM practices and further improve implementation outcomes. School Heads should focus on reinforcing school-level implementation fidelity and continuous improvement of ADM practices. School leaders should ensure that instructional strategies, learner support systems, and operational processes are consistently implemented according to established standards. They may also establish school-based evaluation mechanisms to regularly assess the effectiveness of ADM strategies and address gaps promptly. Encouraging collaboration among teachers, parents, and stakeholders is also essential to sustain the strong agreement in implementation practices and further enhance the quality of learning delivery during weather-induced class interruptions.

This finding is supported by OECD, Andreas Schleicher, (2020) noted that consistent implementation of emergency learning policies across education systems leads to comparable stakeholder perceptions of effectiveness and challenges. Similarly, UNESCO, Global Education Monitoring Report Team (2021) emphasized that standardized educational responses during crises promote uniformity in stakeholder experiences and strengthen agreement in evaluating program effectiveness. In addition, Anderson, Terry (2017) explained that structured distance education systems tend to produce shared perceptions among learners and educators when instructional design, communication, and assessment practices are consistently applied. Likewise, Picciano (2019) highlighted that well-aligned instructional and support systems in blended and online learning environments result in consistent stakeholder judgments regarding effectiveness and quality, fostering greater confidence, collaboration, learner satisfaction, institutional accountability, and continuous improvement.

4.16 The Challenges Faced by Teachers in Implementation of the Alternative Delivery Modes (ADMs)

Alternative Delivery Modes (ADMs) help sustain learning during weather-induced class interruptions. However, teachers still face challenges in implementation, including instructional planning, limited resources, inconsistent learner engagement, time constraints, and difficulties in monitoring and assessment.

Table 16: The Challenges Faced by Teachers in Implementation of the Alternative Delivery Modes (ADMs) in Terms of Technical Issues

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R
1. Experiences unstable internet connection during implementation	4.5	VMC	4	4.48	MC	3	4.5	VMC	5	3.8	MC	9	4.38	MC	7	4.33	MC	6
2. Encounters difficulty accessing online learning platforms	4.28	MC	7	4.17	MC	8	4.45	MC	6	4.43	MC	5	4.05	MC	9.5	4.28	MC	7
3. Faces problems with device compatibility for learning materials	4.48	MC	5	4.09	MC	9	3.92	MC	9	4.28	MC	7	4.49	MC	9.5	4.25	MC	8
4. Deals with frequent system errors or platform downtime	4.69	VMC	1	4.57	VMC	2	4.6	VMC	2	4.65	VMC	1	4.58	VMC	3	4.62	VMC	2
5. Struggles with uploading and downloading learning resources	4.67	VMC	2	4.62	VMC	1	4.61	VMC	1	4.64	VMC	2	4.6	VMC	1.5	4.63	VMC	1
6. Encounters limited access to functional digital devices	4.51	VMC	3	4.42	MC	4	4.54	VMC	4	4.52	VMC	4	4.6	VMC	1.5	4.52	VMC	3
7. Experiences of delays in communication due to technical disruptions	4.18	MC	8.5	4.38	MC	5	4.56	VMC	3	4.59	VMC	3	4.54	VMC	4	4.45	MC	4
8. Handles issues with file format incompatibility	4.01	MC	10	3.56	MC	10	3.88	MC	10	3.78	MC	10	4.05	MC	9	3.86	MC	10
9. Faces challenges in troubleshooting technical problems independently	4.18	MC	8.5	4.22	MC	7	4.12	MC	8	4.14	MC	8	4.1	MC	8	4.15	MC	9
10. Experiences interruptions in digital learning delivery due to technical failures	4.3	MC	6	4.33	MC	6	4.4	MC	7	4.32	MC	6	4.42	MC	6	4.35	MC	5
Average	**4.38**	**MC**		**4.28**	**MC**		**4.36**	**MC**		**4.32**	**MC**		**4.38**	**MC**		**4.34**		

After examining the tabular data, the indicators rated Very Much Challenging were Struggles with uploading and downloading learning resources, 4.63; Deals with frequent system errors or platform downtime, 4.62; and encounters limited access to functional digital devices, 4.52. While the indicators rated Much Challenging include: Experiences delays in communication due to technical disruptions, 4.45; Experiences interruptions in digital learning delivery due to technical failures, 4.35; Experiences unstable internet connection during implementation, 4.33; Encounters difficulty accessing online learning platforms, 4.28; Faces problems with device compatibility for learning materials, 4.25; Faces challenges in troubleshooting technical problems independently, 4.15; and, Handles issues with file format incompatibility, 3.86.

Closely looking at the data, the top 3 Very Much Challenging Indicators includes: Struggles with uploading and downloading learning resources. This indicates that teachers face significant barriers in the basic exchange of instructional materials within ADM platforms. The implication is that learning continuity is directly affected, as delays or failures in uploading and downloading resources can disrupt lesson delivery, submission of outputs, and feedback mechanisms. It also suggests a need for stronger platform optimization and improved internet stability, as well as possible offline or low-bandwidth alternatives to support teachers in areas with weak connectivity.

Followed by deals with frequent system errors or platform downtime. Frequent system interruptions imply that the reliability of digital learning platforms is a major concern. When systems crash or become unavailable, teachers are unable to deliver lessons efficiently, resulting in instructional delays and reduced productivity. This highlights the need for more stable and well-maintained Learning Management Systems (LMS), as well as technical
support teams that can respond quickly to system failures. It also emphasizes the importance of backup delivery modes to ensure continuity during downtime.

Finally, encounters limited access to functional digital devices. This suggests that teachers do not always have adequate or fully functional equipment needed for ADM implementation. The implication is that hardware limitations directly hinder teaching effectiveness, particularly in preparing, delivering, and managing digital learning materials. This calls for institutional support in providing or upgrading devices, implementing equipment maintenance programs, and ensuring equitable access to ICT resources across schools. Without addressing this, even well-designed digital platforms may remain underutilized. Schools Heads and education authorities should strengthen internet infrastructure support, such as providing subsidized or dedicated broadband connections for teachers. The use of compressed file formats, cloud-based storage systems, and offline-accessible modules can also reduce the burden of large file transfers. Additionally, implementing learning management systems (LMS) optimized for low bandwidth environments and training teachers on efficient file management practices can significantly improve resource sharing efficiency.

4.17 The Challenges Faced by Teachers in Implementation of the Alternative DeliveryModes (ADMs) in Terms of Environmental Constraints

Environmental constraints refer to external physical and contextual conditions that hinder the effective implementation of Alternative Delivery Modes (ADMs), particularly in digital and modular learning environments. These constraints often include issues such as limited access to electricity, inadequate learning spaces, natural disruptions, and unstable environmental conditions that affect teachers' ability to deliver instruction efficiently.

Table 17: The Challenges Faced by Teachers in Implementation of the Alternative DeliveryModes (ADMs) in Terms of Environmental Constraints

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R
1. Experiences disruptions in learning due to weather conditions	4.35	MC	6	4.10	MC	7	4.24	MC	6	4.40	MC	5	4.46	MC	5	4.31	MC	5
2. Faces difficulties in delivering lessons during natural calamities	4.60	VMC	2	4.61	VMC	1	4.58	VMC	1	4.51	VMC	2	4.67	VMC	1	4.46	MC	3
3. Encounters limited access to learning spaces due to environmental factors	4.41	MC	5	4.01	MC	8	3.89	MC	8	4.15	MC	6	4.10	MC	8	4.11	MC	8
4. Deals with noise or disturbances in the home or community environment	4.48	MC	4	4.41	MC	3	4.35	MC	5	3.77	MC	8	4.35	MC	6	4.27	MC	6
5. Experiences delays in module distribution caused by weather conditions	4.13	MC	8	4.31	MC	5	4.50	VMC	3	4.45	MC	3	4.51	VMC	4	4.38	MC	4
6. Struggles with safety concerns during travel for learning material retrieval	4.50	VMC	3	4.35	MC	4	4.46	MC	4	4.44	MC	4	4.57	VMC	3	4.59	VMC	2
7. Faces interruptions in electricity supply affecting learning delivery	4.65	VMC	1	4.55	VMC	2	4.54	VMC	2	4.65	VMC	1	4.63	VMC	2	4.60	VMC	1
8. Encounters flooding or road blockages that hinder access to learners	4.15	MC	7	4.15	MC	6	4.12	MC	7	4.05	MC	7	4.13	MC	7	4.12	MC	7
Average	**4.41**	**MC**		**4.31**	**MC**		**4.33**	**MC**		**4.30**	**MC**		**4.43**	**MC**		**4.36**	**MC**	

An examination of the tabular value, the respondents rated the indicators Very Much Challenging include: Interruptions in electricity supply affecting learning delivery, 4.60; and, Safety concerns during travel for learning material retrieval, 4.59, While, the indicators rated Much Challenging were: Difficulties in delivering lessons during natural calamities, 4.46; Experiences delays in module distribution caused by weather conditions, 4.38; Experiences disruptions in learning due to weather conditions, 4.31; Deals with noise or disturbances in the home or community environment, 4.27; Encounters flooding or road blockages that hinder access to learners, 4.12; and, Encounters limited access to learning spaces due to environmental factors, 4.11.

Closely examining the results, the top 3 Very Much Challenging include: Interruptions in electricity supply affecting learning delivery. The highest-rated challenge implies that stable electricity is a foundational requirement for effective ADM implementation. Frequent power interruptions can disrupt lesson delivery, hinder the use of digital learning resources, and delay communication between teachers and learners. This suggests a need for schools and education authorities to invest in alternative power sources such as solar energy systems or backup generators, especially in areas prone to outages. Strengthening infrastructure resilience is essential to ensure continuity of learning activities under ADM.

Secondly, Safety concerns during travel for learning material retrieval. This result indicates that teachers face significant risks when traveling to distribute or retrieve learning materials. Such safety issues may stem from difficult terrain, long travel distances, or adverse weather reliable backup power sources such as solar panels or generators to ensure uninterrupted learning. Safe and organized transport systems must be strengthened through scheduled community-based distribution points to reduce teacher travel risks. Additionally, disaster-resilient ADM strategies should be implemented, including flexible learning schedules, pre-prepared modules, and the use of conditions. The implication is that ADM logistics should be restructured to minimize physical travel, possibly through centralized drop-off points, community-based distribution systems, or digital submission platforms where feasible. Ensuring teacher safety is critical not only for well-being but also for the sustainability of ADM operations.

Finally, Difficulties in delivering lessons during natural calamities. It implies that ADM strategies must incorporate disaster-resilient planning, including flexible scheduling, pre-prepared learning packets, and emergency remote teaching protocols. Strengthening disaster preparedness in education ensures that learning is not completely halted during emergencies and that students continue to receive instruction even under disrupted conditions.

Therefore, to address these challenges, schools heads and other stakeholders should provide digital platforms to maintain continuity during natural calamities and environmental disruptions.

According to UNESCO, (2021) unstable electricity access significantly limits the effectiveness of distance and blended learning, as it restricts the use of digital platforms and disrupts instructional continuity in underserved areas. Similarly, the World Bank, (2020) emphasizes that infrastructure deficits, particularly unreliable power supply, remain a major barrier to equitable access to quality education in developing regions. In addition, OECD, (2019) notes that energy instability directly affects teachers' ability to deliver consistent instruction, especially in technology-supported learning environments.

4.18 The Challenges Faced by Teachers in Implementation of the Alternative DeliveryModes (ADMs) in Terms of Lack of Interaction

Lack of interaction is one of the persistent challenges in Alternative Delivery Modes (ADMs), particularly in modular and remote learning setups where face-to-face engagement between teachers and learners is limited. This reduced interaction affects not only academic discussion but also the social and emotional support that learners typically receive in traditional classroom settings.

Table 18; The Challenges Faced by Teachers in Implementation of the Alternative Delivery Modes (ADMs) in Terms of Lack of Interaction

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R
1. Experiences limited communication with learners during instruction	4.78	VMC	1	4.71	VMC	2	4.72	VMC	2	4.71	VMC	2	4.69	VMC	2	4.72	VMC	2
2. Encounters minimal learner participation in learning activities	4.52	VMC	8	4.52	VMC	9	4.53	VMC	8	4.48	VMC	8	4.44	VMC	9	4.50	VMC	9
3. Faces difficulty in providing immediate feedback to learners	4.66	VMC	4	4.65	VMC	4	4.69	VMC	3	4.64	VMC	4	4.61	VMC	3	4.65	VMC	3
4. Observes low engagement between learners and teachers	4.51	VMC	9	4.50	VMC	8	4.50	VMC	9	4.45	VMC	9	4.58	VMC	5	4.51	VMC	8
5. Experiences reduced peer-to-peer interaction among learners	4.62	VMC	5	4.60	VMC	5	4.58	VMC	6	4.52	VMC	6	4.60	VMC	4	4.58	VMC	5

All indicators were rated Very Much Challenging, with the top three being infrequent learner consultation (4.76), limited communication during instruction (4.72), and difficulty providing immediate feedback (4.65). These findings indicate that limited teacher–learner interaction is a major challenge in ADM implementation, which may lead to unresolved learning difficulties, reduced engagement, and delayed instructional support.

To address these concerns, PSDS and school heads should establish regular consultation schedules, standardized communication channels, and timely feedback systems through approved platforms such as LMS, group chats, or learning centers. Teachers should also use structured check-ins, digital or printed tracking tools, and simplified feedback mechanisms to maintain continuous learner support. These findings are consistent with Garrison (2017), Hrastinski (2019), and Anderson (2018), who emphasized that sustained teacher–learner communication and interaction are essential for learner engagement, help-seeking, and effective learning in distance and blended environments.

4.19 The Challenges Faced by Teachers in Implementation of the Alternative DeliveryModes (ADMs) in Terms of Needs for Support

The implementation of Alternative Delivery Modes (ADMs) requires adequate institutional, technical, and instructional support to ensure effective teaching and learning delivery. However, findings across studies indicate that teachers experience significant challenges in terms of support systems, which directly affect their efficiency and instructional performance. Extracting information from the data, the respondents rated the indictors Very Much Challenging were: Requires additional training on instructional delivery strategies, 4.71; Requires technical assistance in using digital tools and platforms, 4.72; Needs continuous professional development opportunities, 4.63; Needs assistance in addressing learner-related concerns, 4.62; Needs regular guidance from school leaders and supervisors, 4.58; Requires improved communication channels with learners and parents – 4.58. While the indicators rated Much Challenging were: Requires access to reliable internet and digital infrastructure, 4.36; Needs emotional and workload support to manage teaching demands, 4.34; Needs provision of adequate teaching and learning resources, 4.50; and, requires support in developing and adapting learning materials, 4.05.

The data revealed that the top 3 Very Much Challenging include: Requires technical assistance in using digital tools and platforms. This implies that many teachers still experience difficulties in effectively operating digital technologies necessary for ADM implementation. Without sufficient technical support, teachers may encounter delays in lesson delivery, inefficient use of digital platforms, and increased stress in managing online instruction. The finding suggests a strong need for accessible ICT assistance and responsive technical support systems within schools. Followed by requires additional training in instructional delivery strategies. This indicates that teachers need further enhancement of their pedagogical skills to effectively implement ADMs. The implication is that existing training programs may not be sufficient to fully prepare teachers for flexible and technology-assisted instruction. Continuous training is therefore essential to strengthen teachers'

Table 19: The Challenges Faced by Teachers in Implementation of the Alternative DeliveryModes (ADMs) in Terms of Needs for Support

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R
learner-related concerns																		
7. Requires improved communication channels with learners and parents	4.68	C	3	4.63	VMC	3	4.65	VMC	2	4.72	VMC	3	4.21	VMC	8.5	4.58	VMC	5.5
8. Needs emotional and workload support to manage teaching demands	4.25	MC	8.5	4.32	MC	9	4.24	MC	9	4.33	MC	9	4.58	MC	5	4.34	MC	9
9. Requires access to reliable internet and digital infrastructure	4.25	MC	8.5	4.44	MC	8	4.40	MC	8	4.50	VMC	7.5	4.21	MC	8.5	4.36	MC	8
10. Needs continuous professional development opportunities	4.66	VMC	4	4.59	VMC	4.5	4.60	VMC	4	4.66	VMC	4	4.63	VMC	3	4.63	VMC	3
Average	**4.53**	**VMC**		**4.43**	**MC**		**4.52**	**VMC**		**4.58**	**VMC**		**4.49**	**MC**		**4.51**	**VMC**	
1. Requires additional training on instructional delivery strategies	4.74	VMC	1.5	4.65	VMC	1	4.68	VMC	1	4.77	VMC	1	4.73	VMC	1	4.71	VMC	2
2. Needs provision of adequate teaching and learning resources	4.51	VMC	7	4.50	VMC	7	4.50	VMC	7	4.50	VMC	7.5	4.50	VMC	7	4.50	VMC	7
3. Requires technical assistance in using digital tools and platforms	4.74	VMC	1.5	4.64	VMC	2	4.78	VMC	3	4.74	VMC	2	4.68	VMC	2	4.72	VMC	1
4. Needs regular guidance from school leaders and supervisors	4.60	VMC	6	4.54	VMC	6	4.58	VMC	5	4.61	VMC	6	4.57	VMC	6	4.58	VMC	5.5
5. Requires support in developing and adapting learning materials	4.25	MC	10	3.35	C	10	4.20	MC	10	4.26	MC	10	4.18	C	10	4.05	MC	10
6. Needs assistance in addressing	4.65	VMC	5	4.59	VMC	4.5	4.54	VMC	6	4.72	VMC	5	4.60	VMC	4	4.62	VMC	4

competence, adaptability, and confidence in delivering quality education through alternative modalities. Then, Needs continuous professional development opportunities. This suggests that teachers recognize the importance of ongoing learning and professional growth in adapting to evolving educational demands. The implication is that sustainable ADM implementation depends on regular capacity-building activities that update teachers on new teaching strategies, digital innovations, and learner support approaches. Without continuous professional development, teachers may struggle to maintain instructional effectiveness and keep pace with educational changes. Public Schools District Supervisor and School Heads should provide continuous ICT training, technical assistance, and mentoring programs to strengthen teachers' digital competencies and instructional strategies. Regular professional development activities, responsive technical support teams, and collaborative learning communities should also be established. These interventions can enhance teachers' confidence, improve ADM implementation, and ensure effective and sustainable alternative learning delivery. Trust, (2020) emphasized that teachers need continuous technical assistance and institutional support to effectively integrate digital tools into instruction, especially in flexible and online learning environments. Yulin and Danso, (2025) found that inadequate professional development and weak technical support systems hinder teachers' readiness to implement digital innovation in education. Luad and Orongan, (2026) revealed that organizational and technical support significantly influence teachers' technological proficiency and engagement in digital instruction.

4.20 The Challenges Faced by Teachers in Implementation of the Alternative Delivery Modes (ADMs) in Terms of Low Motivation

Low motivation is one of the significant challenges affecting teachers in the implementation of Alternative Delivery Modes (ADMs). Motivation plays a vital role in sustaining teachers' commitment, productivity, and adaptability, especially in flexible and technology-assisted learning environments. However, the increasing demands of ADM implementation, combined with technical difficulties, heavy workloads, and limited support, may reduce teachers' enthusiasm and engagement in carrying out their responsibilities effectively.

Table 20: The Challenges Faced by Teachers in Implementation of the Alternative Delivery Modes (ADMs) in Terms of Low Motivation

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Shows decreased enthusiasm in delivering learning tasks	4.75	VMC	2	4.78	VMC	1	4.90	VMC	1	4.87	VMC	1	4.83	VMC	1.5	4.83	VMC	1
2. Experiences reduced interest in engaging learners	4.65	VMC	5	4.58	VMC	5	4.54	VMC	6	4.62	VMC	5	4.76	VMC	4	4.63	VMC	5
3. Demonstrates limited initiative in preparing instructional materials	4.77	VMC	1	4.64	VMC	2	4.78	VMC	3	4.74	VMC	2	4.83	VMC	1.5	4.75	VMC	2
4. Shows reluctance in adopting new teaching strategies	4.13	MC	9	4.10	MC	9	4.15	MC	9	4.02	MC	9	4.68	VMC	5	4.22	MC	9
5. Experiences fatigue or burnout affecting performance	4.70	VMC	4	4.60	VMC	4	4.70	VMC	4	4.66	VMC	4	4.80	VMC	3	4.69	VMC	3.5
6. Displays minimal effort in monitoring learner progress	4.55	VMC	7	4.51	VMC	7	4.45	VMC	7	4.54	VMC	7	4.60	VMC	7	4.53	VMC	7
7. Shows low commitment in providing feedback to learners	4.23	MC	8	4.24	MC	8	4.20	MC	8	4.27	MC	8	4.52	VMC	8	4.29	MC	8
8. Demonstrates decreased participation in school-related activities	4.72	VMC	3	4.63	VMC	3	4.85	VMC	2	4.72	VMC	3	4.51	VMC	9	4.69	VMC	3.5
9. Experiences lack of drive to improve teaching practices	4.60	VMC	6	4.54	VMC	6	4.58	VMC	5	4.61	VMC	6	4.67	VMC	6	4.60	VMC	6
Average	**4.56**	**VMC**		**4.51**	**VMC**		**4.57**	**VMC**		**4.56**	**VMC**		**4.68**	**VMC**		**4.58**	**VMC**	

Closely looking at the tabular value, the respondents rated the indicators Very Much Challenging include: Shows decreased enthusiasm in delivering learning tasks, 4.83; Demonstrates limited initiative in preparing instructional materials, 4.75; Experiences fatigue or burnout affecting performance, 4.69; Demonstrates decreased participation in school-related activities, 4.69; Experiences reduced interest in engaging learners, 4.63; Experiences lack of drive to improve teaching practices, 4.60; and, Displays minimal

effort in monitoring learner progress, 4.53. While two indicators rated Much Challenging were: Shows low commitment in providing feedback to learners, 4.29; and shows reluctance in adopting new teaching strategies, 4.22.

The data revealed the top 3 Very Much Challenging include: Shows decreased enthusiasm in delivering learning tasks. This implies that prolonged challenges in ADM implementation may negatively affect teachers' morale and passion for teaching. Reduced enthusiasm can lower instructional quality, decrease learner engagement, and weaken teachers' commitment to delivering effective learning experiences. It also indicates the need for motivational support and a more supportive working environment. Second, Demonstrates limited initiative in preparing instructional materials. This suggests that teachers may feel overwhelmed, exhausted, or inadequately supported in fulfilling instructional responsibilities. Limited initiative in material preparation can affect the quality, creativity, and relevance of learning resources provided to students. The finding highlights the importance of providing sufficient time, resources, and professional support for instructional preparation. Finally, Experiences fatigue or burnout affecting performance. This indicates that teachers are experiencing physical and emotional exhaustion due to the demands of ADM implementation. Burnout may lead to reduced productivity, decreased teaching effectiveness, and lower job satisfaction. The result emphasizes the need for workload management, wellness programs, and emotional support systems to maintain teachers' well-being and performance.

School Heads and Supervisors should strengthen teacher motivation and well-being by providing emotional support programs, recognition initiatives, and manageable workloads. Regular wellness activities, counseling services, and peer support systems can help reduce stress and burnout. Administrators should also encourage collaborative material preparation, provide sufficient instructional resources, and offer professional development opportunities to sustain teachers' enthusiasm, commitment, and instructional effectiveness in ADM implementation. Panisoara et al., (2020) found that teacher motivation significantly declines when educators experience burnout and technostress during online instruction, affecting their enthusiasm and commitment in delivering learning tasks. Yang and Du, (2024) emphasized that digital burnout negatively influences teachers' well-being, instructional effectiveness, and enthusiasm in online teaching environments. Sato, Fernández, Castillo, and Oyanedel, (2022) revealed that demotivating working conditions and burnout reduce teachers' motivation and active engagement in instructional responsibilities.

4.21 The Challenges Faced by Teachers in Implementation of the Alternative Delivery Modes (ADMs) in terms of High Drop-Out Risk

High drop-out risk is a critical concern in the implementation of Alternative Delivery Modes (ADMs), as it reflects the likelihood of learners discontinuing their studies before completing the required academic requirements. This risk is often associated with a combination of academic, personal, environmental, and instructional factors that hinder sustained learner participation in flexible learning modalities.

Table 21: The Challenges Faced by Teachers in Implementation of the Alternative Delivery Modes (ADMs) in terms of High Drop-Out Risk

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R
1. Shows frequent learner absenteeism during learning delivery	4.70	VMC	3	4.68	VMC	3	4.85	VMC	2	4.80	VMC	3	4.61	VMC	8	4.73	VMC	3.5
2. Experiences low submission rate of learning tasks	4.68	VMC	4	4.60	VMC	4	4.70	VMC	4	4.76	VMC	4	4.90	VMC	3	4.73	VMC	3.5
3. Demonstrates declining learner engagement over time	4.75	VMC	2	4.71	VMC	1	4.90	VMC	1	4.85	VMC	1	4.93	VMC	1	4.83	VMC	1
4. Observes learners failing to complete required activities	4.77	VMC	1	4.69	VMC	2	4.78	VMC	3	4.84	VMC	2	4.92	VMC	2	4.80	VMC	2
5. Encounters increasing number of learners falling behind lessons	4.55	VMC	7	4.51	VMC	7	4.55	VMC	7	4.54	VMC	7	4.70	VMC	6	4.57	VMC	7
6. Identifies learners with minimal communication or contact	4.58	VMC	6	4.57	VMC	6	4.58	VMC	5	4.61	VMC	6	4.87	VMC	5	4.64	VMC	6
7. Experiences difficulty in tracking inactive learners	4.65	VMC	5	4.58	VMC	5	4.58	VMC	6	4.72	VMC	5	4.89	VMC	4	4.68	VMC	5
8. Observes lack of parental support affecting learner participation	4.51	VMC	8	4.50	VMC	8	4.53	VMC	8	4.52	VMC	8	4.62	VMC	7	4.54	VMC	8
Average	**4.64**	**VMC**		**4.60**	**VMC**		**4.68**	**VMC**		**4.70**	**VMC**		**4.80**	**VMC**		**4.69**	**VMC**	

Closely looking at the tabular value, the respondents rated the indicators Very Much Challenging were: Demonstrates declining learner engagement over time, 4.83; Observes learners failing to complete required activities, 4.80; Experiences low submission rate of learning tasks, 4.73; Shows frequent learner absenteeism during learning delivery, 4.73; Experiences difficulty in tracking inactive learners; 4.68; Identifies learners with minimal communication or contact, 4.64; and, Encounters increasing number of learners falling behind lessons; 4.57. While 1 indicator rated Much Challenging was about observes lack of parental support affecting learner participation, 4.54.
By carefully examining the data, it could be noted that the top 3 indicators rated as Very Much Challenging were: Demonstrates declining learner engagement over time. This implies that learner interest and participation gradually decrease as ADM implementation progresses. Sustained disengagement may lead to poor academic performance, reduced completion rates, and increased likelihood of dropping out. It also suggests that instructional strategies may need strengthening to maintain learner motivation and active participation throughout the learning period. Second, observe learners failing to complete required activities. This indicates that a significant number of learners are unable to accomplish assigned tasks on time or in full. The implication is that learners may be facing difficulties in understanding lessons, accessing resources, or managing self-paced learning requirements. This situation may compromise learning outcomes and highlights the need for stronger monitoring and targeted intervention. Third, Experiences low submission rate of learning tasks. This suggests that many learners are not consistently submitting required outputs, which reflects possible issues in engagement, access, or learner support. Low submission rates may hinder assessment of learning progress and increase the risk of learners falling behind. It also signals the need for improved communication, tracking systems, and reinforcement strategies to encourage task completion.
To address declining learner engagement, school heads and teachers should implement interactive and learner-centered instructional strategies, such as gamified activities, periodic check-ins, and varied multimedia materials to sustain interest over time. Teachers should also be trained to use motivational strategies and consistent feedback mechanisms to keep learners actively involved in ADM learning. To improve learners failing to complete required activities, School heads and parents should adopt a structured monitoring and intervention system, where at-risk learners are identified early and given remedial support, simplified tasks, or flexible deadlines. Strengthening teacher-learner communication and providing clear, manageable instructions can also help improve task completion rates. To address low submission rates of learning tasks, there should be a strengthened tracking and follow-up system, supported by regular reminders, parental involvement, and learner accountability mechanisms. Providing accessible learning materials and ensuring consistent teacher feedback can further encourage learners to submit outputs on time and maintain academic engagement. Fredricks, Blumenfeld, and Paris, (2020) emphasized that sustained student engagement is a strong predictor of academic persistence, and declining engagement significantly increases the likelihood of dropout in flexible learning environments. González and Bonal, (2021) found that learners who fail to complete required learning tasks are often affected by weak academic support systems and limited home learning capacity, leading to increased dropout risk in remote learning setups. UNICEF, (2021) reported that low submission rates of learning tasks are closely linked to inadequate monitoring, limited parental support, and barriers in communication between teachers and learners, all of which contribute to higher dropout tendencies.

4.22 The Summary of the Challenges Faced by Teachers in Implementation of the Alternative Delivery Modes (ADMs

The implementation of Alternative Delivery Modes (ADMs) has introduced significant changes in the teaching and learning process, requiring teachers to adapt to flexible, technology-supported, and learner-centered approaches. While ADM aims to ensure learning continuity, teachers encounter a range of challenges that affect the effectiveness and efficiency of its implementation across various domains. These challenges commonly include technical issues, lack of adequate support, low motivation, environmental constraints, and high drop-out risk among learners. Each of these factors contributes to the difficulties experienced by teachers in delivering instruction, managing learners, and sustaining engagement in alternative learning environments.

Table 22: The Summary of the Challenges Faced by Teachers in Implementation of the Alternative Delivery Modes (ADMs

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R	Ws	I	R
1. Technical Issues	4.38	MC	6	4.28	MC	6	4.36	MC	5	4.32	MC	5	4.38	MC	6	4.34	MC	6
2. Environmental Constraints	4.41	MC	5	4.31	MC	5	4.33	MC	6	4.30	MC	6	4.43	MC	5	4.36	MC	5
3. Lack of Interaction	4.63	VMC	2	4.62	VMC	2	4.63	VMC	2	4.58	VMC	2.5	4.59	VMC	3	4.61	VMC	2
4. Needs for Support	4.53	VMC	4	4.43	MC	4	4.52	VMC	4	4.58	VMC	2.5	4.49	MC	4	4.51	VMC	4
5. Low Motivation	4.56	VMC	3	4.51	VMC	3	4.57	VMC	3	4.56	VMC	4	4.68	VMC	2	4.58	VMC	3
6. High Drop-Out Risk	4.64	VMC	1	4.60	VMC	1	4.68	VMC	1	4.70	VMC	1	4.80	VMC	1	4.69	VMC	1
Average	**4.53**	**VMC**		**4.46**	**MC**		**4.52**	**VMC**		**4.51**	**VMC**		**4.56**	**VMC**		**4.51**	**VMC**	

Table 22 reflect the Summary of the Challenges Faced by Teachers in Implementation of the Alternative Delivery Modes (ADMs) Strategy.
A closer look at the tabular presentation, the indicators rated Very Much Challenging include: High Drop-Out Risk, 4.69; Lack of Interaction, 4.61; Low Motivation – 4.58; and, Needs for Support, 4.51. 2 indicators rated Much Challenging were: Environmental Constraints, 4.36 and, Technical Issues, 4.34.
Upon examining the data, the top 3 Very Much Challenging were: High Drop-Out Risk. This implies that learner retention is a major concern in ADM implementation. High drop-out tendencies suggest that many learners are disengaging due to academic,

environmental, or support-related factors. If not addressed, this may lead to increased non-completion rates and reduced overall effectiveness of the ADM strategy, highlighting the need for early intervention and sustained learner monitoring. Secondly, Lack of Interaction. This indicates limited communication and engagement between teachers and learners. Reduced interaction can weaken instructional effectiveness, hinder feedback mechanisms, and negatively affect learner motivation and understanding. It suggests the need for stronger communication channels and more interactive teaching strategies to promote active participation. Finally, Low Motivation. This implies that both teachers and learners may experience decreased enthusiasm and commitment in the ADM setup. Low motivation can affect teaching performance, learner engagement, and overall academic productivity. It highlights the importance of providing emotional support, recognition, and engaging instructional approaches to sustain interest and participation. The solutions addressing high drop-out risk, lack of interaction, and low motivation in ADM implementation: Policy makers should strengthen ADM implementation by allocating sufficient funding for digital infrastructure, learner support programs, and teacher development initiatives. Policies should institutionalize early warning systems for at-risk learners, ensure equitable access to devices and connectivity, and mandate continuous monitoring of learner engagement across schools. Clear national guidelines on learner retention strategies and teacher support mechanisms should also be enforced. Supervisors should provide regular instructional monitoring and technical assistance to schools implementing ADM. They must ensure that teachers are guided in applying effective engagement strategies and that at-risk learners are promptly identified and supported. Supervisors should also facilitate capacity-building programs and coaching sessions to improve teacher competence and motivation in delivering alternative learning modalities. School heads should establish strong school-based support systems, including learner tracking mechanisms, communication platforms, and intervention programs for learners at risk of dropping out. They should promote a positive school climate by recognizing teacher efforts and ensuring manageable workloads. Strengthening collaboration among teachers, parents, and stakeholders is also essential to improve learner engagement and motivation. Teachers should adopt interactive and learner-centered instructional strategies, such as gamified activities, multimedia resources, and regular feedback systems to enhance engagement. They should closely monitor learner progress, maintain consistent communication with students and parents, and implement remedial support for struggling learners. Teachers are also encouraged to participate in continuous professional development to improve motivation and instructional effectiveness in ADM delivery.

Reimers and Schleicher, (2020) emphasized that education systems must invest in digital infrastructure, teacher support, and equity-focused policies to reduce learning loss and dropout risks during remote learning. While, Azevedo et al., (2021) found that government-led interventions such as targeted funding and early warning systems significantly improve student retention in distance learning environments.

Supervisors, Additionally, Hargreaves and Fullan, (2020) stressed that instructional leadership and continuous coaching are essential in improving teacher effectiveness and sustaining learner engagement in challenging learning contexts. Finally, Garet et al., (2021) reported that ongoing supervision and professional support systems enhance teacher instructional quality and learner participation.

4.23 The Solutions Offered to Address the Challenges Encountered

The implementation of Alternative Delivery Modes (ADMs) presents various challenges that affect teachers' instructional effectiveness, learner engagement, and overall educational outcomes. These challenges, which include technical issues, environmental constraints, lack of interaction, low motivation, inadequate support, and high drop-out risk, require strategic and collaborative solutions from key stakeholders in the education system. Addressing these concerns necessitates a coordinated effort among policy makers, school administrators, supervisors, and teachers to ensure that learning continuity and quality are maintained. Solutions must focus on strengthening digital infrastructure, enhancing instructional support systems, improving teacher capacity, and promoting learner engagement and well-being.

Table 23: The Solutions Offered to Address the Challenges Encountered

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Provides offline learning materials and downloadable modules for uninterrupted access	4.83	VMN	3	4.87	VMN	4	4.81	VMN	4	4.81	VMN	4	4.88	VMN	4	4.84	VMN	1
2. Conducts orientation and step-by-step guides on platform use	4.64	VMN	9	4.93	VMN	1	4.56	VMN	9	4.63	VMN	9	4.51	VMN	13	4.65	VMN	6
3. Standardizes file formats and ensures mobile-friendly content	4.57	VMN	11	4.31	MN	13	4.40	MN	12.5	4.27	MN	13	4.70	VMN	9	4.45	MN	11
4. Maintains backup platforms and offline alternatives for continuity	4.87	VMN	1	3.75	MN	15.5	4.91	VMN	1	4.10	MN	16	4.25	MN	16	4.38	MN	12
5. Establishes community learning hubs or designated safe learning areas	4.48	MN	14	4.12	MN	14	4.1	MN	14	4.17	MN	15	4.31	MN	15	4.24	MN	16
6. Encourages flexible learning schedules and quiet-	4.52	VMN	13	4.57	VMN	11	4.41	MN	11	4.88	VMN	1	4.57	VMN	12	4.59	VMN	8.5

time arrangements at home																		
7. Pre-distributes modules in advance and uses centralized pickup points	3.88	MN	17	3.55	MN	17	4.77	VMN	5	3.85	MN	17	4.81	VMN	6	4.17	MN	17
8. Coordinates barangay-assisted delivery or safe pick-up systems	4.73	VMN	5	4.61	VMN	10	2.40	N	17	4.78	VMN	5	4.85	VMN	5	4.27	MN	15
9. Uses regular check-ins through SMS, calls, or messaging apps	4.70	VMN	6	4.81	VMN	6	4.76	VMN	6	4.72	VMN	6	4.19	MN	17	4.64	VMN	7
10. Sets scheduled consultation hours and encourages proactive communication	4.85	VMN	2	4.84	VMN	5	4.53	VMN	10	4.50	VMN	10	4.68	VMN	10	4.68	VMN	5
11. Uses group chats, radio-based instruction, or structured guided activities	4.10	MN	16	3.75	MN	15.5	4.65	VMN	8	4.17	MN	14	4.93	VMN	2	4.32	MN	14
12. Implements flexible response timelines and multiple communication channels	4.65	VMN	8	4.73	VMN	8	3.85	MN	15	4.65	VMN	8	4.73	VMN	8	4.52	VMN	10
13. Provides training and ready-made instructional templates	4.42	MN	15	4.65	VMN	9	3.46	MN	16	4.34	MN	12	4.95	VMN	1	4.36	MN	13

Closely looking at the tabular value, the respondents rated the indicators Very Much Necessary were: Provides offline learning materials and downloadable modules for uninterrupted access, 4.84; Conducts mentoring, coaching, and peer-sharing sessions, 4.77; Strengthens parent engagement and attendance follow-up systems, 4.75; Introduces simplified tracking tools and monitoring templates, 4.72; Conducts orientation and step-by-step guides on platform use, 4.65; Sets scheduled consultation hours and encourages proactive communication, 4.68; Uses regular check-ins through SMS, calls, or messaging apps, 4.64; Promotes workload balancing and wellness programs for teachers, 4.59; Encourages flexible learning schedules and quiet-time arrangements at home, 4.59. While the indicators rated as Much Necessary include: Maintains backup platforms and offline alternatives for continuity, 4.38; Provides training and ready-made instructional templates, 4.36; Standardizes file formats and ensures mobile-friendly content, 4.45; Uses group chats, radio-based instruction, or structured guided activities, 4.32; Establishes community learning hubs or designated safe learning areas, 4.24; Coordinates barangay-assisted delivery or safe pick-up systems, 4.27; Conducts regular coaching, monitoring, and feedback sessions, 3.77; Shares centralized repositories of ready-to-use learning resources, 3.74; Establishes learner support teams and referral systems for intervention, 3.71; Encourages parental support improving learner participation, 3.76; Provides scaffolding, remedial tasks, and simplified instructions, 3.76; Sets reminders, incentives, and flexible submission schedules, 3.76; Integrates more interactive and contextualized learning activities, 3.76; Assigns ICT coordinators or peer tech support teams, 3.74; Conducts regular coaching, monitoring, and feedback sessions, 3.77; and, Establishes learner support teams and referral systems for intervention, 3.71.

The solutions identified for addressing the challenges in the implementation of Alternative Delivery Modes (ADMs) have significant implications for improving instructional delivery, teacher support, and learner engagement. The presence of highly rated interventions under the "Very Much Necessary" category suggests that stakeholders recognize the urgent need for strong structural, instructional, and technological support systems. The prioritization of offline learning materials, downloadable modules, and backup platforms imply that flexibility and accessibility are essential to ensure learning continuity, especially in areas with unstable internet connectivity. This highlights the need for a blended and resilient learning system that does not rely solely on online platforms. Furthermore, the emphasis on mentoring, coaching, orientation, and continuous professional development indicates that teacher capacity-building remains a critical factor in ADM success. It implies that teachers require ongoing support to effectively manage digital tools, instructional strategies, and learner needs, thereby reinforcing the importance of sustained professional learning systems. The strong need for parental engagement, communication systems, and learner monitoring tools suggests that education under ADM is highly dependent on collaboration among teachers, parents, and school leaders. This implies that learner success is not solely teacher-driven but requires a shared responsibility model to reduce disengagement and dropout risks. Lastly, the inclusion of wellness programs, workload balancing, and simplified tracking systems implies that teacher well-being and efficiency are crucial for sustaining quality instruction. Without addressing workload and emotional demands, the effectiveness of ADM implementation may be compromised. Therefore, School heads should institutionalize a school-based ADM support system that includes regular monitoring of teacher and learner performance, structured mentoring programs, and accessible instructional support. Policies should ensure workload balance among teachers, establish clear communication protocols, and allocate resources for ICT tools, offline modules, and learning continuity systems. They should also strengthen partnerships with local stakeholders to support learner attendance and engagement. Teachers should be guided by policies that promote continuous professional development and instructional innovation, particularly in the use of digital tools and learner-centered strategies. They should consistently implement monitoring and feedback systems, maintain regular communication with learners and parents, and adopt flexible instructional approaches. Policies should also support teachers' participation in wellness programs to reduce burnout and sustain motivation.

Parents should formally recognize themselves as key partners in learning continuity, encouraging their active involvement in monitoring learner attendance, submission of tasks, and overall engagement. Schools should require structured parent orientation programs on ADM responsibilities and establish clear communication channels between parents and teachers. Parental support mechanisms should be strengthened to reduce dropout risk and improve learner accountability. Policy makers and local government units should prioritize funding for digital infrastructure, learning resources, and connectivity support, especially in underserved areas. Community stakeholders and private partners should be engaged in providing learning hubs, device assistance, and resource donations. Collaborative policies should also support the development of early warning systems for at-risk learners and strengthen community-based learning interventions.

Reimers and Schleicher, (2020) emphasized that education systems must redesign policies focusing on equity, digital access, teacher support, and learner engagement to ensure learning continuity during disruptions. Hargreaves and Fullan, (2020) highlighted that sustainable education reform depends on strong system leadership, collaboration, and continuous support structures for teachers and learners. Leithwood, Harris, and Hopkins, (2020) found that effective school leadership significantly improves student engagement, teacher performance, and reduce dropout risk through structured support systems. Day et al., (2021) stressed that school leaders must build supportive school climates, communication systems, and stakeholder collaboration to sustain learning continuity.

4.24 The Test of Significant Agreement on the Rank Orders of the Challenges Faced and the Solutions Offered

Educational institutions continuously encounter various challenges that affect the quality of instruction, learner performance, and the overall delivery of educational services. These challenges may arise from limited resources, technological difficulties, environmental disruptions, insufficient learning materials, and adjustments to new teaching strategies and modalities. In response to these concerns, schools and educators develop and implement different solutions intended to minimize the negative effects of such problems and ensure the continuity of effective learning. Table 23 shows the Test of Significant Agreement on the Rank Orders of the Challenges Faced and the Solutions Offered.

Table 23: The Test of Significant Agreement on the Rank Orders of the Challenges Faced and the Solutions Offered

Indicators	Challenges Faced by Teachers						Solutions Offered
	Technical Issues	Environmental Constraints	Lack of Interaction	Needs for Support	Low Motivation	High Drop-Out Risk	
Sum of the squared deviation from the difference (d^2)	1706	814	1286	1820.50	1240.50	944	24 116.5
Number of Groups	5	5	5	5	5	5	5
Number of Indicators	10	8	9	10	9	8	25
Coefficient of Concordance (W)	0.83	0.78	0.86	0.88	8.82	0.90	0.74
Computed Chi Square (x^2)	37.35	27.30	34.40	39.60	32.80	31.50	88.80
Degree of Freedom	9	7	8	7	8	7	24
Tabular x^2 Value with							
0.05	16.92	14.07	15.51	14.07	15.51	14.07	36.42
0.025	19.02	16.62	17.54	16.62	17.54	16.62	39.36
0.01	21.67	18.48	20.09	18.48	20.09	18.48	42.98
0.005	23.59	20.28	21.96	20.28	21.96	20.28	45.56
0.001	27.88	24.32	26.12	24.32	26.12	24.32	51.18
Decision of H_1	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001	0.001	0.001

The Coefficient of Concordance (W) and computed chi-square values were as follows: Technical Issues, 0.83 and 37.35; Environmental Constraints, 0.78 and 27.30; Lack of Interaction, 0.86 and 34.40; Needs for Support, 0.88 and 39.60; Low Motivation,0.82 and 32.80; High Drop-Out Risk, 0.90 and 31.50; and Solutions Offered, 0.74 and 88.80, all with $p < 0.001$.Thus, the alternative hypothesis was accepted.

The results indicate a highly significant agreement among respondents in ranking the identified challenges and solutions, suggesting that the observed patterns were not due to chance. The relatively high W values further demonstrate strong consistency in respondents' perceptions, particularly regarding the severity of challenges and the effectiveness of proposed solutions. This agreement provides a reliable basis for planning interventions, improving educational programs, and formulating appropriate policies.

The significant concordance may be attributed to the respondents' shared working conditions, professional responsibilities, and common experiences in implementing educational programs and learning modalities. Challenges such as technical difficulties, environmental constraints, limited interaction, insufficient support, low learner motivation, and dropout risks are commonly encountered and directly affect teaching and learning. Their similar experiences and professional roles likely contributed to consistent evaluations and rankings.

The findings are consistent with the view that shared experiences within similar educational environments can promote common understanding and professional judgment. Likert emphasized the influence of organizational settings on individuals' perceptions and responses, while Dewey highlighted the role of shared experiences in developing common understanding. Thus, the strong concordance supports the credibility of the identified challenges and solutions as reflective of the respondents' actual educational experiences.

4.25 Action Plan

Weather-induced class interruptions due to typhoons, flooding, heavy rainfall, and extreme heat disrupt instructional time and may result in learning gaps. Alternative Delivery Modes (ADMs) help ensure learning continuity through modular, blended, online, and other flexible approaches. However, challenges such as limited resources, technological constraints, low learner engagement, and inadequate preparedness may affect their effectiveness. Thus, this Action Plan aims to strengthen ADM implementation through capacity-building, resource provision, stakeholder collaboration, and systematic monitoring and evaluation to ensure continuous, inclusive, and quality learning despite weather-related disruptions.

5. Conclusion and Recommendations

This section presents the conclusions and recommendations of this study. The researcher formulated the recommendations drawn from the conclusions. The recommendations for further research are also found at the end of this part.

5.1 Conclusion

In the light of the findings, the following conclusions were drawn:

- The extent of the implementation of Alternative Delivery Modes (ADMs) is Very Much Implemented.
- There is a significant agreement of the rank orders of the extent of the implementation of Alternative Delivery Modes (ADMs).
- The extent of the effectiveness of Alternative Delivery Modes (ADMs) in addressing the weather-induced class interruptions is Much Effective.
- There is a significant agreement of the rank orders of the extent of the effectiveness of Alternative Delivery Modes (ADMs) in addressing the weather-induced class interruptions.
- The challenges faced by the respondents in implementation of ADMs are Very Much Challenging.
- The solutions offered to address the challenges faced are Very Much Necessary.
- There is a significant agreement of the rank orders of the challenges faced and the solutions offered.
- An action plan is crafted based from the findings of this study.

5.2 Recommendations

The following recommendations were drawn from the
findings and conclusions of the study:

- The Department of Education should strengthen the provision of technological infrastructure by ensuring schools have stable internet connectivity, sufficient digital devices, and accessible learning platforms for teachers and learners.
- The Curriculum Makers should design learner-centered and flexible curricula that are responsive to the diverse needs, contexts, and learning capacities of students under ADMs.
- The Public Schools District Supervisors (PSDS) should Intensify instructional supervision and provide regular technical assistance to school heads and teachers implementing ADMs.
- The School Head should ensure equitable distribution of learning resources and instructional materials to all learners, especially those in remote and disadvantaged areas.
- The Parents should maintain regular communication with teachers regarding their children's academic progress, difficulties, and needs.
- The School Head should establish intervention and remediation programs that provide academic assistance, tutoring sessions, and catch-up activities for struggling learners to prevent disengagement from school.
- The School Head should implement incentive and recognition programs for learners who demonstrate consistent participation, improved performance, and completion of learning tasks to encourage retention.
- The Action plan crafted be implemented in the Division of Camarines Sur.

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