Competence in The Learning Deliveries and Multimodal Approaches of Teachers in The New Normal

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Abstract— The study aimed to determine the competence in the learning deliveries and multimodal approaches of teachers in the new normal in Magallanes South District during the school year 2020-2021. It used the descriptive-survey method since a questionnaire was devised in gathering the primary data as reflected in the problem. The respondents were 115 teachers and 12 school heads in Magallanes South District. The statistical tools utilized were the frequency, rank, weighted mean and t-test for independent samples. The data revealed that the teachers perceived that their level of competency in delivering multi-modal learning approaches is very satisfactory along teacher-learner interaction, subject matter mastery, active and personalized learning, and inclusion while excellent in instruction and learning assessment. However, the school heads perceived that they are excellently competent in all aspects except active and personalized learning. The assessments of teachers and school heads on the level of competency in delivering multi-modal learning approaches along teacher-learner interaction, subject matter mastery, instruction, active and personalized learning, learning assessment, and inclusion are similar. The difficulties met by the school heads are internet connectivity and lack of training on the implementation of various learning modalities. However, it was recommended that the teachers may be given continuous training on delivering multi-modal learning approaches along teacher-learner interaction, subject matter mastery, instruction, active and personalized learning, learning assessment, and inclusion so as their competence may be sustained. Also, the teachers and school heads may have a regular communication through meeting and dialogue in order to maintain the similarity of their assessment. The difficulties encountered by the school heads may be elevated to the concerned officials and be given solutions if funds are available.

Keywords— Competence, Learning Delivery, Multimodal Approach, New Normal, Learning assessment.

INTRODUCTION

It is common knowledge that education is the key to become productive citizens in our country. One of the sectors most shaken by the Covid-19 pandemic is education, affecting the lives of students in the country since March. Schools have closed and face-to-face have been suspended in an attempt to stem the spread of coronavirus. The initial government response to impose community quarantine and to suspend classes disrupted school learning in Luzon and later the rest of the country. For the remainder of school year 2019-2020, students have started fulfilling academic requirements at home and teachers were required to provide assignments in lieu of classroom teaching. Several schools have adopted other modes of delivery such as online learning platforms.

To provide and sustain quality education despite lockdown and community quarantine, the new normal has to be taken into consideration. As President Rodrigo Duterte had stated he would not allow face-to-face classes in the absence of any vaccine against Covid -19, the Department of Education (DepEd) and stakeholders developed a Basic Learning Continuity Plan (BE-LCP) school year 2020-2021 to ensure continuing education (DepEd Order No. 12, s. 2020) [1]. The BE-LCP is a package of education intervention that will enable students to continue learning and teachers to deliver instructions amid the Covid-19 threat.

The Department of Education (DepEd) battle cry "Sulong Edukalidad" adheres to Basic Education Learning Continuity Plan for School Year 2020-2021, which was approved by the Inter- Agency Task Force for the Management of Emerging Infectious Diseases.

The BE-LCP is consistent with the mandate of Article XIV, Section 1 of the 1987 Philippine Constitution, states that the state shall protect and promote the right of all citizens to quality education at all levels, and to take appropriate steps to make such education accessible to all [2]. Under Section 6, Chapter 1 of Republic Act No.9155, or the Governance of Basic Education Act of 2001, Department of Education (DepEd) is vested with the authority, accountability and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education [3]. Its main goal is to deliver accessible and quality education to Filipino learners, firmly reiterates that education must continue

despite the pandemic. Hence, the BE-LCP aims to ensure the health, safety and well- being of the learners, teachers and personnel in the time of Covid-19, while finding ways for education to continue amidst the crisis. In particular, the BE-LCP has been designed with a legal framework responsive to the "new normal", keeping in mind the constitutional mandate to uphold the right of all citizens to quality education at all times.

In line with this, the learning delivery modalities that school can adopt may be one or a combination of the following, depending on the local health conditions, the availability of resources, and the particular context of the learners in the school or locality.

Distance learning refers to the learning modality where learning takes place between the teacher and the learner who are remote from each other during the actual period of instruction. This type of learning has three types, namely modular distance learning, online distance learning and television/radio based instruction. Modular distance learning allows learners to utilize self-learning modules or SLM's in print or digital format.

Online distance learning, on the other hand, features the teacher facilitating learning that would encourage learner's active participation using various learning platforms and technologies accessed on the internet such as Google meet, Zoom and Microsoft Teams among others. Meanwhile TV/ radio-based instruction makes use of self-learning modules converted to video lessons for either television-based instruction or radio script for radio-based instructions. Blended learning is a learning modality that allows a combination of face- to –face and online distance learning, face-to-face and modular learning, face-to-face and TV/radio-based instruction, and face-to-face learning and a combination of two or more types of distance learning.

Since face-to-face instruction is discouraged until such time that a vaccine is made available and the population is vaccinated, then blended learning features the combination of two or more learning modalities. Many assumptions have been raised as to the possibilities of challenges and difficulties in the adoption of the learning modalities, such as lack of engagement and lack of a sense of connection with students besides taking into consideration the proximity in the delivery of printed materials and that of internet accessibility and connectivity.

It is the noble right of every Filipino to access quality education amid the crisis our country and other nations are confronted with, and so education among Filipino learners must continue while ensuring the health, safety and welfare of all learners, teachers and personnel of the education department.

From 'Ma'am and Sir" to "Ma, Pa, Ate and Kuya". Learning will not be the same again for students thriving for their right to education. "Education cannot wait", says DepEd Secretary Leonor Briones. To maintain the education of millions of Filipino students, the government implemented a distance learning approach. Distance learning, also known as correspondence education or home study, is a form of education where there is little or no face-to-face interaction between the students their instructors. This type of modality has three categories in which, one of the highly convenient for most of the typical Filipino students is the Modular Distance Learning. It was also the most preferred learning system of majority of parents/guardians based on the result of the Learning Enrollment and Survey Form (LESF). The Department of Education will be the one to provide and distribute the self- learning modules to every students every week through their respective schools. They will have ample time to study and assess the modules before the start of weekly class. Students are expected to complete the task and submit their outputs at the end of the week.

Open communication between the teacher to students and/ or teacher to parents/guardians is also part of the norm. This is to ensure and monitor the progress of the students at home. Just the thought of studying at home gives students the eerie feeling of freedom and luxury of being less pressured. Conversely, this modular distance learning has certain adversities to both parents and students.

To prepare our teachers and school leaders for multiple learning delivery modalities, they shall be capacitated to implement the learning delivery system, consistent with DepEd's professional standards and the transformation of the National Educators Academy of the Philippines (NEAP). They will be introduced to learning delivery modalities that they can readily utilize depending on community context and be provided with tools and mechanisms to inform their decision-making. To ensure the seamless transition of learning activities into formats appropriate to platforms and learning delivery modalities they will adopt, capacity building will be implemented beginning in June until July 2020. Support mechanism shall also be established to provide teachers and school leaders access to on demand technical and administrative advice and guidance.

The Basic Education Learning Continuity Plan, as stated in DepEd no. 12, s.2020 has been developed with a legal

framework responsive to the "new normal", keeping in mind the constitutional mandate to uphold the right of all citizens to quality education at all times. Some parents raised various concerns on the alternative learning modalities being implemented this school year. Instead of physically going to school and attending their classes inside the classroom, millions of students stayed inside their houses.

DepEd has earlier urged the parents to provide guidance to their children in this new learning set up. However, many parents said that they are "overwhelmed" with the new learning modalities- especially those who do not have the capability to teach their children. It is in this context that parents /guardians play a vital role for the fruitful outcome of this endeavor. The guidance and support inspire the kids to work hard and be motivated to study. Under the new normal, school personnel, parents and stakeholders must work jointly with each other for the learners to acquire the best quality education that they deserve.

STATEMENT OF THE PROBLEM

This study aimed to determine the competence in the learning deliveries and multimodal approaches of teachers in the new normal in Magallanes South District during the school year 2020-2021.

Specifically, it sought answers to the following questions:

1. What is the level of competency of the teachers in delivering multi-modal learning approaches as assessed by themselves and school heads along: a. Teacher and learner interaction, b. Subject matter mastery; c. Instruction; d. active and personalized learning; e. learning assessment; and f. inclusion?

2. What are the difficulties met by the respondents in the delivery of the multi-modal learning approaches?

3. Is there a significant difference in the assessment between teachers and school heads?

4. What action plan could be proposed based on the results of the study?

METHODOLOGY

Descriptive quantitative method was utilized as research design of the study. Which were selected using the convenience sampling since it was difficult to distribute the questionnaires due to Covid 19 pandemic. The results were analyzed and interpreted with the use of appropriate statistical tools such as frequency, weighted mean, ranking, and t-test for independent samples. The respondents were the 115 elementary school teachers and 12 school heads in the Magallanes South District

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The presentation of the data includes the following topics: 1) level of competency of the teachers in delivering multimodal learning approaches as assessed by themselves and the school heads along with teacher and learner interaction, subject matter mastery, instruction, active and personalized learning, learning assessment, and inclusion; 2) difficulties met by the respondents in the delivery of the multimodal learning approaches; 3) difference in the assessment between teachers and school heads; and 4) proposed action plan.

1. Level of competency of the teachers in delivering multimodal learning approaches as assessed by themselves and the school heads

This section presents the level of competency of the teachers in delivering multimodal learning approaches as assessed by themselves and the school heads along with teacher and learner interaction, subject matter mastery, instruction, active and personalized learning, learning assessment, and inclusion.

Data were presented in tabular form. Teacher-Learner Interaction. Table 2A contains the weighted mean and description of the level of competency of the teachers in delivering multimodal learning approaches as assessed by themselves and the school heads along with teacher and learner interaction.

Table 2A: Teacher-Learner Interaction

Indicators	Teachers		School heads	
	WM	Desc	WM	Desc
1.The teacher embraces the technology that establishes connection and interaction with the students at a different level toward a rich learning environment.	3.29	VS	3.50	E
2.The teacher directly monitors students through the conduct of home visits to check on each student's progress and performance.	3.47	VS	3.67	E

3. The teacher adapts intelligently with a keen sense of sensitivity to the online format, to build rich activities that keeps students engaged.	3.24	VS	3.50	E
4. The teacher expresses enthusiasm in engaging students to listen in the content being delivered until the end of the session.	3.44	VS	3.58	E
The teacher prepares assignments in the module which are learner-centered for the students to be engaged with the material.	3.42	VS	3.58	E
6.The teacher makes meaningful instructional design that allows student to be engaged.	3.40	VS	3.50	E
Overall weighted mean	3.38	VS	3.56	E

Legend: E – excellent   VS – very satisfactory

The teachers have very satisfactory level of competency in delivering multi-modal learning approaches along teacher-learner interaction as assessed by themselves with an overall weighted mean of 3.38 while their school heads assessed them as excellent with an overall weighted mean of 3.56.

They believed that enthusiasm was expressed in engaging students to listen in the content being delivered until the end of the session with the highest weighted mean of 3.44 which is interpreted as very satisfactory. However, the school heads noticed that the teachers directly monitor students through the conduct of home visits to check on each student's progress and performance with highest weighted mean of 3.67 that is described as excellent.

Meanwhile, the indicators with the lowest weighted means of 3.24 and 3.29 as assessed by the teachers are adapts intelligently with a keen sense of sensitivity to the online format, to build rich activities that keeps students engaged and embraces the technology that establishes connection and interaction with the students

at a different level toward a rich learning environment, respectively. This means that the teachers are still novice with this modality and were not ready with the use of technology in engaging the learners. It would imply that the learner will not perform well since they are not fully engaged in the activities given by their teachers. They will only depend on the competencies of their parents not unless the teachers have the regular home visitation in order to monitor the progress.

This result is supported by Gonzales (2016) stressing that the relationship between student and teacher plays a large role in the trajectory of a child's academic success and social development. The student established positive relationship with their teacher. Maintaining good rapport makes them grow emotionally and improve social intelligence [4].

Subject matter mastery. Table 2B presents the level of competency of the teachers in delivering multimodal learning approaches as assessed by themselves and the school heads along with subject matter mastery.

Table 2B: Subject matter mastery

Indicators	Teachers		School heads	
	WM	Desc	WM	Desc
The teacher manifests evidence of content area expertise.	3.41	VS	3.58	E
The teacher is abreast with current trends, research and publications in his/her field.	3.22	VS	3.50	E
The inputs provided by the teacher are appropriate to the lesson being presented.	3.47	VS	3.67	E
The examples and learning activities provided by the teacher have been contextualized based on learner's cultural background.	3.51	E	3.75	E
The materials used are relevant to the purpose of the lesson.	3.59	E	3.67	E
Overall Weighted Mean	3.44	VS	3.63	E

Legend: E – excellent   VS – very satisfactory

The teachers are excellent in the materials used are relevant to the purpose of the lesson and examples and learning activities provided by the teacher have been contextualized based on learner's cultural background with weighted means of 3.59 and 3.51, respectively.

Likewise, the school heads gave them excellent assessment in five areas of this variable. It can be noticed that the teacher is abreast with current trends, research and publications in his/her field has the lowest weighted mean of 3.22 that is described as very

satisfactory. This means that the mastery of subject matter is an essential skill that a teacher requires to be endowed with, in the teaching and learning process as it has a direct impact on teaching and learning process in schools.

It would imply that they are required to know what they are teaching because understanding of subject matter by a teacher implies that the teachers is able to grasp the main points and teach them to the learners, and to correct any misconceptions of knowledge, and all this revolves around the teachers understanding of the subject matter. Just the study of Kamamia, Ngugi & Thinguri (2014)

which concluded that mastery of the subject matter by the student teacher means that they can simplify the topic into main points that can easily be understood by the learners. It was recommended that -teachers should take time to plan and thoroughly prepare their lessons before going to class in order to deal with any challenges they may encounter from the learners [5].

Instruction. Table 2C includes the level of competency of the teachers in delivering multimodal learning approaches as assessed by themselves and the school heads along with instruction.

Table 2C: Instruction

Indicators	Teachers		School heads	
	WM	Desc	WM	Desc
The teacher presents clearly learning objectives of the lesson.	3.57	E	3.67	E
The teacher carries out the objectives of the lesson.	3.55	E	3.58	E
The teacher presents content at a pace appropriate to the length of the lesson.	3.39	VS	3.58	E
The teacher uses various presentation formats to appeal to different student learning styles and abilities.	3.39	VS	3.50	E
The teacher approaches difficult concepts in a variety of ways.	3.60	E	3.42	VS
There is a good flow among topics covered and activities are sequentially logical.	3.42	VS	3.58	E
There is a clear connection/relationship between and among lesson objectives, content and the materials used.	3.52	E	3.50	E
The teacher stresses development of critical thinking by challenging learners to understand complex ideas, analyze, compare/contrast, evaluate arguments considering different perspectives and draw conclusions.	3.69	E	3.58	E
The teacher emphasizes academic integrity by giving examples on how it can be upheld.	3.43	VS	3.50	E
Overall Weighted Mean	3.51	E	3.55	E

Legend: E – excellent   VS – very satisfactory

As to instruction, it can be noticed that both the teachers and school heads gave excellent assessment with overall weighted 3.51 and 3.55, respectively.

The development of critical thinking by challenging learners to understand complex ideas, analyze, compare/contrast, evaluate arguments considering different perspectives and draw conclusions got the highest weighted mean of 3.69 as rated by teachers.

However, the indictors there is a good flow among topics covered and activities are sequentially logical and the teacher emphasizes academic integrity by giving examples on how it can be upheld were given by the teachers the lowest weighted mean of 3.42 and 3.43, respectively.

This means that the key to maintaining a desirable classroom climate is to provide students with quality instructional delivery aligned to the skill level of each

student. This enables students to experience success and keeps them attentive. This finding can be supported by the study of Kazempour (2009, p.56) teachers must shift their focus in the classroom from lecturing to assessing. Inquiry-based teachers become assessors because "it can help in diagnosing students' prior knowledge, gauging students' understanding throughout the learning experience and guiding instruction, and measuring their understanding and knowledge at the completion of the learning experience" [6].

In other words, "the facilitator maintains the focus on learning, guides the process, meters the challenge, and provides appropriate feedback to each student and the whole group" Active and Personalized Learning. Table 2D reveals the level of competency of the teachers in delivering multimodal learning approaches as assessed by themselves and the school heads along active and personalized learning.

Table 2D: Active and Personalized Learning

Indicators	Teachers		School heads	
	WM	Desc	WM	Desc
The students are actively reacting/writing or utilizing other forms of self-expressions while listening.	3.10	VS	3.25	VS
The students are given opportunities to gather information, synthesize, analyze and solve problems.	3.27	VS	3.50	E
The students have opportunities to customize their learning by having assignments tailored to their learning interests and needs.	3.26	VS	3.42	VS
The students are participating in designing, developing, performing, and reflecting based on the learning they gained after listening.	3.18	VS	3.25	VS
Overall Weighted Mean	3.20	VS	3.35	VS

Legend: E – excellent   VS – very satisfactory

In relation to active and personalized learning, the teachers and school heads both assessed this as very satisfactory with overall weighted means of 3.20 and 3.35, respectively. The school heads identified the giving of opportunities to students to gather information, synthesize, analyze and solve problems with the highest weighted mean of 3.50 which is described as excellent.

This implies that students track their time on task and figure out what to do with that information. Teacher and students frequently have access to real time academic data to help individualize their learning. Through the research conducted, it has become evident that well-designed personalized learning environment can transform both teachers and student behaviour and encourage student's academic growth in ways that might not be possible. A personalized environment is both active and complex, and it emphasizes individual learner growth, in the context of skill based and cooperative student grouping.

Learning Assessment. Table 2E presents the weighted mean and description of the assessment of teachers and school heads on the level of competency of the teachers on distance learning multimodal approaches along learning assessment.

Table 2E: Learning Assessment

Indicators	Teachers		School heads	
	WM	Desc	WM	Desc
The teacher provides inputs on how learning shall be assessed at the end of the lesson.	3.48	VS	3.67	E
The teacher uses varied assessment strategies and presents rubrics if necessary.	3.48	VS	3.58	E
The teacher provides assignments as reinforcement activity to measure learner's understanding of the lesson.	3.47	VS	3.58	E
The assignment given is adequately challenging and is required within a reasonable time frame.	3.37	VS	3.50	E
The teacher uses formal and informal student feedbacks.	3.70	E	3.58	E
Overall Weighted Mean	3.50	E	3.58	E

Legend: E – excellent   VS – very satisfactory

In terms of learning assessment, the teachers and school heads both agree that the tasks are done excellently with overall weighted means of 3.50 and 3.58, respectively. The use of formal and informal student feedbacks by the teachers got the highest weighted mean of 3.70 that is interpreted as excellent. This implies that providing feedback is letting the pupils know how well they are doing as they learn. This can be done through oral appraisal or through writing. Feedbacking also must not intend to humiliate the pupil but rather it must give them motivation to strive harder. The fact that the pupils know they are doing well motivates them to learn more. Also , if they have the idea that they committed mistakes, feedbacking can give them the chance to take corrective measures. In the article " Best Practices in Assessment of Student Performance"(http://www.otagoac.nz), one of the principles followed by the University of Otago was that "all internal assessment should inform learning". Good feedback occurs soon after the task is completed by the students, provides clear indications of the strengths and weaknesses of the student's work, gives clear guidance on how to perform better on future

similar tasks, and helps to motivate the students to put further effort to learning [7]. Inclusion. Table 2F covers the level of competency of the teachers in delivering multimodal learning approaches as assessed by themselves and the school heads along inclusion.

Table 2F: Inclusion

Indicators	Teachers		School heads	
	WM	Desc	WM	Desc
The teacher considers different perspectives and viewpoints in the lesson vis-a-viz learners' culture, gender, religion and ability/disability.	3.50	E	3.58	E
The pedagogical choices used are diverse to suit the varied needs of the learners.	3.36	VS	3.42	VS
The learning outcomes appeal to different domains.	3.34	VS	3.42	VS
The teaching activities meet the needs of diverse learners, diverse learning styles, and diverse ways of processing information, diverse performative styles.	3.42	VS	3.50	E
The learning materials used represents variety of voices.	3.37	E	3.58	E
Overall Weighted Mean	3.39	VS	3.50	E

Legend: E – excellent   VS – very satisfactory

Along inclusion, the teachers assessed this as very satisfactory with an overall weighted mean of 3.39 while the school heads rated this as excellent with an overall weighted mean of 3.50. The teacher considers different perspectives and viewpoints in the lesson vis-a-viz learners' culture, gender, religion and ability/disability and the learning materials used represents variety of voices were given the highest weighted mean of 3.58 described as excellent by the school heads. This means that teachers must plan very carefully to ensure that all students participate in high-interest educational activities that are personally relevant. Academic experiences and parental perceptions impact students' attitudes toward education. To create enthusiastic, lifelong learners, effective teachers show students that what they are learning in school will equip them with the knowledge, confidence, and skills necessary to have fulfilling live Effective teachers hold high, realistic expectations for themselves and all students. They believe in their ability to create a caring classroom climate and in their students' ability to succeed. If teachers act as they expect their students to be hard working, interested, and successful in class, they are more likely to be so. Moreover, this study is supported by Hockings (2010) described inclusion as "the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. It embraces a view of the individual and individual differences as the source of diversity that can enrich the lives and learning of others" [8]. Difference between the assessment of the teachers and the school heads. This section shows the statistical bases and statistical analyses of the difference between the assessment of the teachers and school heads. The data are presented in Table 3.

Table 3: Difference between the assessment of the teachers and the school heads

Statistical Bases	Statistical Analyses					
	TLI	SMM	Ins	APL	LA	Inc
Level of significance	0.05	0.05	0.05	0.05	0.05	0.05
Degree of freedom	125	125	125	125	125	125
Critical t-value	1.979	1.979	1.979	1.979	1.979	1.979
Computed t-value	0.937	1.263	0.658	0.818	0.903	0.585
Decision on Null	DNR	DNR	DNR	DNR	DNR	DNR
Remarks	NS	NS	NS	NS	NS	NS

Legend:
- TLI – teacher-learner interaction
- Ins – instruction
- SMM – subject matter mastery
- Inc – Inclusion
- APL – Active and personalized learning
- LA – learning assessment
- DNR – do not reject
- NS – not significant

Table 3 reveals that the computed t-value of 0.937 for the teacher-learner interaction is beyond the critical value of 1.979 at 0.05 level of significance when the degree of freedom is 127. This means that there is no significant difference between the assessment of the teachers and the school heads on the level of competency of the teachers in delivering multimodal learning approaches along with teacher-learner interaction. It indicates that the two groups of respondents have similar perceptions on the competency of the teachers in delivering multimodal learning approaches along with teacher-learner interaction.

From the table above, the computed t-value of 1.263 for the subject matter mastery is less than the critical value of 1.979 at 0.05 level of significance when the degree of freedom is 127. Hence, the null hypothesis is not rejected, this means that there is no significant difference between the assessment of the teachers and the school heads on the level of competency of the teachers in delivering multimodal learning approaches along with subject matter mastery. It indicates that the two groups of respondents have the same perceptions on the competency of the teachers in delivering multimodal learning approaches along with subject matter mastery.

The data show that the computed t-value of 0.658 for the instruction does not exceed the critical value of 1.979 at 0.05 level of significance when the degree of freedom is 127. Thus, the hypothesis that is stated in null is not rejected. This means that there is no significant difference between the assessment of the teachers and the school heads on the level of competency of the teachers in delivering multimodal learning approaches along with instruction. It indicates that the two groups of respondents have similar perceptions on the competency of the teachers in delivering multimodal learning approaches along with instruction.

The data showed that the computed t-value of 0.818 for the active and personalized learning is beyond the critical value of 1.979 at 0.05 level of significance when the degree of freedom is 127. This means that there is no significant difference between the assessment of the teachers and the school heads on the level of competency of the teachers in delivering multimodal learning approaches along with teacher-learner interaction. It indicates that the two groups of respondents have the same perceptions on the competency of the teachers in delivering multimodal learning approaches along with active and personalized learning.

From the table above, the computed t-value of 1.979 for the learning assessment is lower than the critical value of 1.979 at 0.05 level of significance when the degree of freedom is 127. Therefore, the null hypothesis is not rejected. This means that there is no significant difference between the assessment of the teachers and the school heads on the level of competency of the teachers in delivering multimodal learning approaches along with learning assessment. It implies that the two groups of respondents agree that the competency of the teachers in delivering multimodal learning approaches along with learning assessment are the same.

These findings can be supported by the study conducted by Barksdale-Ladd and Thomas (2000) which mentioned that teachers and school heads should take assessment as part of student's work and that teachers should use multiple assessment methods to evaluate student's learning. Thus, teachers must not only have contented in using the traditional paper and pencil test but to see to it that varied and appropriate assessment tools are utilized in the assessment process [9].

In addition to this, Janer (2013) recommends that teachers continuously upgrade themselves. This may be done by pursuing graduate studies and attending trainings to enrich existing knowledge on assessment and enhance their creativity in crafting valid and effective assessment tools [10].

The data revealed that the computed t-value of 0.585 for the inclusion does not exceed the critical value of 1.979 at 0.05 level of significance when the degree of freedom is 127. So, the null hypothesis is not rejected. This means that there is no significant difference between the assessment of the teachers and school heads on the level of competency of the teachers in delivering multimodal learning approaches along with inclusion. It indicates that the two groups of respondents have similar perceptions on the competency of the teachers in delivering multimodal learning approaches along with inclusion.

The result is opposite with the study of Guardacasa (2020) that the teachers perceived similarly that the school heads performed their supervisory roles along professional development and curriculum development. However, they perceived significantly different in clinical supervision and action research. It was recommended that the school heads may establish an open channel of communication with the teachers in order to reconcile their differences in perceptions

specially in clinical supervision and action research [11].

Difficulties met by the school heads and teachers in the delivery of the multimodal learning approaches. This portion discusses the difficulties encountered by the school heads and teachers in the delivery of the multimodal learning approaches. The result was discussed using frequency and rank.

School heads. Table 4A shows the problems of the school heads in delivering multimodal learning approaches. The frequency and rank were used in presenting the results.

Table 4A: Difficulties met by the school heads

Problems	Frequency	Rank
Unstable mobile / internet connectivity.	11	1
Lack of training/ seminar on implementing various learning modalities.	10	2
Limited funds for procurement of materials needed.	9	4
Numerous activities, reports need to comply in school.	9	4
Difficulty of communicating with parents/guardians and learners.	9	4
Lack of support mechanism to stakeholders.	8	6
School heads are not ready to new normal education.	7	7

The five most difficulties met by the school heads are unstable mobile / internet connectivity with a frequency of 11, lack of training/ seminar on implementing various learning modalities with frequency of 10, and limited funds for procurement of materials needed, numerous activities, reports need to comply in school, and difficulty of communicating with parents/guardians and learners with frequency of 10. On the other hand, the school heads have lack of support mechanism to stakeholders as the less difficult problem met with only 8 out of 12 favoring it. Then, the non-readiness to new normal education is the least problem met by 7 school heads. The result is in contrast with Llego (2021) which reiterated that as part of its commitment to continuously improve the teaching and learning processes for the benefit of the Filipino learners, the Department of Education (DepEd) shared its plans to provide every school in the country with internet connectivity. These efforts will be fulfilled in conjunction with the DepEd Computerization Program (DCP) which aims to raise the information and communications technology (ICT) literacy of learners, teachers, and school heads by integrating ICT in the school system and providing information technology (IT) equipment to schools nationwide [12].

Teachers. Table 4B shows the problems of the teachers in delivering multimodal learning approaches.

Table 4B: Difficulties met by the teachers

Problems	Frequency	Rank
Unstable mobile /internet connectivity.	105	1
Difficulty to engage students in the online discussion/activity.	96	2
Difficulty to monitor and assess remotely the learning progress of the students.	79	3
Unavailability of financial assistance for module printing.	73	4
Lack of trainings and seminars on implementing various learning modalities.	66	5
Not capable in using other teaching and learning tools.	40	6
Teachers are not ready in new normal education.	31	7

From the table, it can be asserted that the five most difficulties met by the teachers are unstable mobile /internet connectivity with frequency of 105, difficulty to engage students in the online discussion/activity with frequency of 96, and difficulty to monitor and assess remotely the learning progress of the students with frequency of 89. Similarly, the unavailability of financial assistance for module printing with frequency of 73 in rank and lack of trainings and seminars on implementing various learning modalities with frequency of 66 in rank 5.

This means that both the school heads and teachers agreed on the internet connectivity as most critical problem. They saw this as most essential due to the suspension of face to face classes due to pandemic and everything has to be done online. The downloading of the modules to be printed from the DepEd website needs

internet connection. Also, the schools have been utilized as quarantine facility for those who acquired the Covid 19 virus so teachers have to work from home and this requires internet connectivity. This implied that there is a need to subscribe to a faster connect to the internet and the demand becomes huge for everyone has to be connected.

Just like the study of Jibrin, Musa & Shittu (2017) which revealed some of the problems encountered in the usage of internet which include slow internet speed and lack of stable power supply. It was recommended among others that the school management should embark on awareness programs that will sensitize the students to take the advantages derived from the use of the internet for academic purpose [13].

4. Proposed Action Plan to Enhance the Level of Competency of the Teachers in Delivering Multimodal Learning Approaches

CONCLUSION AND RECOMMENDATION
Based on the findings of the study, the researcher arrived at the following conclusions:

The teachers perceived that their level of competency in delivering multi-modal learning approaches is very satisfactory along teacher-learner interaction, subject matter mastery, active and personalized learning, and inclusion while excellent in instruction and learning assessment. However, the school heads perceived that they are excellently competent in all aspects except active and personalized learning.

The assessments of teachers and school heads on the level of competency in delivering multi-modal learning approaches along teacher-learner interaction, subject matter mastery, instruction, active and personalized learning, learning assessment, and inclusion are similar.

The difficulties met by the school heads are internet connectivity and lack of training on the implementation of various learning modalities. Meanwhile, the teachers have difficulties in engaging students in an online discussion.

An action plan was crafted in order to enhance the level of competency of teachers in delivering multi-modal learning approaches.

In the light of foregoing conclusions, the following recommendations were offered:

The teachers may be given continuous training on delivering multi-modal learning approaches along teacher-learner interaction, subject matter mastery, instruction, active and personalized learning, learning assessment, and inclusion so as their competence may be sustained.

The teachers and school heads may have a regular communication through meeting and dialogue in order to maintain the similarity of their assessment.

The difficulties encountered by the school heads and teachers may be elevated to the concerned officials and be given solutions if funds are available.

The action plan may be submitted to the Division Office for implementation and possible adoption if found feasible.

Further study may be conducted which will include other schools having similar distance learning delivery modality and other variables not covered in this research work.

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