



ALTERNATIVE DELIVERY MODE (ADM) PROGRAM DELIVERY AND PERFORMANCE OF STUDENTS

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Abstract:

Alternative Delivery Mode (ADM) of instruction had become an option of schools, parents, and learners to access education. Despite its implementation for several years, research on its delivery and students' academic performance was not endeavored. Hence, this study was conducted to determine the relationship of Alternative Delivery Mode (ADM) program and performance of the students. The respondents of the study were 30 students from nine elementary schools in the Division of Digos, Davao del Sur. Results showed that most of the respondents enrolled in the Alternative Delivery Mode (ADM) were male, at age 11, and were laborers. Most of them were low performers. The respondents rated the Alternative Delivery Mode (ADM) implementation as moderate. It further revealed that there was no significant difference in the level of implementation of Alternative Delivery Mode in terms of gender and age but it showed significant relationship between the level of implementation of the program and the performance of the students. Intensification of Alternative Delivery Mode (ADM) was recommended.

Keywords: Alternative Delivery Mode (ADM), performance of students, Arcaflor Maniapao elementary school

1. Introduction

Education transforms lives to build peace, eradicate poverty and drive sustainable development (Mochizuki & Fedeeva, 2010; Power & Maclean, 2011; Rieckmann, 2017). Moreover, education is a human right for all throughout life and that access must be matched by quality (Beiter, 2005; Freeman & Staley, 2018; Peters, 2003). Likewise, quality education is the goal of all nations (Bebbington & Unerman, 2018; Siraj-Blatchford et al., 2016; Tekin, 2019). In the Philippines, the government spends so much for the education for its people, gives the highest budgetary priority to education, and make sure that teaching professional is attractive to the best available talents through adequate

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remuneration and other means of job satisfaction and fulfillment (Hinoguin & Hufalar, 2018; Lazo, 2009). However, up to this time, the quest for quality education is still a work in progress. Over time, the continuing unresolved issues of accessibility, availability, and quality as regards to education have resulted in millions of adults lacking literacy skills (Arinto, 2016; Pernia, 2017). The 2015 Education for All (EFA) Global Monitoring Report stated that between 2000 and 2007, the country witnessed a large increase in illiterate adults of over 1.4 million (Mudzengerere, 2018).

The provision of basic education to all Filipinos is one of the basic duties of the Philippine government to its people. In fact, Rule 1, Section 1.1 of RA 9155 stipulates that the Department of Education shall: protect and promote the right of all citizens to quality basic education and shall take appropriate steps to make such education accessible to all; establish, maintain, and support a complete, adequate, and integrated system of basic education relevant to the needs of the people and society, encourage non-formal, informal, and indigenous learning system, as well as self-learning, independent, and out-of-school study programs; and establish and maintain a system of free and compulsory public education in the elementary level and high school level (Abaloso, 2017). Thus, Education for All (EFA) becomes the flagship of the Department of Education and the government as a whole. This mandate has put so much pressure to the Department of Education that a lot of initiatives and interventions have been established, tried, and implemented to the public schools with the hope that they would bring good news to the department and the government (MFOI, 2001).

To ensure that Education for All (EFA) will be achieved, Alternative Delivery Mode was strengthened in the Philippine Educational System in 2011 by allocating budget for every ADM program implemented in the identified schools. Alternative Delivery Mode of instruction was introduced in order to address the learning needs of the marginalized students and those learners at risk of dropping out in order to help them overcome social and economic constraints of their schooling (Department of Education, 2011; Philippines ADM Evaluation Philippines (2012). ADMs are innovations believed to make the school system more inclusive and flexible, especially for children who are at risk of dropping out, hard to reach, living in highly congested learning environments, or having difficulty coping with regular school calendar (Sharma et al., 2019).

Alternative Delivery Mode of instruction had become an option which schools, parents, and students could choose from to answer their needs of accessing quality basic education depending on the situation. Learners from marginalized sectors were given the equal opportunity to access quality basic education: either to go through the traditional way of schooling or through the Alternative Delivery Mode (ADM). Although the program existed several years ago and several ADM'S takers had been catered within the Division of Digos City, limited literatures were available studying the extent of program delivery of Alternative Delivery Mode (ADM) on the performance of the students for the school year 2016-2017 in the City School Division of Digos. The results of this study investigation may be used to determine its implication to the delivery of the program in the division and the possible improvements that may be done for the delivery of quality ADM program.

2. Objective of the Study

The main objective of this study was to determine the extent of Alternative Delivery Mode (ADM) program delivery on the performance of the students in the Division of Digos City, Davao del Sur. Specifically, the study aimed to:

1. Determine the profile of ADM students in terms of:
 - 1.1 age; and
 - 1.2 gender.
2. Determine the extent of Alternative Delivery Mode (ADM) program delivery, in terms of:
 - 2.1 social regard for learning;
 - 2.2 curriculum; and
 - 2.3 planning, assessing and reporting.
3. Determine the level of performance of Alternative Delivery Mode (ADM) students.
4. Determine the significant difference on the responses of ADM students on the extent of the Alternative Delivery Mode (ADM) program delivery when analyzed according to age and gender.
5. Determine the significant difference on the performance of ADM students when analyzed according to age and gender.
6. Determine the significant relationship between the extent of the Alternative Delivery Mode (ADM) program delivery performance of ADM students.

2.1 Statement of the Problem

This study was undertaken to determine the influence of the extent of Alternative Delivery Mode (ADM) program delivery on the performance of the students in the Division of Digos City. Specifically, the study sought answers to the following questions:

1. What is the profile of ADM students in terms of:
 - a. age; and
 - b. gender?
2. What is the extent of Alternative Delivery Mode (ADM) program delivery, in terms of:
 - a. social regard for learning
 - b. curriculum; and
 - c. planning, assessing and reporting?
3. What is the level of performance of Alternative Delivery Mode (ADM) students?
4. Is there a significant difference on the responses of ADM students the extent of the Alternative Delivery Mode (ADM) program delivery when analyzed according to age and gender?
5. Is there a significant difference on the performance of ADM students when analyzed according to age and gender?
6. Is there a significant relationship between the extent of the Alternative Delivery Mode (ADM) program delivery and performance of ADM students?

2.2 Significance of the Study

The output of this study would be beneficial to the following:

A. Department of Education (DepEd) Officials

The output of this study may provide valuable and significant information regarding the current status of the ADM program and challenges it faced. Thus, the department may propose relevant intervention program to address the problem. Moreover, the results of this study may serve as guide to the schools' division superintendents in understanding the efficacy of having the Alternative Delivery Mode program in the division.

B. School Heads

The results of this may give clearer views and wider horizons of information to school heads in understanding the present performance of Alternative Learning System (ALS) students. As instructional leaders, the school heads may plan and implement the plans to better serve those students under the program. This would ensure better performance of the students.

C. ADM Teachers

Being front liners in the delivery of the program, they would be able to understand the performances of their students within the given period. The results would give them essential information regarding the possible interventions to be made out from the results of the study to optimize learning.

D. Future Researchers

The results of this study would be basis as reference and guide among future researchers who would venture into research related to the Alternative Delivery Mode and performance of students.

2.3 Scope and Limitation of the Study

This study was focused on determining the extent of Alternative Delivery Mode (ADM) program delivery on the performance of students using quantitative descriptive-correlational design. Moreover, this study was limited to the 30 students from nine elementary schools in the Division of Digos City, Davao del Sur. Due to the limited number of respondents, San Jose (2012) mentioned that the results of the study cannot generalized the entire ADM programs. They result are only applicable to the respondents of the study.

3. Conceptual Framework



Figure 1: Schematic diagram showing the variables of the study

4. Material and Methods

4.1 Research Design

This study used the quantitative descriptive-correlation research design. Quantitative method was used because it deals with factual, reliable outcome data (Steckler, et al., 1992). Moreover, quantitative method seeks to confirm the hypothesis, used structured questionnaires, and described characteristics of population which characterized quantitative method (San Jose, 2014). On the other hand, descriptive was used because this study explored the different characteristics of the variables. Correlation was used to determine the relationship between two variables, the implementation of ADM and students’ performance. As Thompson (2015) mentioned that correlation is a statistical method which investigates the relationships of two or more variables; while Andrew et al., (2013) point out that correlation is used to determine learn complex non-linear transformations of two views of data. In this study, the relationship of the two variables, the assessment of the learning facilities and the students’ performances, were determined.

4.2 Research Respondents

This study was conducted at the nine elementary schools in the Division of Digos City, Davao del Sur. The respondents of this study were 30 elementary students who were enrolled in the Alternative Delivery Mode (ADM) program.

Table 1: Distribution of respondents for Alternative Delivery Mode Program

Name of School	Boys	Girls	Total
1. Arcaflor Maniapao Elementary School	2	2	4
2. Ruparan Elementary School	3	1	4
3. Domingo Abawag Elementary School	2	1	3
4. Mahayahay Elementary School	2	1	3
5. Federico Alferes Elementary School	6	1	7
6. Don Mariano Marcos Elementary School	2	0	2
7. Ramon Magsaysay Central Elementary School	3	0	3
8. San Miguel Elementary School	2	0	2
9. Reusora Central Elementary School	1	1	2
Total	23	7	30

4.3 Sampling Design

The study employed total enumeration of all identified students enrolled in the Alternative Delivery Mode (ADM). This was undertaken because of the limited number of respondents for the study.

4.4 Research Instrument

The instrument used in this study was a researcher-made questionnaire. Part I of the questionnaire dealt with the profile of the respondents and Part II obtained the extent of the Alternative Delivery Mode (ADM) program delivery in terms of social regard for learning, curriculum, planning, assessing, and reporting. To determine the extent of program delivery of Alternative Delivery Mode (ADM), the researcher used the following continuum.

Scale	Level	Verbal Description
4.50 - 5.00	Very Highly Extensive	When the indicator stated is manifested, implemented, and observed in all occasions. Indicators for ADM program are <i>always</i> felt and occurring.
3.50 - 4.49	Highly Extensive	When the indicator stated is manifested, implemented, and observed in all occasions. Indicators for ADM program delivery are <i>frequently</i> felt and occurring.
2.50 - 3.49	Moderately Extensive	When the indicator stated is manifested, implemented, and observed in all occasions. Indicators for ADM program delivery are <i>moderately</i> felt and occurring.
1.50 - 2.49	Lowly Extensive	When the indicator stated is manifested, implemented, and observed in all occasions. Indicators for ADM program delivery are <i>never</i> felt and occurring.

On the other hand, to determine the performance of the students, the researcher used the continuum below.

Interval	Level	Verbal Description
4.50 - 5.00	Very High	When the enrolment of the Grade 1 pupils is 80-100% using the formula corrected enrolment (July enrolment) over monthly enrolment (enrolment February).
3.50 - 4.49	High	When the enrolment of the Grade 1 pupils is 60-79% using the formula corrected enrolment (July enrolment) over monthly enrolment (enrolment February).
2.50 - 3.49	Moderate	When the enrolment of the Grade 1 pupils is 40-59% using the formula corrected enrolment (July enrolment) over monthly enrolment (enrolment February).
1.00 - 1.49	Very Low	When the enrolment of the Grade 1 pupils is 0-39% using the formula corrected enrolment (July enrolment) over monthly enrolment (enrolment February).

4.5 Data Gathering Procedure

At the outset of data gathering, the researcher sought permission from the Digos City Schools Division Superintendent and Elementary School Principals of the target schools. After the request was granted, the researcher constructed a questionnaire. The

questionnaire was subjected to content validation by the members of the advisory committee. The validators’ comments and suggestions were incorporated in the questionnaire. Then, the researcher personally handed the survey questionnaire to the respondents. After the conduct of the survey, the respondents tallied the answers and submitted the data to the statistician for analysis and interpretation.

4.6 Statistical Tools

The statistical tools used in the analysis of the obtained data were:

- Relative frequency. This was used to answer problem no. 1.
- Mean and Standard Deviation. These were used to answer problem no. 2.
- T-Test. This was used for independent sample analysis of variance at 5% level of significance and to analyze the significant difference on the responses of ADM students on the extent of Alternative Delivery Mode (ADM) program delivery and the performance of ADM students when analyzed according to age and gender as provided in sub-problem 3 and 4.
- Correlation Analysis. This was used to answer problem no. 3 and to determine the strength or degree of relationship between two variables.

5. Results and Discussion

5.1 Gender of students enrolled in the Alternative Delivery Mode (ADM)

The relative frequency in terms of percent on gender profile of students under Alternative Delivery Mode (ADM) program was disclosed in Table 2. Based on the result, majority of the students were male which comprised of 63.3%. On the other hand, female students under this program were 37%. These results showed that majority of males were enrolled in the Alternative Delivery Mode (ADM). This high enrollment of males was attributed to their roles in their families. Because of poverty, children need to work to supplement the income of their family. They worked as laborers and helpers in the public markets or peddlers of goods. Recent study of Edmonds and Theoharides (2020) shows that there is an increased economic activity of children especially in families situated in urban areas. Unlike in Mexico, latino boys and young men are enrolled in an alternative school due to membership in gangs.

Table 2: Gender of students enrolled in the Alternative Delivery Mode (ADM) Program

Gender	Frequency	Relative Frequency (%)
Male	19	63.3
Female	11	36.7
Total	30	100.00

5.2 Age students enrolled in the Alternative Delivery Mode (ADM)

The relative frequency in terms of percent on age profile of students enrolled in the Alternative Delivery Mode (ADM) program was revealed in Table 3. It was disclosed that majority of the students were 11 years old which comprised of 63.3%, followed by 10

years old (23.3%), and 8 years old students (13.4%). This implies that most children attending Alternative Delivery Mode (ADM) was at level 6.

Table 3: Age of students enrolled in the Alternative Delivery Mode (ADM) Program

Age (in years)	Frequency	Relative Frequency (%)
8	4	13.40
10	7	23.30
11	19	63.30
Total	30	100.00

5.3 Academic performance of students enrolled in the Alternative Delivery Mode (ADM)

The academic performance of students under Alternative Delivery Mode (ADM) was shown in Table 4. Based on the results, 87% of students had developing proficiency which meant that students' general point average range was from 75 to 79. It implies that the students were low performers. On the other hand, students with approaching proficiency were only 13%. Relating the above results to available literatures, researchers' findings showed that students working long hours can caused negative effect on their academic performance (Carney et al., 2005); working has detrimental effect to student (Stinebrickner & Stinebrickner, 2003); working results to disengagement of students to school, thus, decreasing their academic performance (Siddig et al., 2020).

Table 4: Academic performance of students enrolled in the Alternative Delivery Mode (ADM)

Academic Performance	Frequency	Relative Frequency (%)
Developing	26	86.70
Approaching Proficiency	4	13.30
Total	30	100.00

5.4 Level of implementation of Alternative Delivery Mode (ADM) when analyzed in terms of social regard for learning

Table 5 shows the level of implementation of the Alternative Delivery Mode (ADM) program when analyzed according to social regard for learning. Data disclosed that social regard for learning obtained an overall mean of 2.73 with a qualitative interpretation of moderate. All indicators were rated moderate by the respondents except for "demonstrates value for learning" which was rated as low. It showed that Alternative Delivery Mode (ADM) occasionally felt and occurring by the respondents. Moreover, among the indicators "shows appropriate behavior even during unguarded moments" and "applies knowledge on social learning in dealing with students" were both rated the highest.

The respondents rated the teachers low in demonstrating value for learning probably because teachers showed lack of encouragement to the respondents during their sessions. Fryer and Boyee (2016) observed that while it is clear that teachers are able to play a supportive role, studies have yet to examine the teacher's influence on students' motivation in compulsory learning contexts. Other factor according may be the teacher's

lack of prior experience (novice) (Sena et al., 2018); and lack of preparation and confidence (Savitz et al., 2019).

Table 5: Level of implementation of the Alternative Delivery Mode (ADM) when analyzed according to social regard for learning

Indicators	Mean	SD	Remarks
Demonstrates value for learning.	2.40	1.65	Low
Demonstrates that learning is of different kinds and from different sources.	2.73	1.48	Moderate
Makes use of various learning experiences, resources, and community-based instructional materials.	2.73	1.26	Moderate
Uses information from a variety of sources for learning (e.g. family, church, and other sectors of community).	2.77	1.25	Moderate
Appreciates students learning through a range of different social experiences.	2.77	1.22	Moderate
Possesses awareness on the implementation of "time on task" in all responsibilities.	2.67	1.60	Moderate
Demonstrate punctuality in accomplishing expected task and functions.	2.77	1.52	Moderate
Is conveying by understanding the theoretical concepts and principle of social learning.	2.73	1.34	Moderate
Shows appropriate behavior even during unguarded moments.	2.87	1.36	Moderate
Applies knowledge on social learning in dealing with students.	2.87	1.50	Moderate
Overall Mean	2.73	1.34	Moderate

On the contrary, the ADM students observed that their teachers moderately show appropriate behavior even during unguarded moments and applies knowledge on social learning in dealing with them. This means that ADM teachers teach the respondents functionally. Teachers continue to guide the students (Rodriguez-Dorta & Borges, 2017); and show teaching practices and teacher-student interaction (Shin & Ryan, 2017) on minimal level. Also, teachers contextualized the subject matter to fit on students' social conditions (de Azevedo et al., 2017); to enrich students' understanding of the real environment (Maristy, 2020).

5.5 Level of implementation of Alternative Delivery Mode (ADM) when analyzed in terms of curriculum

Table 6 shows the level of implementation of the Alternative Delivery Mode (ADM) program when analyzed according to curriculum. Data disclosed that the curriculum obtained an overall mean of 2.91. All of the indicators were rated moderate by the respondents. It showed that Alternative Delivery Mode (ADM) occasionally felt and occurring by the respondents. Moreover, among the indicators "enables to integrate language literacy and quantitative skill development and values in each subject area" obtained the lowest mean, while "aligns with lesson objectives the teaching methods, learning activities and instructional materials or resources appropriate to learners", "creates situations that encourage learners to use higher order thinking skills", and "engages and sustains learners' interests in the subject by making content meaningful and relevant to them" go the highest mean. These results imply that curriculum content

didn't focus much on language and statistical abilities of the students. Although, students found that the curriculum was structurally planned, developed their higher order thinking skills, and the contents were essential to their learning. Good curriculum according to Wei (2017) cultivates talent among learners; establishes equitable for students (Guadalupe & Curtner-Smith, 2019); and emphasizes on developing students' creativity (Setiawan & Mardapi, 2020).

Table 6: Level of implementation of the Alternative Delivery Mode (ADM) when analyzed according to curriculum

Indicators	Mean	SD	Remark
Is accurate and its content knowledge is updated using appropriate methodologies, approaches, and strategies.	2.87	1.46	Moderate
Enables to integrate language literacy and quantitative skill development and values in each subject area.	2.67	1.35	Moderate
Enables to explain the learning goals, instructional procedures and content of the curriculum clearly and accurately to students.	2.83	1.46	Moderate
Links the current curriculum content with past and future lessons and with the available topics in the community.	2.73	1.41	Moderate
Aligns with lesson objectives the teaching methods, learning activities and instructional materials or resources appropriate to learners.	3.07	1.46	Moderate
Creates situations that encourage learners to use higher order thinking skills.	3.07	1.46	Moderate
Engages and sustains learners' interests in the subject by making content meaningful and relevant to them.	3.07	1.11	Moderate
Establishes routines and procedures to maximize instructional time.	3.00	0.83	Moderate
Translate learning competencies into instructional objectives.	2.77	1.17	Moderate
Provides activities and use materials which fit the learners' learning style, goals, and culture.	3.00	1.05	Moderate
Overall	2.91	1.20	Moderate

5.6 Level of implementation of Alternative Delivery Mode (ADM) when analyzed in terms of planning, assessing and reporting

The level of implementation of the Alternative Delivery Mode (ADM) program when analyzed according to planning, assessing, and reporting was presented in Table 7. It obtained an overall mean of 2.84. All indicators were rated moderate. This showed that ADM program delivery was occasionally felt and occurring. Among the indicators "provides with the identified appropriate varied and responsive assessment procedures" obtained the lowest mean, while "employs the use of non-traditional assessment techniques like portfolio, journals, rubrics, etc." and "delivers by teacher that identifies the teaching-learning difficulties of students and possible causes and takes appropriate action to address them" got the highest mean. These results imply that teachers were not at all times utilizing appropriate assessment tasks and procedures. However, teachers used alternative assessment and addresses students' learning needs. According to Wulandari et al., (2019) the use of alternative assessments such as journal and portfolio enable the students to follow instruction and develop their writing skills. On the other hand, Menéndez, et al., (2019) opined that addressing the teaching-learning difficulties

allows the students to develop resilience because teachers can provide students with feedback which are relevant to learning.

Table 7: Level of implementation of the Alternative Delivery Mode (ADM) when analyzed according to planning, assessing and reporting

Indicators	Mean	SD	Remarks
Develops and utilizes creative and appropriate instructional plan.	2.87	1.63	Moderate
Arranges sequentially in order that the learning units will be provided with reasonable time allotment.	2.87	1.43	Moderate
Provides with the identified appropriate varied and responsive assessment procedures.	2.53	1.20	Moderate
Delivers in a way that the teacher is able to adjust the instructional plan to ensure attainment of objective.	2.83	1.32	Moderate
Delivers by a teacher that knows the different teaching-learning situations affecting the implementation of instructional plan.	2.73	1.34	Moderate
Delivers by preparing both formative and summative test in line with the curriculum.	2.80	1.27	Moderate
Employs the use of non-traditional assessment techniques like portfolio, journals, rubrics, etc.	3.13	1.38	Moderate
Delivers by teacher that identifies the teaching-learning difficulties of students and possible causes and takes appropriate action to address them.	3.13	1.31	Moderate
Provides timely and accurate feedback to learners to encourage them to reflect on and monitor their own learning growth.	2.80	1.03	Moderate
Enables the teacher to keep accurate records of grades/performance levels of learners to be ready with the A & E test.	2.67	1.06	Moderate
Overall	2.84	1.23	Moderate

5.7 Difference on level of implementation of Alternative Delivery Mode (ADM) when analyzed according to gender

Table 8 discloses the comparison on level of implementation of Alternative Delivery Mode (ADM) program when analyzed according to gender. Based on the result, both male and female had similar mean ratings of 2.82. The p-value was 0.961 which was higher than 0.05 level of significance. Thus, it failed to reject the null hypothesis which states there is no significant difference in the level of implementation of Alternative Delivery Mode in terms of gender. The results imply that that gender did not affect the level of implementation of ADM program.

Table 8: Difference on the level of implementation of Alternative Delivery Mode (ADM) when analyzed according to gender

Gender	Mean	Standard Deviation	T-value	P-value	Decision
Male	2.82	1.20	0.049	0.961	Failed to reject Ho
Female	2.82	1.37			

5.8 Difference on level of implementation of Alternative Delivery Mode (ADM) when analyzed according to age

Table 9 shows the comparison of means using analysis of variance (ANOVA) on the level of implementation of the Alternative Delivery Mode (ADM) when analyzed according to age. As disclosed in the table, the F-value was 0.320 with a p-value of 0.729 which was higher than 0.05 level of significance. Thus, it failed to reject the null hypothesis. The result indicated that there was no significant difference on the level of ADM implementation when analyzed according to age. It implies that age is not a significant factor in the implementation of the ADM program. Moreover, this result favored the finding of James et al., (2016) which says that gender did not differentially affect differences related to Alternative Delivery Mode.

Table 9: Difference on the level of implementation of Alternative Delivery Mode (ADM) when analyzed according to age

Sources of variation	Sum of squares	df	Mean	f-value	p-value	Decision
Between ages	1.030	2	0.515	0.320	0.729	Failed to reject
Error	43.461	27	1.610			
Total	44.491	29				

5.9 Relationship between the level of implementation and academic performance of students under the Alternative Delivery Mode (ADM)

The cross-tabulation on the level of implementation and students’ academic performance under the Alternative Delivery Mode (ADM) program was disclosed in Table 10. The data were analyzed using Chi-square test of independence. As shown in the table, result revealed a Chi-square value of 66.995 with p-value (0.000) which was lower than 0.05 level of significance. Thus, the null hypothesis was rejected. Moreover, the result indicated that there was very strong evidence in rejecting the null hypothesis which implied that there is significant relationship between the level of implementation of the program and the performance of the students. Hence, intensification of the implementation of the ADM program would benefit the students to learn more.

Table 10: Cross-tabulation on the level of implementation of and students' academic performance of students enrolled in the Alternative Delivery Mode (ADM)

Level of Implementation		Academic Performance Developing	Approaching Proficiency	Total
Very Low	Observed	5.0	1.0	6.0
	Expected	5.2	0.8	6.0
Low	Observed	10	1.0	11.0
	Expected	9.5	1.5	11.0
Moderate	Observed	3.0	0.0	3.0
	Expected	2.6	0.4	3.0
High	Observed	6.0	1.0	7.0
	Expected	6.1	0.9	7.0
Very High	Observed	2.0	1.0	3.0
	Expected	2.6	0.4	3.0
Total	Observed	26.0	4.0	30.0
	Chi-square Value	df	p-value	Decision
	66.995	4	0.000	Reject Ho

5. Summary

This study was undertaken in order to determine the level of implementation of the Alternative Delivery Mode (ADM) and the performance of students. The study is undertaken in Digos City Division, Davao del Sur. This study employed the descriptive-correlation design. Total enumeration is employed due to limited number of respondents covered by the study. Moreover, the study is analyzed using the descriptive statistics, t-Test, and correlation analysis.

The results show that most of the respondents are males which comprise 63.3%; on the other hand, female students are 37%. As to age, majority of the students are 11 years old which comprise 63.3%, followed by 10 years old (23.3%), and 8 years old (13.4%). In terms of performance, 87% of students has developing proficiency which means that students obtain general point average range of 75 to 79. It indicates that students are low performers. Moreover, students with approaching proficiency performance have 13%. As to the level of implementation of Alternative delivery Mode (ADM) in terms of social regard for learning, indicator such as demonstrates value for leaning is rated low which denotes that the ADM program delivery is rarely felt and occurring.

The data also reveal that the level of the implementation of the Alternative Delivery Mode (ADM) program when analyzed according to social regard for learning is moderate which indicate that the ADM program is occasionally felt and occurring. As to the level of implementation of Alternative Delivery Mode in terms of planning, assessing, and reporting, all indicators are rated moderate. It implies that the ADM program delivery is occasionally felt and occurring.

Data show that the level of implementation of the Alternative Delivery Mode (ADM) program when analyzed according to planning, assessing, and reporting is rated moderate which indicates that ADM program is occasionally felt and occurring.

In terms of difference on the implementation of Alternative Delivery Mode, results show that both male and female rated the same in the level of implementation which indicates that both sexes receive similar level of implementation of ADM program. Moreover, in terms of differences, age does not significantly affect the implementation of Alternative Delivery Mode (ADM);

However, on the level of implementation of Alternative Delivery Mode (ADM) and students' academic performance, the results indicate very strong evidence in rejecting the null hypothesis. It implies that there is significant relationship between the level of implementation of the program and the performance of the students.

6. Recommendations

After thorough analysis of the results, the following recommendations were made:

- Parents should send their children to school and motivate them the importance of quality education in order to realize the millennium goal of the Philippine government.
- Teachers should never be tired of creating or formulating learning strategies in order to improve the performance of the learners. This can also be successfully achieved with the support of the parents.
- Teachers should improve the level of implementation of alternative delivery mode (ADM) from moderate to high because it shown to have positive relationship with students' performance.
- A similar study may be conducted to verify the findings of the study.

7. Conclusion

Based on the result presented, the following conclusions were drawn:

- Most of the respondents are male and 11 years of age.
- In the performance of students, most respondents are low performers or under developing proficiency which means students general point average range from 75 to 79.
- The level of implementation of alternative delivery mode (ADM) was not properly implemented and was rated moderate.
- There is no significant difference in the level of implementation of alternative delivery mode in terms of gender and age.
- There is significant relationship between the level of implementation of the program and the performance of the students.

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About the Author

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