ISSN: 2945-4190

World Journal on Education and Humanities Research
Creative Commons Attribution 4.0 International
Vol. 1, Issue 1, pp. 21-44
Received, August 2021; Revised October 2021;
Accepted October 2021

PROBLEMS ENCOUNTERED BY THE ELEMENTARY SCHOOL HEADS IN THE IMPLEMENTATION OF DISTANCE LEARNING MODALITY

Belina Lee

Corresponding Author: Belinalee@gmail.com

Abstract: This study aimed at determining the Problems encountered by the elementary school heads in the implementation of distance learning modality in Lavezares II District Division of Northern Samar, for school year 2020-2021. Respondents of the study were composed of fourteen (14) elementary school heads. Complete enumeration was considered to ensure accuracy of the findings of the study. Generally, findings revealed that the elementary school heads "moderately encountered" problems in the implementation of distance learning modality in the present New Normal education. In particular, it was on the statement "overlapping tasks and reports asked by the division office about the development of distance learning implementation", "activities in the SLMS are too many which could not be copied by the learners in a particular allotted time", "poor internet connectivity affected schools' processes in terms of accessing and submission of school reports and extending support to learners in terms of Video Recording Discussion (VRD)", "difficulty on the part of the parents to teach their children because of their limited knowledge too", and "insufficient MOOE fund for the implementation of distance learning modality" that the elementary school heads "highly encountered" them while implementing distance learning modality. Regression analysis revealed that generally, there was no significant relationship between the profile of the elementary school heads and their problems encountered in the implementation of distance learning modality. Though, the number of trainings attended by them found to be significant predictor of their problems encountered in the implementation of distance learning, however, it did not give impact to the overall results of significance value. Revealed from the findings of the study that there was a significant relationship between profile of the school and the problems encountered by the elementary school heads in the implementation of distance learning modality. Indeed, it was the enrolment and the MOOE fund allocation which came out to be predictor variables.
.

Keywords: School Head, School Issues and Problems, Department of Education

Introduction

With the prevailing and inevitable health crisis in the New Normal requires a resilient, skilled and talented head in every school institution. Such qualities of school heads could effectively address the financial restraints that most schools in the country at present are suffering from, and continuously provide learning opportunities to the youths of the country in a most efficient and affordable way. As mentioned by Briones (2020) that education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war. Thus, learning continuity in a form of distance learning was established ever since also now in time of pandemic under New Normal. **Meanwhile, s**chool heads are the key leaders in the educational system. They are responsible of carrying out the school's vision and mission. They play integral roles in making schools function out with smoothness and efficiency. They are involved in all aspects of the school's operation as they lead responsibly in providing leadership in the development and implementation of all educational programs and projects in the school. Their role is so vital in achieving the government's aim to provide at least a continuous basic education to learners even during the present crisis. Hence, school heads in this very particular time are faced with complex and difficult challenges in order to provide a continuity of learning through the implementation of Distance Leaning Modality.

This quest of the Department of Education for learning continuity has actually resulted in a number of initiatives which have made significant demands on school heads in public schools to transform leadership towards resilient and strategic school plans and outcomes. One of which is the creation of a strategic School Road Map. This road map is an evidence-based public health and education emergency operations planning best practices and the direct feedback of epidemiologists, child infectious disease physicians, psychologists, district superintendents, leaders of public charter school management organizations, and school leaders. Comprised of the essential actions designed to spur thinking, planning and prioritization and likely to have the most significant impact with limited time and resources. On the other hand, the continuous COVID scare among people gives **s**chool heads another challenge to face brought forth by the high anticipation transmission rate of COVID 19 among mankind as the new strain of virus is discovered in United Kingdom and now spreading all over the world. This is aside from the other challenges which have been facing by the school heads such as: the demand of the situation to conquer technology-based platform in communicating parents and students and to support teaching and learning in the New Normal with the presence of poor internet connection that most people are clamoring for. These are but adds on of the challenges that the school heads have been facing such as: adaptation of the school curriculum to suit the ability and disposition of the young children as to maximize their potential and not to give up on each individual pupil; increasing community expectations for improvements to the educational system and the quality of learning processes and outcomes; a growing awareness of teacher professionalism; globalization of the world economy and the emergence of a knowledge-based economy which demands workers with multiple intelligence and creativity; life-long learning and the notion of school as a learning organization.

Meanwhile, the Republic Act No. 9155, Chapter 1 Section No. 7, Letter E, Paragraph 3 states that consistent with the national educational policies, plans and standards, the school heads shall have the Authority, Responsibility and Accountability (AuRA) in managing all affairs of the school. Thus, the success and failure of the school depends of the kind of school principal it has. **I**t simply means that the lives of the school principals are packed with challenges. With all those challenges

the school head is facing, it further requires change, collegiality, teamwork, and even efficiency and effectiveness. These new challenges require school principals to take on new leadership skills in quality development and quality assurance. They also highlight the need for more focused and systematic school leadership training and development programs to enhance the quality of school leadership they already possess, most particularly, in the New Normal. Such that, the government through the Department of Education should take into account the support or capability building for the school principals in the context of New Normal system of education down to its minute details to fully capacitate them towards the full implementation of the new modality of learning as it captures the whole educational system.

Thus, on the shoulders of each principal, he/she carries the trust and responsibility as the manager of education in order to realize various government policies and to ensure that the school plays its role as an effective agent for socialization and acculturation in applying positive values among students (Muhyiddin, 2010). Simultaneously, people also place very high expectations in schools in the effort to produce knowledgeable, moral, and highly skilled citizens (Donaldson, 2006). These goals can only be achieved when the entire system, beliefs, climate, spirit, and excellent culture are practiced by every school, student, support staff, teacher, and administrator. In the last decade, researchers studying principals' problems around the world have increased notably (Abaya, 2016; Brandon et al., 2018; Brooks et al., 2014; and Demir, 2016). Financial challenges are followed by relationships with parents, teacher related problems, facilities and physical conditions and finally administrative issues (Aslanargun & Bozkurt, 2012; Çınkır, 2010; Demir, 2016; Demirtaş & Özer, 2014; Hoşgörür & Arslan, 2014; Mirici et.al., 2003; Özer et.al., 2015; Sarıce, 2006; Semerci & Çelik, 2002). It can be argued that school principals have been assigned various several responsibilities each of which is quite different in nature and all of which calls for expertise in a variety of separate fields. Furthermore, problems in the relationships with educational authorities are consistent with the literature, and other academics have detected the same issues in other geographical sites (Dempster et al., 2004; Dinham et al., 2018; and Demir, 2016). Similarly, an insufficient number of non-teaching staff, difficulty with staff recruitment and retention, and reduced staff performance, are some of the problems mentioned in the literature related to non-teaching staff (Demir, 2016).

On the other hand, part of the school heads' responsibilities is how to manage people or employees in an organization. These employees are the human capital which serve as the assets of the organization. They are considered as important as finance in an organization. Because it is the human beings in the organization that make organization working and human talent that provide organization a competitive age. Thus, failure in managing people of an organization is another challenge which a school heads will be facing and it becomes a burden on their part with regards to his efficiency and effectiveness in managing the school institution, most particularly in the present New Normal system of education. According to Luistro (2010) during the Principals' Forum of the National Capital Region – Philippine Elementary School Principals' Association (NCR-PESPA), principals should not be confined in their offices but out in the schools where the action is. "Principals, who just stay in their offices and do not personally monitor the situation in their respective schools, do not transform Philippine education. The principals should be doing the rounds, inquiring on the needs of the teachers, feeling their inadequacies, sharing their joy and sympathizing in their grief because principals should be on top of everything that happens in the

school." He further explained that principals should possess the capability to translate the vision of the department into reality, of translating plans into action.

The Department of Education manual of 2000 also enumerated the duties and responsibilities of school principals as follows, supervises all personnel in the school; provides leadership in the development and implementation of all programs in the school; promotes efficiency of teaching and learning in all classes through in-service trainings, observations, and visits; coordinates all services for the wholesome growth and development of all pupils and other personnel in the school; leads in the evaluation of achievements in the division. Directs the organization of classes determines and assigns the teaching loads of the staff and makes proper distribution of instructional and other materials; provides for the accommodation of pupils including the availability of buildings for classrooms and other school needs. Coordinates and cooperates with the community and other agencies and represents the district supervisor in the school; prepares, consolidates and submits all reports of the school to the district supervisor; rates the performance of the teachers in the school and recommends the deserving ones for promotions; and does related work.

Undeniably, despite innovative national policies, public education has had an uneven evolution in the Philippines, in some ways improving rapidly and in others remaining largely the same (Bello, Docena, de Guzman & Malig, 2009). On several occasions, well-intentioned and well-designed national reforms imported from other countries have failed upon implementation (Zulueta & Liwag, 2001). This is due in part to a number of systemic factors: the country's unstable political environment (Constantino, 1975, Gregorio & Gregorio, 1976); pervasive corruption across private and public sectors, particularly in education (Abinales & Amoroso, 2005; Chua, 1999; Reyes, 2009); a lack of adequate resources (Asian Development Bank, 2005); and, cultural and social dynamics that effectively maintain the status quo at the classroom, school and divisional levels (Chua, 1999). These issues notwithstanding, many in the Philippines work toward school and school system improvement.Because of the foregoing concern, this study is designed to investigate as to what are those problems and to what extent they are encountered by the elementary school heads in the implementation of Distance Learning Modality of education in the New Normal in Lavezares District, Division of Northern Samar, SY 2020-2021. From which findings of the study will serve as the bases for crafting matrix of activities which will be carried out by the school and the school personnel in order to lessen if not mitigate the recurrence of those problems and will serve as guide for the school heads on what things to carry out while implementing Distance Learning in the present adverse situation, hence this study.

Background of the Study

The present study is primarily anchored on the Theory of the Distance Education by Holmberg (1989, p.161) who stated that "meaningful learning, which anchors new learning matter in the cognitive structures, not rote learning, is the center of interest. Teaching is taken to mean facilitation of learning. Individualization of teaching and learning, encouragement of critical thinking, and far-reaching student autonomy are integrated with this view of learning and teaching". In relation to the present study, this theory capitalizes the importance of distance learning in making students become motivated to learn through having autonomy in his/her style of learning. This further shows how distance learning gives a meaningful scenario on the part of the students. According to Holmberg (1989), distance education is a concept that covers the

learning-teaching activities in the cognitive and/or psycho-motor and affective domains of an individual learner and a supporting organization. It is characterized by non-contiguous communication and can be carried out anywhere and at any time. In connection to the recent study, this theory supports to the effectiveness of distance learning modality that the Department of Education is recently implementing.

Garrison, (1990) stated that the application of modem technology may glamorize distance education. It has been described by some (Garrison, 1990; Hayes, 1990) as no more than a hodgepodge of ideas and practices taken from traditional classroom settings and imposed on learners who just happen to be separated physically from an instructor. As distance education struggles to identify appropriate theoretical frameworks, implementation issues also become important. These issues involve the learner, the instructor, and the technology. Because of the very nature of distance education as learner-centered instruction, distance educators must move ahead to investigate how the learner, the instructor, and the technology collaborate to generate knowledge. In this distance education, the learner as one who is physically separated from the teacher (Rumble, 1986), has a planned and guided learning experience (Holmberg, 1986), and participates in a two-way structured form of distance education that is distinct from the traditional form of classroom instruction (Keegan, 1988). Using the post-industrial model, Keegan (988) presented approaches and development of the academic discipline of distance education. It is this concept of industrialized, open, non-traditional learning that, Keegan says, will change the practice of education. Moreover, this study is likewise guided with the Scientific Management Theory of Taylor (1947) which based on the concept of planning of work to achieve efficiency, standardization, specialization and simplification. The approach to increased productivity is through mutual trust between management and workers. Taylor suggested that, to increase this level of trust, the advantages of productivity improvement should go to workers; physical stress and anxiety should be eliminated as much as possible; capabilities of workers should be developed through trainings; and the traditional boss concept should be eliminated.

Objective of the Study

There are problems perceived in the implementation of distance learning these includes the quality of instruction, hidden costs, misuse of technology, and the attitudes of instructors, students, and administrators. Each one of these has an effect on the overall quality of distance learning as a product. In many ways, each of these issues relates to the others. This study aimed at verifying the problems encountered by the elementary school heads in the implementation of distance learning modality in Lavezares II District, Division of Northern Samar, SY 2020-2021. Hence this research assessed the problems encountered by the elementary school heads in the implementation of distance learning modality.

Methodology

A Descriptive-Correlational Research Design through describing the present status or conditions regarding the research variables of the study Correlational aspect will be evident in determining the existing relationship between profile of the elementary school in terms of age, gender, highest educational attainment, length of service, current position, trainings attended, and monthly family income and the level of problems they encountered in the implementation of distance learning modality in the New Normal.

Likewise, correlation is apparent in testing the relationship between profile of the schools in terms of enrolment, number of teachers, number of non-teaching personnel, and MOOE fund allocation per month, and the level of problems encountered by the elementary school heads in the implementation of distance learning modality in the New Normal. After which a determination if the correlation is either positive or negative will follow which will lead to a specific and accurate interpretation of the findings of the study. The municipality of Lavezares is officially one of the 4th class municipalities in Northern Samar Province, Philippines. It is bounded on the west by the municipality of Allen, on the north-west by San Bernardino Strait, on the south and south-west by the municipality of Victoria, on the east by the municipality of Rosario and on the north by the municipality of Biri.

This study will use a survey questionnaire to determine the problems encountered by the elementary school heads in the implementation of distance learning modality in the New Normal education in Lavezares II District, Division of Northern Samar, SY 2020-2021. Moreover, this the different statements that will gather responses from the respondents useful in determining the level of problems encountered by the elementary school heads in the implementation of distance learning modality in a New Normal, was adapted from the study of Rashid, et al., (2012) on issues and problems in distance education. However, a little modification was made to fit with the objectives of the study.

Results and Discussions

Table 1. Age and Gender

Demographic Information	N	Percentage
Age		
55-62	2	16.7
47-55	4	33.3
42-48	1	8.3
35-41	2	16.7
28-34	3	25.0
Total	**12**	**100.00**
Sex		
9	33	25.0
Male	3	75.0
Total	**12**	**100.00**

Table 1 shows the data in terms of age and gender of the respondents. As shown in Table1, four (4) or 33.3% of the respondents were 49-55 years old, three (3) or 25.0% were 28-34 years old, two (2) each or 16.7% were 35-41 and 56-62 years old, one (1) or 8.3% was 42-48 years of age. Most of the respondents were 49-55 years old. This finding showed that the elementary school heads \ were at their early adulthood stage and that they were already rich in terms of experiences on managing and leading people in an organization. While in terms of gender profile of the elementary school heads. It stated that out of twelve (12) respondents, nine (9) or 75.0% were females, and three (3) or 25.0% were males. Finding showed that most of the elementary school heads of Lavezares II District were females, it further depicted that elementary school heads were dominated with females.

Table 2. Civil Status

Civil Status	f	%
Single	2	16.7
Married	10	83.3
Total	**12**	**100.0**

Depicted in table 2 the profile of the respondents in terms of civil status. It showed that out of twelve (12) elementary school heads, ten (10) or 83.3% were married, while two (2) or 16.7% were single. This indicated that most elementary school heads of the district were married and so they were already stable when it comes to their civil status.

Table 3 shows the highest educational attainment of the respondents. It showed that out of twelve (12) respondents, five (5) or 41.7% were bachelor degree holders with MA units, three (3) or 25.0% were MA graduates, two (2) or 16.7% were MA with PhD/EdD units, and one (1) each or 8.3% was bachelor degree holder and PhD/EdD graduate. This showed that most of the elementary school were bachelor degree holders with MA units. This further indicated that the elementary school heads of Lavezares II district were already aware on the importance of pursuing graduate studies and eventually graduating from it.

Table 3. Highest Educational Attainment

Highest Educational Attainment	f	%
PhD/EdD	1	8.3
MA with PhD/EdD Units	2	16.7
MA Graduate	3	25.0
Bachelor Degree with MA Units	5	41.7
Bachelor Degree Holder	1	8.3
Total	12	100.0

Table 4. **Current Position Handled**

Current Position Handled	f	%
Principal – II	1	8.3
Principal – I	2	16.7
HT – III	1	8.3
HT – II	2	16.7
Teacher in Charge	6	50.0
Total	**12**	**100.0**

Table 4 presents the profile of the respondents in terms of current position handled. It showed that out of twelve (12) respondents, six (6) or 50.0% were teacher-in-charge, two (2) each or 16.7% were HT-II and Principal I, and one (1) each or 8.3% was HT-III and Principal-II. Most of the elementary school heads were designated as Teacher-in-charge. This further means that most of the elementary school heads were actually handling the position of teachers I-III, but they were

just designated as Teacher -In-Charge or a teacher by position, but they were given administrative functions being a school head in a particular elementary school institution of the district.

Table 5. Length of Service

Length of Service	f	%
32 and above	1	8.3
27 – 31	1	8.3
22 – 26	1	8.3
17 – 21	4	33.3
12 – 16	2	16.7
7 – 11	3	25.0
Total	**12**	**100.0**

Table 5 shows the length of service of the elementary school heads. It was depicted in the table that out of twelve (12) respondents, four (4) or 33.3% were 17-21 years in the service, three (3) or 25.0% were 7-11 years in the service, two (2) or 16.7% were 12-16 years in the service, one (1) each or 8.3% was 22-26, 27-31, and 32 and above. Most of the elementary school heads of were 17-21 years as teacher and school leader in the school institution. This further indicated that most of the elementary school heads in the district were already long enough in the service, thus, they were already skilled in managing and leading people in the organization.

Table 6. Trainings Attended by the Respondents

Number of Trainings Attended by the Respondents	F	%
25 and above	2	16.7
19 – 24	1	8.3
13 – 18	3	25.0
7 – 12	2	16.7
1 – 6	4	33.3
Total	**12**	**100.00**

Table 6 shows the number of trainings attended by the respondents may it be face to face or virtual training related to management and the implementation of distance learning modality in the New Normal education. Out of twelve (12) respondents, four (4) or 33.3% had 1-6 trainings attended, three (3) or 25.0% had 13-18 number of trainings, two (2) each or 16.7% had 7-12 and 25 and above number of trainings, and one (1) or 8.3% had 19-24 number of trainings attended. Most of the elementary school heads of Lavezares II District had 1-6 trainings attended related to management and distance learning modality implementation. This indicated that most of the elementary school heads had few and limited number of trainings when it comes to management and implementation of distance learning modality. This further suggests a necessity of training needs design for the elementary school heads which the district supervisor must be assessed and provided to every head of elementary school institution in the district.

Table 7. Monthly Family Income

Monthly Family Income	f	%
59 000 and above	1	8.3
48 000 – 58 999	2	16.7
37 000 – 47 999	5	41.7
26 000 – 36 999	2	16.7
15 000 – 25 999	2	16.7
Total	12	100.0

Shown in Table 7 are data on the monthly family income of the respondents. It was indicated from the data that five or 41.7% had 37 000 – 47 999 monthly family income, two (2) each or 16.7% had 15 000 – 25 999, 26 000 – 36 999, and 48 000 – 58 999 monthly family income, and one (1) or 8.3% had 59 000 and above monthly family income. These data indicated that most of the elementary school heads of Lavezares II District had 37 000 – 47 999 monthly family income. This further showed that the elementary school heads were financially stable in terms of sustaining the basic needs of the family by considering the lifestyle that the people have in a Province.

Table 8. Enrolment

School Profile in Terms of Enrolment	F	%
342 – 411	2	16.7
202 – 271	2	16.7
132 – 201	3	25.0
62 – 131	5	41.7
Total	12	100.00

As shown in table 8, out of fourteen school-respondents, five (5) or 41.7% had 62-131 enrolment, three (3) or 25.0% had 132-201 enrolment, and two (2) each or 16.7% had 202-271 and 342-411 number of enrollees. Most of the school-respondents 62-131 number of enrollees. This finding further indicated that most of the elementary schools could be categorized as small schools in terms **of enrolment.**

Table 9. Number of Teachers

School Profile in Terms of Enrolment	f	%
12 – 15	2	16.7
8 -11	1	8.3
4 – 7	9	75.0
Total	12	100.00

As shown in table 11, out of twelve (12) respondent-schools, nine (9) or 75.0% had 4-7 number of teachers, two (2) or 16.7% had 12-15 number of teachers, and one (1) or 8.3% had 8-11 number of teachers. Most of the elementary schools had a few numbers of teachers. Considering the

number of enrollees that each of the schools had, scarcity of teachers in the different elementary schools of the district was very evident.

Table 10. Number of Non-Teaching Personnel

School Profile in Terms of Enrolment	F	%
5 – 6	1	8.3
3 – 4	6	50.0
1 – 2	5	41.7
Total	**12**	**100.00**

Depicted in table 10 are data on the profile of the respondent-schools in terms of the number of non-teaching personnel. It showed that out of twelve (12) schools, six (6) or 50.0 of which had 3-4 non-teaching personnel, five (5) or 41.7% had 1-2 non-teaching personnel, and one (1) or 8.3% had 5-6 non-teaching personnel. This finding indicated that most of the elementary schools of Lavezares II District had enough number of nonteaching personnel with respect to the number of enrollees that each of the elementary schools had.

Table 11. Maintenance and Other Operating Expenses Fund Allocation

School Profile in Terms of Enrolment	F	%
37 000 and above	1	8.3
30 000 – 36 999	1	8.3
23 000 – 29 999	4	33.3
16 000 – 22 999	2	16.7
9 000 – 15 999	4	33.3
Total	12	100.00

Shown in tale 11 are the data on the profile of the school-respondents in terms of Maintenance and Other Operating Expenses Fund allocation that each of the elementary schools were receiving in a monthly basis. Out of twelve (12) schools, four (4) each or 33.3% received an allocation of MOOE fund of 9 000 – 15 999 and 23 000 – 29 999, two (2) or 16.7% received an amount of 16 000 – 22 999, and one (1) each or 8.3% had received an allocation of 30 000 – 36 999 and 37 000 and above. This finding further suggests that elementary schools were receiving MOOE allocation which were minimal compared to the needs that the schools were experiencing especially in the implementation of the present distance learning modality in this New Normal of education.

Table 12. Level of Problems Encountered by the Elementary School Heads in the Implementation of Distance Learning Modality in the New Normal Education

Problems Encountered by the Elementary School Heads	Mean	Interpret-ation
1. Insufficient MOOE fund for the implementation of Distance Learning Modality.	3.55	HE
2. Less support from the LGU to implement distance learning modality.	3.08	ME

3. Teachers' Guide do not match with Learners' Manual in terms of and selections.	2.58	LE
4. Indifference of the parents of the learners.	2.50	LE
5. Less man power capacity of the school in terms of Non-teaching personnel to support the mobility of the learning modules	2.58	LE
6. Negative attitude of the teachers towards distance learning modality.	1.92	LE
7. Overlapping tasks and reports asked by the division office about the development of distance learning implementation.	4.17	HE
8. Too many competencies found in MELC in each subject to be carried out for the whole school year.	2.92	ME
9. Competencies found in MELC do not jive with the activities found in LMs or SLMs.	2.92	ME
10. Activities in the SLMs are too many which could not be coped by the learners in a particular allotted time.	3.83	HE
11. Activities found in Self-Learning modules are not suited to the level of learners because of the incomprehensible selections.	2.75	ME
7. Limited number of Learners' materials reproduction has resulted to rotation system of Learning materials distribution due to limited fund allocation.	2.33	LE
8. Lack of time in the preparation of instructional materials which are not found in SLM.	3.08	ME
9. Lack of teacher relevant trainings on the implementation of distance learning modality of education.	3.25	ME
10. No proper and timely monitoring from the school head while implementing the distance learning modality.	2.36	LE
11. Limited knowledge on the teaching strategies suited to be used in implementing distance learning.	2.33	LE
12. Difficulty on the part of the parents to teach their children because of their limited knowledge too.	3.75	HE
13. Activities in SLM do not jibe with the competencies in the MELC.	2.92	ME
14. Unedited Self-Learning Modules has contributed lot of confusion to learners.	3.08	ME
15. Lack of clear communication from IATF to the school personnel or authorities about the suspension of classes	2.58	LE
16. Negative attitude of parents towards the implementation of Distance Learning Modality.	2.83	ME
17. Poor internet connectivity affected schools' processes in terms of accessing and submission of school reports	3.83	HE
18. Negative views among teachers on the implementation of Distance Learning.	2.33	LE
19. Over-reliance on the Self-Learning Modules from the higher education department limit teachers' initiative to contextualize learning materials.	2.83	ME
20. Society views on the distance learning implementation has resulted parents and learners to be indifferent towards it.	2.67	ME
Grand Total	2.923	ME

Shown in Table 12 are the data on the level of problems encountered by the Elementary School Heads in the implementation of distance learning. Generally, findings revealed that the elementary school heads had "moderately" encountered the different problems stated regarding on the implementation of distance learning modality in the present New Normal education. With a total weighted mean of 2.923 interpreted as "moderately encountered". In particular, it was on the statement "overlapping tasks and reports asked by the division office about the development of distance learning implementation", with a weighted mean of 4.17, "activities in the SLMS are too many which could not be copied by the learners in a particular allotted time" and "poor internet connectivity affected schools' processes in terms of accessing and submission of school reports and extending support to learners in terms of Video Recording Discussion (VRD)", each of which had a weighted mean of 3.83, "difficulty on the part of the parents to teach their children because of their limited knowledge too", with a weighted mean of 3.75, and "insufficient MOOE fund for the implementation of distance learning modality", with a weighted mean of 3.55, all of which were interpreted as "Highly Encountered". In other words, all these mentioned problems were encountered most frequently by the elementary school heads along the process of implementing distance learning modality in the present system of education in the New Normal. This study was backed up by the study of Musingafi1, et al., (2015) on the Challenges for Open and Distance learning (ODL) Students: Experiences from Students of the Zimbabwe Open University. According to Musingafil, et al., (2015), the most reported challenges were lack of sufficient time for study, difficulties in access and use of ICT, ineffective feedback and lack of study materials, in which similar to the findings of the present study where poor internet connectivity revealed to be at top five of frequently encountered problems by the elementary school heads at the present New Normal situation.

Likewise, the study of Atillano, et al., (2016) found to support the findings of the present study. In this study of Atillano, et al., (2016), they discussed that Instructional managers should look into the factors contributing to the learning motivation of the ALS learners in involving themselves in school or any instructional program. Alternative Learning System providers should also revisit and review the programs and balance out the relationship of the learners' ability and the appropriateness, complexity and demands of the tasks given to them as the relationship of these factors are crucial in bridging the willingness of the learners needed for a successful achievement outcome. Examining the topics to see if they are really relevant to the general educational needs of the students would additionally help in pursuing policy changes in the curricula and other programs of study. This makes it necessary for instructional managers to find out how to make their students interested in their lessons and keep them motivated to study. It is additionally vital for the teachers to help students realize the connection of the learning objectives to real-life situations they might encounter in the future. Also, the coordination with parents must be strengthened to help ensure a good relationship between the school and learners. Positive parent involvement in the program is recommended especially with adolescent learners. According to them, students with strong and nurturing parental support are more likely to attend classes regularly, have better social skills, and usually graduate on time. The conduct of further studies on the underlying causes will help ALS teachers, coordinators, and administrators to create more effective school programs to meet the special and specific needs of their students.

Table 13. Analysis of Variance

	Sum of Squares	Df	Mean Square	F-value	Significance Value	Interpretation
Regression	4.187	9	0.523	1.909	0.322	Not Significant
Residual	0.822	2	0.274			
Total	5.009	11				

Table 12 shows regression analysis on the effect of profile of the elementary school heads to the level of problems they encountered in the implementation of distance learning modality in the present New Normal. Generally, the analysis revealed that the conceptual model was not significant with an F-value of 1.909 and significance value of 0.322, thus, the null hypothesis was not rejected. This means that the profile of the elementary school heads in terms of age, gender, civil status, highest educational attainment, current position, length of service, and monthly family income did not affect the level of problems encountered by the elementary school heads.

Table 14. Test of Relationship between the Profile of the Respondents and their Level of Proficiency as Perceived by Themselves and the School Heads in Terms of Time Allotment

Independent Variables	**B**	**Significance value**	**Interpretation**
Age	-0.633	0.384	Not Significant
Gender	-0.582	0.059	Not Significant
Civil Status	.400	0.386	Not Significant
Highest Educational Attainment	0.086	0.839	Not Significant
Current Position	0.681	0.343	Not Significant
Length of Service	0.010	0.994	Not Significant
Monthly Family Income	-0.703	0.263	Not Significant
Number of Trainings Attended	-0.986	**0.038**	**Significant**

Specifically, shown in Table 14 that although among the profile aspects of the respondents, it was the number of trainings attended by the elementary school heads (β=-0.986, α=0.038) which became significant; however, it did not give any impact to the overall significance value. This rather indicated that level of problems encountered by the respondents in the implementation of distance learning modality could be predetermined by the number of trainings they attended. The negative correlation value, further implied that as the number of trainings attended by the elementary school heads increased, the level of problems encountered otherwise decreased. Reverse would happen as the number of trainings attended by the elementary school heads decreased, their problems encountered had increased. This finding could be explained by the knowledge and techniques that the elementary school heads gained in attending trainings and seminars related to management and implementation of distance learning modality, may it be face to face or virtual. Undeniably, school heads who attend trainings could gain or acquire knowledge, skills, and strategies essentials in implementing any program at school. The same thing that a principal who attentively attend trainings and seminar, most particularly, those which related to implementing distance learning modality, could come into techniques and strategies as he encounters problems and challenges along the implementation of distance learning.

Findings of the present study were confirmed by the study of Ito (2018) in her study on the Maguindanao Elementary School Administrators using the Leadership Behavior Descriptive Questionnaire (LBDQ) who considered that the most important requirements for leadership are the following:1)A planned dynamic training program in leadership must be involved so that the weaker points in administration will be improved to let administrators who stayed long in the service gained renewed and refreshed vigor, productive vision, bolder innovativeness and deeper insights into the dynamic human behavior. 2)The administration should take up more updated in-service education with regards to human relations as evidenced by the findings in some aspect of human relations. The same manner that the present study found out that trainings of the elementary school heads were significant predictors of problems they encountered during the implementation of distance learning modality. Revealed further in the findings of the present study that school heads who underwent sufficient trainings regarding on the efficiency and effectiveness of implementation of the distance learning had less problems encountered while implementing the Distance Learning Modality at present system of education due to Pandemic.

Table 15. Analysis of Variance to Test the Relationship between School Profile and the Problems Encountered by the Elementary School Heads in the Implementation of the Distance Learning Modality in the New Normal Education

	Sum of Squares	Df	Mean Square	F-value	Significance Value	Interpretation
Regression	2.942	2	0.736	2.491	0.038	Significant
Residual	2.067	9	0.295			
Total	5.009	11				

Table 15 shows regression analysis on the effect of profile of the elementary schools to the level of problems encountered by the elementary school heads. Generally, the analysis revealed that the conceptual model was significant with an F-value of 2.491 and significance value of 0.038, thus, the null hypothesis was rejected. This means that the profile of the elementary schools of have affected the level of problems encountered by the elementary school heads.

Table 16. Test of Relationship Between School Profile and the Problems Encountered by the Elementary School Heads in the Implementation of the Distance Learning Modality in the New Normal Education

Independent Variables	β	Significance value	Interpretation
Enrolment	0.875	0.045	Significant
Number of Teacher	-0.174	0.777	Not Significant
Number of Non-Teaching Personnel	-0.262	0.417	Not Significant
MOOE Fund Allocation	-0.829	0.033	Significant

In particular, these were the enrolment (β=0.875, α=0.045), and MOOE fund allocation (β=-0.829, α=0.033) which affected the level of problems encountered by the elementary school heads understudy. The high correlation value between the profile of the respondent schools and the level of problems encountered by the elementary school heads implied that as the enrolment of a particular school increases, the level of problems encountered by the school head likewise increases. The same would happen when the enrolment of the school decreases, the problems encountered by the elementary school heads likewise decreases. This finding could be explained by the fact that, big number of enrolments needs additional demand of resources, from the provision of distance learning materials up to the number of teaching and non-teaching personnel who prepare, revisit or countercheck the contents of the distance learning materials, and check the submitted outputs of the pupils. These all but some scenarios that really exist at school at present implementation of distance learning modality.

Interesting also was the result between profile of the school in terms of MOOE fund allocation and level of problems encountered by the elementary school heads, which turned out to be negative. The high negative correlation value implied that as the MOOE fund allocation increases, the level of problems encountered by the school heads otherwise decreases. Reverse would happen as the MOOE fund allocation decreases, the level of problems encountered by the elementary otherwise increases. This finding could be explained by the fact that the implementation of distance learning really takes big amount to sustain it. From the production and reproduction, and submission and retrieval of distance learning materials require a school to have a sufficient fund that would sustain all throughout the implementation of this learning modality. Such that, limited MOOE fund allocation consequently brings additional burden to school, most particularly to school heads. Outsourcing would be one of the strategies that most school heads took into action in order to support and sustain in the long run of the implementation.

Conclusion

From the findings of the study, it was concluded that though the elementary school heads of Lavezares II District found to have encountered moderate problems in implementing the distance learning modality, however, they frequently encountered the same problems of that from other schools in the different district of Northern Samar Division. The overlapping reports, too many activities in the self-learning modules, lack of ability among students and parents to comprehend the content of the modules, and limited MOOE fund allocation are common problems which encountered by most schools and school heads in the Division of Northern Samar, if not, by the whole nationwide public school-institutions. It is concluded from the finding of the study that elementary school heads are still lack of knowledge, skills, and techniques to cope with the problems which they encounter while implementing distance learning modality due to their limited trainings attended about distance learning implementation. Conclusion was drawn from the findings of the study that school enrolment and MOOE fund allocation are variables of direct proportionality which predetermined the success of the school and the school heads in the implementation of distance learning modality.

References

Adriano, Ma. Leonora N, "Management Practices of Elementary School Principals and their Teachers Job Satisfaction", Unpublished Masters' Thesis, Marikina Polytechnic College, Marikina, City, 2010

Aguirre, M. M., (2014). Teachers' awareness and behavior towards K-12: Inputs for effective curriculum implementation. Unpublished dissertation. University of Eastern Philippines.

Allen B and Tucker et.al., Strategic directions in computer science education, ACM Computing surveys, Vol. 28, No. 4, December 1996.

Almira, Luz Lourdes. "Institutional Provision for Faculty Development In Seven Taxes Assisted Colleges of Education in Michigan", Unpublished Doctoral Dissertation, Michigan USA, the National Library, 2000

Angeles, Lourdes L (2000). "The Supervisory Practices of the School Administrators as Perceived by the Teachers in District of Balanga, Division of Bataan" Unpublished Master's Thesis The National Library.

Aquino, Feliciana L (2002). "Supervisory Practices of School Heads in Public Elementary and Secondary Schools in Agoncillo District, Division of Batangas", Unpublished Masters Thesis, Golden Gate Colleges, Batangas, City.

Austria, Igdemeo V (2002). "Administrative and Supervisory Practices of School Heads in Mabini District, Division of Batangas", Unpublished Masters' Thesis, the National Library.

Bailey, W. J (2000). "Power to the Schools: School Leaders' Guidebook to Restructuring", California, USA: Curwin Press Inc.

Bandura, (1994). Self-efficacy: Toward a unifying theory of behavioral change. Psychological bulletin, 84, 191-215.Retrieved from www. Philippine journal of education.

Borneo, Neneth J (2000). "An Assessment of Administrative and Supervisory Skills Communication Skills, and Humane Relations among Administrators and Teachers", Unpublished Masters Thesis, the National Library.

Borromeo, R. T (2005). "Strategies for Effective School Management", Quezon City, Phoenix Press Inc.

Buenvenida, T. V. "The Instructional Leadership of Administrators of Chinese Private High Schools: Its Relation to Teachers' Performance", Unpublished Doctors Dissertation, the National Teachers College, Manila, 2002

Burns, J. M. (1978). Using curriculum-based assessment in the responsiveness to intervention diagnostic model for learning disabilities: Assessment for effective intervention. 29 (3), 47-56.

Cambre M. A., The state of the art of instructional television. In G. J. Anglin, (Ed.), Instructional Technology, past, present and future (pp. 267-275). Englewood, CO: Libraries Unlimited, 1991.

Campbell, R. et al., "Introduction to Educational Administration", Mass Allyn and Bacon, Inc.,2000

Covey, Stephen. "Principle-Center Leadership", New York; Rockefeller Center, 2002
Davis, Keith. "Human Relations at Work", Sixth Edition, New York: McGraw-Hill Book Company, 2000

De Alca, A. (2011). "Implementation of instructional and administrative policies by the heads of public secondary schools in the division of Northern Samar". University of Eastern Philippines.

Denton D. D, Engineering Education for the 21st century: Challenges and Opportunities, Journal of Engineering Education, January pp 19 – 22, 1998.

Department of Elementary School Principals, National Education Association of United States, "The Elementary School Principalship: Today and Tomorrow'", Twenty-seventh Yearbook, Washington DC. 1998

Edward A and David G, Engineering and education for the future, IEEE Computer, January 1998 pp. 77-85.

Espinosa, Georgia D (2005). "Leadership and Supervisory Effectiveness of Elementary School Administrators of the Two Districts of Dumangas, Iloilo City", Unpublished Masters' Thesis, The National Library,

Fojtík, Rostislav. (2018). Problems of distance education. ICTE Journal, ISSN 1805-3726. https://www.researchgate.net/publication/326545984_Problems_of_Distance_Education/link/5b5
47f44aca27217ffb05b14/download

Garcia, Zayda C. "Public Secondary School Principals' Administrative and Supervisory Competencies and Teachers' Performance". Unpublished Masters' Thesis, Marikina Institute of Technology. Marikina, City, 2003.

Gardner, J., (1993). On Leadership. New York, NY: Free press. Retrieved from (http://www.nottingham.ac.uk/education)

Garland, M. (1993). Ethnography penetrates the "I didn't have time" rationale to elucidate higher order reason for distance education withdrawal. Research in distance education, 8(2), 181-198.

Go, Alice S. "The Phenomenal BEC, A call to Involvement Among Bystanders", The Philippine Journal of Education, Vol. LXXXVIII, September 2004

Gonzales, Bro. Andrew (2004). “Re – engineering the Teaching Profession in Our Country”, the Philippine Journal of Education, Vol. LXXXVIII.

Gorton, R. A (2000). “School Administration Challenge and Opportunity for Leadership”. 2000 Leveriza, Jose P. “The Management of Organization”, Grandwater Publications and ResearchCorp.

Hara, N., and Kling, R. (2003). Students' distress with a web-based distance education course: An ethnographic study of participants' experiences. Turkish online journal of distance education, 4(2), 557-579.

Hermano C. G., (1999). Principles and methods of teaching. Quezon city: R.P. Garcia publishing company. Inc., p.245.

Hershey, Paul and Blanchard, Kenneth (2001). “Management of Organizational Behavior, Utilizing Human Resources”, 3rd Edition Englewood Cliffs, New Jersey Prentice Hall.

Hidalgo, Fe A (2006). “State of Education Address 2005”, The Philippine Journal of Education, Vol. LXXXV.

Hilborn R. B. S, Team learning for engineering students, IEEE Trans. Education, Vol. 37, No. 2, May 1994.

Hilburn T.B and Bagret D. J, A Software Engineering Curriculum Model, Proc. IEEE FIE, Nov. 1999.

Hopkin (2013). Promoting leadership principles in product management. Retrieved from

Hovardaoglu, S. (2000). Ankara: VE-GA Yayinlari, retrieved @ www.science direct.com.edu.

Howell, S. L., Williams, P.B., and Lindsay, N. K. (2003). Thirty-two trends affecting distance education: An informed foundation for strategic planning. Online Journal of Distance Learning Administration, VI (III), fall.

Hoy & Woolfolk, 1993. Teachers’sense of efficacy and the organizational health of schools. Elementary school journal, 93(4), 355–372.

Jabinas, Patricio G (2005). “Administrators’ Instructional Supervisory Skills, Teachers’ Instructional Skills and Pupils’ Performance Unpublished Masters Thesis, the National Library.

Jacobson, Paul, et al., (2000). “The Principalship, New Perspective.” Englewood Cliffs, N.J. Prentice-Hall Inc.

Kamau, J. (2007). Retraining primary school teachers against diminishing resources: Is distance education the answer? Conference paper, UNESCO, second regional seminar for Africa, Accra

Ghana; UNESCO.

Karasar, N. (1999). Ankara: Nobel yayin dagitim retrieved @ www. science direct.edu.com.

Kember, D. (1989). A longitudinal-process model of drop-out from distance education. Journal of higher education, 60(3), 278-301.

Knowles, M. (1984) The Adult learner: A neglected species (3rd Ed.). Houston, TX: Gulf Publishing.

Kofahi, et al., (2018). Distance Learning: Major Issues and Challenges. https://itdl.org/Journal/May_04/article02.htm

Krasniewski A. and Woznicki J, Flexibility and Adaptability in Engineering Education: An Academic Institution Perspective, IEEE Trans. Education, Vol. 41, No. 4, November 1998.

Kruger, R. A. and Casey, M. A. (2000). Focus Groups: A practical guide for Applied Research, 3rd ed . London: SAGE.

Lagata – Aycardo, Jocelyn M (2004). "Administrative and Supervisory Capabilities of Selected School Administrators in the Division of Sorsogon", Unpublished Masters' Thesis, the National Library.

Lee – Chua, Queenie N (2006). Millennium Notes "Curriculum Changes", The Philippine Journal of Education, Vol. LXXXV.

Lunenburg, F. C."The Principalship, Concepts and Applications", New York, Prentice-Hall, 2001.

Marcos, E.T. "Material Resource Management Practices of School Administrators of Capas, Tarlac", Unpublished Masters Thesis, the National Library, 2006.

Martin, Lolita G (2002). "Assessment in the Instructional Supervisory Practices Of Public Elementary School Principals in the District of Balayan, Division of Batangas", Unpublished Masters' Thesis, Saint Joseph College, Cavity City.

Mbukusa, N.R. (2009). Barriers to rural remote students' access of distance education supports services offered by the centre for External studies at the University of Namibia. Pretoria: University of South Africa.

Mengel S. A, Guidelines for undergraduate software engineering education, Proc. IEEE FIE, Nov.1998.

Mogee M. E, Educating innovative managers: Strategic issues for business and higher education, IEEE Trans. Engg. Mgt., Vol. 40, No. 4, November 1993.

Mossberger, K., Tolbert, C. and Stansbury, M. (2003). Virtual inequality: Beyond the digital

divide. Washington, D. C.: Georgetown University Press.

Murray H. G, Does evaluation of teaching lead to improvement of teaching?, International Journal for Academic Development, 2 (1), pp. 8-23,1998.

Mushi, P .S.D. (2001). Prospects of combining residential and distance mode of university education in Tanzania .In UTAFI (News Series Special Issue, Volume 4,1998-2004:221-255.

Musingafi1, et al., (2015). Challenges for Open and Distance learning (ODL) Students: Experiences from Students of the Zimbabwe Open University. Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.18, 2015.

OECD. (2000). Beyond Rhetoric: Adult Learning Policies and Practices. Paris: OECD . Retrieved from. www.springerlink.com/.../gp636820v09671k2.pd. on 21/01/2012.

Ohlsson L and Johansson C, A practical driven approach to software engineering education, IEEE Trans. Education May 1994.

Pea R. a. (1994). Seeing what we built together: Distributed multimedia learning environments for transformative communications, Journal of Learning Sciences, 3 (3), pp285-299, 1994.

Pityana, B.N. (2004). Open distance learning in Africa: Access, quality and success. South Africa: UNISA.

Porters D (Ed.), New directions in distance learning: Interim report. (Available: David Porter, manger, School curriculum program, 4355 Mathissi Place, Burnby, BC Canada V5G 4S8, 1994.

Rashid, et al., (2012). Issues and problems in distance education. Turkish Online Journal of Distance Education-TOJDE January 2012 ISSN 1302-6488 Volume: 13 Number: 1. https://files.eric.ed.gov/fulltext/EJ976926.pdf

Rumble, G. (2000). The globalization of open and flexible learning : Considerations for planners and managers'. Online journal of distance learning administration, 3,(3),1-15.

Saint, W. (1999). Tertiary distance education and technology in Sub-Saharan Africa. Washington DC: The World Bank: ADEA Working group on higher education.

Sanico, N. G., (2015). The implementation of the k-12 TLE curriculum in the central area of Northern Samar. Masters' thesis. University of Eastern Philippines.

Savery J R and Duffy T. M, Problem based learning: An instructional model and its constructive framework, Educational Technology, 35 (5), pp31-38, 1995.

Schermerhorn, John R., Jr. "Management" 9th Edition. John Weily and Sons, Inc. 2008.

Sergio C.B, A University distance lesson System: Experiments, Services and Future Developments, IEEE Trans. Education Vol. 41, No. 1, Feb. 1998.pp17-24.

Sherry L and Morse R. A, An assessment of training needs in the use of distance education for instruction, International Journal of Telecommunications, 1 (1) pp.5-22, 1995.

Sherry L, Issues in Distance Learning, International journal of Educational Telecommunications, 1 (4), 1996, pp 337-365.

Simon H A, Interview, OMNI Magazine, 16 (9), pp71-89, 1994.

Solmerin, G. S. "The Development of Concepts in School Administration and Supervision in the Philippines", The Modern Teacher Vol. L1 No. 10, March 2003.

Stanley, W. R (2000). "Supportive Supervision in Schools". Greenwood Press Questia Media America, Inc. www.questia.com.

Steiner C.J, Educating for innovative and Management: The Engineering Educators' Dilemma, IEEE Trans. Engg. Education, Vol.41, No.1, pp.1-7, Feb. 1998.

Sutares, Susana S (2000). "The Administrative and Supervisory Competencies of Public Elementary School Principals in Sta. Cruz District Division of Laguna as Perceived by the Teachers: A Survey". Unpublished Masters' Thesis, Eastern Laguna Colleges Paete, Laguna'.

UNESCO (2004). Final report of the meeting of higher education partners (World Conference on Higher Education). Paris:

UNESCO. Zirnkle, C. (2001). Access barriers in distance education. Contemporary education 72 (2), 39-42.

Vygotsky, 1994. Sociocultural theory - child, helps, adult, culture, children, and letters. Retrieved from http://social.jrank.org/pages/142/Cognitive-Development-Vygotsky-s-sociocultural-theory.html#ixzz1YTxzUFGM.

Wiles, K., "The Principal: His Strategic Role in Upgrading Instruction", Handouts.

Wilson B. C and Shrock S, Contributing to Success in an Introductory Computer Science Course: A Study of Twelve Factors, SIGCSE Bulletin Vol. 33, No. 1, March 2001.

Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs

about managing students. Teaching and teacher education. 6(2), 137–1. Retrieved from www.science direct. com.edu.

Yu, H., Leithwood, K., & Jantzi, D. (2002). The effects of transformational leadership on teachers' commitment to change in Hong Kong. Journal of educational administration, 40(4), 368–389.

Yumang, Robert V. "Management Skills and Supervisory Practices of The School Administrators of Porac District, Division of Pampanga, as Perceived by the Teachers." Unpublished Masters Thesis, Republic Central Colleges, Pampanga, 2000.

Zirnkle, C. (2004). Utilization of distance education in two-year colleges: Implications for technical education: American Technical Education Association.