

# THE EXTENT OF PARENT-TEACHER PARTNERSHIP ON MODULAR DISTANCE LEARNING IN GRADE 7 AT CABADBARAN CITY NATIONAL HIGH SCHOOL, PHILIPPINES

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**ABSTRACT:** *This study determined the extent of parent-teacher partnership on modular distance learning in grade 7 at Cabadbaran City National High School amid pandemic. This study identified and recognized valuable contributions and accomplishments by the learning partners during this health crisis. The mixed-method research design was utilized, a combination of quantitative and qualitative methods answered specified statement of the problems. Quantitative method drew aspects on information dissemination and its scope delivering constructively memorandum and guidelines to the direct clienteles. The qualitative method was utilized in gathering data on how does parent-teacher partnership impact to modular distance learning substantiate its purposive essentiality. The one-on-one semi-structured varied type of interview was done with the written, recorded and even reached online via text messaging to the identified distance learning partners, done solely at Cabadbaran City National High School. The findings showed that information dissemination majority with interpretation of “very substantial” to teachers while “substantial” among parents and the collaborative services both partners had exerted parallel effort. The impact of the partnership emerged to three (3) themes: A. The importance of continuous learning B. Avoidance from the risks of COVID-19 contamination and C. Alleviating learning gaps and poverty. Therefore, this study successfully revealed the extent of parent-teacher partnership on identified essential focuses and can be enhanced with more relevant studies for future applications possible.*

**Keywords:** *Modular Distance Learning, Parent-Teacher Partnership, Amidst Pandemic, Bayanihan*

## 1. INTRODUCTION

Education can empower everyone on all aspects of life and according to Nelson Mandela [1], it is the most powerful weapon to change the world. Thus, the state give priority to education; 1987 Constitution, also known as The Constitution of The Republic of The Philippines, Preamble, states that, “We, the sovereign Filipino people, imploring the aid of Almighty God, in order to build a just and humane society, (Article II, Section 17), shall give priority to education, science and technology, arts, culture and sports”. Therefore, it is evident upon promulgation of the said constitution to educate all the citizen of the country a mandatory, executory and a rightful act, served as a tool shield from ignorance, grant dignity and equality, equipped essential learning for holistic growth and development. Global pandemic, COVID-19 hit the country unprecedented. March 12, 2020, a memorandum order from DepEd Division Level in abidance to DepEd Memorandum No. 042 s. 2020 [2], Local Government Units/DepEd Cabadbaran City Division suspended classes. The institution experienced trials and hardships maintain quality deliverance of learning. Indeed, it is 3600 turning point both from the learners’ and educators’ end. The public health emergency brought by the COVID-19 pandemic, as to DepEd commitment, ensured unhampered delivery of basic education services with the constitutional mandate of the state “to establish, maintain and support a complete, adequate and integrated system of education” (RA No. 10533 or the Enhanced Basic Education Act of 2013) [3]. With high conviction and determination aligned with the mandate of the state, DepEd headed by the state executive power, his excellency, President Rodrigo Roa Duterte (PRRD), engaged Basic Education Learning Continuity Plan (BE – LCP).

Distance Learning Modality is implemented as the most useful tool continue education and safety both the learners and the educators as well. It is a form of education wherein the teacher and the learner are not face-to-face in the classroom setting during the discussion and giving of instruction [4]. It came up with three types: Modular Distance Learning (MDL), Online Distance Learning (ODL) – synchronous & asynchronous/digital-based and TV/Radio-Based Instruction (TV/RBI) [5]. Prior to the opening of classes, surveys and orientation are conducted to the parents/students on the selection among the three types of distance learning, which are the MDL, ODL and TV/RBI. Majority of the parents/students, specifically in grade 7 at Cabadbaran City National High School prefer to enroll Modular Distance Learning (MDL). In general, it’s understood that poverty amidst trying times is the reason behind. The mode of distribution and retrieval of SLMs and the outputs always align with the alert level of COVID-19 determined by the local Inter-Agency Task Force (IATF) on respective area/community. Hence Pandemic is unprecedented, history brought similar circumstances, few to mention: Spanish Flu 1918 – 1920, Asian Flu 1957 – 1958, AIDS Pandemic and Epidemic 1981 – Present Day and H1N1 Swine Flu Pandemic 2009 – 2010, but each one - government officials/employees, non-government officials/employees and the common people caught so defenseless on all aspects essential suppressed the virus and facilitates normal life. Thus, living and adjusting with the New Normal scheme is highly lived with. And so Modular Distance Learning Modality is one of the New Normal schematic learning designs best option. The parent-teacher partnership towards the implementation of Modular Distance Learning amidst the pandemic shall always adhere Child-Centered Approach [6],

enabling to religiously implement the “No One has left Behind Policy,” bridging learning gaps, uplifting the literacy rate, building the nation strong and compassionate and abreast global competence [7]. Hence, in this study, the researcher wants to find out the extent of the partnership of teachers and parents in Grade 7 of Cabadbaran City National High School on the implementation of Modular Distance Learning and its success in achieving the goals for continuity of learning amidst global crisis.

**2. MATERIALS AND METHODS**

This study utilized the mixed method design which combines quantitative and qualitative research methods. Mixed method have great flexibility and are adaptable to many study designs, such as observational studies and randomized trials to obtain more information. This explanatory sequential design typically involves two phases: 1) an initial quantitative instrument phase wherein survey questionnaire was used in this method, followed by 2) a qualitative data collection phase wherein one-on-one semi-structured interview was used.

The study included two hundred sixty-two (262) parents of grade 7 modular distance learning students and its nineteen (19) teachers of the Cabadbaran City National High School, Academic Year, A. Y. 2020-2021.

The researchers used 5-point rating scale questionnaire format as the main data gathering tool for this study to assess “The Extent of Parent-Teacher Partnership on Modular Distance Learning as to Information Dissemination” and “Dimensions on Collaborative Services on Modular Distance Learning”. For qualitative analysis, impact of the parent-teacher partnership as to significant contributions on the alleviations for both learning gaps and poverty alike, thematic approach was used and the process includes transcription, coding and categorization through themes.

The preliminary data collected were tabulated and analyzed using appropriate statistical tool using a statistical software. Descriptive statistics like mean, standard deviation, frequency and percentage were used to answer the questions on the descriptive levels.

The following rating scale was used to better understand the quantitative data:

**A. Information Dissemination**

Interpretation	Scale Option	Score Ranges
Very Substantial	5	4.50 – 5.00
Substantial	4	3.50 – 4.49
Fairly Substantial	3	2.50 – 3.49
Slightly Not Substantial	2	1.50 – 2.49
Not Substantial At All	1	1.00 – 1.49

**B. Dimensions on Collaborative Services on Modular Distance Learning**

Interpretation	Scale Option	Score Ranges
Very Extensive	5	4.50 – 5.00
Extensive	4	3.50 – 4.49
Fairly Extensive	3	2.50 – 3.49
Slightly Not Extensive	2	1.50 – 2.49
Not Extensive At All	1	1.00 – 1.49

**3. RESULTS AND DISCUSSIONS**

This section presents the results and discussions of the findings of the study which based on its objectives.

**Table 1. Extent of the Partnership of Parent and Teacher as to Information Dissemination**

Statement	Mean	SD	Interpretation
<b>Scope on Disseminating DepEd Memorandum and Guidelines</b>			
The teacher-adviser extensively disseminates wide scope of information.	<sup>a</sup> 4.58	0.507	Very Substantial
	<sup>b</sup> 4.44	0.498	Substantial
Teacher’s information delivery is very concise and comprehensive.	<sup>a</sup> 4.58	0.57	Very Substantial
	<sup>b</sup> 4.38	0.654	Substantial
The teacher clarifies and try integrate each significant details of every information to any related and timely circumstances.	<sup>a</sup> 4.58	0.67	Very Substantial
	<sup>b</sup> 4.29	0.636	Substantial

**Efficiency on Implementing Health Standard Protocols Recommended by IATF**

Efficiency on the implementation of Memorandum orders and the like on the modality has fully supported both by the parents and teachers.	<sup>a</sup> 4.58	0.507	Very Substantial
	<sup>b</sup> 4.24	0.668	Substantial
Efficacy on distinct implementation is very evident; religiously performed especially on Standard Health Protocol	<sup>a</sup> 4.58	0.507	Very Substantial
	<sup>b</sup> 4.22	0.739	Substantial
Updated modification adjusts to COVID-19 alert levels regarding matters on the modality.	<sup>a</sup> 4.58	0.507	Very Substantial
	<sup>b</sup> 4.16	0.819	Substantial
There is validity on the conduct of the information dissemination; adhere honesty and keeping away misinformation and disinformation alike.	<sup>a</sup> 4.68	0.478	Very Substantial
	<sup>b</sup> 4.01	0.931	Substantial

**Reliability on the Conduct of Orientation**

Reliability based on the response of every conduct (information dissemination) from the distance learning partner treated it essentially.	<sup>a</sup> 4.47	0.513	Substantial
	<sup>b</sup> 3.85	1.048	Substantial

Legend: <sup>a</sup> Parents/Guardian Mean  
<sup>b</sup> Teachers Mean

Base on Table 1, as to Information Dissemination – it has three subcategories a. Scope on disseminating DepEd memorandum and guidelines, b. Efficiency on implementing health standard protocols, and c. Reliability on the conduct of orientation. On the first subcategory from teachers end, its Mean is constant 4.58 for all statements having an interpretation of “Very Substantial”. This goes to show

clearly that teachers unanimously so committed on the focus and goal of the distance learning program aligned to the scope on the dissemination of information. Therefore, it's reliable and valid. In other way round, since this study comes with a partnership to parent-participants, from them the Mean varied, having the highest of 4.44 on the statement "The teacher-adviser extensively disseminates wide scope of information", moreover, all statements from parents got an interpretation of "Substantial". It's understood parents had diverse perspectives on the distance learning, specifically, response to the information disseminated. Commitment not so evident, valid but not reliable.

Moreover, parent-participants had that low Mean of 4.29 with the interpretation "Substantial" on the statement "The teacher clarifies and try integrate each significant details of every information to any related and timely circumstances". Parents were so passive on clarifying and integrating circumstances specifically school-related activities during trying times. They were more focused on for them "so-called essential" like food and health safety (free from the contamination of the viruses). On the second secondary category, teacher-participants responded with a verbal interpretation of "Very Substantial" on all statements and has the highest Mean of 4.68 "Very Substantial" favored much on the statement "There is validity on the conduct of the information dissemination; adhere honesty and keeping away misinformation and disinformation alike" teachers were really sincere and so dedicated on there sworn teaching job especially the on height of the health crises. The other three (3) statements from the said subcategory had the same Mean of 4.58 "Very Substantial" of its interpretation meaning, they were strongly bonded on the targeted essential activities at trying times but there were teacher-participants liken the most on the statement garnered the highest mean. While parent-participants had the highest Mean of 4.24 with interpretation "Substantial" to the statement "Efficiency on the implementation of memorandum orders and the like on the modality has supported both by the parents and teachers" but parents didn't fully support the latter; it could be seen through its Mean cited earlier which from teacher-participants 4.58 "Very substantial" and parents' end 4.24 "Substantial". It was a real notable from that parent-participants with a Mean of 4.01 on the statement "There is validity on the conduct of the information dissemination; adhere honesty and keeping away misinformation and disinformation alike", meaning for parents, they didn't take it religiously – they consider it insignificant compared to the struggles experienced over the crisis globally.

The last subcategory "Reliability on the Conduct of Orientation", both teacher-participants and the parent-participants got the same focus and goal diligently carried on such activity/objective. Mean(s) of the learning partnership 4.47 from teacher-participants with that verbal interpretation of "Substantial" and 3.85 from the parents-participants with the same "Substantial" interpretation. Amongst the subcategories only this said subcategory had interpretation of "Substantial" from the teachers, one of the considering factors all teachers involved must be counted as present in attendance. Due to more paper works there will be "Division

of Labor" in order to meet essential activities finished at timeline.

**Table 2. Extent of the Partnership of Parent and Teacher as to Collaborative Services**

Statement	Mean	SD	Interpretation
<b>Distribution and Retrievals</b>			
The distribution of Self-Learning Modules (SLMs) done by the teacher/adviser as to time bound and substantial volume substantiate modular distance learning modality/served its purpose.	<sup>a</sup> 4.37	0.496	Extensive
	<sup>b</sup> 4.31	0.613	Extensive
Consistent thorough monitoring on the distribution of SLMs and retrieval of outputs by the teacher-adviser.	<sup>a</sup> 4.42	0.507	Extensive
	<sup>b</sup> 4.22	0.702	Extensive
Teacher distributes equal number of SLMs equated to the class populace.	<sup>a</sup> 4.47	0.513	Extensive
	<sup>b</sup> 4.26	0.663	Extensive
Parent/guardians diligently picked up modules and submitted outputs from/to the school every scheduled date.	<sup>a</sup> 3.84	0.898	Extensive
	<sup>b</sup> 4.05	0.769	Extensive
<b>Assistance on Distance Learning Modality</b>			
Parents/members of the family assist learner on modular distance learning as "Bayanihan"; positive response to government's call-Basic Education – Learning Continuity amid pandemic as support system.	<sup>a</sup> 4.16	0.501	Extensive
	<sup>b</sup> 4.03	0.886	Extensive
<b>Level of Communication</b>			
Parent-Teacher partnership on taking follow up and guiding agent on learners' written and project-based outputs.	<sup>a</sup> 4.47	0.503	Extensive
	<sup>b</sup> 3.98	0.899	Extensive
<b>Support System</b>			
Teacher's initiative/support system; pantry/"ayuda" for the learners amid pandemic.	<sup>a</sup> 4.26	0.562	Extensive
	<sup>b</sup> 3.82	1.043	Extensive
Pantry/"ayuda" alleviates poverty.	<sup>a</sup> 4.05	0.78	Extensive
	<sup>b</sup> 3.55	1.045	Extensive
Parents/students claim free food supply(ies),free school supply(ies), hygiene kits, pre-loved item(s) and even cash donations from pantry/"ayuda".	<sup>a</sup> 3.89	0.937	Extensive
	<sup>b</sup> 3.77	0.939	Extensive

Legend: <sup>a</sup> Parents/Guardian Mean  
<sup>b</sup> Teachers Mean

Consequently, both participants didn't have strong conviction that reliability was attained on the response of every conduct of information campaign nor treated it essentially over pandemic more evidently the parents' perspective tend to believe that almost all of the guidelines and protocols were the same in nature and they could refer it to their co-teachers/some parents. To sum up the result on the category

Information Dissemination, observed table 10 provides brief and concise ideas as to who among the partnership devoted and committed such phase of the modality, the teacher-participants so to speak.

Table 2 Collaborative Services comprised of four (4) subcategories, namely: a. Distribution and retrievals, b. Assistance on distance learning modality c. Level of communication, and d. Support system. On the first subcategory “Distribution and Retrievals”, from the evaluation of the teacher-participants, the highest Mean is 4.47 on the statement “Teacher distributes equal number of Self-learning Modules (SLMs) equated to the class populace” wherein interpretation is “Extensive”. At this point on, teachers agreed that the volume of modules and the like prepared in the school/teacher - adviser substantiate the number of learners’ needs but in some point about teachers were divided weighed as to how prepared and ready the distance learning adjust to the New Normal set up of education. The parent-participants’ highest Mean is 4.31 on the statement “The distribution of Self-learning Modules (SLMs) done by the teacher/adviser as to time bound and substantial volume substantiate modular distance learning modality /served its purpose”, with “Extensive” interpretation also. The partnership enjoined on the decision not convinced on the setting of distribution and retrievals of the Self-learning Modules (SLMs) and the like. Some parents didn’t cooperate thoroughly on designed activities, never became a priority as teacher-participants shown the Mean of 3.84 “Extensive” interpretation on the statement “Parents/guardians diligently picked up modules and submitted outputs from/to the school every scheduled date”. To dig deeper on this distribution and retrievals, from the highest Mean of 4.47 with interpretation “Extensive” from the teacher-participants, parents had 4.26 Mean specifically on the statement “Teacher distributes equal number of SLMs equated to the class populace”, teachers/school done their share on the reproduction of printed modules for distribution to all the learners as stipulated from laws, memos and DepEd Orders (Dos).

Parents on all their efforts retrieved modules for their learners referring to the Mean 4.26 though a diminished by a decimal points yet not so far with respect to its value. But, a very alarming, teachers received a low submission of outputs based on the statement “Parent/guardian diligently picked up modules and submitted outputs from/to the school every scheduled date”. Low submission of outputs; scheduled date of picking modules from school were not realized. Many late or outdated mode of submissions of outputs/project-based happened. Where in fact received modules as parents did were substantial but disaccorded on the picking/retrievals of Self-learning Modules (SLMs).

The second subcategory teacher-participants has the Mean of 4.16, an interpretation of “Extensive”. Same with the parent-participants, the Mean is 4.03 an interpretation of “Extensive” also. The partnership observed that on this subcategory mentioned *Bayanihan* (helping one another) – parents became the learning partners on the home-based education of the learners but not so committed looking at the Mean of 4.03 with 4.16 Mean from teacher-participants. As teachers busy prepared modules and the like in school. Assistance from

parents to distance learning was of a necessity/essential met learning continuity in absence of the teacher-facilitator on an in person classes basis. It’s evident assistance was given but not religiously performed due to experienced extreme poverty: inflation rate and unemployment over the risks of COVID19 virus and its mutating variants. Mixed inappropriate emotions – anxiety attack, depression and uncertainty how get rid of the ongoing calamities. The third subcategory is the “Level of Communication”. This pertains to teacher-parent/student relationship; how camaraderie and compassion built between them during (and even after pandemic). Taking the result of the study, teacher-participants’ Mean is 4.47 with the interpretation “Extensive”.

The latter observed that attained intimate level of communication was not possible for it’s a distance education, far from one another. From the parent-participants, the highest Mean is 3.98 with an interpretation “Extensive”. Same with the teacher-participants, parents also considered the “Level of Communication” (ways teacher connects and guides learners/parents) difficult to pursue with the modality – modular distance learning and the numerous transitions on alert levels and the risks from the viruses and when gadgets were concerned, some or many students/parents didn’t have it and the procurement of wifis were of great impossibility. The last but never the least subcategory on the Collaborative Services category of this survey is the “Support system”. Teacher-participants and the parent-participants both had “Extensive” verbal interpretation from the two different Means – 4.26 and 3.82. These descriptive and numerical data described the fourth subcategory not attainable by everybody most specially from the parents’ end. Taking a look on the Mean of the parent-participants, considered its merely the highest but signified less initiative/support system rendered to the partnership in terms of donations/*ayuda* at trying times that inflation and unemployment rates increased created a huge poverty wave. As to alleviating poverty, a little shared of it were seen as to the total number of participants ameliorated. As the Mean 3.55 reflected from the parent-participants, the least mean amongst, then therefore, it helped but few were benefitted.

### **The Impact of Parent-Teacher Partnership on Modular Distance Learning Substantiate Its Purposive Essentiality**

Based from the interview results, as to the impact of teachers and parents partnership, the following theme were emerged: (A) The importance of continuous learning of the learners as good result of *Bayanihan*, (B) Avoidance from the risks of COVID-19 contamination and (C). Alleviating learning gaps and poverty this time of global health crisis.

#### **A. The importance of continuous learning of the learners as good result of *Bayanihan*.**

As the pandemic COVID-19 virus attacked around the globe, the government created contingency measures through Basic Education Learning Continuity Plan (BE LCP), teachers and the parents agreed as imbodyed by the DepEd Orders and Memorandum to work hand in hand /*Bayanihan/BayaniJuan* deliver distance learning modality; parents as facilitators on learners’ homebased education while the teachers in the schools prepare Self-learning Modules

(SLMs) and the like. Education was carried on through *Bayanihan* of the teachers and the parents made possible continuous learning was attained. It's the pride of the nation, community and for the parents the most, learners had that continuity of learning on Reading and Comprehension, Arithmetic and Arts. Though percentage on the level of learning differs from the in-person classes yet still useful having that unstable percentage of learning (as justified by the authorities in social media; learners got difficulty on reading and comprehension and Mathematics) just to get alive the spirit of education for the generation Z amid crisis. Because the learning of the young ones is their direction to literacy and development in the future as competitive Filipinos in the modern world.

#### **B. Avoidance from the risks of COVID-19 contamination.**

Thus, modular distance learning arise to create contactless deliverance of learning wherein the teachers and the students could be safety from the spread of the virus kept away from contamination. The local Interagency Task Force (IATF) was very observant and vigilant enough on the percentage of contamination to changing alert levels of the community in order to safety everyone being sick from such fatal disease-COVID-19 viruses and its variants. Parents and the teachers so compliant with the imposed alert levels and follow religiously minimum standard health protocols – used of face mask/shield, frequent hand washing/ sanitizing and the physical distancing.

#### **C. Alleviating learning gaps and poverty.**

“Bayanihan To Heal As One Act”, the goal of this is to help one another. All agencies in strong ties of uplifting spirits from the national government down to the locale, nongovernment organizations, the community/stakeholders and potential balikbayans donated cash and in-kind providing food/grocery items pantry, school supplies and clothing/footwears etc. for the learners/parents immediate needs alleviate a little on learning gaps and poverty. The food which is the basic essential need and the school supplies for the learners were one of the targeted donations by the donors/stakeholders. Amid pandemic such donations helped having food on the table - energy giving and learners continued on their journey of the distance education. They felt the compassion and assurance that they were not alone on the fight of the pandemic but had stronghold from the government and nongovernment institutions.

This one-on-one semi-structured interviews both for the parents and teachers, praying sooner this very difficult times would end. For the parents they were concerned most on their life safety – most especially for their children's wellness, food security and other essentials for survival. Also studies of the learners; reading and comprehension, writing and arithmetic – the four fundamental operations: addition, subtraction multiplication and division. There were times learners cried for they could never understand the topics reflected in the SLMs. Teachers' experiences also, aside from the crafting of the modules assigned to them, the checking of the answers so discouraging and it made them desperate with the learning distance program. Also socialization; experiences (mingling) with their teachers and their classmates, interactions, class activity participations like groupings (inquiry-based)

contributed much to teaching learning processes which not anymore engaged by the learners. Penny (2018) [8] had said, nowadays learners highly tuned in to social media sites but may also need support in face-to-face interaction and communication. Bejtkovsky (2016) [9] emphasized that learners nowadays known as generation Z cannot work out with their tasks in a long period of time, they are easily distracted and get bored. In every rule there is an exemption, thus, students claimed that they favored distance learning for it gave them chances to work and study on their own choice time. By Transactional Distance Theory, Michael Moore stated wherein the learner autonomy must increase when the interaction level between the teacher and the learner decreases [10]. Independent Study is a theory believed the essence of distance education is on the student's independency [11,12]. To sum up all in all, both parents and the teachers preferred face-to-face than the first-timed modular distance learning experience. It's so worth teaching and learning for, as usual lifestyle between students and the teachers inside the four-cornered learning venue.

#### **4. CONCLUSIONS AND RECOMMENDATIONS**

As referred from the findings of the study, the researchers formulate the conclusions that the student-partnership and its extent to the distance learning modality - modular print were visible; Information Dissemination served as guiding principle directs essential operations made possible and sustainable even though glitches and some lapses were observed; teachers rendered very substantial performance while parents were just on substantial level of their performance. Yet, the goal to come up with learning continuity was with its greatest desire/ a top priority. To view Collaborative Services, it drawn greater scenario of *Bayanihan*. Teamwork was visible - parents and the teachers exerted parallel effort and its goal directed for the greater good of learners' welfare, support fully Deped Program amid pandemic. Moreover, the impact of the parent-teacher partnership much observed on the realization of the distance learning program. *Bayanihan* really got the spot of the limelight specifically in alleviating learning gaps and poverty.

Parent-teacher partnership remarkably a history - the first but noted successful on Philippine Education Sitting, “No One Has Ever Left Behind” through Basic Education Learning continuity Plan (BE LCP).

Base on findings, it is indeed highly recommended that on this study the Department of Education if possible have financial allocation significant for very substantial operations most especially whenever calamities like global pandemic and the like appeared to evade life's activities, thus always on guard when exposed to unprecedented/uncontrolled situations. It is also suggested to having focus on identified safety nets; like the aspects of disseminating information, significant services collaboratively where each partner agencies would be a complimentary with each other in progress - alleviating learning gaps even poverty. Trainings, workshops and seminars may be consistently done in order to readying the learning partners if and when same global calamities became aggressive again. Sponsorship by LGUs for parents and DepEd for the teachers led a greater good to

the targeted clientele – the learners, keeping alive *Bayanihan*/heal as One Act.

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