Experiences Of Teachers, Parents And Students In Learning Delivery Modalities: A Qualitative Inquiry

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Abstract: This qualitative-phenomenological study determined the lived experiences of participants on the learning delivery modalities. It comprised of fifteen (15) participants selected using a purposive sample technique, with five (5) parents and five (5) students in a virtual in-depth interview and five (5) public elementary teachers in a focus group discussion. The data analysis employed data coding and thematic analysis. For the parents and students, there were issues emerged in the problem namely: difficulties in adapting the learning modalities; preference to one learning modality; problem on internet connection. Meanwhile, for the teachers, issues emerged namely: problems in adapting new learning modality; inadequacy in production in instructional materials; observance to COVID 19 health protocols. To address the issues, parents and students mentioned ways: securing stable internet connection; having constant communication with teachers; ensuring provision of resources and communal support; asking help from family members to understand the lesson; adapting time management skills; adapting the modality applicable in one situation. While teachers also pointed out ways: Engaging in activities preparatory for various teaching modalities; receiving support from others; keeping constant communication with parents; managing time efficiently. They also cited insights they could share to others. For the parents: emphasis of parent's role in the new normal education; parents' preferences of face-to-face instruction; high regard with the new normal initiative in education. For students: development positive learning habits; improvement of the mechanism of the new of learning; adaptation of positive perception towards new mode of learning. While for the teachers: provision of learning resources; flexibility and adaptability of teachers; importance of educational training for teachers; decongestion of school works. The results were significant to public school teachers, parents, students, DepEd officials, administrators and future researchers to give awareness and best practices to have quality education utilizing the different learning modalities.

Keywords: learning delivery modalities, qualitative-phenomenological study, thematic analysis, parents, public elementary teachers, students

I. INTRODUCTION

Present education system has encountered challenges in delivering basic education caused by COVID-19 outbreak. In fact, teachers across the globe were largely unprepared to support continuity of learning and adapt to new teaching methodologies. Apparently in this new normal set up, not only teachers were greatly affected of this drastic change of education system but also students together with their parents. In this current situation, many teachers, students and parents experiencing challenges and issues in terms of meeting the standard process in different learning modalities. Even in contexts with adequate infrastructure and connectivity, many teachers lack the most basic ICT skills and were not even capacitated on the facilitation of the different learning modalities to be offered in grassroots level. More so with the students and parents who experience mixed of emotions, pressures, stress, and struggles in adapting the sudden change in the academe particularly in the different learning modalities. Asian countries like Thailand, schools were not ready for distance learning. While access to equipment and online platforms was not a problem (Bluemenfeld, 2020). Also, in Vietnam, online teaching culture, capabilities, and practices were not uniform and, in many cases, weak. Schools did reopen for normal in-person classes, protocols and practices had to be adjusted (Husler, 2020). In Japan, schools prevented or prohibited pair or group work, reduced recitations, and extended seating arrangements in cafeterias from within the classes to common breaks. These were complemented by mandated body temperature limits, mask-wearing, and tougher, more routine disinfection of school buildings (Asia Society Philippines-Back to School, 2020). In the Philippines, Learner Enrolment Survey Form data shows that 8.8 M

parents preferred modular, 3.9 M blended, 3.8 M Online, 1.4 M Educational TV, 900K Radio based instruction and around half a million preferred other modalities. Although there has been some improvement in the enrolment rates arena, in the planning of the course work and the schemes planned for implementing this course work to students who will often remain home and stay away from the infection, bumps are still plentiful. The difficulties for schools include the projected cost rise associated with distance learning, limited access to gadgets and the internet for both teachers and learners. Many teachers lack the most ICT skills in facilitating quality distance learning. In many schools in Davao de Oro Division, many public elementary schools opted for modular learning due to the absence of gadgets and internet connections that the students can use to access online classes. However, many teachers, parents, and students expressed their sentiments on the issues they have encountered in modular distance learning. This includes some of the modules have riddles errors, the expense of reproducing and distributing the printed modules has already exhausted the funds available to school forcing teachers to dip into their own pockets to provide the materials for their students and parents additional work in providing support and guidance for their child's schoolwork. More so, teachers, parents, and students lack a clearer view of such modality's effectiveness because modules and other learning materials are half baked. There were specific errors found along the way. The restriction of face-to-face education has resulted in sudden adjustments and implementation of different learning modalities. I have read similar studies on the topic, but they differed in some ways. For instance, The Effects of Learning Delivery Modalities in Students Learning by Stuart S. Gold (2020), where it focuses on the effect of learning delivery

modalities while the focus of my study concentrates on the teachers, parents and students' challenges in the different modalities being offered as part of their continuing educational set up. Another related study is the study conducted by Carol A. Mullen(2020) on the research title Does Modality Matter? A comparison of aspiring leaders' learning online and face-to-face in which aspiring school leaders are the research participants. In my study, the teachers, students, and parents are the study participants. Moreover, Mullen's study focuses on contrasting online and face-to-face instruction, especially synchronous delivery. In contrast, my research focuses on teachers, students, and parents' experiences on the different learning delivery modalities offered in the new normal learning set-up. Furthermore, the results of this study are important to the teachers, parents, students, and society because they can provide insights on how to adapt to the current learning set-up using different learning modalities as well as more comprehensive understanding on the experiences faced by the teachers, students and parents. This study will give hope and light to the entire society, especially to the teachers parents and student in adapting to the paradigm shift in education. This will also help the policymakers to the future modification and systematic planning on the implementation of the different learning delivery modalities to connect to the relevant needs and address social problems. With all of these compelling reasons, this study's proponent felt the necessity to conduct the study on experiences of teachers, parents and students in learning delivery modalities. Along with the number of learning delivery modalities offered in the country the researcher stressed the importance of discovering and comprehending the diverse perspectives among the participants, as well as how the study's results would be useful for potential references.

II. PURPOSE OF THE STUDY
The purpose of this phenomenological study was to explore and understand the experiences of the teachers, parents, and students in learning delivery modalities in the identified schools in the Division of Davao de Oro. The objective of this study was to share the findings of learning delivery modalities and gave awareness to the general public of the experiences of teachers, parents and students. At this stage of the research, the experiences of teachers, parents and students in learning delivery modalities was generally defined as the understanding and involvement of teachers, parents and students in different learning modalities in the new normal set up of educational system in terms of psychological, interpersonal, and academic.

I RESEARCH QUESTIONS
1. What are the experiences of teachers, parents, and students in different learning modalities?
2. How do teachers, parents, and students cope with the demands of different learning modalities?
3. What are the insights of teachers, parents, and students on the adaptation in Learning Delivery Modalities?

III. METHODOLOGY
This chapter presents the methodology applied in this qualitative study. The methods and procedures employed in the study are also presented in this chapter. This includes research design, research participants, the researcher's role,

data sources, data collection procedure, data analysis, the research's trustworthiness, and ethical consideration.

IV. RESEARCH DESIGN
Qualitative research employing phenomenological approach. Phenomenology focuses on the commonality of the lived experiences shared among the participants within a certain group (Creswell, 2016). Bhandari (2020) defined Qualitative research as collection of data and analysis of text, videos, or audio taken from participants to understand ideas, experiences, and concepts. Moreover, it was utilized to collect and analyze in-depth insights to create new ideas or problems for research. The study used qualitative approach where fifteen (15) participants participated in virtual interviews and focus group discussions intended for school heads. Since the study sought to discover phenomenon from the standpoints of selected participants, the qualitative type of research design helped to explore and understand insights from the participants who have experienced the same problem (Creswell, 2014). Moreover, Creswell (2014) as cited by Hickman (2015) stated that phenomenological research as an approach to inquiry which seeks to describe and interpret the lived experiences of individuals about a certain phenomenon as described by the participants of the study. This type of research design allows the researcher to let the participants express opinions, experiences, coping mechanisms, and insights about the phenomenon. Phenomenological study is a flexible research approach which allows individuals share experiences during interviews (Miles et al., 2014). Hence, a phenomenological research design was used to gather the data and address the research questions created for this study. In this study, the phenomenological design was suitable in which the researcher recognizes the human experiences about a phenomenon as described by participants structures of consciousness as experienced from the first-person point of view. It gave emphasis on the views of learners, teachers and parents on the different learning delivery modalities. The researcher employed phenomenological research in this study because it seeks to gain first-hand information about the experiences of the participants through in-depth interviews and focus group discussions which was done virtually due to pandemic. The researcher used phenomenological research because of its appropriateness in gathering shared experiences among participants particularly the experiences of some learners, parents and teachers of public elementary schools implementing different learning modalities in Davao de Oro Division. To acquire inclusive and reliable result of the study, the researcher utilized individual in-depth virtual interviews which focused on three (3) research topics about the experiences, coping mechanisms, and insights of the participants on the problem. Also, the researcher employed focus group discussion which enabled participants to express their viewpoints and share experiences with other participants. These were done virtually following the safety protocols and health measures to protect both the researcher and participants.

V. DISCUSSION
This chapter presented the discussions of the collated data out of the in-depth interview and focus group discussion. The themes drawn from the responses from the research questions of the key participants during the interview are discussed, with the aim to describe the experiences of

teachers, parents and students in different learning modalities in the New Normal; as well as their coping mechanisms to some instances which may happen as they were handled in the New Normal; and the insights that they have endured in their journey. In gathering the data, important things were considered before, during and after the conduct of the investigations; and one of the most important things that I considered was to ensure the confidentiality of their identity and of their statements. With this, the participants felt safe and secured of their involvement. Several themes were generated for the gathered data and they are discussed below. Experiences of teachers, parents and students in different learning modalities. The participants were asked on the experiences they have encountered. Here are the emerge themes:

Experiences of Teachers in Different Learning Modalities

The teachers' participants were asked on the experiences they have encountered on their experiences in different learning modalities in the New Normal. Four (4) emerging themes from the data collected are generated. These emerging themes are supported and justified by the testimony of the teachers' participants during In - depth interview and Focus Group Discussion. The following are the accounts of the experiences raised by the teachers. The following themes emerged: (1) problems in adapting the learning modalities; (2) implementation of varied teaching modalities; (3) inadequacy of resources in production of instructional materials; and (4) observance to COVID – 19 health protocol.

Problems in Adapting the Learning Modalities

The first theme emerged out form the responses of the participants. This is encountering troubles in adapting the learning modalities. Along with the implementation, participants encountered troubles in adapting the learning modalities. In the journey of New Normal Education environment, teachers, parents and students must adapt to alternative learning modalities to ensure that learners achieve essential curricular goals. The idea jive with McQueen (2020) that it is widely known that schooling is the cornerstone to our country's prosperous citizenship, so that most, if not all, parents work hard to earn money only to meet their children's needs. However, the new education system has experienced difficulties in the distribution of basic education attributable to the COVID-19 pandemic, where school classrooms are affected due to restrictions accompanying the introduction of the General Health and Safety Guidelines, such as integration and face-to-face communication. As stated by DepEd (2020) that the move from teaching-learning delivery in schools to modular distance learning has certainly made it more difficult for school staff to provide basic better education. That is why DepEd leaders are still finding ways to solve the challenges and motivate their teachers and school leaders to become more successful for modular distance learning in their field.

Implementation of Varied Teaching Modalities

Teachers' participants are experiencing diverse New Normal learning modalities as emerged in the next theme. Some of the participants are getting comfortable to have online class as learning modality. In the new era of the teaching and learning process, there's no one way for teachers to deliver instruction to their students in a face-to-face encounter.

However, some strategies are well delivered and are more effective than others somehow. These new approaches and techniques in the learning delivery modalities can benefit all students but little by little. This idea is supported as described by Shea (2015) that blended Learning (BL) is the second DLDM, which is a mixture of ODL, MDL and R/TVI. Computers, laptops, smart phones, CD/DVD, USB drive, TV/Radio, and written modules are used by learners in studying. MDL and ODL, MDL and R/TVI, ODL and R/TVI, ODL, MDL and R/TVI can be a mix. Learners are not expected to return to school by this modality, physical distance is found. and the number of people going out from their homes is minimized. More so, TV and/or radio are used in teaching in the Radio/TV-Based Instruction (R/TVI) learning modality. It requires modular production in which the teacher sets the lesson and script for TV broadcasting in the TV-Based Instruction (TBI) and, in the case of Radio-Based Instruction (RBI), lesson and script for radio broadcasting, then live broadcast or pre-records the scripts of the lesson. The students listen at home to the lesson being broadcast. Parents track the work of their children and then provide the teacher with input through phone calls or home visits. Submission to the instructor of the accomplished tasks could be via the barangay or neighborhood learning center or other available help for distribution (DepEd, 2020).

Inadequacy of Resources in Production of Instructional Materials

The school have a hard time to make sure the materials are complete and address such on time. While taken out of the classroom environment and expected to deliver lessons remotely, accompanied with the challenges in most consideration is the lack of adequate resources to fully implement the new mode of teaching and learning process. The school have a hard time to make sure the materials are complete and address such on time. Correspondingly, this is supported with the findings of Agabi (2017) observed that, the resources provided by Government for execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. More so, due to the general level of poverty in the country, the contribution of communities and households to educational provision have been negligible. Consequently, the best alternative is prudence in the use of available resources. This is because when a given level of resources is efficiently utilized, more services are provided through balance usage and adequate maintenance of the available facilities than when inefficiency, on-utilization, under-utilization and over utilization abounds. Moreover, Quentin (2015) stresses that schools and universities are now struggling in the education sector to allow digital and technological infrastructures that support any mode of interactive learning they are most likely to embrace. Right now, as a solution that solves the problems of academic stability in the wake of school closing at this stage of the pandemic, online learning has been moved further and further. Zoom has even become a household name for video-conferencing, which is used to mimic face-to-face orders. As teaching and learning continue within the simulated corners of their online classes, connectivity and use of video conferencing instruments, as well as learning management systems, have spiked tremendously. Online learning has become an excellent form of continuous learning. Some schools have achieved so effectively, and some pupils,

guardians, and even their own teachers have faced big concerns and difficulties. In the end, it seems that online learning and the digital channels and resources to help and allow learning are the new standard.

Observance to COVID- 19 Health Protocols

Observance to COVID – 19 health protocols is another theme emerged. Somehow, teachers' participants really motivated and trying their best to address the current practices in the new mode of learning with the current standards for the safety of everybody. The school made sure that they can continue serve learning despite the challenges along the way. These efforts indeed visible abiding with the implementation of standards for safety protocols inside and outside the school as they offered for the safety of everyone amidst pandemic. In line with this, UNESCO (2020) reported that nowadays, because of the lockout policy introduced by the government, we all remain in our homes. Learning does not, however, halt. During the pandemic, numerous countries worldwide have adopted different answers to continue the education process - the implementation of distance learning. Phase e education - the implementation of distance learning. These are online learning platforms such as google, TV broadcasts, guidelines, resources, video lectures, and online channels that were introduced. In addition, Huang (2020) revealed that with schools reopening their doors in the following school year, it is necessary to prepare how schools will be able to fulfill each student's goal of implementing quality education. Since school is a public place where crowds are inevitable, and children are vulnerable, there is a need to improve education delivery policies - to provide online learning platforms with opportunities. Numerous groundbreaking projects have been suggested by the various learning sectors in the Philippines. As supported by Greenstone & Nigam (2020) and Thunstrom et al. (2020) that physical distancing and face masks brought to public, and private schools are compulsory until classes are resumed or begun, along with the current spread of the COVID-19 pandemic. In order to flatten the pandemic curve, governments around the world have released policies and guidelines to enforce physical distancing. Moreover, as a public health measure, the wearing of face masks or even personal protective equipment (PPE) will possibly intercept the transmission connection and avoid communicable diseases.

Experiences of Parents in Different Learning Modalities

Another experiences shared as parents embraced the different learning modalities for their children to continue learning. Three (3) emerging themes from the data collected are generated. These emerging themes are supported and justified by the testimony of parents during In-depth interview and Focus Group Discussion. The following are the accounts of the experiences raised by the participants. The following themes emerged. 1) difficulties in adapting the learning modalities; 2) preference to one learning modality; and 3) problems on internet connection. The following responses were generated.

Difficulties in Adapting the Learning Modalities

Parents as well having a hard time in the New Normal Education. They experienced such overwhelming loads in subject activities and assessments to help their children. It is due to the fact that they want their children to continue

learning despite the crisis. They need to adapt and embrace the kind of challenges as experienced in managing time to assist the students. As supported, several of the fundamental differences between learning online and in a traditional classroom setting were identified by McGovern (2015). These included the following: Online learning allows students to have a certain level of programming knowledge and facilities that would not be needed in the conventional environment; online teaching does not allow students to learn by listening because audio presentations are not generally usable in online classes and that online courses permit asynchronous learning rather than requiring students to be in a classroom at a given time and place. Homeschooling is the third DLDM, offering learners with access to formal education while residing in a home-based setting with a parent, guardian or tutors as authorized learning facilitators rather than teachers in the classroom. The mechanism for introducing this modality is still under consideration by the DepEd Central Office (DepEd, 2020).

Preference to One Learning Modality

At some point, parents keep in mind that learners must afford and sustain all the time on the finances needed in the different learning modalities. They need to consider the suited modality for their learners to continue learning. Indeed, learners give value on it but having hard time to supply the things at all times. Further, Adams (2017) described that parents, students, learners and all stakeholders face the difficulties of improving communication in places where there is poor or no signal, replication and packaging costs, the means of supplying instructional packages from the teacher to the learners and the need for para-teachers or society, with these forms of educational system as the new standard learning facilitators. On the same idea, Okendu (2016) assert that idea that human and material resources are to be assembled together by educational administration, within the school system for effective teaching and learning cannot be over emphasized. It is supported on this ground that, in secondary schools, the principals play the role of administrators and that of supervisors, even instructors and they also participate in teaching activities when necessary. All staff, teaching and non-teaching should be made to realize their responsibilities of improving and developing instruction in the school system. This is possible through harnessing the available resources allocated to the schools to realize the goals of education.

Problems on Internet Connection

Parents feel the burden on online learning adjustments for learners that often come with a wide range of experiences as to the inconsistencies with the signal and internet connectivity. Sometimes that transition can feel smooth and other times that journey to the new normal is bumpy specially addressing such demands. These are how learners described their journey at the moment. Participants revealed common challenges on their way. In the same idea presented by Akamai (2017), In Asia, the Philippines has the lowest online access. In addition, such problems will be disparities in equity, protection and welfare of students, impaired academic quality and weak evaluation outcomes (Winthrop, 2020). Changes on the grading system, assessment and evaluation of student's performance will also be a challenge to every administrator. Moreover, the New Lens (2019) stated that other students and parents have difficulty

accessing other learning resources due to poverty. Some have experienced challenges from going to computer shop to research because the amount needed is already huge for them. Since most children in the public schools come from less fortunate families, having adequate learning resources is one of their challenges that hinder quality learning.

Experiences of Students in Different Learning Modalities

Three (3) emerging themes from the data collected are generated out from the responses of the students. These emerging themes are supported and justified by the testimony of the students' participants during In-depth interview and Focus Group Discussion. The following are the accounts of the experiences raised by the participants. The following themes emerged (1) problems in adapting the learning modalities; (2) preference to one learning modality; and (3) struggles with internet connection.

Problems in Adapting the Learning Modalities

Learners are struggling to adapt with the New Normal Education. As in the implementation process, they long for the presence of a teacher and staying inside the school as the usual mode they have. But now, they continue to feel comfortable and at ease to the new mode of learning delivery. Likewise, Pabalate (2020) reported that other families lack gadgets such as cellphones to be used in modular learning and do not have accessible and reliable internet signal. They also shared that they do not have enough money to buy extra load for them to research online. Hence, they just rely to the modules which they also admitted that some activities are difficult to understand and answer.

Preference to One Learning Modality

In the implementation of New Normal Education, the department a variety of learning modalities that could help a lot for students to continue learning. Students choose the modality for its convenience. In connection, Allen (2016) found out that there is also an extra difficulty with mixed learning. Blends are not equal because of the way they are configured. A cautious reading of the references used in the Means, for example, et al. papers will identify, at minimum, the following blending techniques: laboratory assessments, online instruction, e-mail, class web sites, computer laboratories, mapping and scaffolding tools, computer clusters, interactive presentations and e-mail, handwriting capture, evidence-based practice, electronic portfolios, learning management systems, and virtual apparatuses.

Struggles on Internet Connection

Some learners may find themselves in survival mode as they encounter poor internet connectivity. It's always a hard time for them to focus to learn upon the struggles encountered. They feel pressured as they experience troubles in answering and performing the tasks due to poor internet connection. In line with this, Dangle and Sumaoang (2020) reported that children living in remote areas do not have reliable and strong internet connection which makes it hard for them to look for useful information online. Apart from the lack of accessible internet, some parents and children do not have enough gadgets like cellphones to be used for researching. This could also limit their resources since self-learning modules alone are insufficient to supplement their learning. Moreover, the New Lens (2019) stated that other students

and parents have difficulty accessing other learning resources due to poverty. Some have experienced challenges from going to computer shop to research because the amount needed is already huge for them. Since most children in the public schools come from less fortunate families, having adequate learning resources is one of their challenges that hinder quality learning.

How Teachers Cope with the Demands of Different Learning Modalities

Responses of the teachers' participants shows the coping mechanisms of teachers in learning delivery modalities as experienced in the New Normal education as they encounter challenges. There were four (4) essential themes generated from the statements of the participants during the interview; and these are as follows: (1) engaging in activities preparatory for various teaching modalities; (2) receiving support from others; (3) keeping constant communication among parents; and (4) managing time efficiently.

Engaging in Activities Preparatory for Various Teaching Modalities

The teachers were encouraged to engage different online trainings as to how to deliver and address the learning with different approaches suited for students. Along with the complexity that teachers encounter in the New Normal education, they continue to further develop new skills to adjust the set-up on its full implementation. This supports as what Usman (2019) emphasized that the government and organization may build and equip all schools with the best science and technical equipment, provide all the basic educational materials, renovate and rehabilitate all old schools; provide library and other necessary facilities as well as the best qualified staff, yet the problem confronting educational administration would be half solved. Teachers who are the bedrock of any educational system need to be treated fairly well in terms of prompt settlement of their entitlements and enjoyment of other benefits enjoyed by other public servants. So, until the human needs of the teachers are satisfied the desire of the government, parents and society for an improved educational system will be a hopeless dream and at best a nightmare; and investment in education will not be very beneficial to society in the final analysis.

Receiving Support from Others

During the implementation of the new mode of learning participants keep striving somehow with the constant support from others in realizing the New Normal approaches. In the New Normal education, learning delivery modalities among learners is in most challenging on the part of the teachers, parents and as well as to students. In every given task throughout the delivery, participants receive support from others to be able to fully implement the learning delivery despite the crisis. Throughout the process of the learning, participants revealed that they keep on finding ways to respond on the struggle to work into any of the challenges. Accordingly, Akamai (2017) said that without caring parents or who experience abuse at home, the poor or sometimes left out. Fourth, for late learners, distance learning may require group support. Navotas National HS has a service named "Tutor A Learning Child" where, in tough situations, volunteers act as para-teachers and foster educators for infants. Projects such as this would have to be undertaken on

a wide scale. Four, there are supply chain problems that will require continual fine-tuning: kit development, quality assurance, module replication, learning package planning, and continuous delivery of learning packages every week of the school year. Five, with distance learning, the curriculum and pedagogy must be constantly refined. This involves the distribution of time for instructional areas using the simulated classroom and also the teachers' workload. Moreover, Kvavadze (2020), to reach more to teachers. In terms of digital division, considering the realities of the world or even colleges, the right thing to do is to have several paths to continuity of education. These pathways need to discuss their teaching and learning criteria, taking into account the background of any pupil, instructor, and family. There are learning packets that can be used in addition to online learning, which is reminiscent of the correspondence mode of distance education years earlier. Broadcast stations may be used to broadcast radio or TV programming in areas or localities on lessons taught in the classroom. In these new approaches to teaching, educators and school managers should still be open to re-thinking the purpose of assessments and grades. In an online learning environment, are quizzes or lengthy assessments the only way to authentically access the learning of students? Should we still rate them according to our expectations for face-to-face learning? The simple principle here is that, while we strive for various paths to learning or teaching, tests and even even grading systems may have to be reviewed at this level of the grading process to fulfill their key objectives.

Keeping Constant Communication Among Parents

Common responses being shared from the teachers' participants in terms of their strategies to address crisis in the New Normal as encountered. They are not yet ready how the new approaches were offered, but little by little they adjusted a lot. Keeping constant communication among parents helped a lot to further implement the process. Indeed, one participant revealed such that it he is not ready and have difficulty in understanding the lesson. This idea is supported by Briones (2020) that it is important now and, in the future, to foster an environment of caring that prioritizes good partnerships between students and teachers as well as peer-to-peer interactions. Data indicates that students in the school system who feel a sense of belonging and connection to both parents and peers are more engaging in learning. Students long to be seen, understood, and respected as whole entities with lives outside the classroom. We recognize that when students feel that they have at least one parent in the classroom who cares and knows them well, they are more likely to excel in and out of school. Moreover, Wilder (2014) as cited by Newchurch (2017) reported that parental commitment was noticed to be one of the things influencing the achievement of the learners. The tremendous studies imply that there are positive intellectual results stemming from parental commitment with advantages starting in children's youth throughout teenage years and beyond (Loomans, 2014). Furthermore, Alba et al. (2011) as cited by Newchurch (2017) stated that findings suggest that children of parents that are engaged tend to work at greater levels academically than children whose parents are less involved. Hence, children who have involved parents tend to show higher scholastic goals.

Managing Time Efficiently

Various tasks are outmost to consider on this mode of learning. In order to accomplish successfully certain tasks, participants revealed that throughout the difficult times they learned to manage time efficiently. As participant showed how she had completely considered the importance of it to the success not only of themselves but as well to all teachers to address issues and concerns on this pandemic. Same idea presented by Kvavadze (2020) that the teachers plan the learning materials, weekly study guides and other tools for modular distance learning for the Written Structured Learning Delivery modality, and these materials are supplemented by quality guaranteed teaching kits in which the parent/guardians or para-teachers meet with the instructor to collect guidance and learning materials to be done by the learner for the week. Parents should use learning plan to supervise the contact of their child with the materials and it is possible to consult with the teacher. Complete the individual learning pan for the other students who conduct the module tasks, communicate with the instructor for input by email, messenger or any means of communication. On the other hand, Bethel (2020) supported that they must maximize the time wisely and also prefer online learning, where students need to sign up for an online portal where they can chat, debate, and understand, produced by the counselor or subject instructor. The Google Classroom is one example of this. However, several instances, such as the availability of gadgets, location, and internet access, may prohibit students from doing this. Depending on the availability of services, students can also opt for television and radio broadcasting. Thus, the teacher's supreme role is to be versatile and resilient enough to fulfill the students' needs for holistic learning to take place.

How Parents Cope with the Demands of Different Learning Modalities

Another coping mechanism showcase on parents' responses in learning delivery modalities as experienced in the New Normal education as they encounter challenges. There were three (3) essential themes generated from the statements of the parents during the interview; and these are as follows: (1) securing stable internet connectivity; (2) having constant communication with the teachers; and (3) ensuring provision of resources and communal support.

Securing Stable Internet Connectivity

Parents playing roles as guardians and providers for learners under their care, positions them to share insights on the adaptation of learning. Where formal education is concerned, parents are more of providers. Ensuring that children have the needed provision and support to access education and learning. They make sure to provide learners whatever best they can give to continue learning amidst pandemic. Accordingly, Bao (2020) stated that the Printed or Digital Modules (PDM) are distributed under organized schedules to learners' homes or picked up by their parents or guardians at specified locations. Printed module refer to learning packets (work sheets, activity sheets, self-learning materials). Digital ensures the USB/flash drives, CDs, OTGs save modules (e-modules). Laptops, laptops or tablets are required in order to be able to access the content of such materials. E-copies of learning modules are given, such as immersive and inclusive e-books, courseware and other offline content types. Also, as claimed by Barrios (2020), this modality refers to online

distance learning (ODL) for learners as well as teachers with technical devices with which internet access is needed. In the DepEd Learning Portal and other DepEd approved learning management systems or channels, learning tools such as the DepEd commons are uploaded. Example of these include the Microsoft Teams, Google Classroom, Edmodo, Moodle etc which can be synchronous in which it is extended to multiple types of television, multimedia and online learning where students learn from teachers in actual environments but no physical presence is needed or asynchronous that is self-directed and self-pace that does not require all students to be virtually present at the same time and uses message boards, discussion groups and self-paced online courses.

Having Constant Communication with the Teachers

Parents' participants expressed common ideas that as parents they need to have constant communication with the teachers. The need for a strong partnership between schools and families to educate children may seem like common sense. Teachers and parents were often neighbors and found many occasions to discuss a child's progress. These days, it can take extraordinary efforts to build strong relationships between families and educators. Schools have to reach out to families, making them feel welcome as full partners in the educational process. Furthermore, Bethel (2020) that more was demanded of teachers at the time of the pandemic. Teachers were required to become online learning designers overnight, curate online tools and study tech instruments for their online courses, and re-design tests that are valid for the rapid transition in education. When taking care of their own students, teachers prefer to operate from home. Teachers check up with their pupils to ask them how they are to offer assistance and confirmation that things are going to get better. Teachers, in short, are also frontliners! They continue to offer students a feeling of normalcy and encouragement for parents who are now seeing how a teacher's life feels firsthand. With all these aspirations, teachers deserved to be trained and supported with all the funding, resources, and professional development required to meet the demands and standards of society.

How Students Cope with the Demands of Different Learning Modalities

And finally, presented here the ideas generated for the coping mechanisms of students in learning delivery modalities as experienced in the New Normal education as they encounter challenges. There were four (4) essential themes generated from the statements of the participants during the interview; and these are as follows: (1) asking help from teachers; (2) asking help from family members to understand the lesson; (3) adapting time management skills; and (4) adapting the modality applicable in one situation.

Asking Help From Teachers

Students in order to accomplish tasks always need the support from others, much more to their teachers. Responses from the participants revealed that they keep and ask help from teachers to fully understand the topic. Reaching out from their teachers and asking proper guidance helped them a lot to continue learning at home. In addition, Newchurch (2017) emphasized that teachers should provide information to be delivered to parents in a language that they can easily understand. In having direct communication with parents, teachers can help parents by giving them strategies in

guiding their children at home with learning matters. Furthermore, Sheehey and Sheehey (2007) as cited by Newchurch (2017) stressed that teachers should instruct the parents on how to perform tutoring strategies on effective learning at home. Furthermore, Dringus (2020) stated that it requires the instructor promoting learning and engaging the active involvement of learners using diverse internet-accessed devices despite being geographically distant from each other during teaching. To promote learner-teacher and peer-to-peer correspondence, the internet is used. Online learning is a type of live synchronous platform in which a strong and secure internet connection is needed for all parties. It is much more immersive than distance learning of other forms. The replies are in real-time. Students can download online materials, complete and apply online assignments, attend webinars and virtual classes. By using a learning management system or similar technologies, this is successfully practiced. DepEd Commons and LR Portal are included in this category, since both require internet connection in order to provide access to the internet.

Asking Help from Family Members to Understand the Lesson

Students also ask help from family members to understand the lesson. First and foremost, valuable learning does not have to be in a 'classroom' and students don't have to be in a 'school' to be taught important skills. In every given task that is unfamiliarity of the topic, learners in the New Normal seek assistance from others. Throughout the process of the learning, participant revealed that they need to respond on the struggle and find ways to work into any of the challenges with the help of others. Thus, FlipScience (2020) findings revealed that since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child. Indeed, Gardiner (2020) admitted that students may be inspired to do higher quality work by encouraging students to have voice and choice in their assignments by adding resources to solve real-world issues or develop goods for authentic audiences. As Soren pointed out, "they were able to use a wider range of resources to learn ideas while still obtaining the same information." I was more interested in learning because it is more intimate than learning. With this, Wilder (2014) as cited by Newchurch (2017) stated that parental involvement and finding time to assist children were noted as few of the things that can affect the learning of the children. The tremendous studies imply that there are positive intellectual results stemming from parental involvement with advantages starting in children's youth throughout teenage years and beyond (Loomans, 2014). Furthermore, Alba et al. (2011) as cited by Newchurch (2017) stated that findings suggest that children of parents that are engaged despite being busy with work and other matters tend to work at greater levels academically than children whose parents are less involved. Hence, children who have involved parents tend to show higher scholastic goals.

Adapting Time Management Skills

Common responses being shared from the participants in terms of their experiences encountered. Students agreed out from their responses that the sudden changed of the mode of learning affect them a lot. They are not yet ready but they

learn to adopt time management skills on how the new approaches were offered as to how they may learn. There is thus, a need, for students to have access to appropriate learning materials to appreciate and satisfied with the discussion. According to Everitt (2020) that students may also benefit from versatile approaches to whole class teaching. We learnt from one student that the instructor shared a lesson during a class on Zoom and then expelled students as soon as they could prove that they understood the idea. The teacher was able to work with a smaller group of students and use alternative approaches to teach those who were still working towards mastery. We know that differentiating instruction in this way was happening in many classrooms prior to remote learning, but as schools consider new ways of structuring classes in the future, they may want to build in even more time for small group work and review opportunities. In the same findings, Bender (2020) revealed that regular check-ins from teachers via video, computer, or even hand-delivered letters were a lifeboat for many students during remote learning. We discovered from many adolescents that they were thankful to teachers who opened Zoom rooms to hang out with students before or after class and ask about how they treated life during the pandemic. Students have appreciated the lives of their teachers and coaches with their own dogs or children hopping onto the camera screen of their home settings.

Adapting the Modality Applicable in One Situation
In order to continue to deliver the teaching and learning process in New Normal. They utilized various ways and means to have strong internet access. To continue learning, students make use of alternative ways to get access to the lessons. With this New Normal education, learners are provided with different learning materials to never stop learning making participants to do the best they can to have such. In addition, Atienza (2020) found out that as most of our students today are exposed to the use of gadgets and the internet, many are drawn to DepEd Commons as it is just a click away. You will be led to the platform that offers lessons and worksheets suitable for the learner's grade level by simply logging-in to commons.deped.gov.ph using smartphones or personal computer. It is also a fun-filled experience that encourages learners to join to be on-track with their lessons while on home quarantine. Further, in reaction to the pandemic's effects on schooling, the French Minister of Education called for continuity of education, which means that all pupils, with or without Internet connectivity, can continue to study even though they are at home. In order to ensure that all students are met, the French Ministry of Education has now hired online schooling, open educational tools and forged alliances with other key players. In the same way, in our podcast, Dr. Nadia Lopez, principal at a school in Brooklyn, New York City, discussed how learning packages were packaged and sent to parents so that even as they begin learning, their students would continue learning do not have connection to the Internet (News, 2020). This is supported by Bower (2018) that for students who, due to a lack of internet connectivity or computers, were unable to attend remote classes or that during this period they had to take on new jobs and home duties, teachers sought other innovative ways to communicate. Many reached out to talk one-on-one through text and scheduled phone calls and even some home visits with sufficient social distance.

Insights of Teachers on the Adaptation of Learning Delivery Modalities
Here are the generated ideas based on insights as revealed among the teachers' participants. Four (4) emerging themes generated which were dominant according to the responses of the teachers and these are as follows: (1) provision of learning resources; (2) flexibility and adaptability of teachers; (3) educational training for teachers; and (4) decongestion of school works. These following essential themes mentioned are justified by the testimony of the teachers during the in-depth interview and focus group discussion activity. Responses collated from the IDI and FGD showed common point.

Provision of Learning Resources
To continue on the next theme which is the provision of learning resources as what teachers responded for them to address the learning modality in the New Normal. It is evident during the interview that teachers are longing for more support when it comes to the supply of instructional materials to deliver fully the learning in different modalities. Specially in online learning, there should be provision of internet accessibility for all. On the other hand, it is argued that the pre-COVID19 curriculum should not be immediately converted to all of the alternatives other than face-to-face distribution at the time of the pandemic. Competency mastery does not maintain its primacy. The pandemic has posed the essential problem of the pre-COVID19 system, which is its failure to grow self-managed learners who will eventually need to succeed in the system. In tandem with the need to build new ways of doing things as a survival solution to the pandemic, the transfer of the place of learning from the classroom to the learners' homes makes day-to-day tasks at home the crucial spaces where skills can be incorporated. The following table illustrates how the curriculum per distribution choice is approached (SEAMEO Enotech, 2020). In relation to this, Jen (2020) of the Dreamer's Chalk stated that the idea of self-learning modules should not limit solely to the texts, learning activities, and the use of answers key to test the academic honesty of the learners. Self-learning modules are meant to be focused and purposeful with consistent supervision and encouragement from the parents, guardians, and teachers, and additional learning materials like experimental and hands-on activities, and educational videos to watch.

Flexibility and Adaptability of Teachers
Common responses revealed by the participants to emerged in the next theme. Teachers are determined enough to embrace the change and focus on the best way. In the implementation of the various learning delivery modalities in the New Normal Education, the challenged will be in dealing with learners under any of the modes of distance learning or blended learning who are not capable of learning independently, or who are not periodically supported by their parents or guardians. On the other hand, Acidre (2019) revealed that we encourage educators to pause and focus on what succeeded and didn't during virtual learning last spring when this difficult academic term starts, and some students are learning online, while others are going back in person. Although we patiently await the moment when all schools will reopen comfortably in person, we are very careful not to resort to the "normal" way of doing things. Prior to COVID-19, "Normal" did not fit for too many students. In the same

thought expressed by Onyema et al. (2019) that for schools, this pandemic is a litmus test. Instead of lockdowns that were implemented in a couple of days, a number of schools soon moved to online instruction. As education administrators and teachers headed to their drawing boards to plan how learning could proceed amid the school cuts, schools didn't have much time to schedule and were caught in the moment.

Educational Training for Teachers

Responses among teachers generated the next theme to have educational trainings for teachers in order to strengthen the role of teachers in the New Normal Education. It is in this mission that today, as a sudden change mode of delivery, a lot of training's and seminars are being conducted to improve and develop the craft of each mentor in school. This is much so needed by teachers as well to completely understand the process of implementation with regards to the sudden change. In the same idea, Suralta (2020) stated that working parents struggle in guiding four to five children altogether. Some parents also complained about the stress they experience in supervising their children while doing other work. Thus, some of them prefer to just copy the answers key at the end of every module. However, other modules do not have answers key which caused confusion to other parents and children. As what Deped Region XI (2020) emphasized that the teacher is responsible for tracking the learners' progress. Students can ask the instructor for assistance through e-mail, mobile, text message/instant messaging, etc. The instructor must, when possible, allow home visits to learners in need of remediation or assistance. Any member of the family or other stakeholder in the community needs to serve as para-teachers. In addition, Basilaia & Kvavadze (2020) found out that in both pedagogy and technology, instructor competencies should be improved. Each learning institution needs to research how effective online learning is in delivering quality education and results-based education to students, from the four corners of the classroom to the boundaries of virtual reality.

Decongestion of School Works

The last theme is the decongestion of schoolworks. Maximizing time efficiently should be considered at all times. Teachers demands enough time per task to accomplish. Materials and time on task should be assigned wisely. It is supported by Angsioco (2020) who stated that while considering the short timeline given for teachers to prepare the modules, it is still required to put quality assurance before printing the modules. She also reported that errors are intolerable if the master teachers and other heads in the Department of Education truly offered their services. Hence, the institution should provide corrective measures to avoid the occurrence of inaccuracies in the modules especially in the answers key and must progressively monitor the modules. Accordingly, Felter (2020) expressed that by actively teaching time control and executive functioning capacity, schools may better benefit pupils. Flexible or self-determined due dates give students a chance to exercise these talents in the real world. Educators should empower students to speak for themselves to reach their teachers when several deliverables are juggling or when their wellbeing or well-being is juggling (or that of a family member) might necessitate even more flexibility. It will also serve to minimize student overload and improve student participation and accomplishment on assignments by developing tension

schedules where faculty members arrange dates for big exams, tasks and school-wide activities.

Insights of Parents on the Adaptation of Learning Delivery Modalities

There were three (3) emerging themes generated which were dominant according to the responses of the parents' participants with regards to their insights and these are as follows: (1) emphasis of the parents' role in the new normal; (2) parents' preference of face-to-face instruction; and (3) high regard with new normal initiative in education. These following essential themes mentioned are justified by the testimony of the participants during the in-depth interview and focus group discussion activity. Responses collated from the IDI and FGD showed common point.

Emphasis on the Role of the Parents in the New Normal

Moving on, another theme which emerged which is to put emphasis on the role of the parents in the New Normal. To be able to completely deliver education in New Normal, parents must have a big heart to fully understand and assist teachers in the struggles of these learners. Much appreciation must be given towards their patience and foster time – management to assist learners at home. Hence, Manlangit et al. (2020) emphasized that the responsibility of the parents as facilitators of learning should not center on the content alone. Instead, they should focus in instilling to their children the practices and values such as time management, effective study skills, finding ways if students do not know what to do, honesty and integrity especially in answering their modules with the presence of answers key. Also, Atienza (2020) as cited by Manlangit et al. (2020) emphasized that parents need not to be very educated, although it can still be an edge on their part. Hence, parents should be able to guide their children particularly in responding to their needs and queries about their modules. It was supported by Fernando (2020) who stressed that the adoption of modular learning has placed the parents and guardians in an uneasy situation as they are called to assist their children in answering the self-learning modules. Additionally, part of their supervision includes coaching and motivating the children to study at home and answering the modules with honesty. This new learning situation did not suit them well especially those who were working, less fortunate, and those who were considered illiterate. Hence, children ask their parents or guardians to answer their modules for them or look directly to the answer key to finish the modules ahead of time.

Parents' Preference of Face-to-Face Instruction

The next idea generated out from the responses of the participants is for parents prefer to have face- to-face instruction. They are having a hard time experiencing lack of internet connectivity to access modules and follow ups among teachers. Face-to-face instruction assured to have be given for students to fully acquire learning. In the same idea as presented by Teaching (2015) that in an online faculty study that also taught face-to-face students, it was discovered that one of the key gaps in teaching approaches was that online courses relied too much on texts. However, it was pointed out that online courses can still carry far more data from simulated channels, and this can be implemented more easily than in a face-to-face course. The educators who were interviewed suggested that the fact that students needed to compose anything was one of the key benefits of an online

course, and this is seen as enabling a better comprehension of the subject. In relation to this, Adonis (2020) of Inquirer.Net stated that teachers expressed their concerns regarding the suspension of face-to-face classes because of the pandemic which could affect the quality of education especially to remote places. A teacher in kindergarten is worried that the parents, who do not have proper training in teaching, may teach their children wrong phonetics. This is alarming because they might carry it until adulthood. Hence, an answer key would not be adequate to teach reading to kindergarten. Furthermore, Manlangit et al. (2020) stressed that related studies show the impact in terms of parents' skills, intellectual attainment, and emotional attachment to their children towards the parents' ability to guide and teach their children at home. It showed the parents' economic status and difference by their educational attainment can intensify their feelings of expertise and confidence in supervising their children's learning. On the other hand, other parents also struggled with their children having preferred MKOs or 'more knowledgeable others'. Some children want either their mother or father, or sometimes by other trusted relatives, to assist them in answering their modules. Hence, these challenges somehow hindered other parents in partaking their responsibilities as facilitators of their children's learning.

High Regard with the New Normal Initiative in Education

Parents expressed common ideas out from their responses that they have high regards with the New Normal initiative. They felt grateful and learn to adapt such sudden change for the benefit and achievement of their children to continue to learn. They are much willing to work hand in hand for them to play the big part on their students' success. Further, Barrios (2020) that society should demand a new standard that places the instructor, in terms, behavior and strategies, in a more respected and influential role. We are not weary of being referred to as the noblest career, because we enjoy it truly and genuinely. We enjoy how they express their respect and thanks to our students and parents for the work we do. It is time, however, to recommend that the country spend more in educating teachers in order to be more agile and informed about new learning and teaching methods, whether online or offline. As they strive to educate more, we need to listen more to their needs and demands. We also know that the success of our country also relies on the level of education we have. A battalion of well-trained, respected and devoted teachers will also contribute to the development of a generation of healthier and more conscientious people who can contribute significantly to the development of society and of humanity. In relation to this, Purushothaman (1986) as cited by Padmapriya (2015) stated that a module should provide a clearly specified learning objectives, composed of tests and evaluation which aim to assist learners or teacher and providing them with immediate feedback, and serve as substantial content packed with varied activities and methods. Moreover, it is also suggested that showing confidence with own answers strengthens accountability of own learning. He also added that a self-learning module lets the learner to learn at their own pace, acquire ideas and knowledge, skills, beliefs, and attitude even without the presence of a teacher.

Insights of Students on the Adaptation of Learning Delivery Modalities

Another set of themes generated out from insights of the students' participants. There were three (3) emerging themes generated which were dominant according to the responses of the participants and these are as follows: (1) development of positive learning habits among students; (2) improvement of the mechanisms of the new mode of learning; and (3) adaption of positive perception towards new mode of learning. These following essential themes mentioned are justified by the testimony of the students during the in-depth interview and focus group discussion activity.

Development of Positive Learning Habits Among Students

The common responses among students' participants generated another theme on the development of positive learning habits among students in the New Normal Education. Now, more than ever, students need optimism or belief in the capabilities, regardless of the circumstances around. What you believe about yourself ultimately determines how successful you are. This is how students address how to continue learning throughout the learning process in the New Normal. During remote learning for many districts, as the minutes spent each week in each class became restricted, teachers were forced to strip their instructional plans down to the foundational elements that students could understand. While minimizing content can make teachers nervous and can produce uncertainty about how to get through the needed material, it can also provide an unintended opportunity to focus on the enduring understandings we want students to master. If the workload and speed assigned do not fatigue them, students are more likely to learn and retain skills and concepts (Finol, 2020).

Improvement of the Mechanisms of the New Mode of Learning

Common ideas presented as to responses of the students to have improvement of the mechanisms of the New Mode of Learning. Students demand for simpler and easier lessons for them to understand the lessons. It is the goal of the Department of Education today, as a sudden change mode of delivery, a lot of training's and seminars are being conducted to improve and develop the craft of each mentor in school to offer quality learning. The Department fully understand that everything rises and falls on the teachers' capability to bring learning at the heart of every student. Moreover, Dangle and Sumaoang (2020) indicated that other modules do not have clear instructions and explanations, hence, learners have a tough time accomplishing them. The images in the modules are also blurry and the given answer lines are too short. More so, the learning modules have a lot of activities, and the learners lack eagerness and focus. Hence, it is suggested that modules should be simplified including the clarification and consistency of the instructions. Aside from limiting the activities if the schools could not extend the time in submitting the modules, there should be more examples and explanations to supplement the use of answers key as reference of the learners. Furthermore, Cariño (2020) as cited by Bernardo (2020) mentioned that some learners do not have proper guidance at home because they do not have parents anymore. Others also have parents who answer they modules for their children. Considering this disturbing habit, Cariño appealed to the parents and guardians to let their

children answer the modules themselves in order for them to truly learn. They should refrain from answering themselves, instead they must only be guiding and supporting them.

Adaption of Positive Perception Towards New Mode of Learning

It is evident during the interview that students despite their challenges, they study hard on this times of pandemic. They were more dedicated to finish the desired tasks to continue learning and need to adopt the New Normal delivery of instruction. They become responsible and guided with the eagerness to fulfill their duties in studying while at home. New Normal challenges every learner as to uphold optimum commitment to continue learning. In the Filipino Times (2020), many teachers revealed challenges regarding the modular learning under the new normal situation. These struggles include the poor supervision to students whose parents or guardians are working. Also, they expressed their concerns regarding the parents who answer the learning materials on behalf of their children. This would hinder the opportunity of the learners to learn sufficiently even at home. Further, Tynan (2020) shared that it would take new approaches and practices to teach such distance courses. In the same way, it would be a big challenge to keep children occupied for long stretches of time without physical exercise to break up the day of learning, particularly for younger children. How to engage kids in learning creatively, particularly under a new normal distance learning One major challenge: Distance education of children with disabilities or slow learners.

Implications for Teaching Practice

This study effectively surfaced the distinctive experiences, coping mechanisms and insights of teachers, parents, and students in the different learning delivery modalities and how it impacted to the educative process of learners. Their total perspectives were encapsulated through the continuum which showed the general themes that emerged from the diverse responses of the teachers, parents and students. On the other hand, participants as well give value of educational broadcasts through television and radio that goes beyond the needs of students. Reaching students and ensuring the continuity of education were the main goals of the various initiatives presented. Furthermore, this research study provided an opportunity for all the parents, teachers, students and education personnel to understand the different experiences in the different learning delivery modalities as used by the learners in the New Normal. Participants shared their experiences and narratives in the implementation of teaching and learning through different learning modalities in the new normal. Teachers and other school personnel strengthen their professional relationship towards their learners and parents by giving immediate feedback on their learning and areas to realize the best learning they could offer despite crisis. Likewise, it is imperative for the teachers to prompt learners and parents on its progress, so that it will guide them and monitor the teaching and learning process. Moreover, these helped them to be more knowledgeable in providing correct, reliable and attainable objectives for the progress of education amidst the pandemic. Furthermore, the result gave an idea how the teachers, parents, and students cope to embrace the different modalities that developed stronger connections and relationship towards each other. They featured their strategies in guiding learners in

answering the modules in different ways. Hence, this could be ground to have a strong connection with learners while staying at home. Students who make use of the self-learning modules, and as well as the learning modality used as this may help them realize and appreciate the efforts done by their parents and teachers. This helped them to encourage them to strive harder for their own learning, knowing that their parents and teacher made extra effort to help them learn. Finally, the threats and limitations brought by this pandemic, teachers, parents and students should be one in providing quality education and worthwhile experiences to the learners. Extended learning support that would supplement the learning endeavor of the learners and that could help parents and guardians as facilitators of learning at home. They may also devise strategies that would help teachers to develop alternative ways to maximize full potential of learners, since the modular learning has limitations in terms of immediate feedback from teachers. They may contemplate on this study to find a solution to the challenges faced by teachers, parents and students in guiding learners whatever the adapted learning delivery modalities particularly in instilling values and right practice to learners.

Recommendations for Further Research

This study explored the varying ideas as experienced by teachers, parents and students in the different learning modalities, as well as their experiences, coping mechanisms and insights with this matter. However, the result of this qualitative research is limited only on the fifteen (15) selected teachers, parents and students in the selected schools in Mabini District. The findings did not make general conclusions with regards to the experiences beyond the population of the selected participants. Nevertheless, this study brought about insights worthy of further investigation. Furthermore, it is recommended to conduct further research employing a larger number of participants and should include a broad range of research study sites in order to collect more significant answers to the queries mentioned in this study. This somehow help to revisit the current learning modalities to address some modifications to continue teaching and learning process as it progresses in the New Normal Education. In line with this, research may be done by conducting another interview with some of the participants to confirm whether their viewpoints and insights on the topic have changed or not. Moreover, it is also suggested to research further about the experiences of the teachers, parents and students in relation to the positive and negative impact of the different learning modalities in the New Normal. These serve as avenue to reconsider the abrupt changes and how could it be best serves in the new era of education where digitalization takes place to address the needs. Finally, since the findings of this study were viewed from the lens of the teachers, parents and students, research may be conducted to determine the students' experiences in different learning modalities and administrators' perceptions regarding the issues identified in the inclusion of the different learning modalities.

Concluding Remarks

The sudden shift to different learning modalities due to the COVID-19 pandemic has brought huge adjustments to the educational system of the country. Parents have been balancing their time between work and assisting their children's learning at home. Teachers' on the other hand

went through a lot of adjustments in delivering learning instructions through different learning modalities and managing time from handling heavy workloads. However, both teachers and parents play a crucial role as educational partners in delivering worthwhile learning experiences to the learners and finding alternatives regarding the issues found in the different learning modalities being used in the New Normal. I chose to look thoroughly into the experiences of teachers, parents and students in the different learning modalities because this phenomenon affects everybody in the education field. Personally, as a teacher, I encountered challenges in responding to learners and parents' queries about the issues on how they handle the chosen modality. This issue had led me wondering about the viewpoints and experiences of other teachers would be as well as the parents and students. Virtual In-depth interview and focus group discussion were utilized in collecting the experiences of the participants in this study. I also used the transcript of their responses as the primary source of data. I extremely appreciate the participants'' full cooperation and honesty in responding to all of the questions during the interview despite conducting it virtually. Throughout the conduct of this study, I realized the depth of the researcher's preparation and responsibility in fulfilling the thesis while adhering to the safety protocols, necessary measures and ethical considerations. This experience required perseverance and sacrifices to be able to gather all the relevant data that would support my study. With the assistance extended by my adviser, I was able to successfully accomplish this research. Moreover, this endeavor enabled me to become aware of the experiences of the participants as how they adapt the current different learning modalities. As a teacher, I could say that there is really a need to exert much effort and willingness to understand and to provide relevant information to the learners. Also, the strong communication between the parents and teachers positively affect the learning of the students at home. Hence, the success of learning depends on the teachers, parents and students' commitment and effort in providing significant learning to the students. There may be a lot of challenges but if parents and teachers work together, the future of the students will be meaningful.

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