Alternative Delivery Modes for Learners in City Public Schools Toward Creating Productive Citizens

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Abstract

This study examined the implementation of Alternative Delivery Modes (ADM) and their contribution to the development of responsibility traits and academic performance as an indicator of productive citizenship among Grade 6 learners in selected city public elementary schools. Specifically, the study determined the extent of implementation of online learning, modular learning, and blended learning; assessed the extent of teaching monitoring practices; analyzed differences in learners' responsibility traits across delivery modes; examined the influence of ADM on responsibility traits; and determined the influence of responsibility traits on academic performance. The study employed a quantitative, non-experimental, descriptive–comparative and correlational research design involving 100 Grade 6 learners and 25 teachers from five purposively selected public elementary schools in Biñan City. Data were collected using researcher-developed questionnaires, while academic performance was obtained from their weighted general average for one grading period. Statistical analyses included weighted mean, standard deviation, one-way analysis of variance (ANOVA), and multiple regression analysis at a 0.05 level of significance. Results revealed that Alternative Delivery Modes were implemented to a high extent, while teaching monitoring practices were implemented to a high to very high extent. Significant differences were found in independence, problem-solving skills, and time management across delivery modes, but not in home participation. Regression analysis indicated that Alternative Delivery Modes significantly predicted independence, problem-solving skills, and time management. Furthermore, responsibility traits, particularly time management, independence, and problem-solving skills, significantly predicted academic performance, explaining a substantial proportion of variance. The study concludes that Alternative Delivery Modes contribute to productive citizenship primarily through the development of key self-regulatory responsibility traits. A Derived Final Conceptual Framework was developed, emphasizing time management, independence, and problem-solving skills as core pathways linking instructional delivery to academic performance.

Keywords: Educational Management; Alternative Delivery Modes, Quantitative Research, Philippines