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School Readiness on The Implementation of Learning Delivery Modalities (LDM's) in The City Schools Division Province of Laguna: An Input to Curriculum Policy Brief and Intervention Program

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Abstract

This study aimed to determine the relationship between the level of implementation of learning delivery modalities (LDMs) and School Readiness using 7s Model for its implementation in the City Schools Division, Province of Laguna. This study employs the descriptive method of research, specifically the descriptive correlation. It is intended to investigate the correlation between the variables. A stratified sampling method was utilized to select the respondents from the population of teachers and school heads. A survey questionnaire was the primary data gathering instrument of the study. Results of the study show that there is a significant relationship between the post-implementation of the three different distance learning delivery modalities to the 7S McKinsey organizational tools. The results entail that prior to the implementation of the different learning delivery modalities, the schools have provided professional development training that will improve and maximize the competencies and skills of the teachers. It means that the teachers at present were also equipped with the necessary skills needed to face the challenges brought by this pandemic. On the other hand, it also shows that there are teachers who observed that some of the assignments/tasks given to them are not appropriate in some other aspects. The school may provide a copy of teachers' job descriptions for them to be well-informed about their duties and responsibilities. The researcher recommended that the Division Office may conduct training that will further explain the process of utilizing 7S McKinsey Organizational Tools so that the school may enhance and maximize the use of this organizational tool to strengthen the implementation of the different learning delivery modalities. It was also suggested that the school heads, together with the teachers, may carefully plan and implement strategy that will give them ease in the implementation of LDM regardless of the size of the school.

Keywords: *new normal, school readiness, 7s Mckinsey model, learning delivery modalities (LDM's)*

INTRODUCTION

Education plays a very important role in the development and progress of a certain nation. With the advancement of science and technology, it is indeed that globalization and internalization of education are considered as challenges that every country must uphold. And one of the emphases of today's challenges in education is the outbreak of coronavirus disease (COVID-19), which has been declared a Public Health Emergency of International Concern (PHEIC), and the virus has now spread to many countries and territories, a lot is still unknown about the virus that causes COVID-19 (Sinha, 2021).

Even though COVID-19 is one of the hardest challenges that society and companies have faced in recent times (Bajaj, 2020), there is a silver lining in the midst of the crisis situation. Meanwhile, another new mutant strain from England is capable of spreading more easily, causing worse symptoms or potentially rendering the no effective antiviral therapy of vaccines discovered found yet with a minimal degree of success in managing the burden of the foregoing pioneering COVID-19 pandemic attack among nations both local and global (Dr. Farrar, 2020).

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While COVID-19 continues to spread it without an end limit, it is important that communities take action to prevent further transmission, reduce the impacts of the outbreak, and support control measures. The protection of children and educational facilities is particularly important. Precautions are necessary to prevent the potential spread of COVID-19 in school settings; however, care must also be taken to avoid stigmatizing students and staff who may have been exposed to the virus. It is important to remember that COVID-19 does not differentiate between borders, ethnicities, disability status, age, or gender. Education settings should continue to be welcoming, respectful, inclusive, and supportive environments to all. Measures taken by schools can prevent the entry and spread of COVID-19 by students and staff who may have been exposed to the virus while minimizing disruption and protecting students and staff from discrimination. (UNICEF, 2020)

The public health emergency brought about by COVID-19 calls for the Department of Education (DepEd) to be innovative and resourceful in delivering quality, accessible, relevant and liberating education. In response to this emergency, DepEd developed the Basic Learning Continuity Plan (BE-LCP) to ensure that learning opportunities are provided to our learners in a safe manner through different learning delivery. In line with this, the Department, through and Schools Division Offices undertake the urgent and necessary development, production, and provision of learning resources, in accordance with its mandate (DepEd Order No. 018, s. 2020)

The Department of Education developed the Basic Education Learning continuity Plan (BE-LCP) to guide medium and long-term actions to mitigate the implications of the COVID-19 challenges and enable schools to "adapt" to new approaches. An integral part of the BE-LCP is the Learning Delivery Modality (LDM) Courses that are intended to capacitate teachers and education leaders to implement the learning delivery modalities that are viewed to be novel as opposed to the face-to-face classroom interaction everyone is very familiar with.

Moreover, given the directive where the mass gathering is discouraged, if not allowed, the delivery of the LDM courses will adopt the remote learning approach using guided self-study with the help of self-learning modules. The approach shall employ peer teaching and provision of technical assistance (TA) from the appropriate education specialists to ensure learning is reinforced, applied, and measured. Leveraging on this existing mechanism shall enable support to the participants in the courses from the time they engage in self-learning up to the actual implementation and management of the learning delivery modalities. (Learning Delivery Modality Technical Assistance and coaching Guidebook, 2020)

As President Duterte has said he won't allow students to go back to school until it is safe or a vaccine becomes available, the Department of Education has developed the Basic Education-Learning Continuity Plan (BE-LCP), and schools are directed to implement blended/distance learning modalities where lessons will be delivered to the students in their homes. In the blended/distance learning modalities, DepEd will utilize online learning resources such as its learning portal, called "DepEd Commons." The DepEd said it would also continue to pursue various distance learning delivery modalities, one of which is online learning (Uy, 2020), as certainly emanated from Sec. Briones (2020) support mechanisms in providing teachers and school leaders access to on-demand technical and administrative advice and guidance.

The researcher deemed it wise to conduct a study on school readiness for the implementation of learning delivery modalities in the City Schools Division, Province of Laguna, with the fervent hope that its findings would be the basis for resolute actions by policymakers, school heads, teachers, and parents in streamlining their respective areas of concern during the total lockdown of all educational institutions due to the malady brought by COVID-19 pandemic crisis on both local and global scales.

Objectives of The Study

To determine the relationship between the level of implementation of learning delivery modalities (LDMs) and School Readiness using 7s Model for its implementation in the City Schools Division, Province of Laguna.

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MATERIALS AND METHOD

Research Design

Quantitative research encompasses a range of methods concerned with the systematic investigation of social phenomena, using statistical or numerical data. Therefore, quantitative research involves measurement and assumes that the phenomena under study can be measured. It sets out to analyse data for trends and relationships and to verify the measurements made.

Some items, such as height and weight, are easy to measure; others, such as what people think or feel, are difficult to measure. Quantitative research encompasses this entire spectrum. Similar criteria are applied to verify, calculate and analyse data for all types of measurement. Quantitative research may be considered as a way of thinking about the world. It is essentially deductive: measurements are made, analysis is applied, and conclusions are drawn.

This study employed the descriptive method of research, specifically the descriptive correlation. According to Maree (2010), the descriptive method is the most basic of all research methods and a fact-finding study that involves adequate and accurate interpretation of findings. Descriptive research design is a scientific method, which involves observing and describing the behavior of the subject without influencing it in any way. Correlational research aims to establish a relationship between the independent and dependent variables without expecting to find a causal relationship. Carpenter, 2012 stressed that correlational studies could not prove a cause-and-effect relationship.

This study tried to determine the relationship between the Level of Implementation of Distance Learning Modalities and the Schools' Readiness using the 7S Model. Further, to ascertain the moderating influence of School Category in the relationship between these variables.

Population and Sampling

The population of this study was comprised of school heads and teachers from the City Schools Division of Laguna, namely Calamba, Cabuyao, Sta. Rosa, Binan and San Pablo.

The researcher employed a stratified random sampling technique in selecting the respondents of the study. Stratified random sampling is a method for sampling from a population whereby the population is divided into subgroups and units are randomly selected from the subgroups. Stratification of target populations is extremely common in survey sampling. To obtain a stratified sample, members of a population are first divided into non-overlapping subgroups of units called strata. The strata must be mutually exclusive and exhaustive, and there is an assumption of homogeneity within the strata. Following stratification, a sample is selected from each stratum, often through simple random sampling. (Frey, B. (2018). The SAGE encyclopedia of educational research, measurement, and evaluation.

The respondents of the study were the teachers and school heads of selected schools in the City Schools Divisions in the Province of Laguna. This is composed of Calamba City, Cabuyao City, Santa Rosa City, Binan City and San Pablo City. The respondents of the study were chosen using proportional random sampling.

Respondents of the Study

Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. A "high" value for alpha does not imply that the measure is unidimensional. If, in addition to measuring internal consistency, you wish to provide evidence that the scale in question is unidimensional, additional analyses can be performed. Exploratory factor analysis is one method of checking dimensionality. Technically speaking, Cronbach's alpha is not a statistical test – it is a coefficient of reliability (or consistency).

Research Instrument

Some of the questionnaires on Level of Implementation of Learning Delivery Modalities (LDMs) are adopted from the DepEd Order no. 013, s.2020, while the other parts are constructed, modified, and improved by the researcher to meet the needs of the current situations. However, the questionnaire on School Readiness using Mckinsey's 7s model was constructed by the researcher and was validated by the experts.

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The said tool has three (3) parts: Part I, gathered the personal profile of the teachers and principal respondents through an online survey, Part II is the level of implementation for distance learning delivery modalities (LDMs) using Likert scale, and Part III reviews the readiness on the implementation of Learning Delivery Modalities (LDMs) in the City schools Division in the Province of Laguna.

Validation of the Instrument

The draft of one set of major instruments was submitted to the thesis adviser for counterchecking of the items and the logical sequencing of questions based on the foregoing five problem areas of investigation, together with the comments and suggestions made by the panel of experts during the dissertation proposal defense in order to improve further its organization and contents.

For resolute actions relative to the comments and suggestions by a panel of experts, the researcher consulted some research experts for correction, modification, and enrichment of the survey questionnaire.

To establish the validity of the questionnaire, the improved draft was subjected to dry-run statistical testing by issuing it to the ten (10) randomly selected subjects who were not included on the actual respondents during the actual gathering of data based on the rho value of 1.0 as a gauge that the major instrument was indeed valid and reliable.

A research instrument validation process was conducted to check the validity of the researcher-made research tool prior to the actual date of collection. For this purpose, five experts were chosen to validate the instrument. Three experts were from the Department of Education, and the other experts were from the universities or private sector, which the researcher believes can give a suggestion to better improve the instrument.

Table 1. Research Instrument

Scale	Range	Descriptive Interpretation
5	4.21-5.00	always ready/highly extensive
4	3.41-4.20	often ready/extensive
3	2.61-3.40	sometimes ready/moderately extensive
2	1.81-2.60	seldom ready/fairly extensive
1	1.00-1.80	never ready/not extensive

Data Gathering Procedures

The researcher asked the permission of the Schools Division Superintendents of the City Schools Divisions of Calamba City, Cabuyao City, Santa Rosa City, Binan City, and San Pablo City to conduct this study. After getting the Schools Division Superintendents' approval, together with the endorsement of the division offices, the researcher sent the letters to the selected school's heads and sought their cooperation. Questionnaires were likewise distributed to school heads and teachers with the assurance that their answers would be treated with the utmost confidentiality. The data collected from these respondents was used to report, interpret and evaluate the findings for this undertaking.

Statistical Treatment of Data

The responses of respondents were tallied, tabulated, and analyzed using the following statistical tests: Frequency count and percentage were used to describe the respondents' profile; Weighted mean and standard deviation were employed to determine the level of implementation of distance LDMs and schools' readiness in its implementation;

Pearson correlation coefficient was utilized to establish the relationship between the level of implementation for different learning delivery modalities (LDM's) and school readiness, and the level of implementation and the moderated school category posited in advance for testing the null hypotheses.

FINDINGS AND DISCUSSION

Table 2 shows the assessment of the respondents regarding the pre-implementation of modular distance learning as one of the modalities of the school.

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Table 2. Mean Perception of Teachers at Pre-Implementation Level of Modular LDMs

Indicative Statement	Descriptive Statistics (n = 488)		
	Mean	Std Dev	Verbal Interpretation
The School . . . orients the teachers, parents and learners about the modular learning policies and directions to ensure that everyone is properly informed and guided	4.77	.48	Highly Manifested
supplies complete sets of self-learning modules with appropriate contents and competencies	4.46	.71	Moderately Manifested
has available reference/ supplementary materials for distribution to learners.	4.43	.70	Moderately Manifested
parents have expressed willingness for the option of modular distance learning for their children	4.47	.72	Moderately Manifested
has sufficient equipment to supply printed materials such as photocopier, printer and laptops.	4.42	.75	Moderately Manifested
Grand Mean	4.51	Highly Manifested	

The presented data shows that the overall assessment of the school heads and teachers on the pre-implementation of the modular distance modality is highly manifested ($\underline{x}$ = 4.51). The respondents have the same assessment on the indicative statement Orients the teachers, parents, and learners about the modular learning policies and directions to ensure that everyone is properly informed and guided ($\underline{x}$ = 4.77).

In addition, the indicative statements which are moderately manifested are: (1) Parents have expressed willingness for the option of modular distance learning for their children ($\underline{x}$ = 4.47); (2) Supply complete sets of self-learning modules with appropriate contents and competencies ($\underline{x}$ = 4.46); (3) Has available reference/ supplementary materials for distribution to learners ($\underline{x}$ = 4.43); and (4) Has sufficient equipment to supply printed materials such as photocopier, printer, and laptops ($\underline{x}$ = 4.42).

These results imply that since the educational system is experiencing the new normal in education, still, the schools find ways to provide quality education to the learners. The schools provide orientation to all the stakeholders about the new scheme of education for them to be guided with the mechanisms of the school in the delivery of the basic education services to the learners. In addition, the schools also prepare different learning resources and materials which are all aligned with the essential competencies identified by the department.

Table 3 presents the assessment of the respondents regarding the pre-implementation of the blended learning delivery modality.

Table 3. Mean Perception of Teachers at Pre-Implementation Level of Blended LDMs

Indicative Statement	**Descriptive Statistics (n = 365)**		
	Mean	**Std Dev**	**Verbal Interpretation**
The School . . . has complementary online components where the students can complete on their own time.	4.21	.90	Moderately Manifested

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conducts virtual sessions, videos, infographics, or e-books.	4.14	.95	Moderately Manifested
has a MOA/ MOU with a Television Network or Radio Station for the needed air time/a lot	3.92	1.07	Moderately Manifested
orients the teachers, parents, and learners about blended learning policies and directions to ensure that everyone is properly informed and guided	4.36	.86	Moderately Manifested
Has available reference/ supplementary materials for distribution to the learners for the type of LDMs	4.25	.88	Moderately Manifested
Grand Mean	**4.17**	**Moderately Manifested**	

The presented data show that the overall assessment of the school heads and teachers regarding the pre-implementation of blended learning delivery modality is moderately manifested ($\underline{x}$ = 4.17). The respondents have the same assessment on all the indicative statements: (1) Orients the teachers, parents, and learners about blended learning policies and directions to ensure that everyone is properly informed and guided ($\underline{x}$ = 4.36); (2) Has available reference/ supplementary materials for distribution to the learners for the type of LDMs ($\underline{x}$ = 4.25); (3) Has complementary online components where the students can complete on their own time ($\underline{x}$ = 4.21); (4) Conducts virtual sessions, videos, infographics, or e-books ($\underline{x}$ = 4.14); and (5) Has a MOA/ MOU with a Television Network or Radio Station for the needed air time/a lot ($\underline{x}$ = 3.92).

The results denote that schools provide different opportunities and options to the learners pertaining to the learning modality they will have in the delivery of basic education services. It also shows that the schools are doing their preparations to provide and address the needs of the learners as well as the needs of the teachers and other stakeholders. Informing all the concerned individuals regarding their roles and duties in the new normal set-up is necessary to execute each learning modality. In addition, schools also encourage providing teachers and parents the support the implementation by sending them to training, workshops and seminars regarding blended learning delivery modality.

Moreover, investing in gadgets and other devices and equipment and having strong and stable internet connections are some of the necessary technical aspects that schools need to have in the implementation of the blended learning delivery modality since it is a combination of the modular and online distance learning modalities.

Table 4 reveals the assessment of the respondents during the implementation of the modular distance learning modality

Indicative Statement	**Descriptive Statistics (n = 476)**		
	Mean	**Std Dev**	**Verbal Interpretation**
The school . . . retrieves SLMs with complete answers	4.37	.75	Moderately Manifested
complies to the standardized MELCS as set by the region, content using the MELC	4.63	.58	Highly Manifested
observes that Learning competencies are aligned in accordance with the Pivot Budget of work.	4.65	.59	Highly Manifested

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offers flexible time to learners and parents on working on the SLMS learning tasks	4.65	.57	Highly Manifested
designs supplementary learning materials aligned with Most Essential Learning Competencies	4.60	.60	Highly Manifested
Grand Mean	**4.58**	**Highly Manifested**	

The table shows that the overall assessment of the school heads and teachers during the implementation of the modular distance learning modality is highly manifested ($\underline{x}$ = 4.58). The respondents have the same assessment on the majority of the indicative statements: observes that Learning competencies are aligned in accordance with the Pivot Budget of work ($\underline{x}$ = 4.65); Offers flexible time to learners and parents on working on the SLMS learning tasks ($\underline{x}$ = 4.65); Complies to the standardized MELCS as set by the region, content using the MELC ($\underline{x}$ = 4.63); and Designs supplementary learning materials aligned with Most Essential Learning Competencies ($\underline{x}$ = 4.60). On the other hand, the indicative statement which is moderately manifested is SLMs retrieves complete answers ($\underline{x}$ = 4.37).

The results imply that schools are providing mechanisms in the retrieval of the answer sheets of the learners. The schools also secure that the learning resources and materials comply with the standards given by the regional office pertaining to the content, which are all aligned with the identified most essential learning competencies. It is also observed that schools perform quality checking to ensure that all of the learning competencies are aligned to the given budget of work provided by the department. The results also imply that the schools are adapting and practicing flexible time for both the parents and learners to complete all the learning tasks for a particular week, provided that they will submit it on the scheduled time of retrieval. In addition, if the learning materials and resources are not available, the schools have a contingency plan wherein teachers craft and modify different supplementary materials that will help learners in attaining the learning competencies.

This is supported by the study conducted by Chivu, et al. (2018), who claimed that learning could be efficient in the same way or even more efficient than individual training courses. They state that a teacher is unlikely can influence sufficiently on learning outcomes, though the content of training material, training methods, communication, and support of the students are highly important for students and can have an impact on its efficiency. Thus, the increase of social necessity to implement and use distance learning, modern educational tendencies, social challenges, and current problems of distance education cause the necessity to study the experience of alternative distance learning implementation.

Table 5 reveals the assessment of the respondents during the implementation of the online learning delivery modality.

Table 5. Mean Perception of Teachers During Implementation Level of Online LDMs

Indicative Statement	Descriptive Statistics (n = 353)		
	Mean	Std Dev	Verbal Interpretation
The School . . . utilizes multimedia and online resources for distance learning.	4.27	.90	Moderately Manifested
ensures strong and stable internet connectivity of learners and teachers at home	4.06	.96	Moderately Manifested
understands technology operations and concepts	4.20	.90	Moderately Manifested

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plans and design effective learning environments supported by technology	4.21	.92	Moderately Manifested
facilitates google classroom in teaching and learning process	4.25	.97	Moderately Manifested
Grand Mean	4.19	Moderately Manifested	

The table reveals that the overall assessment of the school heads and teachers during the implementation of online learning delivery modality is moderately manifested ($\underline{x}$ = 4.19). The respondents have the same assessment to all the indicative statements: Utilized multimedia and online resources for distance learning ($\underline{x}$ = 4.27); Facilitates google classroom in teaching and learning process ($\underline{x}$ = 4.25); Plan and design effective learning environments supported by technology ($\underline{x}$ = 4.21); Understand technology operations and concepts ($\underline{x}$ = 4.20); and Ensures strong and stable internet connectivity of learners and teachers at home ($\underline{x}$ = 4.06).

It implies that schools are preparing for the new normal in the educational systems from platforms to assessment of learners. One of the preparations that the schools are doing is the utilization of multimedia as well as other online resources to address the needs of the learners in online distance learning. With this, teachers need to understand and even apply the different technologies that they are using in the delivery of instructions in online distance learning.

Indicative Statement	**Descriptive Statistics (n = 352)**		
	Mean	**Std Dev**	**Verbal Interpretation**
The School . . . utilizes a combination of technology and modules to enhance learners' productivity	4.29	.89	Moderately Manifested
maximizes the use of technology and other means of learning for better acquisition of knowledge	4.28	.86	Moderately Manifested
initiates online 'kamustahan', remote visitation and other strategies to deliver learning to learners	4.36	.86	Moderately Manifested
provides activity sheets and online activity sheets for asynchronous distance learning	4.40	.86	Moderately Manifested
gives equal opportunities to all learners in acquiring knowledge both in online, modular or face to face.	4.43	.82	Moderately Manifested
Grand Mean	**4.35**	**Moderately Manifested**	

Table 6. Mean Perception Table 16. Mean Perception of Teachers During Implementation Level of Blended LDMs

The data revealed that the overall assessment of school heads and teachers in the implementation of the blended learning delivery modality is moderately manifested ($\underline{x}$ = 4.35). In addition, the respondents have the same assessment in all the indicative statements: Gives equal opportunities to all learners in acquiring knowledge both online, modular, or face to face ($\underline{x}$ = 4.43); Provides activity sheets and online activity sheets for asynchronous distance learning ($\underline{x}$ = 4.40); Initiates online 'kamustahan', remote visitation and other strategies to deliver learning to learners ($\underline{x}$ = 4.36); Utilizes combination of technology and modules to

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enhance learners' productivity ($\underline{x}$ = 4.29); and Maximize the use of technology and other means of learning for better acquisition of knowledge ($\underline{x}$ = 4.29).

The results imply that schools are preparing for the possibility of offering all the learning delivery modalities, including the blended learning delivery modality. Schools are providing the opportunity to use both technology and modules in the delivery of education for learners to achieve their full potential. It is also one of the ways in order to provide a better acquisition of knowledge since learners belong to the generation where technology evolves quickly. On the other hand, the schools also offer different strategies like online 'kamustahan' for the online learners while home visitation to the learners under modular distance learning. If there are no learning resources available, the schools also have the plans and contingency options of providing supplementary materials and resources to the learners. The schools also assure that they are offering equal opportunities and learning experiences to all regardless of the delivery modalities the schools are offering.

Table 7 shows the assessment of the respondents to the post-implementation of modular distance learning modality.

Table 7. Mean Perception of Teachers at Post Implementation Level of Modular LDMs

Indicative Statement	**Descriptive Statistics (n = 480)**		
	Mean	**Std Dev**	**Verbal Interpretation**
The School . . . gives direct assessment activities to the learners	4.61	.59	Highly Manifested
gives weekly monitoring assessment plan and feedback	4.62	.57	Highly Manifested
ensures the conduct of assessment and monitoring of learner's progress	4.63	.56	Highly Manifested
conducts trainings/ workshops on the utilization of assessment tool used in the LDMS	4.50	.64	Moderately Manifested
facilitates the conduct of progress monitoring of learners as bases for fair assessment	4.57	.59	Highly Manifested
Grand Mean	**4.58**	**Highly Manifested**	

The table shows that the overall assessment of the respondents pertaining to the post-implementation of modular distance learning modality is highly manifested ($\underline{x}$= 4.58). The results also show that the school heads and teachers have the same assessment to the following indicative statements: *Ensures the conduct of assessment and monitoring of learner's progress* ($\underline{x}$= 4.63); *Gives weekly monitoring assessment plan and feedback* ($\underline{x}$= 4.62); *Gives direct assessment activities to the learners* ($\underline{x}$= 4.61); and *Facilitates the conduct of progress monitoring of learners as bases for fair assessment* ($\underline{x}$= 4.57). On the other hand, the indicative statement *Conducts trainings/ workshops on the utilization of assessment tool used in the LDMS* ($\underline{x}$= 4.50) is assessed as moderately manifested.

The results imply that schools undergo evaluation by providing feedback to the key players of the modular learning delivery modality. Schools provide direct assessment regarding the mechanisms and policies they implement in the delivery of modules to the learners. Since some of the schools have a weekly schedule of delivery of the modules, the schools also provide weekly assessments with both the teachers, parents, and learners, which also serve as their point of reference in improving and enhancing their ways in the implementation of modular learning delivery modality. It is also implied that the schools provide quarterly

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progress assessment and monitoring to the learners for the parents and learners themselves to determine if they really achieve what is intended to attain in a particular quarter. The schools also provide different training and workshops for the teachers, particularly in assessing learners' performance in this new normal education.

The study of Dangle et al. (2020) affirmed the results stating that face-to-face learning engagement of students and teachers within the school has been suspended due to the COVID-19 pandemic. This pandemic has paved the way for the implementation of Modular Distance Learning as an urgent response to ensure continuity of education. The Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success.

Table 8 reveals the assessment of the respondents regarding the post-implementation of the online learning delivery modality.

Table 8. Mean Perception of Teachers at Post-Implementation Level of Online LDMs

Indicative Statement	**Descriptive Statistics (n = 354)**		
	Mean	**Std Dev**	**Verbal Interpretation**
The School . .. has proper assessment (e.g quiz, exams) available in the platform	4.35	.98	Moderately Manifested
has highly standardized objectives, content and testing procedures output orientation	4.31	.96	Moderately Manifested
sustains/Maintains data bank learners' performance tasks, activities and other outputs for assessment and monitoring	4.32	.96	Moderately Manifested
utilizes google drive/ google classroom and other online apps in storing and retrieving outputs, scores and other activities for easy of access.	4.30	.97	Moderately Manifested
facilitates synchronous virtual sessions in giving assessment to the learners	4.29	.99	Moderately Manifested
Grand Mean	**4.31**	**Moderately Manifested**	

The results show that the overall assessment of the school heads and teachers regarding the post-implementation of the online learning delivery modality is moderately manifested ($\underline{x}$= 4.31). The overall assessment of the respondents is similar to all the indicative statements: *Has proper assessment (e.g. quiz, exams) available in the platform* ($\underline{x}$= 4.35); *Sustains/Maintains data bank learners' performance tasks, activities, and other outputs for assessment and monitoring* ($\underline{x}$= 4.32); *Has highly standardized objectives, content, and testing procedures output orientation* ($\underline{x}$= 4.31); *Utilizes google drive/ google classroom and other online apps in storing and retrieving outputs, scores and other activities for ease access* ($\underline{x}$= 4.30); and *Facilitates synchronous virtual sessions in giving assessment to the learners* ($\underline{x}$= 4.29).

The results imply that schools provide assessment and evaluation to the mechanisms and processes they have in the implementation of the online learning delivery modality. The schools provide assessment tools such as quizzes and exams in the online classes to provide each learner the appropriate intervention and other activities that will reflect on their progress report. The schools also use the available and free learning

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resources such as Google Classroom, google drives and google forms that enable the learners to access it and provide real-time feedback and scores to them. Moreover, the schools are also facilitating both synchronous and asynchronous lessons for the online education of the learners.

Table 9 shows the assessment of the respondents regarding the post-implementation of the blended learning delivery modality.

Table 9. Mean Perception of Teachers at Post-Implementation Level of Blended LDMs

Indicative Statement	**Descriptive Statistics (n = 356)**		
	Mean	**Std Dev**	**Verbal Interpretation**
The School . . . applies technology and traditional method to facilitate assessment of learning	4.28	.91	Moderately Manifested
monitors the progress of online distance learning as well as the modular distance learning	4.34	.90	Moderately Manifested
maintains top engagement levels and teacher's participation on the chosen LDMS	4.33	.90	Moderately Manifested
has effective e-Learning content on smartphones and tablets as well as updated learning materials and other resources	4.20	.93	Moderately Manifested
Supports both student-to-student and student-to-lecturer communication through discussion forums that provide threaded, asynchronous discussions, where students can post a query to which other students or a faculty member can respond.	4.29	.91	Moderately Manifested
Grand Mean	**4.28**	**Moderately Manifested**	

The results show that the overall assessment of the school head and teachers on the post-implementation of the blended learning delivery modality is moderately manifested ($\underline{x}$= 4.28). The assessment of the respondents to all the indicative statements is the same with the overall assessment: *Monitors the progress of online distance learning as well as the modular distance learning* ($\underline{x}$= 4.34); *Maintains top engagement levels and teacher's participation on the chosen LDMS* ($\underline{x}$= 4.33); *Supports both student-to-student and student-to-lecturer communication through discussion forums that provide threaded, asynchronous, discussions, where students can post a query to which other students or a faculty member can respond* ($\underline{x}$= 4.29); *Applies technology and traditional method to facilitate the assessment of learning* ($\underline{x}$= 4.28), and *Has effective e-Learning content on smartphones and tablets as well as updated learning materials and other resources* ($\underline{x}$= 4.20).

Table 10 reveals the level of readiness in the delivery of learning modalities in terms of strategy. As shown in the table, all teachers Agree that in terms of the school's strategy in the delivery of learning modalities, the school is ready. All respondents have the same assessment in all indicative statements.

The data revealed that the indicative statement "...has a clear vision of its future direction" obtained the highest mean level, which is 4.40, while the indicative statement "...has long-term plan of action in promoting and marketing the school" has the lowest mean level which is 4.30.

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Table 10. Mean Level of School Readiness in the Delivery of Learning Modalities in terms of Strategy

Indicative Statement	Descriptive Statistics		
	Mean	Std Dev	Verbal Interpretation
In the new normal, the Schools Division Office/school…			
…has a clear vision of its future direction	4.40	.63	Agree
…has a well-developed plan of action to sustain its budget allocation	4.31	.65	Agree
…has long-term plan of action in promoting and marketing the school	4.30	.63	Agree
…has assured quality education, equal opportunity and productive citizenry	4.32	.66	Agree
…has a scheme in addressing concerns caused by external influences	4.31	.64	Agree

It implies that even though the school experiences lots of challenges due to the COVID-19 pandemic, it still has an apparent perception of the direction of the school for the next days to come. It is a good manifestation that the school heads, together with the teachers, have an excellent strategy to keep the school going no matter what kind of struggle it may encounter.

However, it also implies that, even though there is a clear vision of the school for its future direction, there is still a need to develop a long-term plan as to how the school will be marketed and promoted. It is very evident that, at present, the number of enrollees has decreased because of the unforeseen problems due to this global pandemic.

Table 11. Mean Level of School Readiness in the Delivery of Learning Modalities in terms of Structure

Indicative Statement	Descriptive Statistics		
	Mean	Std Dev	Verbal Interpretation
In the new normal, the Schools Division Office/school…			
…has a clear understanding of its purpose and functions	4.38	.64	Agree
…has clear knowledge where responsibility and accountability should be placed as reflected on its organizational structure	4.36	.63	Agree
…has enough and sufficient workforces	4.33	.65	Agree
…observes well-defined and organized structure of works	4.34	.64	Agree
…has standard operational procedure in disseminating information (communication matrix)	4.32	.65	Agree

Results of the study entailed the idea that the school leaders are aware and have complete knowledge of the role of the school and its members, most especially in this time of the pandemic. It means that the school has maintained a concrete description of its general responsibility as an educational institution in the new

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normal, particularly on learning delivery. It also shows a need to improve the standard operating procedure of the school in communicating essential information.

According to Sinha (2021), there is a need to redefine the role of schools and education in the new normal. In his blog, he presented specific activities that the school must do and offer in the new normal. These are some of the activities that show the redefined role of schools. The new role of the school must focus on emotional and mental health. The school must provide activities that will secure its learners' and teachers' mental health. The school must also increase its understanding of the advantages of extracurricular activities. Since face-to-face interaction is not possible, the school must offer various virtual extracurricular activities the students can choose. The school must also implement personalized learning and offer to learn with the help of digital technologies.

Table 12. Mean Level of School Readiness in the Delivery of Learning Modalities in terms of System

Indicative Statement	Descriptive Statistics		
	Mean	Std Dev	Verbal Interpretation
In the new normal, the Schools Division Office/school…			
…is highly dependent on paper works	4.23	.66	Agree
…has ways of collecting and accessing accurate data (evaluation)	4.29	.65	Agree
…has standard operating procedure to continuously improve its operations and to sustain its reliability (public trust)	4.30	.63	Agree
…practices budget planning and reporting system	4.31	.65	Agree
…maximizes the utilization of its technical skills	4.33	.63	Agree

These results indicate that the schools are offering various activities that will augment the teachers' technical skills. It may be because the current situation in the educational system has urged the teachers to improve their technical skills, most especially in the utilization of technology-aided learning materials in the delivery of learning.

Similarly, it also shows that because teachers are equipped with technical skills needed in the new normal, they are not highly dependent on the paper works. This situation has opened opportunities for the teachers to showcase their flexibility in any situation. It is a manifestation that teachers are not just confined in the four corners of the classroom, but they can do incredible things beyond the classroom setting.

Table 13. Mean Level of School Readiness in the Delivery of Learning Modalities in terms of Style

Indicative Statement	Descriptive Statistics		
	Mean	Std Dev	Verbal Interpretation
In the new normal, the Schools Division Office/school…			
…practices commitment to sharing and cooperation	4.40	.63	Agree
…practices open and honest communication	4.35	.63	Agree
…practices autonomy	4.31	.64	Agree
…practices a task-oriented culture	4.33	.63	Agree

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…practices consultative approach at all levels	4.35	.63	Agree

It implies that despite the challenges experienced by the teachers due to this pandemic, they still demonstrated commitment and cooperation. Teachers were very eager to deliver quality learning to students by having a varied approach in its delivery. It also shows that the participation of teachers in school plans developed more. This global health issue requires teachers to collaborate towards one common goal – continuous delivery of learning.

On the other hand, despite the commitment given by the school, most especially of the teachers in the delivery of learning, still, the school is governed by specific rules. The school cannot fully execute their styles in the delivery of learning because it must be aligned or under the guidelines given by the Central Office. Table 14 shows the level of readiness in the delivery of learning modalities in terms of shared values.

As revealed in the table, it shows that the respondents have the same assessment in all indicative statements, which are Agree. The indicative statement "...observes collaboration among its human resources" obtained the highest mean level, which is 4.39, while the indicative statement "...makes initiatives to motivate its people to work in a supportive fashion" has the lowest mean level, which is 4.34.

Table 14. Mean Level of School Readiness in the Delivery of Learning Modalities in terms of Shared Values

Indicative Statement	Descriptive Statistics		
	Mean	Std Dev	Verbal Interpretation
In the new normal, the Schools Division Office/school…			
…observes collaboration among its human resources	4.39	.63	Agree
…makes initiatives to motivate its people to work in a supportive fashion	4.34	.65	Agree
…observes its core values	4.37	.63	Agree
…promotes mutual respect among its human resources	4.38	.63	Agree
…promoted healthy and productive competition	4.37	.62	Agree

It implies that teachers and the organization have really shown collaboration. This can be observed during the distribution and retrieval of modules. The school leaders, together with the teachers, were working collaboratively to be able to deliver quality services to its stakeholders.

However, it also implies that despite the collaboration built among the teachers; still the school leaders must continuously provide support to teachers' personal and professional growth to motivate them and perform their tasks beyond the required expectation.

According to Griffin, McGaw, & Care (2012); Pellegrino & Hilton (2012); OECD PISA Collaborative Problem Solving Expert Working Group (2013), collaboration is increasingly identified as an essential educational outcome, and most models of twenty-first-century skills include collaboration as a critical skill. The performance of the school also depends on the excellent collaboration skills of its members. Every member should know how to handle conflict and bring possible solutions. It also includes goal setting, performance review, and planning.

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Table 15. Mean Level of School Readiness in the Delivery of Learning Modalities in terms of Staff

Indicative Statement	Descriptive Statistics		
	Mean	Std Dev	Verbal Interpretation
In the new normal, the Schools Division Office/school…			
…observes appropriate processes for staff selection, motivation and reward systems	4.36	.63	Agree
…assures appropriate placement of its human resources	4.31	.65	Agree
…has provision and plan to fully develop its human resources	4.33	.65	Agree
…practices regular reviews with all its human resources (professional growth, performance evaluation)	4.35	.63	Agree
…observes an open and honest line of communication with its human resources	4.36	.64	Agree

The results signify that the schools' staff development program is properly implemented since teachers were able to observe that there is a proper selection process for each staff. It also means that schools were also making ways to motivate teachers. One way of that is by providing a reward system. On the other hand, it also implies that despite the schools' effort to properly execute placement of its workforce, still there is a need to strengthen it, and there must be consistent so that teachers would highly agree with its implementation.

The study conducted by Makina and Madiope (2016) supports the present study. Their study explores the staff development challenges experienced in implementing online technology for education and knowledge acquisition; they stated that the absence of well-planned staff development programs tends to dishearten teachers' participation. Therefore, it can be anticipated with certainty that the findings of their study show that there are ways to encourage teachers to utilize e-learning. The results of their study enable university management to be informed regarding the behaviors of teachers in terms of their actions regarding e-teaching and learning and the issues correlated to their behaviors. However, there is a need for realization about the challenges brought by online education and how staff development can be of great help to overcome and surpass the said challenges

Finally, Table 16 presents the level of readiness in the delivery of learning modalities in terms of skills. Based on the data, all respondents have the same assessment in all indicative statements. It means that all teachers agree that the school is ready to implement the different delivery of learning modalities in terms of skills.

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Table 16. Mean Level of School Readiness in the Delivery of Learning Modalities in terms of Skills

Indicative Statement	Descriptive Statistics		
	Mean	Std Dev	Verbal Interpretation
In the new normal, the Schools Division Office/school…			
…maximizes the utilization of its human resources' talents, potentials and skills for the improvement of the organization	4.39	.62	Agree
…assures that all its human resources have appropriate skills that fit their works	4.34	.63	Agree
…provides up-to-date job description	4.34	.65	Agree

The results entail that prior to the implementation of the different learning delivery modalities, schools have provided professional development training that will improve and maximize the competencies and skills of the teachers. It means that teachers at present were also equipped with the necessary skills needed to face the challenges brought by this pandemic.

On the other hand, it also shows that there are teachers who observed that some of the assignments/tasks given to them are not appropriate in some other aspects. The school may provide a copy of teachers' job descriptions for them to be well-informed about their duties and responsibilities.

Table 17 shows the frequency and percentage distribution of the school's category in terms of small, medium, large, and mega.

As can be seen on the table, it shows that there are more large schools in the City Division of Laguna, with a total of 274 or 50.6% of the total 536 schools. It also shows a few Mega schools, which are only 42 schools or 7.7 % of the total number of the schools.

Table 17. Frequency Distribution of Category of School in City Division of Laguna Province

School Category	Frequency	Percentage Equivalent
Small	58	10.7
Medium	162	29.9
Large	274	50.6
Mega	42	7.7

It implies that there are many schools in the City Division of Laguna with more enrollees and teachers, which is why it was considered a large school. It may be a good consideration in the present study. The readiness and success of the implementation of the different learning delivery modalities may also depend on the size of the school. It means that the number of enrollees and teachers may also contribute to the success of the implementation of LDMs.

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Table 18. Cross-Tabulation between the Category of School and City School Division of Laguna Province

City School Division	Category of School				Total
	Small	Medium	Large	Mega	
Calamba	14	35	129	7	**185**
Cabuyao	9	30	14	4	**57**
Santa Rosa	3	14	103	5	**125**
Binan	9	32	7	5	**53**
San Pablo	23	51	21	21	**116**
Total	**58**	**162**	**274**	**42**	**536**

The results entail that the number of schools in a certain division may also be attributed to the size of the city and the number of its population. It may imply that among the five cities, Calamba has the greatest number of populations.

Moreover, Figure 1 shows the graph of the percentage distribution between the category of the school and City School Division of Laguna Province.

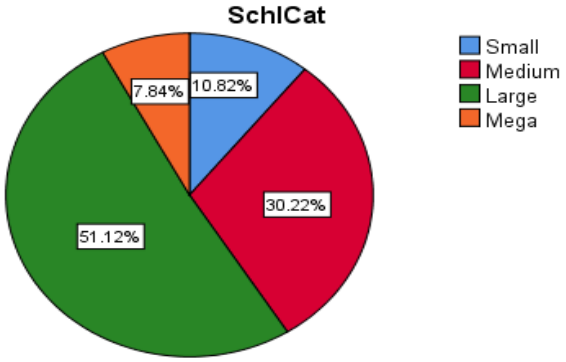

Figure 1. Percentage Distribution between the Category of School and City School Division of Laguna Province

Based on the graph, it shows that there are more large schools in the five City School Division of Laguna Province, which is 51.12 % of the total number of schools.

The following tables present the results of the tests of relationships between the level of implementation of the different delivery of learning modalities and school readiness in terms of 7S McKinsey Organizational Tools.

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Table 19. Significant Relationship between Pre-Implementation Level of Distance Learning Delivery Modalities and School Readiness in terms of 7S McKinsey Organizational Tools

7s McKinsey Organizational Tool	Pre-Implementation of Distance Learning Delivery Modalities		
	Modular DL	Online DL	Blended DL
Strategy	.508**	.455*	.388**
Structure	.517**	.467**	.387**
System	.512**	.466**	.416**
Style	.489**	.456**	.379**
Staff	.456**	.453**	.371**
Skills	.483**	.464**	.401**
Shared Values	.451**	.427**	.337**

** significant at p<.01

The table shows that there is a significant relationship between the pre-implementation of the three different distance learning delivery modalities to the 7S McKinsey organizational tools. In terms of strategy, both the modular distance learning (0.508**) and blended distance learning (0.388**) are significant at 0.01, while online distance learning (0.455*) is significant at 0.05. On the other hand, in terms of structure, modular distance learning (0.517**), online distance learning (0.467**), and blended distance learning (0.387**) are all significant at 0.01. In addition, in terms of system, modular distance learning (0.512**), online distance learning (0.466**), and blended distance learning (0.416**) are all significant at 0.01. Moreover, in terms of Style, modular distance learning (0.489**), online distance learning (0.456**), and blended distance learning (0.379**) are also significant at 0.01. Similarly, in terms of staff, modular distance learning (0.456**), online distance learning (0.453**), and blended distance learning (0.371**) are all significant at 0.01. More so, in terms of skills, modular distance learning (0.483**), online distance learning (0.464**), and blended distance learning (0.401**) are all significant at 0.01. Likewise, in terms of shared values, modular distance learning (0.451**), online distance learning (0.427**), and blended distance learning (0.337**) are all significant at 0.01.

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Table 20. Significant Relationship between During the Implementation Level of Distance Learning Delivery Modalities and School Readiness in terms of 7S McKinsey Organizational Tools

7s McKinsey Organizational Tool	During Implementation of Distance Learning Delivery Modalities		
	Modular DL	Online DL	Blended DL
Strategy	.521**	.502*	.468**
Structure	.524**	.486**	.484**
System	.509**	.480**	.493**
Style	.410**	.484**	.480**
Staff	.487**	.474**	.484**
Skills	.517**	.463**	.472**
Shared Values	.491**	.435**	.468**

** significant at p<.01

The table shows that there is a significant relationship between the implementation of the three different distance learning delivery modalities to the 7S McKinsey organizational tools. In terms of strategy, both modular distance learning (0.521**) and blended distance learning (0.468**) are significant at 0.01, while online distance learning (0.502*) is significant at 0.05. On the other hand, in terms of structure, modular distance learning (0.524**), online distance learning (0.486**), and blended distance learning (0.484**) are all significant at 0.01. In addition, in terms of system, modular distance learning (0.509**), online distance learning (0.480**), and blended distance learning (0.493**) are all significant at 0.01. Moreover, in terms of Style, modular distance learning (0.410**), online distance learning (0.484**), and blended distance learning (0.480**) are also significant at 0.01. Similarly, in terms of staff, modular distance learning (0.487**), online distance learning (0.474**), and blended distance learning (0.484**) are all significant at 0.01. More so, in terms of skills, modular distance learning (0.517**), online distance learning (0.463**), and blended distance learning (0.472**) are all significant at 0.01. Likewise, in terms of shared values, modular distance learning (0.491**), online distance learning (0.435**), and blended distance learning (0.468**) are all significant at 0.01.

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Table 21. Significant Relationship between Post- Implementation Level of Distance Learning Delivery Modalities and School Readiness in terms of 7S McKinsey Organizational Tools

7s McKinsey Organizational Tool	Post Implementation of Distance Learning Delivery Modalities		
	Modular DL	Online DL	Blended DL
Strategy	.591**	.422*	.389**
Structure	.622**	.435**	.414**
System	.590**	.455**	.449**
Style	.567**	.434**	.424**
Staff	.481**	.413**	.411**
Skills	.569**	.401**	.419**
Shared Values	.568**	.402**	.385**

The table shows that there is a significant relationship between the post-implementation of the three different distance learning delivery modalities to the 7S McKinsey organizational tools. In terms of strategy, both the modular distance learning (0.591**) and blended distance learning (0.389**) are significant at 0.01, while online distance learning (0.422*) is significant at 0.05. On the other hand, in terms of structure, modular distance learning (0.622**), online distance learning (0.435**), and blended distance learning (0.414**) are all significant at 0.01. In addition, in terms of system, modular distance learning (0.590**), online distance learning (0.455**), and blended distance learning (0.449**) are all significant at 0.01. Moreover, in terms of Style, modular distance learning (0.567**), online distance learning (0.434**), and blended distance learning (0.424**) are also significant at 0.01. Similarly, in terms of staff, modular distance learning (0.481**), online distance learning (0.413**), and blended distance learning (0.411**) are all significant at 0.01. More so, in terms of skills, modular distance learning (0.569**), online distance learning (0.401**), and blended distance learning (0.419**) are all significant at 0.01. Likewise, in terms of shared values, modular distance learning (0.568**), online distance learning (0.402**), and blended distance learning (0.385**) are all significant at 0.01.

The next tables presented the test of the relationship between school size and implementation stage of LDM and the test of prediction on the interactive effect of school size on the organizational tools. Table 22 shows the test of the relationship between school size and the implementation stage of LDM.

Table 22. Test of Relationship between School Size and Implementation Stage of LDM

School Category	Implementation of Learning Delivery Modality		
	Pre LDM	During LDM	Post LDM
School Size	.107*	.133**	.108*
	.013	.002	.013

**significant at p < .01
* significant at p < .05

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As reflected in the p-value above, which is less than or equal to 0.01 or 0.05 significance level, it shows that School size has a significant relationship with Implementation of Learning Delivery Modality in Pre LDM, During LDM, and Post LDM. Also, the researcher examines the computed r-values in each of the mentioned relations. Pre LDM (r=.013) has a relationship with the school size at 0.05 level of significance. Meanwhile, LDM also has a significant relationship with the school size at 0.01 level of significance. Post LDM also shows a significant relationship with the school size at 0.05 level of significance.

Table 23. Test of Prediction on the Interactive Effect of School Size to the Organizational Tools

Step	Predictors	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
		B	Std. Error	Beta		
1	Constant	4.309	.021		209.730	.000
	Pre LDM	.000	.067	.000	.003	.997
	During LDM	.248	.080	.275	3.097	.002
	Post LDM	.250	.063	.288	3.948	.000
2	Constant	4.489	.070		64.253	.000
	Pre LDM	.001	.067	.001	.013	.989
	During LDM	.258	.080	.287	3.240	.001
	Post LDM	.251	.063	.290	3.994	.000
	School Size	-.070	.026	-.100	-2.687	.007

1 $F(3, 514) = 71.464$; $p < .01$; $R2 = .294$ Dependent Variable: 7S McKinsey Organizational Tools
2 $F(4, 513) = 56.052$; $p < .01$; $R2 = .304$

A two-step hierarchical stepwise multiple regression estimates was conducted to determine the interactive effect of the school size as a moderating variable to the significant relationship between the implementing stage of Learning Delivery Modality and the organizational tools that facilitate the readiness of the school for the new normal. In the first step of the estimate, the 'during' and 'post' implementation levels showed significance. And even in the addition of the moderating variable in the second step, the 'pre' implementation stage does not have any interaction as one of the important predicting variables.

The multiple regression procedure revealed that the 'during and post-implementation stage of LDM at step one significantly contributed to the model where $F(3, 514) = 71.464$; $p < .01$, and clarify 29.40 percent of the variance for the indicators of the school readiness to the New Normal. The addition of the school size as an intervening variable between the predicting and outcome variables of the model significantly contributed a modest one (1) percent to the process.

Results of the study imply that "during," and "post" implementation of LDMs has an interacting connection with 7S McKinsey Organizational Tools. It means that the success of LDMs during the actual and post-implementation was affected by proper execution and utilization of Organizational Tool. It also implies that school size moderates the relationship between LDMs implementation and Organizational Tools.

Palatkova (2013) affirmed that Mckinsey's 7S model could be employed to improve the level of success of the organizations, its effectiveness, and efficiency. Similarly, she stated that the model was helpful in examining prospective effects of future changes within the organization and in implementing the proposed strategy as it incorporated the seven elements. Furthermore, Teh and Corbitt (2015) cited that McKinsey's 7S framework is a diagnostic tool for the successful implementation of organizational strategy. It perceives the success of the organizations with the alignment of the seven key elements. These seven key elements are the following: 1) Strategy refers to the plan of action that defines the organization: its allocation, scarce resources, and desired position or goal; 2) Organizational structure is reflected on the organizational chart: its coordination and decision making authority; 3) Systems denote to internal processes supported by numerous interconnected systems (organizational functions); 4) Shared values pertain to organizations' dominant values, beliefs, and norms; 5) Skills refers to the distinctive technical, conceptual, and relational capabilities of

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the key personnel of the organization as a whole; 6) Staff refers to the personnel with the skills and competencies within the organization; and 7) Style refers to the organization's leadership style, commitment, and management.

This study proposed a Curriculum Policy Note and Intervention Program that can be adapted by the school. The Curriculum Policy Note will include specific recommendations that may be considered by the school leaders for it may help not only the teachers but also the parents and learners in their chosen learning delivery modality. Moreover, the intervention program includes activities that will further enhance the effective and efficient implementation of the different LDMs.

CONCLUSION

The following are the conclusions drawn by the researcher based on the findings of the study:

The hypothesis stating that there is no significant relationship between the level of implementation of the different learning delivery modalities and school readiness is hereby rejected. The study found out that there is a significant relationship between the pre-implementation, during implementation, and post-implementation of the three different distance learning delivery modalities to the school readiness in terms 7S McKinsey organizational tools at 0.01 level of significance.

The hypothesis stating that there is no significant relationship between the level of implementation of the different learning delivery modalities and school readiness as moderated by school category is hereby rejected. The study revealed that there is a significant relationship existing between the school size and the implementation stage of Learning Delivery Modality (LDM) of the DepEd in the New Normal. It was also concluded that there is the moderate effect of school size with the pre, during, and post-implementation of LDM.

Recommendations

The following recommendations are being offered:

1. The Division Office may conduct training that will further explain the process of utilizing 7S McKinsey Organizational Tools so that the school may enhance and maximize the use of this tool to strengthen the implementation of the different learning delivery modalities.
2. The Division Office may design guidelines that allow schools to localize their implementation on the different Learning Delivery Modalities (LDMs) based on their school size and category.
3. The school heads, together with the teachers, may carefully plan and implement strategies that will facilitate the implementation of LDM regardless of the size of the school.
4. School officials may examine and consider the designed curriculum policy brief and may validate the Intervention Program crafted by the researcher before its implementation.
5. Findings of the present study may be utilized as one of the bases in realigning school plans, programs, and activities appropriate to the learning environments and learners' learning styles. Likewise, School Learning Continuity Plan (SLCP) can be adjusted and modified in consideration of the results of the current study.

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