

## Role on a Rule: Strengthening Learning Continuity with Parental and Police Involvement in the New Normal

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**ABSTRACT.** The study examined the effectiveness of the strategy in strengthening the Learning Continuity Plan (LCP) during the COVID-19 pandemic. The study utilized qualitative research design, employing in-depth interviews with at least 10 participants who were partners in assisting and guiding students during modular learning. Findings showed that the strategy was effective in strengthening the LCP and that it steered to the development of students' comprehension and sense of responsibility during modular supervision. The results serve as reference point in creating school policies that will intensify collaboration among stakeholders. The results were analyzed through thematic analysis utilizing Participatory Action Research method.

**Keywords:** Challenges, effectiveness, experiences, strategies, utilization

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## INTRODUCTION

The predicaments that the educational sector is facing took a high emphasis on its commitment to sustaining learning and ensuring learners' welfare amidst the pandemic with its advocacy, "*Sulong Edukalidad*". Per D.O. No. 012, s. 2020, also known as the adoption of the Basic Learning Continuity Plan in light of the COVID-19 public health emergency, paragraph number 2 articulates that to provide clear guidance to learners, parents, partners, and other stakeholders, the department developed a Basic Education Learning Continuity Plan (BE-LCP), engaging internal and external stakeholders for inputs in the design of learning delivery strategy and operation direction that ensures the health, safety, and well-being of all learners, teachers and personnel of the Department (DEPED, 2020). In today's global challenge, regardless of economic status, social power, and educational attainment, none is exceptional to the prevailing threats by Corona Virus Disease 2019 (COVID-19). This crisis leads to a battle cry in the academe, which is directly experienced by learners, teachers, parents, and other stakeholders.

In India, students mostly experience academic stress and psychosocial impact. Also, parents encountered homeschooling issues such as extra burden on work-from-home, financial instability because of abrupt unemployment, and management of daily chores (Mahapatra and Sharma 2020). While other parents find homeschooling due to COVID-19 an opportunity, some Filipino parents find it disadvantageous because they believe that their children cannot learn well from the present modality of instruction (Martin, 2020).

At Don Enrique Lopez National High School, the mode of instruction is modular distance learning (MDL). It uses self-learning modules (SLMs) in print format for individualized instruction. Teachers informed parents and learners about the modular learning policies and directions to ensure better understanding.

A Weekly Home Learning Plan (WHL) is always included during the distribution of SLMs, and there is coordination with parents about the development of students through the gathering of feedback at every retrieval of SLMs. Despite the challenges encountered, teachers innovated the Intensified Monitoring for Output and Achievement (IMOA) tool to monitor students' progress during modular learning consistently and ensured that students' output was assessed and provided feedback. However, it was found that students find it hard to cope with lessons that are difficult to comprehend, leaving some modular activities unanswered. There was a gap in identifying students' progress and understanding, as well as the competencies that were learned because most students left pages on the modules incomplete and unanswered.

Moreover, some parents experience feeling of frustration because they have no time to supervise their children or do not have adequate educational qualifications to assist their children's modular learning at home. This scenario corresponded with the report (Llemit, 2020), which stated that parents stated that they needed to spend more time processing the teachings since they found them difficult to comprehend given their educational standing.

Due to these issues, we initiated a strategy by way of *A Role on a Rule* in order to find out the effectiveness of the strategy in strengthening the learning continuity in the new normal with the involvement of parents of DELNHS, Revitalized Pulis Sa Barangay - Cluster II (RPSB-II) Davao Oriental Police Provincial Office, and Region XI Police Office.

This is a strategy that helps the school gain common good for the learners and build strong partnerships. It focuses mainly on giving weight to the stakeholder's involvement in school activities to find out its effectiveness and sustenance and experiences of parents and RPSB members in their involvement in the

implementation of DepEd programs and projects, particularly the supervision of students' learning in the new normal.

## METHODOLOGY

### *Description of the study area*

This study was initiated at Don Enrique Lopez National High School, a school with a diverse student population from various cultural backgrounds, norms, and values. It has a total land area of 15,275 m<sup>2</sup>, more or less. The school's population was 507; 485 were learners, and 22 were school personnel. The school is located in the heart of Purok Pagsilaan, where the presence of rising bamboo and a riverbank serves as a symbol of resilience

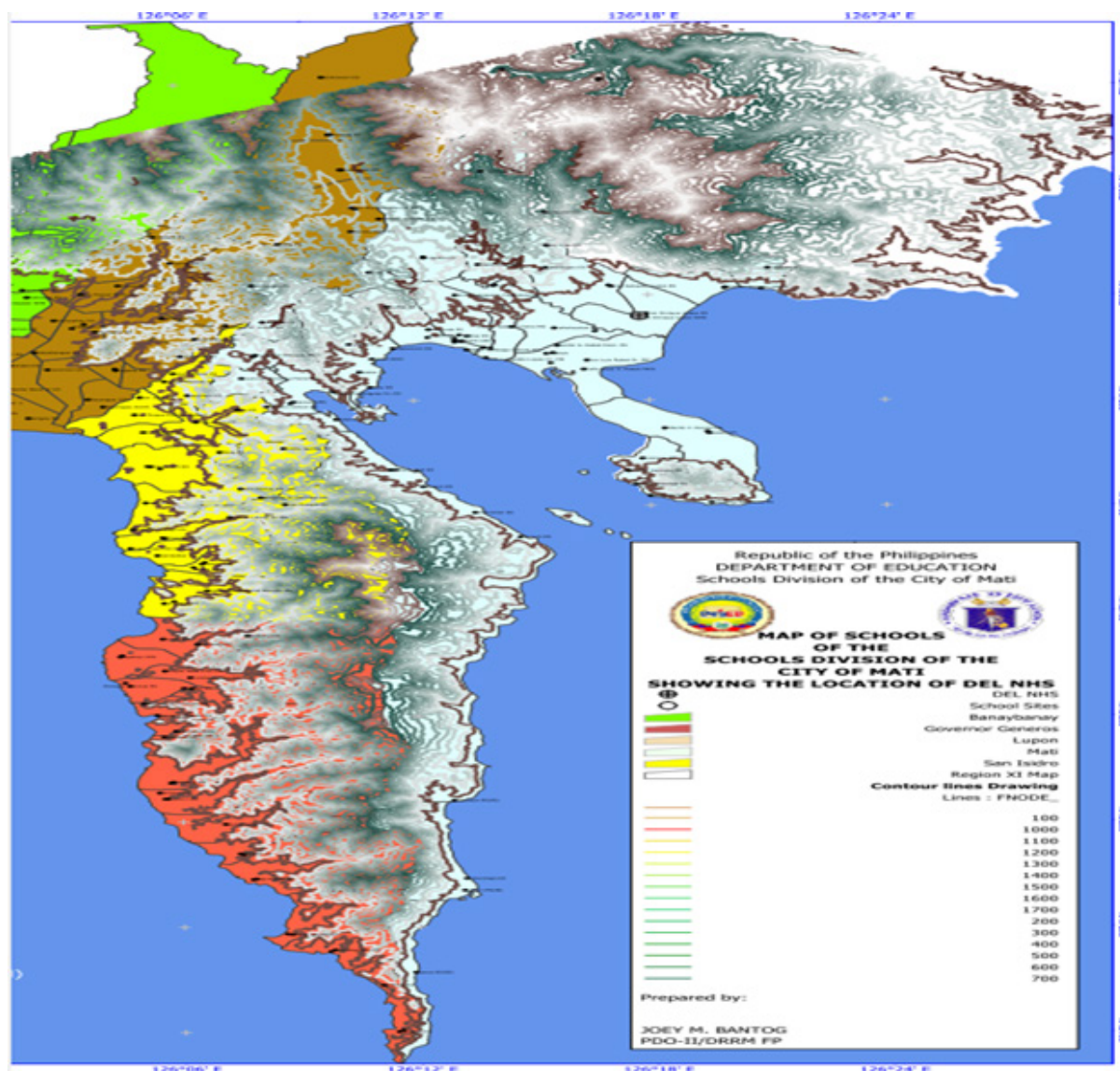
and transformation. The study was conducted during the first semester of the School Year 2021-2022. The images below show the satellite image and map of the school's location.

### *Research Design*

This study used a qualitative research approach to better understand the participant's behavior and experiences throughout the supervision of modular learning (Creswell, 2005). In-depth interviews were also used as the research instrument, with an interview guide used to structure one-on-one interviews with the participants. Considering the context and characteristics of the participants, the researchers included at least 10 participants who served as partners in



**Figure 1.** Satellite Image of Don Enrique Lopez National High School (DELNHS).



**Figure 2.** Location of Don Enrique Lopez National High School (DELNH).

assisting and guiding students during modular learning. Five of them were members of the Revitalized Pulis sa Barangay (R-PSB), stationed at Barangay Don Enrique Lopez. At the same time, the remaining five were parents and residents of the same barangay. Considering the limited number of police officers designated by the Davao Oriental Police Provincial Office(DOPPO) in the said barangay, only five members were tasked to undergo modular supervision while others are immersed in the wide implementation of EL-CAC to the remote areas of the barangay. Seeing the common welfare, the modular supervision was replicated in other clustered R-PSBs

in the Province of Davao Oriental modular, especially in the nearby schools they were assigned to.

In qualitative research, while a larger sample size may be necessary, a small sample size, such as ten participants, may be sufficient for certain research questions and contexts. The sample size of a qualitative research study is not necessarily fixed, and it depends on the research context and the characteristics of the participants (Creswell, 2013).

Researchers adopt an interview protocol during the interview process to

guarantee that the interviews were conducted in a methodical manner. An informed consent form was supplied to participants to tell them about the study's purpose, procedures, potential dangers, and contact information. This procedure guaranteed that participants were fully aware of the nature of the study and could make educated decisions about participating. An interview guide was also used to ensure that the research topics were adequately examined throughout the interviews. According to Strauss and Corbin (1998), using an interview guide can help guarantee that questions are addressed effectively during the interview process. They propose that an interview guide can help structure the interview and guarantee that all key subjects are covered while allowing for flexibility in the interview process.

### **Data analysis**

This study was analyzed using the thematic analysis method. Since this study actively involved the community members like R-PSB and parents in addressing issues and finding solutions during modular learning, a Participatory Action Research method (PAR) was used (MacDonald, 2012). Moreover, the researchers utilized triangulation to validate the results. Triangulation is a qualitative research method that collects and analyzes data from several sources or methodologies to improve and reduce the possibility of bias and improve overall study quality (Morse and Grove, 2006). Moreover, triangulation is the process of comparing data from many sources or methodologies to detect similarities and contrasts in order to increase the validity and reliability of research findings. Researchers, for example, may collect data via interviews, observations, and document analysis and triangulate the results (Strauss et al., 2011).

All the data collected from the

participants through observations, interviews, and school documents using letters, audio recorders, attendance sheets, and photos were used to point out and categorize the themes that emerged during the process.

In analyzing the themes, the responses from the participants underwent a reading and listening process, which made a substantial part in classifying research themes. In addition, the responses of the participants that were transcribed were kept confidential and assigned codes. The themes presented were discussed, including their implications and supporting data to validate the results.

## **RESULTS AND DISCUSSION**

### ***Experiences in modular supervision***

Mostly, the participants have answered that in terms of their experiences in modular supervision, they encountered students with diverse behaviors and concerns as **Participant 2** answered that:

“Different behaviors and attitudes of students’ ma’am ang una nako naobserbahan. Naa pud mga estudyante nga gamay ra ang nahibaluan ug maglisod ug sabot sa mga instructions sa modules.”

*(Different behaviors and attitudes of students’ ma’am are those that I observed primarily. There were students who had less knowledge and find it difficult to understand the instructions in the modules.) IDI-P2*

#### **Participant 5 added:**

“Naay uban estudyante nga naga-depend sa answer key. Dili na dayon mubasa sa instructions. Amo sila ginatabangan makasabot sa lesson para maka-answer sa module. Amo nakita na kung ang mga studyante I-guide sa mga gikalibugan kay maningkamot sila pag-answer sa ilang modules.”

*(There were some students who were dependent on the answer key. They no*

longer read the instructions. We helped them understand their lesson so they could answer the module. We found out that if the students are guided with what they were confused about, they do their best to answer their modules.) **IDI-P5**

**Participant 8 affirmed that:**

“Naay mga estudyante na maglisod ug basa ug sulat. Mo-diretso na lang ug adto sa page nga naay answer key ug kopyahon ang mga answers. Amo sila ginatabangan na makabasa ug makasulat ug maayo sa ilang modules. Usahay naa pud studyante na dili maminaw, pero naa pud mga estudyante na magpakita ug interes sa pagtoon, mao nalipay pud mi.”

*(There were students who found it hard to read and write. They directly turn to the page where the answer key is present and copy the answers. We helped them to read and write legibly in their modules. Sometimes some students did not pay attention, but there were also students who showed interest in learning, that is why we are happy.) **IDI-P8***

Experiences in modular supervision varied among participants. Different behaviors and attitudes, prior knowledge, reading skills and engagement of students are among the identified factors affecting the modular supervision of the participants. This coincided with research undertaken by UNICEF in 2020, which discovered that many students had difficulty completing the learning modules supplied. As a result, learners become disinterested in their modular learning experience, demonstrating negative behaviors and attitudes (Bordeos, 2021). Dela Cruz (2015) found that many students in the Philippines struggled with modular learning. When compared to traditional education, students find it difficult to manage their time properly, and they are satisfied and motivated while completing their learning modules. Furthermore, Santiago (2018) said that while modular learning is an important tool for improving student involvement and learning results, students are detached

from the material since modular learning systems do not allow them to learn at the same level as classroom-based learning.

On the contrary, the participants guided and motivated students, which boosted their interest and participation in answering the self-learning modules. Schools, it is argued, must make efforts and provide support to ensure learning continuity during times of crisis.

**Challenges in modular supervision**

The participants' involvement in the modular supervision was quiet challenging due to the nature of their employment, time, schedule, language, livelihood, students' remote addresses, use of mobile phones, and knowledge of the lesson. As Participant 1 shared:

“Language barrier po nakita ko na challenge sa aking pagtuturo sa mga estudyante. Nahirapan kasi ako magsalita ng bisaya, medyo hindi madali para sa akin magpaintindi lalo na kung ang estudyante hindi masyado marunong sa lingwahi ng Tagalog. Ganun pa man sa kabila ng mga hamon nabibigyan din ng sulosyon. Translated *“I found language barrier as a challenge in teaching my students. I had a difficulty in speaking vernacular, it is not that easy on my part to let the student understand especially when the student also has difficulty in Tagalog language. But despite of the challenges, solutions were provided” - **IDI-P1***

**Participant 3 mentioned that:**

“Sa ako nga side ma'am, ang akong trabaho isip pulis ang isa nga maingon nako na challenge. Naay mga panahon nga ting-schedule sa pagtudlo pero kay tungod lagi kay call of duty, usahay dili matunong sa oras. Ang among oras ug pinakalit na schedule ang makahimo usahay na komplikto sa akong pagtudlo. Pero, nagapaningkamot ko na makarespond sa panginahanglan sa mga estudyante sa pagtuon. Kana na challenges nako sa modular supervision dili pud pirmanente, matungnan lang sa pinakalit na trabaho.”

Translated “On my side ma’am, my nature of work as as police I could say is one of my challenges. There were times that it was my schedule for teaching but because of call of duty, sometimes it is not on time. Our time and abrupt schedule can sometimes cause conflict in our teaching. But then, I am doing efforts to respond to student’s needs in learning. These challenges in my modular supervision are not permanent, just happened that there is abrupt work.”-**IDI-P3**

**Participant 6 added that:**

“Kining trabaho isip ginikanan ug magtudlo ma’am dili lalim. Ang panginabuhian, ug ang akong kaalam sa mga leksyon ang ako problema. Dili tanan nga lesson nakabalo ko sa answer tungod kay limitado ra pud akong nahibaluan. Kutob sa akong makaya pagtudlo mao ra ako mahatag sa akong mga anak. Sa lain nga bahin ang panginabuhian sa panahon sa pandemya kay lisod, mao dako pud siya na babag sa akong pag-assist sa akong mga anak, kay kailangan man pud ko mangita ug among makaon.” Translated “This job as parent and teacher ma’am is not easy. The means of living and my knowledge on the lesson were my problems. Since my knowledge is only limited. I do not know some answers to all lessons. I can only teach to my children what I know. On the other hand, the means of living in this time of pandemic is hard, that is why it is really a big hindrance in assisting my children because I really need to find food for us” -**IDI-P6**

**Participant 10 connoted that:**

“The different intellectual capacity of each student, language problem, and location of students. Kay naay uban nga dili makaadto sa ilang schedule na amo gihatag pag-adto sa barangay tungod kay layo ilang area ug ang paggamit sa mga estudyante ug gadgets. Time sa ting-tuon walay focus ang estudyante kay magsige ug gamit ug cellphone.” Translated “The different intellectual capacity of each student, language problem, and location of students.

Others cannot attend on the schedule we provided them to go to the barangay because their areas are far and also the students’ usage of gadgets. During the time of learning, student showed lack of focus because of excessive use of cellphone”.

It is clear that participants had problems during the modular supervision approach. Despite their best efforts to make the instructions accessible to the students, a variety of circumstances such as work, time, schedule, language, livelihood, students’ distance from home, mobile phone usage, and topic competence posed difficulties. As this is comparable to the study of Agaton and Cueto (2021), which said that while parents recognize the government’s efforts to ensure the well-being of learners and give options to ensure learning continuity, a number of factors impeded their function as tutors at home. This includes some added demands on their daily routine of providing the primary necessities of their family, more time spent on modular supervision, and less assurance of increased learning of their children. Moreover, Olivo (2021) added that parents’ limited background in education hinders the provision of the needed knowledge for their children in the completion of learning modules; and the time set for the completion of learning modules cannot suffice the target because of the overlapping works at home. Ortiz et al. (2017) noted that a lot of factors influence parents’ experience with modular supervision, like individual needs and circumstances, level of engagement, the availability of resources and support, and prior knowledge and skills (Santos et al., 2017).

The modular learning partners played a crucial role in ensuring continuity for students during the pandemic. Their involvement had a significant impact on achieving the goals of modular learning. While other students have been found to exhibit high levels of motivation and satisfaction with accessing learning through the use of

digital devices (Nguyen et al., 2021).

### **Strategies in modular supervision**

Refraining from using gadgets, building trust, celebrating their success, finding fun during the modular session, time management, and collaborating with others, are their strategies for overcoming the challenges during modular supervision.

#### **As Participant 5 highlighted:**

“Build trust in students. Lisod man ang mga lesson pero finds fun so that their modular learning will not be boring. Magfocus sa ilang lesson and refrain from all kinds of distraction sama sa gadgets. I-follow up ang mga estudyante and celebrate with their success.” Translated *“Build trust to students. Lessons may be difficult, but they find fun so that their modular learning will not be boring. Focus on their lesson and refrain from distractions, such as gadgets. Follow up the students and celebrate with their success”* -IDI-P5

#### **Participant 4 supplemented that:**

“Importante ang time management ug panaghiusa sa tanan. I-manage ang tanang mga activities ug household chores. Pirme pangutan-on ang mga estudyante kung unsa ila mga nahibaluan.” Translated *“Time management and collaboration with others are important. Manage all the activities and household chores. Always ask the students about what they have already learned”* - IDI-P4

#### **On the other hand, participant 9 shared:**

*“To overcome the situation, I expanded my patience because I always considered that they needed my help. For those students who have difficulty in understanding the lesson, I kept on repeating the lesson before proceeding to the other lesson so that they can catch up and totally understand the lesson.”* - IDI-P9

Educating a child is seamless. It cannot be built by a single thread to gain a holistic outcome. The participants’

strategies paved the way for overcoming hardships during modular supervision. Finding enjoyment in modular teaching, time management, and collaboration sprouted to make supervision worthy. These matched the findings of (Wang et al., 2020), which indicated that when parents and children are collaborative during the learning process, it builds strong relationships. Gunawardena and Zawacki-Roberts (2018) mentioned that when Filipino students felt the collaboration with others, the success of modular supervision was high. They were encouraged to participate more, form research groups, and seek additional help and resources as needed in order for the modular learning to take effectively. This finding was similar to the study of Trinidad and Torres (2014), which highlighted that Filipino students seek and strategize to remain motivated, engaged, and happy in order for their modular learning to be successful. This includes rewards for the completion of modules, making modular learning enjoyable, and reaching out for additional support and resources.

Giving more time and support to assist them in their modular learning provides relief, fondness, and emotional stability. The school’s internal and external stakeholders acknowledged their responsibility as contributors to making modular learning possible despite difficult times during the pandemic. The efforts that bridged out among other stakeholders, including the local community, strengthened support for schools in the attainment of learning continuity.

Indeed, the partners in making the learning continuity happen are eyed to be vital in students’ learning in the new normal. They have acted as stimulators and supportive partners to teachers in creating justifiable, strategic, and harmonious learning environments that nurture holistic, inclusive, and resilient features amidst the pandemic



(Torres, 2021).

### **Effectiveness of modular supervision**

The participants responded that their modular supervision was effective because students learned and enhanced their comprehension. It was apparent that they were responsible and punctual in accomplishing the modules and can adjust at their own pace of learning. Collaboration is an essential part of sustaining learning amidst the pandemic.

#### **As participant 7 emphasized:**

“Sa akong pagtudlo naobserbahan nako na epektibo ang supervision sa panahon sa pandemya. As days go by, I observed the self-development of the students. Nakatabang ang modular learning na mapalambo ilang pagsabot. Their learning is still continuous to fulfill their needs.” Translated, *“As I was teaching, I observed that supervision was effective during the pandemic. As days went by, I observed the self-development of the students. Modular learning helped enhance their comprehension. Their learning is still continuous to fulfill their needs”*- IDI-P7

#### **Participant 8 supported that:**

“Nakita nako na epektibo jud ang among pag-supervise kay makatuon naman sila sa ilang sarili. Nadevelop pud ang ilang pamatasan na maging responsable ug sayo magpasa sa module. Akong maingon na mahimong lig-on ug mapadayon ang modular supervision kung adunay pagtinabangay aron matabangan ang mga estudyante sa ilang mga pagtuon.” Translated *“I found out that supervision was effective because they can learn at their own pace. Their attitudes of being responsible and punctual and submitting modules were developed. I can say that the modular supervision will be strengthened and sustained if there is collaboration in order to help the students in their learning”*- IDI-P7

The effectiveness of modular supervision depends on the interest and collaboration of parents and stakeholders

in the school. Participants mentioned that collaboration depicted students' eagerness in the enhancement of learning and effectivity of modular supervision. Parental involvement and commitment set a strong linkage to teachers in the effective implementation of varied learning modalities in the new normal (Guevero, 2021). They acted as facilitators at home who untiringly extended guidance in feeding appropriate answers to the modular lessons (Manlangit et al., 2020). In South Korea, Kleiman et al. (2014) said that the effectiveness of modular supervision is reciprocated by the involvement of parents and stakeholders in modular learning. This provided notable improvements in students' involvement and escalated parental engagement.

Accordingly, Chen and Chang (2018) said that parents and stakeholders found to be effective in their modular supervision when they are able to reach out to the school personnel, offer support and means to students, consistently monitor students' pace of learning, provide reinforcement and feedback, participate in the school's decision-making process, and setting as good servant of learning that promotes positive and supportive learning environment. Similarly, San Antonio (2020), in his participation during a conference that tackles the operation of K to 12 during pandemic, reiterated that communication among school personnel, parents, and stakeholders validated the effectiveness of the modular supervision. Learners were able to positively acquire the support and means needed in their modular learning. Likewise, their educational needs are assessed, addressed, supervised, and monitored.

Development is earned in a gradual process. The challenges brought by the pandemic to everyone were not easy. A lot of experiences, challenges, and things to consider were encountered during the modular supervision. The involvement and collaboration of parents and

stakeholders played significant in strengthening and sustaining the learning continuity in the school.

The study by Lebaste (2020) emphasized that parents are buddies of teachers in education. They are the facilitators at home that motivate and build the characters of their children. Their functions are not limited to home but are extended to get involved in school activities. Parents established connections and interacted with teachers, barangay officials, and other stakeholders to gain knowledge, materials, and resources needed by their children in learning.

## CONCLUSION

With the advent of the COVID-19 pandemic, certain challenges in the field of education have arisen. The strategy, A Role on a Rule, became a solution as it promoted shared responsibility in the implementation of the BE-LCP during this new normal. It allows the school to build strong rapport and partnership with the parents and RPSB in the conduct of school activities, especially in the supervision of the modular learning of students. As parents and police officers became active in the implementation of the Department of Education programs and projects, it was highly emphasized that their participation was strengthened by virtue of the Memorandum of Agreement dated June 21, 2021, which highlighted their support and technical assistance through the conduct of modular supervision, seminars and training or activities, radio programs for information dissemination, reading, and computational enhancement, and educational development among faculty, staff, and students. Primarily, meetings and conferences were held to roll out the school's needs in the implementation of LCP and to build solutions to learning gaps. Parents and police officers made sure of their volunteerism and consistency of modular supervision, as reflected in their monthly assessments and reports submitted to the

school, including the photos, attendance sheets, the interventions they went through, and the provision of technical development to learners.

Aside from their modular supervision, they helped in sourcing out other stakeholders in order for the learners to be skilled with the various technical skills like painting, masonry, food processing, and driving; acquired National Certificates from TESDA; authenticate Certificates of Live Birth from PSA; and obtain a student permit from LTO. These efforts were reported and made an integral accomplishment of the school and its modular learning partners in the DepEd Partnership Data Base (DPDS).

Since the BE-LCP encourages engagement with internal and external stakeholders in its implementation, the school recognizes and highlights the efforts of the parents and police force in helping students learn amidst the threat of the virus.

The school's adoption of modular distance learning requires supervision by parents, family members, and trained facilitators to help the students answer their self-learning modules (SLMs). Aside from the parents or guardians, the members of the RPSB became the learning facilitators as they guided the learners who needed assistance and help.

The school's action in sustaining the learning of students, taking into consideration their welfare, was reinforced by its commitment and partnership with parents and RPSB. Indeed, this strategy helped the school make transformation possible in governance and instruction to attain its maximum level of learning continuity despite the limitations and challenges. Successful collaboration is therefore relevant in ensuring that all members of the school community become catalysts for developing the spirit of awareness and volunteerism in order to attain common goals and reach higher

learning outcomes. Thus, it is highly recommended to conduct a conference to assess and assist parents and other partners in the modular supervision; initiate the Kumustahan program to intensify internal and external stakeholders' involvement; invite other stakeholders to conduct Learning Action Cell (LAC) sessions; conduct virtual orientation for teachers, students, and parents to share their expertise and resources in strengthening the LCP; strengthen collaboration and cooperation with stakeholders through a Memorandum of Agreement (MOA) develop a modular supervision tool; and coordinate and link with private and government agencies to disseminate information and contribute to the continuous improvement of the study.

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