



APPROVAL SHEET

This dissertation entitled, **“SECONDARY SCHOOLING DURING THE PANDEMIC OF SELECTED PUBLIC HIGH SCHOOLS IN THE DIVISION OF CITY SCHOOLS IN MANILA: IMPLICATION TO THE DELIVERY OF QUALITY ONLINE INSTRUCTION”**, prepared and submitted by **ALEXIS O. MARANAN**, in partial fulfillment of the requirements for the degree Doctor of Philosophy in School Leadership has been examined and recommended for acceptance and approval for ORAL EXAMINATION.

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ABSTRACT

TITLE : SECONDARY SCHOOLING DURING THE PANDEMIC OF SELECTED PUBLIC HIGH SCHOOLS IN THE DIVISION OF CITY SCHOOLS IN MANILA: IMPLICATION TO THE DELIVERY OF QUALITY ONLINE INSTRUCTION

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Summary

Unschooling the high school students is an educational approach which has been practiced since the COVID-19 pandemic in the Philippines for the past years. It is an institutional social relations that are imbued with norms of trust in both part of the school teachers, and parents, their obligation or reciprocity, as a form of education and social capital.

In this kind of situation, both the teachers and parents invest their time, attention and resources in their children with the expectation of a return- their children's better performance in school.

Using this homeschooling education framework is today the instructional strategy that all schools observed because of the COVID-19 crisis. To implement



this academic framework, the Department of Education (DepEd) issued the Basic Education Learning Continuity Plan (BL-ICP), in response of the challenges posed by COVID-19 in the field of education.

This BE-ICP, covers the essential requirements of all concerned; between the school and parents, and between teachers and parents including the community, for all public and private schools as a result of the academic crisis since March of 2020. Although, the most essential instructional competencies and strategies, like using blended-online strategies, and other multiple learning modalities for teachers, school lessons, and learners are required, there are also health standards and safety measures to be observed while learners are homeschooled.

This study comprising of 7 school administrators, 45 elementary school teachers, and 60 parents of selected public secondary schools in three (3) districts of the Division of City Schools of Manila has four (4) high schools as setting of the study.

It is both descriptive and qualitative because it describes the current situations, issues and concerns as well as choices that affect the delivery of the basic education programs of the high schools of the DCS, Manila.

With the use of validated sets of survey questionnaire, the researcher together with the school administrators, teachers, and parents were able to generate the data needed to answer the specific questions raised during the conduct of the surveys using online, ZOOM, and interactive approach that took him almost two (2) months.



The following are the findings of the study:

1. The effectiveness of the implementation of the essential education requirements under the DepEd's Basic Education Learning Continuity Plan (BE-LCP) was found very highly effective to both school administrators ($X=4.55$); and teachers ($X=4.63$), but only highly to the parents ($X=4.37$). All of them considered very highly effective the six (6) of the BE-LCP guidelines; from the use of blended-modular approach ($X=4.95$), to the use of distance-fully online instruction ($X=4.50$); and the five (5) implementing instructional strategies on high level of utilization.

These groups of respondents seemed to differ in how the secondary school's preparedness to accept the different instructional strategies because of their limitation.

2. Much concern was felt by the three (3) groups of respondents during the academic crisis, that they not only decided, but have accepted homeschooling of their children due to the world crisis, the COVID-19. They expressed much concern, thus, welcome and comply to the initiatives of the DepEd to have all the students observe their teaching-learning process beyond the classroom

3. All these groups of respondents very strongly agreed on the seriousness of the issues they encountered as exhibited in the overall obtained means of $X=4.80$ (by the school administrators); $X=4.96$ (by the high school teachers); and $X=4.95$ (by the parent respondents). All of them or 100 percent disclosed they met very serious problems as they complied to the implementation of the education requirements from their dissatisfaction with how school is managed and



the instructional/ pedagogical concern which generated the perfect mean of $X=5.00$, each; to the issues on school curricular and academic programs and religious and moral issues with $X=4.83$, overall means for each.

These impressions were exhibited in the overall obtained means of $X=4.80$ by the school administrators; $X=4.96$ by the teachers; and $X=4.95$ by the parents where very strong agreement was on the inadequacy of instructional tools, ($X=4.92$); upskilling both the teachers and learners with the use of virtual approach; with ($X=4.80$); and limited teacher training ($X=4.71$).

From these perspectives and given the strong consensual concerns of the schools, there is a indeed for theses schools to commit themselves to developing a strong parental partnership which involves parents in their children's academic studies.

4. The three (3) groups of respondents very highly offered the seventeen (17) instructional management strategies to ensure the continuity alternatives to the Basic Education Continuity Plan as reflected in the overall means of $X=4.88$ by the first group of respondents followed by $X=4.93$ by the second group; and $X=4.92$ by the parents which concentrated on ten (10) instructional management strategies garnering perfect mean of $X=5.00$, from pilot testing and inspection to be...to consider distance (remote learning as a complement and not a replacement for school enrolment, etc. and the remaining (7) recommendations to be highly endorsed.

These pedagogical management strategies are indeed wider in scope and they encompassed not only the academic requirements of the schools, but also



the safety health, mental, behavioral and attitudes of the learners, still focusing on the total development of the learners during the crisis.

5. The Department of Education (DepEd) should consider to consider the impacts of the pandemic crisis to the academe by putting the System in solid framework to pursue the continuous quality online instruction guided by the three (3) R's: Relief, Recovery, and Rebuilding.

Conclusions

Based on the salient finding of the study, the researcher arrives at the following conclusions:

1. The implementing guidelines of the DepEd's Alternative Basic Education Learning Continuity Plan (BE-LCP) of the schools, under study on homeschooling of secondary schools was found highly effective to the school administrators, teachers, and the parent respondents.

2. All the groups of respondents very highly agreed they encountered very serious concerns on the management of schools because of limited budgetary allocations and material instructional resources and techniques as they opened the schools for homeschooling of the students because of the academic crisis.

3. The school administrators, teachers, and parents were much concerned ($X=4.18$) of the COVID-19 that they do not only decide, but also welcome the homeschooling of the students during this academic crisis.

4. The three (3) groups of respondents very highly offered more than the majority (10 or 58.82 percent) of their instructional management strategies focusing on considering remote or distance education concentrating on the



teaching-learning process using blended-online instruction and providing additional budgetary allocation of the government observing health and safety measures, mental and behavioral as well as the attitudes of the learners during this pandemic crisis.

5. The Department of Education (DepEd) in the service of the Filipino people should re-consider the choice of evidence-based solutions for students' education by adopting the three (3) R's: Relief, Recovery, and Rebuilding all the aspects of the education requirements of the Agency.

Recommendations

From the conclusions drawn, the researcher offers the following recommendations which he hopes to impact the now- homeschooling techniques of the schools in all levels:

1. Strengthen the school partnership with parents in the process of homeschooling their children to help remedy the problems of decreasing quality of academic performance of the children in school, especially, in the areas of reading, science and mathematics, and minimize the other academic concerns as to the need for the school to go on blended-online instruction because of the COVID-19 pandemic.

2. The schools should address the challenge of homeschooling in the midst of a still uncontained academic crisis by using variety of information communication tools (ICTs), in the likes of blended-online learning complimented in the written modules, online classes; webinar, Zoom/Google classroom,



and lessons/ aired via radio and television, and other more practical modes of instruction.

3. The Department of Education (DepEd) should review its Basic Education Learning Continuity Plan (BE-LCP) implementing guidelines because there are loopholes as regards how the government will continuously finance the project (since time is the basic in the plan), Thus, a more strategic plan of action should be lay down to the specifics: budgetary allocation, training, retraining and reskilling the teachers; upskilling the learners, even parents, role of parents in homeschooling, restructuring the modules, hiring of educator-specialists in curriculum and curriculum development and critics, increased compensation and benefits of teachers; and finally, partnering with IT companies/ organizations for access and improved internet services.

4. Supplement interactive instruction to places where internet services are poor or not available by using radio and television stations that can supplement the instruction that would be given online or even, if there are no gadgets, internet, self-learning kit/ packs, etc. the use of these cited modes will help and have lessons accessible to the learners.

5. Adapt and translate the proposed choice using the three (3) R's: Relief, Recovery, and Rebuilding not only for the schools to move forward and provide the much needed opportunities for calls of action of those involved to ensure schools continuously sustain their instructional strategies to all guided by the plan to give relief, recover, and rebuild to address the impacts of the pandemic to all.



A review of the learning continuity plan of the schools in the Division of City Schools of Manila in terms of how it addresses both the common and unique needs of the students arising from the variety of instructional approaches used and the results of the use of the modular learning modalities, which have become controversial, is further recommended for other researchers to study for more strategic instructional inputs in this time of academic crisis.

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A.O.M

**DEDICATION**

To my ever supportive love who always supported me through it all,

Julie Maranan

To the future students : Don't ever stop believing in good things that are possible.

A.O.M.



CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

The COVID-19 pandemic is overwhelming the functioning and outcomes of education systems—some of which were already stressed in many respects. This is true across the world and affects all children, though to differing degrees depending on multiple factors—including the country/region where they live, as well as their ages, family backgrounds, and degree of access to some “substitute” educational opportunities during the pandemic.

In early spring as the pandemic was hitting its first peak, the virus consigned nearly all of over 55 million U.S. school children under the age of 18 to staying in their homes, with 1.4 billion out of school or child care across the globe (NCES 2019a; U.S. Census Bureau 2019; Cluver et al. 2020). Not only did these children lack daily access to school and the basic supports schools provide for many students, but they also lost out on group activities, team sports, and recreational options such as pools and playgrounds.¹

The shutdown of schools, compounded by the associated public health and economic crises, poses major challenges to our students and their teachers. Our

¹ Emma Garcia and Elaine Weiss (2020), “COVID-19 and student performance, equity and US education policy: Lessons learn from pre-pandemic research to inform, relief, recovery and rebuilding. Economic Policy Institute, Washington D.C.



public education system was not built, nor prepared, to cope with a situation like this—we lack the structures to sustain effective teaching and learning during the shutdown and to provide the safety net supports that many children receive in school. While we do not know the exact impacts, we do know that children’s academic performance is deteriorating during the pandemic crisis, along with their progress on other developmental skills.

As a result, Philippine education system is now faced with the challenges of unschooling the learners because of the pandemic crisis. It has, now, to rethink, and reimagine in how it will challenge the unschooling alternative of all learners which have become untenable due to the risk of coronavirus contamination.

Preliminarily, the Department of Education (DepEd) for its part proposed its implementation of two (2) main approaches: blended learning which allows for a combination of face-to-face, online, and modular learning delivery; and distance learning, which is delivered. Through online platform, through educational programs or television and radio, and in printed modular that o to the homes of the students.²

As expected, both teachers and parents have expressed reservations since quite a number of teachers and parents are not prepared to hade the new systems. Another problem is the lack or no stable internet connection. For families reeling from the pandemic because of inadequacy of financial tool resources, underemployed, and unemployed as well the desired literacy concern, because of

² Maria Victoria C. Bernido and Christopher Bernido (2020) “Will Distance Learning Work in PH?” Dynamic Learning Program, PDI, August 3, 2020.



the pandemic, requiring their children to have online classes would be an extra burden.

However, the DepEd is dead serious and is committed to making alternative learning a successful; which created a stir in the academic community.

Guided by the learning continuity plan of the DepEd, schools address both the common and unique needs and concerns of the teachers, parents, and students using from the unschooling and the use of different online modalities, like using virtual-blended online instruction complimenting with modular distance learning approach.

The DepEd's continuity plan also highlights the role of stakeholders, including teachers, parents, and even barangay officials and workers I the different implementation of all the school programs.

Under the Department of Education's (DepEd) Basic Education Program, its goals and objectives for quality and excellence is focused on the student's numeracy, literacy and socio- emotional learning form as basis for competent learners, which in turn is the bedrock of the country's economy. So investments in education redound to all of what the country stands for.

For quite a number of years, Philippine education has been opened for access and equality. It also is opened for a shift in hybrid program used by thousands of schools across the nation where formal education is an extended learning beyond the walls of the classroom and where it opens the opportunity for the students to learn at their own pace, time, and space- assisted by mentors and parents, who actively involved themselves.



The unschooling of the high school students also need the parent involvement in their children's education practices which consist of those actions that help a child meet or exceed the norms or expectations of the student role and encompasses parent-child, parent-teacher, and to some degree, parent-parent selections.³

This academic crisis is an option that is becoming more attractive to parents; when they feel that schools have become unstable like when their children suffer from bullying, and when the requirement of peace and safety learning environment become unchecked, and other requirements of the classroom have not been met, and when school environment has become threatening, parents tend to homeschool their children.

In home schooling, parents are allowed to dictate the academic course of their children. It also allows students to proceed at their own speed and also determines the academic weaknesses and strengths of the learners.

Foremost, this strategy keeps the learners away from other students who maybe unruly, destructive, and quarrelsome. Although, these are some of the advantages of home schooling, one drawback to this strategy is the implementation of the educational plan and requirements, like access to proper school requirements, competent teachers, school curriculum and instruction, assessment and resources, and facilities not found at home.

³ Ralph B. McNeal, Jr. (2016), "Parent Involvement Academic Achievement and the Role of Student Attitudes and Behaviors as Mediators," Universal Journal of Educational Research.



Although, home schooling is an option, still the parents who opted for this approach for children should see to it that they possess also the skill and ability to properly instruct their children and provide a quality learning experience.

Conceptual Framework

The concept of secondary unschooling where teachers and parental involvement can be described as social relations that are imbued with norms of trust, obligation, or reciprocity. As (Mc Neal⁴ further describes it, it is conceived as a form of social capital where parents invest their time, attention, and resources in their children with the expectation of a return, namely, that their children will perform better in school with the assistance of the teachers.

Using this framework, (McNeal)⁵ also contends that parent involvement encompasses three (3) broad domains: parent-child relations; parent-school solutions, and parent-parent relations. In all these cases, it is generally assumed that parents invest time with their children, school personnel, or other parents with the expectations that their involvement will yield a tangible return. This can include increased educational expectations, improved role performance (like, better attendance; increased homework done, reduced delinquency, etc.), increased academic performance/achievement, or strengthened relationships with school personnel and with other parents.

⁴ Ralph B. McNeal, Jr. (2014), "Parent Involvement Academic Achievement and the Role of Student Attitudes and Behaviors as Mediators," *Universal Journal of Educational Research*.

⁵ Ibid, McNeal



It is in this context that the researcher undertakes this a study on the secondary schooling program of the selected public high schools in the Division of City Schools of Manila.

Statement of the Problem

This study is on the secondary schooling during the pandemic crisis of selected public high schools of the Division of City Schools of Manila during the COVID-19 crisis and its commitment to Department of Education's (DepEd) Basic Education Continuity Plan.

The current pandemic brought about by COVID-19 crisis calls for a continuing and home schooling of all learners. Using the virtual blended-online instruction approach, many schools use many different online modalities using instructional technique or platforms where the groups of school respondents are to assess.

Specifically, the following problems are raised in the study:

1. How do the school administrators, teachers, and parents assess the effectiveness of the implementing guidelines of the Department of Education's (DepEd) Alternative Basic Education Continuity Plan Strategy during this academic crisis?
2. To what level of secondary schooling concerns made parents decide to continue deschooling their children during the pandemic crisis?
3. How serious are the concerns experienced by the school administrators, teachers, and parents as the schools implement the new DepEd's Alternative unschooling instructional approach during the COVID-19 pandemic?



4. What instructional management strategies are used by selected secondary schools to enhance the schools' continuity plan in implementing the virtual-blended instructional approach among high school students?

5. Based on the findings of the study, what choices should the System consider to address the impacts of the pandemic to put the school system on a solid footing to provide continuous quality online instruction?

Assumption

Given the present data, approaches, and situations experienced and/ or encountered by many schools, the researcher assumes that given the support of the government, administrators, teachers, parents, and other support staff, in-schooling during this academic crisis and using a lot of instructional strategies and cooperation from all public and private sectors, will result to strong partnerships among schools, parents, and other stakeholders, like the government; and importantly, will ensure students' achievement and performance in their academic undertaking, even beyond the formal classroom setting.

Significance of the Study

This study on secondary unschooling at home, especially, at this crucial time in the history of the world, the Philippine education system will need to recreate and reimagine its educational strategies to put the school system to review the present curriculum in the light of the present situation. This study will be significant to the following:

School Administrators. The findings of the study will be significant to all whose concern is on achieving and preserving the quality of education, even in the



midst of academic crisis. Through the schools' within the confines of the “ home” of the students through teacher and parent's support, and using variety of instructional techniques, like online blended - approach (for most schools), the school administrators have now become more aware and prepare to learn and relearn, train and retrain themselves as well as partners with the parents in the deschooling of the children.

Teachers. Their active involvement in the education of their students at home will provide not only direct and explicit educational instruction to the learners, but will also provide a safe and health environment, appropriate learning experiences for the children guided by their parents as well as positive attitude about school. The parent-partnership with the school will further develop better understanding of effective parental involvement practices to promoting enhanced performance of the learners.

Other Researchers. This study will further enrich the body of literature and studies on home schooling of the learners, especially, when the schools are battling COVID-19 crisis that affect the lives of people. Hopefully, this research study will serve as one academic platform in how the school, teachers, parents and community partner to embattle this crisis and come out to more effective school parenting beyond the classroom setting.

Scope and Limitations of the Study



This study, one of the first during this academic crisis is limited to the following scope:

Instructional Approach. The blended-online instruction and instructional modalities are the most appropriate academic platform guided by the DepEd's Alternative Basic Education Continuity Plan which serves as the implementing guidelines observed in all schools.

Respondents. Three (3) major groups of respondents are involved in the study: the school administrators, composed of seven (7) school principal, supervisor, heads and coordinators and master teachers; the 45 high school teachers; and 60 selected parents of the students of the schools which actively involved in the secondary schooling of their children.

School Year Covered. The school year 2020-2021 is covered in this study.

Subject Content. Because of the current academic crisis, the researcher thought of conducting this study on secondary schooling of selected public schools in the DCS, Manila, specifically, using virtual-blended-online instruction where the instructional approach is complimented with modules, when internet glitches and experienced both in school and at home. These schools include in District II – The Sergio Osmeña High School; District IV – Antonio Maceda Integrated School and Ramon Magsaysay High School; and District VI – Victorino Mapa High School.

Definition of Terms

The following terms that oftens appeared and used in this study is operationally and figuratively defined:



Decision-Making. As used in the study, this refers to includes parents in school decisions and to developing parent-leaders and representatives to participate in school decision-making with regard to school governance commitment to assist in participation of school activities and in decision making activities, like in PTA or other parents working in school activities.

Educational Tools. It is a term for the theoretical foundations and materials for supporting teaching and of processes learning. In this study, it refers to any specific technological tools that intend to aid in teaching-learning process.

Facilities and Equipment. It refers to place, specialized tools, devices or services that are provided for particular purposes, Collins, In this study, facilities and equipment was used to mean needed materials relevant to ICT-based teaching including the building that houses such.

Home Schooled. This refers to learners taught at home by parents or other shared services. The parents are responsible for the education and resources.⁶

Home Schooling. Sometimes referred as learning-at-home, pertains to providing ideas and information to parents about how they can best assist their children with homework and curriculum- related decisions and activities.

Learning Outcomes. It describes what students are able to demonstrate in terms of knowledge, skills, and values upon completion of a

⁶ C. Bohon (2013). "Improving the home-school connection for low-income urban parents," *Urban Review* (20),1.



course, a span of several courses or a program, Osters.⁷ In this study, the clear articulation of learning outcomes serves as the foundation to evaluating the effectiveness of the ICT-based teaching and learning, as well as designing learning plans that may be enhanced through multimedia technologies.

Parenting. The term refers to all the activities that parents engage to raise healthy children who become capable and responsible students.

Parent Involvement. This consists of actions that help the children meet or exceed the norms of expectations of the student role and encompasses parent-child, parent-teacher, and to some degree parent-parent relations; a form of social capital where parents invest their time, attention and resources in their children with the expectation of a return- that their children will perform better in school.⁸

Pedagogy. It is the art of teaching and practices incorporating effective strategies that support intellectual connections to the wider world, engagement and support to the classroom environments, recognition of differences that should be implemented across all learning areas, Machin and Murphy.⁹ It only goes to show that the optimum learning performance of the child depends on how teachers themselves teach and pedagogical

⁷ Osters, S. (2014). Writing Measurable Learning Outcomes. Paper presented in the 3rd Annual Texas A & M Assessment Conference

⁸ Ralph B. McNel, Jr. (2014). " Parent Involvement, Academic and the Role of Student Attitudes and Behaviors as Mediators, " Universal Journal of Educational Research 2 (8).

⁹ S. Machin, & S. Murphy (2014), Improving the impact of Teachers on Pupils Achievement in the UK: Interim Findings, London, Sutton Trust.



approaches to teaching seriously. One of the best ways of teaching children of today is through the engagement of and utilization of ICT-based materials. Pedagogical teaching, hence, is a teaching- learning activity that is executed considering the nature of the children being taught Merriam-Webster. In this study, the teachers' competence in handling ECCD task would mean an ensured optimum level of child development as to socio-cultural and emotional, physical, values, numeracy and motor skills.

Schooled-at-Home. The term refers to children being taught at home, but the education is provided by a public school system in the Internet or correspondence. Parents are strictly mentors the actual instruction is performed by a certified teacher by use of a curriculum that is the same as students who attend regular class

Technology. It is defined as the set of knowledge and skills which, when applied in a logical and orderly, enable humans to modify their material or virtual to meet your needs environment, that is, a combined process of thought and action in order to create useful solutions. In this study, the use of technology in teaching was the central focus since Kindergarten curriculum requires enhancement of child's creativity and appreciation.

Technology Integration. It is the incorporation of computer technology into the learning experience as a medium for instruction to enhance and support learning processes across all subject



areas, Blair.¹⁰ In this study, the researcher adopted this term to retaliate the importance of integrating technology as one of the widely accepted pedagogical classroom presentation techniques parallel to implementing Kindergarten curriculum.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of related literature and studies both on foreign and local source and setting which helped the researcher further established and enriched the concepts of his study.

¹⁰ Blair, E. (2018). *By the light of the silvery moon: Teacher moonlighting and the dark side of teachers' work*. Gorham, ME: Myers Education Press.



Foreign Literature

The unabated COVID-19 pandemic has generated an unprecedented crisis in the education systems across the world. While all the stakeholders in education, from governments to school leaders, to teachers, students and parents, are struggling to find strategies to contain the damage, it is apparent that any successful policy will need to be built on partnerships among them. Solutions to the issues generating conflict amongst the stakeholders, like the reopening of schools, payment of school fee during school closures or the sharing of the increased work burden can only be found through effective communication strategies. Every stakeholder has to understand the need to work together in the best interest of students.¹¹

The collaboration between educators and parents is the foundation of the education system in the ‘new normal’ as they are the first point of contact for students for all the educational needs. All the stakeholders should come together to support this partnership to ensure that children receive education seamlessly in the times of the pandemic. For instance, in Shanghai, the government provided professional guidance and learning support for parents.¹² As noted in the report Online and Open Education in Shanghai: Emergency Response and Innovative Practice During COVID-19 Pandemic, “the online course Shanghai Parents School, created by Shanghai Open University, invited prominent experts in the

¹¹ United Nations Policy Brief: Education During COVID-19 and Beyond, (2020), United Nations (U.N.)

¹² TALIS 2018 Results (Volume 1): Teachers and School Leaders as Lifelong Learners, OECD, 2019.



homeschooling field to give live lectures every week. More than 150,000 parents nationwide have so far watched and studied in the seven courses delivered". The government also sent letters to parents to help understand online learning and ways of creating a positive learning environment for their children at home.¹³ And while all the efforts are currently directed towards supporting children in distance learning programmes and reopening schools, there is an urgent need to mentor students to walk on the path to self-organised independent learners.¹⁴

COVID-19 has indeed become a global health crisis. As of October 6, 2020, almost 36 million people have been infected and over one million have died. In the Philippines, this translates into almost 325,000 infected and 6,000 deaths.¹⁵ To curb the spread of COVID-19, most governments have opted to employ quarantine protocols and temporarily shut down their educational institutions. As a consequence, more than a billion learners have been affected worldwide. Among this number are over 28 million Filipino learners across academic levels who have to stay at home and comply with the Philippine government's quarantine measures.¹⁶

The Philippines is not the only country facing these problems. Its Southeast Asian neighbors have creatively responded to the same challenges and started to

¹³ T Dresson et al, Promising Practices for Equitable Remote Learning Emerging lessons from COVID-19 Education Responses in 127 Countries, UNICEF Office of Research – Innocenti, 2020.

¹⁴ Matt Krents et al, Easing the COVID-19 Burden on Working Parents, BCG, 21 May 2020.

¹⁵ Worldometer (2020). Coronavirus Update. Worldometer. Available online at: <https://www.worldometers.info/coronavirus/> (accessed October 6, 2020).

¹⁶ UNESCO (2020). Education: from Disruption to Recovery. Paris: UNESCO.



pivot to a new era of education. Indonesia, Thailand, and Vietnam have initiated some form of distance learning as early as May 2020. Thailand's Education Ministry originally planned to implement a learning program using a Distance Learning Television (DLTV) platform. Seventeen television channels were set up to broadcast educational courses, vocational education, non-formal and informal education.¹⁷ The approach combines television or on-air learning and online learning. The rollout, however, was met with criticisms due to broadcasting problems and poor connectivity.¹⁸ The ministry adjusted its plan and focused instead on preparing for schools to reopen nationally after a survey found that 60–70% of students are not ready for TV education.¹⁹

As Thailand universities move their operations online, the Ministry of Higher Education, Science, Research and Innovation (MHESI) provided more than 60,000 educators and 2 million students access to Microsoft applications.²⁰ Universities have also taken key initiatives and partnerships to ensure that the transition to digital is successful. Chulalongkorn University has launched its own learning platform called the Learning Innovation Center (LIC) which contains resources,

¹⁷ P. Praphornkul, (2020). Distance Learning System to be Tested On May 18. Bangkok: National News Bureau of Thailand.

¹⁸ Bangkok Post (2020a). Rocky Start As Distance Education Gets Going. Available online at: <https://www.bangkokpost.com/thailand/general/1920256/rocky-start-as-distance-education-gets-going> (accessed October 5, 2020).

¹⁹ Bangkok Post (2020b). Schools Gear Up To Reopen Nationally. Available online at: <https://www.bangkokpost.com/thailand/general/1928892/schools-gear-up-to-reopen-nationally> (accessed October 6, 2020).

²⁰ Microsoft (2020b). Teaming Up to Transform Education in Asia. Singapore: Asia News Center.



information, tools, and methods to support online learning.²¹ Mahidol University has partnered with Siam Commercial Bank to create an improved virtual platform for both students and teachers.²² Thammasat University partnered with Skilllane to launch a degree program on data science. Some universities like Chiang Mai University also offer MOOC to encourage online learning.²³

Indonesia's Education and Culture Ministry, in collaboration with TVRI, a state-owned broadcaster, released their own distance learning program called "Learning from Home".²⁴ The program focuses on improving literacy, numeracy, and character building for all levels of elementary and high schools. The implementation, however, proved to be challenging given issues like uneven access to the internet, the disparity in teacher qualifications and education quality, and the lack of Information and Communications Technology (ICT) skills.²⁵ A survey of 1,045 students found that a majority of students who responded, 53.7%, cited concerns about online learning due to poor streaming, limitation in network quota and reception. Though the reactions are mixed, in general, there seems to

²¹ Chulalongkorn University (2020). Chulalongkorn University Introduces Online Learning Innovation Center - QS WOWNEWS. QS WOWNEWS. Available online at: <https://qswownews.com/chulalongkorn-university-introduces-online-learning-innovation-center/> (accessed October 5, 2020).

²² Siam Commercial Bank (2020). Mahidol University and SCB Team up for 'New Normal' on-Line 'Study Anywhere' Virtual Classroom for Academic Year 2020. Chatuchak: Siam Commercial Bank.

²³ V. Phongsathorn, (2020). 10 Online Learning Platforms for Teenagers and Young People to Develop Their Skills during COVID-19. New York, NY: Unicef.

²⁴ Jakarta Globe (2020). Education Ministry Teams Up With TVRI To Deliver Distance Learning. Jakarta: Jakarta Globe.

²⁵ N.F. Azzahra, (2020). Addressing Distance Learning Barriers in Indonesia amid the COVID-19 Pandemic. South Jakarta: Center for Indonesian Policy Studies.



be a positive response to online learning in Indonesia.²⁶ Ninety five percent of Indonesian universities carry out online learning using the Online Learning System Program (SPADA).²⁷ SPADA supports LMS across all tertiary education hosting online lectures and course materials made freely available to students.

Vietnam's Ministry of Education and Training (MOET) hosted a national online conference with 300 live meeting hubs to find ways to improve online learning before launching its educational program.²⁸ The conference was attended by HEI leaders, technology and technical service providers including Viettel Group, VNPT, MobiFone, Vietnamobile, Microsoft, Google, Amazon, and FPT.²⁹ MOET reported that 110 out of 240 HEIs in Vietnam had initiated online training. However, not all HEIs have a fully developed LMS.³⁰ Recognizing that they are presented with a unique opportunity to work together and enhance digital teaching and learning, the delegates started working out plans to implement online education long-term and not simply as a response to COVID-19. Notable partnerships and initiatives seemingly inspired by this collaborative discourse include MOET's partnership with Microsoft which equipped education institutions with digital tools to implement remote learning,³¹ Viettel's offer of free 3G and 4G data to teachers and students using their e-learning platform called Viettel Study, and VNPT's

²⁶ K. Yamin, (2020). Mixed Response But Online Classes To Stay Post COVID-19. London: University World News.

²⁷ Ibid, Yamin.

²⁸ H. Nguyen and T. Pham, (2020). Is COVID-19 an Opportunity to Strengthen Online Teaching?. London: University World News.

²⁹ Ibid, Nguyen and Pham.

³⁰ Ibid, Nguyen and Pham.

³¹ Microsoft (2020a). Enabling a Digital Future for Vietnam. Singapore: Asia News Center.



launch of its online learning solution called VNPT E-Learning which also comes with free 3G and 4G data.³²

After months of experimenting, online teaching is now recognized as a formal method in Vietnam, an interesting development considering that any proposal to formally conduct online learning before COVID-19 had been poorly received by the country's academic community.³³ Minister of Education and Training Phung Xuan Nha admitted, however, that issues like connectivity problems, especially in remote areas, as well as some pedagogical concerns, like management of student performance, need to be sorted out for the program to succeed.

Local Literature

To respond to the needs of learners, especially of the 3.5 million tertiary-level students enrolled in approximately 2,400 HEIs, certain HEIs in the country have implemented proactive policies for the continuance of education despite the closure. These policies include modified forms of online learning that aim to facilitate student learning activities. Online learning might be in terms of synchronous, real-time lectures and time-based outcomes assessments, or asynchronous, delayed-time activities, like pre-recorded video lectures and time-independent assessments.³⁴ Case in point are top universities in the country, viz.,

³² Lich, T. (2020). E-learning Apps Expand, Users Adapt To Distance Learning. TienPhong News. Available online at: <https://tienphongnews.com/e-learning-apps-expand-users-adapt-to-distance-learning-13862.html> (accessed October 6, 2020).

³³ Ibid, Nguyen and Pham.

³⁴ M. Oztok, , D. Zingaro, C. Brett, and J. Hewitt, (2013). Exploring asynchronous and synchronous tool use in online courses. *Comput. Educ.* 60, 87–94. doi: 10.1016/j.compedu.2012.08.007



De La Salle University (DLSU), Ateneo de Manila University (ADMU), the University of Santo Tomas (UST), and the state-run University of the Philippines, Diliman (UPD).

DLSU has resorted to remote online learning, which combines both synchronous and asynchronous activities. For students who cannot participate in online learning, there are flexible options for completing course requirements throughout the academic year.³⁵ ADMU has suspended synchronous online classes but continued asynchronous online learning so that “all students can learn at their own pace”.³⁶ UST, like DLSU, has opted to continue with synchronous and asynchronous online classes, and a flexible grading of student outputs and assessments.³⁷ Other private universities and institutions such as STI College, St. Scholastica’s College, Adamson University, Far Eastern University, the University of the East, Ateneo de Davao University, and the University of San Carlos have continued with their online classes as well.

Arguably, the HEIs’ pivot to modified forms of online learning attempts to concretize the government’s stance to continue learning despite the pandemic. As the Philippine’s Department of Education (DepEd) Secretary, Leonor Briones quipped, “Education must continue even in times of crisis whether it may be a

³⁵ De La Salle University (2020a). Coping with Challenges and Learning during the Enhanced Community Quarantine Period. Available online at: <https://www.dlsu.edu.ph/2nd-term-faqs/> (accessed October 6, 2020).

³⁶ J.R.T. Villarin, (2020). Enhanced Community Quarantine. Quezon City, PH: Ateneo de Manila University.

³⁷ University of Santo Tomas (2020). Institutional Continuity Plan during Extended and Post-ECQ. Manila, PH: University of Santo Tomas.



calamity, disaster, emergency, quarantine, or even war”.³⁸ The Philippines’ Commission on Higher Education (CHED), on the other hand, advised HEIs to continue the “deployment of available flexible learning and other alternative modes of delivery in lieu of on-campus learning”.³⁹ These pronouncements aim to encourage the continuance of learning. Without implementing rules and regulations, however, private HEIs are left to make their own policies.

For varying reasons, however, different sectors have chastised the proactive online learning measures by these HEIs. For example, through an online petition based on student and faculty sentiments, student governments from different universities urged CHED to mandate the cancellation of online classes, stating that “while we understand the need for learning to continue, the different circumstances of students across universities are not ideal and conducive for such.” The petitioners argue that “access to the internet connection and learning devices continued to be a privilege up to this day, placing those with poor internet access at a disadvantage when it comes to online classes.” For a better picture, 45% of Filipino citizens (46 million) and 74% (34,500) of public schools do not have access to the internet.⁴⁰

³⁸ Department of Education (2020). Learning While Staying At Home: Teachers, Parents Support DepEd Distance Learning Platform. Pasig City, PH: DepEd.

³⁹ Commission on Higher Education (2020). COVID-19 Updates - Advisory 6. Quezon City, PH: CHED.

⁴⁰ N. Jones, (2019). Improving Internet Access in the Philippines. San Francisco, CA: Asian Foundation.



Furthermore, “adding more workload for the students increases their burden and contradicts the purpose of the lockdown, which is to help their families prepare and adjust to the situation at hand.” Finally, there is an issue about the “lack of environments conducive to learning at home and the effectiveness of the online lectures”.⁴¹ Social media hashtags like, #NoStudentLeftBehind, #NoSchoolLeftBehind, #EndOnlineClasses, #EndTheSem, and #NoToOnlineClasses strengthen these sentiments further.

In consideration of such petitions, the state-run University of the Philippines-Diliman (UPD) suspended all modes of online learning. In his message to the academic community on March 17, 2020, UPD Chancellor Fidel Nemenzo announced the cancellation of online classes due to (i) emergency concerns as “caring for our families and for ourselves comes first,” (ii) “unequal access to personal computers and the internet exists among our community,” and (iii) “the shift to online classes has also not been smooth for our faculty, who have had to learn new skills and revise their syllabi overnight”.⁴²

It is quite understandable that some of the backlashes stem from the stresses caused by the pandemic. The other concerns, however, have already been noted by experts in the field of distance education. First, there is the issue of social integration and peer culture, and the possibility of transmission of values in a “virtual” classroom. Since there is a lack of human interaction in the learning

⁴¹ S. Bagayas, (2020). Students Of Top 4 PH Schools Urge CHED To Suspend Online Classes. Pasig, PH: Rappler.

⁴² F. Nemenzo,(2020). Message from Chancellor. Quezon City, PH: University of the Philippines - Diliman.



process, students may learn less in such a set-up as opposed to those in the traditional classroom.⁴³ Second, there is also an issue on the unnaturalness and the results of online learning, since it goes against how natural teaching and learning supposedly take place.⁴⁴ The lack of face-to-face human interaction in the online learning space and process appears disconcerting to both educators and learners alike.

On top of these concerns, however, there are deep socio-economic concerns for online learning in a developing country like the Philippines. Students in far-flung areas in the country do not even have roads or electricity, let alone access to computers and the internet. Moreover, given current internet infrastructure, even students in urban areas may have limited internet access. This then results in a “digital divide” between those who do have access and those who do not.

Furthermore, there is also an issue of social policy. The Philippines does not have a national policy dealing directly with online platforms such as Massive Open Online Courses (MOOCs), Open Distance e-learning (ODEl), and Open Educational Resources (OERs). While there are laws, like the *Open Distance Learning Act*,⁴⁵ which provide legal bases for funding such platforms, they are not

⁴³ D. Gamage, I. Perera, and S. Fernando, (2020). MOOCs lack interactivity and collaborativeness: evaluating MOOC platforms. *Int. J. Eng. Ped.* 10:94. doi: 10.3991/ijep.v10i2.11886

⁴⁴ M. Adnan and K. Anwar, (2020). Online learning amid the COVID-19 pandemic: students perspectives. *J. Pedagogic. Res.* 1, 45–51. doi: 10.33902/jpsp.2020261309

⁴⁵ Sixteenth Philippine Congress (2014). Republic Act No. 10650. Official Gazette Of the Republic of the Philippines. Available online at: <https://www.officialgazette.gov.ph/2014/12/09/republic-act-no-10650/> (accessed October 6, 2020).



enough as “some national policies will have to be put in place to sustain the growth” of these online platforms.⁴⁶

Notwithstanding the various stresses it brings, the outbreak of COVID-19 not only forced us to think about the technologies for delivering education,⁴⁷ it also compelled us to rethink the very nature of education itself. The government should create and implement concrete policies that will support a new breed of distance educators. Educators in turn need to innovate to ensure that education remains inclusive and accessible, and that distance learning is not limited to pure online learning.

Incidentally, several months after the initial backlash in March 2020, CHED Chairperson, Prospero De Vera qualified the idea of flexible learning as “more encompassing than online learning.” De Vera explains that while online learning requires internet access, flexible learning does not necessarily require connectivity. Instead, it “focuses on the design and delivery of programs, courses, and learning interventions that address the learners’ unique needs in terms of pace, place, process, and products of learning”.⁴⁸

Likewise, DepEd sets a distance learning approach that utilizes three methods: (1) delivery of printed modules to students, (2) access to *DepEd*

⁴⁶ M.D.P. Bandalaria, (2019). Massive open online courses as open educational resources in a blended teaching and learning mode of instructional delivery in higher education. Intern. J. Innov. Learn. 25:156. doi: 10.1504/ijil.2019.10018278

⁴⁷ Kim, J. (2020). Teaching and Learning After COVID-19. Inside Higher Ed. Available online at: <https://www.insidehighered.com/digital-learning/blogs/learning-innovation/teaching-and-learning-after-covid-19> (accessed October 6, 2020)

⁴⁸ A. Parrocha, (2020). HEIs May Hold Limited Face-to-face Classes in MGCQ Areas. Quezon City, PH: Philippine News Agency.



Commons, an online education platform DepEd developed to support alternative modes of learning, and (3) delivery of lessons or self-learning modules via radio and television. The specific guidelines on the implementation of distance learning, however, are still under review.⁴⁹

Private universities and institutions have likewise adapted to the limitations imposed by the pandemic and are poised to go either fully online, blended learning, or scheduled in-person classes in case the government lifts quarantine measures. In July 2020, DLSU adopted an alternate mode of education that is technology-enabled dubbed Lasallians Remote and Engaged Approach for Connectivity in Higher Education (R.E.A.C.H). R.E.A.C.H emphasizes the importance of engagement between faculty and students and offers three different delivery modes: (1) fully online (synchronous and asynchronous), and whenever possible (2) hybrid (blending of online and face-to-face), and (3) face-to-face. All online academic tools and materials are organized and made accessible via the university's learning management system (LMS), AnimoSpace.⁵⁰

Similarly, ADMU piloted the Adaptive Design for Learning (ADL). ADL combines three different modes of delivery: (1) online, and, whenever possible, (2) blended, and (3) face-to-face; and offers uniquely designed courses that suit faculty style and respond to learner's needs and contexts. The curricula materials

⁴⁹ B. Magsambol, (2020). FAST FACTS: DepEd's Distance Learning. Pasig, PH: Rappler.

⁵⁰ De La Salle University (2020b). Lasallians R.E.A.C.H. Available online at: <https://www.dlsu.edu.ph/lasallians-reach/> (accessed October 6, 2020).



are hosted in AteneoBlueCloud, an online platform branded as the university's virtual campus.⁵¹

Meanwhile, UST through its learning management platform, UST Cloud Campus implemented an Enriched Virtual Mode (EVR) that combines both online (synchronous and asynchronous) and offline strategies to ensure accessibility and flexibility in learning. Other than team-teaching, the approaches in EVR include a combination of the following: (1) complementing of professional competencies with industry partners and alumni interactions, (2) collaborative online learning with foreign partner institutions, and (3) remote encounters with community partners.⁵²

Finally, the University of the Philippines System shifted to blended learning using already existing platforms like University Virtual Learning Environment (UVLE), and UP Open University (UPOU). UPOU maximizes online learning and distance education and also offers free special courses in online learning. UP College of Education presented an Education Resilience and Learning Continuity Plan (ERLCP) to help schools transition to an alternative learning environment. ERLCP recommends enacting flexible learning options that are learner-centered and are made available in various modes of delivery such as face-to-face instruction, remote learning, and blended learning.⁵³

⁵¹ Ateneo de Manila University (2020). Adaptive Design for Learning (ADL). Quezon City, PH: Ateneo Salt Institute.

⁵² P. Alejandrino, (2020). UST Implements 'Enriched Virtual Mode' Next Academic Year; Extends Financial Assistance. Manila, PH: TomasinoWeb.

⁵³ University of the Philippines - College of Education (2020). Education Resilience and Learning Continuity Plan. Quezon City, PH: University of the Philippines - College of Education.



Foreign Studies

Previous research shows inconsistent relationships between parent involvement and academic achievement and often asks why such inconsistencies occur. The research proposes a theoretical model that separates parent involvement into those practices linking parents to children and those practices linking parents to other adults in the school environment. The researcher hypothesizes that parent-child (i.e. discussion and monitoring) and parent-school (i.e. educational support strategies and Parent Teacher Organization involvement) practices will differentially affect student attitudes (educational expectations), behaviors (absenteeism, homework, truancy), and achievement (math and science).

Using a national survey conducted in the United States of schools and students, the National Education Longitudinal Study (NELS:88), The research estimates a series of hierarchical models to test the direct and indirect effects of parent involvement on student attitudinal, behavioral and academic outcomes. Findings confirm that parent-child and parent-school involvement practices differentially influence student attitudes and behaviors, thereby indirectly affecting student achievement – to varying degrees.⁵⁴

Construed most broadly, parent involvement is any action taken by a parent that can theoretically be expected to improve student performance or behavior. In other words, parent involvement consists of those actions that help

⁵⁴ Ralph B. McNeal, Jr. (2016), "Parent Universal Journal of Educational Research, 2 (8).



a child meet or exceed the norms or expectations of the student role and encompasses parent-child, parent-teacher, and to some degree parent-parent relations. Given the breadth of the topic, it is not surprising that research findings have been largely inconsistent.

While much research supports the claim that parent involvement leads to improved academic achievement,⁵⁵ other research indicates that parent involvement is associated with lower levels of achievement or has no effect on achievement.⁵⁶ Additionally, parent involvement's effect on academic achievement has been found to vary by the minority and/or social status of the student, (by gender), and (by immigrant status). Finally, many studies find positive, negative, and/or no associations between parent involvement and academic achievement within the same study. Surprisingly, the contradictory findings are remarkably consistent and cut across grade level, measure of academic achievement, and time (spanning the middle 1970s to the late 2010s).

Aside from individual studies, there have been three comprehensive reviews or meta-analyses conducted in family situations, family time, work schedules, and other responsibilities, allowing minimal time to provide support in any one given area.

⁵⁵ Lee, J. and N. Bowen. (2016). "Parent Involvement, Cultural Capital, and the Achievement Gap among Elementary School Children." *American Educational Research Journal*, 43(2): 193-218. Patel, N. 2016. "Perceptions of Student Ability: Effects on Parent Involvement in Middle School." *Dissertation Abstracts International: Section A. Humanities and Social Sciences*, 67(3-A), 838.

⁵⁶ Domina, T. 2015. "Leveling the Home Advantage: Assess-ing the Effectiveness of Parent Involvement in Elementary School." *Sociology of Education* 78: 233-249, El Nokali, N., H. Bachman and E. Votruba-Drzal. 2019. "Parent Involvement and Children's Academic and Social Development in Elementary School." *Child Development* 81(3): 988-1005.



Although it seems that parental involvement is the research topic of many domestic and foreign studies, there is still concern regarding parental involvement and what constitutes effective parental involvement in the education of students. Educators, parents, and community members may have different opinions regarding effective involvement practices and the ways each can contribute to the educational process.

Parental involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. Several studies indicate increased academic achievement with students that have involved parents.⁵⁷ Studies also indicate that parental involvement is most effective when viewed as a partnership between educators and parents.⁵⁸ By examining parents' and teachers' perceptions, educators and parents should have a better understanding of effective parental involvement practices in promoting student achievement.

Numerous researchers such as Berger, Epstein, and Henderson and Mapp⁵⁹ have studied parental involvement and its effects on the educational process over the years. A leading researcher of parental involvement is Joyce Epstein, the founder and director of the National Network of Partnership Schools

⁵⁷ Epstein, J.L. (2012). In *School, family, and community partnerships: Your handbook for action* (3rd.). USA: Corwin Press. Whitaker, T., & Fiore, D. (2012). *Dealing with difficult parents*. Larchmont, NY: Eye on Education.

⁵⁸ Davies, D. (1996). Partnerships for student success. *New Schools, New Communities*, 12(3), 13, Ibid

⁵⁹ Ibid,



at Johns Hopkins University. With numerous studies and work in over 100 publications, Epstein focuses on school, family, and community partnership programmes that will improve policy and practice in an effort to increase student academic achievement and student success. Epstein has identified a framework which containing six important factors with regard to parental involvement. This framework is based on findings from many studies of what factors are most effective with regard comes to children education.⁶⁰ Those six factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.

- **Parenting** – includes all of the activities that parents engage in to raise happy, healthy children who become capable students. Unlike teachers, whose influence on a child's is relatively limited, parents maintain a life-long commitment to their children. Activities that support this type of involvement provide information to parents about their child's development, health, safety, or home conditions that can support student learning. Includes: parent education and other courses or training for parents, family support programmes to assist families with health, nutrition, and other services, home visits at transition points to elementary, middle, and secondary school.
- **Communicating** – Families and schools communicate with each other in multiple ways. Schools send home notes and flyers about

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Ibid.



important events and activities. Parents give teachers information about their child's health and educational history. A school website is an additional mode of communication with parents and families. Includes: conferences with every parent at least once a year, language translators to assist families as needed, regular schedule of use-ful notices, memos, phone calls, newsletters, and other communications.

- **Volunteering** – applies to recruiting and organising help and support from parents for school programmes and students' activities. There are three basic ways that individuals volunteer in education. First, they may volunteer in the school or classroom by helping teachers and administrators as tutors or assistants. Second, they may volunteer for the school; for instance, fundraising for an event or promoting a school in the community. Finally, they may volunteer as a member of an audience, attending school programmes or performances. Includes: school/classroom volunteer programme to help teachers, administrators, students, and other parents, parent room or family center for volunteer work, meetings, and resources for families, annual postcard survey to identify all available talents, times, and locations of volunteers.
- **Learning at home** – pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular-related decisions and activities. Parents helping their



children with home-work or taking them to a museum, are examples of this type of involvement. These activities produce a school-oriented family and encourage parents to interact with the school curriculum. Activities to encourage learning at home provide parents with information on what children are doing in the classroom and how to help them with homework. Includes: information for families on skills required for students in all subjects at each grade, information on home-work policies and how to monitor and discuss schoolwork at home, as well as family participation in setting student goals each year and in planning for college or work.

- **Decision making** – refers to including parents in school decisions and to developing parent leaders and representatives. Parents participate in school decision making when they become part of school governance committees or join organizations, such as the parent/teachers association. Other decision-making activities include taking on leadership roles that involve disseminating information to other parents. Includes: active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation, independent advocacy groups to lobby for school reform and improvements, networks to link all families with parent representatives.
- **Collaborating with the community** – pertains to identifying and integrating communities’ services and resources to support and



strengthen schools, students, and their families. Includes: information for students and families on community health, cultural, recreational, social support, and other programmes/services, information on community activities that link to learning skills and talents, including summer programmes for students. Each of these factors can lead to various results for students, parents, teaching practices, and the school climate. In addition, each factor includes many different practices of partnership. Lastly, each factor poses challenges to involve all families and those challenges must be met. That is why Epstein⁶¹ considers it to be significant for each school to choose what factors are believed to be most likely to assist the school in reaching its goals for academic success, and to develop a climate of alliance between homes and the school. Even though the primary focus of these six factors is to promote academic achievements, they also contribute to various results for both parents and teachers.⁶²

Local Studies

According to the study of Puna,⁶³ homeschooling as an educational approach has been practiced in the Philippines for the past decades. It is an institutional social relations that are imbued with norms of trust in both part of the

⁶¹ Epstein, J. (2012) "Effects on Student Achievement of Teachers' Practices of Parent Involvement." *Advances in Reading/Language Research*, 5, 261-276.

⁶² Ibid

⁶³ Puna, Vilma, (2020). *Homeschooling Concerns of Parents during the COVID-19 Pandemic Crisis and School's Commitment to the Department of Education's (DepEd) Basic Education Program*, an unpublished Thesis, St. Dominic Savio College, Caloocan City



school and parents, their obligation or reciprocity, as a form of education and social capital.

In this kind of situation, the parents invest their time, attention and resources in their children with the expectation of a return- their children's better performance in school.

Using this partnership education framework is today the instructional strategy that all schools observed because of the COVID-19 crisis. To implement this academic framework, the Department of Education (DepEd) issued the Basic Education Learning Continuity Plan (BL-ICP), in response of the challenges posed by COVID-19 in the field of education.

This BE-ICP, covers the essential requirements of the partnership between the school and parents, including the community, for all public and private schools as a result of the academic crisis since March of 2020. Although, the most essential instructional competencies and strategies, like using blended-online strategies, and other multiple learning modalities for teachers, school lessons, and learners are required, there are also health standards and safety measures to be observed while learners are homeschooled.

This study comprising of 7 school administrators, 45 elementary school teachers, and 60 parents of a public elementary school in District II-B of Antipolo City, the Bagong Nayo IV Elementary School was the setting of the study.

It was both descriptive and qualitative because it describes the current situations, issues and concerns that affect the delivery of the basic education programs of an elementary school of a City in Metro Manila, Antipolo City.



With the use of validated sets of survey questionnaire, the researcher together with the school administrators and teachers and parents were able to generate the data needed to answer the specific questions raised during the conduct of the surveys using online, ZOOM, and interactive approach that took her almost a month.

The following were the findings of the study of Puna:

1. The implementation of the essential education requirements under the DepEd's Basic Education Learning Continuity Plan (BE-LCP) were found very highly acceptable to both school administrators ($\bar{X}=4.55$); and teachers ($\bar{X}=4.63$), but only highly to the parents ($\bar{X}=4.37$). All of them considered very highly acceptable six (6) of the BE-LCP guidelines; from the use of blended-modular approach ($\bar{X}=4.95$), to the use of distance-fully online instruction ($\bar{X}=4.50$); and the five (5) implementing instructional strategies on high level of utilization.

2. Much concern was felt by the three (3) groups of respondents during the academic crisis, that they not only prompted, but have accepted homeschooling of their children due to the world crisis, the COVID-19. They expressed much concern, thus, welcome and comply to the initiatives of the DepEd to have all the students observe their teaching-learning process beyond the classroom

3. All these groups of respondents very strongly agreed on the seriousness of the issues and concerns they encountered as exhibited in the overall obtained means of $\bar{X}=4.80$ (by the school administrators); $\bar{X}=4.96$ (by the elementary school teachers); and $\bar{X}=4.95$ (by the parent respondents). All of them or 100 percent disclosed they met very serious problems as they complied to the



implementation of the education requirements from their dissatisfaction with how school is managed and the instructional/ pedagogical concern which generated the perfect mean of \underline{X} =5.00, each; to the issues on school curricular and academic programs and religious and moral issues with \underline{X} =4.83, overall means for each.

From these perspectives and given the strong consensual concerns of the school, there was a indeed for the school to commit itself to developing a strong parental partnership which involves parents in their children's academic studies.

4. The three (3) groups of respondents very highly endorsed the seventeen (17) major recommendations to ensure the continuity alternative to the Basic Education Continuity Plan as reflected in the overall means of \underline{X} =4.88 by the first group of respondents followed by \underline{X} =4.93 by the second group; and \underline{X} =4.92 by the parents which concentrated on ten (10) recommendation garnering perfect mean of \underline{X} =5.00, from pilot testing and inspection to be...to consider distance (remote learning as a complement and not a replacement for school enrolment, etc. and the remaining (7) recommendations to be highly endorsed.

These recommendations and suggestions were indeed wider in scope and they encompassed not only the academic requirements of the school, but also the safety health, mental, behavioral and attitudes of the learners, still focusing on the total development of the learners during the crisis.

Therefore, she concluded

1. The implementing guidelines of the DepEd's Alternative Basic Education Learning Continuity Plan (BE-LCP) of the school, under study on homeschooling



was found highly acceptable to the school administrators, teachers, and the parent respondents.

2. All the groups of respondents very highly agreed they experienced very serious issues and concerns on the management schools because of limited budgetary allocations and material instructional resources and techniques as they opened the school for homeschooling of the students because of the academic crisis.

3. The school administrators, teachers, and parents were much concerned ($\bar{X}=4.18$) of the COVID-19 that they not only prompt, but also welcome the homeschooling of their students during this academic crisis.

4. The three (3) groups of respondents very highly endorsed more than the majority (10 or 58.82 percent) of their recommendations and suggestions focusing on considering remote or distance education concentrating on the teaching-learning process using blended-online instruction and providing additional budgetary allocation of the government observing health and safety measures, mental and behavioral as well as the attitudes of the learners during this pandemic crisis.

Finally, Puna offered the following recommendations which she hopes to impact the now- homeschooling techniques of the school:

1. Strengthen the school partnership with parents in the process of homeschooling their children to help remedy the problems of decreasing quality of academic performance of the children in school, especially, in the areas of reading, science and mathematics, and minimize the other academic concerns as to the



need for the school to go on blended-online instruction because of the COVID-19 pandemic.

2. The schools should address the challenge of homeschooling in the midst of a still uncontained academic crisis by using variety of information communication tools (ICTs), in the likes of blended-online learning complimented in the written modules, online classes; webinar, Zoom/Google classroom, and lessons/ aired via radio and television, and other more practical modes of instruction.

3. The Department of Education (DepEd) should review its Basic Education Learning Continuity Plan (BE-LCP) implementing guidelines because there are loopholes as regards how the government will continuously finance the project (since time is the basic in the plan), Thus, a more strategic plan of action should be lay down to the specifics: budgetary allocation, training, retraining and reskilling the teachers; upskilling the learners, even parents, role of parents in homeschooling, restructuring the modules, hiring of educator-specialists in curriculum and curriculum development and critics, increased compensation and benefits of teachers; and finally, partnering with IT companies/ organizations for access and improved internet services.

4. Supplement interactive instruction to places where internet services are poor or not available by using radio and television stations that can supplement the instruction that would be given online or even, if there are no gadgets, internet, self-learning kit/ packs, etc. the use of these cited modes will help and have lessons accessible to the learners.



A review of the learning continuity plan of the schools in the Division of Antipolo City in terms of how it addresses both the common and unique needs of the students arising from the variety of instructional approaches used and the results of the use of the modular learning modalities, which have become controversial, was further recommended for other researchers to study for more strategic instructional inputs in this time of academic crisis.

Following Puna's study, another study on "MOTIVATIONAL PRACTICES OF PUPILS' PARENTS ALONG TASK IMMERSION AND TASK- EXTRINSIC INDUCEMENT" by Pamilan (2018) ⁶⁴ revealed that parents of grade four, five and six pupils of Dingalan Central School, Dingalan, Division of Aurora during the school year 2017-2018 were the participants. Only mothers considered as participants as most of the time the mothers are with their children. Further, observations disclosed that mothers are usually the ones who regularly attend PTA meetings. The study was limited to parental motivational practices in terms of their task immersion and task extrinsic inducement. Profile variables were limited to parents' age, number of children, occupation, and educational attainment. Statistical treatment of data was confined to the frequency count, weighted mean, Pearson Product Moment Correlation Coefficient, and one-way analysis of variance. Scatter diagram was used to illustrate graphically the relationship between pupils' academic achievement and parental motivational practices. Based from the findings of the study, the following findings were arrived at:

⁶⁴ S. Pamilan, M. Guerrero (2018), Motivational Practices of Pupil's Parents Along Task Immersion and Task-Extrinsic Inducement. Research Journal. p (1-2)



Majority of the parents sometimes employed motivational practices in terms of task immersion and rarely practiced task extrinsic inducement. The parents did not differed in their motivational practices in terms of task extrinsic inducement; however, they differ in their task extrinsic inducement across age. Pupil's academic achievement was not significantly related to parents' motivational practices as utilization is limited; however, there were cases that academic achievement of the pupils was affected by the task immersion and extrinsic motivation the parents employed.

It is important to consider the contribution of the family environment to academic success among children given that the home is the major ecological setting.

The unfolding of the child's potentialities is not solely influenced by his teachers. The home lays the foundation of human character but the school provides opportunities for its further enhancement. The activities in school are designed to promote maximum development of the child's potentials.

The parents in general have a significant influence on the child's growth intellectually as a person. Their work of educating their children is a subsidiary task. In other words, they must help the children help themselves, avoiding both protectionism and possessiveness. In the education of the children, the home and school are the most influencing factors. The home is the first school of the child, and the parents are primary educators. Family relationships play an important role in an individual's life pattern from early childhood through adulthood.



On the other hand, the school has a special importance in the education of the youth because of its educative function. Furthermore, it exerts influence on the child being the place where he spends most of his times. The parents, however, cannot fully entrust the responsibility of educating their offspring in the hands of the teachers. It is the duty of the parents to cooperate with teachers in every effort to promote the complete physical, social, and intellectual development of the child.

Parent-child relationships determine the type of pupil is in school. The pupil is in school. The pupil in school is a reflection of the type of home the pupils comes from. Favorable parent-child relationships to an extent enhance a pupil's repertoire of his behaviors that aid the pupil in his interactions with peers, teachers, people in authority, and other significant people.

Foundations for inner strength in character and personality are generally laid down by parents in the home. These have a profound influence not only on the pupil but also in his interactions with others in school and in the community. These foundations may be favorable or unfavourable depending on the quality of parent-child relationships laid down earlier. Favorable parent-child relationships cloak the child with feelings of self-confidence and security. Feeling loved and wanted motivates the child to behave in a way that will intensify favorable attitudes and relationships.



On the study of Rosario ⁶⁵, the following were his findings:

1. The 20 school administrators and 98 elementary school teachers are female-dominated, married whose age range was between 41-45 years old (in the case of school administrators and teachers) and 31-35 years old (in the case of the parent respondents). While school administrators were mostly master's degree holders and the teachers were bachelor degree holders, the parents were mostly undergraduate.

2. The groups of respondents assessed the ten (10) encountered serious issues / concerns which were crucial in the parent-teacher partnership especially with added and increased responsibility barned out of the pandemic crisis that both have to closely work together for the welfare of the learners now that they are homeschooled as shown in 80 or 53.33 percent responses.

3. The application of ANOVA or F-test to determine if significant difference exists among the issues / concerns met by the groups of respondents, proved that the issues / concerns when these respondents are grouped across their demographic profile results to computed F which values are way above their critical values in across gender ($F=1.399$ vs. critical $F=0.237$); in across civil status ($F=3.061$ vs. $F=0.018$); and in across educational attainment ($F=0.036$ vs. $F=0.018$) which are all beyond the critical values, that the null hypothesis of no significant differences are rejected at $df = 4$ and 146 ; and at 0.05 alpha level.

⁶⁵ Rosario R. Rosario, (2021). Parent-Teacher Partnership for the Learners' Schooling Development: Basis for a Proposed Enhanced Home-School Partnership Model; an unpublished Thesis, St. Dominic Savio College, Caloocan City.



4. The key issues / concerns encountered were found not only very serious in funding to buy the much needed technology, lack of technological infrastructure, and new required level of digital literacy of all respondents, but also often serious in limited access to internet, online lessons, limited opportunities, and struggling teachers and parents who have limited know-how in the use of the new modalities in online teaching.

5. The Proposed Parent-Teacher Partnership Strategies, if adopted by the school under study and with the effective working relationship between school and home will help the learners not only cope up with their academics, but will also maintain their physical, mental, and social well-being.

From the salient findings, Rosario arrives at the following conclusions:

1. The parents and teachers can build a strong and effective working relationship because they are not only educationally qualified and concerned about the welfare of the parents and learners, but more so in imparting the much desired knowledge, skills and attitudes even values during this life's crisis.

2. Both the school administrators and teachers assessed the parent-teacher partnership often crucial in remote learning schooling during the 'new normal' since they were found to impact not only the academic teaching-learning process, but also on the physical, mental, emotional, and well-being of the students.

3. Significant difference exists in how parents and teachers assessed on how crucial was the parent-teacher partnership when these groups of respondents are grouped across their demographic profile since the obtained computed F-values are much greater than their critical F, that the hypothesis of no significant



reject $df = 4$ and 146; and at 0.05 alpha level are rejected. These indicate multiple and strong variances because there are factors that generated unprecedented results that affect greatly the delivery of quality education during this academic crisis.

4. There were issues / concerns identified and most of these were in limited resources (funding and physical infrastructures), weak / no internet connection, struggle with the use of technology that leave both teachers and parents helpless now that the learners are in distance learning and need digital literacy to cope up with the requirements of the school.

5. If the Proposed Parent-Teacher Work Partnership Strategies are adopted, the Model will become the foundation of the education system in the 'new normal'.

The following recommendations are offered by Rosario to further enrich this specific field of academic study:

1. There must be an intensive partnership of parents and teachers to both make them familiarize on the requirements of the 'new normal' so they can easily adopt whatever online teaching-learning modalities are needed in particular setting and situation.

2. Lay the foundation of what is the 'best practice' in the Parent-Teacher Partnership in distance education strategy using different modes of education techniques based on the different evaluation levels and across different settings.

3. The Department of Education (DepEd) should allocate adequate budgetary allocation for the training of school administrators and teachers; and in



partnership with the parents and communities for these stakeholders to provide and prepare them to the latest technological requirements and keep them concentrated to education system.

4. Retrain, retool, and reskill the school administrators and teachers to make them more proactive and skillful educators as they provide the much-needed platform that will serve as the springboard to a more advance and innovative educational engagement.

5. The Proposed Parent-Teacher Partnership Work Strategies should be sustained since this will help and lead students improve their academic performance across grade levels and across environmental and social settings.

Another study on “PARENT’S VALUATION OF SCHOOL AMBIANCE AND THEIR INVOLVEMENT IN SCHOOL ACTIVITIES AND PROGRAMS”, by Chiqui and Ramos (2018),⁶⁶ where participants were parents of grade four, five, and six pupils of Anyatam Elementary San Ildefonso North District, Division of Bulacan during the school year 2017-2018. The following hypotheses were tested: (1) Fathers and mothers and fathers do not differ in their perspectives of proactive involvement in school activities and their valuation of the learning ambiance and (2) The parents across age, occupation, educational attainment, and number of children do not differ in their perspectives of proactive involvement in school activities and their valuation of the learning ambiance. Results arrived at were the following: The majority of the parents’ perspective towards proactive involvement

⁶⁶ Chiqui M. Pascual and Magdalena M. Ramos (2018) Parents’ Valuation of School Ambiance and Their Involvement in School Activities and Programs. Research Journal p (88-89)



in school activities and their valuation of the learning ambiance. Mothers and fathers do not differ in their perspective towards proactive involvement in school activities and their valuation of the learning ambiance. Parents across occupation differ in their perspectives towards tend to be more determined for involvement and involvement in school activities. Parents across educational differ in their valuation of the learning ambiance where parents who have reached college education tend to be more favorable in their valuation of the learning ambiance.

If teachers view pupils as people with potentials, they are likely to see both the family and the community as partners with the school in the education and development of pupils. The school, the parents, and the community as partners should recognize their shared responsibilities for pupils, and they should work together to create better programs and opportunities for the pupils. The harmonious relationships among teachers themselves and the rapport they have with the pupil's parents and the community people spell the success of education spell the success of education. It is a necessity, a moral obligation, a professional responsibility among teachers to foster cordial interactions with everyone concerned in the educative process of children. When pupils enter the school, the duties and responsibilities to develop pupils which generally have rested on the shoulders of teachers are now going to be shared with the teachers. When parents and teachers are involved together in school programs and activities, such collaborative endeavors will ensure the favourable growth and development of the pupils. The role of parents and teachers are so vital in the education of the young. In this regard, the researcher strongly believes it is imperative that parents and



teachers establish a formidable collaborative endeavor if effective attainment of goals and objectives is highly desired.

The success of school processes, activities and other endeavours depends. To great extent, on the involvement of parents in the total development of pupils. Cooperative relationships between school authorities and teachers and with the parents of pupils are vital to the effective functioning of pedagogical processes and the delivery of instruction. The country as a democratic nation adheres to the philosophy that a school should be “school of the people.” The school exists because of the community and the people in it which composed generally the parents of the pupils. This calls for cooperative and collaborative relationships between parents and the teachers and school authorities.

Teachers in school cannot be expected to play the role as sole molders of the pupils’ character, personality, and behaviour. It takes the concerted efforts of teachers and parents to enable the school to become a positive force to effect a better quality of life among the pupils. It is, likewise, through the concerted efforts between teachers and parents that services in schools become more meaningful and significant.

It is the teacher’s duty to share classroom experiences with parents. Such approach enables to be well-abreast and fully informed of what take place in school. Parents may be awakened into a consciousness of what roles they can play towards the enhancement and improvement of their children’s development in school.



Parent's involvement in school activities enhances teachers-parents' relationships and leads to a better understanding of the basic needs of the pupils. It is the parents who create the perspectives which the pupils bring with them to the school setting. Parents are responsible for the emotional, social, and moral development of their children.

Finally, the study of Jimenez and Barga (2018)⁶⁷ on "PUPILS' SENSITIVITIES OF THEIR PARENTS' ENTHUSIASM, CONCERNS, AND CUSTOMARY PRACTICES IN A RURAL SETTING", have the participants were the Grades 4, 5, 6 pupils of Sapangkawayan, District of Dipaculao, Division of Aurora during the school year 2017-2018. Focus of the study was on pupils' sensitivities of their parents' enthusiasm, concerns, and customary practices. Two hypotheses were tested at .05 level: "Pupils grade level, gender, age, birth order and parents' educational attainment do not differ in their sensitivities of parents' enthusiasm, concerns, and customary practices" and "Pupils school achievement is not significantly related to the pupils' sensitivities of parent's enthusiasm, The following findings were arrived at: Majority of the pupils are moderate in their sensitivities of parents' enthusiasm, concerns, and customary practices. Pupils across grade level significantly differ in their sensitivities of parents' enthusiasm, concerns, and customary practices where grade six pupils tend to be more approving; pupils across father's educational attainment differ in sensitivities along parents' motivation where pupils whose fathers are college degree holders tend to

⁶⁷ Perly B. Jimenez, Marivic M. Barga (2018), Pupil's Sensitivities of their Parent's Enthusiasm, Concerns, and Customary Practice in a Rural Setting, Research Journal



be more approving; pupils across mother's educational attainment differ in their sensitivities along customary practices where pupils whose mothers are college degree holders tend to be more favorably receptive. Significant relationship exists between pupils' school achievement and their sensitivities of parents' motivation; no significant relationships exist between pupils' school achievement and concerns and customary practices. The three measures of pupil's sensitivities of parents' enthusiasm, concerns, and customary practices are interrelated.

The school needs the help and full support and cooperation of the parents, involving parents in all the school programs and projects has been the practice by school heads and classroom teachers of all levels and was proven important. But how to encourage them to be partners in the development of their children is always a problem to a school administrator as well as to the classroom teacher.

The home today is a powerful educative agent. The young child learns his language, his attitudes, and his values in the home. As the child grows older, he continues under pervasive dominance of the home as the educative agent. At home, he acquires a concept of his gender roles in society; he learns to like and dislike many people and things; he acquires a repertoire of facts and he develops many social and physical skills. More and more children and youth learn from one another, from their friend, and from their parents and relatives. If attempts are made to know each individual pupil in the school or in the classroom, the best manner is to explore the prevailing relationships between pupils and their parents. Significant information can be gleaned from the pupil's home and family which will help appreciate better who their pupils are.



Family relationships that meet early need of children, purvey attention and affection, model values, and practices discipline are significant provisos that bestow a wholesome and favourable development. It is the key to secure the scholastic prosperity of the individual. Children live with their families and go to school as well. Children express more comfort with school authority when the structure of classrooms resembles the authority practices they encounter at home. Unfortunately, teachers are not always sufficiently appraised of the environmental learning processes for each particular learner, something that would allow teachers to be more perceptive of the learner's needs or to their family foundation from which the learners approximate the school context and the educational materials.



CHAPTER III

METHODOLOGY OF RESEARCH DESIGN

This chapter discusses in detail the four (4) major components of a research design, namely: the method of research; the respondents and the sampling procedure used; the instruments and their descriptions; and the treatment of data and the statistical tools utilized in the interpretation of data.

Method of Research

The descriptive method of research was used in the study. The technique requires the use of survey instrument to gather the information and data on the prevailing or existing condition in the environment⁶⁸. It also explores the causes of particular phenomena.

According to Sanchez⁶⁹, through this method, the analysis of the present conditions may also lead one to identify the effectiveness of virtual reality navigational system strategy to the effective instructional strategy of the unschooling of the high school students using variety of online modalities in selected public high schools in the Division of City Schools (DCS), Manila.

The Respondents

There are three (3) major groups of respondents who will represent the selected public secondary schools in the Division of City Schools (DCS) of Manila. These schools also represent the different districts of the City to include: District

⁶⁸ Estolas, C. (2015). Basic Research. Quezon City: Abiva Publishing House.

⁶⁹ Sanchez, A (2012). Introduction to Research, Manila: Rex Publishing House.



II – Sergio Osmeña High School; District IV – Antonio Maceda Integrated School and Ramon Magsaysay High School; and District VI – Victorino Mapa High School.

Table 1 reports on the distribution of the responses from each group such as school administrators, high school teachers, and parents of the selected public schools of the City.

Table 1
Multi-Level Sampling of the Study

RESPONDENTS	P	p	%	Rank
• Sergio Osmeña High School				
- School Administrators	5	1	20.00	3
- High School Teachers	35	10	28.57	2
- Parents	20	12	60.00	1
Sub Total	60			
• Antonio Maceda Integrated School				
- School Administrators	5	2	40.00	3
- High School Teachers	35	16	45.71	2
- Parents	20	18	90.00	1
Sub Total	60			
• Ramon Magsaysay High School				
- School Administrators	5	2	40.00	1
- High School Teachers	35	10	28.57	3
- Parents	20	17	28.33	2
Sub Total	60			
• Victorino Mapa High School				
- School Administrators	5	2	60.00	2
- High School Teachers	35	9	25.71	3
- Parents	20	13	65.00	1
Sub Total	60			
- School Administrators	20	7	35.00	2
- High School Teachers	140	45	32.14	3
- Parents	80	60	75.00	1
GRAND TOTAL	240	112	47.67	



The following is the demographic profile of the groups of respondents with respect to their:

1.1 Gender

Table 2

Frequency and Percentage Distribution of the Groups of School Respondents Demographic Profile According to Gender

GENDER	N = 7 School Administrator			N=45 High school Teachers			N=60 Parents		
	F	%	R	F	%	R	F	%	R
Male	2	28.57	2	14	31.11	2	12	20.00	2
Female	5	71.43	1	31	68.89	1	48	80.00	1
Total	7	100.00		45	100.00		60	100.00	

Table 2 presents the gender information of the 112 participants of the study where the female registered the highest number of participants among the school administrators (5 or 71.93 percent); high school teachers (31 or 68.89 percent); and parents (48 or 80.00 percent) or a total of 84 or 75.00 percent female participants. The 28 or (25 percent) are male respondents of the study.

1.2 Civil Status

Table 3

Frequency and Percentage Distribution of the Groups of School Respondents Profile According to Civil Status

Civil Status	N = 7 School Administrator			N=45 High school Teachers			N=60 Parents		
	F	%	R	F	%	R	F	%	R
Single	1	14.29	2	10	22.22	2	9	15.00	2
Married	6	85.71	1	35	77.78	1	51	85.00	1
Widow/ Widower	0	0.00	3	0	0.00	3	0	0.00	3



Total	7	100.00		45	100.00		60	100.00	
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A glance at Table 3 has the married status overwhelmingly among the three (3) civil status category since the 6 (85.71 percent) of the school administrators; 35 (78.78 percent) teacher respondents; and 51 (85 percent) parents were all married or a total of 92 (82.14 percent) against 20 (17.86 percent) single status among the group of respondents.

1.3 Age Range

The age range of these groups of respondents was from below 25 years old, to above 56 years old.

Among the 7 school administrators, the plurality of them (3 or 42.85 percent) have their age range between 41-45 years old. Among the 45 teachers, theirs was between 31-35, years old while those of 60 parents, 9 (31 or 67 percent of them) were between 26-30 years old.

Table 4

Frequency and Percentage Distribution of the Groups of School Respondents Profile According to Age Range

Age Range	N = 7 School Administrator			N=45 High school Teachers			N=60 Parents		
	F	%	R	F	%	R	F	%	R
Below 25 years old	0	0.00	6	2	4.44	6.5	11	8.33	2.5
26–30 years old	0	0.00	6	11	24.44	2	19	31.67	1
31-35 years old	0	0.00	6	12	26.67	1	10	16.67	4
36-40 years old	2	28.57	2	8	17.78	3	11	18.53	2.5
41-45 years old	3	42.85	1	6	13.33	4	6	10.00	5
46-50 years old	1	14.29	3.5	3	6.68	5	3	5.00	6
51-56 years old	1	14.29	3.5	2	4.44	6.5	0	0.00	7.5
56 years and old	0	0.00	6	1	2.22	8	0	0.00	7.5



TOTAL	7	100.00		45	100.00		60	100.00	
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While the youngest of the school administrators was between 36-40 years old (2 or 28.57 percent), there were 2 (4.44 percent) of the high school teachers who just joined the teaching staff of the school with age range below 25 years old; and 11 (18.33 percent) of the parents were on the same range and quite young.

The oldest of the school administrator (1 or 14.29 percent) was between 51-56 years old, however, much older teacher with 1 (2.22 percent) was above 56 years old and nearing the retirement age. Nonetheless, there were 3 (5.00 percent) of the parents whose age range was between 46-50 years old.

1.4 Highest Education Attainment

Table 5

Frequency and Percentage Distribution of the Groups of School Respondents Profile According to Highest Educational Attainment

HIGHEST EDUCATIONAL ATTAINMENT	N = 7 School Administrator			N=45 High school Teachers			N=60 Parents		
	F	%	R	F	%	R	F	%	R
Bachelor's Degree	0	0.00	4.5	14	81.11	2	14	26.92	2
Master's Units	2	28.57	2	21	46.67	1	23	44.23	1
Master's Degree	4	57.14	1	9	20.00	3	13	25.00	3
Doctoral Units	1	14.29	3	1	2.22	4	2	3.85	4
Doctoral Degree	0	0.00	4.5	0	0.00	5	0	0.00	5
TOTAL	7	100.00		45	100.00		52	100.00	



Table 5 on the highest education attainment of the school administrators and high school teachers revealed while more than the majority of the school administrators (4 or 57.14 percent) were master's degree holders, the high school teachers numbering 21 (46.67 percent) or the plurality of them have units in the master's program. While 2 (28.57 percent) of the school administrators have only units in the master's program, there was one (1) (14.29 percent) who was also able to obtain units in the doctoral program. This was also evident in one (1) (2.22 percent) high school teachers who was pursuing her post graduate study. Noticeably, there were also 9 (20 percent) of these high school teachers who were full-pledged master's degree holders.

1.5 Present Position

Reported on Table 6 is the frequency distribution of the present positions of the individual groups of respondents. Among the 7 school administrators, 4 (7.69 percent) were high school principals; one (1) (1.92 percent) was a high school supervisor; and 2 (3.85 percent) department heads of the schools.

Table 6

Frequency and Percentage Distribution of the Groups of Respondents Profile According to Present Position

PRESENT POSITION	F	%	RANK
Principals	4	7.69	2
Supervisor	1	1.92	4
Department Heads	2	3.85	3



High School Teacher	45	86.34	1
TOTAL	52	100.00	

In addition, there were 45 (86.34 percent) high school teachers who responded online/chat/and even e-mailed and participated in the study. There was a total of 52 school respondents who participated in these online surveys.

Sampling Design

These groups of respondents were purposively and conveniently selected from a population of school principals, heads, coordinators, supervisors and administrator; high school teachers; and parents. As reported in Table 1 from a population of 20 school administrators, 4 or 35 percent participated. While 45 or 32.14 percent responded online, the 60 or 75 percent parents equally were respondents of the study. The researcher was able to generate a total 112 or 46.67 percent participation of the respondents where he used online/chat/internet connection and interviews during the two (2) months online gathering of his data.

The researcher was able to establish the criteria for generalization. His target population for the first group of the school administrators should be holding key administrative positions in the schools, must have been in their present position for at least three (3) years, accessible at the time of the survey. On the other hand, the second group of respondents should have been high school teachers and have at least three (3) year teaching experience in the city schools where they are presently assigned in Manila. Then, finally, the third group was composed of parents of the high school students who were conveniently chosen. This second



group was sampled from and were also conveniently chosen, especially, they are the high school teachers of the respective high schools in the City of Manila.

The researcher, in this crisis, also considered going online using different virtual modalities complemented with interviews, chats, etc. in the gathering of data once subjects are met and are available.

Survey Questionnaire

Four (4) separate and reinforcing sets of survey questionnaire were used to collect the data to answer the specific problems. The following is the composition of the survey instrument:

Part I. The Individual Profile of the Respondents. This section of the instrument gathered the personalistic attributes of individual respondents with regard to their gender, civil status, age range, highest educational respondents, present position, and years in present position.

Part II. Assessment of the School Administrators, Teachers and Parents as to Effectiveness of the Implementing Guidelines of the DepEd's Alternative Basic Education Learning Continuity Plan Strategy During COVID-19 Crisis.

Part III. Assessment on the Level of Secondary Schooling Concerns Experienced in the Implementation of the New DepEd's Alternative Deschooling Instructional Approach During the COVID-19 Pandemic.

Part IV. Issues Experienced by the School Administrators, Teachers, and Parents that Serve as Opportunities for the Schools to Implement the DepEd's Alternative Deschooling Instructional Approach.



These sets of questionnaire were adopted from the DepEd's Basic Education Continuity Plan which all public schools are to observe and implement; and those of the other researchers who conducted the similar studies.

In the process, the researcher underwent research process to validate his adopted sets of survey questionnaires for validity and reliability. First, establish the face validity of the instrument by having it reviewed by two (2) specialists on the subject matter and an expert on the question construction for local adaption. This was followed by pilot testing using at least 10 percent of the sample size, then, undergo clearing data to ensure that they are understood. Using principal component analysis (PCA) follows which allowed the prospective respondents to check if the underlying components are measurable and will validate what the survey is actually going to measure. Another public high school in District IV of Manila was used and not a participant in the study

For internal consistency, the researcher used a standard test, the Cronbach's Alpha (CA) with the help from a statistician who will compute for the test values of the question and when the test values range from 0 to 1.0, and at least results to 0.6 to 0.7 or higher indicates internal consistency, but if lower than 0.6, question/item maybe deleted or may need improvement. And finally, final revision of the survey questionnaire will be undertaken based on the information gathered and using Cronbach's Alpha.



Data Gathering Procedure

Once the researcher was able to get the approval of his panelists as regards the proposed title of his dissertation, series of research activities were undertaken to fulfill the requirements of the paper.

As per research procedure, as soon as the sets of survey questionnaire were completed, they underwent content validity where the researcher was more concerned with the scope and range items used to measure the expected compliance and acceptability of the DepEd's directives. Since the number and type of items are adequate to measure the construct of the study, she also sought the assistance of panel of experts – a school administrator and consultant, also his adviser, a statistician, and an expert in the field of administration and education – who were given copies of the instrument and the purpose and objectives of the study. They evaluated the sets of instruments and then determined if there was a need to add, delete or change in the items after their reviews. Their comments and suggestions for improvement and for technical presentation were considered. Then, the researcher rewrote and finalized the survey questionnaire for pre-testing in a public secondary school in the same district which is not the setting of the study. He, then, personally conducted the pre-survey using online approach.

Ethical Consideration

The elements of informed consent under the ethical principles was strictly observed: respect the decision of the potential participants/subjects, assurance of anonymity and confidentiality and right to privacy was protected. The Research Department of the Office of the Superintendent of the DCS, Manila also reviewed



the survey questionnaire to assess if questions raised in instrument merit and are in congruence with institution's procedures, policies and missions.

Validation Process

The following procedures were undertaken to validate the adopted sets of survey questionnaire.

Step 1: Establish Face Validity

This two-step process involves having the survey reviewed by two different parties. The first was a group familiar with the topic who can evaluate if your questions successfully capture the topic. The second review was from someone who is an expert on question construction, ensuring that your survey does not contain common errors such as leading, confusing or double-barreled questions.

Step 2: Run a Pilot Test

Select a subset of the intended survey participants and run a pilot test of the survey. Suggested sample sizes vary, although about 10 percent of the total population is a solid number of participants.

Step 3: Clean Collected Data

Enter your collected responses into a spreadsheet to clean the data. Having one person read the values aloud and another entering them into the spreadsheet greatly reduces the risk of error. Once data were entered, the next step was to reverse code negatively phrased questions.

Also double-checked minimum and maximum values was undertaken for overall dataset. If y a five-point scale is used and see a response indicating the number six, you may have an error with data entry.



Step 4: Use Principal Components Analysis (PCA)

Principal components analysis, or PCA, allows to identify underlying components that are being measured by the survey questions. These are known as factor loadings, and questions point back to the same elements should load into the same factors.

A factor loading scale runs between -1.0 and 1.0. Solid values to look for are factor loadings of 0.6 or above. The researcher occasionally ran across questions that didn't appear to load onto any factors, which may necessitate a question removal or separate analysis.

The overall goal at this stage is to determine what the factors represent by seeking out common themes in questions that load onto the same factors. You can combine questions that load onto the same factors, comparing them during your final analysis of data. The number of factor-themes you can identify indicates the number of elements your survey is measuring.

This step validates what the survey is actually measuring. For instance, several questions may end up measuring the underlying component of employee loyalty, a factor not expressly asked about in the survey but one uncovered by PCA.

Step 5: Check Internal Consistency

Review was also done to check the internal consistency of questions that load onto the same factors. Checking the correlation between questions that load



on the same factor measures question reliability by ensuring the survey answers are consistent.

To do this, a review of the internal consistency with a standard test known as Cronbach's Alpha (CA) was used. Test values range from 0 to 1.0, and values should generally be at least 0.6 to 0.7 or higher to indicate internal consistency. If you have a value lower than 0.6, some CA programs let you delete a question from the test to see if it improves consistency. If it does, you may want to consider deleting the question from the survey.

Like PCA, CA can be complex and most effectively completed with help from an expert in the field of survey analysis.

Step 6: Revise The Survey

Finally, revision was done on the survey based on the information you gathered from the principal components analysis and Cronbach's Alpha, ran across a question that didn't neatly load onto a factor, you can choose to delete it. If the question is an important one you'd rather not delete, you can always retain it and analyze it separately.

If only minor changes were made to the survey, it's likely to be ready to go after its final revisions. If major changes were made, especially if you removed a substantial amount of questions, another pilot test and round of PCA and CA is probably in order.

Treatment of Data



Once data were gathered, they were piled separately by groups of respondents by companies, then, summarized according to the specific questions posited in the data.

The data and returns were then treated using the following arithmetical and statistical tools::

1. Percentage. It is used as a descriptive tool which describes a part as a whole. The formula is:

$$\% = \frac{M}{n} \times 100$$

where:

m = number of respondents belonging to a certain category/
criteria

n = total number of respondents

2. Frequency. It is the actual responses to a specific question or item / category in the survey instrument.

3. Rank. It was utilized to show the position as importance of an item to the others.

4. Weighted Mean. It is used to measure the respondents' perceptions which are computed using the weighted mean. It is computed by multiplying each value in the group by the appropriate weight factors and the products are summed up and divided by the total number of the respondents. The formula is:

$$X = \frac{\sum (x_i \cdot w_i)}{n}$$



where:

\bar{X} = is the mean

Σ = is the summation of all responses of respondents

in a certain items

n = total number of respondents of the study

Data were interpreted using the Five-Likert Scale Method as the criteria which serve as the basis for interpretation of data. The concept of boundary of numericals were used following options and verbal interpretation.

<u>OPTION</u>	<u>VERBAL INTERPRETATION</u>	<u>SYMBOL</u>	<u>SCALE</u>
5	Very highly effective	VHA	4.5 – 5.00
4	Highly effective	HA	3.5 – 4.49
3	Moderately effective	MA	2.5 – 3.49
2	Least effective	LA	1.5 – 2.49
1	Not effective	NA	1.0 – 1.49

<u>OPTION</u>	<u>VERBAL INTERPRETATION</u>	<u>SYMBOL</u>	<u>SCALE</u>
5	Very much concern	VSA	4.5 – 5.00
4	Much concern	SA	3.5 – 4.49
3	Moderately concern	MA	2.5 – 3.49
2	Least concern	LA	1.5 – 2.49
1	Not concern	VSD	1.0 – 1.49



CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the discussions on the results of the study based on the specific questions raised in Chapter 1.

In particular, the following problems are raised:

1. How do the school administrators, teachers, and parents assess the effectiveness of the implementing guidelines of the Department of Education's (DepEd) Alternative Basic Education Continuity Plan Strategy during this academic crisis?
2. To what level of secondary schooling concerns made parents decide to continue deschooling their children during the pandemic crisis?
3. How serious are the concerns experienced by the school administrators, teachers, and parents as the schools implement the new DepEd's Alternative unschooling instructional approach during the COVID-19 pandemic?
4. What instructional management strategies are used by selected secondary schools to enhance the schools' continuity plan in implementing the virtual-blended instructional approach among high school students?
5. Based on the findings of the study, what choices should the System consider to address the impacts of the pandemic to put the school system on a solid footing to provide continuous quality online instruction?

After two (2) months of online and interactive surveys, the researcher, arrived at the following findings on:



Specific Problem No. 1

Assessment of the School Administrators Teachers and Parents on the Effectiveness of the Implementing Guidelines of the Department of Education's (DepEd) Alternative Basic Education Continuity Plan Strategy During this Academic Crisis.

The current pandemic brought about by the COVID-19 has resulted to the response of the DepEd's to issue the Alternative Basic Education Continuity Plan Strategy to address the academic issues confronted by all schools in the Philippines. One policy measure is to adapt the blended-online instruction in all the basic education programs and nature of education services schools offer to the students, from home-schooling, historical, special education, to regular classroom situations- using different responsive and relevant instructional techniques and platforms.

Table 7 presents eleven (11) alternative platforms schools offer and they are assessed by the groups of respondents. They are from using Webinar approach, to Total Analogy Learning (TAL).

Exhibited in Table 7 are the assessments in the effectiveness of the implementation of the seven (7) school administrators; 45 elementary school teachers; and 60 parents of the selected secondary high school students enrolled during the school year 2020-2021.

Their level of impressions as to the effectiveness in the implementation of the DepEd's guidelines on the alternative Basic Education Learning Continuity Plan of the Secondary Schools' contrasted with one another, as viewed from the:



Table 7



Table 7 (2)



1.1 School Administrators

Comparatively, as the school administrators had six (6) of the alternatives' implementing guidelines assessed to very high level of effectiveness as evidenced by the highest obtained means of perfect $\bar{X}=5.00$ in Blended Modular Instruction and Self-Learning Modular/ Course packs and took the rank of 1.5, succeeded by Webinar Approach using Blended Online-Instruction and Mixed-Online Learning MDL with ($\bar{X}=4.86$), Zoom/ Google Classroom Approach ($\bar{X}=4.71$); and in Digital/ Video Instruction ($\bar{X}=4.57$), respectively.

These multiple learning modalities which were posed to the school administrators which include Blended Modular Instruction and Asynchronous-Online Learning (AOL) ($\bar{X}=4.43$); Broadcast Classess through TV and radio ($\bar{X}=4.29$) Video Conferencing ($\bar{X}=4.00$) and Total Analog Learning (TAL)($\bar{X}=3.86$), were only found highly effective to the heads of the selected high schools in Manila.

1.2 Teachers

Meanwhile, the high school teachers of selected City high schools in Manila seemed to agree with the assessment of their school administrators as they had seven (7) of the multiple learning techniques to very high level of effectiveness to them, from Mixed-Online Learning MDL ($\bar{X}=4.98$) to Distance- Fully Instruction ($\bar{X}=4.56$); and of highly acceptable, from Broadcast Classess through TV and radio ($\bar{X}=4.44$), to Total Analog Learning (TAL) ($\bar{X}=3.98$), respectively.



These findings seemed to manifest very strong agreement that those concerned to effect effective teaching-learning outcomes are working hand-in-hand to bring about quality instruction even when everybody wants to relieve both parents and students of the overwhelming requirements of the education system.

1.3 Parents

However, the parents disagreed in some modalities outlined in the table since, they had six (6) of the learning platform assessed very highly effective, from Blended Modular Instruction (\underline{X} =4.86), to Video Conferencing (\underline{X} =4.50); and the remaining five (5) strategies to high level of effectiveness, from Broadcast Classes through TV and radio - Video Conferencing (\underline{X} =4.17) to Asynchronous- Online Learning (AOL) (\underline{X} =3.55); from rank 1 to 11.

The final obtained ratings of \underline{X} =4.63, by the high school teachers and (\underline{X} =4.55), by the school administrators to the highest level of assessment- very highly effective; was only highly to the parents (\underline{X} =4.13).

These conflicting views are expected to be expressed by the first two (2) groups of respondents since they are directly involved in the implementation of the DepEd's BE-LCP program and experienced the different situations/ encounters with what the schools have to do, need to do, and how to do the implementing guidelines. Unlike the parents, who assist their children who are in home schooling and are now on blended-online instruction, of their children, were not aware of the happenings in the schools.



Based on the reports of Secretary Briones (2020), this BE-LCP which covers the essential requirements of education in time of crisis with regard to homeschooling are not yet in, while learners in the Alternative Learning System (ALS) have been affected.

What more with the DepEd's recently decongesting the K-to-12 Curriculum was welcomed by the teachers, parents, and students since this build result to Most Essential Learning Competencies (MELCs) in basic education requirements for teachers to teach and students to learn.

Still, parental involvement is an important factor in successful homeschooling education that should be pushed though since they make a positive impact to a successful educational system.

Specific Problem No. 2

Secondary Schooling Concerns That Made Parents Decide to Continue Deschooling Their Children

The implementation of the Basic Education Learning Continuity Plan (**BE-LCP**) is in response to the challenges posed by COVID-19 in the field of education. These guidelines do not only cover the regular students, but also those who are home schooled under the Alternative Learning System (ALS)

Table 8 presents the twelve (12) homeschooling motivations and concerns that made parents decide to continue deschooling their children.



Table 8



Among the school administrators, they were very much concerned about health/ handicap/ special education issues (\underline{X} =4.86), Safety issues (\underline{X} =4.71), and Family life concerns (\underline{X} =4.57); and much concern in Value issues (\underline{X} =4.29), and Instructional/ pedagogical concerns (\underline{X} =4.00), School curricular and academic program issues, and Religious and moral issues (\underline{X} =3.86) each; Dissatisfy with how school is managed and Social issues (\underline{X} =3.71) each; Convenience issues (\underline{X} =3.57), and in Esteem issues (\underline{X} =3.53). However, they were only moderately concerned (\underline{X} =3.43) in employment issues.

While the school administrators were very much, much and moderately concerned, the teachers respondents were very much concern in four (4) homeschooling concerns from (\underline{X} =4.91 to Religious and Moral issues \underline{X} =4.56); much concern five (5) concern (from Values issues with \underline{X} =4.22, to Convenience issues with \underline{X} =3.55); and moderately concerned in Employment issues with \underline{X} =3.48; and least concerned in Dissatisfy with how school is managed with \underline{X} =3.33, respectively.

On one hand, the parents felt the home schooling of their children from very much concerned in five (5) aspects (from Health/ handicap/ special education issues with perfect mean of \underline{X} =5.00. to \underline{X} =4.50 in Instructional/ pedagogical concern); and much concerned (from Convenience issues with \underline{X} =4.48, to Employment issues \underline{X} =3.50), taking the ranks from 1 to 12.

On the overall, the individual means of \underline{X} =4.01 by the school administrators; \underline{X} =4.18 by the teachers; and \underline{X} =4.34 by the parents; all on the much concern verbal



interpretation and which findings are in keeping in what prompted the parents to push through with the home schooling of their children because of the instability of the situations. Wherefore the parents home schooled their children because of bullying school problems, like school situations left unchecked, textbooks and other instructional materials, and the quality of education; as a whole, this time, the academic pandemic triggered by the COVID-19 has resulted to adopting the different instructional strategies using different technological tools and modalities, and seeking additional budgetary allocation to update the education instructional resource tools, laptop for teachers to bring about quality education, now that these children are all now home schooled, is what the DepEd is doing to make learning for the new system possible.

Specific Problem 3

Seriousness of the Issues Experienced by the School Administrators, Teachers, and Parents as the School Implements the New DepEd's Alternative Deschooling Instructional Approach During the COVID-19 Pandemic

Currently, the Philippine education system is faced with serious problems of educating the learners and it has done its fair share to make home schooling work for everyone, both from the public and private sector.

Although, these are trying times for all, especially, the learners, their teachers, and parents, the schools are now faced with the biggest challenges on how to deliver instruction in the midst of a still uncontained pandemic.

Table 9





There are ten (10) issues that are experienced by all in the implementation of the DepEd's Alternative Deschooling Instructional Approach during this academic pandemic which range from Experience cost of platforms/ modalities, to Set of standards to benchmark teachers capability to prepare learners for highly digital academic environment.

True to form and assessment, all the groups of respondents (the school administrators, teachers, and parents) are in very strong agreement that these are concerns, listed in Table 10, which are all very serious ones.

A scrutiny of the distribution of responses, has shown that the issues in Experience cost of platforms/ modalities and Limited budget , were all very serious as they generated obtained means of perfect $\bar{X}=5.00$ each and were ranked 1.5.

Those which were also in the same verbal agreement were in Upskilling learners with virtual approach where an overall mean of $\bar{X}=4.93$ (from $\bar{X}=4.80$ and $\bar{X}=5.00$ for each) took the rank of 3 also under very serious level. Following obtained means of $\bar{X}=4.92$ in Use of different channels/ platforms (from $\bar{X}=4.86$, $\bar{X}=4.98$; and $\bar{X}=4.92$) took the rank of 4; Adequacy instructional materials which obtained the overall mean of $\bar{X}=4.91$ was ranked 5. Next in ranks were in Internet glitches with overall obtained mans of $\bar{X}=4.90$ succeeded by Limited teacher training with $\bar{X}=4.86$; then, by Set of standards to benchmark teachers capability to prepare learners for highly digital academic environment with overall obtained mean of $\bar{X}=4.85$ with the rank of 8; and finally, Unprepared teachers and Limited



localized face-to-face classes with overall obtained means of $\bar{X}=4.83$ each and were ranked 9.5, respectively.

The resulting overall individual means of $\bar{X}=4.96$ by the teachers; $\bar{X}=4.95$ by the parents; and $\bar{X}=4.86$ by the school administrators are all obtained means that suggest their very strong agreement that these are indeed very serious problems that confront all, especially, the education sector which government's solution to bring classroom beyond has been blended learning- a combination of written modules, online classes and lessons aired via radio and television; and using other platforms and modalities.

However, foremost of these issues which remain to be resolved are in the limited budget allotted to the DepEd and the expensive cost of the platforms and modalities, not to forget the internet glitches and upskilling both teachers and learners with virtual approach. While printed modules present a viable alternative, yet they have yet to reach all of their intended audiences. The lack of a DepEd delivery infrastructure has also left many teachers with the grueling task of personally delivering the modules to the homes of students, on top of their teaching load.

Likewise, teachers have also resulted to taking it upon themselves to coach parents on how to guide their children through their lessons using the printed modules. However, sad to say, many parents have confessed to feeling inadequate and ill-prepared for this new role, with some of them admitting to limited schooling and total lack of background in technology and use of gadgets.

These are indeed trying times for all.



Specific Problem No.4

Instructional Management Strategies Offered to Selected Public High Schools to Enhance the Continuity Plan in Implementing the Virtual-Blended Instructional Approach in the High Schools.

The learning continuity plan of the DepEd addresses both the common and the unique needs and concerns of students arising from the blended-learning approach consists of variety of online and modular distance learning modalities.

However, its implementation has met a lot of issues and concerns, Thus, the researcher offers the following sixteen (16) management instructional strategies to enhance the continuity of the alternatives to basic education learning programs. These are all endorsed very highly by the three (3) groups of respondents.

Using ranking to show its position importance, these respondents ranked 5 (the highest position with overall obtained means of perfect $\bar{X}=5.00$) or very highly recommended in Pilot testing and inspection to be undertaken jointly with the National Task Force Against Covid-19 to ensure the required health standards and protocol are working and possible glitches are addressed with $\bar{X}=5.00$; safe operations and focus on learning including for the most marginalized, well-being and protection of all concern, also with perfect $\bar{X}=5.00$ each; clear physical distancing and personal hygiene measures, equally with perfect $\bar{X}=5.00$ each; Equip teachers with new skills, create safer learning environments, and focus on learners who could be deprived of the opportunity to return to school, yielded perfect $\bar{X}=5.00$; Always observe the fundamental human



Table 10



Table 10 (2)



Table 10 (3)



rights to education and futures of the millions of learners also, generated perfect \underline{X} =5.00; making sure every child is included and learns and giving access to school-based health, hygiene and nutrition services, also with perfect \underline{X} =5.00 each, all on the very high level of endorsement.

Next in ranks (11.5) were in Schools should more than teach children how to read, write and count; nutrition, health and hygiene services; provide mental health and psychosocial support; and dramatically, reduce the risk of violence, teenage pregnancy and child marriage; and Consider partnership to provide both the policy and financial support for inclusive and equitable response which obtained overall means of \underline{X} =4.99 each. This is succeeded by staged reopening with attendance for only a few days a week, or for particular grades with \underline{X} =4.97 each, Consider low-tech and no-tech solutions for learners who have little or no access to online learning with \underline{X} =4.94, Seize the opportunity to open up better, use the new modalities created and experimented with during the crisis with \underline{X} =4.92; Make sure every learner is connected to the Internet with \underline{X} =4.91; Build more open and flexible education system program in the future with \underline{X} =4.90; Make careful choices based on health and social and economic considerations with \underline{X} =4.88; and Come out with new guidelines on reopening schools with \underline{X} =4.70; Need clear guidance at the national level to focus on safeguarding vulnerable students and staff with \underline{X} =4.64; Adopted personnel and attendance regulation with \underline{X} =4.60; and Focus on the remote learning opportunities to mitigate the current



description with $\bar{X}=4.64$, respectively taking the ranks from 11.5 to 22; still on the very high level of endorsement.

These findings have demonstrated the very high level of endorsement by the school administrators with overall mean of $\bar{X}=4.88$; by the teachers with $\bar{X}=4.93$; and even parents with $\bar{X}=4.92$, respectively.

It is not surprising since all are affected and are involved on how they can contribute much to continuing the alternatives to ensure the management instructional strategies continuously deliver the education requirements of the learners.

As all embraced for double workloads, infrastructures, tools and technology, it is worth mentioning in this paper the continuous and concreted efforts through the leadership of the DepEd, fastfacts indicate parents' preferred instructional learning modality for their children where: 8.8 million used modular approach; 3.9 million preferred blended instruction; 3.8 million want online; 1.4 million want educational T.V.; 900,000 prefer radio-based instruction; and 500,000 other modalities (DepEd,2020).

Because of the suspended face-to-face classes amidst continuing threat of COVID-19 pandemic, the DepEd has used the above-cited distance-learning approach. Most who prefer the modular approach serve on the "backbone" of distance and blended learning and also serve as the main instructional tool supplemented by TV, radio or virtual lessons.

With this academic crisis, one critical aspect of education is ensuring its quality. Its impact cannot still be measured. However, now that all learners are now



home schooled, its idea seems like a cure-all to many parents due to the advantage this type of education provides children can now avoid the many problems of schools have become known.

For one, the environment is less threatening, children can learn without fearing other students, aggressive or nasty teachers, and be under the constant supervision of parents. This will also allow the children to proceed at their own pace. If a child is weak in reading, mathematics, etc, a parent can focus lessons on these skills in favor of another skill that the child might grasp rather than easy. Here, the learners, guided by their parents, can now focus on learning.

Specific Problem No. 5

Choices of Department of Education (DepEd) Should Consider to Address the Impacts of the Pandemic to Set the School System on a Solid Footing to Provide Continuous Quality Online Instruction

Based on the findings of the study, the researcher offers after a thorough review and analysis of the assessment of academic situations, finally decides to endorse choices that it should consider, if it wants to address the impacts of the academic crisis on a solid educational policy framework to ensure that DepEd's only reason for being is to teach Filipino school children the correct knowledge, skills, attitudes, and values, it should focus on the three (3) R's: Relief, Recovery, and Rebuilding.



Throughout the coronavirus pandemic, we have made choices about how to sustain, or provide relief to, the education system. We have also had the opportunity to consider how best to proceed as system starts to recover, and how to rebuild the education by taking more decisive action on substantial, long-needed changes. Indeed, how well it tries to rebuild the education system to determine how well it addresses the impacts the pandemic has had on the human capital and how they are prepared, for shocks of this nature in the future.

As noted, students have seen their normal learning and development interrupted and disrupted. Inevitably, this will lead to lost ground during the pandemic, with disadvantaged students particularly vulnerable given the way that the pandemic has compounded large existing opportunity gaps. As a result, the System should set of targeted education interventions and comprehensive services to lift up disadvantaged children and reduce inequities as students move out from this pandemic.

This system plan should slowly tackle today's **three Rs—relief, recovery, and rebuilding**—with a phased three-stage process that must be properly funded at each stage.

Specifically, this three-pronged plan approach requires making the necessary investments to

- Put school systems on a solid footing to provide effective remote instruction and supports at scale as the crisis continues to play out (the “relief” phase);



- Make new investments to help schools and students compensate for lost time and ground during the period of quarantine (during the “recovery” phase); and
- Lay the foundations for a shift toward an education system that understands the complexity of education production and its multiple components, untaps children’s talents, works equally for all students, and reflects the value its places on education as a society (in the “rebuilding” phase).

This proposed course of action requires substantial amounts of resources and strong collaboration and effort.

If the present crisis is any indicator, competition for resources will be fierce. In fact, early indicators are that this public health crisis will pose enormous challenges for all, especially those responsible for over 90% of the school systems’ revenue. Moreover, this crisis is in a more difficult position than in any years of socio-economic crisis of the country.

With country’s budgets at historic crisis levels and the economy continuing to struggle, the prevailing narrative will likely be an even most severe version of “we can’t afford that” than what the country experienced in the most decades. It will therefore be more important than ever to meet that assertion with the fact that “we can’t afford not to.” All of the evidences have shown the country amassed demonstrates that not spending costs far more, and delivers far less, in the long run, than making the needed investments.



Underlying the fiscal barriers to making the needed investments in education is a lack of leadership at all levels that makes it very difficult to do what is needed.

So far, there has been insufficient, scattered attention to education from policymakers, but even that has had a marked political tone that fails to acknowledge challenges or provide required resources.

The following course of action can translate what the DepEd can do to further the challenge of the academic crisis:

Relief: Give schools urgent resources so that they can provide effective remote instruction and supports at scale during the pandemic

During the pandemic, schools have been challenged with not only fulfilling their main roles of educating the children but also serving as a key part of the safety net: Specifically, to some degree, schools have provided not just remote education but also support like online education services, health services, and counseling, and, in some cases, home visits. Given the fact the schools are not universally going to be resuming standard operating procedures in the foreseeable future, policies must be enacted to enable all schools to provide effective remote instruction and supports consistently, and at scale.

Congress must resume consideration of additional relief measures and pay more attention to schools and associated public supports, including child care, social services, food and nutrition supports, and physical and mental health care—devoting substantially larger shares of, and sufficient, funding to these needs. At a minimum:



- Every school must be equipped and have the necessary resources, in conjunction with both public and private community institutions, to feed children (and, as relevant, their families) for as long as the current crisis demands.
- Assist schools to provide counseling and other mental health supports should be expanded and extended to meet the large and growing needs of the students. These needed services include the various wraparound supports specific to physical and mental health services, and to countering the various negative impacts of the crisis on the mental and emotional health of both students and educators.
- Every school district must develop a system to monitor what its students need in order to be able to learn while remote education prevails. During the first months of the pandemic, the lack of preparation to cope with the lockdowns meant that many children lost access to the most basic needs. School districts must coordinate with state and local agencies and partner organizations to assess students' needs so that districts understand their students' situations and can respond accordingly.
- Every school district must be provided with resources and technical support to narrow the digital divide, in terms of both internet access and equipment (computers, tablets, etc.) Unlike during the first months into the pandemic, access to online education must be universal. Schools must be equipped to do needs-based monitoring of students' status in



terms of internet access; their access to computers and other technology tools for online learning; and students' capacity to make effective use of the tools they have. This type of diagnostic assessment of technology and access is critical to understanding the degree to which students can engage with instruction on a regular basis and is foundational to their ability to learn.

- The remote instruction students receive needs to be of high-quality, and to attend to unique needs including those of special-needs students and English learners. District and school leaders should provide teachers with the necessary training and preparation to avoid unstructured instruction and the kind of “trial-and-error” instruction many had to employ during the first months of the pandemic. District and school leaders should survey teachers as to the specific professional development and other supports they need to teach effectively in these adapted contexts, and Congress should allocate federal aid to ensure that all teachers obtain the needed support. Given that many teachers, like other “essential workers,” must balance instruction with attending to other household realities, including parenting their own children, Congress should ensure that support for child care is included in key relief measures.

In the “relief” phase, schools must also have the resources they need to safely operate with partial on-site instruction if the health protocols allow for doing so.



- Every school district must have established a plan to meet the COVID-19 required safety measures, following the guidance from public health experts and educators. These plans at the very least must include communicating, educating, and reinforcing appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff; maintaining healthy environments (e.g., cleaning and disinfecting frequently touched surfaces); repurposing unused or underutilized school (or community) spaces to increase classroom space and facilitate social distancing, including outside spaces, where feasible; developing a proactive plan for when a student or staff member tests positive for COVID-19; conducting case tracing in the event of a positive case; etc.
- Every school district must receive the resources to ensure the safety guidelines are disseminated, understood, and followed. Ensuring that guidelines are followed includes providing the financial resources and the equipment so that members of the school community are protected, the facilities are cleaned, and staff members have what they need to be safe.



Recovery: Provide extra investments to help students and schools make up lost ground as they return to in-school operations

When schools resume their operations back in the classroom, it will be critical to fully understand which students have been engaged and to what degree, how much they have learned, and where they have fallen behind. But for meaningful teaching and learning to take place, educators must first be able to assess their students' well-being and readiness to learn. Once they achieve that, educators will need sufficient, appropriate resources and tools to enable students to catch up and continue their development.

- School districts and the broader education system must prioritize diagnostic- and curriculum-embedded assessments, pausing or waiving upcoming state and other performance assessments to allow teachers to meet students where they are.
 - Careful use of well-designed diagnostic tests will be critical to preparing and equipping schools and teachers to do their jobs, which will include adjusting instruction as necessary, and thus to helping students make up for disrupted education.
 - These assessments can also provide critical help to teachers who are trying to prevent disengaged students from ending up dropping out of school.
 - Using diagnostic assessments to assess the needs of the pandemic can provide a model for



using assessments more appropriately in the future—i.e., as formative and informative tools of teaching and learning, rather than as evaluative tools of judgment.

- Teachers must receive training in interpreting diagnostic assessments and using them to enhance instruction.
 - Educators must receive training not just on diagnostic testing but also on benchmark testing, project-based learning, capstone projects, and performance assessments, with a focus on remote instruction and trauma-based instruction.
- School districts must implement strategies to retain highly credentialed teachers, especially those at high risk of not returning because of the coronavirus.
 - COVID-19 is expected to boost early retirements, especially among teachers who are closer to retirement and among those in the highest-risk groups, and voluntary attrition, especially among those teachers who faced major obstacles in their work during the first months of the pandemic. These risks could also affect other staff at schools (e.g., nurses, paraprofessionals, principals) and come at a time when more personnel are needed. Budget



constraints could further deplete the teaching and education workforces.

- Schools and teachers must anticipate the need for more personalized learning, especially in 2020–2021, with a particular emphasis on the students who experienced the most interrupted learning time and the greatest challenges during the coronavirus crisis.
 - Flexible approaches will be necessary: Children learn differently, and they underwent different challenges during the pandemic. Remote learning is less effective for children who are less prepared (i.e., without full access to computers and other equipment, without experience using devices for school work, with fewer supports, and with less likelihood of being engaged).
 - More intensive interventions and strategies will be needed for students identified as at heightened risk of dropping out altogether.
 - Providing more flexible and personalized interventions for students will require more, better, and targeted investments in professional development for teachers so that they are equipped to deliver personalized learning.
- Systems must be redesigned to support students' and teachers' social and emotional learning.



- The coronavirus crisis created serious challenges to students' well-being and development that require a response focusing on their social and emotional learning, health, and well-being.
- Through their positive relationships with students, and through more specialized knowledge about social and emotional learning (SEL), teachers can contribute to the social and emotional learning of students. Therefore, improving training and support for teachers, teachers' aides, and other school staff members in SEL will be critical to helping students regain their footing after the coronavirus crisis.
- Supporting students' social and emotional development will also require increasing the number of school nurses (clinics), counselors, social workers, paraprofessionals, etc., with a focus on both students' social and emotional learning and their mental and physical health. Other practices at school (curriculums, etc.) can be enhanced to support social and emotional learning.
- The education system must explore other strategies that will allow children to make up for their interrupted education, drawing on the literature review presented earlier in this report. For the 2020–2021 school year and summer:



- Schools should consider increasing both the amount and quality of learning time through a number of options, including extended schedules (in particular for those students lagging behind), summer enrichment programs that support the whole child, and staffing strategies that reduce class sizes and staff schools with sufficient and highly credentialed educators, including teachers' aides and tutors, whether in person or online.
- Schools should also consider ensuring access to and quality of online instruction, if online education is going to be used on its own or in conjunction with traditional instruction. In keeping with the recommendations in the “relief” section above, online instruction needs to be better tailored (especially for those who are least prepared), of high-quality, and accessible to all students. Similarly, schools need to provide supports for teachers who had not been prepared on how to use technology for instruction. Teachers should be enlisted in helping to create online instructional tools and policies. Finally, districts and teachers must apply “an equity lens,” to target tools and resources to students who experience the biggest opportunity gaps (i.e., students who lack digital access or



who suffer more from nutrition challenges or housing instability).

Rebuilding: Redesign the system to focus on nurturing the whole child and on equal provision of opportunities

Major crises provide unique opportunities to rethink the status quo. In the aftermath of the coronavirus crisis, policymakers must seize the opportunity to address structural problems in the educational system and invest new and different approaches. This should be a pathway toward establishing a system that ensures we meet the student, teacher, and school needs that we have been neglecting and make delivering excellence and equity in education the norm. Delivering equity in education requires addressing the major disparities in student outcomes by race and social class that arise in a system designed to deliver disparities in educational opportunities. The bottom line is, we must seize this moment to redesign the system to deliver the excellence and equity needed for every child to be able to thrive (Go, 2021).

- Education policy and systems must embrace a whole-child approach to education. The pandemic has crystallized the lack of sufficient balance in the types of instruction and supports that schools prioritize.
 - Going forward, the education system must better balance what we teach, how we teach it, and how we reward the full range of skills that matter for and define a child's development and education. The institutions that create education policy and practice must make many changes to



ensure that schools teach and reward the development of cognitive and socioemotional skills. The shift begins with recognizing that skills of both types are mutually supportive, not mutually exclusive.

- A whole-child approach to education would include policies and practices that also close both opportunity and enrichment gaps.
 - For example, a whole-child approach that embraces and employs a broader range of assessments, and uses these assessments for “formative and informative” purposes, rather than for judging and sorting students, would also go a long way to closing the gaps. This shift recognizes that traditional tests are designed to capture only a narrow slice of what children know and can do, and that these tests are biased toward the types of skills that are closely correlated with parents’ socioeconomic status, not necessarily, and not exclusively, children’s potential.
- Education policy must also acknowledge and address the impacts of poverty and of racial and economic segregation on students’ capacity to learn and on teachers’ abilities to do their jobs.



- School districts must conduct a detailed needs assessment of the district overall and of each school in the district, identifying where poverty and all other stressors that are intertwined with poverty impact the ability of children to learn, and mapping out community resources that can be leveraged to meet those needs. And it means working through a variety of channels (and with a variety of partners) to close the opportunity and enrichment gaps that have long impeded progress for low-income students, students of color, and students from immigrant families and communities.
- Education systems must tackle head-on the school- and district-based disparities that mirror and compound the disparities that children experience at home. In high-poverty schools, and in schools serving larger shares of minority students, there is generally less access to the education “inputs” that lead to good outcomes, whether it is highly credentialed teachers, access to after-school programs, access to AP classes, positive ways of dealing with discipline issues, etc. A broad range of tools and resources must be deployed to close gaps by types of school on all fronts, making education funding more adequate and more equitable.



- School systems and their community partners must also establish a flexible set of strategies to offer wraparound supports—such as health clinics, community gardens, and parenting classes—tailored to the specific features of the community and the diversity of the communities serving our 55 million students across the country.
- Administrators and institutions must treat teachers as professionals whose knowledge and experiences are a valuable resource for improving education.
 - All the institutions in the education system and society at large must value education and educators and treat teachers as professionals. Teachers' judgement is critical to identifying what children and educators need. School districts and education institutions must improve the types and usefulness of the professional development and supports offered to teachers, to allow them to keep up with advances in research on effective teaching and face the challenges of the job. Teachers must also be given more of a say in the decisions affecting their jobs and careers, from the materials they use in their classrooms to the types of training they receive. Valuing educators also includes paying them at a level commensurate with what similar college-educated workers earn in other professions.



Research shows that taking these steps can help attract professionals to teaching as a career and help prevent them from retiring or quitting their schools and the profession



CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study in capsule, the conclusions drawn from these findings, and correspondingly, the recommendations of the study.

SUMMARY

Unschooling the high school students is an educational approach which has been practiced since the COVID-19 pandemic in the Philippines for the past years. It is an institutional social relations that are imbued with norms of trust in both part of the school teachers, and parents, their obligation or reciprocity, as a form of education and social capital.

In this kind of situation, both the teachers and parents invest their time, attention and resources in their children with the expectation of a return- their children's better performance in school.

Using this homeschooling education framework is today the instructional strategy that all schools observed because of the COVID-19 crisis. To implement this academic framework, the Department of Education (DepEd) issued the Basic Education Learning Continuity Plan (BL-ICP), in response of the challenges posed by COVID-19 in the field of education.

This BE-ICP, covers the essential requirements of all concerned; between the school and parents, and between teachers and parents including the community, for all public and private schools as a result of the academic crisis since March of 2020. Although, the most essential instructional competencies and



strategies, like using blended-online strategies, and other multiple learning modalities for teachers, school lessons, and learners are required, there are also health standards and safety measures to be observed while learners are homeschooled.

This study comprising of 7 school administrators, 45 elementary school teachers, and 60 parents of selected public secondary schools in three (3) districts of the Division of City Schools of Manila has four (4) high schools as setting of the study.

It is both descriptive and qualitative because it describes the current situations, issues and concerns as well as choices that affect the delivery of the basic education programs of the high schools of the DCS, Manila.

With the use of validated sets of survey questionnaire, the researcher together with the school administrators, teachers, and parents were able to generate the data needed to answer the specific questions raised during the conduct of the surveys using online, ZOOM, and interactive approach that took him almost tow (2) months.

The following are the findings of the study:

1. The effectiveness of the implementation of the essential education requirements under the DepEd's Basic Education Learning Continuity Plan (BE-LCP) was found very highly effective to both school administrators ($X=4.55$); and teachers ($X=4.63$), but only highly to the parents ($X=4.37$). All of them considered very highly effective the six (6) of the BE-LCP guidelines; from the use of blended-modular approach ($X=4.95$), to the use of distance-fully online instruction



($X=4.50$); and the five (5) implementing instructional strategies on high level of utilization.

These groups of respondents seemed to differ in how the secondary school's preparedness to accept the different instructional strategies because of their limitation.

2. Much concern was felt by the three (3) groups of respondents during the academic crisis, that they not only decided, but have accepted homeschooling of their children due to the world crisis, the COVID-19. They expressed much concern, thus, welcome and comply to the initiatives of the DepEd to have all the students observe their teaching-learning process beyond the classroom

3. All these groups of respondents very strongly agreed on the seriousness of the issues they encountered as exhibited in the overall obtained means of $X=4.80$ (by the school administrators); $X=4.96$ (by the high school teachers); and $X=4.95$ (by the parent respondents). All of them or 100 percent disclosed they met very serious problems as they complied to the implementation of the education requirements from their dissatisfaction with how school is managed and the instructional/ pedagogical concern which generated the perfect mean of $X=5.00$, each; to the issues on school curricular and academic programs and religious and moral issues with $X=4.83$, overall means for each.

These impressions were exhibited in the overall obtained means of $X=4.80$ by the school administrators; $X=4.96$ by the teachers; and $X=4.95$ by the parents where very strong agreement was on the inadequacy of instructional tools,



($X=4.92$); upskilling both the teachers and learners with the use of virtual approach; with ($X=4.80$); and limited teacher training ($X=4.71$).

From these perspectives and given the strong consensual concerns of the schools, there is a indeed for theses schools to commit themselves to developing a strong parental partnership which involves parents in their children's academic studies.

4. The three (3) groups of respondents very highly offered the seventeen (17) instructional management strategies to ensure the continuity alternatives to the Basic Education Continuity Plan as reflected in the overall means of $X=4.88$ by the first group of respondents followed by $X=4.93$ by the second group; and $X=4.92$ by the parents which concentrated on ten (10) instructional management strategies garnering perfect mean of $X=5.00$, from pilot testing and inspection to be...to consider distance (remote learning as a complement and not a replacement for school enrolment, etc. and the remaining (7) recommendations to be highly endorsed.

These pedagogical management strategies are indeed wider in scope and they encompassed not only the academic requirements of the schools, but also the safety health, mental, behavioral and attitudes of the learners, still focusing on the total development of the learners during the crisis.

5. The Department of Education (DepEd) should consider to consider the impacts of the pandemic crisis to the academe by putting the System in solid framework to pursue the continuous quality online instruction guided by the three (3) R's: Relief, Recovery, and Rebuilding.



Conclusions

Based on the salient finding of the study, the researcher arrives at the following conclusions:

1. The implementing guidelines of the DepEd's Alternative Basic Education Learning Continuity Plan (BE-LCP) of the schools, under study on homeschooling of secondary schools was found highly effective to the school administrators, teachers, and the parent respondents.

2. All the groups of respondents very highly agreed they encountered very serious concerns on the management of schools because of limited budgetary allocations and material instructional resources and techniques as they opened the schools for homeschooling of the students because of the academic crisis.

3. The school administrators, teachers, and parents were much concerned ($X=4.18$) of the COVID-19 that they do not only decide, but also welcome the homeschooling of the students during this academic crisis.

4. The three (3) groups of respondents very highly offered more than the majority (10 or 58.82 percent) of their instructional management strategies focusing on considering remote or distance education concentrating on the teaching-learning process using blended-online instruction and providing additional budgetary allocation of the government observing health and safety measures, mental and behavioral as well as the attitudes of the learners during this pandemic crisis.

5. The Department of Education (DepEd) in the service of the Filipino people should re-consider the choice of evidence-based solutions for students'



education by adopting the three (3) R's: Relief, Recovery, and Rebuilding all the aspects of the education requirements of the Agency.

Recommendations

From the conclusions drawn, the researcher offers the following recommendations which he hopes to impact the now- homeschooling techniques of the schools in all levels:

1. Strengthen the school partnership with parents in the process of homeschooling their children to help remedy the problems of decreasing quality of academic performance of the children in school, especially, in the areas of reading, science and mathematics, and minimize the other academic concerns as to the need for the school to go on blended-online instruction because of the COVID-19 pandemic.

2. The schools should address the challenge of homeschooling in the midst of a still uncontained academic crisis by using variety of information communication tools (ICTs), in the likes of blended-online learning complimented in the written modules, online classes; webinar, Zoom/Google classroom, and lessons/ aired via radio and television, and other more practical modes of instruction.

3. The Department of Education (DepEd) should review its Basic Education Learning Continuity Plan (BE-LCP) implementing guidelines because there are loopholes as regards how the government will continuously finance the project (since time is the basic in the plan), Thus, a more strategic plan of action should be lay down to the specifics: budgetary allocation, training, retraining and reskilling



the teachers; upskilling the learners, even parents, role of parents in homeschooling, restructuring the modules, hiring of educator-specialists in curriculum and curriculum development and critics, increased compensation and benefits of teachers; and finally, partnering with IT companies/ organizations for access and improved internet services.

4. Supplement interactive instruction to places where internet services are poor or not available by using radio and television stations that can supplement the instruction that would be given online or even, if there are no gadgets, internet, self-learning kit/ packs, etc. the use of these cited modes will help and have lessons accessible to the learners.

5. Adapt and translate the proposed choice using the three (3) R's: Relief, Recovery, and Rebuilding not only for the schools to move forward and provide the much needed opportunities for calls of action of those involved to ensure schools continuously sustain their instructional strategies to all guided by the plan to give relief, recover, and rebuild to address the impacts of the pandemic to all.

A review of the learning continuity plan of the schools in the Division of City Schools of Manila in terms of how it addresses both the common and unique needs of the students arising from the variety of instructional approaches used and the results of the use of the modular learning modalities, which have become controversial, is further recommended for other researchers to study for more strategic instructional inputs in this time of academic crisis.



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**APPENDIX A.**

June 14, 2020

MARIA MAGDALENA M. LIM, CESO V
School Division Superintendent
Division of City Schools
Manila

Dear Madam:

Greetings!!!

The researcher respectfully requests approval to field his survey questionnaire to fulfill the last phase of his dissertation program entitled: **“SECONDARY SCHOOLING DURING THE PANDEMIC CRISIS OF SELECTED PUBLIC HIGH SCHOOLS IN THE DIVISION OF CITY SCHOOLS IN MANILA: IMPLICATION TO THE DELIVERY OF QUALITY ONLINE INSTRUCTION.”**

Attached are sets of survey questionnaire to gather the much-needed data to answer the specific problems of her study and which instruments, she hopes you find in order.

Thank you so much and the researcher looks forward to your kind approval. More Power!!!

Very respectfully,

(SGD) ALEXIS O. MARANAN
Researcher

Recommending Approval:

(SGD) LETICIA P. ATIENZA, Ed.D., DBA, Ph.D.



Adviser

APPENDIX B. SURVEY QUESTIONNAIRE

PART I-A. PERSONAL PROFILE OF THE COLLEGE ADMINISTRATORS,
TEACHERS AND PARENTS OF SELECTED HIGH SCHOOLS IN
MANILA

Name : _____

Sex: Male___ Female___

Present Address : _____

Civil Status:

- Single
 Married
 Separated, etc.

Age Range (Pls. check)

- | | |
|---|---|
| <input type="checkbox"/> Below 25 years old | <input type="checkbox"/> 41 – 45 years old |
| <input type="checkbox"/> 26 – 30 years old | <input type="checkbox"/> 46 – 50 years old |
| <input type="checkbox"/> 31 – 35 years old | <input type="checkbox"/> 56 and above years |
| <input type="checkbox"/> 36 – 40 years old | |

Highest Educational Attainment

- Bachelor's Degree
 With Master's Units
 Master's Degree
 With Doctoral Units
 Doctoral Degree
 Others, pls. specify

Present Position: _____

Number of Years in Present Position: _____

- | | |
|--|---|
| <input type="checkbox"/> Below 5 years | <input type="checkbox"/> 21 – 25 years |
| <input type="checkbox"/> 6 – 10 years | <input type="checkbox"/> 26 – 30 years |
| <input type="checkbox"/> 11 – 15 years | <input type="checkbox"/> 31 – 35 years |
| <input type="checkbox"/> 16 – 20 years | <input type="checkbox"/> 36 and above years |



PART II-A. ASSESSMENT ON THE EFFECTIVENESS OF THE IMPLEMENTING GUIDELINES OF DEPED'S ALTERNATIVE BASIC EDUCATION LEARNING CONTINUITY PLAN STRATEGY DURING COVID-19 CRISIS AMONG THE SELECTED PUBLIC HIGH SCHOOLS IN MANILA

Directions:

The current pandemic brought about by COVID-19 calls for blended-online homeschooling instruction in all school levels. The DepEd for its part issues the Basic Education Learning Continuity Plan to response to the crisis by using different responsive and relevant instructional techniques or platforms.

In this regard, please assess the level of effectiveness on how the following instructional techniques/ platforms are used in your school.

The following choices will guide you in your options as to the level of acceptability of the technique/platform used.

<u>OPTION</u>	<u>VERBAL INTERPRETATION</u>	<u>SCALE</u>
5	Very highly effective	4.5 - 5.0
4	Highly effective	3.5 - 4.49
3	Moderately effective	2.5 - 3.49
2	Least effective	1.5 - 2.49
1	Not effective	1.0 - 1.49

A. Alternative Secondary Unschooling Techniques/ Platforms Used

	5	4	3	2	1
1. Webinar Approach using Blended-Online instruction	—	—	—	—	—
2. Blended Modular instruction	—	—	—	—	—
3. Distance- Fully Online Instruction	—	—	—	—	—



4. Self- Learning Modular/ Course Packs	—	—	—	—	—
5. Digital/ Video Instruction	—	—	—	—	—
6. Broadcast Classes through TV and radio	—	—	—	—	—
7. Video Conferencing	—	—	—	—	—
8. Zoom/ Google Classroom approach	—	—	—	—	—
9. Mixed-Online Learning (MDL)	—	—	—	—	—
10. Asynchronous- Online Learning (AOL)	—	—	—	—	—
11. Total Analog Learning (TAL)	—	—	—	—	—
12. Others, pls. specify below:					
_____	—	—	—	—	—



PART II-B. SECONDARY UNSCHOOLING CONCERNS THAT MADE PARENTS DECIDE TO CONTINUE DESCHOOLING THEIR CHILDREN

Directions:

Parents have the fundamental rights to choose the education and the school for their children. It is a hallmark of a free society; thus, home schooling is a major component of their choice.

Today, homeschooling in all levels is a fast-growing educational alternative because parents have their reasons, be it personal, educational, behavioral or emotional, that they prefer their children to be schooled at home.

Listed below are some homeschooling concerns why parents would homeschool their children.

Please assess the level of preference, based on your personal and professional experience, on what the parents of your students.

<u>OPTION</u>	<u>VERBAL INTERPRETATION</u>	<u>SCALE</u>
5	Very much concerned	4.5 - 5.0
4	Much concerned	3.5 - 4.49
3	Moderately concerned	2.5 - 3.49
2	Least concerned	1.5 - 2.49
1	Not concerned	1.0 - 1.49

B. Secondary Unschooling Concerns to Deschool Learners	5	4	3	2	1
1. Dissatisfy with how school is managed	—	—	—	—	—
2. Instructional/pedagogical concern	—	—	—	—	—



3. School curricular and academic program issues	—	—	—	—	—
4. Family life concern	—	—	—	—	—
5. Religious and moral issues	—	—	—	—	—
6. Social issues	—	—	—	—	—
7. Safety issues	—	—	—	—	—
8. Convenience issues	—	—	—	—	—
9. Health/ handicap/ special education issue	—	—	—	—	—
10. Values issues	—	—	—	—	—
11. Esteem issues	—	—	—	—	—
12. Employment issues	—	—	—	—	—
13. Others, pls. specify below: _____	—	—	—	—	—



PART III. LEVEL OF CONCERN OF THE SECONDARY UNSCHOOLING THAT MAKES PARENTS DECIDE TO CONTINUE UNSCHOOLING OF THEIR CHILDREN DURING THE PANDEMIC CRISIS

Directions:

Please share your personal experience/ views/ concerns on the current issues experienced during the implementation of the new alternative unschooling techniques/ approaches in your school by checking the appropriate statement/ issue as to your level of concern where Number 5 is very much concern,to Number 1, not concern.

C. Level of Concerns Experienced by the Students During the Pandemic Crisis

	5	4	3	2	1
1. Experience cost of platforms/ modalities	—	—	—	—	—
2. Limited budget	—	—	—	—	—
3. Unprepared teachers	—	—	—	—	—
4. Limited teacher training	—	—	—	—	—
5. Limited localized face-to-face classes	—	—	—	—	—
6. Internet glitches/connectivity/no internet	—	—	—	—	—
7. Upskilling both teachers' learners with virtual approach	—	—	—	—	—
8. Use of different channels/ platform	—	—	—	—	—
9. Inadequacy of instructional materials	—	—	—	—	—
10. Set of standards to benchmark teachers capability to prepare learners for highly digital academic environment	—	—	—	—	—



11. Others, pls. specify

PART IV- PROPOSED COURSE OF ACTION OFFERED TO ENSURE THE CONTINUITY OF THE ALTERNATIVE TO THE BASIC EDUCATION LEARNING PROGRAMS

A. Course of Action Offered

- 1. Pilot testing and inspection to be undertaken jointly with the National Task Force Against COVID-19 to ensure the required health standards and protocol are working and possible glitches are addressed. _ _ _ _ _

- 2. Focus on the remote learning opportunities to mitigate the current disruption. _ _ _ _ _

- 3. Build more open and flexible education systems program in the future _ _ _ _ _

- 4. Consider low-tech and no-tech solutions for Learners who have little or no access to online learning _ _ _ _ _

- 5. Consider distance/remote learning as a complement and not a replacement for school enrolment. _ _ _ _ _

- 6. Schools should more than teach children how to read, write and count; nutrition, health and hygiene services; provide mental health and psychosocial support; and dramatically, reduce the risk of violence, teenage pregnancy and child marriage. _ _ _ _ _

- 7. Make careful choices based on health and _ _ _ _ _



social and economic considerations.	—	—	—	—	—
8. Come out with new guidelines on reopening Of schools.	—	—	—	—	—
9. Set framework in reopening of school based on:					
9.1 safe operations	—	—	—	—	—
9.2 focus on learning including for the most marginalized, well-being and protection of all concern.	—	—	—	—	—
10. Consider partnership to provide both the policy and financial support for inclusive and equitable response.	—	—	—	—	—
11. Consider common policy measures in lifting schools closure, such as:					
11.1 staged reopening with attendance for only- few days a week, or for particular grades	—	—	—	—	—
11.2 clear physical distancing	—	—	—	—	—
11.3 personal hygiene measures	—	—	—	—	—
11.4 adopted personnel and attendance regulation.	—	—	—	—	—
12. Need clear guidance at the national level to focus on safeguarding vulnerable students and staff.	—	—	—	—	—
13. Seize the opportunity to open up better, use the new modalities created and experimented with during the crisis.	—	—	—	—	—
14. Enjoy teachers with new skills, create safer learning environments, and focus on learners who could be deprived of the opportunity to return to school	—	—	—	—	—



- 15. Always observe the fundamental human rights to education and future of the millions of learners. — — — — —

 - 16. Commit to help to recover, to rebuild, and to reimagine the educational system in:
 - 16.1 making sure every child is included and learn. — — — — —
 - 16.2 giving access to school-based health, hygiene and nutrition services. — — — — —

 - 17. Make sure every learner is connected to the internet — — — — —
 - 18. Others, please specify below: — — — — —
-

It is the hope of the researcher that the results of this study will go a long way in helping other schools, both public and private, on how they will address this pandemic academic crisis to ensure not only the delivery of quality instruction, but also the health and welfare of the students.

ALEXIS O. MARANAN
Researcher

