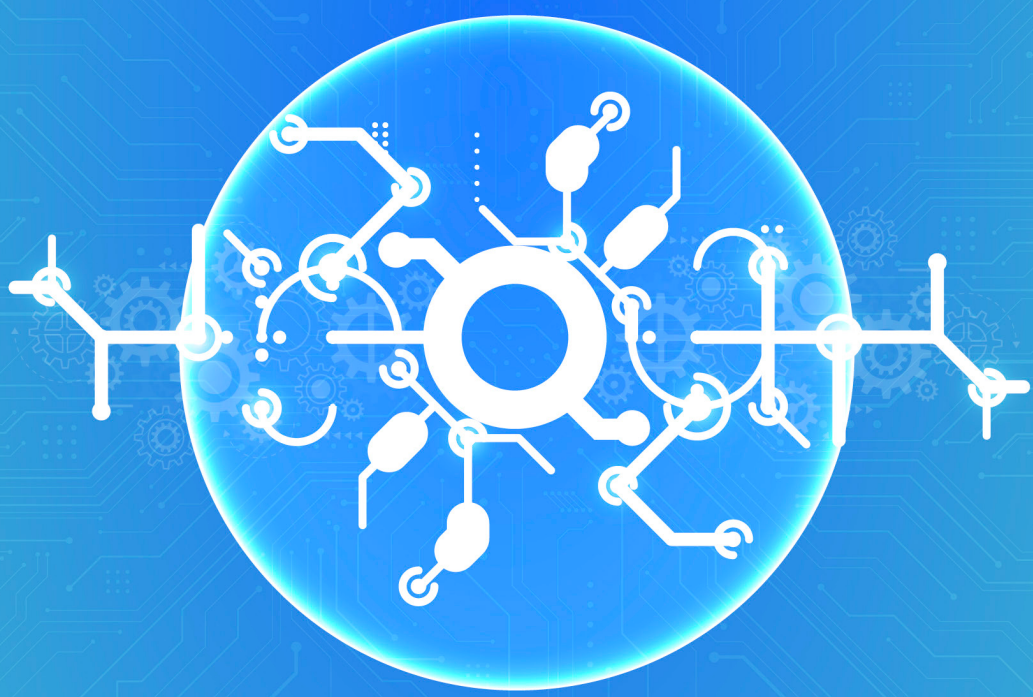




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## Evaluation of School's Performance in the Delivery of Quality Education Amidst the Post-Pandemic

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*Assessment Learning, Learning Delivery Modalities, Learning Resources, Parent-Stakeholders, Post-Pandemic Education, Quality Education, School Performance, Teacher-Respondents*

### ABSTRACT

This study evaluated the school's performance in the delivery of quality education amidst the post-pandemic period at Perez National High School, Division of Quezon. Specifically, it assessed the school's performance in terms of learning delivery modalities, assessment of learning, and learning resources based on the perceptions of parent-stakeholders and teacher-respondents. The study employed a descriptive research design. The respondents consisted of fifteen (15) parent-stakeholders selected through fishbowl sampling and thirty-two (32) teachers of Perez National High School during the School Year 2021–2022. A researcher-made survey questionnaire, developed based on Department of Education (DepEd) policies and memoranda, served as the primary data-gathering instrument. The collected data were analyzed using the weighted mean. The findings revealed that both parent-stakeholders and teacher-respondents evaluated the school's performance as Very Highly Performed across the three dimensions of quality education. Learning delivery modalities obtained an overall weighted mean of 4.53 from parent-stakeholders and 4.42 from teachers. Assessment of learning received the highest ratings, with weighted means of 4.75 and 4.78, respectively. Likewise, learning resources were rated Very Highly Performed, obtaining weighted means of 4.58 from parent-stakeholders and 4.54 from teachers. The study concludes that Perez National High School effectively sustained the delivery of quality education during the post-pandemic period through effective implementation of learning delivery modalities, authentic assessment practices, and adequate learning resources. Continuous collaboration among school administrators, teachers, parents, and community stakeholders, together with ongoing improvement of learning resources and intervention programs, is recommended to further strengthen the delivery of quality education.

### INTRODUCTION

Education worldwide was affected by the pandemic of coronavirus disease 2019 (COVID-19) when all levels of education were transferred to distance learning. This transition was not smooth and required tremendous efforts from all stakeholders, teachers, students, parents, school principals, and government. As reported in different cases, it was not so much the technology but a lack of planning, coordination, communication and management that placed a heavy burden on students, parents and teachers. Different roles at various levels of the education system had distinct needs, opinions, perspectives, and experiences during the pandemic. In addition, different stakeholders did various things to shape change in addressing their needs and priorities. It is important to provide information about this unanticipated situation due to the pandemic, ideally from different actors' perspectives. By investigating that, we can learn from this and be prepared for such situations in the future (Luik & Lepp, 2021).

Amidst the COVID-19 pandemic and its concomitant challenges, the Department of Education (DepEd), through the National Educators Academy of the Philippines (NEAP), affirms its commitment to providing and supporting the professional growth of teachers and school leaders (DepEd, 2020).

In the light of the crisis, DepEd introduced the Basic

Education Learning Continuity Plan (BE-LCP) during the COVID19. This is the Department's response to the challenges posed by the COVID-19 pandemic in the field of basic education. Nonetheless, DepEd also believes that education must continue, regardless of the changes and even dangers confront now and in the future. (Briones, 2020).

DepEd Order No. 12, s. 2020, the Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020 – 2021, in the light of the COVID-19 Public Health Emergency, states that the Department ensures education shall continue amidst the threat of the pandemic. It will be made possible through the K12 Curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provisions of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners.

The continuing threat of COVID-19 in the country and the world brings about unprecedented challenges to basic education. As schools prepare for SY 2020-2021, teachers and parents must adopt to alternative learning modalities to ensure that the learners achieve essential curricular goals. This will ensure creative and innovation ways of designing optimal learning experiences and assessing learning progress effectively under adverse circumstances (DepEd, 2020).

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In choosing the specific learning delivery modalities to use, the school shall take into consideration the following: availability of learning resources, the health and well-being of learners and DepEd personnel, national and local directives given and the choice of parents and learners. (DepEd, 2020).

The quality of education is one of the keys to overcoming challenges. It is usually understood as the balanced compliance of education (its outcomes, processes, and environment) with identified needs, goals, requirements, norms, and standards. Quality is the level of compliance of the program's characteristics and outcomes with the conditions set for the Department (Gerasimov & Shaposhnikov, 2014). Accordingly, educators need to identify and advance a specific vision for preparing young people for global citizenship. The curriculum and instruction goals should be clear, as should the aims of the topics have presented in school textbooks (Aydin & Damgaci, 2017; Leek, 2016). These goals should also be malleable to accommodate rapidly changing trends in contemporary global education. An opportunity to choose from different learning modalities of learning is essential for student success. It includes blended, modular and online, and partially face-to-face. However, when student persistence was studied, the development of blended learning was shown to have a more significant impact. Students also perceived that the blended format was superior when learning the course material (Cruz-Johnson, 2012).

The researchers believed that an operational conceptual framework for quality of education is vital for education quality to be fully realized and improved in schools. This study was significant in that it may help various stakeholders to have a better understanding of quality of education in education systems, which would help them to seek better ways of its realization and improvement. This could be seen amidst the post-pandemic that schools conducted and implemented different programs in order to deliver the quality education. The study was also substantial in that it might help education systems to design and develop effective evaluation and monitoring systems to evaluate quality. It was also important in that it might also encourage research on the development of school programs for quality of education in schools which was currently limited.

The concept of this study was anchored on its major research variables. These were the independent and dependent variables. The independent variable of the study was the school's delivery of quality education. It would be assessed along the three strands under the learning delivery modalities, assessment of learning and learning resources.

## LITERATURE REVIEW

The COVID-19 pandemic brought unprecedented challenges to educational systems worldwide, compelling schools to adopt innovative strategies to ensure the continuity of learning. According to Briones (2020), the

Department of Education emphasized that education must continue despite the health crisis through the implementation of the Basic Education Learning Continuity Plan (BE-LCP), which provided policy directions for alternative learning delivery modalities, teacher capacity building, and stakeholder engagement. Similarly, DepEd Order No. 12, s. 2020 highlighted the importance of sustaining quality, accessible, and inclusive education through curriculum adjustments and flexible learning approaches.

Learning delivery modalities have become a critical component of educational continuity. Cruz-Johnson (2012) emphasized that providing learners with various learning modalities, such as blended, modular, and online learning, enhances student engagement and academic success. Likewise, Division Memoranda and DepEd Orders on learning resource standards and distance learning implementation stressed the need for schools to ensure the availability of quality learning materials and effective systems for their distribution and retrieval.

Assessment of learning also plays a significant role in ensuring educational quality. DepEd Order No. 31, s. 2020 provided interim guidelines for assessment and grading, emphasizing authentic, fair, and flexible assessment practices during the pandemic. Cukusic, Garaca, and Jadric (2014) further explained that effective assessment promotes learner engagement, develops critical thinking, and encourages students to reflect on their own learning progress.

Furthermore, stakeholder collaboration is essential in delivering quality education. San Antonio and Gamage (2007) argued that strong partnerships among school administrators, teachers, parents, and community stakeholders contribute to effective school governance and improved educational outcomes. Likewise, Werf, Creemers, and Guldmond (2001) found that increased parental involvement positively influences student learning and overall school effectiveness.

Overall, the reviewed literature suggests that effective learning delivery modalities, appropriate assessment practices, adequate learning resources, and active stakeholder participation are fundamental factors in sustaining quality education, particularly during periods of educational disruption such as the COVID-19 pandemic.

## MATERIALS AND METHODS

This study used descriptive research design to gather data in evaluating the school's performance in the delivery of quality education. The respondents of the study were the fifteen (15) selected parent-stakeholders through a fishbowl sampling technique and all the thirty-two (32) teachers of Perez National High School, Division of Quezon in the School Year 2021-2022.

A survey-questionnaire served as the primary research instrument in the study to gather data. The survey-questionnaire focused on the school's performance in the delivery of quality education in terms of learning delivery modalities, assessment of learning and learning

resources. The construction and composition of survey-questionnaires were based on DepEd Memorandum Orders. However, to evaluate the school's performance in the delivery of quality education the teacher-respondents and parent-stakeholders' perceptions were utilized. To ensure the validity of survey questionnaire, the researcher consulted the Public Schools District Supervisor about the composition and the suggested improvement of the instrument. The researcher conducted a pilot testing of the questionnaire to five (5) teachers who were not included in the study.

In administering the survey questionnaire, the researcher secured a letter to the school principal. After the approval, the researcher conducted the study to the actual phase of gathering procedures. The researcher distributed the survey questionnaire to the teacher-respondents and parent-stakeholders.

After gathering the data, it was tabulated or computed by the statistician to check and scrutinize the results. The data were analyzed using weighted mean formula in descriptive statistics.

### Mathematical Expressions and Symbols

The following mathematical expressions and symbols were used in the study:

#### Weighted Mean Formula

The study used the Weighted Mean as its statistical treatment.

Where:

$$\bar{X} = \frac{\sum fw}{N}$$

- $\bar{X}$  = Weighted Mean
- $\Sigma$  = Summation
- $f$  = Frequency of responses
- $w$  = Weight assigned to each response
- $N$  = Total number of respondents

#### Likert Scale Used

The study employed a 5-point Likert scale, interpreted as follows:

| Scale | Interpretation        |
|-------|-----------------------|
| 5     | Very Highly Performed |
| 4     | Highly Performed      |
| 3     | Moderately Performed  |
| 2     | Slightly Performed    |
| 1     | Not Performed         |

#### Statistical Treatment Used

The study utilized only descriptive statistics, specifically: Weighted Mean ( $\bar{X}$ ) – to determine the level of school performance in:

- Learning Delivery Modalities
- Assessment of Learning
- Learning Resources

## RESULTS AND DISCUSSION

This study aimed to evaluate the school's performance in the delivery of quality education amidst the post-pandemic. The results are discussed according to the perceptions of parent-stakeholders and teacher-respondents.

In term of learning delivery modalities (modular print) was used as a suited and easily to administer to the students in teaching and learning process. As reflected to the results of data gathering, school performed well their duty in orienting parent-stakeholders and teacher-respondents about the modular learning policies and they were properly informed and guided.

Assessment of learning was one of the hardest things to do in this time of pandemic. As the results revealed, the school followed guidelines in assessing the learners, an assessment should be holistic, authentic and apply variety of assessment strategies, if necessary, in order to capture the attainment of Most Essential Learning Competencies. The schools conducted plans and programs to assess the students and following the health safety protocols.

Learning resource (printed text) as one of the crucial materials in facilitating learning. As suggested by the parents' stakeholders, learning did not stop while all of us were facing the pandemic. As the study revealed that the school-oriented teachers and parents about the learning resource (SLMs/Printed modules) to be used in distance learning to easily facilitate by the teachers and to easily understand by the parents and learners. The school discussed the parts of learning modules, contents and other features of SLM/Printed modules.

The education sector specially the Department of Education was highly affected by the pandemic. The study revealed some of the post pandemic situations/problems in the delivery of quality education. As the results revealed, there were challenges and problems encountered while recommending several programs and interventions in this post pandemic were highly needed. School needs to address concerns and to carefully plan programs and interventions in this post pandemic. School, parents and community-stakeholders need to collaborate in order to address concerns and improve quality education.

#### The evaluation of Parent-stakeholders in the school's performance in the delivery of quality education

Table 1 shows the weighted mean of the evaluation of parent-stakeholders in the school's performance in the delivery of quality education in term of learning delivery modalities. The results found that The school orients the teachers, parents and learners about the modular learning policies and directions to ensure that everyone is properly informed and guided got the highest mean of 5, The schools creates their own process flow for the retrieval and distribution of the learning materials for the learners based on their unique context got 4.66, The school assists in the production or reproduction of

**Table 1:** Learning Delivery Modalities (Modular Print)

| Indicator: Learning Delivery Modalities (Modular Print)                                                                                                           | Mean | 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. | 5    | Very Highly Performed |
| The school has completed and appropriate content (Learning Modules/Self Learning Modules in print and e-copy for those with device for distributions to learners  | 4.26 | Very Highly Performed |
| The school has available reference/supplementary materials for the distribution of the learners.                                                                  | 4.33 | Very Highly Performed |
| The schools creates their own process flow for the retrieval and distribution of learning materials for the learners based on their unique context.               | 4.66 | Very Highly Performed |
| The school assists in the production or reproduction of learning modules, activity sheets and other instructional materials                                       | 4.4  | Very Highly Performed |
| OVERALL                                                                                                                                                           | 4.53 | Very Highly Performed |

learning modules, activity sheets and other instructional materials got 4.4 followed by The school has available reference/supplementary materials for the distribution to the learners with 4.33 and the lowest mean fell under The school has complete and appropriate content (Learning

Modules/Self Learning Modules in print and e-copy for those with device for distributions to learners got 4.26. The average weighted mean is 4.53 that falls under Very Highly Performed.

**Table 2:** Assessment of Learning

| Indicator: Assessment of Learning                                                                                                                                                                                         | Mean | Interpretation        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|
| The school follows guidelines in assessing the learners, an assessment should be holistic, authentic and a variety of assessment strategies is necessary in capturing attainment of Most Essential Learning Competencies. | 5    | Very Highly Performed |
| The school explains the assessment and feedback should be a shared responsibility among teachers, learners and their families.                                                                                            | 4.46 | Very Highly Performed |
| The school commits to the teachers, learners and parents to uphold integrity learning and instruction in the context of distance education.                                                                               | 4.73 | Very Highly Performed |
| The school ensures that all learners are fairly assessed and graded in the continuation of education during this post-pandemic.                                                                                           | 5    | Very Highly Performed |
| The school emphasizes that learning standards shall be attained with the provision reasonable leniency and considerations for possible difficulties met by the learners                                                   | 4.6  | Very Highly Performed |
| OVERALL                                                                                                                                                                                                                   | 4.75 | Very Highly Performed |

Table 2 shows the weighted mean of the evaluation of parent-stakeholders in the school's performance in the delivery of quality education in term of assessment of learning. The results found that The school follows guidelines in assessing the learners, an assessment should be holistic, authentic and a variety of assessment strategies is necessary in capturing the attainment of Most Essential Learning Competencies and The school ensures that all learners are fairly assessed and graded in the continuation of education during this post-pandemic got the same

mean of 5.0, The school commits to the teachers, learners and parents to uphold integrity of learning and instruction in the context of distance education got 4.73 followed by The school explains the assessment and feedback should be a shared responsibility among teachers, learners and their families got 4.6 and The school explains the assessment and feedback should be a shared responsibility among teachers, learners and their families got the lowest mean score of 4.6. The average weighted mean is 4.75 that falls under Very Highly Performed.

**Table 3:** Learning Resources

| Indicator: Learning Resources                                                                                                                                       | Mean | Interpretation        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|
| The school has secured sufficient supply of learning resources needed for the distance learning education (Printed module, SLM, Activity sheet and etc.).           | 4.66 | Very Highly Performed |
| The school provides different learning resources like video presentation, power point/slide share and any other learning materials to help the teachers and student | 4.33 | Very Highly Performed |
| The school provides assistance in printing/reproduction of SLMs/learning modules and delivery to the assigned areas.                                                | 4.26 | Very Highly Performed |

|                                                                                                                                                                                                                        |      |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|
| The school orients teachers and parents about the learning resource (SLMs/ Printed modules) to be used in distance learning to easily facilitate by the teachers and to easily understand by the parents and learners. | 4.8  | Very Highly Performed |
| The school supports the implementation of SLMs/Printed modules as learning resource to deliver the quality education in this pandemic.                                                                                 | 4.86 | Very Highly Performed |
| OVERALL                                                                                                                                                                                                                | 4.58 | Very Highly Performed |

Table 3 shows the weighted mean of the evaluation of parent-stakeholders in the school's performance in the delivery of quality education in term of learning resources. The results found that The school supports the implementation of SLMs/Printed modules as learning resource to deliver the quality education in this pandemic got the highest mean of 4.86, The school orients teachers and parents about the learning resource (SLMs/Printed modules) to be used in distance learning to easily facilitate by the teachers and to easily understand by the parents and learners got 4.8, The school has secured sufficient supply of learning resources needed for the distance

learning education (Printed module, SLM, Activity sheet and etc.) got 4.66, followed by The school provides different learning resources like video presentation, power point/slide share and any other learning materials to help the teachers and students got 4.33 and the school provides assistance in printing/reproduction of SLMs/ learning modules and delivery to the assigned areas got all the lowest mean of 4.26. The average weighted mean is 4.58 that falls under Very Highly Performed.

#### The evaluation of teacher-respondents in the school's performance in the delivery of quality education

**Table 4:** Learning Delivery Modalities (Modular Print)

| Indicator: Learning Delivery Modalities (Modular Print)                                                                                                         | Mean | Interpretation        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|
| The school orients the teachers, parents and learners about the modular learning policies and directions to ensure that everyone is properly informed and guide | 5    | Very Highly Performed |
| The school has completed and appropriate content (Learning Modules Learning Modules in print and e-copy for those with device for distribution learners.        | 4.31 | Very Highly Performed |
| The school has available reference/supplementary materials for the distribution to the learners.                                                                | 4.21 | Very Highly Performed |
| The schools creates their own process flow for the retrieval and distribution of the learning materials for the learners based on their unique context.         | 4.28 | Very Highly Performed |
| The school assists in the production or reproduction of learning mod activity sheets and other instructional materials                                          | 4.34 | Very Highly Performed |
| OVERALL                                                                                                                                                         | 4.42 | Very Highly Performed |

Table 4 shows the weighted mean of the evaluation of teacher-respondents in the school's performance in the delivery of quality education in term of learning delivery modalities. The results found that The school orients the teachers, parents and learners about the modular learning policies and directions to ensure that everyone is properly informed and guided got the highest mean of 5.0, The school assists in the production or reproduction of learning modules, activity sheets and other instructional materials got 4.34, The school has

complete and appropriate content (Learning Modules/ Self Learning Modules in print and e-copy for those with device for distributions to learners got 4.3, followed by The schools creates their own process flow for the retrieval and distribution of the learning materials for the learners based on their unique context got 4.28 and The school has available reference/supplementary materials for the distribution to the learners the lowest mean of 4.21. The average mean is 4.42 that falls under the Very Highly Performed.

**Table 5:** Assessment of Learning

| Indicator: Assessment of Learning                                                                                                                                                                                      | Mean | Interpretation        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|
| The school follows guidelines in assessing the learners, an assessment should holistic, authentic and a variety of assessment strategies is necessary in capturing attainment of Most Essential Learning Competencies. | 5    | Very Highly Performed |
| The school explains the assessment and feedback should be a shared responsibility among teachers, learners and their families.                                                                                         | 4.84 | Very Highly Performed |
| The school commits to the teachers, learners and parents to uphold integrity of learning and instruction in the context of distance education.                                                                         | 4.93 | Very Highly Performed |
| The school ensures that all learners are fairly assessed and graded in the continuation of education during this post-pandemic.                                                                                        | 4.87 | Very Highly Performed |

|                                                                                                                                                                          |      |                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|
| The school emphasizes that learning standards shall be attained with the provision reasonable leniency and considerations for possible difficulties met by the learners. | 4.28 | Very Highly Performed |
| OVERALL                                                                                                                                                                  | 4.78 | Very Highly Performed |

Table 5 shows the weighted mean of the evaluation of teacher-respondents in the school's performance in the delivery of quality education in term of assessment of learning. The results found that The school follows guidelines in assessing the learners, an assessment should be holistic, authentic and a variety of assessment strategies is necessary in capturing the attainment of Most Essential Learning Competencies got the highest mean of 5.0, The school commits to the teachers, learners and parents to uphold integrity of learning and instruction in the context of distance education got 4.93, The school

ensures that all learners are fairly assessed and graded in the continuation of education during this post-pandemic got 4.87, followed by The school explains the assessment and feedback should be a shared responsibility among teachers, learners and their families got 4.84 and The school emphasizes that learning standards shall be attained with the provision of reasonable leniency and considerations for possible difficulties met by the learners got the lowest mean of 4.28. The average weighted mean is 4.78 that falls under Very Highly Implemented.

**Table 6:** Learning Resources

| Indicator: Learning Resources                                                                                                                                                                                     | Mean | Interpretation        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|
| The school has secured sufficient supply of learning resources needed for the distance learning education (Printed module, SLM, Activity sheet and etc.).                                                         | 4.21 | Very Highly Performed |
| The school provides different learning resources like video presentation, power point//slide share and any other learning materials to help the teachers and students.                                            | 4.31 | Very Highly Performed |
| The school provides assistance in printing/reproduction of SLMs/learning module delivery to the assigned areas.                                                                                                   | 4.43 | Very Highly Performed |
| The school orients teachers and parents about the learning resource (SLMs/ Printed modules) to be used in distance learning to easily facilitate by the teachers and to e understand by the parents and learners. | 5    | Very Highly Performed |
| The school supports the implementation of SLMs/Printed modules as learning resources to deliver the quality education in this pandemic.                                                                           | 4.78 | Very Highly Performed |
| OVERALL                                                                                                                                                                                                           | 4.54 | Very Highly Performed |

Table 6 shows the weighted mean of the evaluation of teacher-respondents in the school's performance in the delivery of quality education in term of learning resources. The results found that The school orients teachers and parents about the learning resource (SLMs/Printed modules) to be used in distance learning to easily facilitate by the teachers and to easily understand by the parents and learners got the highest mean of 5.0, The school supports the implementation of SLMs/Printed modules as learning resource to deliver the quality education in this pandemic got 4.78, The school provides assistance in printing/reproduction of SLMs/learning modules and delivery to the assigned areas got 4.43, followed by The school provides different learning resources like video presentation, power point/slide share and any other learning materials to help the teachers and students got 4.31 and The school has secured sufficient supply of learning resources needed for the distance learning education (Printed module, SLM, Activity sheet and etc.) got the lowest mean of 4.21. The average weighted mean is 4.54 that falls under Very Highly Performed.

These are some studies/ researchers that support the results of the study. As stressed by Cruz-Johnson (2012), an opportunity to choose from different learning

modalities of learning is essential for student success. It includes blended, modular and online, and partially face-to-face. However, when student persistence was studied, the development of blended learning was shown to have a more significant impact. Students also perceived that the blended format was superior when learning the course material.

Assessment plays a role in learner's efficacy, fosters learners' abilities to construct meaning, and promotes metacognition. By asking learners to check their skill mastery levels or reflect on the assessment of their work, they learned to examine their reasoning and decision-making process (Cukusic, Garaca, & Jadric, 2014).

## CONCLUSION

Based on the findings of the study, it can be concluded that Perez National High School effectively delivered quality education amidst the post-pandemic period. Both parent-stakeholders and teacher-respondents rated the school's performance as Very Highly Performed in terms of learning delivery modalities, assessment of learning, and learning resources. These findings indicate that the school successfully implemented the Department of Education's learning continuity initiatives while ensuring

that learners continued to receive quality educational services despite the challenges brought about by the pandemic.

The study further reveals that the school's commitment to orienting teachers, parents, and learners, implementing fair and authentic assessment practices, and providing adequate learning resources significantly contributed to the continuity of learning. The collaborative efforts of school administrators, teachers, parents, and other stakeholders played a vital role in sustaining educational quality during the transition to post-pandemic education. However, despite the positive evaluation, there remains a need for continuous improvement in the provision of learning modules, enhancement of learning resources, strengthening of assessment practices, and implementation of intervention programs for struggling learners. Sustained stakeholder collaboration, strategic planning, and regular evaluation of school programs are essential to ensure that quality education continues to improve and remains responsive to the evolving needs of learners in the post-pandemic educational landscape. The researchers, therefore, recommend the following based on the conclusions of the study:

The school may provide complete and appropriate learning modules in both printed and electronic (e-copy) formats for students with access to electronic devices.

The school may provide teachers with adequate assistance in the printing and distribution of learning modules.

The school may establish clear guidelines and procedures for the distribution and retrieval of learning modules.

The school may set achievable objectives in assessing learners while considering existing circumstances without compromising the quality of education.

The school may implement intervention programs for students who need additional academic support.

The school may provide a variety of learning resources to help teachers, students, and parents better understand the lessons.

The school may implement a comprehensive evaluation plan covering learning delivery modality, assessment of learning, and learning resources to ensure the continuous delivery of quality education.

The school may strengthen partnerships with community stakeholders in planning, implementing, and evaluating programs and initiatives that support the delivery of quality education.

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