

PARENTS' ROLES AND CAPABILITY AS TUTORS IN MODULAR-DISTANCE LEARNING

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Abstract

Parents play crucial roles in their children's education the in time of the Covid-19 pandemic. The purpose of the study was to ascertain the parents' roles and capability as tutors in Modular-Distance Learning. This study utilized the descriptive-survey method with 240 parent respondents using the purposive sampling from two public schools in the Division of Talisay City, Cebu. In addition, the researcher also used a self-made instrument which was validated to attain the purpose of this study. The gathered data from the survey was then statistically analyzed and computed using Statistical Package for Social Sciences (SPSS). The study revealed that the majority of the parents had reached high school level. The data further uncovered that parents sometimes comply with their roles and agreed that they have at least the capabilities to serve as tutors in modular-distance learning. Meanwhile, there was no

significant difference between the parent groups' roles and capability as tutors. Finally, using the Pearson R correlation, the data suggest that there is no evidence that parents' educational attainment could influence their capability as tutors. It is concluded that parents are doing their best to fulfill their roles and assist their children in these unprecedented times. Hence, educational institutions must orient parents on their significant roles in modular-distance learning modality and conduct further study on the influence of the new educational setting in the time of pandemic on parents' relationship with their children, their struggles and challenges, and their views about the other existing learning modalities adopted by the public and private schools.

Keywords: Capability, Modular-Distance Learning, Parents, Roles, Tutor

1.0 Introduction

The Corona Virus (Covid 19) pandemic changed the way teachers teach and the way students learn. It paralyzed all the educational activities that people were experiencing during the pre-pandemic era (Asio, et al, 2021). The traditional face-to-face classes shifted into the different learning modalities considering the lockdowns, social-distancing measures, and other health protocols established by the government to slow the spread of the virus, which has been infecting people worldwide more than a year now. The United Nations Educational, Scientific and Cultural Organization (UNESCO) reported that over 1 billion learners in 188 countries are affected by the pandemic (Bhamani et al., 2020).

To continuously provide quality education to its learners, the Department education came up with different learning modalities to be adopted by the schools. Among the various learning modalities offered, the Department of Education chose to adopt Modular- Distance Learning as the primary learning modality to be used in all schools nationwide, considering the socio-economic status of its learners, available technology, and internet connectivity.

The Department of Education, during the time of the pandemic utilizes distance learning to continuously educate learners all over the country. It defines distance learning as a “modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction.” The three learning modalities in distance learning are Modular-Distance Learning, Online Distance Learning, and Radio/TV Based Instructions (Quinones, 2020).

Despite all its efforts, the Department of Education has challenges in the implementation of distance learning considering the poor internet connectivity in the Philippines and the technological divide among learners (Boholano et al., 2021). Hence, Modular-Distance Learning is the most feasible way to provide education to other learners in a remote way.

Though Modular-Distance Learning is costly, the Department of Education adopted it to continuously provide quality basic education to its learners. According to Undersecretary Diosdado San Antonio, 13 million or approximately 59% of 22 million learners will be learning using Modular-Distance Learning (Magsambol, 2020). Based on the Department of Education survey, 8.9 million parents preferred the adaptation of modular-distance learning, where learners will be given self-learning modules to answer and study with (Bernardo, 2020). With this survey, the Department of Education is assured that parents want to take responsibility in helping educate their children in a pandemic situation.

With this adopted learning modality, the Department of Education recognizes the crucial roles of parents in educating their children in these unprecedented times. Not just like before, parents today have no choice but to educate their children at home (Parczewska, 2020).

A related literature revealed that one of the challenges in the new normal in Philippine education learning is the parents’ support for distance learning (Asio & Bayucca, 2021). Historically, parents serve as the first teachers of their children because before they send their

children to school, they are the ones who teach values and essential life skills that their children may acquire as they are prepared to face the real tests of life. In this pandemic situation, they are again challenged to serve as facilitators and tutors of their children. Hence, parents are encouraged to look into their children and to assist them while answering the modules or Self-Learning Kits. Since teachers are not around facilitating learning, parents fulfill some of the roles of teachers to educate their children.

However, considering the diverse educational background of the parents in public schools, the roles of parents in modular-distance learning are not established, and their capability as tutors to their sons and daughters has not yet been assessed. No study and existing literature are conducted on these important and critical topics. This compels the researchers to ascertain the parents' roles and capability as tutors in modular-distance learning in the new normal in Philippine public education. In this regard, this study specifically sought to determine parents' highest educational attainment, their roles, and their capabilities as tutors in modular-distance learning.

2.0 Methodology

2.1 Research Design

This study utilized the descriptive survey method using the researcher-made questionnaire. Jamon and Cabanes (2019) define the descriptive method "as a research design wherein the researcher uses statistical treatment to understand behavior or characteristics of certain demography." They decided to use the descriptive survey method because they would dwell on the roles and capabilities of parents as tutors.

The data were gathered during the distribution and retrieval of Self-Learning Kits (SLKs). The research instruments were disinfected before and after their administration. Only parents who returned and got the SLKs answered the instrument.

The instruments were administered by the selected class advisers. They were oriented on how the research instrument should be administered. They were reminded to follow all the health protocols during the administration of the research tool.

2.2 Respondents

Using the purposive sampling, 240 parents equally distributed from grade 7 to grade 12 were the respondents of the study both from the night and national high schools in the Division of Talisay City, Cebu, Philippines. The data were gathered between April 19-30, 2021.

2.3 Research Instrument

The instrument used in this study was researcher-made which underwent pilot-testing by 40 parent-teachers whose children are studying in public schools. The research instrument consists of three parts, namely: parent respondents' highest educational attainment, parents' roles in modular-distance-learning, and parents' capability as tutors. The researchers used the four point Likert Scale in measuring the parents' capability as tutors.

2.4 Data Analysis

The data gathered were tallied, recorded, analyzed, and interpreted. This study utilized the following statistical treatment of the data:

- *Simple Percentage*. This is used to determine the percentage of the parents' educational attainment.
- *Weighted Mean*. This is utilized to analyze and interpret the extent of their roles and the level of their agreement with regard to their capability as tutors.
- *Pearson Product Moment Correlation*. This is used to determine if there is a significant relationship between the parents' educational attainment and their capability as tutors.
- *Z Test*. This is utilized to assess the significant difference between the respondent groups' roles and capability as tutors.

2.5 Ethical Consideration

This was non-funded action research. Participation in this study was voluntary, and no monetary consideration and risk for the respondents of this study. The respondents could also withdraw anytime from the study.

Before the data gathering, the researchers secured approval from the schools division superintendent and school heads to conduct a survey among the selected parents. The researchers assured that the data gathered in this action research would only be used for academic purposes. The identities of the respondents were kept with utmost confidentiality based on the Data Privacy Act. Safety and health protocols were observed and followed during the conduct of the survey.

3.0 Results and Discussion

This study determined parents' highest educational attainment, their roles, and their capabilities as tutors in modular-distance learning. Also, this study explored the significant difference between the parent groups' roles and capability as tutors and the relationship between parents' educational attainment and capability as tutors.

Table 1
Parents' Educational Attainment

Parents' Educational Attainment	Parents from A High School		Parents from B Night High School	
	N	%	N	%
Elementary Level	5	4.2	10	8.3
Elementary Graduate	5	4.2	6	5.0
High School Level	55	45.8	46	38.3
High School Graduate	34	28.3	27	22.5
College Level	9	7.5	25	20.8
College Graduate	12	10.0	4	3.3

Post-Graduate	0	0.0	2	1.7
Total	120	100	120	100

Legend:

N- Responses

%- Percentage

Table 1 showed that the majority of parents reached at least high school level. Many parents, as well, graduated from high school and reached college level. This suggests that parents are increasingly becoming more educated as the 21st century progresses. Noticeably, several parents are still elementary level or graduate, which could have an impact on their capability to guide and tutor their children. It is evident that parents give what they do not have. Agostinelli et al. (2020) warned that children who came from uneducated families could have an impact on their school performance. If parents have not reached at least secondary level, they will have difficulty guiding and tutoring their children. Hence, parents who are educated are assumed to have more knowledge to impart and have wider educational experiences, which can have a direct bearing on their children's education.

Table 2

Parents' Roles in Modular-Distance Learning

Situations	Parents from A National High School		Parents from B Night High School	
	X	VD	X	VD
1. I get and return the modules/SLKs of my son/daughter regularly.	2.2	Sometimes	2.1	Sometimes
2. I monitor my son/daughter's progress in answering his/her modules/SLKs.	2.4	Always	2.4	Always
3. I help my son/daughter in answering his/her modules/SLKs.	2.1	Sometimes	2.3	Sometimes
4. I regularly communicate with my son/daughter's teacher/s.	2.3	Sometimes	2.3	Sometimes
5. I encourage my son/daughter to study hard.	2.2	Sometimes	2.2	Sometimes
6. I attend virtual and/or limited face-to-face school meetings and activities.	2.2	Sometimes	2.5	Always
7. I provide my son/daughter a conducive learning study space to answer his/her modules/SLKs.	2.3	Sometimes	2.3	Sometimes
8. I reward or praise my son/daughter whenever he/she finishes answering his/her modules/SLKs.	2.3	Sometimes	2.3	Sometimes

9. I check if the answers of my son/daughter are complete and correct.	2.4	Always	2.4	Always
10. I remind my son/daughter to be honest in answering his/her modules/SLKs.	2.3	Sometimes	2.3	Sometimes
11. I also read and try to study the modules/SLKs of my son/daughter.	2.3	Sometimes	2.4	Always
12. I answer the feedback notes found in the modules/SLKs.	2.1	Sometimes	2.3	Sometimes
13. I regularly monitor my son/daughter's weekly home learning plan given by the teacher to make sure that he/she follows it.	2.2	Sometimes	2.2	Sometimes
14. I ask my son/daughter's feedback about the modules/SLKs.	2.5	Always	2.4	Always
15. I check on my son/daughter if he/she already feels stressed or tired answering the modules/SLKs.	2.4	Always	2.4	Always
Average Mean	2.28	Sometimes	2.32	Sometimes

Legend:

X- Mean

VD- Verbal Description

Table 2 revealed that according to parent respondent groups, they always monitor their children's progress in answering their modules/SLKs, check if the answers of their children are complete and correct, seeks feedback from their children about their modules/SLKs, and check if their children feel stressed or tired of answering the modules/SLKs. Parents have significant contributions to children's success in life and school (Sadiku, 2019; Boonk et al., 2018). Studies previously revealed that the more parents are involved in their children's education, the higher the chances their children would perform better at school (Chaundry et al., 2015). Also, academic institutions can only become successful if parents' cooperation is maximized (Durisic & Munijevac, 2017).

On the one hand, parents say they sometimes comply with the roles listed from the table. Parents say that they sometimes get and return the modules of their children regularly. This is true as far as the teachers are concerned because there are some weeks that parents could not come to school because they used to tell the teacher-researchers that they have to prioritize their work, care for their children, and do household chores. The researchers cannot blame the

parents because they also have other priorities at work and home. However, the parents may request their children above 15 years old, neighbors who have children studying in the same school, and their husbands and wives. The researchers recommend that in order to help parents, schools may use technology in sending the modules/SLKs to parents who have the technologies and internet connectivity. The Department of Education, as well, may give the parents the modules/SLKs every three weeks in order to save the time of the parents. This would also provide ample time for the teachers to mark their students' answer sheets and save time since they would not distribute and retrieve the modules/SLKs weekly. With these suggestions, both parents and teachers would benefit since they could save time and resources.

On the one hand, parents sometimes help their children answer their modules/SLKs, provide conducive learning study space, read and study the modules/SLKs. A conducive and positive environment at home is starting point of developing and molding children's attitude and behavior at school (Durisic & Munijevac, 2017). These parental support are relevant because their children would feel that their parents are directly involved in their children's education. Though it is the primary role of the students to answer the modules/SLKs, parents' assistance may be needed if students need help. Parents' attitude towards helping their children with their school-related activities takes its roots from their understanding of the curriculum and school-related policies (Baidi, 2019). Appiah-Kubi and Amoako (2020) claimed that one of the predictors of students' academic performance is the parents' attitude towards education.

Parents also say that they sometimes communicate with their parents' teachers, attend virtual and or limited face-to-face meetings and activities answer feedback notes, and monitor their children's weekly home learning plan. These mechanisms in modular-distance learning serve as communication between the teachers and parents in these unprecedented times. These suggest that parents have to do more with respect to communicating and participating in school-related activities in these trying times. Macebe et al. (2017) explained that parents who are

involved in their children's schooling are more aware of the school's policies and goals. Parents' involvement is not isolated within their roles as providers to their children. Rather, it means that they are part of meetings, volunteering for school activities, encouraging their children to study hard, and so on.

Moreover, studies uncover that parents' participation in meetings has a positive impact on their children's achievement (Chaundry et al., 2015). Sadiku (2019) also articulated that the older their children become, the lesser their participation in their children's education. Consequently, secondary teachers may feel that it is useless to communicate with parents since they rarely respond to them and seek feedback about their children's school performance (Durisic & Munijevac, 2017).

Finally, parents were candid enough that they sometimes encourage their children to study hard, reward and praise their children, and remind their children to be honest in answering the modules/SLKs. These values must always be inculcated to the students, especially when teachers are not around to facilitate teaching and learning. Parents' roles go beyond providing necessary support but also sharing and teaching the values and moral development of their children. As pointed out by Chaundry et al. (2015), it is the responsibility of the parents to encourage their children to study hard and perform better at school.

Parents and schools must have continual partnerships to develop mutual responsibility in educating students (Durisic & Munijevac, 2017).

Table 3
Parents' Capability as Tutors

Situations	Parents from A National High School		Parents from B Night High School	
	X	VD	X	VD
1. I used to teach my son/daughter when he/she was in kinder and elementary.	3.33	SA	3.32	SA
2. I can clearly explain concepts or ideas to my son/daughter that he/she does not know or understand.	3.1	A	3.22	A

3. I know or can relate to the contents and activities found in the modules/SLKs.	3.19	A	3.31	A
4. I can teach my son/daughter without the other's help/assistance.	3.09	A	3.05	A
5. I can help improve my son/daughter's school achievement if I teach him/her.	3.19	A	3.33	SA
6. I know how to search for information using the web or the internet.	3.19	A	2.98	A
7. I have background knowledge about the lessons found in the modules/SLKs.	3.02	A	2.97	A
8. My son/daughter enjoys it when I teach him/her.	3.23	A	3.24	A
9. I prioritize my son/daughter when it comes to helping him/her with school activities, projects, and assignments.	3.33	SA	3.27	SA
10. I have a lot of patience when it comes to teaching my son/daughter.	3.23	A	3.23	A
Average Mean	3.19	A	3.19	A

Legend:

- X- Mean
- VD- Verbal Description
- SA- Strongly Agree
- A- Agree
- DA- Disagree
- SDA- Strongly Disagree

Table 3 shows that both groups of parents strongly agreed that they taught their children when they were in kinder and elementary, could help improve their children's school achievement if they teach them. They prioritize their children when it comes to helping them with their activities, projects, and assignments. Similarly, if parents help their children with their homework, they tend to perform better at school because they are monitored and guided (Boonk et al., 2018). The data uncover the notion that parents have more significant role to play when it comes to their children's education when they are still in kinder and elementary. As emphasized in Chaundry et al. (2015), parents play essential roles in their children's lives since they serve as the first parents of their children. Previous studies also revealed that parents who share their academic knowledge with their children and play significant roles in their

children's education make their children excel in their academic endeavors and become more productive in society (Macebe et al., 2017; Durisic & Munijevac, 2017).

Parents also say they can help their children increase their performance at school if they tutor or teach them. Similarly, Sadiku (2019) opined that parents who are involved in their children's education have the confidence that they could improve their children's achievements. This could mean that if parents are hands-on on their children's academic activities, one way or another, they could help them improve their children's performance. Furthermore, parents then tend to value education since they said that they always "give priority" to their school endeavors. Essentially, these are key to helping their children continue their education despite the absence of the teachers since they have significant responsibilities in educating and managing their children's educational activities at home (Baidi, 2019).

By further examining the data, the top three lowest means come from the parents' background knowledge about the lessons found in the modules/SLKs, capability to teach their children without other persons' help, and capacity to clearly explain concepts or ideas to children that they do not know or understand. The data imply that parents were not updated or educated with the current contents of the K to 12 curriculum, considering that they were products of the old curricula. Moreover, they cannot be faulted for not the having capability to explain well the concepts, knowledge, and ideas found in the modules/SLKs since they have no background knowledge about those and they do not have, not just like the teachers, have the formal training to impart knowledge among their children. Therefore, parents must be given the birds'-eye-view or a little background information about the contents of their children's modules/SLKs and how these modules/SLKs are used to help their children intelligibly.

From another context, teachers could train parents to be tutors to their students (Kupzyk, 2017). With this, teachers are training parents to be partners in teaching students for them to be more involved in their children's education (Guo & Kilderry, 2018).

Table 4

Significant Mean Difference between the Parents' Roles

Z-Test: Two-Sample for Means		
	Sample 1	Sample 2
	Parents from A	Parents from B
	National High	Night High
	School	School
Mean	2.28	2.32
Known Variance	0.013143	0.010286
Observations	15	15
Hypothesized Mean Difference	0	
Level of Significance	0.05	
Z		-1.0121124
P Value for Two-Tail		0.311484315
z Critical two-tail		
Lower Critical Value	-1.959963985	
Upper Critical Value	1.959963985	

As reflected in Table 4, the gap between both groups' means is narrow. Based on the Z Test computation with the level of significance of 0.05 using the Two-Tail Test, in which the lower critical value is -1.959963985 and the upper critical value of 1.959963985, there is no significant mean difference between the respondent groups' roles. This is evident from the Z Test score of -1.0121124, which is within the upper and lower critical value. This is also supported by P-Value for the Two-Tail, which is greater than 0.05 level of significance.

Therefore, both groups' responses suggest that they have almost similar roles to play in modular-distance learning.

Table 5

Significant Mean Difference between the Parents' Capability as Tutors

Z-Test: Two-Sample for Means		
	Sample 1	Sample 2
	Parents from A	Parents from B
	National High	Night High
	School	School
Mean	3.190	3.192
Known Variance	0.009933	0.019373
Observations	10	10
Hypothesized Mean Difference	0	
Level of Significance	0.05	
Z		-0.03694
P Value for Two-Tail		0.970529

z Critical two-tail	
Lower Critical Value	-1.959963985
Upper Critical Value	1.959963985

Table 5 shows that both groups' means are almost statistically the same. The Z Test computation is -0.03694 with the level of significance of 0.05 using the Two-Tail Test, in which the lower critical value is -1.959963985, and the upper critical value of 1.959963985 suggests that there is no significant mean difference between the respondent groups' capability as tutors in modular-distance learning. This is also supported by the P-Value for Two-Tail of 0.970529, which is greater than 0.05 level of significance. Ergo, both groups have the same capability as tutors.

Table 6

Relationship Between Parents' Educational Attainment and Capability as Tutors

Result	Interpretation
r = 0.08	Weak Correlation

Table 6 reveals a weak correlation between the parents' educational attainment and capability as tutors. Hence, the parents' educational attainment does not affect their capability as tutors. The computation suggests that there is no evidence that parents' educational attainment affects or influences their capability as tutors.

4.0 Conclusion

It is concluded from the data gathered that parents from public high schools have at least reached high school. They are also supportive of their children's education during modular-distance learning. Despite the difficulties in this learning modality, they do their best to fulfill their roles to continuously support their children's education. Meanwhile, they have problems when it comes to tutoring their children because they have little background knowledge about the contents of modules/SLKs and have less capability to explain the contents of the modules/SLKs.

Hence, schools must empower parents about their significant roles in modular-distance learning modality. Also, schools must orient parents on how should the modules/SLKs be used,

including the importance of the competencies and learning contents that are valuable for their children to thrive and survive in this new educational set-up.

Further studies may be conducted on the influence of the new educational setup in time of the pandemic on parents' relationship with their children, their struggles, and their views about the other existing learning modalities adopted by the public or private schools.

Similar to other studies, this study has also its limitations. The respondents of the study may cover more parents from public elementary and secondary schools. A qualitative research design could have also been employed to explore the contextual experiences of parents in modular-distance learning. Finally, teachers may be considered as another variable to consider when exploring the roles and capability of parents as tutors in modular-distance learning.

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