

CHALLENGES AND EFFECTIVE STRATEGIES ON THE IMPLEMENTATION OF LEARNING DELIVERY MODALITIES: INPUT FOR INSTRUCTIONAL DEVELOPMENT PLAN

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ABSTRACT

This study aimed to investigate the challenges and effective strategies on the implementation of learning delivery modalities as a basis for the Instructional Development Plan in the Division of Pampanga during the school year 2020-2021. This study employed mixed method using sequential explanatory design. More so, the respondents of the study were chosen randomly using stratified sampling. The gathered data were tabulated, analyzed, and interpreted using the following statistical treatment such as weighted mean and rank. On the other hand, in the qualitative phase, the research utilized the thematic analysis model of data analysis. Based on the results, Student barriers have been identified by the teacher-respondents as the most challenging dimension on the implementation of learning delivery modalities. Moreover, the effective intervention strategies utilized by the teachers to address academic challenges on the implementation of learning modalities were: Continuous Professional Enhancement, Teachers' Upskilling, Reskilling, and New skilling, and Capacity Building for a Redefined Roles Administrative. Furthermore, the administrative support needed to optimize the implementation of learning modalities were: Revitalized Teachers' Training Needs, Providing Access to Technological Advancement, and Recalibration of Technical Assistance. Finally, the proposed Instructional Development Plan was designed to serve as guide for the school heads, teachers, and other stakeholders.

Keywords: Challenges, Distance Learning, Learning Delivery Modality, Effective Learning Strategies

BACKGROUND

The corona virus pandemic has had a severe impact on teaching. As a result of the crisis, local and foreign educators had to quickly adapt and shift to remote teaching. Public and private educational institutions both in the country and abroad immediately closed during the outbreak and only allowed essential workers to continue their services. Lockdown was enforced at this time. Classes were suspended prior to the end of the school year set by the Department of Education. These students below 21 years old were not allowed to return to school and elderly persons 60 and above as well as pregnant and immunocompromised individuals were not allowed to go outside their residences.

The current pandemic brought by COVID-19 will always leave its impact in every country affecting its socio-economic aspect including education. It is undeniable that student's right to education is threatened during this crisis. The pandemic has forced educational institutions at all levels in the country both private and public to suspend learning in order to protect the health of the learners as well as the students. Suspending the classes is one of the ways to curb the spread of the virus. This enables the teaching and learning community to come up with alternative delivery modes and alternate strategies for engaging our students.

The Department of Education has come up with distance learning modalities such as modular distance learning, online distance learning, TV-based instruction, Radio-based instruction and blended distance learning. Schools in the country have chosen learning delivery modality they think is suited to the needs of their learners. The school, teachers, students and parents must perform their roles in the chosen modality in order to ensure the success of the learning continuity plan.

The department has launched the learning delivery modalities 2 courses for instructional coaches and teachers with the aim of supporting teachers in preparation for the new learning delivery modality, assisting teachers to gain an understanding of the most essential learning competencies, providing a clear picture on how lessons and assessments are designed for the distance learning modality, giving teachers the knowledge on how to select and evaluate learning resources from DepEd and non-DepEd portals and helping teachers to improve their jobs by planning for continuous professional development in the new learning delivery modality the school has adopted. All these for the purpose of providing continuous quality education for learners amidst COVID-19.

Safety of persons is a matter of concern to all and sundry in every part of the world. In fact, all

organizations and institutions of learning have safety measures put in place. All institutions of learning are viewed as heavens of peace worldwide. Notwithstanding this view, institutions of learning are reported to be experiencing serious cases of insecurity. All over the world, there has been an upward trend in the number of school children dying or getting injured in school violence, disasters and emergencies that would be avoided if safety policies were strictly adhered to (Simatwa, 2017).

The safety of children at some schools has been questionable due to recurrence of disasters. The availability of preparedness measures in most of the schools in developed countries has tremendously reduced the impact of incidences (U.S. Fire Administration, National Fire Data Centre, cited in Akumu, 2017, p. 1).

In developing countries, however, the contrary is the case, for the lack of or inadequate preparedness measures in most schools, and the increase in disaster incidents are raising alarm. The physical, financial and emotional devastation are the common impacts to both developing and developed countries. The closure of schools, damage to school properties, death, injuries and trauma are very common depending on the magnitude and severity of the disaster itself besides this it influences active participation of students in schools (Oyango, 2016).

According to Akumu (2017), every school is unique by virtue of its design, location, and students, and each has its own history and culture. Some schools are relatively open and safe while others are highly protected yet unsafe. That is why disaster preparedness in school and the facilities should be planned and implemented. The school, district disaster management staff in alliance with local Non-Governmental Organizations (NGOs) emergency responders and the school community, can combine effort in assessing the safety and security of school buildings, grounds, and surroundings then make a disaster preparedness plan besides seeing how to implement the plan (Crowe, 2017). Disaster incidents in secondary schools have been happening worldwide, and no country is spared from this problem. Though the magnitude and severity differ from one country to another, this is attributed to the fact that the level of disaster awareness and preparedness differ among different nations.

Pandemic Corona Virus Disease (COVID-19) that happened during the first quarter of 2020 made the whole world experience disaster. The pandemic has caused damage to the economic sector, businesses, psychological and emotional stress and most importantly, it caused interruption in education. All formal education in schools both private and public closed because of the threat of the pandemic. Based on the data of the Department of Health, the Philippines is

currently having 265, 888 total cases as of September 14, 2020 with 53, 754 active cases, 207, 504 recovered and 4, 630 has died. The Department of Education has given emphasis on the safety and well being of its employees as well as the learners.

As it has been a common awareness that, nowadays, disasters seem to be prominent at all corners of the globe. No country or community could claim themselves completely protected from the threat of the pandemic. According to UNISDR, cited by Disu (2017), when a natural hazard strikes, children are among the most vulnerable population group, especially those attending school in times of disaster. It is in this light that the researcher would like to conduct a research on determining the factors affecting the implementation of learning delivery modality in the new normal.

Distance Learning

For reasons ranging from students living a great distance from a university, to personal time management needs, to limited local program offerings, a demand was created for a nontraditional system of education. The system that was created is commonly referred to as distance learning and began with correspondence courses at the University of Chicago in 1892 (Vroonland, 2017).

In the 1920s distance learning expanded to the use of radio, and then in the 1950s the system was enhanced with the use of instructional television (Campbell, 1996) and a variety of other tools ranging from telephones to audio tapes and various combinations. While distance learning has been evolving over the years, it has historically been used in the context of adult higher education, which is where the focus of research has been.

However, in the last few years, as the result of technological innovation, limited public resources, and increased program requirements, we are beginning to see the infiltration of this concept into the K-12 public schools. With the evolutionary pinnacle of distance learning being the fairly recent development of interactive television, new possibilities have arisen, especially for the K to 12 public school systems across the country.

Prior to the development of interactive television, schools that were either geographically isolated or financially restricted were often unable to provide specialized courses, and in some cases courses that may have been essential to students' future success. Recognizing that "educators have the responsibility to provide its users with the resources they need to be productive and responsible citizens in a democratic national and worldwide society," (Riddle, 1994, p. 3) it is vital that schools be able to offer to our students the essential courses, as

determined by the curriculum. With the technological innovation of interactive television, school districts that previously could not afford or find the needed personnel for these classes are now able to provide the educational opportunities once not available to their students.

Districts are beginning to “recognize that distance education with its technological capabilities holds the promise of a solution” (Riddle, 1994, p. 1) in K-12 public schools for providing educational opportunities that previously were only available to students in school districts with the resources to find or afford the needed personnel. For example, in Texas, according to the Texas Education Agency’s Public Information Management System (PIEMS) data, the number of districts in Texas reporting students using video conferencing for core academic classes has jumped from just 31 districts in 1998-1999 to 155 districts in 2002- 2003.

This data also shows that the number of campuses has similarly jumped from 33 campuses in 1998-1999 to 165 campuses in 2002-2003 (Gouge, 2004). While using distance learning to provide the opportunities to students in school districts that have been geographically isolated, or that are economically struggling is promising for the students in America’s K-12 public schools, there 3 are concerns that need to be addressed. As has been done with traditional school settings, research needs to be conducted in order to assure educators of the viability of this new educational environment. From instructional methods to psychological issues, we need to do all that we can to make sure that the distance learning environment is the best possible educational environment we can provide.

The current information society is characterized by two patterns. First, the formal education which consist of primary school, secondary school and college, where a person has a need to continue education; second, students need timing and a method of education adapted to their daily routine. This led to the need to put educational activities out of time and place. The question is how the standard educational process can adjust to these requirements (Bozhkova, Shastina, Kalimullina & Shatunova, 2019).

Experience shows that it’s possible with the use of modern technological solutions in the learning process. In connection with the rapid development of information technology, which is used in almost all areas of human activity, education exceeds the boundaries of traditional education and becomes independent of time and place. European Council meeting in Lisbon in 2000 resulted in a "Memorandum on Lifelong Learning" (2000) which affirmed that Europe has moved into the Knowledge Age, with all its implications for the cultural, economic and social life.

The European Council also concluded that the expansion of continuous education is necessary for a successful transition to a knowledge-based society and economy (Philippova, Akhmadeev, Bykanova, & Chaykovskaya, 2018). Continuous learning should become the guiding principle of the entire organization of education and training, as well as the main way of development of civil society, social interaction, and employment (Biserova & Shagivaleeva, 2019). With the current health threat, higher education institutions are already represented in the market of mass online courses, but the educational community still has a small amount of information about the strategic importance of e-learning at higher education institutions (Kuznetsova, Bulyga, Rakhmatullina, Titova, Shichiyakh, & Zakirov, 2019). This question served as the basis for a study conducted by the European University Association, designed to outline the overall picture on the level of introduction of innovative technologies in higher education and to predict future IT trends in education (Adamczyk, Betlej, Gondek & Ohotina, 2019).

The attitude of students and teachers toward distance learning at many Russian universities is ambiguous (Andreev, 2018). One of the main criteria for the success of distance learning is motivation of learners. In addition, a significant number of trainees cannot master electronic courses without active support of trainers, which ultimately leads to an insignificant number of enrollees successfully completing the course (Balabas, 2017). If one talks about reforming the traditional educational process at some leading Russian universities by means of e-learning, it is primarily introduced in the form of blended learning, combining digital, distance, and traditional, or classroom, forms of education.

Retention and progression are current challenges for many educational institutions particularly in open access and distance learning where rates of student progression are typically lower (Simpson, 2017). Most research on retention has been concerned with and carried out in traditional educational settings, whereas the risks are broadly based in two key areas: the diversity of the student body, and qualification structure and duration (Butcher, 2017). It has been widely acknowledged that students who work part time, who enter higher educational institution with no or lack educational qualifications and who learn at a distance are at risk of withdrawal (York, 2017).

Community is often conceptualized physically, like a body or people or things, and in some cases behaviors like shared practices are included. It would appear that students in part-time and distance learning contexts have difficulty in seeing themselves as part of an academic community (Thomas, 2017). As the UK National Student Survey explicitly asks students to rate

their engagement in academic community but the Open University performs poorly on this comparison to face-to-face, full time providers. Even when institutions have face-to-face or online options have lower rates of attrition (Barnard, Paton & Rose, 2017). This would mean that this comparison is applicable to distance learning regardless of students' circumstances. Community and belonging are important in all HE settings as cited by Karakas, Manisaligil and Sarigollu (2016) Considered this a particular issue at the moment for millennial. Based on the extent to which online interaction forms part of everyday communication, they argue that collaborative online spaces offer important opportunities for those who experience lack of concentration, engagement and socialization.

Community in ODL settings can be seen in peer-to-peer spaces such as Facebook groups; however, in facilitating academic community at SHL events, an academic leader is required to moderate and guide contact. Setting the tone and agenda is particularly important in online contexts where visual cues and non-verbal rapport are not possible, and a community of enquiry framework developed by Garrison, Anderson and Archer (2016) centered on the idea that the online learning experience is a function of three elements: social presence, teaching presence and cognitive presence (He, 2016). The teaching presence in this context relates to the design of the session, cognitive presence to the ability to apply material to the given context, and social presence to peer-to-peer to deliver the lesson.

Duc (2017) explained that another trend is development of distance learning has been influenced by development of information communication technologies but practitioner deployed technologies only to bridge the physical distance communication problem without consideration for proper design and apply technologies to enhance students' learning experience.

The industrial age gave us process and standardization which influence not only in manufacturing but also in education. Tyler as mentioned by Poerksen (2018), for example, see curriculum as a product, teaching as production process, academic institutions as business organizations and call for application of standardization into education. By applying standards, they argue, will measure the effectiveness of teaching on students, and thus hold accountability to teachers. Teachers' performance and school's performance will be monitored and compared among themselves.

According to Kavanagh, and Drennan (2017), technology paved the way to new game changing innovation. It is not only devices and infrastructures but also includes software, systems and devices and is not only in the shifting balance between mobile phones and networked desktop

computers but also a shifting balance between the delivery of education.

Digital technology does certainly create spaces such as cyberspaces and phonespaces that are populated by different separated and distant communities that is why distance learning was conceived and defined across cyberspace as well as across geographical space. These led to thinking if distance learning has place now in the current educational situation caused by the pandemic (Traxler & Lally, 2017).

Distance learning is a form of active learning where the teacher and students who happened to be in separate places. It is considered a formal approach to learning. This modality can employ video/audio recordings or any kind of broadcasting methods, social media, printed materials and other technologies (Gunawardhana, 2020). This learning modality accommodates more learners. It can easily assist students learn in the comfort of their own spaces since face-to-face contact is impossible during this pandemic. As supported by Rahman and Karim (2017), distance learning takes place when the teacher and the learners are not in face to face contact in a classroom set up during the teaching and learning process, there is an instructional gap created by physical separation of the teacher and the students.

Distance learning has been found to be conducive to students who favor self-regulated learning (You & Kang, 2017). Self-regulated learners tend to use various “cognitive and metacognitive strategies to accomplish their learning goal” (You & Kang, 2014, p. 126). Learners who are able to hone in on their self-regulated learning skills frequently utilized time management, reviewed material regularly, sought help from professors or peers, meet deadlines, and had the skill of metacognition in order to reflect upon their own learning (Kirtman, 2017). The benefit of flexibility in distance learning cannot be overstated due to its prevalence in reasons why students are attracted to online learning. Online learning allows for students to work at a time and a place that is compatible with their learning needs. A number of instructors and students commented on their ability to focus more of their attention on the content of the course and less on issues such as parking, traffic, and other problems that may arise when attending a traditional class environment (Thomson, 2017).

The increased accessibility and interest in distance learning is resulting in a number of public high schools, such as the public-school system in state of Michigan, beginning to require students to successfully complete an online course as a prerequisite to graduation (Matuga, 2017). The momentum of high school enrollment in online courses has resulted in universities offering courses for university and secondary school credit.

Distance learning has the potential to open the pathways for more opportunities for students in “small, rural, or low socioeconomic school districts” (Chaney, 2017) to take courses that generally would not be offered. A growing concern that the United States is losing its competitive edge in the overall preparedness of high school graduates in the global market may be able to close the gap and lessen the financial burden by providing more opportunity for a lesser cost (Bowen, 2017). The expansiveness of distance education may be delivering the transformation that education has been waiting for, slowly breaking down the financial and geographical barriers that have acted as hurdles and at times, unsurpassable barricades to equal opportunities and quality education for all students

Distance learning is considered a non-traditional teaching method. In this method of education, where web, social media, printed materials like modules, books are being utilized by the learner (Draper, 2018). Distance learning in many educational institutions is timely to adapt to the current situation of the country and it should be embraced by many countries savaged by the pandemic.

Distance learning is education, the purpose of which is to deliver education to those who cannot afford to go to school in times of pandemic (Al-Mutawa, 2017). One of the purposes of education is to contribute to the economies by enabling students to possess knowledge and skills. According to Clegg (2018), the success of distance learning depends on its capacity to align, appropriate any other trends or technology this includes spaced learning, a specific regime to improve retention and understanding; learners making science, a pedagogy to develop a more scientific frame of mind among young learners; open text books, exploiting technology; and student led-analytics, the development of learning analytics to empower learners.

And as supported by Rokunuzzaman (2017), instructional tools such as tapes, CDs/DVDs, radio wave, slides, televisions, videos and the most practical, the printed materials are the essentials to put the learning delivery modality to success. But most educators encounter problems in the implementation of this type of learning delivery mode. Educators contemplate if the students are the ones who answered the activities included in the modules (Simpson, 2018).

Barriers to Learning Delivery Modality

Electronic learning integration in teaching and learning is difficult in the context itself; this leads to teachers encountering difficulties or challenges. These difficulties or challenges are known as ‘barriers’ (Schoepp cited by Mailizar, Maulina & Bruce, 2020).

Secondary school learners are among the frequent users of technology and can easily adapt to

new technological trends including internet, mobile phones, social media and other devices. It is also younger learners nowadays who find it difficult to separate themselves from technology because they might suffer socially among peers if they are not up to date or well connected. As a result, a lot of time is spent on all these forms of technology and it is now increasingly integrated into students' lives but not all learners have access in the internet especially with the implementation of learning delivery modality in the new normal (Moawed & Ebrahim, 2016). Although the Division of Pampanga implements modular learning modality, it is still essential for learners to connect with the internet so as to keep themselves updated with the announcement of their subject teachers.

There are number of downsides and issues that learners may encounter while engaging in distance learning. Academic rigidity is one the issues that is frequently raised. It is essential to recognize the diverse varieties of formats that distance education can be delivered in, the multitude of subjects' online courses can teach, and the increasing number of students (Bowen, 2017). In regard to education, "the online learning marketplace reflects the diversity of American higher education itself" (Oswal & Melconcon, 2017). The 'There is no significant difference' phenomenon developed by Thomas Russell, determined that the delivery medium, such as technology versus face-to-face classroom settings, does make a difference in learning outcomes. Proponents of online instruction suggest that learning is impacted by the instruction method embedded within the medium of delivery, therefore asserting that the quality of instruction impacts learning outcomes (Rovai, Wighting & Lui, 2017).

One factor that is frequently examined is the development of community and peer interaction in a traditional classroom setting compared to distance education. Literature suggests that a strong and active social life in schools can be "used to explain both high persistence and learning satisfaction" (Rovai, et al., 2017) amongst learners, thus leading one to believe that the lower persistence rates of online course are caused by a lack of community and social connectedness in an online learning environment. A study by Rovai, Wighting, and Lui (2017) suggested that "distance education students feel a weaker sense of connectedness and belonging than on campus students who attend face-to-face classes. Donlevy (2017) stated that the absence of students' interaction can disrupt the learning process. More so, explaining that the "social and emotional aspects of learning are as important as the technical information to students. Proper structuring of courses as blended classes or forming cohorts in the online environment both have the potential to eliminate some of the deficits that can be attributed to online learning and create

a sense of community and belonging among the students (Rovai et al., 2017).

There is literature that highlights the lack of community as disadvantaged in the online learning environment, others have suggested that student-student interaction is much less of a concern than student-teacher and student-content interaction. In a study by Thomson, one instructor observed that many students desire to work independently and at different paces than their peers, therefore eliminating the need for communication amongst their classmates (Thomson, 2017). Another teacher stated “students are taking distance education for content not for social interaction” and then hypothesized that “peer interaction and collaboration is valuable for secondary school learners” Educational technology continues to represent the dominate culture, therefore limiting individuals who are not included in the dominate culture (Oswal & Meloncon, 2017). Another restriction that has been brought to the forefront is the issue of the ‘have’ versus the ‘have-nots’. Technology is an area that can be easily taken for granted when it is intertwined into daily life, but for many, technology is not vastly used due to the lack of money to finance internet connection especially among public school learners (Bowen, 2017) “Familiarity with technology can bridge the gap between the rich and the poor, the experienced and the unworldly” (Chaney, 2017).

Maintaining motivation in distance education is indeed strike as a challenge that learners face. Students who lacked independence and self-motivation overall had lower success rates than their counterparts (Savenye, 2017). Learners with a lack of self-regulation tended to not assign enough time to complete assignments, therefore turning in poor quality work or late assignments all together (You and Kang, 2017). Overall, “successful students tend to have stronger beliefs they will succeed, higher self-responsibility, higher self-organization skills, and better technology skills and access” (Savenye, 2017).

Students must also be capable of evaluating the motivating factors that will contribute to the continuance of momentum for the duration of the course. Students lacking motivation, whether intrinsic or extrinsic, can easily lose sight of their original goal, quickly become lost within the course, and ultimately withdraw (Chaney, 2017). Understanding learning styles and self-behavior is pertinent to determining one’s success in the undertaking of an online course. Online course work tends to be reading and writing intensive, deterring some learners. Students with low reading abilities may find the heavy text and writing curriculum to be cumbersome (Donlevy 2017).

Another hurdle that some learners struggle to overcome is the absence of an instructor in a given

place and given time throughout the duration of the semester. Some online learners experience a learning curve when first becoming acclimated with asking questions in various forums, instead of in a traditional face-to-face, classroom setting (Thomson, 2017).

Ertmer (2017) determined two sets of barriers; the first and the second order barriers. The first order barriers include hardware, access, and technical support while the second order barriers refer to pedagogy, belief or personal preferences. Pelgrum (2017) also proposed barriers in distance learning: the material and non-material barriers. According to Pelgrum material barriers refers to lack of information and communication technologies resources while non-material barriers refer to teachers' knowledge and skills.

In 2011, Assareh and Bidokht classified distance learning barriers: learners, teachers, curriculum and schools. These barriers related to learners include financial, motivation, assessment, isolation, inadequate e-learning skills and experience, affection and social domain. Teachers distance learning barriers consist of various aspects such as limited knowledge and assessment. In curriculum, ambiguity, quality, resources, teaching process and evaluation serve as barriers. School barriers include organizational and structural factors.

Quadri, Sanober, Qureshi and Shah (2017) investigated barriers affecting distance learning implementation. They classified barriers into four areas: students, teachers, infrastructure and technology, and institutional management. The study reported that most significant barrier is infrastructure and technology while the least barrier is students. Their study showed that limited time to develop modules was the most significant factors that delays the implementation of modular learning.

Hadija and Shalawati (2017) also conducted a study and investigated barriers that teachers encounter in the implementation of distance education. Lack of time to prepare a lesson was a major challenge. Other limitations were lack of adequate professional development on how to implement distance learning, limited physical resources, lack of competence and confidence in modular learning.

In the study of Assareh and Bidokht in 2011, barriers encountered in the implementation of distance education were: teachers, schools, curriculum, and students. The teacher level barrier includes lack of confidence and teachers' unwillingness to change their practice, lack of understanding of the advantages of distance learning and teacher's knowledge and experience. School level barriers include access to internet and availability on modules. Moreover, curriculum mismatch between students' assessment and content affects the delivery of

education.

Synthesis of Related Literature and Studies

Safety of persons is a matter of concern to all and sundry in every part of the world. In fact, all organizations and institutions of learning have safety measures put in place. All institutions of learning are viewed as heavens of peace worldwide. Notwithstanding this view, institutions of learning are reported to be experiencing serious cases of insecurity. All over the world, there has been an upward trend in the number of school children dying or getting injured in school violence, disasters and emergencies that would be avoided if safety policies were strictly adhered to (Simatwa, 2017).

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These led to thinking if distance learning has place now in the current educational situation caused by the pandemic. Distance learning is education, the purpose of which is to deliver education to those who cannot afford to go to school in times of pandemic (Al-Mutawa, 2017). One of the purposes of education is to contribute to the economies by enabling students to possess knowledge and skills.

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The department has launched the learning delivery modalities two courses for instructional coaches and teachers with the aim of supporting teachers in preparation for the new learning delivery modality, assisting teachers to gain an understanding of the most essential learning competencies, providing a clear picture on how lessons and assessments are designed for the distance learning modality, giving teachers the knowledge on how to select and evaluate learning resources from DepEd and non-DepEd portals and helping teachers to improve their jobs by planning for continuous professional development in the new learning delivery modality the school has adopted. All these for the purpose of providing continuous quality education for learners amidst COVID-19.

It is a big question especially during the pandemic how can educators optimize the distance learning and what students can get from this type of modality, how can educators maximize the

ways in which students can learn from each other and how can educators evaluate if distance learning modality is effective.

Statement of the Problem

This study aimed to investigate the barriers on the implementation of learning delivery modalities as a basis for the development of instructional plan in the Division of Pampanga during the school year 2020-2021.

Specifically, this study sought to answer to the following questions:

1. How may the respondents describe the implementation of learning delivery modalities along the following challenges:
 - 1.1. School barriers;
 - 1.2. Teacher barriers;
 - 1.3. Curriculum; and
 - 1.4. Student barriers?
1. What are the effective intervention strategies being offered by the schools to address these challenges on the implementation of learning modalities?
2. What administrative support needed to optimize the implementation of the learning delivery modalities?
3. Based on the findings, what instructional development plan may be proposed to improve the instructional delivery?

METHODS

Research Design

This study utilized mixed-method sequential explanatory design in gathering information to be able to find the barriers on the implementation learning delivery modalities during the Covid19 pandemic. Mixed-methods sequential explanatory design that involves a two-phase study in which the researcher collects quantitative data in the first phase, analyses the results, and then uses a qualitative phase to help explain the quantitative results. It also considered explanatory and sequential for the initial quantitative data results are explained further with the qualitative (Creswell, 2018).

Respondents of the Study

The respondents of this study were the Junior high school Filipino teachers in Cluster 1 during the school year 2020-2021. Stratified sampling technique was utilized for the quantitative part. Purposive sampling method was adapted to determine the sample size of the respondents. The

purposive sampling technique, also called the judgement sampling, is the conscious decision of a respondent because of the qualities and characteristics the source has. It is a nonrandom method that does not require fundamental speculations or a set number of sources. Basically, the researcher chose what be known and embarks to discover individuals who can and are eager to give the data by ideals of information or experience. (Tongco, 2007) This sampling method used by the researcher only include Filipino teachers.

Table 1 presents the frequency and percentage distribution of the Public Secondary Filipino teachers in Cluster 1 during the school year 2020-2021.

Table 1 *Frequency Distribution of Respondents According to School*

Public Secondary Schools	Frequency	Percentage
School 1	9	9%
School 2	4	4%
School 3	8	8%
School 4	8	8%
School 5	12	12%
School 6	4	4%
School 7	8	8%
School 8	4	4%
School 9	19	19%
School 10	8	8%
School 11	2	2%
School 12	10	10%
School 13	4	4%
Total	100	100%

Research Instruments

The study used standardized questionnaire to obtain quantitative and qualitative data on the barriers in the implementation of learning delivery modalities for this study, the survey-questionnaire instrument was used to achieve the main objective of the study. Copies of the self-administered questionnaire were distributed to the respondents. The questionnaire was organized into three parts.

Part I is the assessing the barriers encountered by the respondents in the implementation of learning delivery modalities. Developed by (Mailizar, Almanthari, Maulina, and Bruce, 2020). Part II In-depth interview focuses on the effective intervention strategies and administrative support.

Data Analysis

In the quantitative phase. The data collected were tabulated and processed by the google forms. Frequency and percentage distribution were used on the academic barriers experienced by the respondents. In addition, two (2) formulas were also used in order to facilitate the analysis and interpretation of the results for the gathered data.

To determine the Secondary School Filipino teachers, view on learning delivery modality implementation barriers in Cluster, an average weighted mean was employed

Weighted Mean	Verbal Interpretation
3.26-4.00	Always
2.51-3.25	Sometimes
1.76-2.50	Seldom
1.0- 1.75	Never

In qualitative phase, the researcher adapted the Braun and Clarke’s Model of Thematic analysis (2006) in analyzing the obtained data. The process of this phase was the interview transcription. Transcribes data extracted and described into units of meaning through key point coding. Coding with similarities was grouped into concepts that was analyzed to form a theme.

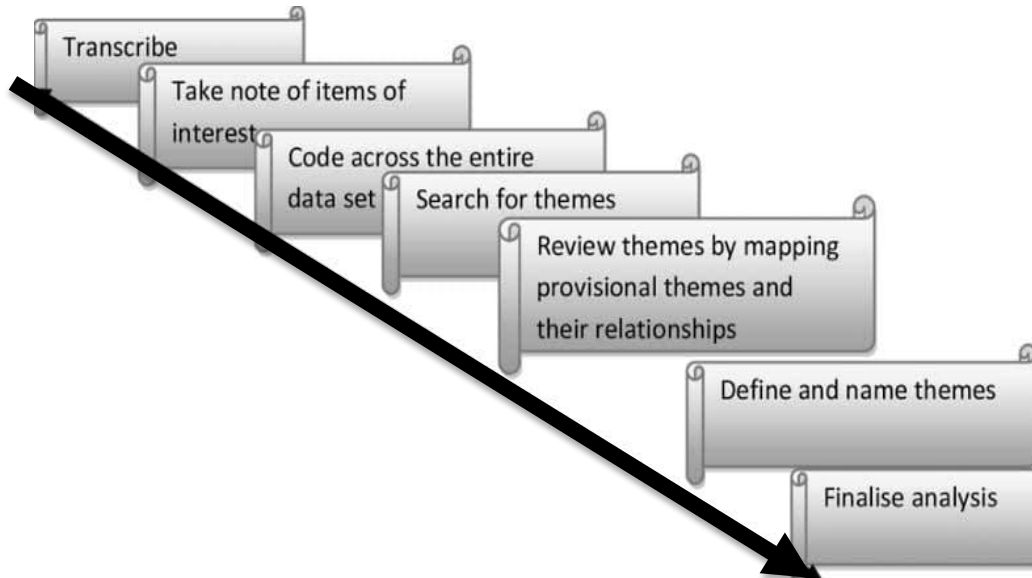


Figure 1.

Braun & Clarke's Model of Thematic analysis (2006)

RESULT AND DISCUSSION

1. The respondents' description on the implementation of learning delivery modalities along the following challenges.

Table 2 . *Description of School Barrier*

Statements	Mean	Descriptive Rating	Rank
1. My school does not have distance learning support system	1.09	Never	5
2. My school does not have internet connection	1.17	Never	2
3. School regulations do not support the use distance learning during the Covid-19 pandemic	1.13	Never	4
4. Textbooks are not in line with self learning modules use	1.14	Never	3
5. My school does not provide technical support for distance learning.	1.26	Never	1
Overall Mean	1.2	Never	

Table 2 exhibits the implementation of learning delivery modalities in terms of school barriers. As gleaned from the table, the overall mean obtained was 1.2 with a verbal interpretation of never. The findings suggest that the school has not been identified as one of the sources of challenges and limitations. In fact, the school community is well-prepared, equipped, and provided the necessary resources intended for learning. Furthermore, the school crafted and implemented the Basic Education Learning Continuity Plan (BE-LCP) wherein the school

personnel, students, parents and key stakeholders have been participated to make the plan a success. With this, the local government unit, the stakeholders contributed or donated materials for printing and reproduction of materials.

Table 3. *Description of Teacher Barrier*

Statements	Mean	Descriptive Rating	Rank
1. I do not have sufficient knowledge and experience to use of modular learning during the Covid-19 pandemic.	1.6	Never	3
2. I am not confident in modular learning during the Covid-19 pandemic	1.69	Never	2
3. I have experience in modular learning during the Pandemic	2.97	Sometimes	1
4. I believe that the use of e-learning in teaching is not useful during this pandemic	1.29	Never	5
5. The use of modules during this pandemic is not convenient for me	1.43	Never	4
<i>Overall Mean</i>	<i>1.79</i>	<i>Seldom</i>	

Table 3 presents the implementation of learning delivery relative to teacher barrier. Based on the data, the overall mean obtained was 1.79 with a verbal description of seldom. This implies that the statements concerning on the teacher barrier were rarely observed. Notwithstanding, the

statement on modular distance learning obtained the highest rank among the indicators of school barrier. This finding indicates that most of the students preferred modular distance learning where the challenges and concerns have arisen.

According to Subedi (2018) most teachers already have the required knowledge and skill in creating intervention materials to address the learning needs of the students. As supported by Butcher (2017) since majority of the 21st century educators are engaged in graduate studies and professional development they developed the confidence in making learning materials that can be utilized to enhance the performance of the learners. There are also schools that compile learning materials created by experienced teachers that can be used in distance learning (He, 2018) and as eloquently explained by Duc (2018) teachers engaged in higher studies do not find it inconvenient or stressful to produce learning materials because they repeatedly create various materials as course requirements.

Table 4. *Description of Student Barrier*

Statements	Mean	Descriptive Rating	Rank
1. My students do not have sufficient knowledge and experience on distance learning	3.88	Always	1
2. My students do not have devices for the use of distance learning.	3.60	Always	4
3. My students are not interested in distance learning	3.66	Always	3
4. My students do not have internet connection	3.71	Always	2
5. My students are not able to access the learning modality	1.63	Never	5
Overall Mean	3.29	Always	

Table 4 delineates the implementation of learning delivery modalities related to student barriers. As reflected on the data, in sum, the overall mean obtained was 3.29 with a verbal description of always observed. Furthermore, the following statements marked the top three (3) reasons of such problem namely: *My students do not have sufficient knowledge and experience on distance learning, My students do not have internet connection, and My students are not interested in distance learning.* From this analysis, it could be inferred that the challenges and concerns of the teachers are greatly attributed to the learners. This could probably stem from the drastic change in the education system. Apparently, the Department of Education (DepEd) offered various learning modalities and repeatedly assured everyone that “no student will be left behind,” but learners found themselves without access to quality learning materials (Adonis, 2021).

During the enrolment period, teachers conducted survey and interview among students and parents to determine the percentage of students with gadgets and internet connection at home, unfortunately, most of them do not have the gadget and stable internet connection.

The major problem confronting our learner in this time of pandemic is that they do not possess the proper knowledge and skills in distance learning (Aguirre, 2020). This may be attributed to learners’ learning styles; most learners learn if they have their teaching the lessons in real time. Students can ask questions in case they do not understand the topic (Bowen, 2017). Students found it difficult to engage in blended learning if they do not have gadgets and internet connections at home (Chang, 2017), as supported by Andrew (2018) there are specific requirements for gadgets and internet connection before students can access synchronous or asynchronous learning sessions. Aguirre (2018) said that majority of public-school students in the Philippines do not have the required specificity of a gadget and they do not have stable internet connection at home for them to be able to meet the demands of online distance learning making them lose interest in this type of learning mode.

Table 5. *Description of Curriculum Barrier*

Statements	Mean	Descriptive Rating	Rank
1. Learning and teaching resources that are available on the learning system are not in accordance with the curriculum	1.14	Never	2.5
2. Schools require students' assessments that are not in line with most essential learning competencies.	1.08	Never	5
3. The contents of my subject cannot be taught using distance education	1.14	Never	2.5
4. The contents of my subject are difficult to be taught modular approach	1.28	Never	1
5. The contents of my subject are difficult to be understood by students through modular approach	1.11	Never	4
Overall Mean	1.15	Never	

Table 5 indicates the implementation of learning delivery modalities in terms of the curriculum barriers. As can be seen from the data, the overall mean was 1.15 with a verbal description of never. Interestingly, in terms of curriculum preparations, the findings suggest that curriculum has not been considered a problem as perceived by the teachers. Prior to the implementation of learning delivery modalities, the DepEd Officials have released the most essential learning competencies (MELCs). As mentioned by Pascua (2020) The K to 12 MELCs and its corresponding guidelines were prepared by the DepEd's Bureau of Curriculum Development (BCD) and approved by Education Undersecretary for Curriculum. According to its guidelines, the MELCs is part of the department's response to develop resilient education systems,

especially during emergencies and will enable DepEd to focus instruction on the “most essential and indispensable” competencies.

According to Garrison, Anderson, and Archer (2016) learning and teaching resources utilized by the Department of Education are in accordance with the curriculum. The content from the objectives down to the assessment are aligned with the curriculum (Oswal & Meloncon, 2017). It is essential for the Department to ensure the alignment of learning and teaching materials with the curriculum (kavanagh & Drennan, 2017) and to do this, experts in the field of education are tasked to create teaching and learning materials and these learning materials are reviewed by set of experts to ensure the alignment of these materials with the curriculum. With the pandemic, the Department of Education with its pool experts created the most essential learning skills focusing only on what the learners should master in this time of crisis. The content of what we called self-learning modules are aligned with the curriculum, including all the activities, enrichment exercises and assessment (Aguirre, 2020).

2. The effective strategies offered by the schools on the implementation of learning delivery modalities.

The effective strategies offered by the schools on the implementation of learning delivery modalities along the challenges were derived based on the qualitative interviews of select participants using the thematic model of data analysis. These strategies are very essential to continuously adapt and keep abreast on the rapid changes on education. Based on the actual responses of the participants, three (3) emerging themes were derived. These are Continuous Professional Enhancement, Teachers’ Upskilling, Reskilling, and New skilling, and Capacity Building for a Redefined Roles

Theme 1: Continuous Professional Enhancement

Based on the information gathered, upgrading themselves in module writing, attending webinars and adapting to the new demands of education were one the participants effective interventions strategies that being offered by their school to address the barrier on the implementation of learning modalities in the time of pandemic. Here are some of the actual responses of the participants.

Teachers need to upgrade themselves especially in module writing (FT-1).

As teachers, we need to attend webinars that focuses on upgrading and retooling of our skills (FT-2).

Teachers need to upgrade themselves to be able to adapt to the demands of education (FT-7).

Theme 2: Teachers' Upskilling, Reskilling, and New skilling.

Providing LAC sessions on writing modules, crafting supplementary materials will enable teachers to gain knowledge and skills to become productive and innovative in this new normal set-up in the educational system. Quoted below were some of the views of the key informants.

Teachers need to regularly attend and actively participate in LAC sessions so they can gain knowledge and skills especially in this trying time (FT-3).

LAC sessions were conducted to address the needs of my teachers especially in crafting supplementary learning materials (FT-8).

Head and Master teacher per department were instructed to conduct LAC sessions focusing on gaining knowledge on how to write supplementary learning materials (FT-11).

Theme 3: Capacity Building for a Redefined Roles

Conducting INSET on writing modules will enable teachers to gain knowledge and confidence in creating learning modules. These were some of the excerpt from their transcript.

Teachers need to always push themselves to perform better and to do that; we need to engage ourselves in continuous professional growth and development programs focusing on module writing (FT-4).

Teachers were required to participate in series of webinars that focused on SIM writing and module writing (FT-10).

One of the topics during our INSET was on module writing; teachers need to gain skills on how to write learning modules (FT-13).

Some teachers were chosen as one of the module writers and they lack the skills in writing, so Head Teacher were instructed to conduct an INSET focusing on how to create and write learning materials (FT-6).

According to Thomas (2017), most teachers need to engage in various professional development program such as high studies, seminars, workshops and trainings to gain if not strengthen their knowledge on creating and writing intervention materials. As supported by Astri (2017), every

school provides in-service training for teachers that enable them to gain knowledge and skills in developing learning materials. School administrators take this opportunity to oblige their teachers to attend such professional group activity. As eloquently explained by Duc (2018) teachers engaged in higher studies do not find it inconvenient or stressful to produce learning materials because they repeatedly create various materials as course requirements.

3. The administrative support needed to optimize the implementation of learning delivery modalities.

Under the R.A 10553, school heads are responsible for the performance of the teachers. Their mandate is to monitor instruction increased along with their responsibility to help teachers improve their teaching practices and strategies. With this change in responsibilities, principals discovered the need to evaluate instruction and assist teachers as they worked to improve their instructional techniques more effectively. Based on the analysis of data, three (3) themes have emerged: Revitalized Teachers' Training Needs, Providing Access to Technological Advancement, and Recalibration of Technical Assistance.

Theme 1: Revitalized Teachers' Training Needs

Trainings and seminar regarding Learning Delivery Modality enables the teacher to adjust and equip to the different strategies that will be useful during this time of pandemic.

Additional trainings on how to use LDM (FT – 1).

Trainings or seminars for Teachers (FT – 4).

Theme 2: Providing Access to Technological Advancement

In this trying time of pandemic, technology plays a vital role in terms of communication and learning. Having the electronic gadgets, computers, printers and all will help to both teachers and learners.

Provide gadgets for the reproduction of modules (FT – 2).

Provide electronic gadgets (i.e. cp, netbook) for every student (FT – 3)

Technical Assistance among the teachers (FT -7).

Support on the electronic gadget needed in the Education (FT-10).

Theme 3: Recalibration of Technical Assistance

Providing technical assistance to teachers on module writing will enable the school to have an established functional school-based distance learning support system for teachers.

Technical support such as mentoring and coaching (FT – 5).

Technical Assistance among the teachers (FT – 6).

Mentoring and coaching (FT – 9)

Most schools in the United States already have their distance learning support system. Distance learning is an option for parents and students who cannot regularly attend schooling (Donley, 2017). According to Barnard, Patton and Rose (2017) functional school-based distance learning support system really means a lot for educators involved in distance education. Rovar, Wighting and Liu (2017) mentioned that school administrators should provide technical assistance to module writers in order to ensure that materials are of quality and contain lessons, objectives, activities, experiments, enrichments, assessments and research aligned with the curriculum (Taxler & Lally, 2017). School Heads with the assistance of seasoned teachers must identify teaching strategies suited for the modality chosen by the school to ensure teaching-learning process (Moawad & Ebrahim, 2016).

4. Proposed Instructional Development Plan to Improve Instructional Delivery

I. Rationale:

The conglomeration of the quantitative and qualitative findings of the study paved the way to the creation of the proposed instructional development plan to improve instructional delivery amidst pandemics. This plan consists of identified problems, objectives, plan of activities, timeline, budgetary requirements and expected outcome.

II. Objectives

1. To identify the problems relative to implementation of learning modalities
2. To develop activities that would address the identified problems
3. To carry out the plan throughout the school year.

Table 6. *Proposed Instructional Development Plan to Improve Instructional Delivery*

Instructional development plan

Problems Identified	Objectives	Activities	Persons Involve	Timeline	Budget	Outcome
Students' insufficient knowledge and skills in the use of distance learning	To improve student's awareness in distance learning	Conduct webinar on distance learning	Teachers School head Parents Learners	August 2021	100	Increased Students' Attitude, Behavior and Motivation towards Distance Learning
Students do not have devices for the use of distance learning.	To provide accessible distance learning materials	Individualized printed modules	Teachers School head Parents Learners	August 2021 to July 2022	n/a	
Students are not interested in distance learning	To encourage active participation in distance learning	Conduct home visitation for learners	Teachers School head Parents Learners	August 2021 to July 2022	500	
Students do not have internet connection	To provide accessible distance learning materials	Individualized printed modules	Teachers School head Parents Learners	August 2021 to July 2022	n/a	

SUMMARY OF FINDINGS

Based on the presented data, the following are the summary of finding:

- 1.1. The school barrier obtained an overall mean of 1.2 with a verbal description of Never observed.
- 1.2. The teacher barrier marked an overall mean of 1.79 with a verbal description of seldom observed.
- 1.3. The student barrier registered an overall mean of 3.29 with a verbal description of always observed.
- 1.4. The curriculum barrier achieved an overall mean of 1.15 with a verbal description of Never observed.
2. The effective intervention strategies utilized by the teachers to address academic challenges on the implementation of learning modalities, three (3) emerging themes were derived. These are Continuous Professional Enhancement, Teachers' Upskilling, Reskilling, and New skilling, and Capacity Building for a Redefined Roles Administrative.
3. The administrative support needed to optimize the implementation of learning modalities, three (3) themes have emerged: Revitalized Teachers' Training Needs, Providing Access to Technological Advancement, and Recalibration of Technical Assistance.
4. Proposed Instructional Development Plan is a conglomeration of the quantitative and qualitative findings used to provide insights for school heads, teachers, and other stakeholders.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Student barriers have been identified by the teacher-respondents as the most challenging dimension on the implementation of learning delivery modalities. Specifically, the top three (3) reasons of such problem include: My students do not have sufficient knowledge and experience on of distance learning, my students do not have internet connection, and My students are not interested on distance learning.

2. The effective strategies offered by the schools on the implementation of learning delivery modalities along the challenges were derived based on the in-depth analysis of the participants' transcript. These strategies are very essential to continuously adapt and keep abreast on the rapid changes on education.
3. Instructional support of the school head plays a vital role along with their responsibility to help teachers improve their teaching practices and strategies. This is to ensure the relevance and effectiveness of teachers' performance in carrying out their duties and responsibilities.
4. The proposed Instructional Development Plan will serve as a guide for the teachers to ensure effective delivery of the lesson amidst covid-19 pandemic.

RECOMMENDATIONS

1. School Heads and teachers may encourage students' parents and key stakeholders to regularly participate in crafting the basic education learning continuity plan of the school so as to give ideas on input on how what learning delivery modality is feasible for the parents and students. It is also recommended that regular orientation and re-orientation of students and parents' role in the educative process so as to keep the students and parents their roles in education during the pandemic.
2. Parents, guardians and key stakeholders may also encourage to participate in decision making process in the school especially in crafting projects and programs that involves the development of learners. The school staff must also conduct a regular orientation regarding the roles of the parents in the educative process of their children.
3. Prior to opening of classes, the school personnel may consider the conduct of an orientation with parents and students on different learning delivery modality. Teachers must also conduct a survey on what type of learning modality the parents and students prefer. Coordinate with the LGU and other organizations to acquire gadgets that will be used and shared by students. Coordinate with each barangay to designate a certain area that is safe to install stable internet connection and that will serve as learning point for learners.

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