

Learners' Demographics, Home-Based Support System and Readiness as Contributing Components to the Most Essential Learning Competencies (MELCs) in English 6

Arlene P. Quinto, L.P.T.

arlenepabloquinto@gmail.com
Elementary English Teacher, DepEd Pila, Laguna 4010, Philippines

Abstract

The sudden shutdowns of schools in the country brought by COVID-19 pandemic has become a great challenge for the Department of Education (DepEd). The department adhered to continue delivering quality education despite the challenges the country is facing through the implementation of distance learning. This study seeks to determine the components contributing to the first quarter Most Essential Learning Competencies (MELCs) in English 6 under the new normal.

The respondents of this study were one hundred seventy-seven grade 6 pupils of Pila Elementary School both from online and modular classes. It employed the descriptive research design to describe a population, situation, or phenomenon concisely and orderly. Also, it used the quantitative research method to collect and analyze numerical data about the components related to the first Quarter MELCs in English 6. The weighted mean, percentage and standard deviation were used as statistical treatment of the study.

The findings indicated that most of the learners involved in the study were females and those who are of in the average age or the maximum age category for grade 6 pupils which are estimated to be in the age category ranging from 10 years six months to 11 years five months. Though not highly educated, most of the respondents' parents are still capable of assisting their children in their distance learning. The results also showed that learners get adequate home-based support system. Parents and older siblings and other adult relatives attend to the needs of assisting them in learning their lessons and performing their tasks. In terms of readiness, respondents were found out to be technologically ready since using a computer in learning makes them feel excited in these new normal school days. However, the findings indicated that the respondents were not physically, psychologically and emotionally ready since learning in the new normal has become stressful for them. Some of the learners also experience physical health issues like frequent headaches and eye problems while attending online classes or answering my modules.

The results of the study revealed that parents' educational attainment, the adequacy of home-based support system, learners' readiness as to physical, psychological-emotional, technological aspect and learning delivery modalities are contributing components to the most essential learning competencies. However, gender and age of learners are not significant to MELCs.

Keywords: demographics, home-based support system, learning delivery modalities, new normal, MELCs

1. Main Text

Introduction

The impact of the COVID-19 pandemic has been seen in all the domains of society, particularly the educational institutions. This brought global health crisis where everybody in all walks of life was undoubtedly affected, including the learners. Schools were not allowed to conduct face-to-face classes since the Philippine government announced the closure of all educational institutions in March 2020 to restrain the virus's possible spread in schools, colleges, and universities.

This unprecedented shutdown of schools resulted in sudden interferences in learning since the closure was announced in the latter part of School Year 2019-2020, when classes are still ongoing. Thus, it has become a great challenge for the Department of Education to continue delivering quality learning amid the imminent threats to the health of the learners and their parents and guardians, and even the teaching and non-teaching staff. Briones, DepEd Secretary, emphasized that education must continue whatever is happening in the country, whatever challenges it is facing. Education and the learners cannot wait; the department adhered to continue giving quality education amidst the pandemic (DepEd, 2019).

To deal with the glitches in basic education, DepEd has come up with its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020 as stipulated in Section 1 of Article XIV of the 1987 Constitution for the state to protect and promote the right of all citizens to quality education at all levels and take appropriate steps to make such education accessible to all. Part of which is the pinning down of the most essential learning competencies (MELCS) in all the learning areas. The total number of Learning Competencies (LCs) in all areas from Kindergarten to Grade 12 (excluding the TVL specializations in Senior High School) has streamlined to 5,689 from the original 14,171, or a reduction of 60 percent. These MELCS, which refer to the most relevant knowledge, skills, and attitudes/values (KSAVs), are to be mastered by each pupil to achieve the learning outcomes set in each quarter of the entire school year.

One of the biggest challenges in the implementation of remote learning, particularly in Pila Elementary School as with all the other schools in the country, is ensuring the mastery of the learning competencies. However, it has already been pinned down to the most essential ones under the new normal setup in education wherein pupils are to learn most of the time at their own pace using their SLM or Self-Learning Modules with the minimal supervision of their teachers, especially those who are enrolled in modular learning modality. While those who are enrolled in the online learning modality, though having the chance to interact with their teachers and their classmates through synchronous learning, need to get acquainted with the use of computer and social media platforms and applications to comply with computer-assisted class works posted in the Google Classrooms as requirements. In the District of Pila, Division of Laguna, majority of the schools are implementing the MDL modality. Only Pila Elementary School, among the twelve elementary schools in the district, adapted both MDL and ODL for their learners from Kindergarten to Grade 6.

In this study, learners' demographics such as gender, age, parent's educational attainment, the adequacy of home-based support system, and learner's readiness in terms of physical, psychological-emotional, technological aspects, and learning delivery modalities are seen to be the contributing components to the MELCS.

Background of the Study

The health crisis has opened an avenue for a paradigm shift in the educational system. According to President Duterte (Aguilar, 2020), it just led to a new era of the basic education program as the country ventured into distance and online learning. In the entire Philippine history, it is the first time that for almost two academic years, learners have their classes opened not on the usual basis as June but rather in October last school year 2020-2021 and in September for the school year 2021-2022. A significant change in the school calendar took place. Thus, the primary education system resumes without face-to-face classes and alters different distance learning modalities such as modular, TV- or radio-based instruction, online, or a combination of the said modalities as means of instruction due to the COVID-19 pandemic. As a response, the government has worked on ensuring that the learning standards are relevant and flexible to address the impact of COVID-19 and that the teachers and learners have everything they need to continue the teaching and learning process. Thus, according to DepEd Undersecretary for Administration Alain Pascua (Gonzales, 2020), the learning competencies were streamlined to the most indispensable ones to help the teachers focus on lifelong learning like reading comprehension, numeracy skills, and research skills, given the challenge in learning delivery.

However, in line with the emerging situation of the country concerning education, there are components looked into that contribute to the efficiency and effectiveness of the teaching and learning process. This sudden transition has caught many parents off guard, bringing up some of the difficulties and obstacles that come with increased parental involvement when engaging and assisting their children in various degrees and types of remote learning. Parents are having a hard time balancing their work and family and attending to the need to assist their kids in studies. Some are attempting to work remotely or cannot work to take care of their children and assist them with their schooling (Kintanar et al., 2021).

A study conducted among different colleges and universities in the Philippines revealed that the student respondents perceived themselves as physically prepared for virtual classroom learning but psychologically and financially, they are not. The students experienced challenges in teacher, curriculum, and resource factors. They believed that most teachers are unaware of the differences in learners' capabilities, availability of resources, and internet connectivity for distance learning, particularly online learning. Also, significant differences were established between the profile characteristics and preparedness and challenges experienced by the students in their virtual classroom learning. Furthermore, the respondents' preparedness and challenges experienced in virtual learning are significantly correlated. (Vitales et al., 2021)

Hence, this study investigated the level of readiness of the learners as well as the parents and guardian in embracing the new trend in education where learning modalities other than face-to-face are offered and how this readiness and parents' involvement affect the achievement of the three most essential learning competencies in English 6 during the first quarter such as identifying natural or make-believe, fact and non-fact images; interpreting the meaning suggested in visual media through a focus on visual elements and making connections between information viewed and personal experiences. The learners' profile, such as age, gender, and parents' educational attainment, are seen to have significance in achieving the MELCS.

Theoretical Framework

This study is anchored on **Kolb's Experiential Learning Theory (ELT)**. Kolb, in his published learning styles model, explains that concrete experience, reflective observation, abstract conceptualization, and active experimentation form a four-stage process (or cycle) transformed into effective learning (Kurt, 2020). It is the idea that a person's experiences are generated through ongoing interactions and engagement with the world around him, and learning is an inevitable product of experience. This learning theory takes a holistic approach and considers the critical role that experiences play in learning, including emotions, cognition, and environmental factors.

Using Kolb's learning theory is very beneficial for students, educators, and employers, for it involves the transformation of experience into effective learning. It also emphasizes how experiences, including thoughts, emotions, and environment impact the learning process. Hence, the study utilized the experiential learning model to assess the pupils' performance as they engaged in the new normal education experience, which created a new learning environment caused by the sudden shift in the learning delivery modalities during the pandemic.

Blended learning is part of the ongoing convergence of two typical learning environments. It has been adopted since the government ventured to distance learning (Graham et al., 2014). Consequently, the fusion of technology and campus-based learning has made learning more complex (Wang, Han, and Yang, 2014). Technology is seen to cause changes in the activities, curriculum, and interpersonal relationships in the learning environment and is reciprocally affected by the changes it causes (Lerner and Callina, 2013). To understand the nature of blended learning, the Complex Adaptive Blended Learning System (CABLS) model is applied in this study. This systems approach allows someone new to blended learning to consider key interacting components at work as they create and offer a blended learning course or program. In line with this, this study utilized the system approach in understanding the key interacting components at work in blended learning and how it contributes to learning competencies.

The sudden shift to distance learning also means necessary adjustments among learners to prepare them. The pupils' learning experiences are largely influenced by their intentions and behaviors to continue studying. Their experience is an extremely enjoyable psychological state and temporary subjective experience, an intrinsic motivator in explaining the learner's willingness. Therefore, an important prerequisite to predicting future learners' intention to continue engaging in online learning is the flow experience of large-scale online learning during the pandemic (Zhao, et al., 2022).

Also, this study is supported by **Bronfenbrenner's Ecological Systems Theory** which looks at child development as a complex system of relationships influenced by multiple levels of the surrounding environment, from immediate settings of family and school to broad cultural values, laws, and customs (Evans, 2020). Bronfenbrenner recognized that multiple aspects of a developing child's life interact with the environment. Bronfenbrenner's perspective resembles the works of Albert Bandura's social learning theory and Lev Vygotsky's sociocultural theory, in which the environment is explicitly or implicitly considered a crucial mechanism in development. Children and students are greatly impacted by the world around them. The adequacy of parents' involvement or the home-based support system influences a child's development.

The **Theory of Planned Behavior (TPB)** is correlational to the **Theory of Reasoned Action (TRA)** and both applies to the current study. Both models are based on the premise that individuals make logical, reasoned decisions to engage in specific behaviours by evaluating the information available to them. (LaMorte, 2019). The performance of a behavior is determined by the individual's intention to engage in it (influenced by the value the individual places on the behavior, the ease with which it can be performed, and the views of significant others) and the perception that the behavior is within his/her control. In RA, a TPB model based on attitudes, social support, self-efficacy, and the intention was moderately successful in predicting and explaining self-management. This applies to the current study. It measures the learners' readiness in the new normal set up in education and how their intention to engage in it affects the achievement of the target learning competencies for the first quarter.

Aligned on the K-12 Basic Education Curriculum for Grades 1 to 10, the K to 12 English Curriculum is characterized by the domain-based learning competencies, which have been pinned down to the most essential ones or the so-called Most Essential Learning Competencies (MELCs). The identified domains are anchored to the contexts of **Communicative Language Teaching (CLT)**, which is generally regarded as an approach to language teaching. It reflects a certain model of research paradigm or a theory (Toro, et al., 2018). It is based on the theory that the primary function of language is for learners to develop communicative competence. In other words, the goal is to make use of real-life situations that requires communication skills. The most essential learning competencies that were highlighted in this study such as identifying real or make-believe fact, and non-fact images, interpreting the meaning suggested in visual media through a focus on visual elements, and making connections between information viewed and personal experiences are among the learning competencies where learners can develop their communicative competence in real-life situations.

Statement of the Problem

This study determined the components contributing to the achievements of the first quarter Most Essential Learning Competencies (MELCs) in English among the Grade 6 pupils under the new normal at Pila Elementary School, School Year 2021-2022.

This study sought to answer the following research problems:

1. What are the learners' demographics in terms of:
 - 1.1 gender;
 - 1.2 age; and
 - 1.3 parents' educational attainment?
2. What is the level of adequacy of learners' home-based support system?
3. What is the level of learners' readiness as to:
 - 3.1 physical aspect;
 - 3.2 psychological-emotional aspect;
 - 3.3 technological aspect and
 - 3.4 learning delivery modalities?
4. What is the extent of learners' perception of the first quarter's most essential learning competencies?
5. What is the level of learner's performance in the target most essential learning competencies for the first quarter?
6. Do learners' demographics such as gender, age, parents' educational attainment, the adequacy of the home-based support system, and the learners' readiness in terms of physical, psychological-emotional, technological and learning delivery modalities affect the first quarter's most essential learning competencies in English 6?

Research Methodology

This includes explaining the research design, the population and samples, the data gathering procedure, and the statistical treatment of the data used for the accurate analysis and interpretation.

Research Design

This study employed the descriptive research design to describe a population, situation, or phenomenon concisely and orderly. It can answer what, where, when, and how questions, but not why questions (McCombes, 2020). This research also used the quantitative research method to collect and analyze numerical data about the components related to the First Quarter MELCs in English 6 under the new normal.

The respondents of this study is consisted of one hundred seventy-seven (177) grade 6 pupils or 56% of the total enrolled grade 6 pupils in Pila Elementary School, both from online and modular classes.

Pila Elementary School has nine (9) sections in Grade 6. There are three (3) sections in Online Distance Learning Modality (ODL) including Narra, Ipil-Ipil and Yakal. The six (6) remaining sections, Talisay, Molave, Antipolo, Alagao, Pili and Katmon are dapting the Modular Distance Learning (MDL). The researcher coordinated with the respondents through their class advisers and by dissemination information in their respective group chat in Facebook messenger.

Sampling Technique

This research preferred convenience sampling, which is the easiest method considering the prevailing situation in the country more specifically in Pila Elementary School due to Covid-19. The respondents were selected based on their availability and eagerness to participate in the study. Since those who volunteered to participate in the research as the other characteristics may not represent respondents, the sample may not be subjected to significant biases.

This study used a survey questionnaire-checklist instrument, a research-made instrument to determine the different components contributing to the Most Essential Learning Competencies (MELCs) in English among the Grade 6 pupils under the new normal.

The researcher thoroughly reviewed different books, articles, journals, publications, and visited websites to construct the questionnaire described above. The research tool was prepared and submitted to professors, panel members, and other experts in the field for comments and suggestions. Validation was done to assess the representation of the items with those of others dealing with the same area of investigation. The adviser's assistance relevant to the contents of the questionnaire was solicited.

The respondents received the validated copy of the questionnaire in Google form and sent it through personal messages and group chats on Facebook messenger.

The researcher decided on a topic and title of the study; it was then submitted to the professor for validation and secured written permit addressed to the principal of Pila Elementary School. Due to the heightened risk of the possible spread of the COVID-19 virus when the study was done, the researcher gathered data by sending survey questionnaires via emails and private messages using Facebook messenger. The researcher prepared a test (objective-type) taken from DepEd's PIVOT Student Learning Modules

or SLMs; thus, further validation was no longer needed. The test was also administered online. The data were then collected using a spreadsheet linked to the online google form questionnaire. The results were verified, tallied, interpreted, and analyzed. 13

Statistical Treatment

After all the data had been gathered, the tallying was arranged using the quantitative method and expressed using the Likert scale and narration. Then, the researcher arranged the questions and the results from the respondents' responses to the survey questionnaires. To measure the demographic profile of the learner respondents such as gender, age and parents' educational attainment, the researcher used the percentage. To determine the adequacy of the home-based support system, the learners' readiness in terms of physical, psychological-emotional, and technological aspects, and learning delivery modalities mean, the gathered data were subjected to average weighted mean and standard deviation to facilitate analysis and interpretation.

Results and Discussion

1. Learners' Demographic Profile

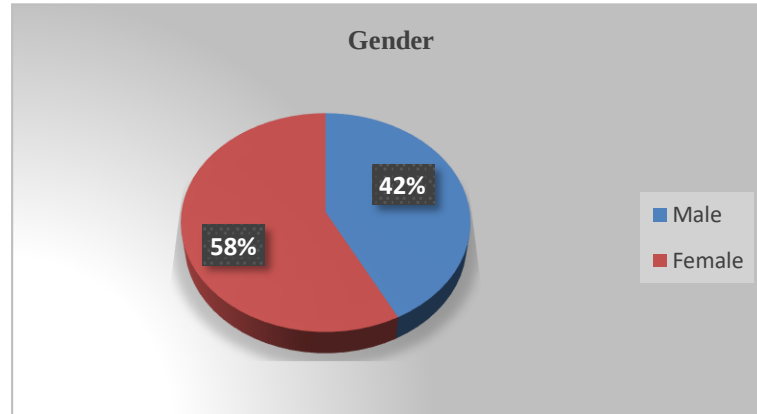


Figure 1. *Learners' Demographics in Terms of Gender*

Figure 1 presents the demographics of the learners with respect to their gender. Out of one hundred seventy-seven (177) respondents, one hundred two (102) were identified to be of the female population which is 58% of the total number of respondents. The remaining seventy-five (75) respondents were identified as males which accounts to 42% of the total population.

From this, it can be inferred that many female learners were involved at the time of the study.

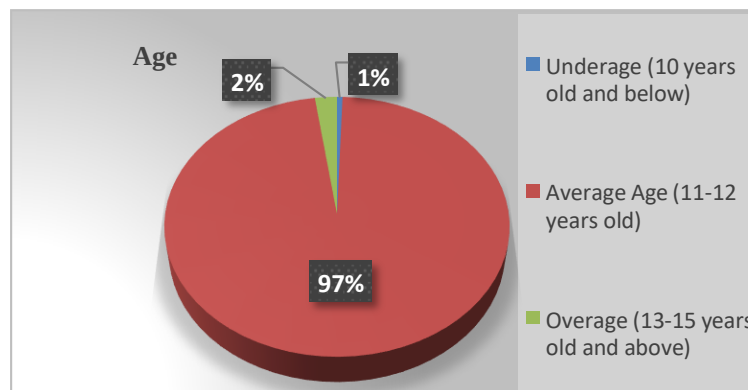


Figure 2. *Learners' Demographics in Terms of Age*

Figure 2 presents the demographic profile of the learners with respect to their age. It shows that among one hundred seventy-seven (177) respondents, one hundred seventy-two (172) were identified to be in average age or between 11 to 12 years old which is 97% of the total sample population. On the other hand, only four (4) respondents are overaged or between thirteen to

fifteen years old which accounts to 2% of the population. Only one (1) pupil is underage which is 1% of the total number of respondents. 14

From this, it can be inferred that at the time the study was conducted, majority of the learner respondents are in average age or the maximum age category for grade 6 pupils.

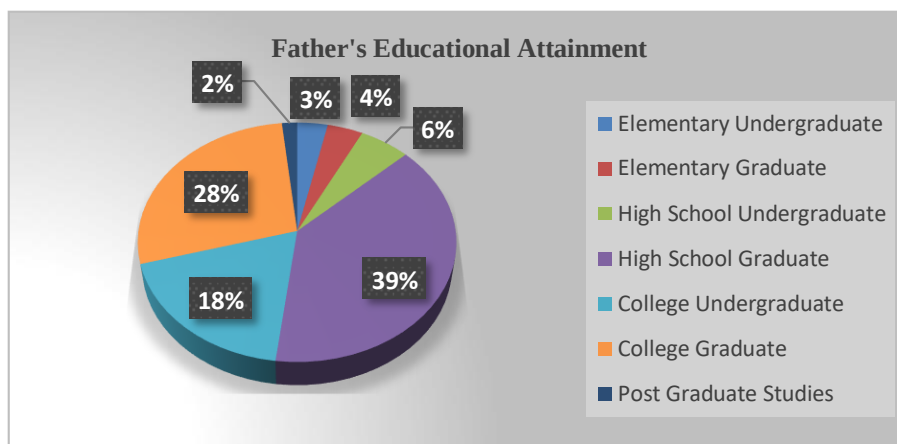


Figure 3. Learners' Demographics in Terms of Fathers' Educational Attainment

Figure 3 presents the demographics of the learners with respect to their fathers' educational attainment.

Out of one hundred seventy-seven (177) respondents, sixty-nine (69) were identified to have graduated high school at the least which is 39% of the total population. This is seconded in quantity by those who identified to have graduated college, with forty-nine (49) respondents identifying as such, which accounts for the 28% of the population. However, only three (3) respondents have been identified to have pursued post-graduate studies, which is about 2% of the population.

From this, it can be inferred that majority of the fathers of the learners at the time of the study are educated. Though not all have graduated college, most of the respondents' fathers are academically capable of assisting their children in their studies thus, creating positive impact on their educational experience.

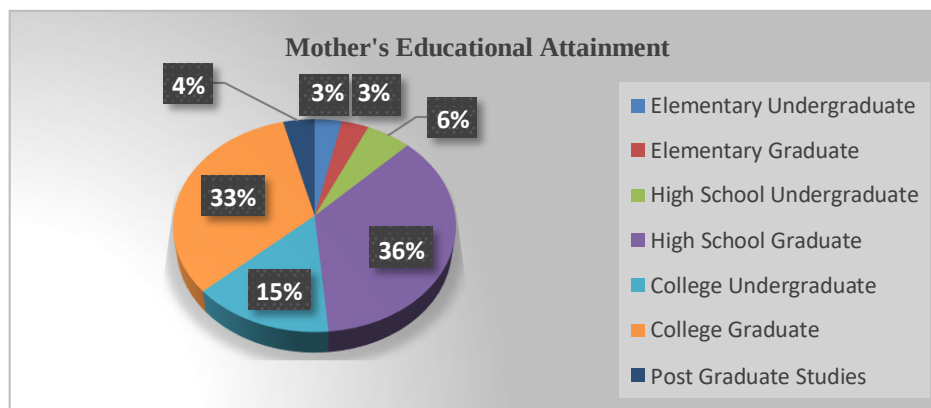


Figure 4. Learners' Demographics in terms of Mothers' Educational Attainment

Figure 4 presents the demographics of the learners with respect to their mothers' educational attainment. Out of one hundred seventy-seven (177) respondents, sixty-four (64) were identified to have graduated high school at the least which is 36% of the total population. This is seconded in quantity by those identified to have graduated college, with fifty-eight (58) respondents identifying as such, which accounts for 33% of the population. On the other hand, only six (6) respondents have been identified as undergraduates and graduates of elementary studies, which is about 3% of the population sample.

From this, it can also be stated that most of the respondents' mothers are mostly educated, and only a few are elementary graduates and undergraduates. Though not highly-educated, still most of them are also capable of assisting their children in their

distance learning which is very important since one of the key components to the academic success is the involvement of parents in educational journey. 15

2. Home-based Support System

Table 1. Level of Adequacy of Home-based Support System

STATEMENT	MEAN	SD	REMARKS
1. When I study, people around me will help me work and not distract me.	3.95	0.92	Adequate
2. My parents attend to the needs of assisting me in learning my lessons and doing my performance tasks .	4.07	0.84	Adequate
3. I can independently answer all the activities on my modules.	3.66	0.98	Adequate
4. My parents closely monitor my studies by communicating with my teachers regularly.	3.89	0.91	Adequate
5. I get support from my older siblings and other adult relatives in doing/answering my modules.	3.56	1.19	Adequate
6. My parents/siblings/adult relatives are always available and willing to assist me in doing my classwork.	3.77	0.87	Adequate
7. I am comfortable listening to teachers' lessons or answering the activities on my modules at home while doing household chores.	3.73	0.96	Adequate
8. My parents can provide adequate learning resources at home such as cell phone, laptop/tablet, internet connectivity, and the like.	3.66	1.04	Adequate
9. We have a fast/stable internet connection at home	3.90	1.00	Adequate
10. There is a proper and enough space for learning at home. Therefore, I can focus and concentrate well.	3.56	2.47	Adequate
11. My parents can work for our living and assist me in my distance learning at the same time.	3.93	1.04	Adequate
12. I have an environment conducive to learning.	3.91	0.94	Adequate

Overall Mean = 3.80

Standard Deviation = 1.10

Verbal Interpretation = Adequate

Table 1 illustrates the level of adequacy of home based support system among learners. Based on the findings, parents attend to the needs of assisting their children in learning their lessons and doing their performance tasks ($M=4.07$, $SD=0.84$). Also, when they study, people around them would help them work and not try to distract them ($M=3.95$, $SD=0.92$). It has also been found out that learners get support from their older siblings and other adult relatives in doing/answering their modules.

Overall, the home based support system among respondents attained a mean score of 3.80 and a standard deviation of 1.10 and was verbally interpreted as *adequate*. The results show that the involvement and support of parents and other family members in a child's studies especially in this time of pandemic is seen to be very relevant.

Table 2. Level of Learners' Readiness as to Physical Aspect

STATEMENT	MEAN	SD	REMARKS
1 I can spend significant time and energy to engage in online learning class or in answering my modules.	3.85	0.84	Often Observed
2. I have better sleeping habits/routines during distance learning.	3.63	1.05	Often Observed
3. I still can maintain good eating habits even though there are deadlines to beat in accomplishing activities in my modules/Google classroom.	3.76	1.06	Often Observed

4. I don't experience physical health issues like frequent headaches and eye problems while attending online classes or answering my modules.	3.34	1.14	Sometimes Observed ¹⁶
5. I feel happier learning at home alone without physical interactions with my teachers and classmates than in face-to-face learning	2.49	0.84	Seldom Observed
6. I am willing to spend 10-20 hours each week in attending online classes or answering my modules.	3.15	0.93	Sometimes Observed
7. I am comfortable sitting for more than 2 hours in front of a computer or cellphone while attending online classes or answering my modules.	3.11	1.07	Sometimes Observed

Overall Mean = 3.33

Standard Deviation = 1.09

Verbal Interpretation = To a moderate extent

Table 2 illustrates the level of learners' readiness as to physical aspect. This shows that learners are often observed to be capable of spending significant time and energy to engage in online learning class or in answering their modules ($M=3.85$, $SD=0.84$), have better sleeping habits/routines during distance learning ($M=3.63$, $SD=1.05$) and still can maintain good eating habits even though there are deadlines to beat in accomplishing activities in their modules/Google classrooms ($M=3.76$, $SD=1.06$). On the other hand, it is seldom observed that pupils feel happier learning at home alone without physical interactions with their teachers and classmates than in face-to-face learning ($M=2.49$, $SD=0.84$).

Overall, the level of learners' physical readiness attained a mean score of 3.33 and a standard deviation of 1.09 and was verbally interpreted to a moderate extent.

Table 3. Level of Learners' Readiness as to Psychological-Emotional Aspect

STATEMENT	MEAN	SD	REMARKS
1. I am ready for the new normal way of learning.	3.55	0.86	Often Observed
2. Learning in the comfort of my home makes me enthusiastic about learning	3.72	0.90	Often Observed
3. New normal education is not stressful for me.	3.06	0.90	Sometimes Observed
4. I have higher expectations for my academic performance in the new normal.	3.29	0.90	Sometimes Observed
5. Distance learning improves my written communication and analytical thinking skills.	2.95	0.86	Sometimes Observed
6. I learn best when I figure things out for myself.	3.40	0.87	Often Observed
7. I am able to manage my time well so that work and tasks don't build up and will be done on time.	3.41	0.99	Often Observed

Overall Mean =

3.34 Standard

Deviation = 0.93

Verbal Interpretation = To a moderate extent

Table 3 illustrates the level of learners' readiness as to psychological-emotional aspect. This shows that learning in the comfort of their homes is often observed to make the pupils enthusiastic about learning ($M=3.72$, $SD=0.90$). Additionally, being ready for the new normal way of learning is often observed as well among the learner respondents. ($M=3.55$, $SD=0.86$). On the other hand, the improvement in written communication and analytical thinking skills of the pupils are only sometimes observed in distance learning ($M=2.95$, $SD=0.86$).

Overall, the level of learners' readiness as to psychological-emotional aspect attained a mean score of 3.34 and a standard deviation of 0.93 and was verbally interpreted to a moderate extent among the respondents.

Table 4. Level of Learners' Readiness as to Technological Aspect

17

STATEMENT	MEAN	SD	REMARKS
1. I own a device (cellphone and/ laptop) to access online learning.	3.65	1.25	Often Observed
2. I know how to use online learning applications such as Google Classroom, Google Meet and Zoom, Class point, Quizizz, etc.	3.51	1.05	Often Observed
3. I know how to use web browsers (e.g. Internet Explorer, Google Chrome).	3.59	1.12	Often Observed
4. Using a computer in learning makes me feel excited in these new normal school days.	3.47	0.96	Often Observed
5. I am confident to use an online learning system.	3.48	1.06	Often Observed
6. I feel internet connection strength determines effective learning opportunity.	3.62	0.92	Often Observed
7. I believe that my knowledge in computer will help me a lot in my distance learning.	3.64	1.15	Often Observed
Overall Mean = 3.57			
Standard Deviation = 1.08			
Verbal Interpretation = To a great extent			

Table 4 shows the level of learners' readiness as to technological aspect. The results present that the learner respondents own devices (cell phone and/ laptop) to access online learning ($M=3.65$, $SD=1.25$). Aside from that, it is often observed that their knowledge in computer is believed to help them a lot in their distance learning ($M=3.64$, $SD=1.15$) and using a computer in learning makes them feel excited in these new normal school days ($M=3.47$, $SD=0.96$).

Overall, the level of learners' readiness as to technological aspect attained a mean score of 3.57 and a standard deviation of 1.08 and was verbally interpreted as to a great extent.

Learning Delivery Modalities

Table 5. Level of Learners' Readiness as to Learning Delivery Modalities

STATEMENT	MEAN	SD	REMARKS
1. I am comfortable doing academic work independently and without regular face-to-face interaction with an instructor.	3.13	0.99	Sometimes Observed
2. Access to devices and internet for e-learning is more expensive compared to using offline materials such as books and handouts.	4.71	0.47	Always Observed
3. It is easier and more comfortable taking distance learning lessons than in face-to-face learning.	2.96	1.09	Sometimes Observed
4. I can comply with all the technology-mediated activities easily.	3.39	0.92	Often Observed
5. I do not find activities on modules/Google classroom uninteresting.	3.51	0.90	Often Observed
6. Whenever I encounter difficulty understanding the lessons, I get quickly assisted by my teacher.	3.43	0.98	Often Observed
7. Distance learning increases my expectation towards learning and mastering the lessons.	3.45	0.93	Often Observed
Overall Mean = 3.51			
Standard Deviation = 1.05			
Verbal Interpretation = To a great extent			

Table 5 illustrates the level of learners' readiness as to learning delivery modalities. From this, almost all the learners agree that access to devices and internet for e-learning is more expensive compared to using offline materials such as books and handouts ($M=4.71$, $SD=0.47$). Also, it is often observed that the learners do not find activities on modules/Google classroom uninteresting ($M=3.51$, $SD=0.90$).

On the other hand, it is still more accessible and more comfortable for the pupils to take lessons in face-to-face learning than in distance learning ($M=2.96$, $SD=1.09$).

Doing their academic work comfortably and independently without regular face-to-face interaction with their teacher is only observed sometimes among learners ($M=3.13$, $SD=0.99$).

Overall, the level of learners' readiness as to learning delivery modalities attained a *mean score* of 3.51 and a *standard deviation* of 1.05 and was verbally interpreted as *to a great extent* among the respondents.

Table 6. Learner's Perception on the First Quarter Most Essential Learning Competencies (MELCs) in English

STATEMENT	MEAN	SD	REMARKS
1. I can easily identify real or make-believe and fact or non-fact images.	3.60	0.79	Often Observed
2. I can reflect on the contexts of read poem/s in creating or illustrating real or make-believe, fact or non-fact images.	3.54	0.73	Often Observed
3. I can infer the purpose of visual media.	3.56	0.81	Often Observed
4. I don't have struggles interpreting the meaning suggested in visual media through a focus on visual elements.	3.47	0.75	Often Observed
5. I find it easy to determine images/ideas that are explicitly used to influence my point of view.	3.67	0.74	Often Observed
6. I can make connections between information read/viewed and my personal experiences.	3.69	0.71	Often Observed
7. The activities in my modules/ online sessions and/ google classroom can be answered by all types of learners.	3.60	0.97	Often Observed

Overall Mean = 3.59

Standard Deviation = 0.79

Verbal Interpretation = To a great extent

Table 6 illustrates learners' perception on the first quarter most essential learning competencies (MELCs) in English. From this, learners can connect information read/viewed personal experiences ($M=3.69$, $SD=0.71$). Determining images/ideas that are explicitly used to influence pupils' points of view is also *often observed* ($M=3.67$, $SD=0.74$). More so are struggling to interpret the meaning suggested in visual media through a focus on visual elements ($M=3.47$, $SD=0.75$).

Overall, the mastery of the first quarter's MELCs in English among the respondents attained a *mean score* of 3.59 and a *standard deviation* of 0.79 and was verbally interpreted *to a great extent*.

The results imply that the learner participants are *often observed* to make connections between information read/viewed and their personal experiences, determine images/ideas that are explicitly used to influence their point of view, and interpret the meaning suggested in visual media by focusing on visual elements.

Table 7. Learners' Level of Performance in the Target the Most Essential Learning Competencies (MELCs)

Lowest Score	Highest Score	Mean	Std. Deviation	Analysis
7	23	15.35	3.67	Satisfactory

Legend:

20 – 24.99 Outstanding

15 – 19.99 Very Satisfactory

10 – 14.99 Satisfactory

5 – 9.99 Fair

0 – 4.99 Needs Improvement

Table 7 illustrates the learners' level of performance in the first quarter Most Essential Learning Competencies (MELCs). It can be gleaned from the table that the Grade 6 test-takers from Pila Elementary school got the highest score of 23 and the lowest of 7 in the first quarter MELCs.

It also shows that in a 25-item test, the respondents got the scores ranging from 10-14.99 which attained a mean score of 15.35 and a standard deviation of 3.67 and interpreted as satisfactory.

From this, it can be inferred that there is a satisfactory level of results on the learners' performance of the MELCs set for the first quarter.

Table 8. Regression on the Predictors of the Most Essential Learning Competencies (MELCs)

Variables	Beta	t-value	p-value	Analysis
Gender	-0.459	-0.830	0.408	Not significant
Age	0.126	0.689	0.492	Not significant
Father's educational attainment	0.304	3.117	0.017	Significant
Mother's educational attainment	0.143	2.567	0.014	Significant
Home-based support system	0.321	2.450	0.015	Significant
Physical readiness	0.715	3.117	0.017	Significant
Psychological-Emotional readiness	0.457	1.797	0.020	Significant
Technological readiness	0.914	5.134	0.010	Significant
Learning Delivery Modality readiness	0.105	1.785	0.019	Significant

Adjusted R-Square = 0.3743

F-Value = 2.569

Sig. = 0.009

Table 8 presents the regression on the Most Essential Learning Competencies (MELCs) predictors. Results from the table revealed that father's educational attainment had a significant effect on the achievement of the MELCs. The beta coefficient of 0.304 indicates that for every standard deviation unit increase in father's educational attainment, there is a corresponding 0.304-unit increase. The t-value of 3.117 is significant having a p-value of 0.017.

Also, mother's educational attainment had an influence on the MELCs. From the results, it can be seen as mother's educational attainment becomes higher, there is a corresponding 0.143-unit increase in the mastery. The t-value of 2.567 is significant at 0.014 level of significance.

The home-based support system is seen to be a predictor as well. Forevery unit increase in the level of adequacy of the home-based support system, there was a 0.321-unit increase in mastery. The t-value of 2.450 is significant, having a p-value of 0.015.

Another variable contributing to the mastery of the first quarter MELCs was physical readiness. As the learners' level of preparedness increases, there is a corresponding 0.715-unit increase in the MELCs. The t-value is 3.117, significant at a 0.017 level of significance. Likewise, the learners psychological-emotional readiness also affects the achievement of the competencies. The beta-coefficient of 0.457 indicates that for every standard deviation unit increase in psychological-emotional readiness, there is a corresponding 0.304-unit increase. The t-value of 1.797 is significant having a p-value of 0.020.

Technological readiness is also revealed to be a predictor of the MELCs. It shows that as the learners' level of preparedness as to technological aspect increases, there is a corresponding 0.105-unit increase in the MELCs. The t-value is 5.134 is significant at 0.010 level of significance.

In addition, the learning delivery modality is one of the predictors of the MELCs. For every unit increase in the level of preparedness in the learning delivery modalities, there was a 0.321-unit increase in the MELCs. The t-value of 1.116 is significant, having a p-value of 0.019.

The adjusted R-square indicates that 37.43% of the variation in the MELCs is explained by the predictors such as parents' educational attainment, learners' readiness as to physical, psychological-emotional, technological aspect and learning delivery modality. The F-value of 2.569 is significant at 0.009 level of significance.

This means that parents' educational attainment, home-based support system, learners' readiness as to physical, psychological-emotional, technological aspect and learning delivery modalities significantly affect the first quarter most essential learning competencies. On the other hand, gender and age of learners are not significant to MELCs. This is evidenced by the incurred p-values of 0.408 in gender and 4.492 in age which is far less than the significance alpha of 0.05.

Summary of Findings

The data revealed that out of one hundred seventy-seven (177) respondents, one hundred two (102) were identified as the female population, which is 58% of the total number of respondents. The remaining seventy-five (75) respondents were identified as males, accounting for 42% of the total population.

It also showed that one hundred seventy-two (172) or 97% among one hundred seventy-seven (177) learner respondents were identified on the average age or between 11 to 12 years old. Only 3% is among the underage (10 and below) and overage (14 to 15) categories.

It was identified that sixty-nine (69) fathers were graduated from high school which is 39% of the total population. This is seconded in quantity by those identified to have graduated college, with forty-nine (49) respondents identifying as such, which

accounts for 28% of the population. On the other hand, only three (3) respondents have been identified to have pursued post-graduate studies, which is about 2% of the population. Moreover, the data revealed that out of one hundred seventy-seven (177) respondents, sixty-four (64) were identified as mothers who have graduated high school at the least, which is 36% of the total population. This is seconded in quantity by those identified to have graduated college, with fifty-eight (58) respondents identifying as such, which accounts for 33% of the population. On the other hand, only six (6) respondents have been identified as undergraduates and graduates of elementary studies, which is about 3% of the sample population. Hence, it can be stated that most of the respondents' parents are mostly educated.

As with the adequacy of home-based support system, the data showed that learner respondents receive an adequate home-based support system as it attained a mean score of 3.80 and a standard deviation of 1.10. It was also revealed that for every unit increase in the level of adequacy of the home-based support system, there was a 0.321-unit increase in mastery. The t-value of -1.456 is significant, having a p-value of 0.015. Therefore, the null hypothesis is rejected. This shows that the level of adequacy of the home-based support system is seen to be a predictor of the MELCs.

The physical readiness of the respondents in the new normal has a mean score of 3.33 and a standard deviation of 1.09. This means that the level of the learners' readiness is to a moderate extent. However, the level of learners' readiness regarding psychological-emotional aspects attained a mean score of 3.34 and a standard deviation of 0.93 and was verbally interpreted to a moderate extent among the respondents. As to technological aspect, the level of learners' readiness attained a mean score of 3.57 and a standard deviation of 1.08 and was verbally interpreted to a great extent. Also, the readiness of the pupil respondents in terms of learning delivery modalities has a mean score of 3.51 and a standard deviation of 1.05. It shows that the level of learner's readiness in the new normal learning modalities is to a great extent.

With regards to learners' perception of the first quarter's most essential learning competencies (MELCs) the data revealed that the learners got excellent score with a mean score of 3.59 and a standard deviation of 0.79. It also revealed that the pupils got the highest score of 23; on the other hand, the lowest score was 7. The data show that the learner respondents demonstrated a satisfactory level of performance in the 25-item test, which attained a mean score of 15.35 and a standard deviation of 3.67.

In the test of significance, the adjusted R-square indicates that 37.43% of the variation in the mastery of the MELCs is influenced by the predictors such as parents' educational attainment, learners' readiness for physical, psychological-emotional, technological aspects, and learning delivery modality. The F-value of 2.569 is significant at a 0.009 level of significance.

Overall, results imply that parents' educational attainment, home-based support system, learners' readiness for physical, psychological-emotional, technological aspects, and learning delivery modalities significantly affect the most essential learning competencies in the first quarter. On the other hand, the gender and age of learners are not significant in the achievement of MELCs. This is evidenced by the incurred p-values of 0.408 in gender and 4.492 in age which is far less than the significance alpha of 0.05.

Conclusion

In accordance with the findings, the conclusions were made:

The researcher, therefore, concludes that components such as parents' educational attainment, home-based support system, learners' readiness in the aspects of physical, psychological-emotional, technological, and learning delivery modalities significantly affect the first quarter most essential learning competencies in English of 177 Grade 6 pupils of Pila Elementary School, both in modular and online learning delivery modalities. Pupils can achieve the most essential learning competencies when they receive an adequate home-based support system and increased parents' educational opportunities. More so, positive results in the students' performance are expected when they are physically, psychologically, emotionally, and technologically ready and are set to embrace different learning delivery modalities as the need arises. However, the learners' gender and age are not significant in the achievement of MELCs; therefore, the null hypothesis is partially rejected.

Recommendations

This study revealed the contributing components to the first quarter's most essential learning competencies in English 6. Thus, the following recommendations are hereby presented:

1. The government should continue devising plans and programs that will progress the resiliency of the educational system in the country during emergencies caused by pandemics and other crises and must be prepared to address the new normal after the crisis.
2. Parents must ensure that they provide as much as they can with all the needs of their children in the new normal education and must be the learning facilitators in home-school-based instruction dutifully.
3. Teachers must do upskilling to effectively address the progressive challenges in the country's educational system and facilitate and assume the role of facilitators on the remote learning platforms.

4. Learners must be strengthened physically, psychologically, emotionally, and technologically to cope effectively with the incoming pressure and demand. 21
5. Further studies can verify if the same findings will be established.

References

- Adigun, J., Onihunwa, J., Irunokhai, E., Yusuf, S. and Olubunmi, A. (2015). Effect of Gender on Students' Academic Performance in Computer Studies in Secondary Schools in New Bussa, Borgu Local Government of Niger State. *Journal of Education and Practice*. <https://files.eric.ed.gov/fulltext/EJ1083613.pdf>
- Alog, Remedios E. (2012). *Learning Style and Its Relationship to Academic Performance Of Central Philippine University Elementary School Intermediate Pupils*. <https://repository.cpu.edu.ph/handle/20.500.12852/1035>
- Alonazi, Ahmed. (2018). *Psychological, Academic and Demographic Variables Affecting Students' Academic Achievement Among First Year College Students in Saudi Arabia*. University of the Pacific Scholarly Commons. <https://core.ac.uk/download/pdf/303900099.pdf>
- Aguilar, Krissy. (2020, October 5). Duterte: School Opening In Time of COVID-19 A Momentous Occasion. *Inquirer. Net*. <https://newsinfo.inquirer.net/1343762/as-classes-begin-duterte-says-pandemic-cant-get-in-the-way-of-learning>
- Bentil, Joseph, Anderson, Hans Kweku, Somuah, David. (2020). *Junior High School Pupils Demographic Variables as Predictors of Their Study Habits in the Ekumfi District of Ghana*. *Journal of Education and Practice*. <https://core.ac.uk/download/pdf/287193053.pdf>
- Bhamani, S., Makhdoom, A. Z., Bharuchi, V., Ali, N., Kaleem, S., and Ahmed, D. (2020). *Home Learning in Times of COVID: Experiences of Parents*. <https://files.eric.ed.gov/fulltext/EJ1259928.pdf>
- Buabeng-Andoh, Charles. (2012). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*. <https://files.eric.ed.gov/fulltext/EJ1084227.pdf>
- Capulso, Leonilo B. Ph.D. (2020). *Braving The K-12 Education in The Philippines Amidst The COVID-19 Pandemic. K12 Digest*. <https://www.k12digest.com/braving-the-k-12-education-in-the-philippines-amidst-the-covid-19-pandemic/>
- Clearinghouse for Military Family Readiness at Penn State. (2020). Parents' Educational Levels Influence on Child Educational Outcomes: Rapid Literature Review. *University Park*. <https://militaryfamilies.psu.edu/>
- Coban, F. and Telci, U. A. (2016). The Role and Importance of Emotional Intelligence in The Acquisition of Translation Skills and Translator Training: Does A Translator Or Interpreter Need Emotional Intelligence?. <https://dergipark.org.tr/tr/download/article-file/285089#:~:text=Emotional%20intelligence%20consists%20of%20individual,Titre%2C%202013%3A92>
- Cochrane, Janette. (2020). Factors Affecting Access to Digital Technologies and the Resulting Impact for Students in a P-12 Context. *Australian Educational Computing*, v35 n1
- Couch-Jenkins, Tonya. (2017, December). *The Impact of Parent Engagement on the Academic Achievement of African American Students: A Phenomenological Study from the Perspective of Parents of Middle School Students in the Northeastern Region of the United States*. https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1339&context=education_etd
- Cuisa-Villanueva, Trinidad Marie, et al. (2020, July). *A Study on the Impact of Socioeconomic Status on Emergency Electronic Learning during the Coronavirus Lockdown*. https://www.researchgate.net/publication/344096899_A_Study_on_the_Impact_of_Socioeconomic_Status_on_Emergency_Electronic_Learning_during_the_Coronavirus_Lockdown
- Daguno-Bersamina, Kristine and Relativo, James. (2020, May 29). *Life After Lockdown: Massive shift to online education widens digital gap between rich and poor*. *Philstar Global*. <https://www.philstar.com/headlines/2020/05/29/2013427/life-after-lockdown-massive-shift-online-learning-mounts-digital-gap-between-rich-and-poor-widens>
- Dayagbil, Filomena T. Et al. (2021, July 23). *Teaching and Learning Continuity Amid and Beyond the Pandemic*. *Front. Educ.* <https://www.frontiersin.org/articles/10.3389/feduc.2021.678692/full>
- DepEd. (2019). Briones: Ensure Educational Continuity Amid Challenges. *GOVPH*. <https://www.deped.gov.ph/2019/11/20/briones-ensure-educational-continuity-amid-challenges/>
- DepEd Commons. (2020). *Guidelines on the Use of the Most Essential Learning Competencies (MELCs)*. <https://commons.deped.gov.ph/MELCS-Guidelines.pdf>
- DepEd Commons. (2020). K12 MELCS with CG Codes. <https://commons.deped.gov.ph/melc>
- DepEd LCP. (2020). *Learning Opportunities Shall Be Available. The Basic Education Learning Continuity Plan in the Time of COVID-19*. https://www.deped.gov.ph/wpcontent/uploads/2020/07/DepEd_LCP_July3.pdf
- Desai, Rajvi. (2020, February 11). Both Parents' Work Lives Affect Kids' Growth, but Research Won't Tell You So. *The Swaddle*. <https://theswaddle.com/working-parents-effect-on-children/>

- Dhawan, Shivangi. (2020, September). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7308790/>
- Durišić, M. and Bunijevac, M. (2017). *Parental Involvement as an Important Factor for Successful Education*. CEPS Journal. <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>
- Engin, Melih. (2017). *Analysis of Students' Online Learning Readiness Based on Their Emotional Intelligence Level*. *Universal Journal of Educational Research* 5(12A): 32-40. <https://files.eric.ed.gov/fulltext/EJ1165504.pdf>
- Evans, Olivia Guy. (2020, November 9). Bronfenbrenner's Ecological Systems Theory. *Simply Psychology*. <https://www.simplypsychology.org/Bronfenbrenner.html>
- Finol, Maria Ocando. (2020, March 26). Asynchronous vs. Synchronous Learning: A Quick Overview. *Bryn Mawr College*. <https://www.brynmawr.edu/blendedlearning/asynchronous-vs-synchronous-learning-quick-overview>
- Flores, Helen. (2021, March 3). Four of 10 Filipino Students Lack Distance Learning Tech. *The Philippine Star*. <https://www.philstar.com/headlines/2021/03/03/2081545/four-10-filipino-students-lack-distance-learning-tech>
- García, Emma and Weiss, Elaine. (2020, September 10). *COVID-19 And Student Performance, Equity, and Education Policy: Lessons from Pre-Pandemic Research to Inform Relief, Recovery, and Rebuilding*. <https://www.epi.org/publication/the-consequences-of-the-covid-19-pandemic-for-education-performance-and-equity-in-the-united-states-what-can-we-learn-from-pre-pandemic-research-to-inform-relief-recovery-and-rebuilding/>
- Garbe, A., Ogurlu, U., Logan, N. and Cook, P. (2020, December). *COVID-19 and Remote Learning: Experiences of Parents with Children during the Pandemic*. *American Journal of Qualitative Research*. <https://www.ajqr.org/download/parents-experiences-with-remote-education-during-covid-19-school-closures-8471.pdf>
- Geng, Shuang, Law, Kris M.Y., Niu, Ben. (2019, May 2021). *Investigating Self-Directed Learning and Technology Readiness in Blending Learning Environment*. *International Journal of Educational Technology in Higher Education* volume. <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-019-0147-0>
- Gobena, Gemechu, A. (2018, November 3). Family Socio-economic Status Effect on Students' Academic Achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia. *Journal of Teacher Education and Educators*. <https://files.eric.ed.gov/fulltext/EJ1207284.pdf>
- Gohl, Erin. (2020, April 1). Engaging Families in Distance Learning: Supporting from Afar. *Getting Smart*. <https://www.gettingsmart.com/2020/04/01/engaging-families-in-distance-learning-supporting-from-afar/>
- Graham, C. R., Henrie, C. R., & Gibbons, A. S. (2014). Developing models and theory for blended learning research. *Blended Learning: Research Perspectives*, 2, 13–33. <https://link.springer.com/article/10.1007/s11528-019-00375-5>
- Gray, Julie A., DiLoreto, Melanie. (2016, May). The Effects of Student Engagement, Student Satisfaction, and Perceived Learning in Online Learning Environments. *NCPEA International Journal of Educational Leadership Preparation*, Vol. 11, No. 1. <https://files.eric.ed.gov/fulltext/EJ1103654.pdf>
- Guilin, Heather. (2022, April 8). Integrating Physical Activity into Distance Education. *Texas A&M University College of Education & Human Development*. <https://today.tamu.edu/2020/04/08/integrating-physical-activity-into-distance-education/>
- Guo, Yang-feng et al. (2021). Physical Activity, Screen Exposure and Sleep Among Students During the Pandemic of COVID 19. <https://www.nature.com/articles/s41598-021-88071-4.pdf>
- Gupta, Richa, Chauhan Lokesh and Varshney, Abhishek. (2021, July 5). *Impact of E-Schooling on Digital Eye Strain in Coronavirus Disease Era: A Survey of 654 Students*. *National Library of Medicine*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8365579/>
- Herguner, Gulden and Ahmet Dönmez. (2020, October). *The Effect of Online Learning Attitudes of University Students on their Online Learning Readiness*. *TOJET: The Turkish Online Journal of Educational Technology*. <https://files.eric.ed.gov/fulltext/EJ1272871.pdf>
- Hsiao, Yu-Chen. (2021, April 13). Impacts of course type and student gender on distance learning performance: A case study in Taiwan. *Education and Information Technologies*. <https://link.springer.com/article/10.1007/s10639-021-10538-8>
- Hungi N., Ngware, M. & Abuya, B. (2014, November). Examining The Impact of Age On Literacy Achievement Among Grade 6 Primary School Pupils in Kenya. *International Journal of Educational Development*. Volume 39. <https://www.sciencedirect.com/science/article/abs/pii/S0738059314000509?via%3Dihub>
- Kazu, Ibrahim Yazat and Demirkol, Mehmet. (2014, January). Effect of Blended Learning Environment Model on High School Students' Academic Achievement. *Turkish Online Journal of Educational Technology*. <https://eric.ed.gov/?id=EJ1018177>
- Kendra, Cherry. (2021, July 28). How Social Learning Theory Works. *Very Well Mind*. <https://www.verywellmind.com/social-learning-theory-2795074>
- Khuo, Y.C., Walker, A. E., Belland, B. R. & Schroder, K.E. (2014, February). A Case Study of Integrating Interwise: Interaction, Internet Self-Efficacy, and Satisfaction in Synchronous Online Learning Environments. <https://files.eric.ed.gov/fulltext/EJ1024348.pdf>

- Kintanar, Fitzgerald C., Elladora, Suzette T. & Cuizon Frenah R. (2021). Plight of The Parents of The Filipino Learners In The Implementation Of The Modular Distance Learning. *International Journal of Educational Science and Research (IJESR)*. https://www.researchgate.net/profile/Fitzgerald-Kintanar/publication/354648567_PLIGHT_OF_THE_PARENTS_OF_THE_FILIPINO_LEARNERS_IN_THE_IMPLEMENTATION_OF_THE_MODULAR_DISTANCE_LEARNING/links/61441fdfa609b152aa157e7e/PLIGHT-OF-THE-PARENTS-OF-THE-FILIPINO-LEARNERS-IN-THE-IMPLEMENTATION-OF-THE-MODULAR-DISTANCE-LEARNING.pdf
- Kintu, M.J., Zhu, C. & Kagambe, E. (2017). Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. *Int J Educ Technol High Educ* 14, 7 (2017). <https://doi.org/10.1186/s41239-017-0043-4>
- Kumar, H. et al., (2017). Education in Emergencies: Smart Learning Solutions and Role of Governance to Mitigate the Challenges, 2017 3rd International Conference on Advances in Computing, Communication & Automation (ICACCA) (Fall) pp. 1–6. <https://ieeexplore.ieee.org/document/8344679>
- Kurt, Serhat. (2020, December 28). Kolb's Experiential Learning Theory & Learning Styles. *Educational Technology*. <https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/>
- Kusel, J., Martin, F. and Markic, S. (2020). University Students' Readiness for Using Digital Media and Online Learning—Comparison between Germany and the USA. *Education Sciences*. <https://www.mdpi.com/2227-7102/10/11/313/htm>
- LaMorte, Wayne W. (2019, September 9). The Theory of Planned Behavior. *Boston University School of Public Health*. <https://sphweb.bumc.bu.edu/otlt/mph-modules/sb/behavioralchange/theories/BehavioralChangeTheories3.html>
- Lawrence, K. C. (2021, April 7). Parental involvement, learning participation and online learning commitment of adolescent learners during the COVID-19 lockdown. *Research in Learning Technology*. <https://journal.alt.ac.uk/index.php/rlt/article/view/2544/2879>
- Lerner, R. M., & Callina, K. S. (2013). Relational developmental systems theories and the ecological validity of experimental designs: Commentary on Freund and Isaacowitz. *Human Development*, 56(6), 372–380. doi:10.1159/000357179 [Crossref], [Web of Science ®], [Google Scholar]. <https://www.tandfonline.com/doi/full/10.1080/10888691.2018.1537791>
- Liu, Xiaohong et al. (2021, September). *Gender Differences in Self-Regulated Online Learning During the COVID-19 Lockdown*. *Frontiers in Psychology*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.752131/full>
- McCombes, Shona. (2022). Descriptive Research Design | Definition, Methods & Examples. *Scribbr*. <https://www.scribbr.com/methodology/descriptive-research/>
- Malipot, Merlinda Hernando. (2021, July 15). Could Distance Learning Be Really Harmful to Students? *Manila Buletin*. <https://mb.com.ph/2021/07/15/could-distance-learning-be-really-harmful-to-students/>
- Mamolo, Leo, A. (2022). Online Learning and Students' Mathematics Motivation, Self-Efficacy, and Anxiety in the “New Normal”. <https://www.hindawi.com/journals/edri/2022/9439634/>
- Manila Times. (2020, July 30). *Crucial role parents play in children's continuous learning*. <https://www.manilatimes.net/2020/07/30/campus-press/crucial-role-parents-play-in-childrens-continuous-learning/747924>
- Morante, A., Djenidi, V., Clark, H. and West, S. (2017, July). Gender differences in online participation: examining a History and a Mathematics Open Foundation online course. *Australian Journal of Adult Learning*. <https://files.eric.ed.gov/fulltext/EJ1148628.pdf>
- Oweis, Thelal Iqab. (2018). Effects of Using a Blended Learning Method on Students' Achievement and Motivation to Learn English in Jordan: A Pilot Case Study. *Education Research International*. <https://www.hindawi.com/journals/edri/2018/7425924/>
- Parahoo, Sanjai K. and Santally, M.I. (2017, February). *Should Gender Differences be Considered When Assessing Student Satisfaction in the Online Learning Environment for Millennials?*. *Research Gate*. https://www.researchgate.net/publication/314196348_Should_Gender_Differences_be_Considered_When_Assessing_Student_Satisfaction_in_the_Online_Learning_Environment_for_Millennials
- Pham et al. (2021). The Factors Affecting Students' Online Learning Outcomes during the COVID-19 Pandemic: A Bayesian Exploratory Factor Analysis. *Educational Research International*. <https://www.hindawi.com/journals/edri/2021/2669098/>
- Philippine Daily Inquirer. (2021, March 3). 58% of Filipino students used devices for distance learning – SWS. *Inquirer. Net*. <https://newsinfo.inquirer.net/1402235/sws-58-of-pinoy-students-used-devices-for-distance-learning>
- PIVOT 4A Learner's Material English G6. (2020). *Department of Education CALABARZON Curriculum and Learning Management Division*.
- Porkhel, S. & Chhetri, R. (2021, January 19). *A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning*. *Higher Education for Future*. <https://journals.sagepub.com/doi/full/10.1177/2347631120983481>

- Ratelle, C. F., Morin, J. S., Guay, F. and Duchesne, S. (2018). Sources of Evaluation Of Parental Behaviors As Predictors Of Achievement Outcomes. https://selfdeterminationtheory.org/wp-content/uploads/2021/03/2018_RatelleMorinEtAl_Sources.pdf
- Roe, Astrid, Blikstad-Balas, Marte and Dalland, Cecilie, P. (2021, January 21). *The Impact of COVID-19 and Homeschooling on Students' Engagement with Physical Activity*. <https://www.frontiersin.org/articles/10.3389/fspor.2020.589227/full>
- Shuib, Munir. (2015). Learning Style Preferences Among Male and Female ESL Students in Universiti-Sains Malaysia. *The Journal of Educators Online-JEO*. <https://files.eric.ed.gov/fulltext/EJ1068392.pdf>
- Sintema, Edgar John (2020). *Effect of COVID-19 on the Performance of Grade 12 Students: Implications for STEM Education*. *EURASIA Journal of Mathematics, Science and Technology Education*. <https://www.ejmste.com/download/effect-of-covid-19-on-the-performance-of-grade-12-students-implications-for-stem-education-7893.pdf>
- Toro, Vanessa, et al. (2018). *The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills*. Canadian Center of Science and Education. <https://files.eric.ed.gov/fulltext/EJ1200055.pdf>
- Tyng, Chai M., Amin, Hafeez, U., Saad, Mohamad N.M. and Malik, Aamir S. (2017, August 24). The Influences of Emotion on Learning and Memory. <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.01454/full>
- UNESCO. (2020). The Global Coalition Commission. <https://en.unesco.org/covid19/educationresponse/globalcoalition>
- ViewSonic Library. (2020, December 29). Distance Learning for Special Education: 4 Accommodations for Distanced Students. <https://www.viewsonic.com/library/education/distance-learning-for-special-education-4-accommodations-for-distanced-students/>
- Vitales, V. A., Aquino, K. J. M., De Leon, E. F., Lacap, P. P., Maranan, S. S., & Duldulao, J. J. (2021). Preparedness and challenges of the new normal: perspectives of Filipino students in virtual learning. *Technium Social Sciences Journal*, 23(1), 199–211. <https://doi.org/10.47577/tssj.v23i1.4283>
- Wang L, Zhang Y. (2016) An Extended Version of the Theory of Planned Behavior: The Role of Self-Efficacy and Past Behaviour in Predicting the Physical Activity of Chinese Adolescents. *J Sports Sci*. 2016;34(7):587-97. doi: 10.1080/02640414.2015.1064149. Epub 2015 Jul 6. PMID: 26148128.
- Weber, Joosten, T., Baker, N., Schletzbaum, M., & McGuire, A. (2021). Planning for a Blended Future: A Research-Driven Guide for Educators. [Report] Every Learner Everywhere Network. Retrieved from: <https://www.everylearnereverywhere.org/resources/>
- World Health Organization (WHO). (2020, July 21). Rolling updates on coronavirus disease (COVID-19). <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/events-as-they-happen>
- Yu, Z. (2021). The Effects of Gender, Educational Level, And Personality On Online Learning Outcomes During The COVID-19 Pandemic. *Int J Educ Technol High Educ* 18, 14. <https://doi.org/10.1186/s41239-021-00252-3>
- Zarzycka, E., Krasodomska, J., Mazurczak-Maka, A. & Turek-Radwan, M. (2021, July 14). Distance learning during the COVID-19 pandemic: students' communication and collaboration and the role of social media. *Cogent Arts and Humanities*. <https://www.tandfonline.com/doi/full/10.1080/23311983.2021.1953228>
- Zhao, Liang, et al. (2022, March 23). Impact of Home-Based Learning Experience During COVID-19 on Future Intentions to Study Online: A Chinese University Perspective. *Frontiers in Psychology*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.862965/full>