

Online & Printed Modular Learning Modalities: Student's Performance in Filipino 10

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ABSTRACT

This study is a descriptive-quantitative research that aims to examine the performance level of Grade 10 Filipino students of Luray II National High School in the school year 2021 which uses the online and modular learning modality amidst the pandemic. The quantitative research method is being used in this study. Furthermore, the researcher considered the most appropriate research design in order for it to be non-experimental and unbiased. The researchers will use the descriptive research design for the examination and investigation. Quasi-experimental will be used, a single empirical intervention study used to estimate the causal effect of an intervention on the target population without random assignments. The following are the gratifying findings of the investigation. Prior to the implementation of the online and print module learning modality, students performed or had low performance. After the implementation of the new learning modalities, there are changes in the performance or performances of the students. The performance of some students under the online learning modality meets the standard. On the other hand, more students who took the printed learning modality met the standards with minimal performance. The results show that before and after implementing the online and print modular learning modality there is a significant improvement in the performance of students.

KEYWORDS: *Online and Printed Modular Learning, Modalities, Performance*

INTRODUCTION

Education is the only wealth of every individual. Every person has learned in whatever method a teacher teaches in whatever situation is encountered. The Department of Education (DepEd) in the Philippines is preparing a Learning Continuity Plan (CLP) for the upcoming school year amid the country's battle against the coronavirus disease 2019 pandemic (Montemayor, 2020). Just because a vaccine for Covid-19 has been discovered, education authorities in the Philippines are trying to establish a distance learning scheme for 27 million students. Save the Children Philippines advocates for the Department of Education (DepEd) to employ learning approaches to ensure educational continuity and safeguard students from the COVID-19 virus (Save the Children, 2020).

Moreover, they requested public assistance, particularly from the education sector, in equipping non-teaching teachers and administrators to manage

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new learning methods in order to ensure the smooth deployment of DepEd's adaptive system. Education authorities are promoting participation in various distant learning programs and opening up learning applications, including the platforms that schools and teachers will use to communicate with students, in response to school closures and disruptions in education. Distance learning is a type of learning that takes place between a teacher and students who are geographically separated from one another during the course of the study (Llego, 2020). Online distance learning and modular distance learning are two of the most common distance learning, where students can choose to ensure that learning continues in the middle of the pandemic outbreak.

Even in a regular classroom setting, it is evident that pupils still struggle with subjects like Filipino. The issue of how the study would take place while it was conducted from afar arose. The Department of

Education has admitted that students in the K-12 program have difficulty learning Filipino. Following the removal of Filipino and literature as major subjects in college, the K-12 program is currently being implemented to improve the subject's education. However, most teachers find it hard to teach Filipino, particularly "Literary Works." While some students can quickly recognize and understand English words, others find learning Filipino frustrating and difficult (Summit Express, 2018). This is another challenging aspect of education in general, but particularly during current challenges. In reality, we must bridge the gap by examining students' preferred learning methods in Filipino.

Aside from the lack of literature evaluating students' preferred learning modalities during the pandemic, addressing the defining gap of Filipino students' learning module should also be tackled. The majority of students currently participate in modern methods of teaching and learning, which are disregarded by departmental offices in supporting them and are still advocated with the involved. To address this knowledge gap, the research aims to conduct a survey in relation to the preferred learning modality of the students particularly in the learning of Filipino of grade 10 students as well as the underlying reason for choosing such modality. The researcher believes that students' voices must be heard in order to meet their comfort and needs amid the Covid-19 situation.

Theoretical Framework

There is no single learning theory that has emerged for teaching in general, and the same is true for

distance learning. A variety of theories have surfaced, the majority of which are derived from basic learning theories recognized in the field of education (Sadeghi, 2019). The Community of Inquiry (COL) theory for distance online learning and the Experiential Learning theory for distance teaching distance underpin this study. The Community of Inquiry (COL) model is the theory that supports online distance learning as one of the learning modalities in the midst of the pandemic. COL refers to Garrison, Anderson, and Archer's (2000) online environments, which are based on three distinct "presences": cognitive, social, and instructional (Picciano, 2017). The term "presence" is a social phenomenon that emerges from interactions with students and educators. This model supports the development of online and blended courses as active learning environments in which educators and students can share ideas, information, and opinions. Online distance learning is designed to be highly interactive with students and teachers using discussion boards, blogs, wikis, and videoconferencing. Online learning has been found to be beneficial to students who prefer self-directed learning (You & Kang, 2014) because it allows students to work simultaneously and in a location that is suitable for their learning needs (Brittany, 2015). Distance learning online can be a great way for students to learn if the goal of education today is to continue learning without compromising their health. The experience may not be the same as face-to-face instruction in a traditional classroom setting, but online learning provides an awareness of the environment that is appropriate for students.

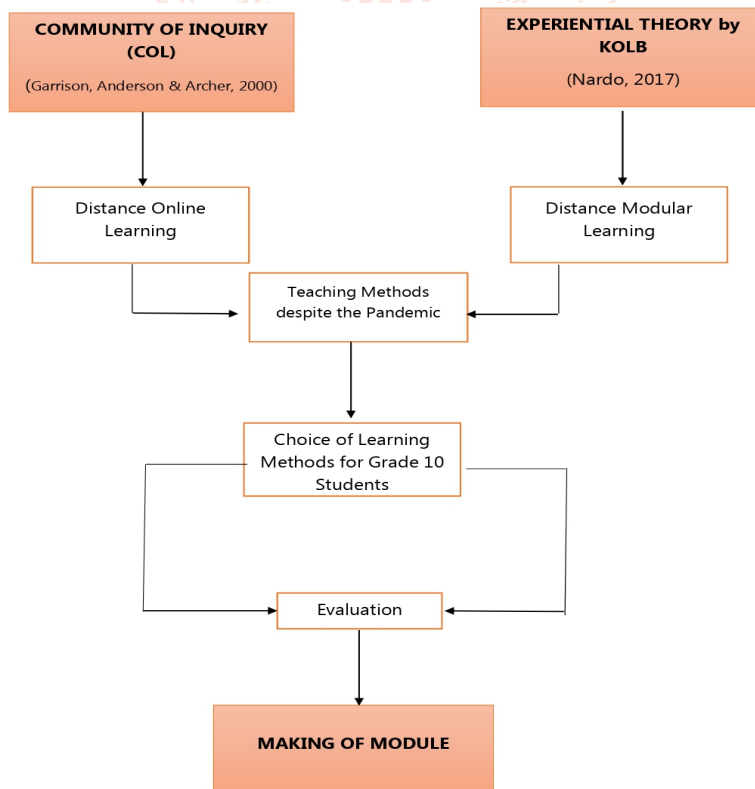


Figura 1 Theoretical-Conceptual Framework of the Study

Kolb's experiential theory is the theory that supports Extra Module Learning. This theory of learning has been promoted by experimenters who have made significant contributions to the field of education because they believe that all people have an innate desire to learn (Nardo, 2017). Furthermore, experiential learning is both personal development and the fact that everyone has a natural desire to learn. The teacher facilitates the learning process by assigning tasks to students, clarifying, explaining how to do them, and organizing learning resources that promote learning. The use of modules promotes self-directed learning.

Modules are instructional materials that contain activities or tasks that students will complete on their own. According to Nardo (2017), the true essence of modular teaching is that it is self-paced, that students progress at their own rate, and that it ultimately provides a sense of self-satisfaction. In learning by doing, students participate in real-life experiences where students have the opportunity to observe new techniques to experiment on themselves. There is a chance that the student will voluntarily choose what he or she wants as well as the ones they choose to play online games where they choose the path that they will take in their car. Furthermore, because they are involved in active roles for the purpose of research, students learn to reflect on their experiences and to be responsible for their own learning. This type of distance learning provides students with a safe environment in which to learn on their own. It allows students to discover unusual uses that are very different from a regular classroom set-up.

Statement of the Problem

The purpose of this study was to evaluate the level of performance of students in Filipino 10 S.Y. 2021 on online and printed modular learning modalities at Luray II National High School despite the pandemic.

This study aims to answer the following:

1. What is the level of performance of the students before implementing the online and printed modular learning modalities;
2. What is the level of performance of students using:
 - 2.1. online-learning modalities;
 - 2.2. printed modular learning modality
3. Is there a significant difference in the level of performance of the students;
 - 3.1. online-learning modalities
 - 3.2. printed modular learning modalities
4. What are the students' attitudes towards using online learning and printed modular learning modalities;

5. Based on the findings of the study, what output measure can be proposed?

STATEMENT OF THE NULL HYPOTHESIS

Ho1: There is no significant improvement in the level of performance of students in the online and printed modular learning modality.

RESEARCH & METHODOLOGIES

The quantitative research method is used in the study. In this study, the researcher determined that a non-experimental and inequality research design was the most appropriate. The descriptive research design of the investigation will be used. Quasi-experimental will be used, a single empirical intervention study used to estimate the causal effect of an intervention on the target population without random assignments.

Similar to traditional experimental design or randomized controlled trials, investigational experimental research lacks the element of random assignment to treatment or control. The researcher will capture and describe the respondents' views on their preferred learning module in the midst of a pandemic in this study. The research variable is evaluated in descriptive research because it exists without the researcher's intervention. The variables in this study will not be manipulated, and the researcher will not attempt to control the research setting; however, the data collection conditions will be the norm. The survey will be administered to grade 10 students who were chosen using stratified sampling. The collected data will be analyzed using a simple percentage and weight definition. The findings of the study will serve as the foundation for the study's recommendations and output.

The research will be carried out at Luray II National High School, Toledo City Division. The school is on Luray II in Toledo City. In terms of student and teacher population, Luray II National High School is the largest of the 12 secondary schools in the Toledo City Division. In the 2019-2020 school year, there were 3,433 students enrolled in Junior High School and 614 students enrolled in Senior High School, with a total of 4,047 students and 162 teaching and non-teaching staff. Humanities and Social Sciences, Industrial Arts, and Economics are the three strands offered by the school. Shielded Metal Arc Welding (SMAW) and Installation, as well as Electronic Installation and Maintenance, are the courses offered under Industrial Arts (EIM). Bread and Pastry Making, Cooking, Wellness Massage, Food and Beverage Services, Hairdressing, Beauty Care, and Nursing are the majors available in Economics. For five years in a row, the school has been named one of the top performing schools in the Toledo City Division and Region VII.

The survey respondents were Luray II NHS incoming Grade 10 students; there are 818 incoming Grade 10 students in the 2020-2021 school year, with 335 boys and 485 girls. The stratified sampling technique will be used by the researcher to obtain a good sample size that represents the entire population. Two (2) sections of grade 10 students will be chosen to participate in this study.

Table 1 Distribution of Respondents

Grade Level	Respondents		Overall
	First Section	Second Section	
Grade 10	20	20	40

INSTRUMENTS

This study's main research instrument was a 4-point Likert Scale (see Appendix A), which was adapted from the Ullah (2018) study. This instrument was modified in response to research objectives and specific problems. Scales are used to allow respondents to report their opinions on a scale (Brink, 2000). This Likert scale's response options were strongly agree, agree, disagree, and strongly disagree.

COLLECTION OF DATA

Securing Authority Approval to Conduct the Study: Authority approval will be sought from the respective offices concerned via transmittal letters sent to individuals directly involved in learning, such as school leaders and respondents. Respondents will be given a consent form before the study begins, and a brief orientation will be provided to them either online or in person, depending on their availability and convenience. The respondents will be given a pre-test to answer in order to determine their performance in answering and understanding the questionnaire questions. The Pre-test is included with the distribution of the questionnaire. Following the pre-test, the respondents' scores will be recorded in order to determine the student's performance in the online and printed modular learning modalities.

DATA ANALYSIS

The collected data will be statistically analyzed using the dimensions listed below for their intended purpose.

Simple Percentage Analysis is one of the major statistical tools for analyzing and interpreting basic data. It is concerned with the number of respondents who responded to a specific question and the percentage of the total population chosen for the study.

The Weighted Mean method is best suited for assessing respondents' overall response to the Likert Scale in terms of students' level of preference toward learning modalities.

T-test independent sample The Independent Samples T-Test compares two independent groups' methods to see if there is statistical evidence that the mean of the associated population varies. A parametric test is the Independent Samples T-Test.

DATA COLLECTION, ANALYSIS & INTERPRETATION OF DATA

The findings of the study are presented in this chapter. The study demonstrates how to interpret, analyze, and interpret data collected from respondents. The research findings served as the foundation for the proposed study modules. The data is presented in tabular form, analyzed, and interpreted narratively. To avoid information mixing, explicit precautions were taken, and the researchers verified all of the information entered in the table to ensure its veracity.

Level of performance of students before implementing the online and printed modular learning modalities

It shows the students' performance level prior to implementing the module's online and print learning modes. It displays their preliminary exam scores, which are recorded and interpreted.

Table 1 Pre-test in Online Learning Modality

Distribution	Frequency	Percent (%)	Mean Percentage Score	SD	Descriptive Equivalence
Below 75	20	100	29.38	2.90	Did Not Meet Expectations

Note. n = 20. Below 75 = Did Not Meet Expectations; 75-79 = Fairly Satisfactory; 80-84 = Satisfactory; 85-89 = Very Satisfactory; 90-100 = Outstanding.

Table 1 presents the students' test scores prior to implementing the Online Learning Modality. Many students received 11-20, which is below the standard, while others received 1-10, indicating poor performance. The results show that many students struggle, particularly in the Filipino subject. Although the subject is simple to grasp, the terminology used is difficult to recall. According to Villamor et al. (2014), despite the use of the Filipino language in conversations, many unfamiliar Filipino words, particularly those with deep meanings, are rarely used today. It is the responsibility of teachers to teach those difficult words and to comprehend the subject (Parba, 2018).

Table 2 Pre-test in Printed Modular Learning Modality

Distribution	Frequency	Percent (%)	Mean Percentage Score	SD	Descriptive Equivalence
Below 75	20	100	37.75	3.25	Did Not Meet Expectations

Note. n = 20. Below 75 = Did Not Meet Expectations; 75-79 = Fairly Satisfactory; 80-84 = Satisfactory; 85-89 = Very Satisfactory; 90-100 = Outstanding.

The table above shows the students' pre-test scores prior to implementing the Printed Modular Learning Modality. The results show that the majority of the students received scores ranging from 11 to 20, with no scores exceeding 20. This indicates that the majority of the students performed below standard level. One of the factors that contributed to this was the students' interest in the subject. As a result, many children today believe that the Filipino subject is boring and that they are uninterested in learning the lesson (Abris, et al., 2018; Villamor, et al., 2014).

Student performance levels using online and printed modular learning modalities

The tables below show the students' levels of performance after implementing the online and print learning modules. It covers and interprets their scores on the given preliminary exam.

Table 3 Post-test in Online Learning Modality

Distribution	Frequency	Percent (%)	Mean Percentage Score	SD	Descriptive Equivalence
Below 75	20	100	47.38	2.11	Did Not Meet Expectations

Note. n = 20. Below 75 = Did Not Meet Expectations; 75-79 = Fairly Satisfactory; 80-84 = Satisfactory; 85-89 = Very Satisfactory; 90-100 = Outstanding.

The post-test scores of the students are shown in the table above. This demonstrates that even after implementing the Online Learning Modality, many students received a score of 11-20, with a few receiving a score of 21-30. This suggests that many students are having difficulty with online learning. This suggests that many students are having difficulty with online learning. The findings contradict many research studies that claim online learning or e-learning is highly effective and ensures learning (Macharia & Pelsler, 2012; Hardaker & Singh, 2011). According to Slack (2015), there are numerous factors that contribute to the difficulties encountered in online learning. Learning styles and culture, pedagogical e-learning, technology, technical training, and time management are examples of these. This is also evident in today's education because online learning is new and unfamiliar to many teachers, and both educators and students are still adjusting to this new mode of learning.

Table 4 Post test in Modular Learning Modality

Distribution	Frequency	Percent (%)	Mean Percentage Score	SD	Descriptive Equivalence
Below 75	20	100	57	1.91	Did Not Meet Expectations

Note. n = 20. Below 75 = Did Not Meet Expectations; 75-79 = Fairly Satisfactory; 80-84 = Satisfactory; 85-89 = Very Satisfactory; 90-100 = Outstanding.

Table 4 shows the students' post-test scores after implementing the Printed Modular Learning Modality. According to the results, the majority of the students' performance meets the score standard of 21-30. Although this was not expected, it was adequate given their previous results. Students benefit from the modular teaching approach, according to Brown and Soroka (2017). It is a great teaching tool because of its flexibility and convenience. The printed Modular Learning Modality is also student-centered, encouraging self-reliance and independence. Students are enthusiastic about learning at their own pace (Srithar, 2015).

Significant improvement in student performance levels in online and printed modular learning modalities

The significant improvement in student performance using Online and Printed Modular Learning is shown in the tables below. The results are based on the students' accumulated and interpreted pre-test and post-test scores.

Table 5 Significant improvement in student performance in terms of online learning learning modality and printed modular learning

Variables	X ² -value	p-value	Decision	Interpretation
Online Learning (Pre-test Vs. Post-Test)	32.03 ^a	0.000**	Reject Ho	Significant
Printed Modular (Pre-test Vs. Post-Test)	11.57 ^a	0.000**	Reject Ho	Significant
Online Learning (Posttest) vs. Printed Modular (Posttest)	18.45 ^a	0.000**	Reject Ho	Significant

Note. n = 20. Significant if p-value < α (0.05)

The test result of the significance between the pre-test and post-test scores of the Online Learning Modality students is shown in the table above. This confirms that the students' performance has improved significantly.

This also suggests that online learning can be beneficial in the classroom. There are many factors that can contribute to its improvement including the existence of a society which, according to the Community of Inquiry (CoI) Framework it came from affective communication, open communication and group cohesion (Garrison & Akyol, 2013) Furthermore, according to Bakia et al. (2012), online learning has numerous applications, including increasing access, attracting students to interact with learning, individualization and other forms of instruction, increasing the student's learning rate, and others.

Meanwhile, the students' pre-test and post-test results for Printed Modular Learning Modality show a significant improvement in the score of m ga students. This suggests that modular learning can help students perform better. The modular learning approach has proven to be an effective and efficient tool to help students learn (Malik, 2012) as it promotes self-learning and flexibility. Also, it can significantly reduce school dropouts (Mazrekaj & De Witte, 2019). Moreover, because it is self-paced, students can rely on their own personal experiences and connect with what they have learned (Parahakaran, 2017).

Attitudes of students on the use of online learning and printed modular learning modalities

The table below depicts students' perceptions of the effectiveness of online learning and modular learning modes. It is based on the scale's self-evaluation result.

Statement	LS	S	HS	LDS	Weighted Mean	Descriptive Equivalent
1. Modular learning is more difficult to understand than online learning.	6	9	15	10	2.73	Disagree
2. Due to less interaction with students and teachers, it is difficult to favor modular learning on a regular basis.	14	19	7	0	1.83	Agree
3. The use of online learning has been hampered by an outdated computer and a poor internet connection.	15	13	10	2	1.98	Agree
4. Modular learning is less expensive than online learning	20	17	1	2	1.63	Strongly Agree
5. During a pandemic, modular learning is frequently avoided because it promotes social isolation rather than online learning.	9	15	11	5	2.3	Agree
6. Modular learning is superior to online learning because it encourages independent learning.	16	16	6	2	1.85	Agree
7. Students are more motivated by online learning than by modular learning.	14	10	12	4	2.15	Agree
8. Online learning is more engaging than modular learning.	10	15	12	3	2.2	Agree
9. Modular learning is more timely than online learning	18	12	5	5	1.93	Agree
10. Print materials are easier to read than electronic media or the internet.	30	9	1	0	1.28	Strongly Agree
Average					1.99	Agree

Note: $n=20$. 1.00-1.1.75 (Strongly Agree or SA), 1.76-2.50 (Agree or A), 2.51-3.25 (Disagree or D), 3.26-4.00 (Strongly Disagree or SD).

Table 7 depicts students' comprehension of Online and Printed Modular Learning Modalities. The majority of them agree that printed materials are preferable to electronic or soft copy materials. They also believe that modular learning is economically beneficial because it is less expensive than online learning. This is due to the fact that in the modular learning modality, they only need to purchase paper and a pen to complete activity responses. However, in order to participate in online learning, students must have a suitable electronic device and a high-speed internet connection, both of which are expensive. Many students, on the other hand, do not believe that modular learning is more difficult than online learning. According to Oparina et al. (2018)'s study on the modular learning approach, students find modular learning useful and compelling, which motivates them to perform better in subsequent modules. According to the findings presented above, the two modes of distance learning are widely accepted by students.

Table 7 Students' attitudes toward Online Learning and the Printed Modular Learning Modality

Students' attitudes toward Online Learning Modality

1. WIFI is required to continue participating in the online class.
2. Even with the covid virus, this is an excellent teaching method for keeping fellow students learning.
3. When there is no load, it is difficult.
4. The connection has been severed.
5. Sometimes there is no signal.
6. Teacher tasks are excellent.
7. The instructor is always prepared for the online class.
8. Entering zoom is difficult.
9. It is simple to complete assignments.
10. Innovative, especially if you're not used to using a gadget.
11. Online classes are enjoyable.
12. The class is enjoyable, particularly when there are online activities.
13. Because the camera can be turned off, students are not afraid to speak up.
14. It is favorable if there is sufficient load.
15. You must still find a good signal in order to hear what the teacher is saying.
16. There is no need for paper in Tasks because they can be forwarded via email.
17. No entry during a brownout.
18. Happy when the teacher discusses.
19. The teacher is always up to something new.
20. It is difficult to enter the class because the network is cutting in and out every now and then.

Students' attitudes toward Printed Modular Learning Modality

1. We save money because we are not required to attend school.
2. Students learned and felt safe from Covid.
3. The module did not teach much, and the other exams were difficult.
4. Have fun because there was family bonding and collaboration in answering.
5. It's also worthwhile because you won't have to purchase a data load for your cellphone.
6. Can't finish answering right away because the topic is sometimes difficult.
7. There is no need to rush because there is plenty of time.
8. You are free to do whatever you want at home while responding to the module.
9. Topics are difficult to understand.
10. Drowsy and boring.
11. In the classroom, things are very different.
12. It's exhausting for the parents because they still have to go to school to get modules.
13. The module is tedious.
14. Answers the module if the mother insists.
15. Scores are low because you are rushing to respond.
16. Time constraints.

17. Brothers and sisters work well together.

18. Sometimes it is the elder who does it.

19. Excellent method of teaching because it retains knowledge, especially for people like me who hoped to complete my desired diploma.

20. It is a good government platform because it allows students to participate in the lesson, even if it is part of the modular, so that our students do not stop learning.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the study's findings, conclusions, and recommendations. As study participants, data were gathered specifically from students. Based on the findings of the study, the researcher makes a recommendation for possible output.

FINDINGS

The investigation yielded the following positive results:

Students performed or had low performance prior to the implementation of the online and print module learning modality.

There are changes in student performance or performance after the implementation of new learning modalities. Some students' performance in the online learning modality meets the standard. In the printed learning modality of the module, on the other hand, more students meet the standard with very little performance at the low standard. The results show that students' performance improves significantly before and after implementing the online learning modality and print modular learning modality.

According to the students, they liked the online and printed modular learning.

CONCLUSIONS

According to the study's findings, online and printed modular modalities are effective in improving the performance of Filipino students. This result is consistent with the Community of Inquiry and Experiential Learning Theory, which states that even when the teacher is not physically present or in front of the students, the students learn with the help of those around them and make a connection with their experience.

RECOMMENDATIONS

The following recommendations are made based on the findings and conclusions presented:

1. The education sector should revisit and revise the curriculum and instructional materials for Filipino students.
2. Students should be encouraged to study Filipino not only because we have a national language, but

also because it is a subject that complements English and all other subjects.

3. The researcher advised future researchers to increase the number of participants in the following study.
4. The researcher suggested the following titles for future research:
 - A. The Use of a Modular Approach in Teaching Filipino
 - B. Flipped Classroom: Digitizing Filipino Education
 - C. An Examination of the Effects of Distance Learning on Filipino Students' Academic Performance

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