

# Strengthening School Based Management Level of Practice through School-LGU Partnership in Addressing the Modular Printed Learners in the New Normal

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## ABSTRACT

No pandemic could stop the world from learning. In the Philippines, the creative design of the Department of Education through its distance learning delivery as the learning continuity plan answers the need to educate the learners amidst pandemic. In accordance to Memorandum DM-CI-2020-00162- Appendix G, the local government unit is held responsible for their constituents and to serve the community residents in their own locality. Meanwhile, Agusan del Sur National High School is successful in tapping the Local Government Unit of San Francisco, Agusan del Sur and utilizing their resources with the approval of the Municipal Mayor. This study presents the proof of implementation of the 7-month course of action of the printed module distribution and retrieval at the 10 barangay distribution centers within San Francisco (SF) municipality proper, 1 school pick-up for Barangays outside SF municipality and 1 distribution center as far as Campbagang, Surigao del Sur. These centers were manned by two (2) designated focal persons and by one or two teachers per grade level who facilitated the implementation process. This was started by a series of information drive at the barangay level after signing a MOA in partnership with LGU-SF. Every other Friday of the month, the Barangay Distribution and Retrieval of Printed Modules (BDRPM) were carried out except at the school pick up where every grade level has their own schedule. It has been observed that teachers are doing their responsibilities in coordinating the barangay council and helping each other to serve the purpose. Giving favor to the parents are among of its advantages to include easy accessibility of the instructional material, less expense, and less time exposure. This partnership was commended being the best practice of the school and was applauded during School Based Management (SBM) evaluation. It is then recommended to continue the practice and plan of action in motivating the Barangay officials as co-learning facilitators in response to modular printed learners in difficult circumstances.

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**KEYWORDS:** Local Government Unit, Resources, Printed Module Distribution and Retrieval, Modular Printed Learners, Learning Continuity Management System

## INTRODUCTION

The COVID-19 Pandemic changed every walks of life that shift from the old normal face to face classes to forced remote learning instruction. To sustain and provide quality education despite lockdowns and community quarantine, the Philippine government made a set of implementing guidelines to continue the

educational processes through distance learning delivery modality. ACCRALAW-Tibon (2020) describes distance learning delivery modality as to a modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction.

In accordance to the directive of the Office of the President outlined in Memorandum DM-CI-2020-00162 (2020) that no face-to-face classes shall be held until the vaccine for COVID-19 becomes available, the distance learning delivery modalities (DLDM) was implemented this SY 2020-2021. The memorandum contains the specific Policy Guidelines on The Implementation of Learning Delivery Modalities for the Formal Education, the Curriculum and Instruction Strand and provided suggested strategies in implementing and managing DLDM. Specifically, it states that a learner may adopt either Digital Modular Distance Learning (DMDL) or Printed Modular Distance Learning (PMDL). Learners with devices at home like laptop, desktop, or tablet, may adopt DMDL. The SLMs in different digital formats such as flat PDF, education videos, audio lessons, e-SLMs and others may be stored in a CD/DVD/USB flash drive/pen drive while the printed SLM shall be used by learners adopting PMDL.

Number 15 DM-CI-2020-00162 (2020) further states that strong school, home, and community partnerships shall be forged to ensure the effectiveness of any DLDM chosen. In the context of the present crisis, dialogue with parents and the wider community is a key step to ensure that the school, parents/guardians and the wider community have reached a degree of shared accountability and responsibility for the learning delivery modality/ies chosen. School administrators, teachers, parents/guardians, and community partners shall provide adequate and appropriate guidance and support for the learners to ensure that their new experience with these learning modalities shall be properly transitioned both at home and in school.

Furthermore, D.O 12, s. 2020 also provide the strategies across all Learning Delivery Modalities and Homeschooling as Alternative Delivery Mode includes establishing partnership or strong home-school-community collaboration. Key stakeholders actively collaborate to serve learners and ensures collaborative engagement with key stakeholders to achieve the LCP. This collaboration will be delivered through functional mechanisms to make partnership building and linkages more strategic and aligned to LCP priorities (Department of Education, 2020).

In this view, Agusan del Sur National High School which has a total population of 7686 made a survey to

determine the learning modality of the students. Report at the beginning of the school year rose to 5,730 learners who chose Printed and Digitized Modular Learning Instruction. This alarm the school to make initiative by asking favor to the local government unit of San Francisco to utilize their human and physical resources. With the consent of the LGU, a Memorandum of Agreement was signed instructing the Barangay Local Officials to support the distance learning as part of their government service to their community residents. It is even further stated in the memorandum that Members of the family and other stakeholders within the community who are trained as learning facilitators shall be engaged to provide learners with instructional support as needed in the absence of a classroom teacher.

It is on this context that the school made an action to tap the local government unit of San Francisco, Agusan del Sur National High School and the BLGU of Campbagang, one of the barangays in the municipality of Barobo, Surigao del Sur in order to address the needs of the modular printed leaders in this first school year of distance learning delivery modality.

## METHODOLOGY

Twelve (12) designated distribution centers were identified. Each distribution center is manned by two focal persons who are department heads/Subject Groups/ Year Level Coordinators. Out of the 12 are the 10 Barangays within the Municipality proper of San Francisco to include Barangay 1, 2, 3, 4,5, Pisaan, Hubang, San Isidro, Karaos, Alegria while 1 distribution center for learners at Campbagang to cater as far as Barobo, Hinautan, etc which are municipalities outside the Province of Agusan del Sur. Moreover, the school is also designated as pick up center to cater the barangays outside the SF municipality proper such as Pasta, Ebro, Lucac, Sta Ana, Damilag, Tagapua, Bayugan 2, Buenasuerte. The activity design consists of series of activities started from the Presentation of Activity proposal to the LGU, followed by Information drive, series of faculty and staff meetings, committee designation, empowerment of department heads and subject group heads, and constant communication and collaboration to barangay local officials by the respective focal persons per barangay.

**RESULTS****Table 1 Human Resources and Implementing Strategies in the Module Distribution and Retrieval after the 7month of Implementation of Barangay Distribution and Retrieval of Printed Modules**

Barangay Distribution Centers	Venue	Human Resources	Strategies
Barangay 1	Barangay Covered Court	Purok Leaders Barangay Health Workers	Extrinsic Motivation through gift-giving Constant Communication Proposal of Giving Honorarium Constant Communication Smart InfoCast Messaging
Barangay 2	Barangay Hall	Barangay Officials	Constant Communication Smart Infocast Messaging
Barangay 3	Barangay Covered Court	Barangay Officials	Constant Communication Smart Infocast Messaging
Barangay 4	Barangay Office	Barangay Kagawad	Constant Communication Smart Infocast Messaging
Barangay 5	Barangay Covered Court	Purok Leaders	Constant Communication Smart Infocast Messaging
Alegria	Barangay Gymnasium	Barangay Officials	Constant Communication Smart Infocast Messaging
Hubang	Barangay Covered Court	Barangay Officials	Constant Communication Smart Infocast Messaging
Pisaan	Barangay Covered Court	Barangay Officials	Constant Communication Smart Infocast Messaging
San Isidro	Barangay Covered Court	Barangay Officials	Constant Communication Smart Infocast Messaging
Karaos	Barangay Covered Court	Barangay Officials	Constant Communication Smart Infocast Messaging
Campbagang	Barangay Gymnasium	Barangay Officials	Constant Communication Smart Infocast Messaging
School Pick-Up (Pasta, Ebro, Lucac, Sta Ana, Dambilag, Tagapua, Bayugan 2, Buenasuerte)	ASNHS Gymnasium	Barangay Officials	Constant Communication Smart Infocast Messaging

The table shows the venue, human resources, and strategies used in the extent of implementation of the module distribution and retrieval after the 7-month of implementation of barangay distribution and retrieval of printed modules. In terms of the venue, covered courts were utilized by Barangays 1, 3, 5, Hubang, Pisaan, San Isidro, and Karaos, while gymnasiums were used by Barangay Alegria and Campbagang, and School Pick-Up. The hall and office of Barangays 2 and 4 were used. Barangays 1 and 5 received assistance from the Purok Leaders and Barangay Health Workers, Barangay 4 from the Kagawad, while the remainder of the barangays relied on the barangay authorities for human resources. Only Barangay 1 employed all extrinsic motivation tactics, such as gift-giving, constant communication, honorarium proposal, and smart infocast, whereas the other barangays used constant communication and smart infocast.

**Table 2 Average Number and Percentage of Printed Modules Distributed and Retrieved**

Barangay Distribution Center	Distributed		Qualitative Description	Returned		Qualitative Description
	$\bar{x}$	%		$\bar{x}$	%	
Barangay 1	358	100%	Excellent	356	99.44%	Excellent
Barangay 2	171	100%	Excellent	165	96.49%	High
Barangay 3	239	100%	Excellent	232	97.07%	Very high
Barangay 4	302	100%	Excellent	295	97.68%	Very High
Barangay 5	355	100%	Excellent	348	98.03%	Very High
Alegria	535	100%	Excellent	532	99.44%	Excellent

Hubang	328	100%	Excellent	324	98.78%	Excellent
Pisaan	232	100%	Excellent	229	98.71%	Excellent
San Isidro	247	100%	Excellent	243	98.38%	Very High
Karaos	285	100%	Excellent	279	97.89%	Very High
Campbagang	271	100%	Excellent	268	98.89%	Excellent
School Pick-Up (Pasta, Ebro, Lucac, Sta Ana, Damilag, Tagapua, Bayugan 2, Buenasuerte)	1220	100%	Excellent	1217	99.75%	Excellent
	4543 (Total)	$\bar{x}$ = 100%	Excellent	4488 (Total)	$\bar{x}$ = 98.38%	Excellent

Scoring Procedure: 90.00- 92.00 (Very low) 92.01-94.00 (Low) 94.01-96.00 (High) 96.01-98.00 (Very High) 98.01-100.00 (Excellent)

The table above displays the average number and percentage of printed modules distributed and retrieved, as well as a qualitative description of each one. The results of the distributed modules were all “Excellent”, as shown in the table, with each barangay having a percentage equivalent to 100%. In the section of the returned modules, the results varied due to lack of submissions of some students. In the given criteria, Barangays 1, Alegria, Hubang, Pisaan, Campbagang, and School Pick-Up have high percentages that are equal to “Excellent”. The percentages for Barangays 3, 4, 5, San Isidro, and Karaos were equivalent to "Very High." Barangay 2 had the lowest percentage, which was equal to “High” in the given criteria.

## DISCUSSION

Based on the gathered results, the implementation of the 7-month courses of action of the printed module distribution and retrieval at the 8 barangay distribution centers within San Francisco (SF), one distribution center outside SF, and one school pick-up for Barangays outside SF is effective in the evaluation and monitoring of the printed module distribution and retrieval methods. In both the distributed and returned modules, the approach used in each barangay showed relatively high percentages. Although there were absences in the retrieval of the modules, the outcome revealed a positive effect for the results ranged from “High” to “Excellent” and did not receive “Low” to “Very Low” ratings. This indicates that the combined efforts of the school and the Local Government Unit of San Francisco in utilizing their human and physical resources help to ensure that learning continues amidst the pandemic with the help of the learning modalities that are appropriately transferred both at home and at school.

Teachers are carrying out their duties in coordinating the barangay council and assisting one another in serving the purpose because both parties have equal roles in planning and making decisions that are appropriate for education’s progress as a whole. The findings of this study adhere to the Department of Education's principles on the Basic Education Learning Continuity Plan in Pandemic Times because these involve internal and external stakeholders in the development of a learning delivery strategy and operational direction that ensures the health, safety,

and well-being of all learners, teachers, and personnel in order to prevent further transmission of the virus but still maintain quality of education. Throughout the procedure, there were schedules that were not carried out.

The first reason is due to the enforcement of lockdowns to observe the minimum health protocol to contain the virus. The second is the occurrence of Typhoon Vicky last December 2020. This mechanism was applauded by the Regional Level School-Based Management Quality Assurance Division (QAD) team as best practice of the school. However, since there were suggestions because of the observed pros and cons of the barangay distribution, this was temporarily shifted at school for the school to make comparison that will serve as basis for school year 2021-2022 planning.

## CONCLUSION

After thorough analysis of the results, the following conclusions are made: Strengthening School-LGU partnership in addressing modular printed learners is a practical solution to address the problem. Implementation of the 7month course of action of the printed module distribution and retrieval is a critical component of School-LGU partnership for it has a positive effect on schools' management level of practice for community linkages. Thus, it can be concluded that school leaders should be committed to addressing module printed learners through coordination with other officials in the LGU for more effective planning.

## RECOMMENDATION

It is therefore recommended to continue the Barangay Distribution and Retrieval System as a best practice of the school to hand in the printed modules nearest to the home of the learners through the help of the barangay Officials as helpers. For the BLGU Local officials especially the Purok leaders and BHW will be provided with extrinsic motivation. Lastly, a thorough planning for more effective implementation of Barangay Distribution and Retrieval must be given proper attention.

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