

## Delivery of Learner Support Services in the Elementary Schools

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**ABSTRACT:-** This study aimed to assess the delivery of learner support services in elementary schools in Juban District Division of Sorsogon Province for school year 2020-2021. Descriptive-survey method of research was utilized in this study. The respondents were the 120 elementary teachers and 24 Supreme Pupil Government (SPG) officers from the 24 elementary schools in Juban District. Also, an instrument and unstructured interview were employed in this study. The statistical tools used were the frequency, percentage, and weighted mean.

The status of delivery of learner support in the distance learning modality along the following services, academics; psychosocial support; and health and physical are: facilitating distance learning through constant communication and coordination with parents, putting in place a learning process that includes short turnaround times for the assignments and suitable number of assignment submission, and ensuring the continuity of safe, adequate, and appropriate educational and social learning and development of children are the different services delivered to learner support in the distance learning modality. And the effects of the delivery of academic and psychosocial support services as effective and the health and physical services as very effective on the students. With these, the school heads may establish mechanisms in monitoring and evaluating the status of the learner support services delivered to the learners and parents. The teachers may establish open communication and develop strong linkage for the active involvement of the parents in getting feedback about the effects of the delivered learner support services. Further study may be conducted that will include other districts in the province and looking into the impact of the services to the academic performance of the learners.

**Keywords:** delivery, learner support services, academics, psychosocial support, health and physical

### I. INTRODUCTION

The opening of the year 2020 has shown the world a challenging start. As the CoVid-19 pandemic was recorded to have begun in the last quarter of 2019, the world entered a new year filled with drastic changes in the way people live. Many institutions had to navigate their way through the increasing alterations. With this in mind, people readjusted their lives to avoid contracting the virus and not be part of the death toll.

The education sector around the globe also made an immense change. In developed countries like Singapore, Taiwan, and South Korea, both government and non- government schools focus on the improvement of online class delivery. These developed countries also gave alternative setups for learners to choose other non-academic activities to get involved in the school (OECD, 2020)<sup>1</sup>.

Additionally, Kalenzi, Back, and Yim (2020)<sup>2</sup> state that in South Korea, synchronous and asynchronous online classes can be done even while riding a train or having lunch in a café. Moreover, Burns (2011)<sup>3</sup> observed that in other Southeast Asian countries like Malaysia and Indonesia, learner support services of the respective countries focused more on ensuring that learning materials are complete, verified, and can be delivered to all learners of schools. These countries, like the Philippines, grapple on the difficult situation of addressing the primary duty of schools which is to provide adequate and quality education. The Malaysian and Indonesian school systems, respectively, still offer other learner support services like guidance and counselling and community extension services.

Although these Asian and Western countries have varied ways in continuing learner support services, they are still striving for the improvement of every activity conducted so they can make sure that the needs of the learners are addressed holistically. Since education should not only focus on the cognitive, it is still being sought and achieved if the affective and the emotional quotient of learners are addressed as well (Jung, 2012)<sup>4</sup>.

The role of the teachers is rapidly evolving and becoming more difficult than before. Pedagogical adaptations have proven to be crucial as the traditional lecturing, the face-to-face classes was translated to a remote learning environment to prevent students from the threat of Covid-19. Teachers are challenged in designing effective programs to address the needs for safe learning environment. With that, assessing those learning support services that teachers extended to their students is a great advantage for teachers who are aiming to really address the learning gaps.

The conduct of this study is based on the observations of the researcher that several programs about strengthening the Learner Support Services are initiated in the Division of Sorsogon and also adopted in Districts but the effects to the students is not yet evaluated.

## **II. STATEMENT OF THE PROBLEM**

This study aimed to assess the delivery of learner support services in elementary schools in Juban District Division of Sorsogon Province for school year 2020-2021. Specifically, it sought to answer to the following questions:

- 1) The status of delivery of learner support in the distance learning modality along the following services: academics; psychosocial support; and health and physical
- 2) effects of the delivery of learner support services on the students along the identified variables

## **III. METHODOLOGY**

This study aimed to assess the delivery of learner support services in elementary schools in Juban District Division of Sorsogon Province for school year 2020-2021. The descriptive-survey method of research was utilized in this study. The respondents were the 120 elementary teachers and 24 Supreme Pupil Government (SPG) pupils from the 24 elementary schools in Juban District. Also, an instrument and unstructured interview were employed in this study. The statistical tools used were the frequency, percentage, and weighted mean.

## **IV. RESULTS AND DISCUSSION**

### **Status of Delivery of Learner Support Services in the Distance Learning Modality**

This section discusses the status of learner support services in the distance learning modality along the following services academics, mental health and psychosocial support, and health and physical.

**Academics.** Table 1A contains the frequency and rank of the status of delivery of learner support services in the distance learning modality along academics. Multiple responses were utilized by the respondents.

**Table 1A Academic Support Services**

| <b>Services</b>   | <b>F (n=120)</b> | <b>Rank</b> |
|---|------------------|-------------|
| <b>1.Facilitating distance learning through constant communication and coordination with parents</b>          | 118              | 1           |
| <b>2. Giving orientation about the modules and study skills to be used in the distance learning modality.</b> | 110              | 3           |
| <b>3. Providing regular feedback to parents on their children's performance.</b>                              | 100              | 4           |
| <b>4. Making themselves regularly available for learners/parents either by phone or social media.</b>         | 94               | 5           |
| <b>5. Acknowledging the important role of parents in distance learning modality.</b>                          | 112              | 2           |

The table shows the services along academic delivered by elementary schools and the frequency (f) with which each service was rated by the respondents (n=120). The ranking column indicates the rank of each service based on its frequency.

The first services, " Facilitating distance learning through constant communication and coordination with parents," was rated the highest, with 118 respondents (98.3%) indicating its effectiveness. This indicates that parents need to be kept informed and involved in their children's learning process, especially in a distance learning mode, to ensure that they are adequately supported.

The second services, "Giving orientation about the modules and study skills to be used in the distance learning modality,," was rated by 110 respondents (91.7%) and ranked third. This indicates that learners and parents need guidance and support to cope with the challenges of distance learning.

The third services, "Providing regular feedback to parents on their children's performance," was rated by 100 respondents (83.3%) and ranked fourth. This indicates that parents need regular updates on their children's progress to ensure that they are adequately supported and can intervene if necessary. The fourth indicator, "Making themselves regularly available for learners/parents either by phone or social media," was rated by 94 respondents (78.3%) and ranked fifth. This indicates the importance of regular communication between the school and learners/parents to ensure that they are adequately supported. The fifth indicator, "Acknowledging the important role of parents in distance learning modality," was rated by 112 respondents (93.3%) and ranked second. This indicates the importance of recognizing and supporting the crucial role that parents play in supporting their children's learning in a distance learning mode.

Overall, the results indicate that effective communication and support for parents and learners are essential for successful distance learning delivery in elementary schools. These findings are consistent with previous research that highlights the importance of parent involvement and support in distance learning (Ertmer & Ottenbreit-Leftwich, 2010; Rakes et al., 2010)<sup>5</sup>.

**Psychosocial Support services.** Table 1B contains the frequency and rank of the status of the delivery learner support services in the distance learning modality along psychosocial support services. Multiple responses were utilized by the respondents.

**Table 1B Psychosocial support services**

| Services   | F (n=120) | Rank |
|--|-----------|------|
| <b>1. Providing learners and parents support in resolving difficulties encountered in the distance learning modality.</b>                            | 87        | 4.5  |
| <b>2. Building good rapport or personal relations with parents and learners.</b>   | 87        | 4.5  |
| <b>3. Fostering empathy between learners and parents by using friendly learning materials and conversational style.</b>                              | 90        | 3    |
| <b>4. Putting in place a learning process that includes short turnaround times for the assignments and suitable number of assignment submission.</b> | 98        | 1    |
| <b>5. Giving the parents the prerogative to use the behaviorist and constructivist modes of learning.</b>  | 94        | 2    |

The table shows the indicators of mental health and psychological support services delivered by elementary schools and the frequency (f) with which each indicator was rated by the respondents (n=120). The ranking column indicates the rank of each indicator based on its frequency.

The first and second services, " Providing learners and parents support in resolving difficulties encountered in the distance learning modality. " and " Building good rapport or personal relations with parents and learners," were both rated by 87 respondents (72.5%) and ranked 4.5. This indicates the importance of establishing a supportive and trusting relationship between the school and learners/parents to ensure that personal difficulties can be addressed and resolved effectively.

The third services, " Fostering empathy between learners and parents by using friendly learning materials and conversational style," was rated by 90 respondents (75%) and ranked third. This indicates the importance of creating a positive and supportive learning environment that fosters empathy and understanding.

The fourth services, " Putting in place a learning process that includes short turnaround times for the assignments and suitable number of assignment submission," was rated by 98 respondents (81.7%) and ranked first. This indicates the effectiveness of establishing clear and consistent communication channels between the school and learners/parents to ensure that students receive timely feedback and support.

The fifth services, " Giving the parents the prerogative to use the behaviorist and constructivist modes of learning," was rated by 94 respondents (78.3%) and ranked second. This indicates the importance of adopting a flexible and adaptable approach to teaching and learning that considers the unique needs and learning styles of individual students.

Overall, the results highlight the effectiveness of establishing a supportive and empathetic learning environment that fosters positive relationships between the school, learners, and parents. These findings are consistent with previous research that emphasizes the importance of social support and empathy in promoting positive mental health outcomes (Bradshaw et al., 2009; De Wit et al., 2017)<sup>6</sup>.

**Health and Physical Services.** Table 1C contains the frequency and rank of the status of delivery of learner support services in the distance learning modality along health and physical services. Multiple responses were utilized by the respondents.

**Table 1C Health and Physical services**

| Services  | F (n=120) | Rank |
|---|-----------|------|
| <b>1. Providing awareness to parents about managing the learners' well-being.</b>   | 87        | 4.5  |
| <b>2. Integrating Covid-19 awareness in the self-learning modules.</b>  | 87        | 4.5  |
| <b>3. Implementing strictly the health protocols in the school.</b>   | 90        | 3    |
| <b>4. Ensuring the continuity of safe, adequate, and appropriate educational and social learning and development of children.</b> | 98        | 1    |
| <b>5. Monitoring the integration of school-related health and physical services at the community level.</b>                       | 94        | 2    |

The table shows the services of health and physical services delivered by elementary schools and the frequency (f) with which each service was rated by the respondents (n=120). The ranking column indicates the rank of each service based on its frequency.

The first and second services, " Providing awareness to parents about managing the learners' well-being and " Integrating Covid-19 awareness in the self-learning modules," were both rated by 87 respondents (72.5%) and ranked 4.5. This indicates the importance of ensuring that parents and schools work together to promote the health and well-being of students, including addressing the challenges posed by the COVID-19 pandemic.

The third services, " Implementing strictly the health protocols in the school," was rated by 90 respondents (75%) and ranked third. This indicates the importance of implementing and adhering to health protocols to minimize the risk of transmission of infectious diseases within the school environment. The fourth services, " Ensuring the continuity of safe, adequate, and appropriate educational and social learning and development of children," was rated by 98 respondents (81.7%) and ranked first. This indicates the effectiveness of ensuring that the educational and social development of children is not compromised by health and safety measures, and that measures are put in place to support the continued learning and development of students.

The fifth services, " Monitoring the integration of school-related health and physical services at the community level," was rated by 94 respondents (78.3%) and ranked second. This indicates the importance of ensuring that school health and physical services are integrated into the wider community health measures and that the school supports the health and well-being of the wider community.

Overall, the results highlight the importance of promoting a safe and healthy learning environment that supports the well-being and development of students while adhering to health protocols and promoting community health. These findings are consistent with previous research that emphasizes the importance of a supportive school environment in promoting positive health outcomes (Denny et al., 2011; Gonsalves et al., 2021)<sup>7</sup>.

#### **Effects of the Services delivered on the students**

This portion entails the effects of the learner support services delivered to the students along academics, psychosocial support, and health and physical services. The weighted mean was used in the data analysis.

**Academics.** The weighted mean and interpretation of the effects of the learner support services delivered on the students along academics are presented in Table 2A.

**Table 2A Effects of Academic services delivered on the students**

| Effects   | Weighted Mean | Interpretation   |
|---|---------------|------------------|
| <b>1. Well-coordinated and disseminated distance learning modality to students.</b>                         | 4.39          | Effective        |
| <b>2. Full understanding by the students on the use of modules in their distance learning.</b>              | 4.27          | Effective        |
| <b>3. Improved performance of the students caused by regular feedback given by the teachers.</b>            | 4.46          | Effective        |
| <b>4. Greater relevance brought by the availability and flexibility to adapt to specific student needs.</b> | 4.36          | Effective        |
| <b>5. Strengthened parental involvement in the distance learning modality.</b>                              | 4.56          | Very effective   |
| <b>Overall</b>  | <b>4.41</b>   | <b>Effective</b> |

It was revealed in the table that generally the academic services delivered to the students are effective as indicated in the overall weighted mean of 4.41.

**1. Well-coordinated and disseminated distance learning modality to students.**

Regular communication with the students and parents during pandemic had numerous positive effects on students' academic and personal development. It helped them easily adapt, feel supported, motivated, and empowered to achieve their goals both school and beyond in a new way of learning during pandemic. Respondent A explained:

*“An pirmi pag chat, pag video call nan pag text o pagtawag ni mam nakatabang saakon na maintindihan an leksyon kay nakahapot ako nan napapaliwanagan ako ni Mam san mga diri ko naintindihan.”*

“Having a regular communication through chat, video call, text or call by my teacher helped me to clearly understand the lessons or topics being discussed because I was able to asked questions and clarify things I don't understand.”

Gadgets are the daily ones we use to communicate with our family, friends and teachers. It is also the one we use for learning. (Dewi Ratnasari and Haryanto, 2019.)<sup>8</sup> Some pupils who don't have gadgets find it difficult to cope up with lessons and it can affect the academic performance of the students in their output. Respondent B directly said:

*“Mapagalon po sa parte ko mam kay wara ako gadget, parehas san selpon, pero si mama may selpon kaso wara man tabi saamon internet nan saka wara din kami kwarta pambakal ki lod. Kaya tabi di ko man nakaistorya si mam di ko nga aram ang hitsyura. Wara man ako mayad naintindihan san modules o ito na activity sheets.”*

“Communication had been a burden for me because I don't have gadgets such as cellphone, but my mother had cell phone but we do not have internet access and even money to buy load. So, I don't have the chance to talk to my teacher I didn't even know her face. I don't understand the modules or even the activity sheets”.

**2. Full understanding by the students on the use of modules in their distance learning.**

Orientation on the learning materials implies that students are provided with the information and orientation about the school, academic and other services offered by the school. It is specified in CMO. 09 s. 2013-Policies, Standards and Guidelines for Student Affairs and Services<sup>9</sup> that all students must be oriented with all services that are intended for the holistic development of their academic journey. According to student C:

*“Intutukduan man tabi si mama ni mam pag nagkakadto sa eskwelahan kun anano ang giboan sa modyul, tapos inpapaliwanag man saakon ni mama kaya nasabutan ko man tabi ang giboan.”*

“My mother received instruction on what to do in the module, and then my mother explained it to me that is why I understand on how to accomplish the task.”

Modular learning is the most appropriate Distance Learning used by all public schools during Pandemic, according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this

academic year (Bernardo, J)<sup>10</sup>. Modular distance learning This is in consideration of the learners in rural areas where internet is not accessible for online learning but most of the students do not have enough time to accomplish all their modules within a week. They often received 8 modules in all subjects and each module has a maximum of 5 activities. The subject that they are having greatest difficulty are Mathematics, English, followed by Science some students said that most of the Math problems are difficult to solve and no detailed explanation is provided. Problem Solving does not only include and require computation but there is a need to understand and analyze the problem, it is important that students comprehend the problems (Salma & Rodrigues, 2012)<sup>11</sup>. Respondent D said:

*“Harayo tabi ang balay mi sa eskwelahan, wara kami gadgets maski signal sa internet. Si mama tabi di man minsan nakakadto sa eskwelahan kay nagtatrabaho amo man si papa. Kaya inkuha mi nalang tabi sa barangay hall ang modules o minsan indadara lang tabi saamon san kapitbahay. May weekly home learning plan kaso di ko man tabi gihapon nasabutan ang modules lalo na ang sa English, Mathematics, Science, Araling Panlipunan kaya ang iba lang na aram ko ang insimbagan ko. Mapagalon tabi.”*

“Our home is far from the school, we don’t have gadgets or internet access. My mother frequently went to school because she is busy with her work the same with my father so we get the modules in the Barangay hall or sometimes it brought to me by our neighbor. There’s a weekly home learning plan but still I don’t understand what to do on the modules especially in the subject English, Mathematics, Science, Araling Panlipunan so I only answered few activities that I knew. It’s difficult.”

### **3. Improved performance of the students caused by regular feedback given by the teachers.**

Reward systems are often used by teachers to support the students in the classroom. Rewards provide an incentive to children to learn, behave and achieve. According to Student E:

*“Naruyagon ako kan mam kay intagan ako dagdag na grade pag nag pasa tama sa oras kaya insikap ko na matapos tulos ang simbagan.”*

“I really adore my teacher because she gave me additional grade when I finished and submitted the Activity sheets or modules on time that is why I always tried my best to finished the activity on time.”

### **4. Greater relevance brought by the availability and flexibility to adapt to specific student needs.**

Learning innovations and other DepEd Program such as “Ereskwela” and DepEd TV helped the students felt more confident in their ability to succeed in their studies. The regular radio program “Ereskwela” of OSDS Official (DepEd Sorsogon Province)<sup>12</sup> as a learning innovation helped a lot of students to gain knowledge about different topics. It helps the students especially in the midst of pandemic to still learn even though they are only in their house listening to the radio or watching online.

This boosted their self-esteem and helped them overcome any challenges or obstacles they may encounter in the modular distance learning. According to Student F:

*“Bagang nasa laog man lang ako san klasrum tabi kay inapapakita ako sadto ni mam sa TV na mga leksyon pag may mga di ako naintindihan, tapos magayunon magkita, kaso minsan wara po kami load kaya di ako naka hapot kan mam nan di nakakita leskyon.”*

“It felt like I’m inside the classroom because our teacher told us to watch television on the lesson that we don’t understand, its beautiful to watch, however sometimes we don’t have load that is why I can’t ask our teacher and I can’t be able to watch.

The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, n.d.)<sup>13</sup> Home visitations provided a supportive and caring environment for students, which can improve their overall well-being. This helped students to think positive, feel more comfortable in sharing their concerns and problems with their teachers or counselors and helped them develop healthy coping strategies to do better in the new way of learning. According to Student G:

*“Inkakadto po ako ni mam mga duwang beses sa sarong bulan inpapabasa ako tapos inpapa times kay wara po kaya ako cellphone, kay pobre lang po kami.”*

“My teacher visited me twice a month, I recited multiplication table and I read every time she visits me because I don’t have cellphone because were just poor.”

### **5. Strengthened parental involvement in the distance learning modality.**

Printed Modules delivered to students, parents or guardians by the teachers or through the Local Government Officials. Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child. (Flip Science, 2020)<sup>14</sup>. Student H said:

*“Pirmi ako tabi inabantayan nan intatabangan ni mama pag nag mo modyul kay pirmi daw siya insasabihan ni mam pag nagkakadto sa eskwelahan na dapat daw pag Byernes magpasa na para di matambakan san simbagan.”*

“My mother always checked and helped me in answering the modules because my teacher told my parents to submit it on time to avoid overlapping of activity sheets.”

The findings indicate that the academic services delivered by elementary schools are effective in supporting the distance learning mode. Specifically, the services enable learners to persist in their studies, coordinate feedback effectively, and provide flexibility to adapt to specific student needs. The study also suggests that the strengthening of parent-school partnership is very effective in reducing challenges related to individual, institutional, and instructional factors.

These results are consistent with previous research that emphasizes the importance of providing academic support services to students in distance learning mode (e.g., Balaji & Chakrabarty, 2021; Kim et al., 2020)<sup>15</sup>. Such services can help students overcome challenges related to technology, time management, and motivation, which are common barriers to successful distance learning. Furthermore, effective coordination of feedback and communication between stakeholders can help to mitigate the social isolation that some students may experience in distance learning mode (Huang et al., 2020)<sup>16</sup>.

Overall, the findings suggest that elementary schools should continue to provide academic support services to students in distance learning mode, and should focus on strengthening the parent-school partnership to reduce challenges related to distance learning. This may involve providing parents with additional resources and training to support their children's learning, as well as fostering a collaborative and supportive relationship between parents and school staff.

**Psychosocial support.** The weighted mean and interpretation of the effects of the learner support services delivered on the students along psychosocial services are presented in Table 2B.

**1.Persistence of students due to favorable both academic and environmental variables.**

Students have been exposed to traditional, face-to-face classroom-based teaching for many years, learning delivery is under the supervision of teachers. During pandemic new platform of teaching and learning delivery is created and accepted by the students.

**Table 2B Effects of psychosocial services delivered on the students**

| Effects   | Weighted Mean | Interpretation   |
|---|---------------|------------------|
| <b>1.Persistence of students caused by favorable academic and environmental atmosphere.</b>                           | 4.51          | Very effective   |
| <b>2.Ensured the protection and the psychosocial well-being of learners, teachers, and other education personnel.</b> | 4.66          | Very effective   |
| <b>3.Smooth delivery of the implementation of distance learning.</b>  | 4.42          | Effective        |
| <b>4.Increased motivation of learners.</b>  | 4.28          | Effective        |
| <b>5.Encouraged learners to study hard.</b>   | 4.57          | Very effective   |
| <b>Overall</b>  | <b>4.49</b>   | <b>Effective</b> |

Even in the absence of face-to face learning, teachers continue in providing learning support, as well as guidance, and provide extra support or go at a slower pace just to ensure that their students have learnings. When students and parents received support in resolving personal difficulties, it helped them alleviate stress, anxiety and other mental health issues that can interfere with their ability to learn and perform well in school. This can promote a healthier and more positive learning. According to Student I:

*“Lain ako masyado nasakitan nan nag alala habang nag aadal kay katabang ko man tabi sina mama nan papa sa pag simbag san modyul nan minsan tabi nagtawag kami kan mam inhahapot mi kun nano ang gigiboon”.*

“I felt slightly difficult and unworried while studying because my mother and father helped me in answering the module and sometimes I called my teacher and asked her what to do.

## **2.Ensured the protection and the psychosocial well-being of learners, teachers, and other education personnel.**

A home learning environment has a positive “direct association” with a child’s academic performance (Australian Institute of Family Studies, 2015)<sup>17</sup>. During pandemic, students are forced to stay at home and have their class in the same location. Parents and students were encouraged to arranged their home and have a learning pace area.

Some of the Elementary schools in Juban such as in Caruhayon Elementary School establish five (5) safe learning space for students, barangay hall was also utilized. A community learning kiosk where in volunteer tutors or teaching aid can provide teaching assistance to 134 students especially those struggling pupils. Volunteers include college and high school students, teachers and youth leaders most of them were a member of CarES Organization of the said community who helped the school and the community. Learning kiosk were also used by the teacher whenever they visited and delivered some learning materials to be used by the volunteers. Safe and healthy protocols were observed. Student J said:

*Tahimik man tabi sa balay pero igwa kami ki kiosk na inkakadtoan. Ang iba ko na kklase sa brgy. hall depende po sa kagrupa, didto kami nag i eskwela minsan nagkakadto man tabi si mam may mga dara na mga basahon. Pero di man siya nagtutukdo, ang teacher mi didto ang nag i ekswela tabi sa High school, sa iba na kiosk iba man tabi.*

“So far, it is peaceful in our house but we went to kiosk. My other classmate went to Barangay Hall it depends on the group where we belong, we study there and teacher went there also sometimes she brought reading materials. But she did not teach us, our teacher is a student from high school, in other student teacher also assigned in other kiosk”.

## **3. Smooth delivery of the implementation of distance learning.**

Module result to a healthy relationship through quality time between parents and students through openness to one another that resulted to smooth accomplishing of learning tasks.

Teachers should be able to have the abilities necessary to make teaching effective in the new normal. Using the appropriate instructional material on the topic is one of the abilities that a teacher should possess and Learning Activity Sheet is developed to help the pupils to have meaningful and engaging activities for independent learning. (Delos Reyes & Caballes,2021)<sup>18</sup> Relative to the implementation of new normal last School Year 2020-2021, the development of the Learning Activity Sheets (LAS) was based on the Most Essential Learning Competencies (MELC) issued by the Central Office. MELCs allowed to focus instruction on the most essential skills for the students to gain. The Learning Activity Sheets was one of the learning materials utilized by learners during the home learning sessions. (Cher, 2021)<sup>19</sup> According to Student K:

“Masakit tabi para saakon ang pag simbag san modyul pano wara teacher. Magayon man gihapon sa eskwelahan tabi pero inapasa ko man ang modyul ko sa tama na oras kaso minsan ang iba wara tabi answer kay di ko man aram minsan inkopya lang ang simbag sa answer key. Mayad ngani kay pinanipis na po ito san teacher namon, naging LAS nalang para dai na daw kami mapagalan.”

“It’s too difficult for me to answer the modules because of the absence of teacher. It still beautiful in the school but I had submitted my module on time but sometimes other activities don’t have answer because I don’t know how to answer and sometimes I’ll just copy the answer in the answer key. Luckily my teacher made it thin, it became Learning Activity Sheets (LAS) so we couldn’t feel difficulties.”

## **4.Increased motivation of the learners.**

Home visitations provided a supportive and caring environment for students, which can improve their overall well-being. This helped students to think positive, feel more comfortable in sharing their concerns and problems with their teachers or counselors and helped them develop healthy coping strategies to do better in the new way of learning. According to Student L:

*“San Pandemic namiss ko ang teacher magtukdo pero mayad ngani minsan nag bibisita man si mam sa balay. Pirmi ako niya insasabihan anseran ko daw intiro na activities maski mapagal ang mahalaga daw ingibo ko ang best ko para mataas daw ang grade ko tapos para makapasa daw ako.”*

“During Pandemic, I missed my teacher teaching but luckily, she visited me sometimes. She always told me to answer all the activities even if it is difficult what’s important is that I tried my best for m to get a high grade and be able to pass.”



**5. Encouraged learners to study hard.**

Weekly Home Learning Plan was prepared by teachers implementing Distance and Blended Learning. It received by the parents together with the modules for their reference and guidance. Orientation about its content, purpose and used were done during Parent-Teacher Association meeting. Weekly Home Learning Plan it helped the students to become more organized, motivated and better at managing their time especially when their parents' guide them because most of the pupils didn't know where to start in doing learning tasks. They also glad and motivated to study knowing that their parents helped and supported them. The plan served as a guide for students to know what they need to do and helping them to plan and prioritize their tasks to finished it on time and avoid cramming. Student M stated:

*“San una napagalan tabi ako san modules kay damo damo ang anseran,pagkita ko palang bagang nagkukulog na ang ulo ko pero san naghatag na si mam sadto po baga na Weekly Home Learning Plan medyo nakatabang ito kun pano magsimbag san mga modules kay me mga oras na susunudon. Kaso minsan gab-i man gihapon ako nag sisimbag san iba na masakit kay amo lang available si mama magtukdo.”*

“At first, it really hard for me to answer the modules because there were a lot of activities to answered, when I saw it seems like I'm having a headache but when my teacher gave weekly home learning plan it quite helped me in answering the modules because there's a time to be followed. However sometimes I answered other difficult activities during evening because that's the only available time of my mother to teach. “

The results suggest that the mental health and psychosocial services delivered by elementary schools have positive effects on the students. The indicators with the highest weighted mean are related to the safety and well-being of the learners, teachers, and education personnel, as well as the motivation and encouragement of learners. These findings are consistent with previous studies that have shown that psychosocial support and a safe learning environment are critical for student success and well-being (e.g., Rutter, 2012; UNESCO, 2020)<sup>20</sup>. Moreover, the study highlights the importance of integrating mental health and psychological support services in the implementation of distance learning. The indicators with the highest weighted mean are related to the ensured learning environments are secure and safe and promote the protection and the psychosocial well-being of learners, teachers, and other education personnel and the persistence of students due to favorable academic and environmental variables. This is particularly relevant given the COVID-19 pandemic and the shift towards remote learning, which has brought unique challenges for students' mental health and well-being (e.g., Golberstein et al., 2020)<sup>21</sup>.

In conclusion, the findings suggest that mental health and psychological support services delivered by elementary schools can have positive effects on student well-being and academic outcomes, particularly in the context of distance learning. These results have important implications for educators and policymakers in designing and implementing effective support services for students.

**Health and Physical services.** The weighted mean and interpretation of the effects of the learner support services delivered to the students along health and physical services are contained in Table 3C.

The results show that the delivery of health and physical services to elementary school students is very effective in promoting their well-being and safety, as well as integrating with community-wide measures. The high weighted mean scores of all indicators indicate that the delivery of these services is perceived positively by the stakeholders involved in this study.

**Table 2C**  
**Effects of health and physical services delivered to the students**

| Effects   | Weighted Mean | Interpretation        |
|---|---------------|-----------------------|
| <b>1.Increased awareness of the learners and parents of the impact of Covid-19.</b>         | 4.72          | Very effective        |
| <b>2.Integrated the Covid-19 awareness in the learning modules.</b>                         | 4.48          | Effective             |
| <b>3.Ensured learning environments are secure and safe which promote health protection.</b> | 4.70          | Very effective        |
| <b>4.Health protocols in the school are followed.</b>                                       | 4.74          | Very effective        |
| <b>5.Availability of campaign materials about the awareness of the spread of Covid-19.</b>  | 4.60          | Very effective        |
| <b>Overall</b>  | <b>4.65</b>   | <b>Very effective</b> |

### **1. Increased awareness of learners and parents about the impact of Covid-19.**

The coronavirus disease 2019 (COVID-19) pandemic caused significant disruption to teaching and learning activities at all levels. Educational systems at all levels had to be suspended or moved online due to lockdown and social distancing rules, which aimed at limiting the spread of the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) that causes COVID19. (Vijayan, 2021)<sup>22</sup>. According to Student N:

“Sarong hapon, nalimot lang ako tabi san petsa. Si sir tabi insabihan kami na magkakralase na pupunduhon daw ang eskwela kay may nakamatay daw na virus, amo tabi ina na Covid-19 hanggang sa balay nalang tabi kami sadto nag irekwela kay kahadlok kun mahawaan baga tabi sadto na virus.”

“One afternoon, I forgot the date. Our teacher told us my classmates that going to school will be stopped because of the virus that can cause death which is the Covid-19 so we continued our education in our home because its scary to be contaminated by that virus.”.

### **2. Integrated the Covid-19 awareness in the learning modules.**

“The integration of Covid-19 on the modules, learning activity sheets and other learning materials helped the students be informed about the virus and widened their knowledge on the Do’s and Don’ts during pandemic. Students prevented being infected with the virus. Also, the students had the chance to shared the information about Covid-19 with their families, friends and others to minimized the spread of Covid-19. It also resulted to effective health outcomes, improved quality of life during lockdowns and survival. According to Student O:

“Me mga simbagan tabi kami sadto tungkol sa Covid, sa hmmm, sa subject ada ito na health tabi? Nakabutang ngai didto ang pag sul-ot san facemask, paghugas mga kamot. Tapos sabi sadto po ni mam kan mama halion na daw anay ang mayad na ugali, di na daw anay mag para bisa sa mga gurang.”

“We have learning tasked about Covid, hmmm maybe it is in health subject? It is indicated there the wearing of facemask, washing hands. And then my teacher told my mother to disrespect, avoid the habit “mano po” to the elderly.”

### **3. Ensured learning environments are secure and safe which promote the protection.**

School personnel, BLGU Officials, Private Organizations with the cooperation of the people in the community of different public schools have worked tirelessly to make schools as safe as possible for children. The distribution of facemasks, alcohol and hygiene kits were very helpful for students to stopped the spread of germs, illness and disease. During the difficult times, Filipino spirit is there. Facemasks, sanitizers, alcohols and hygiene kit were distributed to every student, teachers. Health protocols are implemented in the school and posters about covid-19 is visible including the emergency hotline numbers. Some Elementary school initiated a community pantry, gift giving and distribution of food pack entitled “CarES Handog Saya sa mga Mag-aaral”. Another elementary school in Juban had an approved project entitled “Tabang Mo, Tabang Ko, Kaogmahan san Gabos” the purpose is for gift giving and it happened during the month of December. Groceries and hygiene kits were distributed to every learner. School clinic is also functional. Student O stated:

“San Pandemic nag hatag tabi saamon si Sir ki facemasks, sabon, alcohol na diretso may laugan, ang mga grade 1 hanggang grade 3 may mga sipilyo pa.” Sana all nalang. Hehe Pero nakatanggap pa kami tabi pagkaun nan regalo.

“During Pandemic Sir gave us facemasks, soap, bottle with alcohol, while Grade -Grade III pupils have additional toothbrush. Hopefully all. But we also received food pack and gifts.”

### **4. Health protocols in the school are followed.**

Students, parents, teaching personnel got protected from the Covid-19 transmission because they followed health and safety protocols released by the IATF. This also helped the school community safe and prevent the spread of the virus to vulnerable individuals. Student P explained:

“Pag makuha tabi nan mauli si tita san modules sa eskwelahan pirmi siya may facemasks kay No Facemasks, No Entry daw sabi san Principal bagan sa I.D. po baga?”

“Every time my auntie gets and returned modules in the school she always wears facemasks because No Facemask, No Entry according to Principal, seems like in I.D.?”

### **5. Availability of campaign materials about the spread awareness of Covid-19.**

Spreading awareness on Covid-19 helped the students to know the things they should do and avoid in order to prevent the spread of the virus and to have a safer environment or community to stay safe and not get infected with the virus. Student X stated:

“Igwa tabi mga nakadukot sadto na tungkol sa Covid-19. Nakita ko ito sa puno san eskwelahan mi, sa may gate, barangay hall, sa waiting shed. “

“There were posted materials about Covid-19. I saw it in the tree inside the school, in the gate, barangay hall and waiting shed.”

The findings are consistent with previous studies that emphasize the importance of promoting health and well-being among students, especially during times of crisis such as the Covid-19 pandemic (e.g., Tandon et al., 2020)<sup>23</sup>. The integration of health protocols into the school environment has been shown to be an effective strategy in mitigating the spread of infectious diseases and promoting healthy behaviors (Koh et al., 2020)<sup>24</sup>.

The results also highlight the importance of parent-school partnership in managing learners' well-being and awareness of Covid-19 impact. Parents play a crucial role in supporting their children's health and well-being, especially during distance learning, and it is essential for schools to actively engage parents in promoting a safe and healthy learning environment (Aguilar, 2020)<sup>25</sup>.

Overall, the results suggest that the delivery of health and physical services to elementary school students is a critical component of ensuring their well-being, safety, and academic success. Schools need to continue to prioritize the delivery of these services, especially during times of crisis, to support students' holistic development.

### **Conclusion and Recommendation**

The following conclusions are drawn; The facilitating distance learning through constant communication and coordination with parents, putting in place a learning process that includes short turnaround times for the assignments and suitable number of assignment submission, and ensuring the continuity of safe, adequate, and appropriate educational and social learning and development of children are the different services delivered to learner support in the distance learning modality. The teachers perceived the delivery of academic and psychosocial support services as effective and the health and physical services as very effective on the students.

Some possible recommendations are: The school heads may establish mechanisms in monitoring and evaluating the status of the learner support services delivered to the learners and parents. The teachers may establish open communication and develop strong linkage for the active involvement of the parents in getting feedback about the effects of the delivered learner support services. Further study may be conducted that will include other districts in the province and looking into the impact of the services to the academic performance of the learners.

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