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Shift From Face to Face Classes to Distance Learning: Best Practices of Selected Private Secondary Schools in the Municipality of Daraga and City of Legazpi

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ABSTRACT

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This study investigates the shift from face-to-face classes to distance learning in response to frequent class suspensions impacting students' education in the Philippines. It aims to identify the strategies employed by selected private secondary schools in the Municipality of Daraga and City of Legazpi, assess the effectiveness of these approaches, evaluate the key factors contributing to successful implementation, and develop a comprehensive manual for distance learning procedures. Utilizing a quantitative research design, data were collected through survey questionnaires distributed among principals, teachers, and senior high school students from ten participating schools for the academic year 2024-2025. The findings revealed that a variety of strategies were adopted to maintain educational

continuity, with effective communication, parental involvement, and community collaboration highlighted as crucial for success. Additionally, challenges related to resources and access were noted, indicating a need for ongoing support. The study concludes that while schools demonstrated adaptability in their transition to distance learning, continuous evaluation and improvement of distance education practices are essential to ensure equitable access and positive learning outcomes for all students. The proposed Manual of Operation aims to guide future efforts in this area, emphasizing the importance of robust leadership and stakeholder engagement.

INTRODUCTION

Educational leadership faces challenges in crisis management, particularly with climate-related disruptions causing frequent class suspensions (Aefsky, 2020; Will, 2022; Take & Sharma, 2024). Student safety directly impacts learning (Importance of Safety in School, 2022), but climate disruptions in the Philippines, like heatwaves (Chi, 2024), lead to significant learning loss. Studies emphasize school preparedness (Ajero, 2023; Libre, 2024), teacher roles (Ebona, 2020), and timely suspension decisions (Marcelo, 2023).

Philippine legislation, including RA 10121 (Disaster Risk Reduction and Management Act), RA 10650 (Open Distance Learning Act), and RA 10929 (Free Internet in Public Places Act), supports contingency planning and distance learning. DepEd Order No. 12, s. 2020 (Learning Continuity Plan) and the DepEd Open Educational Resources initiative further address educational continuity during crises. Albay Provincial Information Office (2025) advocates for science-based school closure decisions to minimize learning disruption. DepEd Order No. 37, s. 2022 aims to balance student safety with educational continuity through structured guidelines and contingency planning.

While existing research addresses general distance learning best practices, a significant gap remains in understanding the nuanced adaptations and long-term impacts of the shift from face-to-face to distance learning within the specific socio-economic and technological context of selected private secondary schools in the Municipality of Daraga and City of Legazpi. This gap necessitates an investigation into the context-specific challenges and adaptations made by these schools, the long-term effects on student academic and socio-emotional outcomes, the effectiveness of teacher professional development in this localized setting, the strategies employed for parental engagement within the local community dynamics, the mitigation of equity and accessibility issues unique to the region.

FRAMEWORK

This study was framed within the context of Social Presence Theory (Lowenthal), Adaptive Learning Theory (Rachmad), and Transactional Distance Theory (Moore). These theories are utilized to analyze the shift to distance learning in selected private secondary schools in Daraga and Legazpi. Lowenthal's Social Presence Theory emphasizes the importance of fostering social interaction and a sense of community in online settings to mitigate feelings of isolation, which is crucial in bridging the increased transactional distance inherent in distance learning as described by Moore. Together, these theories provide a holistic view of the online learning experience, examining both structural (distance) and social (connection) aspects.

OBJECTIVES OF THE STUDY

The primary goal of this research was to evaluate the effectiveness of distance learning practices implemented by selected private schools in Daraga and Legazpi City following the shift from traditional classroom instruction. The study pursued the following specific objectives: Identify the strategies and approaches employed by selected private schools in the municipality of Daraga and City of Legazpi, measure the level of effectiveness of the different strategies in achieving key educational, evaluate the key factors contributing to the successful implementation of distance learning, develop a Manual of Operation to improve the implementation of distance learning.

METHODOLOGY

Research Design

This study utilized a quantitative research design, employing numerical data collection and analysis to examine the distance learning practices of selected private schools in Albay's second district. This approach allowed for the testing of hypotheses and the answering of research questions through statistical methods (Jain, 2023). The respondents of the study were the

Respondents

Respondents for this research included Grade 12 SHS students, SHS teachers, and principals from private secondary schools in Daraga and Legazpi City. Twenty private schools offered SHS programs across both locations, but only ten schools consented to participate. The distribution of respondents by role and school is detailed in the table below.

Instrumentation

Participants completed a three-part survey using a four-point Likert scale. The survey assessed: 1) distance learning strategies and approaches, and 2) the effectiveness of these strategies in meeting educational goals. Respondents selected the most appropriate answer for each item. The survey questionnaire's validity, its accuracy in measuring intended constructs, was established through rigorous review and testing. Experts assessed face validity for relevance, while content validity was ensured through expert panels and literature reviews. A pilot test was conducted in a public school, which identified ambiguities and allowed preliminary analysis. Construct validity was evaluated using factor analysis. Feedback from these stages informed revisions. Participants then completed the three-part survey using a four-point Likert scale, ranging from 'Strongly Agree' to 'Strongly Disagree', and from 'Highly Effective' to' Ineffective', assessing distance learning strategies, approaches, and their effectiveness in meeting educational goals.

Data Gathering Procedure

Survey permission was obtained from relevant education offices and school principals. Data on student and teacher numbers were collected. Signed consent was secured, and follow-ups were conducted. With assistance, surveys were distributed and retrieved within two weeks, categorized by respondent group and school. The responses were tabulated. Weighted mean, frequency, and percentage, were utilized to obtain the level and perceptions based on the scale. Data finalization concluded in mid-December 2024.

Research Ethics Protocol

Ethical considerations were paramount in this study. Before participating, respondents were thoroughly informed about the research objectives, their rights as participants, and any potential risks involved. The voluntary nature of participation was emphasized, and all decisions to participate or decline were respected. To protect privacy, the names of participating schools and individuals were not disclosed. Photographs were taken only with the explicit consent of the respondents. All data was handled with strict confidentiality.

Statistical Analysis

Collected data were analyzed according to the study's objectives. Data were categorized by respondent group (principals, SHS teachers, and SHS students) for each school. A quantitative analysis was performed on the gathered data. A four-point Likert scale was used to quantify variables, and the weighted mean (WM) was calculated using the formula $WM = \Sigma(fw)/N$, where f represents frequency, w represents weight, and N represents the total number of respondents."

RESULTS AND DISCUSSION

Table 1 presents the results on "Learning Modalities Adopted", and the specific strategies and approaches employed by the selected private schools in the municipality of Draga and City of Legazpi.

Table 1

Learning Modalities Adopted

Indicators	Respondents					
	Principals		Teachers		Students	
	WM	AI	WM	AI	WM	AI
a. Learning Modalities						
1. The school adapts synchronous, asynchronous, and the use of platforms like Google Classroom, Zoom, and Messenger as learning modalities or blended learning.	4.00	SA	3.72	SA	3.23	A
2. The teachers provide pre-recorded videos or audio lessons.	3.67	SA	3.43	A	3.16	A
3. The school conducts modular distance learning.	3.33	A	3.47	A	3.22	A
4. The school employs Television-based instructions.	3.44	A	3.43	A	3.26	A
The teachers send files of the lesson to the students via email or messenger.	4.00	SA	3.66	SA	3.42	A
Total Weighted Mean	3.69	SA	3.54	SA	3.26	A

Legend: SA – Strongly Agree A – Agree D-Disagree SD-Disagree

The difference in agreement between principals and students on blended learning adaptation highlights a possible disconnect between the school's intended implementation and the students' actual experiences. While schools may have technically adopted various online and in-person methods, students might face challenges with their effectiveness, accessibility, or how well they are integrated. Factors like inconsistent internet, varying digital skills, teaching approaches, and workload could contribute to this gap. Understanding students' specific difficulties is essential for improving blended learning. The teachers may have strongly agreed but still encountered difficulties during distance learning. Principals perceive a stronger tendency for teachers to provide pre-recorded lesson

materials compared to students who generally agree. This suggests a potential difference in perception regarding the prevalence or emphasis of this teaching method, where principals might observe or emphasize it more than the students directly experience it. The teachers only agreed, they might have perceived challenges in the preparations of the audios and videos of the lessons. The slightly higher agreement among teachers might reflect their direct involvement in preparing and implementing these modules, while students' slightly lower agreement could stem from their experience of engaging with the materials. All three groups generally agree that the school employs television-based instruction, with principals expressing the strongest agreement, closely followed by teachers, and then students. The slightly lower agreement among students might indicate a less direct or consistent experience with television-based learning compared to the perspectives of the educators and administrators. Private secondary schools in Daraga and Legazpi effectively used blended learning, with principals highly confident, teachers noting challenges, and students citing technology and social interaction issues (Dennen et al., 2022). While pre-recorded lessons, modular learning (Mallari & Tayag, 2022), and television-based instruction (Munene & Mutsotso, 2019) showed declining student engagement relative to educators, file sharing was effective, emphasizing the need for adaptive methods and support, including teacher training and improved communication (Ferry, 2022).

Table 2
Implementation Plan

Indicators	Respondents					
	Principals		Teachers		Students	
	WM	AI	WM	AI	WM	AI
b. Implementation Plan						
The school uses reliable learning platforms like Google, Microsoft Teams, or Messenger.	3.22	A	3.63	SA	3.50	SA
The school ensures that all the students have access to devices like laptops or smartphones and internet connectivity.	3.89	SA	3.23	A	3.27	A
The school considers blended learning when there is difficulty conducting synchronous learning modality	3.44	A	3.16	A	3.43	A

The school communicates, monitors, and evaluates the learning modalities employed are well.	3.67	SA	3.39	A	3.40	A
The teachers check the attendance at the start and before the online class ends.	3.44	A	3.32	A	3.50	SA
Total Weighted Mean	3.53	SA	3.35	A	3.42	A

Legend: SA – Strongly Agree A – Agree D-Disagree SD – Strongly Disagree

Both teachers and students strongly agree that the school uses reliable learning platforms, while principals agree to a lesser extent, potentially indicating a difference in their direct experience or perspective on the consistency and reliability of these platforms. Principals strongly agree that the school ensures student access to devices and internet, a view less strongly held by teachers and students, suggesting potential disparities in the perceived universality and reliability of this access on the ground in Daraga, Albay and Legazpi City. Principals and students similarly agree that the school considers blended learning when synchronous learning is difficult, while teachers express a slightly lower level of agreement, possibly reflecting their direct experience in navigating the shift between modalities. Principals strongly agree that the school effectively communicates, monitors, and evaluates the employed learning modalities, while teachers and students generally agree, indicating a slightly less strong perception of these processes from their perspectives. Students strongly agree that teachers check attendance at the beginning and end of online classes, while teachers and principals agree to a lesser extent, suggesting students may perceive this practice as more consistently implemented than educators and administrators. Blended learning was well-received in Daraga and Legazpi private schools, with agreement on platform reliability (Sofi-Karim, et al., 2023), but principals' strong view on device/internet access contrasted with teachers' and students' lower ratings, highlighting equity concerns (Wright et al., 2024). While blended learning was seen as a good alternative to synchronous learning, teachers were slightly less enthusiastic, and despite perceived effective communication and monitoring (Woltran et al., 2024), their agreement, along with students', was lower than principals'. Attendance monitoring was positive, especially for students (Chang, 2023), but teachers noted workload. Improvement requires aligning perceptions, prioritizing communication, addressing equity, and ensuring strong leadership (Sanfelippo, 2022) and engagement (McLaren, 2022).

Table 3
Logistical Resources

Indicators	Respondents					
	Principals		Teachers		Students	
	WM	AI	WM	AI	WM	AI
c. Logistical Resources						
Adapting teaching methodologies to suit the online/remote learning environment.	4.00	SA	3.67	SA	3.11	A
Ensuring the students have access to devices and reliable internet connectivity.	4.00	SA	3.39	A	3.40	A
Fairly distributing of teaching materials.	4.00	SA	3.66	SA	3.30	A
Offering technical support or instructions (for example: how to present a report on the screen, fix the microphone, slides are not moving)	4.00	SA	3.41	A	3.45	A
Addressing the socio-emotional needs of the students.	4.00	SA	3.44	A	3.50	SA
Total Weighted Mean	4.0	SA	3.51	SA	3.35	A

Legend: SA – Strongly Agree A – Agree D- Disagree SD – Strongly Disagree

Principals and teachers strongly agree that teaching methodologies are adapted for online learning in Daraga and Legazpi City. While students agree to a lesser extent, suggesting they may perceive fewer changes or less effective adaptation in the teaching approaches they experience. Principals strongly agree that students have access to devices and reliable internet, a view less strongly shared by teachers and students, indicating potential disparities in the perceived consistency and reliability of this access from their perspectives. Principals' stronger agreement that technical support is offered, compared to teachers' and students' agreement, suggests a potential disconnect between the perception of support availability at the administrative level and the actual experiences of those who directly utilize it in learning environments. Principals and students strongly agree that socio-emotional needs are addressed like providing counseling or creating inclusive classroom environments, while teachers' moderate agreement implies they might observe fewer tangible supports or feel less equipped to handle these needs, potentially hindering the overall effectiveness of socio-emotional support

initiatives as perceived by those directly experiencing and delivering them.

Administrative/teacher confidence in online teaching adaptation contrasts with students' lower agreement, suggesting engagement/interaction issues (Alstete et al., 2021 on differentiated instruction); principals' strong agreement on device/internet provision highlights digital equity gaps compared to teachers/students (Arthur-Nyarko et al., 2020 on BYOD and functionality); fair material distribution agreement is lower for students, raising equity concerns (Tian & Nutbrown, 2023 on equitable resources); and while principals strongly agree on technical/socio-emotional support (Chang & Lee, 2022; Caratiquit & Caratiquit, 2022), teachers agree less, though students strongly agree on socio-emotional support (Deriada et al., 2023; Rivera, 2023) on access, environments, and engagement.

Table 4

Access and Equity for Diverse Learners

Indicators	Respondents					
	Principal		Teachers		Students	
	WM	AI	WM	AI	WM	AI
a. Access and Equity for Diverse Learners						
All the learners are asked to go on-camera during online discussion	3.78	E	3.49	E	3.13	E
The students are offered alternative learning instructions when there are technical problems like poor internet connectivity or difficulty in presenting reports online	4.00	HE	3.45	E	3.32	E
Everyone is called to participate in online discussion	3.89	HE	3.54	HE	3.26	E
The students are given differentiated instructions for their learning needs	4.00	HE	3.63	HE	3.16	E
All the students are provided with positive culture and support to meet their academic and social needs	4.00	HE	3.50	HE	3.24	E
Total Weighted Mean	3.93	HE	3.52	HE	3.22	E

Legend: HE – Highly effective E– Effective FE- Fairly Effective I – Ineffective

Principals perceive the requirement for all learners to be on-camera during online discussions as more effective, might believing it increases participation, while students find it less so, perhaps due to privacy concerns or technical limitations, suggesting a potential need to re-evaluate this practice to ensure inclusivity and engagement without causing undue discomfort or

inequity. Principals highly rate the effectiveness of offering alternative learning instructions during technical issues, probably providing asynchronous tasks or alternative submission methods, whereas students and teachers perceive this as only effective, implying a possible gap in the consistent implementation or awareness of these alternatives at the user level, potentially hindering equitable learning experiences during technical disruptions. Principals and teachers believe calling on everyone to participate in online discussions is highly effective, like using direct questioning or breakout groups, but students perceive this as less effective, potentially indicating discomfort or pressure associated with mandatory participation that could hinder genuine engagement and learning in the online environment. Principals and teachers highly rate the effectiveness of providing differentiated instruction to meet diverse learning needs, while students perceive it as only effective, suggesting a possible disconnect in the actual implementation or students' awareness and experience of these tailored approaches in their online learning. Principals and teachers highly rate the effectiveness of providing a positive culture and support for students' academic and social needs, like organizing peer mentoring programs or celebrating cultural diversity, while students perceive this as only effective, suggesting a possible discrepancy in how these supports are experienced or perceived by the students themselves within the local school context.

Private schools in Daraga and Legazpi exhibit differing views on access and equity, with principals more optimistic than students; camera requirements raise student privacy and self-perception concerns (Meishar-Tal & Frokosh-Baruch, 2024), and alternative technical support needs clearer processes (Asabere et al., 2021). Perception gaps exist in online discussion participation (Demir et al., 2023), social anxiety and differentiated instruction (Alhameedyeen, 2024; Alstete et al., 2021) personalized support. Principals' strong belief in positive school culture contrasts with lower student agreement (Collie, 2024 on social needs and well-being).

Table 5

Student Engagement and Participation

Indicators	Respondents					
	Principal		Teachers		Students	
	WM	AI	WM	AI	WM	AI
b. Student Engagement and Participation						
Distance learning helps to improve student engagement and participation	3.33	E	3.39	E	3.40	E
Distance learning helps to develop technical skills among the students and teachers	3.33	E	3.28	E	3.40	E

Providing gamified instructions to help boost critical thinking among the students	3.33	E	3.28	E	3.28	E
Create a positive online class climate to foster a sense of belonging among the students.	4.00	HE	3.59	HE	3.24	E
Giving extra points to encourage the students to recite and participate during online discussions.	3.22	E	3.25	E	3.70	HE
Total Weighted Mean	3.44	E	3.36	E	3.40	E

Legend: HE – Highly effective E– Effective FE- Fairly Effective I - Ineffective

Students perceive distance learning as slightly more effective in improving their engagement and participation compared to principals and teachers, who also find it effective but perhaps observe or experience fewer of these benefits firsthand, suggesting a need to explore and leverage the specific aspects of distance learning that students find engaging to inform pedagogical practices. Students perceive distance learning as somewhat more effective in developing their technical skills, like navigating online platforms or using digital tools, compared to teachers and principals, who also find it effective but perhaps recognize the challenges or limitations in fully cultivating these skills remotely, suggesting a need to strategically integrate technical skill development within the distance learning curriculum for both students and educators. The Principals, teachers, and students perceived that providing gamified instructions to help boost critical thinking among the students is effective. Principals and teachers strongly believe that creating a positive online class climate is highly effective in fostering a sense of belonging among students, while students perceive it as only effective, indicating a potential gap in the experience of belonging despite educators' efforts to cultivate a positive online environment. Students find giving extra points to encourage online recitation and participation effectively, like earning bonus marks for sharing ideas or answering questions, while principals perceive this strategy as less effective, suggesting a potential divergence in views on the motivational impact of extrinsic rewards on student engagement in the virtual classroom.

Daraga and Legazpi private schools find distance learning "Effective" in boosting student engagement, with students perceiving the strongest impact, though tailored approaches are needed (Gazit & Eden, 2024). Technical skill development is also "Effective," but teachers' lower ratings signal training needs (Weng et al., 2024). Gamified instructions are "Effective" for critical thinking, but implementation challenges exist (Zhang & Huang, 2024). Principals and teachers find creating a positive online climate "Highly Effective," but students report lower belonging (Bhatnagar & Many, 2022; Lazareva, 2018). Students find extra points "Highly Effective" for participation, but principals and teachers

are more cautious about ethical and motivational concerns (Dunn et al., 2020).

Table 6

Teacher Preparedness

Indicators	Respondents					
	Principal		Teachers		Students	
	WM	AI	WM	AI	WM	AI
C. Teacher Preparedness						
Boost confidence in their ability to effectively teach and support student learning	3.00	E	3.46	E	3.48	E
Learn online tools like Google Forms, Canva, and other helpful online apps for making online lessons.	3.22	E	3.58	HE	3.25	E
Search for supplementary videos, games, and photos supplementary to the lessons.	3.89	HE	3.33	E	3.53	HE
Pre-record videos and audio of the lessons or make PowerPoint Presentations in advance.	3.56	HE	3.30	E	3.43	E
A longer time is available to avoid unnecessary cutting of discussion due to limited online class duration.	3.22	E	3.34	E	3.43	HE
Total Weighted Mean	3.38	E	3.40	E	3.42	E

Legend: HE – Highly effective E– Effective FE – Fairly Effective I - Ineffective

Students perceive that their confidence in their ability to effectively teach and support their own learning is more effective, like feeling empowered to seek help or utilize online resources independently, compared to principals' and teachers' slightly lower effectiveness ratings, suggesting a potential disconnect where educators may underestimate the students' self-perceived capabilities in the distance learning environment. Teachers rate their learning of online tools like Google Forms and Canva for creating online lessons as highly effective like efficiently designing interactive quizzes or visually engaging presentations. At the same time, principals perceive this learning as only effective. Students also find it effective but to a lesser degree, potentially indicating a need for more focused professional development and student training to maximize the pedagogical impact of these digital resources across all respondents. Principals and students strongly believe that searching for supplementary videos, games, and photos enhances lessons like finding engaging YouTube explanations or interactive educational games, while teachers find it only effective, suggesting a possible difference in the perceived time constraints or pedagogical value teachers associate with sourcing and integrating such supplementary materials into their online instruction. Principals highly rate the effectiveness of pre-recording video/

audio lessons or creating PowerPoint presentations in advance, while teachers and students perceive this as simply effective, suggesting a potential difference in the perceived benefits or impact of prepared materials on the actual teaching and learning experience in the local context. Moreover, students who have longer online class times to avoid cutting discussions short are highly effective, while principals and teachers find it only effective, suggesting a potential need to re-evaluate online class scheduling to better align with students' perceived need for more extended discussion periods within the local educational context.

Schools in Daraga and Legazpi rate teacher preparedness strategies "Effective" for confidence, with teachers/students seeing more impact than principals (Stevens, 2019); online tool training is "Effective" but faces principal/student challenges (Bocks, 2021). Principals/students strongly favor supplementary multimedia, unlike teachers (Zhou, 2023). Pre-recorded lessons are "Effective," with the highest principal ratings despite teacher/student challenges (Wikandari et al., 2021). Extending online class time is consistently "Effective," particularly for students who note the detriment of short discussions (Sweeney, 2024; Sattar et al., 2022).

Table 7

Learning Outcomes

Indicators	Respondents					
	Principal		Teachers		Students	
	WM	AI	WM	AI	WM	AI
d. Learning Outcomes						
Make the content and the objectives of the lesson clear to the students.	4.00	HE	3.70	HE	3.31	E
Provide clear instructions and deadlines for assessment	4.00	HE	3.45	E	3.30	E
Use variety of engaging activities such as videos, simulations, and interactive quizzes.	3.89	HE	3.63	HE	3.16	E
Facilitate group work and peer-to-peer learning through online forums or video conferencing.	3.11	E	3.44	E	3.34	E
Teach students essential digital literacy skills like online research and information evaluation.	3.11	E	3.48	E	3.28	E
Total Weighted Mean	3.62	HE	3.54	HE	3.28	E

Legend: HE – Highly effective E– Effective FE – Fairly Effective I - Ineffective

Principals and teachers strongly believe that communicating lesson content and objectives is highly effective, while students perceive this as only effective, suggesting a potential gap in how clearly these are actually conveyed or how well students understand and internalize them in the online learning environment. Principals highly rate the effectiveness of providing clear assessment instructions and deadlines, while teachers also find it effective but slightly less so, and students rate it as only effective, suggesting a potential need to ensure that assessment guidelines are consistently and comprehensibly communicated to students to maximize their understanding and performance. Principals and teachers strongly believe that using diverse, engaging activities like videos, simulations, and interactive quizzes is highly effective, while students perceive this as only effective, suggesting a potential disconnect in how engaging these activities are for the students or how consistently and effectively they are integrated into the online learning experience from the students' perspective. Teachers perceive facilitating online group work and peer-to-peer learning (e.g., using breakout rooms in Zoom or collaborative documents in Google Workspace) as more effective than principals, with students also finding it effective, suggesting that while educators see value in these collaborative strategies, their impact on students' learning experiences might be perceived differently across stakeholder groups within the local context. Teachers perceive teaching essential digital literacy skills like online research and information evaluation (e.g., demonstrating effective search strategies or critical website analysis) as more effective than principals, with students also finding it effective, suggesting that while educators recognize the importance of these skills, their impact on students' actual proficiency might be perceived differently across stakeholder groups within the local context.

In Daraga and Legazpi, clarifying lesson content/objectives and assessment instructions/deadlines shows a "Highly Effective" (principals/teachers) to "Effective" (students) perception gap (Shahrill et al., 2024; Lopez et al., 2024). Engaging activities also show this trend (Byers et al., 2024), while online group work/peer learning is consistently "Effective" (Bhat et al., 2023). Digital literacy teaching is "Effective," with teachers rating it slightly higher, underscoring its importance and implementation issues (Gündoğmuş, 2024; Muslu & Bolışık, 2009; Sattar et al., 2022).

Table 8
Family Support

Indicators	Respondents					
	Principal		Teachers		Students	
	WM	AI	WM	AI	WM	AI
e. Family Support						
Implementing open and clear communications with the parents.	3.11	E	3.50	HE	3.47	E
Encourage the parents to provide a conducive space for the student when conducting online classes to avoid distractions.	3.11	E	3.54	HE	3.44	E
Give consideration and respect to the privacy and personal information of the students (house structure, environment, unexpected events during the online class).	3.22	E	3.58	HE	3.45	E
Educate the parents on their participation in the success of the online class.	3.22	E	3.35	E	3.41	E
Personal or actual supervision of parents to the students during online class	3.89	HE	3.42	E	3.14	E
Total Weighted Mean	3.31	E	3.48	E	3.38	E

Legend: HE – Highly effective E– Effective FE – Fairly Effective I - Ineffective

Teachers highly rate the effectiveness of implementing open and clear communication with parents, while principals perceive this as only effective, and students also find it effective, suggesting a potential difference in how the administration prioritizes or perceives the impact of direct parental communication on student learning and support compared to the educators directly engaging with families. Teachers strongly believe that encouraging parents to provide a conducive learning space for online classes is highly effective, while principals perceive this as only effective, and students also find it effective, suggesting a potential difference in how the administration prioritizes or perceives the impact of parental involvement in creating a supportive home learning environment compared to the educators and students experiencing the direct benefits or challenges of this arrangement. Teachers highly rate the effectiveness of giving consideration and respect to students' privacy during online classes, while principals perceive this as only effective, and students also find it effective, suggesting a potential difference in how the administration prioritizes or perceives the importance of safeguarding students' personal information and

home environments compared to the educators and students directly navigating the privacy considerations of remote learning. Students perceive that educating parents about their role in online class success is, while principals and teachers also find it effective but slightly less so, suggesting a potential need for more proactive and consistent efforts to engage and inform parents about their specific contributions to student outcomes in the local distance learning context. Principals strongly believe that direct parental supervision during online classes is highly effective (e.g., parents actively monitoring their child's engagement and providing immediate support), while students perceive it as only effective. Teachers also find it effective but to a lesser degree, suggesting a potential disconnect where administrators may overestimate the benefits and feasibility of constant parental oversight in the home learning environment as experienced by students and observed by teachers.

Daraga and Legazpi teachers strongly perceive open communication with parents as effective, unlike principals/students, highlighting implementation issues (Erdem & Kaya, 2020). Teachers also highly value conducive learning spaces (Gilman et al., 2024) and student privacy (Chang, 2021), more than principals/students. Parent education is consistently rated "Effective," with teachers/students showing slightly higher agreement (Tiryakioğlu, 2024). Principals strongly believe in parental supervision's effectiveness, while teachers/students rate it merely effective, indicating a disconnect (Rohmatillah et al., 2024; Sattar et al., 2022).

Table 9

Leadership and School Management

Indicators	Respondents					
	Principal		Teachers		Students	
	WM	AI	WM	AI	WM	AI
a. Leadership and School Management						
The school administrators have a clear vision for distance learning and are able to communicate this vision effectively to all stakeholders.	3.44	A	3.61	SA	3.37	A
The school leaders create a supportive and collaborative culture that encourages innovation and experimentation in distance learning.	3.89	SA	3.64	SA	3.53	SA
There is open and transparent communication with the students, teachers and parents.	4.00	SA	3.62	SA	3.51	SA

The school leaders are committed to continuous improvement and are willing to adapt their approaches to address challenges.	4.00	SA	3.55	SA	3.47	A
The teachers have adequate trainings and support to deliver effective distance-learning instructions and have access to resources and tools.	4.00	SA	3.26	A	3.48	A
Total Weighted Mean	3.87	SA	3.54	SA	3.47	A

Legend: SA – Strongly Agree A– Agree D – Disagree SD – Strongly Disagree

Teachers strongly agree that school administrators have a clear vision for distance learning and communicate it, while principals and students agree to a lesser extent, suggesting a potential gap in how consistently or convincingly the administrative vision is being conveyed and understood by all stakeholders within the local educational community. Principals, teachers, and students strongly agree that school leaders foster a supportive and collaborative culture encouraging innovation in distance learning. This indicates a strong alignment in the perceived positive environment for growth and experimentation within their local distance learning community. Principals, teachers, and students strongly agree that there is open and transparent communication among them, indicating a well-established and positively perceived culture of information sharing and dialogue within their local educational community. Principals and teachers strongly agree that school leaders are committed to continuous improvement and adapt to address challenges, while students only agree, suggesting a potential disconnect in how visibly or tangibly this commitment to adaptation is experienced by the student body in their local context. Principals strongly agree that teachers have adequate training, support, resources, and tools for effective distance learning, while teachers and students only agree, suggesting a potential gap in the actual adequacy or accessibility of these provisions as experienced by the educators delivering and the students receiving remote instruction in the local context.

Daraga and Legazpi teachers strongly agree that administrators have a clear vision, unlike principals/students, which indicates communication gaps (Matos & Kastelnik, 2021). Principals perceive the strongest supportive culture for innovation, followed by teachers/students (Croft, 2023). Open communication is generally positive, but teachers/students report lower agreement than principals (Ergin et al., 2024). Principals strongly believe in continuous improvement, unlike teachers/students (Casiello, 2019).Principals express high confidence

in teacher training, but teachers/students report lower agreement, revealing a perception gap (Mokhlis & Abdulah, 2025).

Table 10

Effective Communication System

Indicators	Respondents					
	Principal		Teachers		Students	
	WM	AI	WM	AI	WM	AI
b. Effective Communication System						
The school utilizes a variety of communication channels, such as email, phone calls, text messages, and online platforms to reach all the stakeholders	3.11	A	3.61	SA	3.34	A
The school keeps the stakeholders informed or updated about changes and important announcements.	3.89	SA	3.61	SA	3.35	A
The school is responsive to the queries of the students, teachers, and parents	4.00	SA	3.35	A	3.51	SA
The communication between the school administrators, the teachers, and the students is on time.	3.11	A	3.38	A	3.48	A
The school protects the privacy and security of stakeholders' information.	4.00	SA	4.00	SA	3.50	SA
Total Weighted Mean	3.62	SA	3.59	SA	3.44	A

Legend: SA – Strongly Agree A– Agree D – Disagree SD – Strongly Disagree

Teachers strongly agree that the school uses diverse communication channels, while principals and students only agree, suggesting a potential difference in the perceived effectiveness or consistent utilization of these various channels from the administrative perspective compared to the experiences of teachers and students in the local context. Principals and teachers strongly agree that the school effectively keeps stakeholders informed about changes and important announcements, while students only agree, suggesting a possible gap in how consistently or effectively students perceive they are receiving and processing these updates within the local school communication system. Principals and students strongly agree that the school is responsive to their queries, while teachers only agree, suggesting a potential difference in the perceived level or timeliness of administrative responsiveness to teacher inquiries compared to students and the principals' assessment within the local school system. Students perceive

the timeliness of communication from school administrators down to teachers as slightly more agreeable compared to principals' and teachers' agreement, suggesting a potential area where students feel relatively well-informed, while administrators and teachers might see room for improvement in the speed and flow of information dissemination within the local school system. Principals and teachers strongly agree that the school protects the privacy and security of stakeholder information, and students also strongly agree, indicating a strong and shared perception of the school's commitment to data protection within the local educational community.

Daraga and Legazpi teachers, not principals, strongly agree on communication channel variety, indicating perceived effectiveness discrepancies (Graham-Clay, 2024). Students perceive change communication as less effective than principals/teachers (Muslicha, 2021). Principals are highly confident in query responsiveness, unlike teachers (moderate) and students (strong agreement), revealing potential bottlenecks (Salamondra, 2021). Communication timeliness is consistently "Agree," with students slightly higher, suggesting improvement areas (Woo, 2023). Principals/teachers strongly agree on data protection, while students' agreement is slightly lower, indicating potential understanding differences (Kumi-Yeboah et al., 2023).

Table 11
Technology Support

Indicators	Respondents					
	Principal		Teachers		Students	
	WM	AI	WM	AI	WM	AI
C. Technology Support						
The technology used is the latest and most advance.	3.22	A	3.44	A	3.48	A
The platforms used are user-friendly, and the language is clear and understandable.	3.11	A	3.48	A	3.62	SA
The platforms used are reliable and can reach out to students who live even in far-flung areas.	3.22	A	3.45	A	3.33	A
The technology used is free or inexpensive, available, and downloadable.	3.22	A	3.46	A	3.44	A
The technology used contributes to a positive and supportive learning environment for diverse learners.	3.11	A	3.52	SA	3.37	A
Total Weighted Mean	3.18	A	3.47	A	3.45	A

Legend: SA – Strongly Agree A– Agree D – Disagree SD – Strongly Disagree

Students slightly more strongly agree that the technology used is the latest and most advanced) compared to principals and teachers who also generally agree, suggesting a potential difference in awareness or experience with the technological resources available within the local educational system. strongly agree that the online platforms used are user-friendly and the language is clear, while principals only agree. Teachers also agree but less strongly, suggesting a potential disconnect where administrators may underestimate the user experience challenges or language clarity issues encountered by students and teachers in the local online learning environment. Teachers, principals, and students generally agree that the online platforms used are reliable and can reach students in remote areas, suggesting a shared moderate confidence in the inclusivity of their distance learning infrastructure despite the geographical challenges of the region. Teachers, principals, and students generally agree that the technology used for distance learning is free or inexpensively available and downloadable. This suggests a shared moderate perception that the cost and accessibility of digital tools are not major barriers within their local educational context. Teachers strongly agree that the technology used contributes to a positive and supportive learning environment for diverse learners, while principals only agree and students also agree but less strongly, suggesting a potential difference in the perceived impact of technology on fostering inclusivity and support from the administrative perspective compared to the experiences of those directly engaged in teaching and learning in the local online environment.

Daraga and Legazpi schools find technology "latest and advanced," with students/teachers agreeing more than principals, likely due to direct use (Fullfabric, 2025). User-friendly platforms are rated higher by students/teachers than principals, possibly due to cost/scalability (Rudnicka, 2025). Platform reliability for remote students is agreed upon, with teachers highest (Ayeni, 2022). Technology affordability is positive, with principals more focused on sustainability/security (aligned with DepEd's OER). Teachers strongly agree technology supports diverse learners, more so than students/principals, emphasizing the teacher's inclusive role (Martin, 2019; Bochorishvili et al.,

2022). Open communication is positive, with principals/teachers agreeing more than students.

Table 12

Stakeholder Engagement

Indicators	Respondents					
	Principal		Teachers		Students	
	WM	AI	WM	AI	WM	AI
D. Stakeholder Engagement						
There is an open and transparent communication with all the stakeholders including students, parents, teachers, and community.	3.67	SA	3.58	SA	3.35	SA
Updates on the progress of distance learning or any changes or challenges are provided regularly.	3.11	A	3.51	SA	3.32	A
Feedback is welcome from the stakeholders, and actively listen to their concerns and suggestions.	4.00	SA	3.48	A	3.53	SA
Parents are involved in the distance learning process by providing them with helpful information and encouraging their support.	3.33	A	3.41	A	3.51	SA
Collaboration with organizations like Parents-Teachers Associations, Organization of the Alumni, Sangguniang Kabataan, and other community organizations for the dissemination of information and other assistance for distance learning programs	3.56	SA	3.54	SA	3.45	A
Total Weighted Mean	3.53	SA	3.50	SA	3.43	A

Legend: SA – Strongly Agree A– Agree D – Disagree SD- Strongly Disagree

Principals and teachers strongly agree that there is open and transparent communication with all stakeholders, while students only agree, suggesting a potential gap in how consistently or effectively students perceive they are included in and informed by these communication channels within the local educational ecosystem. Teachers strongly agree that regular updates on distance learning progress, changes, or challenges are provided, while principals only agree and students also agree but less strongly, suggesting a potential disconnect where teachers feel more informed about these developments compared to the perceptions of administrators and students within the local educational context. Principals and students strongly agree that feedback is welcomed and their concerns actively listened to, while teachers only agree, suggesting a potential

difference in their perceived level of influence or how actively their feedback is sought and acted upon by the administration within the local school system. Students strongly agree that parents are involved in their distance learning through helpful information and encouragement, while principals and teachers only agree, suggesting a potential area where students perceive a stronger sense of parental engagement and support facilitated by the school compared to the educators' and administrators' assessments within the local context. Principals and teachers strongly agree that collaborating with organizations like PTAs and the Sangguniang Kabataan helps disseminate information and provide assistance for distance learning, while students only agree, suggesting a potential difference in the perceived visibility or direct impact of these collaborations on the students' distance learning experience within the local community.

Effective communication via diverse platforms is crucial for reaching all stakeholders; as National University (2025) notes, communication gaps are a key issue in distance learning; while updates are generally agreed upon, teachers perceive them most effectively, followed by students and principals (Salamondra, 2021). Parental involvement is viewed positively, with students reporting the highest agreement, though challenges exist (Kartel et al., 2022). Collaboration with community organizations is strongly acknowledged by principals and teachers, with students less aware (Kakungulu Samuel J., 2024; McLaren, 2022; Makwambeni et al., 2023, emphasizing stakeholder inclusion).

CONCLUSION

The selected private secondary schools in Daraga and Legazpi exhibited adaptability and resourcefulness in navigating the shift to distance learning. Their varied approaches, structured plans, and focus on logistical support contributed to their ability to maintain educational continuity during a challenging period. However, disparities in resources and access highlighted the need for ongoing support and investment in educational technology to ensure equitable access to quality distance education. The effectiveness of distance learning strategies in achieving key educational goals was multifaceted. While the selected private secondary schools demonstrated efforts to adapt to the challenges of remote education, ongoing evaluation and improvement are necessary to ensure equitable access, meaningful engagement, and positive learning outcomes for all students.

The successful implementation of distance learning in the selected private secondary schools was contingent upon strong leadership, effective communication, robust technology support, and active stakeholder engagement. These factors worked in synergy to create a supportive and conducive learning

environment, enabling schools to navigate the challenges of remote education and maintain educational continuity. By providing a structured and evidence-based approach to distance learning, the Manual of Operation will empower schools to overcome challenges, optimize their resources, and deliver high-quality education in a remote environment. Ultimately, the manual aims to promote continuous improvement and ensure that all students have access to effective and equitable distance learning experiences.

TRANSLATIONAL RESEARCH

This translational research aims to bridge the gap between academic understanding and practical application by investigating the best practices employed by selected private secondary schools in Daraga and Legazpi during their shift to distance learning, ultimately culminating in the creation of a comprehensive Manual of Procedures. This manual will translate research findings on context-specific adaptations, long-term student outcomes, teacher professional development effectiveness, parental engagement strategies, and equity solutions into actionable guidelines, thereby empowering educators and administrators in similar settings to implement more successful and sustainable distance learning programs, especially during future educational disruptions. The manual will serve as a practical tool, informed by localized data, to enhance the quality and accessibility of education in the region.

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