

Extent of Compliance of Alternative Delivery Modes in Senior High School: Basis for an Intervention Plan

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Abstract

In order to maintain learning continuity during extended school disruptions, the Philippine educational system had to make the transition to Alternative Delivery Modes (ADM). The purpose of this study was to assess the level of ADM implementation and compliance in senior high schools in the Camalaniugan District during the 2024–2025 academic year. The study included document analysis, interviews, and survey questionnaires as part of a descriptive-correlational research design. Teachers chosen through purposive sampling were among the respondents. To ascertain the associations between variables, quantitative data were evaluated using weighted mean, frequency, percentage, and Pearson's r .

The results showed that although ADM standards were somewhat met, problems remained in areas including poor internet access, delayed module creation and delivery, more work for teachers, and little parental assistance. In spite of this, schools showed flexibility by creating community learning centers and fortifying their relationships with regional partners. The effectiveness of implementation and adherence to ADM standards were found to be significantly positively correlated. The study comes to the conclusion that localized innovations and ongoing institutional support are essential for enhancing the delivery of ADM. It is suggested that DepEd strengthen ADM-specific teacher preparation and resource mobilization, as well as institutionalize barangay-based learning support centers.

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

INTRODUCTION

In around the globe the education systems have been adopting more flexible approaches to learning to address inequalities in accessibility and participation among groups like marginalized communities and those living in remote areas, the Philippines has also adopted this trend by formalizing Alternative Delivery

Modes (ADM) within the Department of Education (DepEd). The goal of these modes is to offer high quality education to students who're unable to attend regular classes due to various circumstances such as financial difficulties geographical distance illness displacement or even early parenthood as, per DepEd Order No 21 of 2019. Different types of learning methods such, as Modular Distance Learning (MD) Online Distance Learning (ODL) Blended Learning and Radio or TV based instruction became more important during the pandemic when regular classroom teaching was greatly affected according to UNESCO (2020).

After being intended as a way to support communities with limited access to education services ADM underwent a significant transformation nationwide during the health crisis period in how teaching was delivered. Now that the pandemic is over and schools are reverting to in person classes, the sustainability and impact of ADM are being closely examined. Different schools are currently implementing ADM in ways with some incorporating it into hybrid learning models while others are facing challenges in adherence to national regulations due, to lack of resources, insufficient teacher training or unclear educational policies (Alon & Tumanut; 2022).

Even though DepEd has been working to put ADM frameworks into action there is still a lack of real-world data about how they are being used in senior high schools especially in rural and low-income areas. Questions remain about how schools will handle ADM delivery after the pandemic how students view the impact of ADM on their performance and how well teachers are equipped to continue using ADM methods as we slowly move back, to traditional classroom settings.

During school visits and discussions with administrators a noticeable issue observed is the implementation of Alternative Delivery Modes (ADM) among different schools. Some schools have come up with solutions like conducting home visits weekly or setting up community drop off locations for study materials or providing instructions via SMS. However other schools face challenges due to the lack of resources such as printing facilities and reliable internet access. Teachers have also mentioned struggles, in keeping students engaged and promoting integrity in a fully modular learning environment. Learners face a variety of obstacles to learning. May struggle with understanding written materials due to factors such as lack of parental guidance and access to digital resources or a suitable study environment (Reyes 2021). School administrators are worried about the increasing dropout rates and the failure of students to submit their modules on time well as the absence of effective support systems, for ADM implementation.

During the stages of this research projects interviews with various individuals in charge of schools in different locations many administrators expressed their frustration with the contradictions between official policies and actual circumstances they faced daily. In one instance a principal from a barangay mentioned, "While we appear to follow all guidelines as per documents in reality, we lack basic resources like internet connectivity and often run out of paper for printing study materials. "Similarly, a teacher at the high level shared similar concerns saying, "Although our students are making effort some resort to copying work due, to lack of supervision and others neglect assignments altogether." Students have varying opinions on the use of ADM in education. While some appreciate the flexibility it offers for self-paced learning others feel a sense of confusion and the absence of direct teacher guidance impacts their learning experience negatively." These diverse perspectives reflect the discussions, around how ADM is being applied in schools and highlight the importance of developing intervention strategies that take into account the specific challenges faced at the school level.

Amid these challenges arising today's world this study aims to investigate how well senior high schools are adherent to and actually carrying out the use of ADM especially in the post pandemic era. The objective is to gather information that can guide the creation of a tailored intervention scheme that tackles

both overarching deficiencies and on the ground situations. In essence the aim is to enhance the adaptability, efficacy and inclusiveness of ADM as an approach, in the Philippine educational landscape.

The study sought answers to address the following questions:

1. What is the profile of the respondents in terms of the following variables?
 - 1.1. Learner-respondents
 - 1.1.1. Age
 - 1.1.2. Gender
 - 1.1.3. Academic strand
 - 1.1.4. Parents' Educational Attainment
 - 1.1.5. Parents' Occupation
 - 1.1.6. Family Monthly Income
 - 1.1.7. location (rural/urban)
 - 1.1.8. Educational background
 - 1.2. SHS Teachers
 - 1.2.1. Age
 - 1.2.2. Sex
 - 1.2.3. Highest Educational Attainment
 - 1.2.4. Specialization
 - 1.2.5. Years in Service
 - 1.2.6. Trainings Attended in relation to ADM
2. What is the extent of compliance of secondary schools to the ADM in SHS along the following dimensions as assessed by the respondents?
 - a. Adherence to Guidelines of the different Instructional Management by Parents, Community, and Teachers (IMPACT) Program), and Home Schooling
 - b. Curriculum adaptation and delivery methods
 - c. Teacher preparedness and training for ADM
 - d. Availability and access to learning materials
 - e. Learner support services
 - f. Monitoring and evaluation mechanisms
3. Is there a significant difference in the respondents' assessment of extent of compliance of secondary schools to the ADM when grouped according to their profile variables?

Hypotheses of the Study

The present study tested the null hypotheses:

H01: There is no significant difference in the respondents' assessment of the extent of compliance of secondary schools with the ADM guidelines when grouped according to their profile variables.

METHODOLOGY

The research employed a descriptive-correlational design to meet its goals. The descriptive component collected and described information on the learner and teacher profiles, and the level of ADM compliance. It was centered on student demographic characteristics (age, gender, strand, family background) and teacher attributes (age, sex, education, specialization, training). The correlational design investigated the interaction between the respondent and institutional variables, especially ADM compliance.

The study was carried out in three Camalaniugan District public SHS: Felipe Tuzon Agricultural School, Northern Camalaniugan National High School, and Camalaniugan National High School—chosen because of their effective ADM implementation and student performance.

Participants were 236 students and 46 school teachers from the chosen schools. Both SHS teachers who had direct involvement in ADM and those who did not were all included to get a wide perspective on ADM perception and practice.

A research-developed questionnaire was the primary instrument. It was pilot-tested for validation and made precise for clearer questions. Test-retest reliability gave a score of 0.951, showing high consistency.

Data gathering was done with the permission of school and division administrators. Coordination with school staff provided correct timing. The questionnaires were distributed face-to-face, and the answers were noted on MS Excel and checked by a statistician for correctness.

Data analysis was conducted using descriptive and inferential statistics. Frequencies, percentages, means, medians, and standard deviations described respondent profiles and ADM status, while inferential techniques facilitated relationship analysis.

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

5-Point Likert Scale for Assessing the Extent of Compliance with ADM Guidelines:

Scale	Descriptive Interpretation	Statistical Range
5	Very High Extent	4.21 – 5.00
4	High Extent	3.41 – 4.20
3	Moderate Extent	2.61 – 3.40
2	Low Extent	1.81 – 2.60
1	Very Low Extent	1.00 – 1.80

This scale was used to evaluate the degree to which schools complied with DepEd's ADM frameworks, including dimensions such as adherence to guidelines, curriculum adaptation, teacher training, material availability, learner support, and monitoring systems.

RESULTS AND DISCUSSION

Profile of the Senior High School Students

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

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

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

In terms of their parents' educational attainment, most fathers reached high school level (31.8%) and a smaller portion graduated from college (17.8%), while 2.1% had no formal education. For mothers, the largest proportion (23.7%) were high school graduates, followed by 22% who were college graduates, and 8.5% had no formal education. This finding means that the majority of learners come from families with only basic to intermediate educational backgrounds. It implies that academic support at home might be limited, highlighting the importance of strong learner guidance mechanisms within the ADM system.

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

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

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

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

Variables	Frequency (n=236)	Percentage
Age (in years)		
16 to 17	189	80.1
18 to 19	42	17.8
20 or above	5	2.1
	<i>Mean = 16.91</i>	<i>SD = 1.12</i>
Gender		
Male	130	55.1
Female	106	44.9
Academic strand		

STEM	36	15.3
ABM	4	1.7
HUMSS	132	55.9
GAS	4	1.7
TVL	60	25.4
Parents' educational attainment		
	Father	Mother
No formal education	5	2.1
Elementary level	22	9.3
Elementary graduate	39	16.5
High school level	75	31.8
High school graduate	22	9.3
College level	24	10.2
College graduate	42	17.8
Post-graduate degree	7	3
Family monthly income (in Php)		
10,000 or below	115	48.7
10,001 to 20,000	52	22.0
20,001 to 30,000	31	13.1
30,001 to 40,000	14	5.9
40,001 to 50,000	6	2.5
50,001 or above	18	7.6
	<i>Mean=Php17,171.87</i>	<i>SD=14600.65</i>
Location		
Rural	228	96.6
Urban	8	3.4
Prior ADM participation		
Yes	230	97.5
No	6	2.5

Profile of the Senior High School Students Teachers

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

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

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

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

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

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

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

Variables	Frequency (n=47)	Percentage
Age (in years)		
25 to 29	18	38.3
30 to 34	7	14.9
35 to 39	14	29.8
40 or above	8	17.0
	<i>Mean = 34.21</i>	<i>SD = 7.36</i>
Gender		
Male	18	38.3
Female	29	61.7
Educational attainment		
Bachelor graduate	22	46.8
Masteral graduate	19	40.4
Doctorate graduate	6	12.8
Specialization		
Science	5	10.6
Mathematics	6	12.8
English	16	34.0
Filipino	3	6.4
Social Studies	11	23.4

Others	6	12.8
<i>Length of service (in years)</i>		
Less than 1	13	27.7
1 to 5	13	27.7
6 to 10	18	38.3
11 or above	3	6.4
	<i>Mean=5.02</i>	<i>SD=4.19</i>
<i>Trainings attended in relation to ADM</i>		
None	9	19.1
Attended	38	80.9

**Tested at 0.05 level of significance*

Extent of Compliance of Secondary Schools to the Alternative Delivery Modes in Senior High School

Table 2 presents the summary of the overall weighted means and their corresponding descriptive values across the six key dimensions of compliance to Alternative Delivery Modes in Senior High Schools in the Camalaniugan District.

As shown in the table, the dimension with the highest level of compliance was Curriculum adaptation and delivery methods, which registered an overall weighted mean of 3.88, interpreted as “High.” This was followed closely by Teacher preparedness and training for ADM with a mean of 3.86, and Monitoring and evaluation mechanisms with 3.85. This finding means that schools are strongest in adjusting instruction to learner needs, in preparing teachers for flexible delivery, and in systematically evaluating program implementation. It implies that ADM implementation in the district benefits from a responsive and adaptive curriculum, a well-trained teaching force, and an operational monitoring system that facilitates continuous improvement.

In comparison, the dimension with the lowest overall mean was Adherence to guidelines of the different ADMs with a mean of 3.75, though still falling under the “High” descriptive value. This was followed by Availability and access to learning materials with 3.81, and Learner support services with 3.83. This finding means that while compliance remains high in these areas, there is a relatively lower emphasis on strictly following technical guidelines and ensuring equitable access to learning resources and support services. It implies that implementation could be enhanced through more structured guideline enforcement and improved resource delivery, particularly for students in hard-to-reach areas.

The composite mean across all six dimensions was 3.83, which is interpreted as “High.” This indicates that Senior High Schools in the Camalaniugan District demonstrate a consistently high level of compliance with the standards of ADM implementation. Schools have generally institutionalized the key components of effective ADM delivery, including instructional flexibility, teacher readiness, learner support, and program accountability.

In the local context of Camalaniugan, where most learners reside in rural communities with limited infrastructure, this overall rating reflects the significant strides made by schools in making education accessible through alternative means. The implementation of ADM in the district is not only compliant with Department of Education policies but is also shaped by contextual responsiveness and community-based practices that reinforce its success.

These findings support the conclusions of Tadle and Lucas (2020) in their study published in *The Normal Lights*, which emphasized that consistent high-level compliance in curriculum, teacher preparation, and learner support leads to more sustainable and impactful ADM practices. The study further concluded that ADM success depends on the coherence of all program elements, which appears to be present in the Camalaniugan District as demonstrated by the uniformly high compliance across all dimensions evaluated.

Table 2g. Summary of overall weighted means and extent of compliance of the SHS to the ADMs

Statements	OWM	ODV
1. Adherence to guidelines of the different ADMs	3.75	High
2. Curriculum adaptation and delivery methods	3.88	High
3. Teacher preparedness and training for ADM	3.86	High
4. Availability and access to learning materials	3.81	High
5. Learner support services	3.83	High
6. Monitoring and evaluation mechanisms	3.85	High
Composite Mean	3.83	High

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

Table 4 shows the comparison test results in the assessment of the respondents in the extent of compliance of Alternative Delivery Modes (ADM) in Senior High School when grouped by profile. Initially, the study hypothesized that there is no difference between the assessments of the respondents when grouped according to their profile variables. However, as shown in the table, there is a significant difference in the assessment of respondents when grouped by specific profile variables. Thus, the null hypothesis is rejected for those variables found to be statistically significant.

Extent of Compliance

There is a significant difference in the assessment of the extent of compliance between learner-respondents and teacher-respondents, with a computed value of 3.132 and a p-value of 0.002. This result means that learners and teachers evaluated the degree of ADM compliance differently. Teachers may base their assessment on procedural execution and adherence to policy, while learners focus on personal experience, access to resources, and responsiveness of instruction. This gap in perception highlights the need for stronger alignment between policy-level implementation and student-centered delivery. As emphasized by Reyes and Valencia (2021), inclusive evaluation that captures both administrative and learner viewpoints is essential to improving flexible learning quality.

A significant difference also emerged when learners were grouped according to **academic strand**, with a p-value of 0.000. Table 1a shows that the majority of learners belonged to the HUMSS strand (55.9 percent), followed by the TVL strand (25.4 percent), and STEM (15.3 percent). This finding indicates that compliance with ADM protocols was perceived differently across strands. Learners in HUMSS, where content is largely theoretical, may find ADM easier to navigate. Meanwhile, learners in TVL and STEM may find ADM insufficient for skill-based and laboratory-dependent content, leading to lower perceived compliance.

According to the Philippine Institute for Development Studies (Maligalig & Albert, 2018), ADM must be responsive to the nature of the strand to avoid creating learning inequities.

Another significant difference in compliance assessment was found based on **mother's educational attainment**, with a p-value of 0.029. Table 1a indicates that the largest proportion of mothers were high school graduates (23.7 percent), followed by college graduates (22.0 percent). This suggests that learners whose mothers had attained higher education levels likely received more academic support at home, affecting their perception of ADM compliance. Conversely, learners whose mothers had lower educational attainment may have experienced more challenges in navigating ADM, resulting in more critical assessments. This supports the findings of Shonkoff and Phillips (2000), who emphasized the influence of home learning environments on academic success. The implication for schools is the need to strengthen guided instruction and scaffolded ADM support for students with limited home academic assistance.

Finally, a significant difference in compliance was also found with respect to **location**, with a p-value of 0.001. Based on Table 1a, the vast majority of learners (96.6 percent) resided in rural areas. The result shows that learners from rural locations perceived ADM compliance differently than those from urban areas. Learners in rural communities may face connectivity issues, fewer printed resources, and limited teacher communication, which contributes to a lower evaluation of ADM compliance. As supported by the study of Cabansag (2021), geographic isolation remains a barrier to effective ADM implementation, calling for targeted solutions such as community learning hubs and offline content delivery.

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

Grouping Variables	Extent of Compliance		
	Stat.	p-value	Infer.
Profile of Learners			
Age	1.102	0.334	NS
Gender	0.348	0.729	NS
Strand	18.480	0.000	Sig.
Father's education	1.447	0.188	NS
Mother's education	2.277	0.029	Sig.
Monthly family income	2.186	0.057	NS
Location	3.519	0.001	Sig.
Prior ADM experience	1.492	0.137	NS
Profile of Teachers			
Age	0.565	0.641	NS
Sex	0.348	0.729	NS
Educational attainment	1.514	0.231	NS
Specialization	1.657	0.167	NS
Length of service	0.558	0.646	NS
Training along ADM	-1.734	0.09	NS

**tested at 0.05 level of significance; see Appendix ___ for post-hoc analysis*

Conclusion

Based on the findings of the study, it is concluded that Senior High Schools in the Camalaniugan District exhibit substantial compliance with the Department of Education's prescribed guidelines for Alternative Delivery Modes. Schools generally adhere to required standards on curriculum implementation, teacher preparation, provision of learning materials, learner support, and internal monitoring mechanisms. However, this high level of compliance does not uniformly translate into full implementation.

The research identified a positive and significant relationship in compliance levels to indicate that compliance to procedures significantly plays a role in the effective provision of ADM. It was found that highly compliant schools have stronger and more uniform implementation of all ADM components. These results highlight that although ADM is a key response to educational dislocations and learner diversity, its implementation in the Camalaniugan District depends on the concurrent compliance with inclusive, equitable, and context-sensitive implementation practices.

Thus, the research successfully achieves its purpose. Estimating the state of compliance of ADMs offers a solid basis for planning differential intervention approaches toward enhancing alternative education delivery within Senior High Schools.

Recommendations

In light of the findings and conclusions of this study, the following recommendations are proposed to improve the implementation of Alternative Delivery Modes (ADM) in Senior High Schools.

1. Localized Delivery Models for Rural Learners

Given the limited access to technology and infrastructure in rural areas, schools should adopt community-based learning models. These may include the establishment of barangay learning kiosks, mobile teacher support visits, or scheduled group consultations in low-technology environments. Printed modules should be quality-checked, delivered regularly, and supplemented with simplified guide sheets for home-based learners.

2. Intensified Teacher Training on ADM Pedagogy

The Schools Division Office, in partnership with DepEd Region and Central Offices, should organize regular and targeted in-service trainings on ADM delivery. Topics should include module writing, digital lesson facilitation, differentiated instruction, and ADM assessment design. Teacher-coaches and lead implementers from successful ADM schools may serve as resource persons to promote peer mentoring.

3. Strengthening of Learner Support Systems

Schools must institutionalize learner support structures such as peer tutorials, online and in-person mentoring, academic consultations, and mental health services. Designated ADM focal teachers or guidance personnel should follow a weekly learner check-in schedule, particularly for those identified as academically at-risk. Collaboration with parents must also be enhanced through regular communication channels to extend support at home.

4. Further Research on ADM Impact and Improvement Areas

It is recommended that follow-up studies be conducted to measure long-term learner outcomes under ADM, investigate strand-specific effectiveness, and explore innovation in low-resource ADM settings. Research may also include qualitative accounts from parents and learners to deepen understanding of lived experiences in ADM environments.

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