



Republika ng Pilipinas

Department of Education

OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT,
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES, AND
TEACHER EDUCATION COUNCIL SECRETARIAT

MEMORANDUM
DM-OUHROD-2022-03A1

TO : REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : GLORIA JUMAMIL-MERCADO
(Signature)
*Undersecretary for Human Resource and Organizational Development,
National Educators Academy of the Philippines, and
Teacher Education Council Secretariat*

SUBJECT : REQUEST FOR THE ACCOMPLISHMENT OF THE ONLINE SURVEY
FOR THE LEARNING SUPPORT AIDES (LSA) STUDY

DATE : 10 November 2022

Pursuant to the DepEd Order 32, s. 2020, the Department of Education engaged the services of Learning Support Aides (LSAs) in SY 2020-2021 and 2021-2022 to support schools in the implementation of the Basic Education Learning Continuity Plan amidst the COVID-19 pandemic. The LSAs were hired to (1) employ additional workforce to support the delivery of learning modalities; (2) address the need for a stronger relationship between and among schools, households, and communities; and (3) ensure unhampered delivery of basic education services.

The Bureau of Human Resource and Organizational Development – School Effectiveness Division (BHROD-SED) is spearheading a study to evaluate the implementation of the LSAs in which results will be an integral input to the policy directions of LSAs as staffing complement in schools.

In relation to the conduct of the LSA Study, Schools Divisions are requested to disseminate the survey can be

For further qu through email

Thank you ver

DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL OFFICE - CAR
NOV 16 2022
TIME



Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION

November 16, 2022

To: **Schools Division Superintendents**
All Others Concerned

For information, guidance, and immediate compliance.

ESTELA P. LEON- CARIÑO EdD, CESO III
Director IV/ Regional Director

For the Regional Director:

(Signature)
FLORANTE E. VERGARA
Director III/Assistant Regional Director



Republika ng Pilipinas


Department of Education

OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT,
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES, AND
TEACHER EDUCATION COUNCIL SECRETARIAT

MEMORANDUM

DM-OUHROD-2022-0341

TO : **REGIONAL DIRECTORS**
SCHOOLS DIVISION SUPERINTENDENTS
SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : **GLORIA JUMAMIL-MERCADO** 
: *Undersecretary for Human Resource and Organizational Development,
National Educators Academy of the Philippines, and
Teacher Education Council Secretariat*

SUBJECT : **REQUEST FOR THE ACCOMPLISHMENT OF THE ONLINE SURVEY
FOR THE LEARNING SUPPORT AIDES (LSA) STUDY**

DATE : 10 November 2022

Pursuant to the DepEd Order 32, s. 2020, the Department of Education engaged the services of Learning Support Aides (LSAs) in SY 2020-2021 and 2021-2022 to support schools in the implementation of the Basic Education Learning Continuity Plan amidst the COVID-19 pandemic. The LSAs were hired to (1) employ additional workforce to support the delivery of learning modalities; (2) address the need for a stronger relationship between and among schools, households, and communities; and (3) ensure unhampered delivery of basic education services.

The Bureau of Human Resource and Organizational Development – School Effectiveness Division (BHROD-SED) is spearheading a study to evaluate the implementation of the LSAs in which results will be an integral input to the policy directions of LSAs as staffing complement in schools.

In relation to the conduct of the LSA Study, Schools Divisions are requested to disseminate this invitation to schools and others concerned. The details of the online survey can be found in *Annex A: Online Data Gathering for LSA Survey*.

For further queries and concerns, please contact **Ms. Andrea D. Lim** of OUHROD through email address at usec.hrod@deped.gov.ph.

Thank you very much.

Annex A
Online Data Gathering for LSA Survey

I. Participant coverage and criteria

- a. The target participants of the **online survey** may come from **schools that have or have not engaged the services of Learning Support Aides** during School Year 2020-2021 and/or 2021-2022.
- b. Provided below are the criteria for the recruitment of participants for the study:

| Participant | Criteria |
|--|---|
| Learners | <ul style="list-style-type: none"> ● Grade 9-12 Learners ● Enrolled from SY 2020 to SY 2022 |
| Teachers School Heads | <ul style="list-style-type: none"> ● K-12 Teachers ● Regular Status ● In service since SY 2020 |
| Learning Support Aides (LSA) | <ul style="list-style-type: none"> ● DepEd and/or LGU hired ● Employed as LSA during SY 2020-2021 to SY 2021-2022 |

II. Data Collection Instruction

For ALL Regions and SDOs answering the Google Form/Online Survey, please take note of the following:

1. The respondents will be School Heads, Teachers, Learners (JHS and SHS), and LSAs *from schools who have or have not engaged LSAs* in School Years 2020-2021 and 2021-2022.
2. The target respondents shall access the online survey through this link: [**https://bit.ly/LSAStudySurvey**](https://bit.ly/LSAStudySurvey)
3. The online survey form consists of the following sections: Demographic Profile (Section 1), Informed Consent (Section 2), and Survey Proper (Section 3).

III. Online Survey Schedule

| Schedule | Region | SDO | Coverage | Participants/ Respondents |
|----------------------------------|-------------|----------|--|--|
| November 14 to November 30 | All Regions | All SDOs | All Schools with and without LSA/s | Teachers School Heads Learners LSAs |

**Please note that a series of Focus Group Discussions (FGDs) and/or Key Informant Interviews (KIIs) shall be conducted following the survey results. A separate advisory shall be made thereafter.*

Annex C
Results of Pilot LSA Online Survey
Descriptive Analysis

Demographic Profile – Descriptive Results

Region and School Division Offices:

| | School Head | Teacher | Learner | LSA |
|---------------------------------|-------------|------------|-----------|-----------|
| CAR | | | | |
| Apayao | 3 | | | |
| Kalinga | 2 | | | |
| Abra | 1 | 8 | | 8 |
| Benguet | 13 | 19 | | 7 |
| Region II | | | | |
| Cagayan | | | 3 | |
| Quirino | | 6 | | |
| Isabela | 20 | 13 | 4 | 1 |
| Tuguegarao City | | | 11 | |
| Region III | | | | |
| Aurora | 8 | | | 4 |
| Mabalacat City | | | 10 | |
| Pampanga | | | 9 | |
| Region VIII | | | | |
| Borongan City | | 8 | | 2 |
| Leyte | | | | 1 |
| Ormoc City | 18 | 32 | | |
| Region IX | | | | |
| Zamboanga Sibugay | | 13 | 2 | |
| Dapitan City | 2 | 9 | 2 | 10 |
| Region XI | | | | |
| Davao del Norte | 7 | 13 | 23 | 1 |
| Davao City | | | 2 | |
| Others | 6 | 10 | 11 | 1 |
| Total No of Respondents: | 80 | 131 | 77 | 35 |

Sex (at birth):

| | Frequency | | | | Total |
|--------|-----------|----------|--------------|-----|-------|
| | Learners | Teachers | School Heads | LSA | |
| Female | 56 | 112 | 55 | 28 | 251 |
| Male | 21 | 19 | 25 | 7 | 72 |

Category of School:

| | Frequency | | | | Total |
|-----------|-----------|---------|-------------|-----|-------|
| | Learner | Teacher | School Head | LSA | |
| Rural | 27 | 110 | 68 | 30 | 235 |
| Urban | 22 | 18 | 6 | 4 | 50 |
| Last Mile | 1 | 3 | 5 | - | 9 |
| N/A | 27 | - | 1 | 1 | 29 |

Educational Attainment:

| | Frequency | | | | Total |
|-------------------|-----------|---------|-------------|-----|-------|
| | Learner | Teacher | School Head | LSA | |
| JHS | 40 | 2 | 1 | 2 | 45 |
| SHS | 30 | 1 | - | 1 | 32 |
| Bachelor's Degree | 3 | 41 | 5 | 31 | 80 |
| Masters Units | 4 | 60 | 21 | 1 | 86 |
| Master's Degree | - | 19 | 27 | - | 46 |
| PhD Units | - | 6 | 12 | - | 18 |
| PhD | - | 2 | 14 | - | 16 |

Education Level Handled:

| | Frequency | | | Total |
|--------------------|-----------|-------------|-----|-------|
| | Teacher | School Head | LSA | |
| Elementary | 90 | 56 | 20 | 166 |
| Junior High School | 34 | 13 | 13 | 60 |
| Senior High School | 4 | 5 | 1 | 10 |
| Not Applicable | 3 | 6 | 1 | 10 |

Does your school have LSA?

| | Frequency | | | | Total |
|-----|-----------|---------|-------------|-----|-------|
| | Learner | Teacher | School Head | LSA | |
| Yes | 67 | 81 | 52 | 33 | 233 |
| No | 10 | 50 | 28 | 2 | 90 |

How did you know about LSA vacancy posts?

| LSA | f |
|-------------------------|----|
| School | 20 |
| Referrals/Acquaintances | 12 |
| DepEd SDO website | 2 |
| Local Government Units | 1 |

Type of Applicant prior to being hired as LSA [check one that applies]

| LSA | f |
|---|----|
| Teacher applicants in the Registry of Qualified Applicants (RQA) in SY 2020-2021 and SY 2021-2022 | 20 |
| College Graduate (non-education majors applicants) | 5 |
| Unemployed due to pandemic | 4 |
| Teacher applicants who did not meet cut-off score | 4 |
| Senior High School Graduate | 1 |
| Displaced Private School Teachers | 1 |

What is the nature of your engagement as LSA?

| LSA | f |
|---------------------|----------|
| Contract of Service | 16 |
| Contractual | 12 |
| Volunteer | 5 |
| Job Order | 2 |

Where do you post vacancy for LSA positions?

| Teachers | f |
|-------------------------------|----------|
| School | 76 |
| DepEd SDO Website | 14 |
| Local Government Units | 12 |
| Barangay or Community Centers | 9 |
| DepEd Facebook Account | 9 |
| DepEd SDO Facebook Account | 9 |
| DepEd Website | 2 |

LSA

Question: *Aside from the roles and responsibilities of LSA mentioned in DO 032. s. 2020, what tasks should LSA perform to support schools when schools resume full face-to-face classes?*

| CODES | VERBATIM RESPONSES | (f) |
|----------------------------------|--|-----|
| <i>Assistance and monitoring</i> | It's enough for the LSA to have that workload since salary is not appealing and it's lesser than what they deserved to earn especially those times during pandemic was very risky for them to go out and do a field work to teach and deliver modules to students. Salary must be increased first than prioritising the the additional workload. Change the salary system. | 2 |
| | LSAs will be of great partners with teachers so that they can focus on teaching the learners while LSAs will probably do administrative tasks | |
| <i>More Remedial Classes</i> | assess learners who cant be able to read properly since their reading and writing skills are affected | 10 |
| | Pwede din tumulong sa mga batang nahiripan magbasa at magsulat at pweding mag volunteer sa Bahay nila para matutukan talaga Ang bata | |
| | Teach the student how to read and comprehend because lots of students can't read. | |
| | Pwedeng maging remedial teacher sa mga kukunti pa ang kaalaman sa pagbabasa at pagsulat. | |
| | Supporting teachers in managing social,emotional and behavior of learners inside the classroom. | |
| | I think the task that LSAs should perform to support schools is to continue doing their roles and responsibilities well. | |
| | Provide assistance more to teachers in terms of their works | |
| | Monitoring of student progress | |
| | LSA is so useful,with or without face to face...because we participate all the activities in school and community. Teachers also need us..as their assistant,so that they can focus on teaching to the learners. | |
| | Help in the reading and writing skills of the students because learners' capability of reading and writing are really affected due to pandemic | |

The LSAs' responses on the additional tasks that they can perform largely centered towards maintaining the same activities such as assistance for teachers and monitoring of student activities. Some, however, saw the need for more remedial lessons and enhanced or closer monitoring of student performance and activities especially for students who need help in literacy.

Question: *What suggestions would you make to improve the hiring and deployment of LSAs?*

| CODES | VERBATIM RESPONSES | (f) |
|--------------------------------------|---|-----|
| <i>Higher and On-time Salary</i> | On time salary disbursement | 2 |
| | Increase the compensation of LSAs | |
| <i>Improvement on Hiring Process</i> | The system of Dapitan City should be fair. | 4 |
| | I suggest LSAs should be deployed in every school because they are great helpers to the admin and teaching staff. | |
| | It is advantage to hired an LSA that already a licensed teacher so that we can share our knowledge to our learners. | |
| | magkaroon muna ng mga trainings para maging effective ang LSA | |

A considerable number of respondents hope for better compensation through salary and benefits. Some LSAs also suggested a stricter hiring process and requirements, citing the need to prioritize unemployed teaching professionals.

LSA Human Resource Aspect

The following questions correspond to your experiences on the implementation of the LSA Policy during the pandemic. Read each item carefully and honestly answer the questions. Check the box under the appropriate number of scale (1-4), where:

- 1 = Strongly DISAGREE
- 2 = DISAGREE
- 3 = AGREE
- 4 = STRONGLY AGREE

| Questions | Mean | | |
|---|---------------------|-------------|------------------|
| | SCHOOL HEAD n=80 | LSA n=35 | TEACHER n=131 |
| A. Recruitment and Selection Process | | | |
| [HRA1] There are enough applicants for the LSA position. | 2.8 | | 2.8 |
| [HRA2] Hiring process for LSA is fair. | 3.4 | 3.6 | 3.2 |
| [HRA3] There is a priority to hire LSAs from the RQA. | 3.3 | 3.2 | 3.2 |
| [HRA4] The qualification of LSAs meet the needs of the school. | 3.6 | 3.8 | 3.3 |
| [HRA5] Learning Support Aides (LSA) are aware of the LSA hiring requirements and process. | 3.6 | 3.8 | 3.2 |
| B. Work Arrangement and Deployment | | | |
| [HRA6] LSAs are deployed in school/s nearby their residences. | 3.6 | 3.7 | 3.3 |
| [HRA7] LSAs are deployed in communities lacking household instructional support. | 3.4 | 2.9 | 3.2 |
| [HRA8] LSAs are assigned in schools where they are needed the most. | 3.7 | 3.9 | 3.4 |
| C. Performance Appraisal | | | |
| [HRA9] LSA performance is evaluated fairly. | 3.5 | 3.9 | 3.4 |
| [HRA10] Teachers provide feedback on LSA performance. | 3.5 | 3.8 | 3.4 |
| D. Supervision and Support | | | |
| [HRA11] Teachers and school Heads provide guidance and supervision to LSAs. | 3.7 | 3.9 | 3.4 |
| [HRA12] Teachers and LSAs schedule meetings to discuss student needs and interventions. | 3.6 | 3.9 | 3.4 |
| [HRA13] Schools monitor LSA's health, safety, and well-being. | 3.7 | 3.8 | 3.5 |
| [HRA14] LSAs are provided with orientation and training to meet work demands. | 3.6 | 3.9 | 3.4 |
| E. Perceived Work Demands | | | |
| [HRA15] The workload of LSAs is manageable. | 3.7 | 3.8 | 3.4 |
| [HRA16] LSAs can cope with work demands. | 3.6 | 3.9 | 3.3 |

| | | | |
|---|-----|-----|-----|
| F. Role Clarity | 3.1 | 3.0 | 3.0 |
| [HRA18] LSA roles are always changing. | | | |
| [HRA19] LSAs are doing tasks unrelated to teaching and learning activities. | 2.6 | 2.6 | 2.6 |
| G. Work Engagement | | 3.9 | |
| [HRA20] I find meaning in my work. | | | |
| [HRA21] I work beyond my roles and function. | | 3.6 | |
| [HRA22] I push myself to do my best performance at work. | | 3.9 | |
| [HRA23] I strategize to accomplish tasks of the day. | | 3.9 | |
| [HRA24] I care about learners and teachers welfare. | | 3.9 | |
| [HRA25] I am focused on the tasks assigned to me. | | 3.9 | |
| [HRA26] I feel cared for and supported. | | 3.9 | |
| [HRA27] I communicate my concerns to teachers and the school head. | | 3.9 | |

TEACHERS

Question: Aside from the roles and responsibilities of LSA mentioned in DO 032. s. 2020, what tasks should LSAs perform to support schools when schools resume full face-to-face classes?

| CODE | VERBATIM RESPONSE | (f) |
|--|--|-----|
| <i>Retaining present LSA role</i> | Patuloy Parin sa pagbigay kaalaman sa studyante. | 9 |
| | Help in remedial teaching, reading program | |
| | Should help in the reading progress of the learners | |
| | Assist those learners who are behind in the lessons. | |
| | Quality assurance of the materials given to the learners | |
| | LSA is so much needed in school, to help teachers in preparing some IM's because the teacher can't do it all, LSA ALSO IS MUCH NEEDED ESPECIALLY PAPER WORKS OUTSIDE TEACHING LOAD LIKE REPORTS REQUIRED BY OTHER AGENCIES. | |
| | Discover and share strategies that is effective in handling different kinds of learners | |
| | LSAs can create a localized materials to be utilized in the classroom for the learners not to forget their cultures. | |
| | No need to add more loads except for the increase of their salary. | |
| <i>Maintain safety standards</i> | They can be our school triage attendant, monitoring the learners health record | 2 |
| | Tumulong po sa triage area at sa remedial reading activities. | |
| <i>Perform more administrative tasks</i> | Should participate in all school activities | 7 |
| | secretarial keeping and making of records | |
| | Assist in making of Instructional materials, help in reading remediation | |
| | Pagtulong sa pagpapanatili ng kalinisan at kaayusan ng paaralan. | |
| | Help us in letting these slow readers become independent readers | |
| | admin task and other interventions for the students who are non-readers | |
| Let them do the paper works | | |
| <i>Coordinate with community</i> | I hope that our school will be given LSA to handle other workloads like coordinators | 3 |
| | Serve as our guide | |
| | Help teachers to deliver the lesson and maintain positive relationship between learners and school community | |
| <i>Assist underprivileged children</i> | Dapat daily ang pag assist nila sa mga struggling learners lalo na sa mga illiterate na parents na hindi magawang turuan ang mga bata dahil wala silang pinag-aralan. Maging dedicated sila sa pagtulong sa mga bata na kahit hindi gaano kalaki ang allowance nila maging bukas ang puso nila na maturuan ang mga struggling learners kaya dapat masusing strategic intervention ang ibigay wholeheartedly and patiently. | 1 |

Teachers suggest that LSAs retain their role during the resumption of face-to-face classes in terms of assisting them and monitoring school activities of students, especially the reading progress of underprivileged children. They also emphasized the additional role of LSAs in maintaining the safety of students and being the coordinator and facilitator of relationship between the students and their families and the school. Lastly, the teachers suggest that LSAs also help in doing clerical administrative work to lessen their workload so they can focus on teaching.

TEACHERS

Question: *What suggestions would you make to improve the hiring and deployment of LSAs?*

| CODES | VERBATIM RESPONSES | (f) |
|---------------------------------|--|-----|
| <i>LSA Welfare</i> | They should be the priority. | 9 |
| | More compensation | |
| | increase the salary | |
| | Give them also other incentives | |
| | Give training, orientation | |
| | Well compensated so that they will work well | |
| | Up to date salary | |
| | Additional incentives for them | |
| | Make the tenured LSAs permanent, so that the deserving applicants would have more opportunity to become LSAs | |
| <i>Improving Hiring Process</i> | Should be equal and no bias | 6 |
| | Hire the qualified | |
| | Quality assured in the content of LSA | |
| | It should be open to all interested unemployed teachers regardless of RQA | |
| | IMPROVED FIRST THE HIRING OF TEACHERS SO THAT WE DONT HAVE TO HIRE LSA | |
| | Performance based | |
| <i>Increased Accountability</i> | The LSA applicant must have a kind good heart in handling learners in teaching - learning process. | 5 |
| | Quality assurance of materials to be used | |
| | there should be consequences for the LSAs who are hired but not doing their work | |
| | Hire capable person who can work with stress and pressure | |
| | Select the dedicated and hardworking applicant | |
| <i>Partner in Teaching</i> | LSA are counterparts in delivering inclusive and quality basic education. This, to make them feel important their needs and welfare should be addressed. | 2 |
| | National office should hire LSAs for multigrade schools to help in doing ancillary task like preparation of reports and maintaining cleanliness of school facilities so teachers can concentrate on the implementation of teaching learning process. | |
| | LSA should be deployed to the rural schools handled by TIC's handling combination class. | 1 |

Teachers hope for improvements on the hiring process of LSAs, ensuring the hiring of qualified LSAs, and higher quality assurance. There are also several suggestions on improving LSA welfare through increased salary, greater role in the teaching process, and greater incentives.

LEARNING SUPPORT AIDES (LSA) RESEARCH CONCEPT NOTE

I. Research Questions

This study generally seeks to evaluate the effects of LSAs on teaching and learning opportunities during the Covid-19 pandemic among Filipino teachers and learners. The following are the research questions this study aims to answer:

1. What is the effect of LSAs on learning continuity during the Covid-19 pandemic among the following (a) Teachers, (b) School heads, (c) Learners, (d) Households, (e) Other stakeholders?
2. How is the LSA policy being implemented among Schools Divisions?
3. What are the gaps and challenges in the implementation of LSAs?
4. How do LSAs perceive their role in the teaching and learning process during the Covid-19 pandemic?

II. Research Design

This study will use an explanatory sequential research design to evaluate the effects of LSAs on learning opportunities and continuities during the Covid-19 pandemic and the extent of LSA policy implementation in the field. The explanatory sequential research design provides a two-strand phase of data gathering, where the qualitative strand is built on the quantitative strand. This approach aims to explain quantitative results that warrant further understanding through a follow-up of qualitative data gathering and analysis (Creswell, 2014 p. 220; Schoonenboom & Johnson, 2017) See Figure 1.

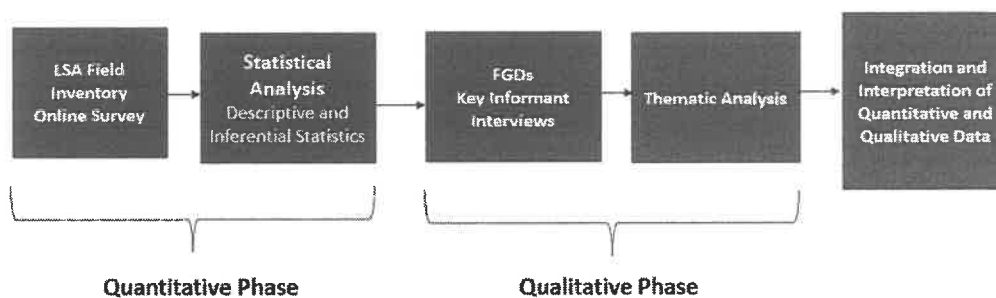


Figure 1. *Mixed Method Explanatory Sequential Research Design*

III. Participants Sampling and Sample Size

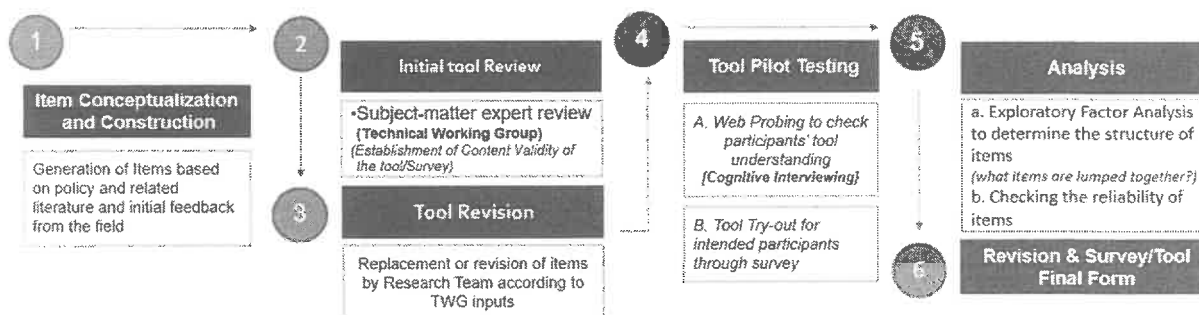
The sample of the present study shall be composed of learners, teachers, school heads as policy beneficiaries, Learning Support Aides, and SDO and LGU representatives in the Schools Division who are involved in the policy implementation.

Purposive sampling will be employed in both the quantitative and qualitative phases of the research. The participation eligibility will require that the sample groups are part of the School Year 2020-2021 and 2021-2022. The quantitative phase aims to obtain at least 400 individuals from the sample groups of teachers, learners, and learning support aides. On the other hand, Focus-group discussions shall have a total of 50 participants (10 from each sample group) coming from selected Schools Division in the Philippines.

IV. Data Collection Tools

a. LSA Survey Tool

A questionnaire was developed (see figure 2 for the process of survey tool development) to measure outcomes of the LSA implementation among key stakeholders such as Learners, Teachers/School heads, and the LSAs themselves. The questionnaire was evaluated by a Technical Working Group composed of key representatives from BHROD, BLD, Planning Service, and SDO and school representatives from the field. Using Google Forms as a platform, the survey is self-administered which shall take 30 minutes to complete.



References:
Cohen, R. J., Swerdlik, M., & Sturman, E. (2012). *EBOK: Psychological Testing and Assessment*. McGraw Hill.
Urbina, S. (2014). *Essentials of psychological testing*. John Wiley & Sons.

Figure 2. Process of survey tool development

The three-part LSA online survey (i.e. Demographic Profile, Informed Consent and Questionnaire proper) was sent out to field participants for a pilot run to initially evaluate the tool's reliability and utility among intended participants. Reliability analysis was conducted on the questionnaire through computing for the Cronbach's alpha (α). According to Tavakol & Dennick in 2011, the optimal Cronbach's alpha coefficient ranges from 0.7 to 0.9 which indicates optimal level of reliability, meaning the tool measures consistently. See Table 1 for the Cronbach's alpha values for the questionnaire.

The responses of participants from the pilot survey undergone Exploratory Factor Analysis which provides the structure of the questionnaire and identifies what items are grouped and belonging to a common factor of interest (i.e, learner engagement). The results of the Exploratory Factor Analysis can be found in Annex B and served as the basis of the final survey form as reflected in Annex C.

| Respondent Groups | Scale (factor being measured) | Items (items in the questionnaire) | N (No. of sample) | Cronbach's Alpha (α) (Reliability measure) |
|--|---|--|-----------------------------|--|
| Teachers School Head Learners LSA | Student Support and Engagement | [SE 1-26] | 241 | .958 |
| Teachers School Head | Teacher Outcomes | [TO 1-9] | 207 | .953 |
| Teachers School Head LSA | Human Resource Aspect | [HRA 1-18] | 203 | .949 |
| LSA | Work Engagement | [HRA 20-27] | 33 | .807 |

Table 1. Cronbach's alpha values for the scales/items

b. Focus Group Discussion and Key Informant Interview Guides

The focus group discussion (FGD) and the key informant interview (KII) will constitute the qualitative strand of the research. It will be administered through a semi-structured interview format where the researchers will ask open-ended questions and probe for supplementary responses. The researchers created an FGD and interview guide to achieve accuracy and consistency in the types of responses across all sessions.

The topics that the researcher will discuss for the FGD for learners, teachers, LSAs, and school heads cover areas such as experiences of teaching/learning during the pandemic, experience with the LSA policy, recommendations for improving the LSA policy, and perspectives on the resumption of the LSA policy during face-to-face classes.

As for the KII of SDO and LGU representatives, the researcher will discuss topics such as implementation and/or funding procedures for the LSA policy, personal assessment of the LSA policy implementation, suggestions for potential policy improvements, and perspectives on retaining LSAs during the resumption of face-to-face classes.

V. Data Collection Procedure

An invitation to the Schools Divisions from all regions with the exception to the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) shall be made through a memorandum with enclosed information on the study rationale, data collection process, and protocols for the prospective participants.

Data gathering is being conducted from October to December in two phases. The first phase of data collection shall be composed of LSA field inventory and the Online Survey through Google Forms intended for all Schools Divisions. The second phase will cover Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) with eligible participants coming from different geographical locations and characteristics (i.e., mountainous, island provinces, etc.) to consider different teaching and learning experiences.

The data gathering team for the FGDs will be composed of representatives from the Central Office (OUHROD and BHROD-SED). A separate memo shall be disseminated to pre-selected participants for the FGD and KIIs. Prior coordination with the school participants will be made to ensure schedule availability and location accessibility. FGDs will be conducted through the MS teams platform with five (5) members according to participant groups (i.e., learners, teachers, school heads, LSAs, and household members) with (2) two interviewers from the research team. Before any FGD/KII session, the participants will be asked to answer the demographic profile sheet via Google Forms, briefly discuss the study, and obtain their consent in joining the activity. The session will run for 1 hour at maximum.

The principles of privacy, data confidentiality, and informed consent will be ensured to all participants throughout the study.

| Participants | Selection Criteria | Data Gathering Activity | | |
|---------------------|--|--------------------------------|------------|------------|
| | | Survey | FGD | KII |
| Learners | <ul style="list-style-type: none">○ Grade 9-12 Learners○ Enrolled from SY 2020 to SY 2022 | / | / | |

| | | | | |
|------------------------------------|--|---|---|---|
| | <ul style="list-style-type: none"> ○ Schools with or without LSA <i>(students in schools without LSA will not participate in the FGD)</i> | | | |
| Teachers School Heads | <ul style="list-style-type: none"> ○ K-12 Teachers ○ Regular Status ○ In service since SY 2020 | / | / | |
| Learning Support Aides [LSA] | <ul style="list-style-type: none"> ○ DepEd and/or LGU hired ○ Employed as LSA from SY 2020-2021 to SY 2021- 2022 | / | / | |
| SDO Representative | <ul style="list-style-type: none"> ○ SDO Personnel (focal/point person) in the implementation of LSAs in schools. | / | | / |
| LGU Representative | <ul style="list-style-type: none"> ○ LGU Representative (focal/point person) in the funding and engagement of LSAs for schools. | | | / |

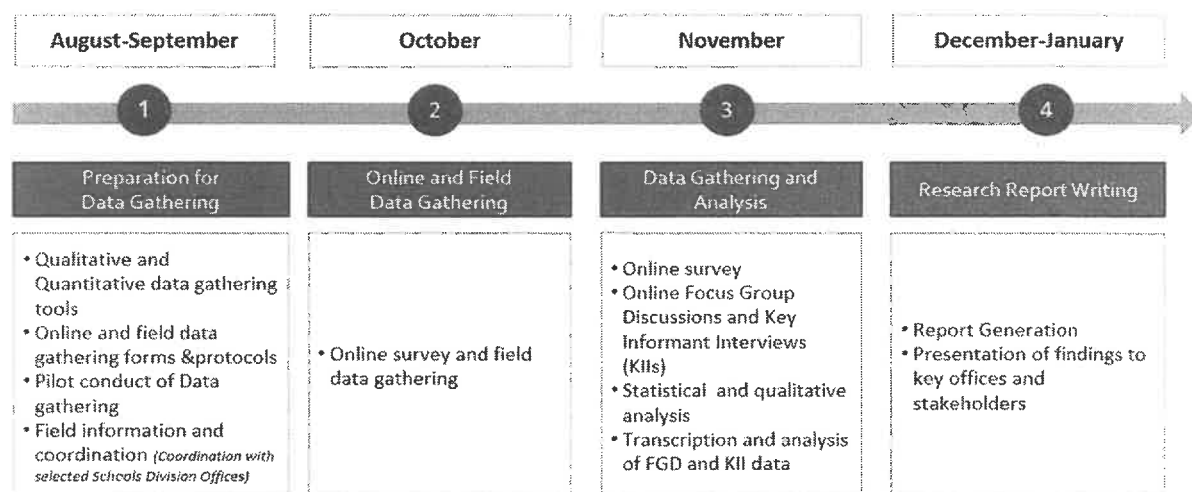
Table 1. Participant selection criteria for the LSA Study

VI. Data Requirements and Analysis

Means, standard deviations, and frequencies shall be computed to provide for the descriptive analysis of the numerical data generated from the online surveys. Inferential statistics shall be used to establish differences, relationships, or effects among the research variables. On the other hand, the FGD and interview transcripts shall be analyzed through thematic analysis.

The two strands follow the same process of analysis that begins with data preparation, exploration, analysis, representation of the data analysis, results interpretation, and data validation. After this, the final step follows the **mixed methods interpretation** that not only allows for the individual analysis of separate strands but also looks into each other's convergence in answering the research question (Creswell & Plano Clark, 2018).

VII. Data Collection and LSA Research Timeline



References:

- Creswell, J. W. (2014). *Research design. qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research*. SAGE.
- Schoonenboom, J., & Johnson, R. B. (2017). How to construct a mixed methods research design. *KZfSS Kölner Zeitschrift Für Soziologie Und Sozialpsychologie*, 69(S2), 107–131. <https://doi.org/10.1007/s11577-017-0454-1>
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53-55. doi:10.5116/ijme.4dfb.8dfd

Annex C
Results of Pilot LSA Online Survey
Descriptive Analysis

Learner Support and Engagement

The following questions correspond to your experiences on the implementation of LSA provision during the pandemic. Read each item carefully and honestly answer the questions.

Check the box under the appropriate number of scale (1-4), where:

1= Strongly DISAGREE

2 = DISAGREE

3 = AGREE

4 = STRONGLY AGREE

| Questions | LEARNER N=77 | SCHOOL HEAD N=80 | TEACHERS N=131 | LSA N=35 |
|---|-------------------------|---------------------------------|---------------------------|---------------------|
| [SE1]. LSAs assist in the production of learning modules, activity sheets, and other instructional materials of the teachers. <i>Tumutulong ang mga LSA sa paggawa ng mga modyul, activity sheet, at iba pang kagamitan sa pagturo ng mga guro.</i> | 3.3 | 3.3 | 3.2 | 3.7 |
| [SE2] LSAs help in the reproduction of learning modules, activity sheets, and other instructional materials of the teachers. <i>Tumutulong ang mga LSA sa pagreprodyus ng mga modyul, activity sheet, at iba pang materyales sa pagtuturo ng mga guro.</i> | 3.2 | 3.2 | 3.2 | 3.8 |
| [SE3] LSAs have no role distribution and retrieval of my modules and activity sheets. <i>HINDI nakakatulong sa pamamahagi at pagkuha ng aking mga module at activity sheet.</i> | 2.0 | 2.3 | 2.4 | 1.6 |
| [SE4] LSAs monitor my accomplishment of the weekly home learning plan. <i>Sinusubaybayan ng LSA ang aking pagtupad ng lingguhang plano sa pag-aaral.</i> | 3.1 | 3.2 | 3.0 | 3.5 |
| [SE5] LSAs coordinate with the subject teacher on my confusion or difficulty in lessons. <i>Nakikipag-ugnayan ang mga LSA sa aking mga guro kapag ako ay nalilito o nahihirapan sa mga aralin.</i> | 3.2 | 3.6 | 3.2 | 3.8 |
| [SE6] LSAs help in nurturing my health and well-being needs. <i>Tumutulong ang mga LSA sa pag-aalaga sa aking mga pangangailangan sa kalusugan at kagalingan.</i> | 3.0 | 3.5 | 3.2 | 3.8 |
| [SE7] LSAs guide me in following the protocols of the learning modality adapted in school. <i>Ginagabayin ako ng mga LSA sa pagsunod sa</i> | 3.3 | 3.6 | 3.2 | 3.8 |

| | | | | |
|---|-----|-----|-----|-----|
| <i>alituntunin ng napiling "learning modality" ng aking paaralan.</i> | | | | |
| [SE8] LSAs guide me to accomplish the weekly learning plan. <i>Ginagabayan ako ng mga LSA sa pagtapos ng aralin ayon sa "weekly learning plan".</i> | 3.1 | 3.5 | 3.2 | 3.8 |
| [SE9] LSAs foster communication among teachers and learners. <i>Itinataguyod ng mga LSA ang komunikasyon sa pagitan ng mga guro at mag-aaral.</i> | 3.2 | 3.5 | 3.3 | 3.8 |
| [SE10] LSAs Inform me regarding academic performance. <i>Ipinapaalam sa akin ng LSA ang aking akademikong pagganap o katayuan.</i> | 3.2 | 3.3 | 3.1 | 3.5 |
| [SE11] LSAs help in creating learning interventions for me. <i>Tumutulong ang mga LSA sa paggawa ng paraan upang mapabuti ang aking pagkatuto sa mga aralin.</i> | 3.3 | 3.4 | 3.2 | 3.7 |
| [SE12] LSAs help in ensuring school facilities are ready to hold face-to-face classes. <i>Tumutulong ang mga LSA sa pagtiyak na ang mga pasilidad ng paaralan ay handa na magdaos ng mga face-to-face na klase.</i> | 3.3 | 3.3 | 3.2 | 3.8 |
| [SE13] LSAs do not comply with existing laws, rules, and policies regarding child rights and protection. <i>HINDI sumusunod ang mga LSA sa mga umiiral na batas, tuntunin at patakaran tungkol sa mga karapatan at proteksyon ng mga bata.</i> | 2.0 | 1.7 | 2.1 | 1.5 |
| [SE14] Teachers can focus on creating content for learning materials with LSA support. | | 3.4 | 3.2 | 3.7 |
| [SE15] Learning modules and activities have become accessible to learners because of LSAs. <i>Naging accessible o abot-kamay ang mga modyul at aktibidad sa mga mag-aaral dahil sa LSA.</i> | 3.2 | 3.4 | 3.3 | 3.7 |
| [SE16] Learners receive modules on time according to the weekly home learning plan. <i>Natatanggap ko ang mga module sa tamang oras ayon sa lingguhang plano sa pag-aaral sa tahanan.</i> | 3.3 | 3.6 | 3.4 | 3.7 |
| [SE17] Teachers and learners spend more time doing learning activities. | 3.3 | 3.5 | 3.4 | 3.8 |
| [SE18] I exert effort to understand lessons and activities. | 3.6 | 3.4 | 3.3 | 3.7 |
| [SE19] I feel cared for and supported. <i>Pakiramdam ko ay inaalagaan at sinusupportahan ako.</i> | 3.3 | 3.6 | 3.5 | 3.9 |

| | | | | |
|---|-----|-----|-----|-----|
| [SE 20] LSAs help in building teacher and learner interaction. <i>Tumutulong ang mga LSA sa pagbuo ng interaksyon sa pagitan ng guro at mag-aaral.</i> | 3.3 | 3.4 | 3.3 | 3.9 |
| [SE 21] I accomplish learning activities according to the weekly home learning plan. <i>Nagagawa ko ang aking mga takdang aralin ayon sa lingguhang plano sa pag-aaral sa tahanan.</i> | 3.3 | 3.4 | 3.4 | 3.7 |
| [SE 21] I accomplish learning activities according to the weekly home learning plan. <i>Nagagawa ko ang aking mga takdang aralin ayon sa lingguhang plano sa pag-aaral sa tahanan.</i> | 3.3 | 3.4 | 3.3 | 3.8 |
| [SE 22] I care about my academic performance. <i>May pakialam ako sa aking pag-aaral.</i> | 3.7 | 3.3 | 3.3 | 3.5 |
| [SE 23] I participate in learning activities and exercises. <i>Nakikilahok ako sa mga aktibidad o pagsasanay sa pag-aaral.</i> | 3.4 | 3.4 | 3.4 | 3.8 |
| [SE 24] I follow protocols of learning modality adapted in school. <i>Sinusunod ko ang mga alituntunin ng napiling "learning modality" ng paaralan.</i> | 3.5 | 3.6 | 3.4 | 3.9 |
| [SE 25] I feel my rights and welfare are protected. <i>Nararamdaman kong protektado ang aking karapatan at kapakanan.</i> | 3.5 | 3.6 | 3.5 | 3.9 |
| [SE 26] I openly ask questions to teachers or LSAs. <i>Malaya akong nakapagtatanong sa aking mga guro o LSAs.</i> | 3.4 | 3.4 | 3.4 | 3.9 |

Teacher Outcomes

| Questions | SCHOOL HEAD N=80 | TEACHER N=131 |
|--|---------------------|------------------|
| E. Teacher Outcomes | | |
| [TO1] I can focus on planning learning content and materials. | 3.6 | 3.4 |
| [TO2] Teachers and learners spend more time doing learning activities. | 3.4 | 3.4 |
| [TO3] There is more time I can allot for student instruction. | 3.4 | 3.3 |
| [TO4] Handling student concerns for me is manageable. | 3.5 | 3.3 |
| [TO5] Students receive adequate support in learning from teachers. | 3.6 | 3.5 |
| [TO6] Feedback on student academic performance is regularly provided. | 3.6 | 3.5 |

| | | |
|---|-----|-----|
| [TO7] I receive assistance in determining intervention needs of learners. | 3.6 | 3.3 |
| [TO8] I can monitor student performance and progress. | 3.5 | 3.4 |
| [TO9] I feel supported in fulfilling my teaching duties. | 3.6 | 3.4 |
| Other Profiling Questions | | |
| A. How helpful are LSAs in terms of the following areas: | | |
| a. Teacher preparation (Lesson planning) | 3.3 | 3.0 |
| b. Production of Instructional Materials (Module development, activity preparation, supplemental and enrichment activities) | 3.3 | 3.2 |
| c. Learner Management and support (Guidance on learning delivery, learner engagement, student well-being) | 3.5 | 3.3 |
| d. Student Assessment (progress monitoring, learning evaluation) | 3.5 | 3.4 |
| e. Teacher workload reduction (instructional preparation and actual teaching and administrative and ancillary functions) | 3.3 | 3.2 |
| f. Home and school partnerships (household and community involvement with school) | 3.5 | 3.3 |

Exploratory Factor Analysis Results

An exploratory factor analysis was conducted using SPSS to explore the factorial structure of the developed items/scales of the LSA survey tool among respondent groups. The succeeding tables show the factor loadings of items (where items are lumped in a common factor). All the analyses satisfied the following pre-requisites of exploratory factor analysis such as the KMO statistic for sampling adequacy for the analysis with KMO ranging from 0.747 – 0.947 with significant p values, and Bartlett’s Test of Sphericity significant values indicating good correlation structure.

A. Learner Support and Engagement

KMO and Bartlett's Test

| | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .944 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 6107.804 |
| | df | 325 |
| | Sig. | .000 |

| Question Code | Component | | | | Dimension/ Factor |
|---------------|-------------|-------------|-------------|---|---------------------------|
| | 1 | 2 | 3 | 4 | |
| SE_25 | 0.82 | | | | Learner Engagement |
| SE_26 | 0.81 | | | | |
| SE_24 | 0.80 | | | | |
| SE_21 | 0.78 | | | | |
| SE_19 | 0.74 | 0.40 | | | |
| SE_17 | 0.71 | | | | |
| SE_23 | 0.71 | | | | |
| SE_18 | 0.69 | | | | |
| SE_22 | 0.69 | | | | |
| SE_16 | 0.64 | | | | |
| SE_5 | | 0.79 | | | Learner Support |
| SE_8 | | 0.79 | | | |
| SE_4 | | 0.76 | | | |
| SE_11 | | 0.75 | | | |
| SE_9 | | 0.75 | | | |
| SE_7 | | 0.74 | 0.44 | | |
| SE_6 | | 0.73 | | | |
| SE_10 | | 0.69 | | | |
| SE_20 | | 0.65 | | | |
| SE_1 | | | 0.89 | | Learner Support |
| SE_2 | | | 0.86 | | |
| SE_12 | | 0.45 | 0.65 | | |
| SE_15 | | 0.47 | 0.61 | | |

| | | | | | |
|--------|--|------|-------------|-------------|--------------------------------------|
| SE_14 | | 0.47 | 0.54 | | |
| *SE_13 | | | | 0.86 | *will be merged with Learner Support |
| *SE_3 | | | | 0.83 | |

Note. Extraction Method: Principal Component Analysis; Rotation Method: Varimax with Kaiser Normalization. Loadings lower than .40 are suppressed and for items with two loadings, the higher loading will be considered.

A.1. Teacher Outcomes

KMO and Bartlett's Test

| | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .935 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 1706.337 |
| | df | 36 |
| | Sig. | .000 |

| Question Code | Component | | | Dimension/ Factor |
|---------------|-----------|---|---|----------------------|
| | 1 | 2 | 3 | |
| TO_9 | 0.893 | | | Work Engagement |
| TO_1 | 0.893 | | | |
| TO_6 | 0.873 | | | |
| TO_2 | 0.871 | | | |
| TO_5 | 0.854 | | | |
| TO_4 | 0.853 | | | |
| TO_8 | 0.833 | | | |
| TO_3 | 0.825 | | | |
| TO_7 | 0.804 | | | |

Note: Principal Component Analysis; 1 component extracted. Loadings lower than .40 are suppressed and for items with two loadings, the higher loading will be considered.

B. Human Resource Aspect

KMO and Bartlett's Test

| | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .947 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 3259.275 |
| | df | 171 |
| | Sig. | .000 |

| Question Code | Component | | | Dimension/ Factor |
|---------------|-------------|---|---|----------------------|
| | 1 | 2 | 3 | |
| HRA_13 | 0.88 | | | LSA Work Arrangement |
| HRA_12 | 0.86 | | | |
| HRA_11 | 0.86 | | | |
| HRA_15 | 0.84 | | | |
| HRA_14 | 0.83 | | | |
| HRA_10 | 0.81 | | | |
| HRA_8 | 0.80 | | | |

| | | | | |
|--------|-------------|-------------|-------------|-----------------------------------|
| HRA_9 | 0.79 | | | |
| HRA_6 | 0.78 | | | |
| HRA_16 | 0.76 | | | |
| HRA_5 | 0.69 | 0.46 | | |
| HRA_4 | 0.64 | 0.56 | | |
| HRA_7 | 0.59 | | | |
| HRA_1 | | 0.83 | | Recruitment and Selection Process |
| HRA_3 | 0.45 | 0.68 | | |
| HRA_2 | 0.52 | 0.60 | | |
| HRA_18 | | | 0.92 | Role Perception |
| HRA_17 | 0.40 | | 0.74 | |

Note: Extraction Method: Principal Component Analysis; Rotation Method: Varimax with Kaiser Normalization. Loadings lower than .40 are suppressed and for items with two loadings, the higher loading will be considered.

C. LSA Work Engagement

KMO and Bartlett's Test

| | | |
|--|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .747 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 197.389 |
| | df | 28 |
| | Sig. | .000 |

| Question Code | Component | | Dimension/ Factor |
|---------------|-------------|-------------|----------------------|
| | 1 | 2 | |
| WE_LSA7 | 0.87 | | |
| WE_LSA6 | 0.84 | | |
| WE_LSA4 | 0.82 | 0.45 | |
| WE_LSA8 | 0.76 | | |
| WE_LSA5 | 0.60 | 0.41 | |
| WE_LSA1 | | 0.85 | |
| WE_LSA3 | 0.61 | 0.68 | |
| WE_LSA2 | | 0.65 | |

Note. Extraction Method: Principal Component Analysis; Rotation Method: Varimax with Kaiser Normalization. Loadings lower than .40 are suppressed and for items with two loadings, the higher loading will be considered.

A1. INFORMED CONSENT FOR ONLINE SURVEY (TEACHERS/SCHOOL HEAD/LSA)

Title of Research: Policy and Implementation Review of the Learning Support Aide of the Department of Education

Name of Principal Investigator : Mr. Dexter N. Pante

Contact Details: (02) 8633-5367 or bhrod.sed@deped.gov.ph

PURPOSE AND BACKGROUND

You are invited to participate in this online survey that aims to evaluate the implementation of the engagement of Learning Support Aides [LSAs] in schools based on DepEd Order No. 032, s. 2020. This survey is a part of the research being conducted by the Bureau of Human Resource and Organizational Development-School Effectiveness Division (BHROD-SED) to identify the roles performed by LSAs and its effect on stakeholders specifically on the provision of teaching and learning opportunities during the Covid-19 pandemic. Furthermore, the research aims to explore the gaps, challenges, and opportunities present in the implementation of LSA policy.

STUDY PROCEDURE

If you agree to participate in this study, you will be asked about your experiences in the implementation of LSA policy. There are no right or wrong answers. Hence, we encourage you to answer the questions as honestly as you can. It will take approximately 30 minutes for you to finish answering the questions.

RISKS AND BENEFITS

There are no direct benefits that can be gained from participating in this study, nor there are any foreseeable risks in doing so. There are no sensitive questions involved. By participating in this study, you will provide valuable information that may help the Department in the policy review and directions concerning the engagement of LSAs in schools.

CONFIDENTIALITY

Should you agree to participate, rest assured that your identity will not be disclosed, nor your answers attributed to you. In accordance with the Data Privacy Act of 2012, all personal information you provide will be kept confidential. All the raw data files will be accessible only to the researcher(s). The data set and all files, digital or otherwise, will be destroyed five years after the study has been conducted.

VOLUNTARY PARTICIPATION

The participation in this data gathering is purely **voluntary**. In case you would withdraw or refuse to participate, this will not affect your standing/employment in the Department. You may also withdraw from participation even after you have consented to participate and for any reason.

CONTACT INFORMATION

Should you have any question or concern about your participation in this study, please contact the School Effectiveness Division at (02) 8633-5367 or email address at bhrod.sed@deped.gov.ph.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

(Kindly check the one that applies)

- I hereby give my consent to participate in this study.
- I do not wish to participate in this study.

A2. INFORMED CONSENT AND ASSENT FOR ONLINE SURVEY (LEARNERS WITH LSA)

Pagbati!

Ikaw ay iniimbitahan na maging kalahok ng online sarbey hinggil sa mga karanasan ng mag-aaral sa pagkakaroon ng Learning Support Aides (LSA) sa mga paraalan.

Ang mga tanong ay maaring sagutin batay sa iyong pagtingin at karanasan kaya naman walang tama o maling sagot. Magtatagal ng 15-20 minuto ang pagsagot ng sarbey. Ang mga katanungan sa sarbey na ito ay tungkol sa naging bahagi o epekto ng pagkakaroon ng Learning Support Aides (LSA) sa panahon ng pandemya. Walang bahagi ng sarbey ang inaasahang makapagdudulot ng masamang epekto o panganib sa sinumang sasagot nito. Hindi rin malalagay sa alanganin ang iyong katayuan bilang isang mag-aaral.

Bagamat walang pabuya ang iyong partisipasyon, ang binahagi mong sagot ay tiyak na makakatulong sa pag-aaral at pagpapabuti ng mga gampanin ng LSAs sa paaralan.

Kung ikaw ay lalahok sa sarbey na ito, sinisigurado ng mga mananaliksik na ang iyong personal na datos ay gagamitin lamang sa layunin ng pag-aaral alinsunod sa itinakda ng Data Privacy Act of 2012. Lahat ng iyong ibabahagi sa sarbey ay mananatiling pribado at tanging mga opisyal na mananaliksik lamang ang magkakaroon ng *access* dito.

Sa mga katanungan o isyu sa bilang kalahok ng pag-aaral na ito, mangyari lamang na tumawag sa Bureau of Human Resource and Organizational Development - School Effectiveness Division (02) 8633-5367 o magpadala ng email sa bhrod.sed@deped.gov.ph.

CONSENT PARA SA MAG-AARAL

Nabasa at naunawaan ko ang mga inilatag na impormasyon. Nagkaroon ako ng pagkakataon na magtanong. Nauunawaan ko na ang aking partisipasyon ay **boluntaryo** at maaring bawiin anumang oras batay sa aking nais. Ako ay pumapayag ng buong loob na sumagot sa sarbey na ito.

(Lagyan ng tsek (/) ang iyong tugon)

- **SUMASANG-AYON AKO** na makilahok sa pananaliksik na ito.
- **HINDI AKO SUMASANG-AYON** na makilahok sa pananaliksik na ito.

CONSENT PARA SA MGA MAGULANG/GUARDIAN

Nabasa at naunawaan ko ang mga inilatag na impormasyon. Nagkaroon ako ng pagkakataon na magtanong. Nauunawaan ko na ang partisipasyon ng aking anak (o mag-aaral) ay **boluntaryo** at maaring bawiin anumang oras batay sa aking nais. Ako ay pumapayag ng buong loob na makilahok ang aking anak/mag-aaral sa pag-aaral na ito.

(Lagyan ng tsek (/) ang iyong tugon)

- **SUMASANG-AYON AKO** na makilahok ang aking anak/mag-aaral sa pananaliksik na ito.
- **HINDI AKO SUMASANG-AYON** na makilahok ang aking anak/mag-aaral sa pananaliksik na ito.

B1. INFORMED CONSENT FOR FOCUS GROUP DISCUSSION/KII (TEACHERS/SCHOOL HEAD/LSA/REPRESENTATIVES)

Title of Research: Policy and Implementation Review of the Learning Support Aide of the Department of Education

Name of Principal Investigator: Mr. Dexter N. Pante

Contact Details: (02) 8633-5367 or bhrod.sed@deped.gov.ph

A. PURPOSE AND BACKGROUND

You are invited to participate in this Focus Group Discussion (FGD) as part of the study being conducted to evaluate the implementation of DepEd Order No. 032, s. 2020 on the engagement of Learning Support Aides (LSAs) in schools.

STUDY PROCEDURE

First, you will be asked to answer the participant profile sheet that contains (insert details of the said profile sheet). A semi-structured Focus Group Discussion will be conducted which will approximately last for one hour. The discussion will cover questions on the implementation of Learning Support Aides (LSA) Policy, specifically the impact of LSAs in the provision of teaching and learning opportunities during the pandemic. The entire discussion/interview will be recorded.

RISKS AND BENEFITS

There are no direct benefits that can be gained from participating in this study, nor there are any foreseeable risks in doing so. There are no sensitive questions involved. By participating in this Focus Group Discussion, you will provide valuable information that may help the Department in the policy review and directions concerning the engagement of LSAs in schools.

CONFIDENTIALITY

Should you agree to participate, rest assured that your identity will not be disclosed, nor your answers attributed to you. In accordance with the Data Privacy Act of 2012, all personal information you provide will be kept confidential. All the raw data files will be accessible only to the researcher(s). The data set and all files, digital or otherwise, will be destroyed five years after the study has been conducted.

VOLUNTARY PARTICIPATION

The participation in this FGD is purely **voluntary**. In case you would withdraw or refuse to participate, this will not affect your standing/employment in the Department. You may also withdraw from participation even after you have consented to participate and for any reason.

CONTACT INFORMATION

Should you have any question or concern about your participation in this study, please contact School Effectiveness Division at (02) 8633-5367 or email address at bhrod.sed@deped.gov.ph

CONSENT

I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

(Kindly check the one that applies)

- I hereby give my consent to participate in this study.
- I do not wish to participate in this study.

Signature of the participant

Signature of the researcher

Date:

B2. INFORMED CONSENT AND ASSENT FOR FOCUS GROUP DISCUSSION (LEARNERS WITH LSA)

Pagbati!

Ikaw ay iniimbitahan na maging kalahok ng talakayan hinggil sa mga karanasan ng mag-aaral sa pagkakaroon ng Learning Support Aides (LSA) sa mga paraalan.

Ang mga tanong ay maaaring sagutin batay sa iyong pagtingin at karanasan kaya naman walang tama o maling sagot. Magtatagal ng 30-40 minuto ang talakayan. *Recorded* din ang FGD. Ang mga magiging katanungan ay patungkol sa naging bahagi o epekto ng pagkakaroon ng Learning Support Aides (LSA) sa panahon ng pandemya. Walang bahagi ng sarbey ang inaasahang makapagdudulot ng masamang epekto o panganib sa sinumang sasagot nito. Hindi rin malalagay sa alanganin ang iyong katayuan bilang isang mag-aaral.

Bagamat walang pabuya ang iyong partisipasyon, ang iyong pakikibahagi sa FGD ay tiyak na makatutulong sa pag-aaral at pagpapabuti ng mga gampanin ng LSA sa paaralan.

Kung ikaw ay lalahok sa talakayan na ito, sinisigurado ng mga mananaliksik na ang iyong personal na datos ay gagamitin lamang sa layunin ng pag-aaral alinsunod sa itinakda ng Data Privacy Act of 2012. Lahat ng iyong ibabahagi sa FGD ay mananatiling pribado at tanging mga opisyal na mananaliksik lamang ang magkakaroon ng *access* dito.

Sa mga katanungan o isyu sa bilang kalahok ng pag-aaral na ito, mangyari lamang na tumawag sa Bureau of Human Resource and Organizational Development - School Effectiveness Division (02) 8633-5367 o magpadala ng e-mail sa bhrod.sed@deped.gov.ph

CONSENT PARA SA MAG-AARAL

Nabasa at nauunawaan ko ang mga inilatag na impormasyon at nagkaroon ako ng pagkakataon na magtanong. Nauunawaan ko na ang aking partisipasyon ay **boluntaryo** at maaring bawiin anumang oras batay sa aking nais. Ako ay pumapayag ng buong loob na sumagot sa sarbey na ito.

(Lagyan ng tsek (/) ang iyong tugon)

- SUMASANG-AYON AKO** na makilahok sa pananaliksik na ito.
- HINDI AKO SUMASANG-AYON** na makilahok sa pananaliksik na ito.

Lagda ng Mag-aaral _____ Petsa _____

CONSENT PARA SA MGA MAGULANG/GUARDIAN

Nabasa at nauunawaan ko ang mga inilatag na impormasyon. Nagkaroon ako ng pagkakataon na magtanong. Nauunawaan ko na ang partisipasyon ng aking anak (o mag-aaral) ay **boluntaryo** at maaring bawiin anumang oras batay sa aking nais. Pumapayag ako nang buong loob na makilahok ang aking anak/mag-aaral sa pag-aaral na ito.

(Lagyan ng tsek (/) ang iyong tugon)

- SUMASANG-AYON AKO** na makilahok ang aking anak/mag-aaral sa pananaliksik na ito.
- HINDI AKO SUMASANG-AYON** na makilahok ang aking anak/mag-aaral sa pananaliksik na ito.

Lagda ng Magulang/Guardian _____ Petsa _____

Part II. Learner Support and Engagement

The following questions correspond to your experiences on the implementation of LSA provision during the pandemic. Read each item carefully and honestly answer the questions. Check the box under the appropriate number of scale (1-4), where 1 means Strongly DISAGREE, 2- Disagree, 3- Agree and 4 means Strongly AGREE.

(Ikalawang Bahagi Ang mga sumusunod na tanong ay tungkol sa iyong karanasan sa pag-aaral at ang pagkakaroon Learning Support Aides (LSA) ngayong pandemya. Basahin ng maigi at sagutan ng tapat ang mga tanong. Lagyan ng tsek (/) ang bilang na tumutukoy sa iyong sagot. (1-Lubos na Di-sumasangayon, 2-Di-sumasangayon, 3-Sumasang-ayon, 4-Lubos na Sumasang-ayon).

Note: The check (/) indicates items that are applicable for a particular respondent group

Learner Engagement

| Questions <i>(items SE16-SE26 are both for Schools with and without LSAs)</i> | Learner | School Head | Teacher | LSA |
|---|----------------|--------------------|----------------|------------|
| [SE16] Learners receive modules on time according to weekly home learning plan. <i>Natatanggap ko ang mga module sa tamang oras ayon sa lingguhang plano sa pag-aaral sa tahanan.</i> | / | / | / | / |
| [SE17] Teachers and learners spend more time doing learning activities. | / | / | / | / |
| [SE18] I exert effort to understand lessons and activities. | / | / | / | / |
| [SE19] I feel cared and supported. <i>Pakiramdam ko ay inaalagaan at sinusupportahan ako.</i> | / | / | / | / |
| [SE 20] LSAs help in building teacher and learner interaction. <i>Tumutulong ang mga LSA sa pagbuo ng interaksyon sa pagitan ng guro at mag-aaral.</i> | / | / | / | / |
| [SE 21] I accomplish learning activities according to the weekly home learning plan. <i>Nagagawa ko ang aking mga takdang aralin ayon sa lingguhang plano sa pag-aaral sa tahanan.</i> | / | / | / | / |
| [SE 22] I care about my academic performance. <i>May pakialam ako sa aking pag-aaral.</i> | / | / | / | / |
| [SE 23] I participate in learning activities and exercises. <i>Nakikilahok ako sa mga aktibidad o pagsasanay sa pag-aaral.</i> | / | / | / | / |
| [SE 24] I follow protocols of learning modality adapted in school. | / | / | / | / |

| | | | | |
|---|---|---|---|---|
| Sinusunod ko ang mga alituntunin ng napiling “learning modality” ng paaralan. | | | | |
| [SE 25] I feel my rights and welfare are protected. | | | | |
| Nararamdaman kong protektado ang aking karapatan at kapakanan. | / | / | / | / |
| [SE 26] I openly ask questions to teachers or LSAs. | | | | |
| Malaya akong nakapagtatanong sa aking mga guro o LSAs. | / | / | / | / |

Learner Support

| Questions | Learner | School Head | Teacher | LSA |
|---|---------|-------------|---------|-----|
| [SE4] LSAs monitor my accomplishment of weekly home learning plan. <i>Sinusubaybayan ng LSA ang aking pagtupad ng lingguhang plano sa pag-aaral.</i> | / | / | / | / |
| [SE5] LSAs coordinate with the subject teacher on my confusion or difficulty in lessons. <i>Nakikipag-ugnayan ang mga LSA sa aking mga guro kapag ako ay nalilito o nahihirapan sa mga aralin.</i> | / | / | / | / |
| [SE6] LSAs help in nurturing my health and well-being needs. <i>Tumutulong ang mga LSA sa pag-aalaga sa aking mga pangangailangan sa kalusugan at kagalingan.</i> | / | / | / | / |
| [SE7] LSAs guide me in following the protocols of the learning modality adapted in school. <i>Ginagabayan ako ng mga LSA sa pagsunod sa alituntunin ng napiling “learning modality” ng aking paaralan.</i> | / | / | / | / |
| [SE8] LSAs guides me to accomplish the weekly learning plan. <i>Ginagabayan ako ng mga LSA sa pagtapos ng aralin ayon sa “weekly learning plan”.</i> | / | / | / | / |
| [SE9] LSAs foster communication among teachers and learners. <i>Itinataguyod ng mga LSA ang komunikasyon sa pagitan ng mga guro at mag-aaral.</i> | / | / | / | / |
| [SE10] LSAs Inform me regarding academic performance. <i>Ipinapaalam sa akin ng LSA ang aking akademikong pagganap o katayuan.</i> | / | / | / | / |
| [SE11] LSAs help in creating learning intervention for me. <i>Tumutulong ang mga LSA sa paggawa ng paraan upang mapabuti ang aking pagkatuto sa mga aralin.</i> | | | | |

Learner Support

| Questions | Learner | School Head | Teacher | LSA |
|---|---------|-------------|---------|-----|
| [SE1]. LSAs assist in the production of learning modules, activity sheets, and other instructional materials of the teachers. <i>Tumutulong ang mga LSA sa paggawa ng mga modyul, activity sheet, at iba pang kagamitan sa pagturo ng mga guro.</i> | / | / | / | / |
| [SE2] LSAs help in the reproduction of learning modules, activity sheets, and other instructional materials of the teachers. <i>Tumutulong ang mga LSA sa pagreprodyus ng mga modyul, activity sheet, at iba pang materyales sa pagtuturo ng mga guro.</i> | / | / | / | / |
| [SE3] LSAs have no role distribution and retrieval of my modules and activity sheets. <i>HINDI nakakatulong sa pamamahagi at pagkuha ng aking mga module at activity sheet.</i> | / | / | / | / |
| [SE12] LSAs help in ensuring school facilities are ready to hold face-to-face classes. <i>Tumutulong ang mga LSA sa pagtiyak na ang mga pasilidad ng paaralan ay handa na magdaos ng mga face-to-face na klase.</i> | / | / | / | / |
| [SE13] LSAs do not comply with existing laws, rules, and policies regarding child rights and protection. <i>HINDI sumusunod ang mga LSA sa mga umiiral na batas, tuntunin at patakaran tungkol sa mga karapatan at proteksyon ng mga bata.</i> | / | / | / | / |
| [SE14] Teachers can focus on creating content for learning materials with LSA support. | / | / | / | / |
| [SE15] Learning modules and activities have become accessible to learners because of LSAs. <i>Naging accessible o abot-kamay ang mga modyul at aktibidad sa mga mag-aaral dahil sa LSA.</i> | / | / | / | / |

Teacher Outcomes

| Questions <i>(items TO1-TO9 are both for Schools with and without LSAs)</i> | Learner | School Head | Teacher | LSA |
|--|---------|-------------|---------|-----|
| E. Teacher Outcomes | | / | / | |
| [TO1] I can focus on planning learning content and materials. | | / | / | |
| [TO2] Teachers and learners spend more time doing learning activities. | | / | / | |
| [TO3] There is more time I can allot for student instruction. | | / | / | |
| [TO4] Handling student concerns for me is manageable. | | / | / | |

| | | | | |
|---|--|---|---|--|
| [TO5] Students receive adequate support in learning from teachers. | | / | | |
| [TO6] Feedback on student academic performance is regularly provided. | | | / | |
| [TO7] I receive assistance in determining intervention needs of learners. | | / | / | |
| [TO8] I can monitor student performance and progress. | | / | / | |
| [TO9] I feel supported in fulfilling my teaching duties. | | / | / | |

| Other Profiling Questions | Learner | School Head | Teacher | LSA |
|--|----------------|--------------------|----------------|------------|
| A. How helpful are LSAs in terms of the following areas: | | / | / | / |
| a. Teacher preparation (Lesson planning) | | | | |
| b. Production of Instructional Materials (Module development, activity preparation, supplemental and enrichment activities) | | / | / | / |
| c. Learner Management and support (Guidance on learning delivery, learner engagement, student well-being) | | / | / | / |
| d. Student Assessment (progress monitoring, learning evaluation) | | / | / | / |
| e. Teacher workload reduction (instructional preparation and actual teaching and administrative and ancillary functions) | | / | / | / |
| f. Home and school partnerships (household and community involvement with school) | | / | / | / |
| g. Others (please Specify). | | / | / | / |
| B. Aside from the roles and responsibilities of LSA mentioned in DO 032. s. 2020, what tasks should LSA perform to support schools when schools resume full face-to-face classes? for Students: Sa iyong palagay, anu-ano pa ang dapat maging tungkulin ng LSA sa pagbabalik ng face-to-face classes? | / | / | / | / |

Part III. LSA Human Resource Aspect

The following questions correspond to your experiences on the implementation of LSA Policy during the pandemic. Read each item carefully and honestly answer the questions.

Check the box under the appropriate number of scale (1-4), where:

1= Strongly DISAGREE

2 = DISAGREE

3 = AGREE

4 = STRONGLY AGREE

Note: The check (/) indicates items that are applicable for a particular respondent group

| Questions | Mean | | |
|--|-------------|---------|-----|
| | School Head | Teacher | LSA |
| A. Recruitment and Selection Process | | | |
| [HRA1] There are enough applicants for the LSA position. | / | / | |
| [HRA2] Hiring process for LSA is fair. | / | / | / |
| [HRA3] There is priority to hire LSAs from the RQA. | / | / | / |

LSA Work arrangement

| | | | |
|---|---|---|---|
| [HRA4] The qualification of LSAs meet the needs of the school. | / | / | / |
| [HRA5] Learning Support Aides (LSA) are aware of the LSA hiring requirements and process. | / | / | / |
| [HRA6] LSAs are deployed in school/s nearby their residences. | / | / | / |
| [HRA7] LSAs are deployed in communities with lacking household instructional support. | / | / | / |
| [HRA8] LSAs are assigned in schools where they are needed the most. | / | / | / |
| [HRA9] LSA performance is evaluated fairly. | / | / | / |
| [HRA10] Teachers provide feedback on LSA performance. | / | / | / |
| [HRA11] Teachers and school Heads provide guidance and supervision to LSAs. | / | / | / |
| [HRA12] Teachers and LSAs schedule meetings to discuss student needs and intervention. | / | / | / |
| [HRA13] Schools monitor LSA's health, safety, and well-being. | / | / | / |
| [HRA14] LSAs are provided with orientation and training to meet work demands. | / | / | / |
| [HRA15] The workload of LSAs is manageable. | / | / | / |
| [HRA16] LSAs can cope with work demands. | / | / | / |

Role Perception

| | | | |
|---|---|---|---|
| [HRA17] I have clear understanding of my roles as LSA. | | | / |
| [HRA18] LSA roles are always changing. | / | / | / |
| [HRA19] LSAs are doing tasks unrelated to teaching and learning activities. | / | / | / |

Work Engagement

| | | | |
|--|--|--|---|
| [HRA20] I find meaning in my work. | | | / |
| [HRA21] I work beyond my roles and function. | | | / |
| [HRA22] I push myself to do my best performance at work. | | | / |

Work Engagement (2)

| | | | |
|--|--|--|---|
| [HRA23] I strategize to accomplish tasks of the day. | | | / |
| [HRA24] I care about learners and teachers welfare. | | | / |
| [HRA25] I am focused on the tasks assigned to me. | | | / |
| [HRA26] I feel cared and supported. | | | / |
| [HRA27] I communicate my concerns to teachers and school head. | | | / |

Profiling Questions (A)

| | | | |
|---|---|---|---|
| [HRA28] What is the funding source for LSA salary/pay [Dropdown list] | | / | |
| [HRA29] There is enough funding at the school and/or SDO level to respond to the demand for LSAs [Yes or No] If no, please indicate other funding source aside from the declared in Item. | | / | / |
| [HRA30] LSAs are paid minimum wage [Yes or No] | / | / | / |
| [HRA31] LSAs receive other compensation and benefits such as transportation and communication allowance, overtime pay, etc. [Yes or No] If yes, please indicate the type of allowance or benefits received. | | | / |

Profiling Questions (B)

| How challenging are the processes involved in the implementation of LSA policy (DO Nos. 32, s. 2020 and 28, s. 2021)? [Rate the following areas according to challenges encountered] | School Head | Teacher | LSA |
|--|-------------|---------|-----|
| a. Recruitment and selection | / | / | / |
| b. LSA supervision | / | / | / |
| c. Training and development | / | / | / |
| d. Pay and benefits | / | / | / |
| e. Provisions of LSA support | / | / | / |
| f. Others: (Please Specify) | / | / | / |

Profiling Questions (C)

| Which of the following areas need improvement in the hiring and deployment of LSAs: [1- needs no improvement; 4-needs most improvement] | School Head | Teacher | LSA |
|---|-------------|---------|-----|
| a. Applicant Recruitment and Selection | / | / | / |
| b. Performance evaluation | / | / | / |
| c. Supervision and management | / | / | / |
| d. Training and Development | / | / | / |
| e. Provisions of support to LSA | / | / | / |

| | | | |
|---|---|---|---|
| f. Pay and benefits | / | / | / |
| g. Others (please specify) | / | / | / |
| C. What suggestions would you make to improve the hiring and deployment of LSAs? [Short response] | / | / | / |

Annex D
Respondent Profile

Part 1. Demographic Profile

The following questions pertain to your profile and experiences as [learner, student, school head, teacher, Learning Support Aides]. Please answer truthfully. Options for answer are provided in each item.

| Items | Response Required (Actual Response/Dropdown choices) | Respondents | | | |
|---|--|-------------|-------------|---------|-----|
| | | Learner | School Head | Teacher | LSA |
| 1. Name (Optional) | Name (Optional) | / | / | / | / |
| 2. Region | Region | / | / | / | / |
| 3. Schools Division Office | Schools Division Office | / | / | / | / |
| 4. Age (Edad) | Age (Edad) | / | / | / | / |
| 5. Sex (at birth) | Sex (at birth) | / | / | / | / |
| 6. School ID | School ID | / | / | / | / |
| 7. School Name | School Name | / | / | / | / |
| 8. Type of Respondent (Uri ng Kalahok sa pananaliksik) | Respondent [JHS Student, SHS Student, ES Teacher, JHS Teacher, SHS Teacher, School Head, LSA, SDO representative, Household] | / | / | / | / |
| 9. Highest Educational Attainment | [JHS, SHS, Tech-Voc, Bachelor, Masters Units, PhD Units, Masters, PhD] | / | / | / | / |
| 10. Education Level Handled | [ES, JHS, SHS] | | / | / | / |
| 11. Does your school have LSAs? (Mayroon bang LSA ang iyong paaralan?) | [Yes or No] If No, for learners proceed to items 18-26 [learner support and engagement] If No for teachers/School Head proceed to items 27 -35 [Learner support and engagement] | / | / | / | / |
| 12. What Learning modality is adapted in your school last DY 2020-2021? (Anong paraan ng pagtuturo at pagkatuto ang ipinapatupad ng iyong paaralan noong SY 2020-2021?) | o Face-to-Face Classes o Hybrid (Face-to-Face at iba pa) o Online Distance Learning o Modular | / | / | / | / |
| 12. What Learning modality is adapted in your school last DY 2020-2021? (Anong paraan ng pagtuturo at pagkatuto | o Face-to-Face Classes o Hybrid (Face-to-Face at iba pa) o Online Distance Learning o Modular | / | / | / | / |

| | | | | | |
|--|---|--|---|---|---|
| ang ipinapatupad ng iyong paaralan noong SY 2021-2022?) | | | | | |
| 13. How long have you been a LSA since 2020? (in months) | Actual months | | | | / |
| 14. How long have LSAs been engaged in your school? (in months) | Actual months | | / | / | / |
| 15. How many hours do LSAs report for work? (in a day) | Actual hours per day | | / | / | / |
| 16. How long have you been an LSA since 2020? (in months) | Actual months | | | | / |
| 17. What is nature of your engagement as LSA? | <ul style="list-style-type: none"> o Contract-of-Service o Job Order o Contractual o Volunteer Others: Please Specify. | | | | / |
| 18. Type of Applicant prior to being hired as LSA [check the one that applies] | <ul style="list-style-type: none"> o Teacher applicants in the Registry of Qualified Applicants (RQA) in SY 2020-2021 and SY 2021-2022 o Displaced Private School teachers o Teacher applicants who did not meet the cut-off score o College Graduate (Non-education major applicants) o College Undergraduate (two years or more) o Tech-Vocational/Associate degree graduates o Unemployed due to pandemic o Senior High School Graduate Others: please specify. | | | | / |
| 19. How did you know about LSA vacancy posts? | <ul style="list-style-type: none"> o DepEd SDO website o DepEd CO website o Barangay or Community Centers o School o Local Government Units o Referrals / Acquaintances Others (please specify) | | | | / |
| 20. Where do you post vacancy for LSA positions? | <ul style="list-style-type: none"> o DepEd Facebook Account o DepEd Website o DepEd SDO Website o DepEd SDO Facebook Account o Barangay or Community Centers o School o Local Government Units Others (please specify) | | / | / | |

| | | | | | |
|--|---|--|---|---|---|
| 21. How many hours do LSAs spend in a 40-hour work week for the following tasks: | Actual no. of hours/ (write N/A if not applicable) - may be deleted | | / | / | / |
| o Learner Support | Actual no. of hours/ (write N/A if not applicable) | | / | / | / |
| o Module production and reproduction | Actual no. of hours/ (write N/A if not applicable) | | / | / | / |
| o Module distribution and retrieval | Actual no. of hours/ (write N/A if not applicable) | | / | / | / |
| o Teacher support | Actual no. of hours/ (write N/A if not applicable) | | / | / | / |
| o Learner Progress monitoring | Actual no. of hours/ (write N/A if not applicable) | | / | / | / |
| o Home/School Partnership and coordination | Actual no. of hours/ (write N/A if not applicable) | | / | / | / |
| o administrative tasks | Actual no. of hours/ (write N/A if not applicable) | | / | / | / |
| o Other task assigned (Please specify) | Actual no. of hours/ (write N/A if not applicable) | | / | / | / |
| 21. Check the one that applies to your deployment as LSA: | <input type="checkbox"/> Deployed in 1 school <input type="checkbox"/> Deployed in 2 schools <input type="checkbox"/> Deployed in 3 schools or more <input type="checkbox"/> Deployed in Schools Division Office <input type="checkbox"/> Others: Please specify. | | | | / |
| 22. How many teachers do you assist as LSA? | [1,2,3,4,5 or more] | | | | / |

Annex C
Results of Pilot LSA Online Survey
Thematic Analysis for Open-ended Questions in the survey

STUDENTS

Question: *Aside from the roles and responsibilities of LSA mentioned in DO 032. s. 2020, what tasks should LSA perform to support schools when schools resume full face-to-face classes?*

| CODE | VERBATIM RESPONSES | Frequency |
|----------------------------------|---|-----------|
| <i>Assistance to Teachers</i> | Tumutulong sa pagdistribute at pagtuturo sa mga mag aaral | 3 |
| | Mas malaking tulong para sa akin bilang student dahil mas marami na akong matutunan at pagkakaroon ng paglawak ng aking kaisipan at maipapaliwanang sa akin Ang mga bagay na para sa akin mahirap | |
| | They help the teachers in monitoring the status of every learner. | |
| <i>Health and Safety</i> | ang maging alisto sa mga pangyayari Lalo nat may ftf na nagaganap ngayun dapat laging panatilihing mag sanitize o I sanitize ang paaralan para sa kaligtasan Ng mga studyante laging mag ingat at susunod sa healthy protocol dapat gawin nila ang tungkulin nila | 7 |
| | LSA should focus more on health when classes resume. | |
| | Siguraduhin na protektado ang mga estudyante laban sa virus | |
| | Sumunod sa health protocols ng paaralan lalo na at di parin natatapos ang pandemya. | |
| | panatilihin ang social distancing | |
| | they should promote students' and teachers' welfare (both physically and mentally) | |
| <i>School Performance</i> | Probably the importance of keeping the students stable, protected and prevent causing any sort of harm as much as possible. | 11 |
| | natataguyod nito na matulongan ang mga mag aaral nahihirapan bumasa | |
| | Mas lalo pa po nilang gabayan ang mga mag-aaral sa pag-abot ng kani kanilang mga pangarap. | |
| | Pag papalawak ng kakayahang meron ang isang mag aaral tulad ng pagkakaroon ng mga activity na kung saan matutulongan ang mag aaral na maging matangkilik sa talentong meron ito | |
| | Dapat mas tutokan nila ang mga studyante | |
| | Ang mga tungkulin ng LSA ay ang mga pag suporta at pagbibigay atensyon sya mga mag'aaral at mga guro | |
| | Sumunod sa mga alintuntunin at maki -kooperatibo at gumawa Ng nga kapaki pakinabang na mga bagay. | |
| | Provided more example, scenario, activities for emphasis of the topic | |
| | ang dapat pang tungkulin ay mag bigay pa ng pahayag upang tayo ay maka intindi pa sa mga dapat gawin | |
| | Tungkulin nilang turuan ng mabuti ang mga mag aaral na dapat mas mapaintindi ito sa mga mag aaral lalo na ngayong face to face classes na mas mapadali pa ang pagintindi sa mga lessons sa pamamagitan nito at mas madaming matutunan ang mga mag aaral | |
| | Mas better na Explanation | |
| Promoting More School Activities | | |

| | | |
|----------------------------|--|---|
| <i>Communication</i> | they must ask the students if they really understand the lesson, because as observed some say they understand even if they didn't so the teachers or LSA's must ask sincerely or ask again and again because some students are shy when it comes to asking the teachers. | 3 |
| | Mas pag igtingin pa ang koneksyon ng mga guro at sa mga tulad naming mag aaral | |
| <i>Implementation</i> | mas magandang pamamalakad | 1 |
| <i>Access to Education</i> | The main role of LSA is to provide support for learner's with special needs aside from that, support for the teacher especially in the setting up of gadgets for teaching and learning | 2 |
| | gawing offline/free ang lahat ng kagamitan para sa edukasyon para mas mapa dali ito | |

Students' suggestions for the roles of LSA during the face-to-face classes were largely oriented towards enhancing performance and securing safety of the students. The students also emphasized the accessibility of lessons and education in general to students living in rural areas as well as those with disability. Furthermore, they expressed the need for better assistance to teachers and better communication with students and the parents.

Annex C
Results of Pilot LSA Online Survey
Thematic Analysis for Open-ended Questions in the survey

School Head

Question: Aside from the roles and responsibilities of LSA mentioned in DO 032. s. 2020, what tasks should LSA perform to support schools when schools resume full face-to-face classes?

| CODES | VERBATIM RESPONSES | (f) |
|-------------------------------|---|-----|
| <i>Assistance to Teachers</i> | Help monitor and test reading levels of learners especially the lower grades | 11 |
| | Help in teaching, checking of papers, assist the teachers in some reports,/ encoding | |
| | Reading coordinator | |
| | Support teachers in the ICT integration in delivering their lessons | |
| | Act as teacher aides and be the ones assigned with the paper works so teachers can focus on preparing lessons and instructional materials. The LSAs can also help the teachers in preparation of their visual aids, and conduct follow up on learners lagging behind esp on reading remediation activities. | |
| | Ang kakayahang subaybayan at tasahin ang pag-uugali ng mag-aaral | |
| | Assists in ensuring the effective utilization of school learning resources in the library | |
| | They will be an aid for some teachers specially for those who have ancillary works | |
| | Preparation of their accomplishments reports to be included in the SBM | |
| | Focus on reading of learners | |
| | They become a remedial teachera. They give remedial class to those struggling learners | |
| <i>Student Welfare</i> | to ensure that all learners are free from any form of bullying | 3 |
| | Ensuring a friendky school by maintaining a clean and healthy environment | |
| | talk to parents to entrust their children to the teacher | |
| <i>School Performance</i> | Help in the process of learning assessment | 10 |
| | They can also help in making other contextualized learning materials. | |
| | Help in administering remedial instructions reading | |
| | Napakahalaga ang pagkakaroon ng LSA dahil sila ang ating mga kaagapay at katulungan para sa mas maayos at mabilis na paghahatid ng mga pangangailangan ng ating mga mag aaral. | |
| | Maangat ang pagpapahalaga sa pagkatoto ng mga batang pupil at risk | |
| | Help adviser reach out those learners in struggling base | |
| | Assist learners especially those struggling learners | |
| | Focus in terms of academic performance of low performing students | |
| | LSA should be present in school sometimes even 3x a week as learning aids to ensure learners are provided with the needed interventions rather than providing learners with instructional assistance once a week for an hour in barangay hall or at learners home. Constant monitoring on this is needed. Increase LSAs allowance so that they are encourage to be in school and help teachers especially the struggling learners | |
| | | |
| <i>Others</i> | Doing some utility works | 1 |

School Heads greatly emphasized the increased role of LSAs in assisting teachers during the resumption of face-to-face classes, particularly through conducting student assessment, helping prepare lesson plans, checking of papers, and performing remedial tasks. They also expressed the role of LSAs on improving student performance in school, especially low-performing and struggling students.

Question: What suggestions would you make to improve the hiring and deployment of LSAs?

| CODES | VERBATIM RESPONSES | (f) |
|---------------------------------------|--|-----|
| <i>Higher qualification standards</i> | LSAs should have units in education | 8 |
| | Localization | |
| | Hiring and deployment LSA must be based on the Lisa's willingness and love of work. | |
| | They must be capacitated with necessary skills | |
| | The LSA should have a PRC licensed | |
| | Should know how to teach and how to handle Slow learners | |
| | LSA hired should be monitored and provided with enough orientation on their duties and functions in school especially to instructional concerns that the learners are benefited and likewise the LSA volunteers are provided with enough minimum benefits so that they can serve better in school | |
| | It much better if recommended by School Head and LSA is a residence in the area. | |
| <i>More rigorous hiring process</i> | Follow strictly the guidelines of hiring and deployment of LSAs | 7 |
| | They should be hired as contractual workers following the payment on COA DBM joint Circular No. 2, s. 2020 in October 2020 in the amount of 568.95 for JO, and pool them before the start of classes and will be a regular/staple support team for the schools in implementing its programs on curriculum and instruction if permanent positions aren't available yet. | |
| | Conduct a teaching demo before hiring | |
| | Only schools that direly needs LSA should be hiring one. | |
| | Based on school student population the number of deployment | |
| | LSAs shall be distributed to schools especially in the rural areas where majority of the learners lack learning facilitators at home. Contact time between the learner and the LSA should be longer at least 3 times in a week for 2 hrs per session. LSAs need to be trained also and be monitored regularly to be effective. | |
| <i>Better salary and benefits</i> | There should be one LSA in every schools. | 2 |
| | Increase the salary & provide other benefits to LSA. Longer period of service | |

The school heads' suggestions for improvement on the LSA policy are higher employment qualifications for LSAs, stricter and more rigorous hiring process, and the increased number of employed LSAs. They also highlighted the greater skill requirements for LSAs while also advocating for their welfare through salary, benefits, and terms of engagement.

FOCUS GROUP DISCUSSION GUIDE
(Teachers)

Facilitator:
Note Taker:
Date of FGD:

| INTRODUCTION | |
|--|--|
| Welcome the participants. | |
| Explain the following: 1. Purpose of the Research 2. Goal of the Research 3. Duration of the FGD | |
| Explain participant's rights: 1. Participant may leave anytime if he/she does not want to participate anymore. 2. All information gathered during the FGD will be strictly confidential. | |
| Obtain consent to participate. | |
| Check if everyone has already accomplished the consent form. | |
| Ask permission to record the FGD session. | |
| Record the FGD. | |
| FGD PROPER | |
| Introduce the team members and their roles (facilitator and note-taker). | |
| Officially welcome the participants. | |
| Ground Rules 1. One person speaking at a time. (Mute/Unmute yourselves) 2. Always turn on your camera. | |
| Participant Introduction (Name and Location) | |
| Proceed with FGD Questions. | |
| FGD QUESTIONS | |
| Q1: How would you describe your experience in learning delivery during the pandemic? | |
| Q2: Are LSAs needed in your school? | PQ1: Please provide aspects in which LSAs are helpful in school (during the pandemic)? |
| | PQ2: Are there any other tasks that you think LSAs should perform? |

| | |
|--|---|
| Q3: How would you describe the LSA program and its implementation? | PQ1: Were there or weren't there any difficulties or challenges in your time working with an LSA? |
| | PQ2: Were there or weren't there any benefits on the LSA policy? |
| Q4: Given your assessment of the LSA implementations, does the LSA program need improvement? Please expound. | |
| Q5: Will LSAs still be needed during the resumption of full face-to-face classes? Please expound. | |
| AFTER FGD | |
| Thank the participants. | |
| End Recording | |

FOCUS GROUP DISCUSSION GUIDE
(School Heads)

Facilitator:
Note Taker:
Date of FGD:

| INTRODUCTION | |
|--|--|
| Welcome Participants | |
| Explain the following: 1. Purpose of the Research 2. Goal of the Research 3. Duration of the FGD | |
| Explain participant's rights: 1. Participant may leave anytime if he/she does not want to participate anymore. 2. All information gathered during the FGD will be strictly confidential. | |
| Obtain consent to participate. | |
| Check if everyone has already accomplished the consent form. | |
| Ask permission to record the FGD session. | |
| Record the FGD. | |
| FGD PROPER | |
| Introduce the team members and their roles (facilitator and note-taker). | |
| Officially welcome the participants. | |
| Ground Rules 1. One person speaking at a time. (Mute/Unmute yourselves.) 2. Always turn on your camera. | |
| Participant Introduction (Name and Location) | |
| Proceed with FGD Questions. | |
| FGD QUESTIONS | |
| Q1: How would you describe your experience in learning delivery during the pandemic? | |
| Q2: Are LSAs needed in your school? | PQ1: Please provide aspects in which LSAs are helpful in school (during the pandemic)? |
| | PQ2: Are there any other tasks that you think LSAs should perform? |

| | |
|--|---|
| Q3: How would you describe the LSA program and its implementation? | PQ1: Were there or weren't there any difficulties or challenges in your time working with an LSA? |
| | PQ2: Were there or weren't there any benefits on the LSA policy? |
| Q4: Given your assessment of the LSA implementations, does the LSA program need improvement? Please expound. | |
| Q5: Will LSAs still be needed during the resumption of full face-to-face classes? Please expound | |
| AFTER FGD | |
| Thank the participants. | |
| End Recording | |

FOCUS GROUP DISCUSSION GUIDE
(Learners)

Facilitator:
Note Taker:
Date of FGD:

| INTRODUCTION | |
|--|--|
| Welcome Participants | |
| Explain the following: 1. Purpose of the Research 2. Goal of the Research 3. Duration of the FGD | |
| Explain participant's rights: 1. Participant may leave anytime if he/she does not want to participate anymore. 2. All information gathered during the FGD will be strictly confidential. | |
| Obtain consent to participate. | |
| Check if everyone has already accomplished the consent form. | |
| Ask permission to record the FGD session. | |
| Record the FGD. | |
| FGD PROPER | |
| Introduce the team members and their roles (facilitator and note-taker). | |
| Officially welcome the participants. | |
| Ground Rules 1. One person speaking at a time. (Mute/Unmute Yourself.) 2. Always turn on your camera. | |
| Participant Introduction (Name & Location) | |
| Proceed with FGD Questions. | |
| FGD QUESTIONS | |
| Q1: How would you describe your experience in learning during the pandemic? | |
| Q2: How was your experience with LSAs in relation to learning during the pandemic? | PQ1: Did they (or did they not) help facilitate learning during the pandemic? How? (Cite situations and examples.) |

| | |
|--|--|
| | PQ2: Did you (or did you not) encounter any difficulty/challenging experience with an LSA? Please elaborate. |
| Q3: In your opinion, what are other tasks that could be performed by LSA? | |
| Q4: Will LSAs affect learning during the resumption of face-to-face classes? | How? |
| AFTER FGD | |
| Thank the participants. | |
| End Recording | |

**FOCUS GROUP DISCUSSION GUIDE
(LSA)**

Facilitator:
Note Taker:
Date of FGD:

| INTRODUCTION | |
|--|---------------------------------------|
| Welcome Participants | |
| Explain the following: 1. Purpose of the Research 2. Goal of the Research 3. Duration of the FGD | |
| Explain participant's rights: 1. Participant may leave anytime if he/she does not want to participate anymore. 2. All information gathered during the FGD will be strictly confidential. | |
| Obtain consent to participate. | |
| Check if everyone has already accomplished the consent form. | |
| Ask permission to record the FGD session. | |
| Record the FGD. | |
| FGD PROPER | |
| Introduce the team members and their roles (facilitator and note-taker). | |
| Officially welcome the participants. | |
| Ground Rules 1. One person speaking at a time. (Mute/Unmute yourselves.) 2. Always turn on your camera. | |
| Participant Introduction (Name and Location) | |
| Proceed with FGD Questions. | |
| FGD QUESTIONS | |
| Q1: How would you describe your experience in learning delivery during the pandemic? | |
| Q2: How would you describe your experience during the LSA application process? | PQ1: How about the screening process? |

| | |
|--|---|
| Q3: How would you describe your roles and responsibilities as Learning Support Aide in the learning delivery modality chosen by schools? | |
| Q4: How was your overall experience as an LSA? | PQ1: Were there or weren't there any difficulties or challenges in your time as an LSA? |
| | PQ2: Were there or weren't there any benefits on the LSA policy? |
| Q5: Do you think the LSA program needs to be improved? If yes, how? | |
| AFTER FGD | |
| Thank the participants. | |
| End Recording | |

FOCUS GROUP DISCUSSION GUIDE
(SDO Reps)

Facilitator:
Note Taker:
Date of FGD:

| INTRODUCTION | |
|--|--|
| Welcome Participants | |
| Explain the following: 1. Purpose of the Research 2. Goal of the Research 3. Duration of the FGD | |
| Explain participant's rights: 1. Participant may leave anytime if he/she does not want to participate anymore. 2. All information gathered during the FGD will be strictly confidential. | |
| Obtain consent to participate. | |
| Check if everyone has already accomplished the consent form. | |
| Ask permission to record the FGD session. | |
| Record the FGD. | |
| FGD PROPER | |
| Introduce the team members and their roles (facilitator and note-taker). | |
| Officially welcome the participants. | |
| Ground Rules 1. One person speaking at a time. (Mute/Unmute yourselves.) 2. Always turn on your camera. | |
| Participant Introduction (Name and Location) | |
| Proceed with FGD Questions. | |
| FGD QUESTIONS | |
| Q1: How did you evaluate the requests of schools for engaging LSAs? What are your main considerations in approving those requests? | PQ1: Citing DepEd Order 32, s. 2020, were there (or weren't there) other criteria considered for approving school requests for LSAs? |

| | |
|---|--|
| Q2: How would you describe your experience in the implementation of the LSA Program? | PQ1: Did you (or didn't you) encounter any challenges in the (a) recruitment, (b) training, (c) performance, and (d) evaluation of LSAs? |
| Q3: Based on your responses on the areas mentioned earlier, what are the improvements that you would like to see should this policy be continued? | PQ1: Were there (or weren't there) any difficulty/challenging experience in implementation of the LSA program? |
| Q4: Do you think that the LSA program be retained despite the resumption of face-to-face classes? Please expound | |
| AFTER FGD | |
| Thank the participants. | |
| End Recording | |

FOCUS GROUP DISCUSSION GUIDE
(LGU Representatives)

Facilitator:
Note Taker:
Date of FGD:

| INTRODUCTION | |
|---|--|
| Welcome Participants | |
| Explain the following: 1. Purpose of the Research 2. Goal of the Research 3. Duration of the FGD | |
| Explain participant's rights: 1. Participant may leave anytime if he/she does not want to participate anymore. 2. All information gathered during the FGD will be strictly confidential. | |
| Obtain consent to participate. | |
| Check if everyone has already accomplished the consent form. | |
| Ask permission to record the FGD session. | |
| Record the FGD. | |
| FGD PROPER | |
| Introduce the team members and their roles (facilitator and note-taker). | |
| Officially welcome the participants. | |
| Ground Rules 1. One person speaking at a time. (Mute/Unmute yourselves.) 2. Always turn on your camera. | |
| Participant Introduction (Name and Location) | |
| Proceed with FGD Questions. | |
| FGD QUESTIONS | |
| Q1: According to DepEd Order 32, s 2020, the SDO may determine the General Fund of the LGU as funding for the LSA program, can you walk us through the process of partnership between the SDO and LGU (including MOA signing) in funding the LSA program? | PQ1: Citing DepEd Order 32, s. 2020, were there (or weren't there) other criteria considered for approving school requests for LSAs? |

| | |
|--|--|
| Q2: What are the main criteria considered by the LGU to approve the use of General Funds for the LSA program? | PQ1: Did you (or didn't you) encounter any challenges in the (a) recruitment, (b) training, (c) performance, and (d) evaluation of LSAs? |
| | PQ2: Did you (or did you not) encounter any difficulty/challenging experience with an LSA? Please elaborate. |
| Q3: What are the impacts of LSA engagement in the learning delivery during the pandemic situation? | PQ1: Were there (or weren't there) any difficulty/challenging experience in implementation of the LSA program |
| Q4: In what areas do you think can the LGU be a more inclusive partner of schools in implementing the LSA program? | PQ1: What are the challenges have you encountered in the engagement of LSAs? |
| AFTER FGD | |
| Thank the participants. | |
| End Recording | |