Blended – Modular Instruction Approach: Transforming Special Education Practice Due to Covid-19 Pandemic Crisis at a Special Education Centers in Schools Division of Pasay City

Luzviminda P. Quezon, MAEd [1], Ranilo H. Pardito, PhD [2], Renaselle D. Gamit, MAEd [3]

[1] Special Education Teacher, Smith Elementary School, Houston, Texas, USA

[2] Special Education Teacher, Rising Star SPED Academy, California, USA,

[3] Mathematics Teacher, Lanier Middle School, Houston Independent School District (HISD), Texas, USA

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ABSTRACT

The COVID-19 pandemic significantly affected the delivery of Special Education (SPED) services, compelling schools to adopt alternative learning modalities to ensure the continuity of education for learners with special needs. This study assessed the effectiveness of the Department of Education's (DepEd) Basic Education Learning Continuity Plan (BE-LCP), particularly the implementation of blended-modular instruction and homeschooling among selected elementary SPED Centers in the Division of City Schools of Pasay. Specifically, it examined the effectiveness of the learning continuity guidelines, the concerns encountered by school administrators, SPED teachers, and parents, and the instructional management strategies necessary to sustain educational delivery during the pandemic. The study employed a descriptive-qualitative research design involving seven school administrators, 45 SPED teachers, and 60 parents from three selected public elementary schools with SPED Centers. Data were gathered through validated survey questionnaires administered using online platforms, Zoom, and interactive approaches over approximately two months. Findings revealed that the implementation of the BE-LCP through blended-modular instruction was perceived as very highly effective by school administrators (M = 4.55) and SPED teachers (M = 4.63), and highly effective by parents (M = 4.37). However, the respondents identified serious challenges concerning school management, instructional and pedagogical practices, inadequate instructional resources, limited teacher training, and the need to enhance the technological competencies of teachers, learners, and parents. Despite these challenges, all respondent groups strongly endorsed instructional management strategies to ensure learning continuity, emphasizing parental involvement, blended-online instruction, adequate budgetary support, teacher training, and alternative learning resources. The study concludes that effective implementation of learning continuity programs requires strengthened school-parent partnerships, sufficient instructional resources, inclusive and flexible teaching approaches, and comprehensive institutional support. It recommends adopting the three-R framework of Relief, Recovery, and Rebuilding to address the educational challenges brought about by the pandemic and strengthen the delivery of quality and responsive special education services.

Keywords: COVID-19 pandemic, Special Education, Basic Education Learning Continuity Plan, blended-modular instruction, homeschooling, instructional management strategies, parental involvement

INTRODUCTION

The COVID-19 pandemic has significantly transformed the delivery of classroom instruction and teaching practices worldwide.

The academic crisis has prompted educational reforms through the development of interactive pedagogies and teaching approaches that challenge both teachers and learners to engage more effectively through various learning modalities and platforms. These developments have also facilitated the transition toward

alternative approaches to education, including deschooling and distance learning.

In response to this academic crisis, the education sector has adopted open and distance learning through modular instruction, complemented by online and face-to-face teaching. These approaches emphasize various learning activities and provide opportunities for more comprehensive training programs for school administrators and teachers to enhance their skills and competencies in using Information and Communication Technology (ICT) tools. Consequently, ICT integration has become an essential component of teachers' in-service training programs.

The adoption of blended learning, complemented by printed and self-learning modules, has become a common teaching-learning practice in many schools. Under this approach, instructional materials serve as the foundation for delivering effective teaching and learning experiences. One important aspect of education is inclusive education, which recognizes the importance of creating supportive environments by adapting the home, school, and wider community to accommodate learners with special needs.

As expected, learners with special needs enrolled in inclusive classroom settings may require additional instructional time, alternative teaching methods, and specialized professional support. These needs can be addressed by providing additional resources or reorganizing existing resources to ensure appropriate educational support. Learners with special needs may also require accommodations and modifications to regular classroom standards and expectations, even during regular school days. Furthermore, their educational needs can be supported through the provision of learning modules, instructional materials, assistive devices, and specialized services, such as itinerant services, support staff, sign language interpreters for learners with hearing impairments, Braille transcribers for learners with visual impairments, community involvement, and the collaborative efforts of general and special education teachers, among others.

LITERATURE REVIEW

The COVID-19 pandemic brought unprecedented challenges to educational systems worldwide, requiring schools to adopt alternative instructional approaches to ensure learning continuity. The United Nations (2020), in its policy brief *Education During COVID-19 and Beyond*, emphasized the importance of collaboration among governments, school administrators, teachers, learners, and parents in addressing educational disruptions. It highlighted that effective communication and shared responsibility were essential in maintaining the quality of education during school closures.

Similarly, Adnan and Anwar (2020) discussed the challenges of online learning during the COVID-19 pandemic, particularly the limitations of internet connectivity, reduced student interaction, and unequal access to technological resources. Their discussion emphasized that online learning could not fully replace traditional classroom interaction, especially when learners required direct instructional guidance and collaborative learning experiences.

Azzahra (2020) examined the barriers to distance learning in Indonesia and identified unequal internet access, inadequate technological resources, and limited ICT competencies as major obstacles to effective online education. These challenges demonstrate the importance of providing accessible instructional materials and developing teachers' technological competencies when implementing alternative learning modalities.

In relation to inclusive education, Alonzo et al. (2015) emphasized the importance of adequate teaching and learning resources in implementing inclusive educational programs. Learners with special needs require appropriate instructional materials, specialized assistance, and learning environments that accommodate their individual educational requirements. This perspective highlights the need for differentiated instruction and sufficient institutional support to ensure meaningful participation among learners with disabilities.

Furthermore, Hannel (2017) emphasized that inclusion involves more than placing learners with diverse abilities in the same classroom. Genuine inclusion requires learners to experience acceptance, participation,

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and a sense of belonging within the learning community. Teachers must therefore employ appropriate instructional strategies that recognize individual differences and promote meaningful engagement.

In the Philippine educational context, the Department of Education (2020) implemented alternative learning modalities through its Basic Education Learning Continuity Plan (BE-LCP) to address the suspension of face-to-face classes. These modalities included printed self-learning modules, online learning platforms, and television- and radio-based instruction. According to Magsambol (2020), the modular approach became a major component of distance education, supplemented by digital and broadcast learning resources.

The University of the Philippines College of Education (2020), through its Education Resilience and Learning Continuity Plan, recommended flexible and learner-centered educational approaches. These included face-to-face instruction, remote learning, and blended learning to address the diverse learning needs and circumstances of students.

Bandalaria (2019) discussed the use of massive open online courses as open educational resources in blended teaching and learning. The discussion highlighted the potential of digital learning resources to expand educational access and provide alternative instructional opportunities.

Parrocha (2020) also discussed the possibility of conducting limited face-to-face classes under modified community quarantine arrangements. This development reflected the need to combine different instructional delivery approaches while observing health and safety requirements.

Research on parental involvement has demonstrated the importance of establishing effective relationships between families and schools. McNeal (2016) examined the relationship between parental involvement and students' academic, behavioral, and attitudinal outcomes. The findings indicated that parent-child and parent-school involvement practices could influence students' attitudes and behaviors, thereby contributing to academic achievement.

Lee and Bowen (2016) investigated parental involvement, cultural capital, and the achievement gap among elementary school children. Their study emphasized the relationship between family involvement and students' educational opportunities and academic outcomes.

Epstein (2012) highlighted the importance of school, family, and community partnerships in promoting student achievement. The study emphasized that meaningful parental involvement includes communication, participation in school activities, support for learning at home, and collaboration with community organizations.

However, Domina (2015) and El Nokali, Bachman, and Votruba-Drzal (2019) also discussed the varying relationships between parental involvement and children's academic and social development. These findings suggest that the effectiveness of parental participation depends on the nature and quality of involvement rather than simply the presence of parental support.

Rosario (2021), in the study Parent-Teacher Partnership for the Learners' Schooling Development: Basis for a Proposed Enhanced Home-School Partnership Model, examined the concerns and challenges encountered by school administrators, teachers, and parents during the implementation of alternative learning arrangements. The findings identified inadequate technological infrastructure, limited internet access, insufficient funding, and inadequate digital competencies among teachers and parents as significant challenges. The study recommended strengthening parent-teacher partnerships and providing continuous training and professional development to support distance education.

Pascual and Ramos (2018), in their study Parents' Valuation of School Ambiance and Their Involvement in School Activities and Programs, examined parental perspectives on school involvement and the learning environment. Their findings indicated that parents generally recognized the importance of participating in school activities, although their perspectives varied according to certain demographic characteristics, including occupation and educational attainment. The study emphasized the shared responsibility of

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schools, families, and communities in supporting learners' development.

The manuscript also cites Puna (2020), whose study, Homeschooling Concerns of Parents during the COVID-19 Pandemic Crisis and School's Commitment to the Department of Education's Basic Education Program, focused on parental concerns regarding homeschooling and the implementation of educational programs during the pandemic. This study provides additional context for understanding the challenges experienced by families as they assumed greater responsibility for supporting their children's learning at home.

Synthesis of the Reviewed Literature and Studies

The reviewed literature and studies establish that blended learning, modular instruction, and online education became essential alternatives for maintaining educational continuity during the COVID-19 pandemic. The works of the United Nations (2020), Adnan and Anwar (2020), and Azzahra (2020) highlight the importance of collaboration, technological accessibility, and teacher preparedness in implementing alternative instructional approaches.

Similarly, the studies of Alonzo et al. (2015) and Hannel (2017) emphasize that inclusive education requires appropriate instructional resources, differentiated teaching strategies, and meaningful participation among learners with special needs. Meanwhile, McNeal (2016), Epstein (2012), and Rosario (2021) establish the importance of parental involvement and school-family partnerships in supporting students' educational development.

Taken together, these studies provide a foundation for examining the effectiveness of alternative instructional strategies in Special Education Centers. However, there remains a need to examine how school administrators, regular and SPED teachers, and parents assess the implementation of blended-modular instruction and other alternative instructional approaches, particularly in addressing the unique educational needs of learners with disabilities. The present study addresses this concern by investigating the effectiveness, implementation challenges, and instructional management strategies adopted by selected elementary school SPED Centers in the Division of City Schools of Pasay.

Materials and Methods

The study utilized the descriptive research method to assess the implementation of DepEd’s Alternative Blended-Modular Instructional Approach in three selected public elementary schools with SPED Centers in Pasay City. It involved 112 respondents, comprising seven school administrators, 45 regular and SPED teachers, and 60 parents, who were selected through purposive and convenience sampling. Data were collected using four sets of survey questionnaires covering the respondents’ profiles, the effectiveness of blended-modular instruction, implementation concerns, and instructional management strategies. The instruments underwent expert validation, pilot testing, principal component analysis, and Cronbach’s Alpha testing to establish validity and reliability. Data gathering was conducted through online surveys, chats, internet-based communication, and interviews over approximately two months. The collected data were analyzed using frequency, percentage, ranking, and weighted mean, with a five-point Likert scale serving as the basis for interpreting the results.

Mathematical Expressions and Symbols

The study used mathematical expressions and statistical symbols to organize, calculate, and interpret the data gathered from the respondents. The following expressions and symbols were used in the study.

1. Percentage (%)

Percentage was used to determine the proportion of respondents belonging to a particular category relative to the total number of respondents.

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$$\% = \frac{m}{n} \times 100$$

Where:

m = number of respondents belonging to a certain category/criteria

n = total number of respondents

2. Frequency (f)

Frequency refers to the actual number of responses recorded for a particular question, item, or category in the survey questionnaire.

3. Rank

Rank was used to determine the relative position or importance of one item compared with the other items based on the results obtained.

4. Weighted Mean

The weighted mean was used to measure and summarize the respondents' perceptions of the effectiveness of the instructional approaches and the concerns encountered during implementation. The formula is:

$$\bar{X} = \frac{\Sigma X_1}{n}$$

where:

X = is the mean

$\sum$ = is the summation of all responses of respondents in a certain item

X_1 = individual response or score

n = total number of respondents of the study

5. FIVE-POINT LIKERT SCALE

The study used a five-point Likert scale to interpret the respondents' assessments.

Option	Verbal Interpretation	Symbol	Scale
5	Very Highly Effective	VHA	4.50–5.00
4	Highly Effective	HA	3.50–4.49
3	Moderately Effective	MA	2.50–3.49
2	Least Effective	LA	1.50–2.49
1	Not Effective	NA	1.00–1.49

OPTION	VERBAL INTERPRETATION	SYMBOL	SCALE
5	Very Much Concern	VSA	4.50–5.00
4	Much Concern	SA	3.50–4.49
3	Moderately Concern	MA	2.50–3.49
2	Least Concern	LA	1.50–2.49

1	Not Concern	VSD	1.00–1.49

RESULTS AND DISCUSSION

The academic crisis has indeed impacted the delivery of special education services to the learners with special needs since all schools have to deschooled their learners for health and safety measures. In this kind of situation, both the teachers and parents invest their time, attention and resources in their children with the expectation of a return- their children's better performance in school. Using this homeschooling education framework is today the instructional strategy that all schools observed because of the COVID-19 crisis. To implement this academic framework, the Department of Education (DepEd) require the use of blended-modular instruction in all school levels.

This approach covers the essential requirements of all concerned; between the school and parents, and between teachers and parents including the community, for all public and private schools as a result of the academic crisis since March of 2020. Although, the most essential instructional competencies and strategies, like using blended-online strategies, and other multiple learning modalities for teachers, school lessons, and learners are required, there are also health standards and safety measures to be observed while learners are homeschooled.

Table 1 presents the distribution of responses from each group of respondents, namely, school administrators, regular and SPED teachers, and parents from the selected public elementary schools in the City of Pasay.

Table 1. Multi-Level Sampling of the Study

RESPONDENTS	**P**	**p**	**%**	**Rank**
• P. Villanueva Elementary School - School Administrators	5	3	20	3
- High School Teachers	35	20	28.57	2
- Parents	30	20	60	1
Sub Total	60			
• P. Zamora Elementary School- School Administrators	5	52	40	3
- High School Teachers	35	15	45.71	2
- Parents	30	20	90	1
Sub Total	60			
• Villamor Airbase Elementary School				
- School Administrators	5	52	40	1
- High School Teachers	35	10	28.57	3
- Parents	30	20	28.33	2
Sub Total	60			
GRAND TOTAL	**210**	**112**	**47.67**	

Table 2. Frequency and Percentage Distribution of the Groups of School Respondents Demographic Profile According to Gender

	N = 7			**N=45**			**N=60**		
GENDER	**School**			**SPED**			**Parents**		
	Administrator			**Teachers**					
	F	**%**	**R**	**F**	**%**	**R**	**F**	**%**	**R**
Male	2	28.57	2	14	31.11	2	12	20	2

Female	5	71.43	1	31	68.89	1	48	80	1
Total	**7**	**100**		**45**	**100**		**60**	**100**	

Table 2 presents the gender distribution of the 112 participants in the study. Female participants comprised the majority in all three respondent groups: school administrators (5 or 71.43%), SPED teachers (31 or 68.89%), and parents (48 or 80.00%). Overall, 84 participants (75.00%) were female, while 28 participants (25.00%) were male.

Table 3 Frequency and Percentage Distribution of the Groups of School Respondents Profile According to Civil Status

Civil	**N = 7**			**N=45**			**N=60**		
Status	**School**			**SPED**			**Parents**		
	Administrator			**Teachers**					
	F	%	R	F	%	R	F	%	R
Single	1	14.29	2	10	22.22	2	9	15	2
Married	6	85.71	1	35	77.78	1	51	85	1
Widow/ Widower	0	0	3	0	0	3	0	0	3
Total	**7**	**100**		**45**	**100**		**60**	**100**	

Table 3 shows that married respondents constituted the majority across all three groups. These included 6 (85.71%) school administrators, 35 (77.78%) SPED teachers, and 51 (85.00%) parents, for a total of 92 (82.14%) married respondents. In contrast, 20 respondents (17.86%) were single. The ages of the respondents ranged from below 25 to above 56 years old. Among the seven school administrators, the largest group consisted of three respondents (42.85%) who were between 41 and 45 years old. Among the 45 teachers, the most common age range was 31–35 years old, while among the 60 parents, the largest group consisted of 31 respondents (approximately 52%) who were between 26 and 30 years old.

Table 4. Frequency and Percentage Distribution of the Groups of School Respondents Profile According to Age Range

Age Range	**N = 7 School Administrator**			**N=45 SPED Teachers**			**N=60 Parents**		
	F	%	R	F	%	R	F	%	R
Below 25 years old	0	0.00	6	2	4.44	6.5	11	8.33	2.5
26–30 years old	0	0.00	6	11	24.44	2	19	31.67	1
31-35 years old	0	0.00	6	12	26.67	1	10	16.67	4
36-40 years old	2	28.57	2	8	17.78	3	11	18.53	2.5
41-45 years old	3	42.85	1	6	13.33	4	6	10.00	5
46-50 years old	1	14.29	3.5	3	6.68	5	3	5.00	6
51-56 years old	1	14.29	3.5	2	4.44	6.5	0	0.00	7.5
56 years and old	0	0.00	6	1	2.22	8	0	0.00	7.5
TOTAL	**7**	**100.00**		**45**	**100.00**		**60**	**100.00**	

The youngest school administrators were between 36 and 40 years old (2 or 28.57 percent). Meanwhile, 2 (4.44 percent) of the SPED teachers were below 25 years old, indicating that they were among the youngest members of the school's teaching staff. Similarly, 11 (18.33 percent) of the parent respondents belonged to the same age range.

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Regarding the oldest respondents, 1 (14.29 percent) of the school administrators was between 51 and 56 years old. In contrast, 1 (2.22 percent) of the SPED teachers was above 56 years old and nearing retirement age. Meanwhile, 3 (5.00 percent) of the parent respondents were between 46 and 50 years old.

Table 5 Frequency and Percentage Distribution of the Groups of School Respondents Profile According to Highest Educational Attainment

HIGHEST	**N = 7**			**N=45**			**N=60**		
EDUCATIONAL	**School**			**SPED**			**Parents**		
ATTAINMENT	**Administrator**			**Teachers**					
	F	%	R	F	%	R	F	%	R
Bachelor's Degree	0	0	4.5	14	81.11	2	14	26.92	2
Master's Units	2	28.57	2	21	46.67	1	23	44.23	1
Master's Degree	4	57.14	1	9	20	3	13	25	3
Doctoral Units	1	14.29	3	1	2.22	4	2	3.85	4
Doctoral Degree	0	0	4.5	0	0	5	0	0	5
TOTAL	**7**	**100**		**45**	**100**		**52**	**100**	

Table 5, which presents the highest educational attainment of the school administrators and SPED teachers, revealed that the majority of the school administrators (4 or 57.14 percent) were master's degree holders, while the largest group of SPED teachers, consisting of 21 (46.67 percent), had earned units in a master's degree program. Furthermore, 2 (28.57 percent) of the school administrators had earned units in a master's degree program, while 1 (14.29 percent) had also earned units in a doctoral degree program. Similarly, 1 (2.22 percent) of the SPED teachers was pursuing postgraduate studies. Notably, 9 (20 percent) of the SPED teachers were full-fledged master's degree holders.

Table 6. Frequency and Percentage Distribution of the Groups of Respondents Profile According to Present Position

PRESENT POSITION	**F**	**%**	**RANK**
Principals	3	5.77	2.5
Supervisor	1	1.92	4
Department Heads	3	5.77	2.5
High School Teacher	45	86.34	1
TOTAL	**52**	**100**	

In addition, 45 (86.54 percent) of the SPED teachers responded through online platforms, chat, or email and participated in the study. A total of 52 school respondents participated in the online survey.

The following are the findings of the study:

1. The effectiveness of the implementation of the essential educational requirements under the DepEd Basic Education Learning Continuity Plan (BE-LCP) through blended-modular instruction was rated as very highly effective by both school administrators ($\bar{X}$ = 4.55) and SPED teachers ($\bar{X}$ = 4.63), while parents rated it as highly effective ($\bar{X}$ = 4.37). All three groups of respondents rated the six (6) guidelines as very highly effective, ranging from the use of the blended-modular approach ($\bar{X}$ = 4.95) to the use of fully online distance instruction ($\bar{X}$ = 4.50). Furthermore, the five (5) implementing instructional strategies were rated as having a high level of utilization.

However, these groups of respondents appeared to differ in their perceptions of the secondary school's preparedness to adopt the various instructional strategies, particularly in consideration of their respective limitations.

Table 7. Assessment on the Effectiveness of Implementing DepEd's Blended Modular Instructional Strategy in Selected Public Elementary Schools' SPED Centers During COVID-19 Crisis

	N=7			N=45			N=60			N=112		
Blended Instructional Strategy	School Administrator			SPED Teachers			Parents			Total		
	WA	VI	Rank	WA	VI	Rank	WA	VI	Rank	WA	VI	Rank
1. Webinar Approach using Blended Online-Instruction	4.86	VHE	3.5	4.96	VI	3	4.83	VHE	2	4.88	VHE	5
2. Blended Modular Instruction	5	VHE	1.5	4.98	VHE	2	4.86	VHE	1	4.95	VHE	1
3. Distance-Fully Instruction	4.43	HE	7.5	4.56	VHE	7	4.5	VHE	6	4.5	VHE	6
4. Self-Learning Modular/ Course packs	5	VHE	1.5	4.91	VHE	4	4.75	VHE	4	4.89	VHE	2
5. Digital/Video Instruction	4.57	VHE	6	4.89	VHE	5	4.8	VHE	3	4.75	VHE	5
6. Broadcast Classes through TV and radio	4.29	HE	9	4.44	HE	8	4.17	HE	7.5	4.3	HE	8
7. Video Conferencing	4	HE	10	4.11	HE	10	4.17	HE	7.5	4.09	HE	10
8. Zoom/Google Classroom Approach	4.71	VHE	5	4.78	VHE	6	3.67	HE	10	4.39	HE	7
9. Mixed-Online Learning MDL	4.86	VHE	3.5	4.98	VHE	1	4.6	VHE	5	4.81	VHE	3
10. Asynchronous-Online Learning (AOL)	4.43	HE	7.5	4.4	HE	9	3.55	HE	11	4.13	VHE	9
11. Total Analog Learning (TAL)	3.86	HE	11	3.89	HE	11	4.13	HE	9	3.96	HE	11
Overall x	**4.55**	**VHE**		**4.63**	**VHE**		**4.37**	**HE**		**4.51**	**HE**	

Legend:

	Verbal Interpretation	Scale
VHE	Very highly Effective	4.50 – 5.00
HE	Highly Effective	3.50 – 4.49
ME	Moderately Effective	2.50 – 3.49

LE	Least Effective	1.50 – 2.49
NE	Not effective	1.00 – 1.49

2. The three (3) groups of respondents expressed considerable concern during the academic crisis brought about by the COVID-19 pandemic. Nevertheless, they not only accepted but also embraced homeschooling as an alternative means of continuing their children's education amid the global health crisis. Consequently, they welcomed and complied with the initiatives of the Department of Education (DepEd) to ensure that students continued their teaching-learning activities beyond the traditional classroom setting.

Table 8. School's Unschooling Concerns that Made Parents to Deschool Their Mainstreamed Children

	N=7			N=45			N=60			N=112		
Unschooling Concerns	School Administrator			Reg. SPED Teachers			Parents			Total		
	WA	VI	Rank	WA	VI	Rank	WA	VI	Rank	WA	VI	Rank
1. Dissatisfy with how school is managed	3.71	MC	8.5	3.33	LC	12	4.67	MC	10.5	3.57	MC	11
2. Instructional / pedagogical concern	4	MC	5	4.56	VMC	5	4.5	VMC	5	4.35	MC	5
3. School curricular and academic program issues	3.86	MC	6.5	4.67	VMC	4	4.82	VMC	4	4.01	MC	7.5
4. Family life concern	4.57	VMC	3	4.71	VMC	3	4.85	VMC	3	4.71	VMC	3
5. Religious and moral issues	3.86	MC	6.5	4	MC	8	4.17	VMC	8	4.01	MC	7.5
6. Social Issues	3.71	MC	8.5	3.87	MC	9	4.13	MC	9	3.9	MC	9
7. Safety issues	4.71	VMC	2	4.78	VMC	2	4.92	VMC	2	4.8	VMC	2
8. Convenience issues	3.57	MC	10	3.55	MC	10	4.48	MC	6	3.87	MC	10
9. Health / handicap/ special education issues	4.86	VMC	1	4.91	VMC	1	5	VMC	1	4.92	VMC	1
10. Values issues	4.29	MC	4	4.22	MC	6	3.67	MC	10.5	4.39	MC	4
11. Esteem issues	3.53	MC	11	4.11	MC	7	4.43	MC	7	4.02	MC	6
12. Employment issues	3.43	MC	12	3.48	MOC	11	3.5	MC	12	3.47	MOC	12
Overall x	**4.01**	**VMC**		**4.18**	**MC**		**4.34**	**MC**		**4.18**	**MC**	

*Legend:

	Verbal Interpretation	Scale
VMC	Very much concern	4.50 – 5.00
MC	Much concern	3.50 – 4.49

MOC	Moderately concern	2.50 – 3.49
LC	Least concern	1.50 – 2.49
NC	Not concern	1.00 – 1.49

3. All three groups of respondents strongly agreed on the seriousness of the issues they encountered during the implementation of the educational requirements, as reflected in the overall weighted means of $\bar{X}$ = 4.80 for school administrators, $\bar{X}$ = 4.96 for SPED teachers, and $\bar{X}$ = 4.95 for parent respondents. All respondents (100 percent) reported encountering very serious problems while complying with the implementation requirements. These concerns ranged from dissatisfaction with school management and instructional or pedagogical issues, both of which obtained a perfect mean of $\bar{X}$ = 5.00, to issues concerning school curricula and academic programs, as well as religious and moral concerns, each of which obtained an overall mean of $\bar{X}$ = 4.83.

These findings were further supported by the overall weighted means of $\bar{X}$ = 4.80 for school administrators, $\bar{X}$ = 4.96 for SPED teachers, and $\bar{X}$ = 4.95 for parents. The respondents expressed very strong agreement regarding the inadequacy of instructional tools ($\bar{X}$ = 4.92), the need to upskill both teachers and learners in the use of virtual learning approaches ($\bar{X}$ = 4.80), and the limited availability of teacher training ($\bar{X}$ = 4.71). Considering these findings and the strong consensus among the respondents regarding the challenges faced by schools, there is a clear need for schools to strengthen their partnerships with parents and actively involve them in their children's academic development and learning activities.

Table 9. Level of Agreement on the Seriousness of the Issues Experienced in the Implementation of the Blended-Modular Instructional Approach During the COVID-19 Pandemic of Selected Elementary Schools in Pasay City

	N=7			N=45			N=60			N=112		
Issues Experienced in the use of Blended-Modular Instruction	School Administrator			Reg. SPED Teachers			Parents			Total		
	WA	VI	Rank	WA	VI	Rank	WA	VI	Rank	WA	VI	Rank
1. Experience cost of platforms / modalities	5	VSA	1.5	5	VSA	2	5	VSA	2	5	VSA	1.5
2. Limited budget	5	VSA	1.5	5	VSA	2	5	VSA	2	5	VSA	1.5
3. Unprepared teachers	4.57	VSA	10	4.93	VSA	7.5	5	VSA	7.5	4.83	VSA	9.5
4. Limited teacher training	4.71	VSA	7	4.91	VSA	9	4.96	VSA	9	4.86	VSA	7
5. Limited localized face-to-face classes	4.67	VSA	8	4.89	VSA	10	4.92	VSA	10	4.83	VSA	9.5
6. Internet glitches	4.86	VSA	4	5	VSA	2	4.85	VSA	2	4.9	VSA	6
7. Upskill learners with virtual approach	4.8	VSA	6	5	VSA	2	5	VSA	2	4.93	VSA	3
8. Use of different channels/platform	4.86	VSA	4	4.98	VSA	5	4.92	VSA	5	4.92	VSA	4
9. Adequacy in instructional materials	4.86	VS	4	4.96	VS	6	4.86	VS	6	4.91	VS	5
10. Set of standards to benchmark teachers capability to	4.67	VSA	9	4.93	VSA	7.5	4.95	VSA	7.5	4.85	VSA	8

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prepare learners for highly digital academic environment												
Overall x	4.01	VSA		4.96	VSA		4.95	VSA		4.9	VSA	

Legend:

	Verbal Interpretation	Scale
VSA	Very strongly agree	4.50 – 5.00
SA	Strongly agree	3.50 – 4.49
MA	Moderately agree	2.50 – 3.49
LA	Disagree	1.50 – 2.49
NA	Very strongly disagree	1.00 – 1.49

4. The three (3) groups of respondents rated the seventeen (17) instructional management strategies as very highly recommended to ensure the continuity of education under the Basic Education Learning Continuity Plan (BE-LCP) through the use of the blended-modular approach. This was reflected in the overall weighted means of $\bar{X} = 4.88$ for the school administrators, $\bar{X} = 4.93$ for the SPED teachers, and $\bar{X} = 4.92$ for the parent respondents. Among these recommendations, ten (10) instructional management strategies received perfect mean ratings of $\bar{X} = 5.00$ from the respondents, ranging from pilot testing and inspection to considering distance or remote learning as a complement rather than a replacement for school enrollment. The remaining seven (7) recommendations were also highly endorsed by the respondents.

These pedagogical management strategies were broad in scope, encompassing not only the academic requirements of schools but also the safety, health, mental well-being, behavior, and attitudes of learners. Overall, these strategies emphasized the holistic development of learners while addressing the challenges brought about by the COVID-19 pandemic.

Table 10. Instructional Management Strategies Offered to Enhance the Continuity of the Alternative Instruction Program of the Selected Public Elementary Schools in Pasay City

Recommendations/Suggestions to Ensure the Continuity Plan Program	N=7 School Administrator			N=45 Reg. SPED Teachers			N=60 Parents			N=112 Total		
	WA	VI	Rank	WA	VI	Rank	WA	VI	Rank	WA	VI	Rank
1. Pilot testing and inspection to be undertaken jointly with the National Task Force Against COVID-19 to ensure the required	5.00	VHO	7	5.00	VHO	5	5.00	VHO	6	5.00	VHO	5

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health standards and protocol are working and possible glitches are addressed												
2. Focus on the remote learning opportunities to mitigate the current description	4.43	HO	22	4.67	VHO	20	4.58	VHO	22	4.56	VHO	22
3. Build more open and flexible education system program in the future	4.86	VHO	16	4.93	VHO	17.5	4.92	VHO	15	4.90	VHO	17
4. Consider low-tech and no-tech solutions for learners who have little or no access to online enrollment	5.00	VHO	16	4.98	VHO	13	4.98	VHO	12.5	4.94	VHO	14
5. Consider distance learning as a complement and not a replacement for school enrolment	5.00	HO	7	5.00	VHO	5	5.00	VHO	6	5.00	VHO	5
6. Schools should more than teach children how to read, write, and count; nutrition, health and hygiene services; provide mental health and psychosocial support; and dramatically,	5.00	VHO	7	4.98	VHO	13	4.98	VHO	12.5	4.99	VHO	11.5

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reduce the risk of violence, teenage pregnancy and child marriage												
7. Make careful choices based on health and social and economic consideration	4.86	VHO	16	4.93	VHO	17.5	4.86	VHO	10	4.. 88	VHO	18
8. Come out with new guidelines on reopening schools	4.57	VHO	19	4.71	VHO	19	4.83	VHO	20	4.7 0	VHO	19
9. Set framework on reopening of schools based on: 9.1 safe operation	5.00	VHO	7	5.00	VHO	5	5.00	VHO	6	5.0 0	VHO	5
9.2 focus on learning including for the most marginalized, well-being and protection of all concern	5.00	VHO	7	5.00	VHO	5	5.00	VHO	6	5.0 0	VHO	5
10. Consider partnership to provide both the policy and financial support for inclusive and equitable response	5.00	VHO	7	4.98	VHO	13	5.00	VHO	6	5.0 0	VHO	11.5
11. Consider common policy measures in lifting schools closure such as: 11.1 staged reopening with attendance for only a few day a week, or for	5.00	VHO	7	4.98	VHO	13	4.92	VHO	15	4.9 7	VHO	13

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particular grades												
11.2 clear physical distancing	5.00	VHO	7	5.00	VHO	5	5.00	VHO	6	5.00	VHO	5
11.3 personal hygiene measures	5.00	VHO	7	5.00	VHO	5	5.00	VHO	6	5.00	VHO	5
11.4 adopted personnel and attendance regulation	4.57	VHO	19	4.64	VHO	21.5	4.60	VHO	21	4.60	VHO	21
12. Need clear guidance at the national level to focus on safeguarding vulnerable students and staff	4.57	VHO	19	4.64	VHO	21.5	4.72	VHO	15	4.64	VHO	20
13. Seize the opportunity to open up better, use the new modalities created and experimented with during the crisis.	4.86	VHO	16	4.98	VHO	13	4.92	VHO	15	4.92	VHO	15
14. Equip teachers with new skills, create safer learning environments, and focus on learners who could be deprived of the opportunity to return to school	5.00	VHO	7	5.00	VHO	5	5.00	VHO	6	5.00	VHO	5
15. Always observed the fundamental human rights to education and futures of the millions of learners	5.00	VHO	7	5.00	VHO	5	5.00	VHO	6	5.00	VHO	5

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16. Commit to help to recover, to rebuild and to reimagine the educational system in: 16.1 making sure every child is included and learns	5.00	VHO	7	5.00	VHO	5	5.00	VHO	6	5.00	VHO	5
16.2 giving access to school-based health, hygiene and nutrition services.	5.00	VHO	7	5.00	VHO	5	5.00	VHO	6	5.00	VHO	5
17. Make sure every learner is connected to the internet	4.86	VHO	16	4.96	VHO	16	4.92	VHO	15	4.91	VH0	16
Overall x	**4.88**	**VHO**		**4.93**	**VHO**		**4.92**	**VHO**		**4.91**	**VHO**	

Legend:

Verbal Interpretation		Scale			
VHO	Very highly offered	4.50 – 5.00	LO	Least offered	1.50 – 2.49
HO	Highly offered	3.50 – 4.49	NO	Not offered	1.00 – 1.49
MO	Moderately offered	2.50 – 3.49			

5. The Department of Education (DepEd) should consider the impacts of the pandemic on the academic community by establishing a solid framework to ensure the continuous delivery of quality online instruction, guided by the three (3) R's: Relief, Recovery, and Rebuilding.

CONCLUSIONS

Based on the salient findings of the study, the researchers arrived at the following conclusions:

1. The implementing guidelines of the Department of Education's (DepEd) Alternative Basic Education Learning Continuity Plan, using the blended-modular approach in the elementary school SPED Centers included in the study, were found to be highly effective by the school administrators, teachers, and parent respondents in facilitating homeschooling for learners with special educational needs.

2. All groups of respondents strongly agreed that they encountered very serious concerns regarding school management, particularly in terms of limited budgetary allocations, inadequate instructional materials and resources, and the challenges associated with implementing appropriate instructional strategies as schools shifted to homeschooling during the academic crisis.

3. The school administrators, teachers, and parents expressed considerable concern about the COVID-19 pandemic ($\bar{X}$ = 4.18). Nevertheless, they not only accepted but also welcomed homeschooling as an alternative means of providing educational services to SPED learners during the academic crisis.

4. The three (3) groups of respondents strongly endorsed more than half of the proposed instructional management strategies, particularly ten (10) or 58.82 percent of the seventeen (17) recommendations. These strategies focused on adopting remote or distance education through blended-online instruction, providing additional government budgetary allocations, observing health and safety protocols, and addressing the mental well-being, behavioral development, and attitudes of learners during the pandemic.

5. The Department of Education (DepEd), in fulfilling its mandate to serve the Filipino people, should reconsider its approach to addressing educational challenges by adopting evidence-based solutions guided by the three (3) R's: Relief, Recovery, and Rebuilding. These principles should serve as the foundation for strengthening all aspects of the Agency's educational programs and services, particularly in ensuring the continuity and quality of education for learners with special educational needs.

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