

Student's Practices in Using Self- Learning Module in Improving Learning Competencies in Filipino of Grade 9 Students, Castillejos District High School, Castillejos, Zambales

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Abstract

This study examined the student's practices in using self-learning module in improving the learning competencies of students in Filipino in terms of writing and reading. The topic is relevant in today's school environments as the learners is more diverse than before, and it is important that school administrators take the subject into consideration as effects of self-learning module in the learning competencies of students in Filipino. This study used descriptive statistical method. It was conducted among 210 students in Grade 9 of Castillejos District, Castillejos, Zambales. The researcher developed and administered a survey using self-learning module and 30-item test in the most essential learning competencies in terms of reading and writing. The results reveal that majority of the students (50.47% or 106 out of 210) in writing and (41.43% or 87 out of 210) in reading indicates that the Grade 9 students are in the Average level of learning competency in Filipino. It shows that students' practices such as using internet, other people involved, and longer time spent in using self-learning modules have a significant relationship in improving the learning competencies of the students in terms of reading and writing. These practices were found to positively correlate with the improvement of specific learning competencies in Filipino. In the light of the findings of the study, the researcher recommends designing training programs for teachers and learners to effectively enhance self- learning module. The researcher also suggests conducting further studies in the same field in different levels.

Keywords: self-learning module; practices; learning competencies; Filipino

Introduction

Education is a human right and an essential tool for personal, social and economic development. In recent years, there has been an increasing movement in the international education world towards more flexible or learner centered approaches because of the growth of self-access learning resources. Of these, Self-Learning Modules (SLMs) have emerged as a vital alternative to classroom teaching in particular where face-to-face learning is compromised or scanty.

The outbreak of COVID-19 has forced a worldwide demand for modular and distance learning. As per UNESCO (2021), during the peak of the pandemic more than 1.6 billion students in over 190 countries experienced school closure leading to education systems reverting to alternative delivery modalities. In return, several nations, such as the Philippines, adjusted

According to Anderson, (2008); Zimmerman, (2002). Self-Learning Modules are printed or digital instructional materials designed to allow learners to independently study and master specific learning competencies. These modules typically include explanations, guided activities, assessments, and answer keys. Studies suggest that when effectively used, self-learning modules can promote autonomy, improve academic performance, and help develop critical thinking skills (Knowles, Holton, & Swanson, 2015; Garrison, 2011). However, the success of SLMs largely depends on students' study habits, level of motivation, home learning environment, and the availability of guidance or feedback.

Self-learning modules (SLMs) are a systematic set of instructions that facilitate learners' mastery of a body of knowledge or a complex process (Maile & Cooper, 2018) and are designed where the learner is free to choose what to learn, how to learn, when to learn and where to learn (Sequeira, 2012)

Self-Learning Modules are intended for the learner to acquire individual skills through individualized instruction. Learning will be more effective with Self Learning Modules because SLM require personal guidance, personal attention, and overall individual efforts from the learners (Karuppiyah, Vijayaragavan & Singh, P.K. & Wason, Monika & V, Sangeetha, 2018).

The school closures resulted in the implementation of distance learning approaches. Using SLMs and the other alternative learning delivery modalities are in place to address the needs, situations, and resources of each and every learner and will cover all the bases in ensuring that basic education will be accessible amid the present crisis posed by COVID-19.

Background of Study

Since face-to-face classes in the Philippines are not yet allowed, the Department of Education implemented blended/distance learning wherein in the combination of the various distance learning modalities are implemented to continue the delivery of quality education amidst Covid 19 pandemic.

The real challenge faced by the students using self-learning module is that higher inculcation is different from school and students cannot expect spoon-feeding. This will be dealing with challenges and opportunities of distance learning in higher education because we have different students and each of them has special learning capabilities, some of them will be able to understand the text by themselves but many of them cannot fully understand the text or the context use in Filipino. It is commonly accepted that Filipino subject is difficult, incomprehensible, and of little interest to certain people. Language subject has importance over and above the application of basic literacy skills

A self-learning module is a set of learning activities intended to facilitate students' acquisition and demonstration that permits accurate targeting for development of specific competencies. (Department of Education, 2020) said that self-learning modules is developed and intended primarily for the use of learners who are not in direct contact with the teacher or cannot attend traditional classes due to disruption that limit the face-to-face interaction between the students and the teachers

In this implementation of the Department of Education, students cannot develop the four language skills

that normally accompany traditional learning methods. Students may encounter various difficulties in pronunciation, grammar, composition, vocabulary usage and spelling. Considering the above-mentioned situation the researcher sought to find out student practices in using self-learning module in improving learning competencies in Filipino of Grade 9 students at Castillejos District High School, Castillejos Zambales.

Methodology

Research Design

This study used a descriptive survey method, which intended to describe present conditions and events. According to Jacobs (2008), descriptive studies collect data to answer questions about a subject or topic of study. According to Creswell 2015, descriptive research design is a study that describes the characteristics of a population or phenomenon being studied. Primarily used to gain an understanding of a group or phenomenon. This involves collecting data through surveys, interviews, or observation.

Respondents and Location

The respondents of this study were the grade 9 students of Castillejos District High Schools, Castillejos Zambales. The researcher used simple random sampling which was 35 students per school. Simple random sampling is a sampling technique where every item in the population has an even chance and likelihood of being selected in the sample. Here the selection of items completely depends on chance or by probability and therefore this sampling technique is also sometimes known as a method of chances (Bhatt, 2016). The student-respondents were composed of 103 male or 49% and 107 female or 51% for a total of 210 student-respondents.

Table 1
Distribution of Research Respondents

School	SAHS	JFMTVHS	HIS	CNHS	Total
Male	20	17	16	50	103
Female	15	18	19	55	107
Total	35	35	35	105	210

The study was conducted in Castillejos District, Division of Zambales, Region III, Philippines. Specifically, at four (4) public high schools in Castillejos District namely: Castillejos National High School located at Barangay San Roque, Jesus F. Magsaysay Technical-Vocational School located at Barangay Sta. Maria, Hanjin Integrated School at Barangay Magsaysay and San Agustin High School in Barangay San Agustin.



Figure 1
Map showing the location of the Schools

Instrument

The researcher was utilized a survey questionnaire as a main instrument in gathering data needed for the study supported by unstructured interviews. According to Jackson (2009), the questionnaire is a form that was prepared and distributed to secure responses to certain questions.

The data used in this study are the raw data that were obtained from the Survey Questionnaire on the students' practices in using the self-learning module. This was used in answering the research question regarding the significant relationship in the level of competencies when group according to student practices in the use of self-learning module in Filipino in terms of writing and reading.

To gather the needed data in determining the learning competencies in Filipino a test was used. A 30-item test that contains the most essential learning competencies in the fourth quarter.

Rubrics from the self-learning module was used to evaluate the test in terms of the writing skills of the students.

To test the reliability of the instrument, a pilot testing was conducted to 30 students in Grade 9 at San Agustin High School, a public school in the same district which was not part of the respondents of this study.

Data Collection

To gathered relevant data for this study, the researcher employed both quantitative and qualitative data collection methods to ensure a comprehensive understanding of the students' practices and the effectiveness of the Self-Learning Modules (SLMs) in improving Filipino learning competencies. Students were presented with the list of practices in using self-learning module and most essential learning competencies in reading and writing for the fourth quarter and ask to rate them on a scale of 1-4. The rating was: 4 is always and 1 is never.

A test was also used to check the learning competency of the students in Filipino. It is a 30-item test which was categorized according to the learning competencies in reading and writing skills. It was constructed by a researcher.

The result of the test was used to determine the effect of the student's practices in using self-learning module and improving learning competencies in Filipino.

Data Analysis

Data gathered was tabulated and analysed by means of statistical tools using Software Package for

Social Science (SPSS) such as frequency counts and percentage and weighted mean to compute parameters on the use of self-learning module and improving learning competencies in Filipino.

Result and Discussion

Practices of Grade 9 Students in Using Self-Learning Modules (SLMs)

Study Habits. This pertains on the habits of students while studying using SLMs. Table 1 shows the mean analysis on their practices in terms of study habits.

Table 2
Students Practices in terms of Study Habits

Study Habits (Mean=3.23, Often)		Wt. Mean	Qualitative Interpretation
1	I study diligently every day and finished activities on time.	3.22	Often
2	I try to memorize as much as possible.	3.15	Often
3	I read many different reference books in answering activities in the module.	3.01	Often
4	I proactively study without being told at home.	3.17	Often
5	I study while using smart phone or cell phone at home.	3.58	Always
Rating Scale: Always (3.50 – 4.00) Often (2.50 – 3.49) Seldom (1.50 – 2.49) Never (1.00 – 1.49)			

Students always (3.58) study while they are using smart phone or cellphones in aid of self-learning modules. This is true at times that the SLMs were saved on their electronic gadgets. They garnered the lowest mean rate 3.01 which indicates that they often read different reference books in answering activities in the m **Use of Internet.** This involves how frequent do students makes use of the internet in aide of their use of the SLMS while studying. Table 5 presents the practices of students in using the internet.

According to Bolling (2000) asserts that good study habit through planning helps students prepare for what is ahead and accomplish their academic goals. Thus, lack of study habits clearly puts students at a disadvantage and is one of the main reasons' students need remedial classes, fall behind in coursework and drop out of school. Developing good study habits drastically lowers students' risk of academic struggles, and failure to complete a college degree Hence, Bolling (2000) submits that students who tend to perform high across most of their subjects can be considered to have good study habits by being actively involved in their own learning process, continuous planning and carefully monitoring of the educational task that they are required to complete.

Table 3
Students Practices in terms Internet Usage

Internet (Mean=2.97, Often)		Wt. Mean	Qualitative Interpretation
1	I use the internet to research and collect information and data for study.	3.38	Often
2	I ask teachers and friends about what I didn't understand through email, texting and chat.	3.16	Often
3	I watch educational videos such as online class lectures.	2.71	Often
4	I use the internet; I focus on information that is unrelated to what I am studying.	2.79	Often
5	I use information I find online on my essays and reports without putting it into my own words	2.82	Often

Rating Always (3.50 – 4.00) Often (2.50 – 3.49) Seldom (1.50 – 2.49) Never (1.00 – 1.49)

The students Often (3.38) use the internet to research and collect information and data to study. They rated lowest (2.71) on the indicator “*I watch educational videos such as online class lectures*” which is interpreted as Often. They also often ask their teacher and peers about area they do not understand on the modules using social media messaging applications and use the information they find on the internet. This implies that the students are knowledgeable enough on the usefulness of the internet in aid of their learning process while using the SLMs at home.

Empirical studies (e.g; Akende & Bamise, 2017) report that access to information can influence the academic performance of students. The use of credible internet resources is of greater importance for academic study, especially in high class courses which require an academic review of literature (Sahin et al., 2010). Internet use for educational purposes is found by Kim (2011) to be the heart of adolescent academic achievement. The availability of internet is almost everywhere; most students have had access to internet on their cellphones (Ellore et al. 2014).

modules. They too often finish activities on time, memorize whenever needed and proactively do their module activities without being told. This implies that the students are responsible enough to study at home using the SLMs to comply with the requirements of their learning process.

Person Involved in Studying. This pertains to the practices of students on how frequent they seek involvement of their family members and others on their study activities in using the SLMs. Table 6 shows the mean analysis on the variable Person Involved in Studying.

Table 4
Students Practices in terms of Person Involved in Studying

Person Involved (Mean=2.37, Often)		Wt. Mean	Qualitative Interpretation
1	I never need help.	2.03	Seldom
2	Parents or grandparents	2.73	Often
3	Brother or sister	2.82	Often
4	Teacher or Tutor	2.01	Seldom
5	Someone else	2.25	Seldom

Rating Scale: Always (3.50 – 4.00) Often (2.50 – 3.49) Seldom (1.50 – 2.49) Never (1.00 – 1.49)

The students Often seek involvement of their guardians (2.73) and their siblings (2.82) while they Seldom involve their teachers (2.25) and anyone else. However, they seldom (2.03) do not need help in studying their modules. This indicates that the students need help and involvement of other person in understanding the topics and in finishing their activities in the SLMs.

According to Sapungan and Sapunga. (2014), if we involve the parents in educating their children, it is tantamount to saying that the school is proactive in implementing changes or development among the students. As parent's involvement is increased, teachers and school administrators also raise the chance to realize quality reform in education.

According to Nierva (2009), parent involvement in the Philippines is vague because there is still a need to improve parent involvement practices, especially those promoting the parents' active involvement in the child's learning at home and in school.

Study Time. This defines the daily amount of time that the students spend on their SLMs. Table 4 presents the students' practices in terms of their study time

Table 5
Students Practices in terms of Study Time

Study Time (Mean=2.42)		Wt. Mean	Qualitative Interpretation
1	Up to 30 minutes	2.05	Seldom
2	More than 30 min. but less than 1 hour	2.45	Seldom
3	More than 1 hour but less than 2 hours	3.05	Often
4	More than 2 hours but less than 3 hours	2.39	Seldom
5	More than 3 hours but less than 4 hours	2.15	Seldom

Rating Scale: Always (3.50 – 4.00) Often (2.50 – 3.49) Seldom (1.50 – 2.49) Never (1.00 – 1.49)

The students Often (3.05) spend their time to study the SLMs for one to two hours. They Often (2.05) take at least 30 minutes in doing their modules. This indicates that at the most, the students spend at least 4 hours a day in studying at home using their modules.

According to Crede and Nathan (2008) in their research at the University of Wisconsin said that study time, ability, and attitude inventories were factors found to compete with standardized tests and previous grades as parameters of academic performance.

Adeyemo (2005) also concluded that students' academic achievement was the outcome of a combination of the study time behavior and other factors in any course of study. Specifically opined that study time attitude is an exercise that goes beyond merely reading for pleasure.

Learning Competencies of Grade 9 Students in Filipino

The frequently manifested learning competencies of students in Filipino was measured based on the Most Essential Learning Competencies using a survey instrument administered to the students by the researcher. Table 8 shows the mean analysis on the result of the survey.

Reading (Pagbasa). The student respondents gave their average perception on their reading competency in Filipino. From the results, it shows that the students Always (3.52) appropriate expression in expressing their feelings during reading sessions. They Often (3.20) show their competencies in illustrating social conditions before and after reading literary compositions. They could often use correct adjectives in describing subjects on what they read, expresses self-perspective on the power of love for parent, love one, neighbor and in town, and they could often explain the customs mentioned in the chapter of what they read that help enrich Asian culture. Averagely, the students Often (3.37) manifest their reading (pagbasa) competencies in Filipino as a result of using the SLMs in their learning process at home.

Regarding reading, engaging readers in shared inquiry on account of a discussion-based reading model results in effective stimulation of cognition among students as they engage in reflecting and thinking about

questions in a complex text. It has been implied that reading engagement is an antecedent of developing attentiveness among the students which eventually results in high performance of students in reading comprehension. The context of engagement resides in keeping the readers cognitively and behaviorally active and thus, it is essential balance of interest, self-regulation, motivation, reading attitude and involvement with text should also be included in measuring readers' engagement (Roomy & Alhawsawi, 2019).

Table 6
Frequently Manifested Learning Competencies in Filipino

Reading (Mean=3.37, Often)		Wt. Mean	Qualitative Interpretation
1	Can illustrate social conditions before and after reading literary compositions.	3.20	Often
2	Use correct adjectives in describing subjects on what they read	3.47	Often
3	Express self-perspective on the power of love for parent, love one, neighbor and in town	3.42	Often
4	Use appropriate expression in expressing their feelings during reading sessions.	3.52	Always
5	Explain the customs mentioned in the chapter of what they read that help enrich Asian culture	3.27	Often
Writing (Mean=3.23, Often)		Wt. Mean	Qualitative Interpretation
1	Write the proceeds of research data recorded	3.20	Often
2	Write a meaningful and intensive script of a monologue about a selective character	3.45	Often
3	Compose a description about own culture that can be used in narration.	3.20	Often
4	Compose an argumentative essay about current issues.	3.40	Often
5	Can write Mock Trial script about the characters' struggle on the literary compositions	2.91	Often

Rating Scale: Always (3.50 – 4.00) Often (2.50 – 3.49) Seldom (1.50 – 2.49) Never (1.00 – 1.49)

Writing (Pagsulat). The students rated the highest (3.45, Often) in terms of writing meaningful and intensive script of a monologue about a selective character. However, they rated them lowest (2.91) in terms of writing the Mock Trial script about the characters' struggle on the literary compositions. Additionally, the students could Often write the proceeds of research data recorded. On the average, the students exhibit their writing (Pagsulat) competencies in Filipino with the use of SLMs at home.

Table 7
Students' Level of Reading Competencies in Filipino

Level of Competency	Frequency of Students	%	Mean Score	Qualitative Description
Mastery	1	0.48	11.24	Average
Closely Approaching Mastery	11	5.24		
Moving Towards Mastery	21	10.00		
Average	106	50.47		
Low Mastery	70	33.33		
Very Low Mastery	1	0.48		

Rating Scale: Always (3.50 – 4.00) Often (2.50 – 3.49) Seldom (1.50 – 2.49) Never (1.00 – 1.49)

Majority (50.47% or 106 out of 210) of the students are in an average level of reading competency. One (.48%) student reached the Mastery level; however, one student is in a Very Low Mastery level. Moreover, the students garnered an average of 11.24 which indicates that the Grade 9 students have an Average level of reading competencies.

Literature indicates that skilled readers use several strategies in the act of reading (Khurram, 2017). To improve reading comprehension, learners ought to learn to use strategies of reading. In the reading literature strategies are defined as 'activities consciously chosen by learners for the purpose of regulating their own language learning' (Griffiths, 2008).

Griffiths (2008) identified some of the strategies which are typical of higher and lower-level students.

Table 8
Students' Level of Writing Competencies in Filipino

Level of Competency	Frequency of Students	%	Mean Score	Qualitative Description
Excellent	24	11.43	3.01	Average
Above Average	28	13.33		
Average	87	41.43		
Below Average	70	33.33		
Poor	1	0.48		

Rating Scale: Excellent (5.0) Above Average (4.99-4.00) Average (3.99-3.00) Below Average (2.99-2.00) Poor (1.00-1.99)

Most of the students are in Average level of Writing Competency or (41.43% or 87 out of 210 students). Twenty – four (11.43 %) students reached the Excellent level and one of the students (0.48%) is in Poor level. Overall, the average of (3.01%) indicates that the Grade 9 students are in the Average level of writing competency

The one excellent way to learn an ability for students is learning the style. Each student produces an unusual approach to study something.

Academic success also requires students to be able to understand, analyze, and apply information they gathered through their reading (Clarke, Truelove, Hulme, & Snowling, 2013). The importance of being able to understand written materials increases significantly in all academic areas as students move from one grade to another (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011).

Relationship between the Level of Competencies in Filipino and Students' Practices in Using Self-Learning Modules

SLM contains modules anchored to DepEd's K-12 Most Essential Learning Competencies (MELCs) that students should learn within a given period. The modules are easy to understand and help guide students, step by step, in learning curriculum-prescribed skills and standards. However, the practices of students in using the SLMS is hypothesized to may be related in improving their reading and writing skills. Table 8 shows the correlation between students' practices and the level of competencies in Filipino using the SLMs.

Table 9
Correlation between Students' Practices in the Using Self-Learning Modules and their Level of Reading and Writing Competencies in Filipino

Practices in Using SLMs	Coefficients	Competencies in Filipino	
		Reading (Pagbasa)	Writing (Pagsulat)
Study Habits	Pearson Correlation	.138*	.315**
	Sig. (2-tailed)	.046	.000
	N	210	210
Use of Internet	Pearson Correlation	.021	.150*
	Sig. (2-tailed)	.762	.030
	N	210	210
Person Involved in Studying	Pearson Correlation	.100	.261**
	Sig. (2-tailed)	.147	.000
	N	210	210
Study Time	Pearson Correlation	.164*	.071
	Sig. (2-tailed)	.017	.306
	N	210	210

. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

The Study Habits of students showed a low positive correlation with their Reading competencies ($r=.138$, $p=.046$) significant at .05 level and a moderate low positive correlation with their Writing competencies ($r=.315$, $p=.000$) significant at .01 level. This indicates that positive study habits of the students using the SLMs improve their reading and writing skills.

It can also be seen that the Writing competencies of the students had a low positive correlation with Use of Internet ($r=.150$, $p=.030$) significant at .05 level and Person Involved in Studying ($r=.261$, $p=.000$) significant at .01 level. This indicates that the writing skills of the students can be improved when students use the internet and involve other person while studying using their SLMs at home.

Moreover, Study Time had a low positive correlation ($r=.164$, $p=.017$) with the Reading competencies of the students significant at .05 level. This indicates that longer time spent on studying using their modules could positively increase their reading skills.

According to Alavi and Toozandehjani (2017) having a background of the learning styles of students can enhance their learning and at the same time help students strengthen self-actualization. The use of an adaptive learning practices may help students with high self-perceived academic competence to perform significantly better than students with low self-perceived academic competence.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The Grade 9 students in Castillejos District are often engaged on the different study habits like study diligently and proactively finished activities, reading of different books and showed to have reliance on the use of internet support, such as using of their electronic gadgets in collecting information or gathering data and communicating people who could help them in studying through their social media accounts, family involvement and sufficient time while studying their lessons in the SLMs. With the use of the SLMs, the students had attained an average level of reading and writing competencies in Filipino and the practices of the Grade 9 students in Castillejos District in terms of their study habits, internet usage, study time and the people that involve while studying their lessons in the SLMs contributes to their level of reading and writing competencies in Filipino.

Recommendations

Teachers and parents of the Grade 9 students may see to it that the students religiously follow their home learning schedules for them to intensively understand the topics presented on their SLMs, guide them with responsible use of electronic support, and always finish their activities on time. Make SLMs on a simpler context for the students to be more self-taught and to motivate them to improve their reading and writing skills in Filipino to an outstanding level. Parents may give more time guiding the Grade 9 students while studying their lessons in the SLMs by closely monitoring them and coordinating the teachers to be more specific on the objectives of the modules. A follow-up study may be conducted to validate the result of this research, such as finding the impact of the use of SLMs not only to Grade 9 students, but to all secondary grade school levels.

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