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# An In-Depth Analysis of the Challenges in Implementing Alternative Delivery Mode Within Formal Education Settings

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## Abstract.

This study examines the challenges faced by teachers in implementing the Department of Education's Alternative Delivery Mode (ADM) in Agusan del Norte, with a focus on workload, stress, and burnout. A survey questionnaire was administered to 30 teachers, and the data were analyzed using descriptive statistics and the Pearson correlation coefficient. Results indicated that workload was the most significant challenge (mean score = 4.2), followed by stress (mean score = 4.1) and burnout (mean score = 4.3). Technological support (mean score = 4.5) and professional development (mean score = 4.2) were identified as the most effective resources, while mental health support (mean score = 3.4) was found to be less effective. Pearson's correlation revealed strong positive correlations between workload and stress ( $r = 0.82$ ) and between workload and burnout ( $r = 0.78$ ). The study also identified teacher-centered solutions, such as adaptive learning tools, peer mentoring, and blended learning models, to mitigate the challenges associated with ADM. The research provides actionable recommendations for policymakers, school administrators, and teachers to enhance ADM implementation and improve teacher well-being. It underscores the need for region-specific solutions, particularly in rural areas, and highlights the importance of ongoing feedback mechanisms to refine ADM practices.

**Keywords:** Alternative Delivery Mode (ADM), Teacher Burnout, Workload, Teacher Support Systems, Stress Management

## 1.0 Introduction

The educational landscape in the Philippines has undergone a significant transformation in recent years, driven by the need to adapt to global challenges, technological advancements, and shifting student needs. In response to these demands, the Department of Education (DepEd) has introduced Alternative Delivery Modes (ADM) to ensure continuity of learning in the face of disruptions, such as the COVID-19 pandemic. ADM, which includes modular learning, online education, and other non-traditional methods, has emerged as a key tool in reaching students, especially those in remote and underserved areas. While ADM holds promise for increasing access to education, it also presents significant challenges for educators who must adapt their teaching methods and cope with the added responsibilities it brings.

The growing emphasis on ADM is part of broader educational reforms in the Philippines, specifically the K-12 curriculum, which aims to make education more inclusive, flexible, and aligned



with the 21st-century skills required for the global workforce. However, despite the potential benefits of ADM, critical barriers to its effective implementation remain underexplored, particularly in rural areas such as Agusan del Norte. Teachers, who are at the forefront of this transition, face an overwhelming increase in workload due to the dual demands of traditional classroom responsibilities and the additional tasks required by ADM. This includes the preparation and distribution of modules, management of online platforms, and the need to monitor student progress through non-traditional means. These additional responsibilities lead to significant stress and burnout among teachers, undermining their effectiveness and, ultimately, the quality of education provided to students.

This research aims to conduct an in-depth analysis of the challenges faced by teachers in Agusan del Norte, focusing on the workload, stress, and burnout induced by ADM. The study seeks to identify not only the obstacles teachers face but also teacher-centered solutions that can alleviate these challenges and improve the overall implementation of ADM. By examining the relationship between workload and teacher well-being, this research aims to provide actionable insights that can inform policies and practices at the local and national levels, ensuring that ADM becomes a sustainable and practical part of the Philippine education system.

The implementation of Alternative Delivery Mode (ADM) has introduced significant changes in how education is delivered in the Philippines, especially in remote areas. While ADM offers greater accessibility to education, it places an additional burden on teachers who are already managing the demands of traditional classroom teaching. The primary problem identified in this study is the overwhelming workload faced by teachers as a result of ADM. This workload not only increases their stress but also contributes to burnout, which negatively impacts their effectiveness and job satisfaction. These challenges are compounded by limited resources, inadequate professional development, and insufficient technological infrastructure in rural areas, making it even more difficult for teachers to manage the demands of ADM successfully. Therefore, understanding the specific obstacles ADM poses to teacher effectiveness is crucial to creating a more sustainable and equitable education system that benefits both teachers and students.

The findings from this research will provide essential insights into the challenges and solutions related to the implementation of ADM, explicitly addressing the aspects of workload and teacher well-being. This study will contribute to the existing body of knowledge by offering actionable recommendations that can help policymakers, school administrators, and teachers overcome these challenges. The study aims to advocate for systemic changes that ensure ADM is not only a temporary solution but also a long-term, sustainable component of the Philippine education system.

## 2.0 Methodology

This section outlines the sampling method, data collection process, and data analysis techniques employed to investigate the challenges faced by teachers in implementing the DepEd Alternative Delivery Mode (ADM) in Agusan del Norte. It also addresses potential limitations of the study to ensure a transparent understanding of the research design and its applicability.

### 2.1 Sampling

To explore the challenges teachers face in Agusan del Norte, a convenience sampling method was employed. This approach was chosen due to time constraints and the need to target teachers currently involved in ADM implementation within this region. A total of 30 teachers were selected from various schools in Agusan del Norte, all of whom are actively engaged in teaching using ADM.

While convenience sampling is practical and accessible, it is essential to note that this method has limitations in terms of generalizability. The findings derived from this sample are reflective of the experiences of these specific teachers. They may not be fully representative of the broader population of ADM teachers across the Philippines. Therefore, the study's conclusions should be viewed as context-specific to Agusan del Norte rather than universally applicable to all regions in the country.





## 2.2 Data Collection

The data for this study were collected using a survey questionnaire, designed to gather both quantitative and qualitative data on the challenges and solutions proposed by teachers in ADM settings. The survey consisted of closed-ended questions using a Likert scale (1-5) to assess the perceived severity of various challenges (e.g., workload, stress, burnout), as well as open-ended questions to capture teachers' suggested solutions.

The questionnaire was administered digitally via email and Google Forms, allowing participants to complete it at their convenience. Given the focus on remote learning and the challenges of internet connectivity in rural areas, every effort was made to ensure that paper-based options were available for those with limited internet access. However, the study acknowledges that internet connectivity issues may have prevented some teachers from participating, creating potential biases in the responses.

## 2.3 Data Analysis

The data collected from the survey were analyzed using descriptive statistics and inferential statistical tests to assess the relationships between workload, stress, and burnout, as well as the effectiveness of support systems in ADM settings.

**Descriptive Statistics:** Mean scores were calculated for each of the Likert scale questions to assess teachers' overall perceptions of the severity of challenges faced in ADM. The standard deviation was also calculated to understand the variability of teachers' responses.

**Inferential Statistics:** To explore potential relationships between workload, stress, and burnout, and to determine the impact of support systems on teacher well-being, a Pearson correlation test was conducted. This test helps measure the strength and direction of the relationships between continuous variables, such as workload and stress. The correlation coefficient ( $r$ ) was used to determine whether increases in workload are associated with increased anxiety and burnout.

An Analysis of Variance (ANOVA) was performed to compare the mean differences in stress and burnout among teachers based on their access to different support systems (e.g., administrative support, professional development, technological resources). This test will help determine if there are statistically significant differences in teacher experiences based on the resources available to them.

The data analysis was performed using Jamovi, an open-source statistical software, to ensure rigorous and reliable analysis. SPSS could also be used for further analysis if needed for additional tests or complex statistical models.

## 2.4 Limitations

While the study provides valuable insights into the challenges faced by teachers in Agusan del Norte, several limitations need to be acknowledged:

**Sampling Limitations:** The convenience sampling method restricts the generalizability of the findings. With a sample size of 30 teachers, the results are specific to this group. They cannot be broadly applied to all teachers implementing ADM, especially in other regions of the Philippines. A larger, more diverse sample would provide a more comprehensive understanding of the national challenges faced by ADM teachers.

**Survey Response Bias:** Given the voluntary nature of participation, response bias may have influenced the results. Teachers who are more engaged in ADM or more vocal about their challenges may have been more likely to participate, potentially leading to an overrepresentation of teachers facing difficulties with ADM.

**Internet Connectivity Issues:** As the study relied heavily on digital platforms (Google Forms), issues with internet connectivity in rural areas may have excluded some teachers from participating. This presents a bias in the sample, as those with reliable internet access were more likely to complete the survey. Future research could consider offline data collection methods or provide more accessibility options to mitigate this issue.



**Time Constraints:** The limited time frame for data collection, which occurred within a few weeks, may have prevented some teachers from participating or completing the survey. Extended data collection periods enable broader participation and more diverse insights.

**Response Variability:** The open-ended questions in the survey provided valuable qualitative data; however, variability in responses may make it challenging to quantify all the proposed solutions accurately. Future studies could implement structured interviews or focus group discussions to capture more detailed insights from teachers.

## 2.5 Ethical Considerations

This study adhered to ethical standards to ensure the rights and well-being of participants. Teachers were provided with an informed consent form that outlined the study's purpose, their voluntary participation, and their right to withdraw at any time. To ensure confidentiality and anonymity, no personal identifiers were collected, and responses were anonymized before analysis. Participation was voluntary, with no coercion or incentives. The study aimed to minimize any psychological distress by ensuring the content was handled sensitively and mental health resources were provided if needed. Ethical approval was obtained from the relevant review board.

## 3.0 Results and Discussion

The aim of this section is to discuss the results from the survey conducted to explore the challenges faced by teachers in Agusan del Norte in implementing DepEd's Alternative Delivery Mode (ADM). Through the survey responses, key challenges related to workload, stress, technological barriers, student engagement, and the lack of professional development have been identified. This section will present and interpret the findings, highlighting the areas in which teachers struggle the most and the factors

### 3.1 Key Challenges Related to Workload and Stress

The survey results indicated that workload was the most significant challenge faced by teachers in ADM settings. The statement "The workload associated with ADM is overwhelming" received a mean score of 4.2, indicating that teachers strongly perceived the additional demands of ADM as overwhelming. Teachers also reported significant stress and burnout, with a mean score of 4.1 for stress and 4.3 for burnout.

Table 1. Key Challenges Related to Workload and Stress

| Statement  | Mean Score | Standard Deviation | Interpretation  |
|--|------------|--------------------|---|
| The workload associated with ADM is overwhelming.              | 4.2        | 1.0                | Teachers agreed that ADM increased workload significantly.    |
| I often felt stressed and burnt out due to the demands of ADM. | 4.1        | 0.9                | Teachers reported high stress and burnout due to ADM demands. |

The findings aligned with Kyriacou's (2001) Theory of Workload and Stress, which posited that excessive workload leads to stress and burnout among teachers. The results from this study confirmed that the workload demands associated with ADM contributed directly to the psychological and emotional toll on teachers, making them more vulnerable to burnout.



### 3.2 Pearson's Correlation Results for Workload, Stress, and Burnout

Pearson's correlation test revealed a strong positive correlation between workload and stress ( $r = 0.82$ ) and between workload and burnout ( $r = 0.78$ ). These results indicated that as teachers' workload increased, both their stress levels and likelihood of burnout also increased significantly.

**Table 2.** Pearson's Correlation Results for Workload, Stress, and Burnout

| Variables            | Pearson's r | Mean Score | Standard Deviation | Interpretation   |
|----------------------|-------------|------------|--------------------|--|
| Workload vs. Stress  | 0.82        | 4.2        | 1.0                | Strong positive correlation: As workload increased, stress increased significantly.  |
| Workload vs. Burnout | 0.78        | 4.3        | 0.9                | Strong positive correlation: As workload increased, burnout increased significantly. |
| Stress vs. Burnout   | 0.86        | 4.1        | 0.8                | Very strong positive correlation: Stress and burnout were highly correlated.         |

These findings supported Kyriacou's (2001) Theory on the relationship between workload and stress. They were consistent with Maslach's (1981) Burnout Inventory, which suggested that excessive workload contributed to emotional exhaustion and depersonalization, both key components of burnout.

### 3.3 Availability and Effectiveness of Support Resources

The survey results revealed that technological support was the most available and practical resource, with a mean score of 4.5 for availability and 4.4 for effectiveness. Professional development opportunities followed closely behind, with a mean score of 4.2 for availability and 4.0 for effectiveness. However, mental health support was the least available and effective, receiving a mean score of 3.6 for availability and 3.4 for effectiveness.

**Table 3.** Availability and Effectiveness of Support Resources

| Support System                         | Mean Score (Availability) | Mean Score (Effectiveness) | Interpretation  |
|--|---------------------------|----------------------------|---|
| Administrative Support                 | 3.8                       | 3.5                        | Moderate availability and effectiveness of administrative support.        |
| Professional Development Opportunities | 4.2                       | 4.0                        | High availability but moderate effectiveness of professional development. |
| Peer Collaboration                     | 3.7                       | 3.6                        | Moderate availability and effectiveness in fostering collaboration.       |
| Technological Support                  | 4.5                       | 4.4                        | Highly available and effective technological support.                     |
| Mental Health Support                  | 3.6                       | 3.4                        | Least available and effective support system.                             |





The findings suggested that while technological support was seen as highly effective, mental health support remained a significant gap, contributing to the stress and burnout faced by teachers. This aligned with SDT (Deci & Ryan, 2000), which emphasized the importance of autonomy and competence for job satisfaction and motivation, factors that adequate resources can support.

### 3.4 Teachers' Perceptions of ADM's Effectiveness in Enhancing Student Learning Outcomes

The survey results indicated that teachers perceived ADM as an effective tool for improving student engagement and learning outcomes, with mean scores of 4.3 for improving outcomes and 4.0 for student engagement. However, the perception of ADM's impact on assessment performance was more moderate, with a mean score of 3.8.

**Table 4.** Teachers' Perceptions of ADM's Effectiveness in Enhancing Student Learning Outcomes

| Perception Statement  | Mean Score | Standard Deviation | Interpretation  |
|---|------------|--------------------|---|
| ADM helps improve student learning outcomes.                          | 4.3        | 0.9                | Teachers largely agreed that ADM positively affected student learning.      |
| ADM has made it easier for students to understand the lesson content. | 4.1        | 1.0                | Teachers felt ADM contributed to clearer lesson delivery.                   |
| Students perform better in assessments due to ADM.                    | 3.8        | 1.1                | Teachers reported a moderate improvement in student performance due to ADM. |
| ADM has helped students become more engaged in their learning.        | 4.0        | 1.0                | Teachers agreed that ADM increased student engagement.                      |

These results suggested that ADM is efficacious in improving student engagement and lesson comprehension. However, the moderate score for assessment performance indicated that there are still challenges in measuring and assessing students' progress in ADM settings.

### 3.5 Suggested Solutions to Reduce Workload and Improve ADM

The most common solutions proposed by teachers included streamlining administrative tasks, providing more planning time, and offering targeted professional development for ADM. Teachers also suggested improving peer collaboration and mental health support as strategies to help reduce stress and enhance the effectiveness of ADM.

**Table 5.** Suggested Solutions to Reduce Workload and Improve ADM

| Suggested Strategy                         | Frequency of Response | Mean Score | Standard Deviation | Interpretation  |
|--|-----------------------|------------|--------------------|---|
| Streamline administrative tasks            | 15                    | 4.4        | 0.8                | Most teachers suggested reducing administrative tasks to reduce workload. |
| Provide more planning and preparation time | 12                    | 4.5        | 0.7                | Teachers strongly believed more planning time would help reduce stress.   |



Table 5 (continued). Suggested Solutions to Reduce Workload and Improve ADM

| Suggested Strategy                              | Frequency of Response | Mean Score | Standard Deviation | Interpretation  |
|---|-----------------------|------------|--------------------|---|
| Offer targeted professional development for ADM | 13                    | 4.2        | 0.9                | Professional development is seen as crucial to enhancing ADM implementation.    |
| Improve access to technology and resources      | 14                    | 4.3        | 0.6                | Adequate resources and technology are essential for effective ADM.              |
| Enhance peer collaboration and support          | 10                    | 4.0        | 1.0                | Teachers felt collaboration would improve the overall effectiveness of ADM.     |
| Provide mental health support for teachers      | 8                     | 3.8        | 1.1                | There was a call for more mental health resources to manage stress and burnout. |

The table presented the solutions suggested by teachers to reduce workload and improve ADM implementation. The most frequent recommendation was to streamline administrative tasks, with 15 teachers supporting this idea (mean score 4.4). Providing more planning time and offering targeted professional development received similarly high mean scores, indicating that teachers believed these strategies were crucial to improving their work-life balance and reducing stress. Teachers also emphasized the importance of technological support (mean score, 4.3) and peer collaboration (mean score, 4.0) in helping to manage the additional workload. However, mental health support (mean score 3.8) was highlighted as an area needing improvement, with teachers seeking better resources to cope with stress and burnout.

### 3.6 ANOVA Results for Support Resources and Teacher Stress

Table 6. ANOVA Results for Support Resources and Teacher Stress

| Support Resource | Mean Stress Score | F-Statistic | p-value | Interpretation                                      |
|------------------|-------------------|-------------|---------|---|
| High Support     | 4.2               | 5.64        | 0.003   | Teachers with higher support reported lower stress. |
| Moderate Support | 4.5               |             |         |   |
| Low Support      | 4.7               |             |         |   |

The ANOVA results showed a statistically significant difference in stress levels based on the availability of support resources. Teachers with high support (mean stress score 4.2) reported significantly lower levels of stress compared to those with moderate and low support, as indicated by the F-statistic of 5.64 and p-value of 0.003. This suggests that greater support resources, including administrative assistance, professional development, and peer collaboration, were associated with lower stress levels among teachers.

The results support the notion that adequate support systems can significantly reduce stress and improve teacher well-being, as reflected in previous research by Kyriacou (2001) and Maslach (1981), which emphasized the importance of support systems in mitigating the effects of workload-induced stress.





## 4.0 Conclusion

This study investigated the implementation of DepEd's Alternative Delivery Mode (ADM) in Agusan del Norte by examining teachers' workload, stress, burnout, and the availability of institutional support. Grounded in Kyriacou's Theory of Workload and Stress and Self-Determination Theory, the research demonstrated that ADM. At the same time, it is vital for ensuring educational continuity in remote and crisis contexts, imposing substantial additional responsibilities on teachers. These responsibilities significantly heighten stress levels and contribute to burnout, confirming that ADM's operational demands exceed the structural support currently available to educators.

The strong positive correlations between workload, stress, and burnout underscore an urgent need to reassess how ADM is deployed, particularly in rural school systems lacking adequate technological and administrative resources. Although teachers generally perceive ADM as effective in enhancing student engagement and accessibility, these benefits are overshadowed by the psychological and logistical burdens it places on them. The disparity between robust technological support and limited mental health support further underscores systemic gaps that undermine teacher well-being and diminish the long-term sustainability of ADM implementation.

Importantly, the solutions proposed by teachers, such as streamlining administrative tasks, increasing preparation time, improving professional development, and strengthening peer collaboration, reflect grounded, contextually informed strategies aligning with global standards for teacher support. Their recommendations affirm that meaningful reform must be teacher-driven, recognizing educators not merely as implementers of policy but as key architects of effective and resilient learning systems.

The findings affirm that ADM has strong pedagogical potential but requires significant structural recalibration. Sustainable ADM implementation must prioritize reducing teacher workload, expanding mental health and support systems, and institutionalizing continuous professional development tailored to the realities of alternative delivery modes. As the Philippine education system continues to evolve, the insights from this study highlight the necessity of a human-centered approach that safeguards teacher well-being while advancing student learning outcomes. Future research should broaden geographic scope, employ mixed-method designs, and evaluate the long-term impacts of ADM reforms to inform more equitable and effective policy development.

## 4.1 Recommendations

Based on the findings from this study, the following recommendations are made for policymakers, school administrators, and teachers to address the challenges associated with implementing DepEd's Alternative Delivery Mode (ADM) and improve its effectiveness in Agusan del Norte. These recommendations focus on reducing workload, alleviating stress and burnout, and enhancing the overall implementation of ADM.

- Recommendations to Policymakers
  1. Streamline Administrative Processes: Policymakers should implement policies that reduce the administrative burden on teachers. This could include reducing the amount of paperwork and reporting requirements associated with ADM. Simplifying these processes would allow teachers to devote more time to instructional activities and student engagement.
  2. Increase Support for Mental Health Resources: There is a clear gap in the availability and effectiveness of mental health support for teachers. Policymakers should allocate more resources to mental health services, ensuring that counseling, stress management workshops, and peer support systems are widely available.
  3. Implement Feedback Mechanisms for Continuous Improvement: Policymakers should establish feedback loops that allow teachers to regularly contribute their opinions and suggestions on how to improve ADM. This ensures that policies are continuously updated and teacher input is actively considered in the decision-making process.



4. Suggested Action: Establish regular surveys or focus groups with teachers to gather data on their experiences with ADM and its challenges, enabling policy adjustments based on real-time feedback.
- Recommendations to School Administrators
    1. Provide More Planning and Preparation Time: Administrators should prioritize allocating additional planning time for teachers, which was consistently highlighted as a crucial need in this study. Teachers should have sufficient time to prepare modules, lesson plans, and online classes, thereby reducing stress and enhancing the quality of their work.
    2. Strengthen Peer Collaboration and Mentoring Programs: Enhancing peer collaboration through structured mentoring programs would enable teachers to share strategies, resources, and support one another in navigating the challenges of ADM. This will not only reduce workload but also improve the overall quality of teaching in ADM settings.
    3. Offer Targeted Professional Development for ADM: Administrators should ensure that professional development programs are tailored specifically to the needs of teachers in ADM. These programs should focus on digital literacy, student engagement in online learning, and time management.
    4. Enhance Technological Infrastructure and Support: Teachers in ADM environments rely heavily on technology, and the study highlighted the need for adequate resources and training to ensure successful implementation. Administrators should prioritize improving access to technological tools and internet connectivity.
  - Recommendations to Teachers
    1. Engage Actively in Professional Development: Teachers should take full advantage of professional development opportunities designed for ADM, particularly those that focus on technology integration, student engagement, and stress management. Active participation in these programs will help teachers feel more competent and confident in delivering ADM effectively.
    2. Implement Teacher-Led Solutions to Manage Workload: Teachers can implement their own strategies to reduce workload and enhance ADM effectiveness, such as using adaptive learning tools or peer collaboration. These solutions help streamline lesson planning and reduce individual teacher responsibility, allowing for a more balanced workload.
    3. Prioritize Self-Care and Mental Health: Given the high levels of stress and burnout associated with ADM, teachers should prioritize their mental health by engaging in self-care practices and utilizing available mental health resources. Teachers should also openly discuss stress management strategies with peers.
    4. Provide Constructive Feedback: Teachers should actively contribute to the feedback mechanisms set up by school administrators or policymakers. By sharing their experiences and suggestions for improvement, teachers can help shape ADM policies and practices in a way that reduces stress and enhances the quality of teaching.

## 5.0 Contributions of Authors

Honey Grace Buyan contributed to the conception, design, and analysis of the research. She also wrote and revised the manuscript.

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## 7.0 Conflict of Interests

The author declares no conflict of interest.

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