Teachers' and Parents' Support to The Students' During the Covid-19 Pandemic

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Abstract— The research study determined the perceptions of the Social Studies Teachers and Parents on the support to students' learning during the COVID-19 Pandemic during the second quarter of school year 2020-2021 in secondary schools of DepEd, Zone 2, Division of Zambales. The study utilized the descriptive survey research design with the questionnaire as the main instrument in gathering data. Then study revealed that the parents have attained college education with meager income whose occupation for father and mothers are both professionals while for teachers are specialized in Social Studies, Teacher-III and with masteral units. The parents perceived they "Always" give support to their children with regards to synchronous/asynchronous learning, student learning module and student learning motivation respectively. The teachers perceived they "Always" give support to students through module preparation, construction of modules, coordination with parents and seeking support from stakeholders respectively. The parents and teachers both "Strongly Agree" the manifestation of physical, emotional and cognitive well-being of the students. There is significant difference towards support to synchronous and asynchronous learning when parents are grouped according to monthly family income and occupation of father and mother; significant difference surfaced towards support to learning module and student motivation respectively when parents are grouped according to the profile variable of highest educational attainment, family monthly income and occupation of father and mother. There is significant difference on the perceptions of the teachers towards module preparation when grouped according to highest educational attainment and academic rank; significant difference as to construction of modules surfaced when they were grouped according to highest educational attainment; as to coordination with parent it is significant according to their academic rank and there was significant difference in seeking support from stakeholders when grouped to area of specialization and academic rank.

Keywords— Teachers, Parents Learning Support, Well-Being, COVID-19 Pandemic.

INTRODUCTION

The COVID-19 pandemic has led to an unprecedented situation whereby schooling has been disrupted for almost 1.6 billion children and youth as governments enforce total or partial closures of schools in efforts to contain the spread of the virus. United Nations Educational, Scientific and Cultural Organization (UNESCO) [2020a] estimates that 91% of those enrolled in formal education programmes have been affected.

Following the outbreak of the Coronavirus (COVID-19) pandemic across the world, many nations experienced a shutdown of their economies which affected different sectors and industries on a global pedestal. The Philippine education sector was not exempted from this. Schools were closed and remote teaching and learning began (Department of Education Sulong Edukalidad, 2020). Modular distance learning and virtual learning interventions and solutions were rolled out, pioneered by both private and public stakeholders in the education sector to support the continuation of learning and prevent a learning slide (DepEd Sulong Edukalidad, 2020). Arnott & Yelland (2020) stressed that teachers and parents were faced with the new challenge of being both parents and teachers at the same time.

The changes brought about by the COVID-19 pandemic have reportedly influenced children's behavior and adult citizens' well-being and mood states (Wang, Pan, Wan, Tan, Xu, Ho & Ho, 2020) as well as fear and apprehension due to the pandemic's spread (Zhang & Ma, 2020); increased stress levels, changes in children's moods and behaviors, and aggravated parenting practices (Duraku & Nagavci, 2020). Furthermore, parents have reported physical fatigue, anger and fear due to changes in their children's behavior, and concern regarding their children's health (Duraku & Nagavzi, 2020). Parents' lack of experience in supporting their children with distance (online) learning, lack of access to technology, and economic constraints (UNESCO, 2020a). Teachers' concerns on the other hand include lack of knowledge and skills to implement online learning and restricted access to technology (UNESCO, 2020b). Teachers lack of previous experience with distance learning and insufficient knowledge for

utilizing technology during teaching, while parents report feeling overloaded by the need to support their children's learning process (Duraku & Nagavzi, 2020).

Parents have been known to be a child's first teacher from the moment a child is born and as they mature into adults, the traditional role of parents involve teaching, guiding, and raising children to become strong standing members of their communities. As children begin formal schooling, most parents allow the school to take on a major part of their formal education. Since the pandemic started, parents are now taking on a more support-oriented role by supporting their children as they take on assignments and home projects. According to UNHCR, Education Section (2020), on top of juggling work, household management, and looking after their own well-being, many parents have suddenly found themselves tapped for another important mission: overseeing their children's home-based learning. And many education systems have their back.

Education challenges can negatively influence their well-being and opportunities for learning (United Nation, 2020). Aside from the risk of infection, limited resources and support due to lockdown conditions may intensify parental concerns United Nations Children's Fund (2020a). Thus, in addition to the perpetual challenges pertaining to inclusiveness (World Health Organization, 2020), adequate access to distance (online and modules) learning during the COVID-19 period is considered another challenge for children and their parents (UNICEF 2020b).

Schools, Teachers, and Parents should provide social (e.g., educational/academic) support at home so that children are comfortable in learning amidst the COVID pandemic (UNICEF Programme Division, Education, 2020). The component should encourage modeling changes in the home environment (Son & Morrison, 2016). One challenge of home learning by utilizing learning modules and online learning is how the model is passed on to families with minimal demands on time, attention and financial cost (Rideout, 2014). Equally important, school systems and educators can help parents succeed in this mission. Hence, this study is being proposed. By playing the role of home educators, parents are also realizing what teachers and schools have been doing to support their child. Engaged parents can be more closely united with teachers and students, and become actors in their school community. This isn't mission impossible. After all, education is – and has always been – a shared responsibility.

Education is a shared responsibility for both parents, teachers, the community, and the government. Thus, family and society are essential components in providing emotional, educational and instrumental support for children.

STATEMENT OF THE PROBLEM

The research study determined the different ways of supporting students' learning during the COVID-19 Pandemic from the perceptions of the Social Studies Teachers and Parents which was conducted during the second quarter of school year 2020-2021 in secondary schools of DepEd, Zone 2, Division of Zambales.

Specifically, the study sought to determine the following items:

1. How may the profile of the teacher-respondents be described in terms of:
    1.1 area of specialization;
    1.2 highest educational attainment;
    1.3 academic rank/position; and
2. How may the profile of the parent-respondents be described in terms of:
    2.1 highest educational attainment;
    2.2 family monthly income; and
    2.3 occupation?
3. How is the learning support of Parents to the students to be described in terms of:
    3.1. Support to Synchronous/Asynchronous Learning;
    3.2. Support to Students' Learning Module; and
    3.3. Support to Students' Motivation?
4. How is the learning support of Teachers to the students to be described in terms of:
    4.1. Module Preparation;
    4.2. Construction of Modules;
    4.3. Coordination with Parents; and
    4.4. Seeking Support from Stakeholders?
5. How may the well-being of the students as perceived by teachers and parents be described in terms of:
    5.1 Physical Well-Being;
    5.2 Emotional Well-Being; and
    5.3 Cognitive Well-Being?
6. Is there a significant difference in the learning support of the parents to the students when grouped according to profile?
7. Is there a significant difference in the learning support of the teachers to the students when grouped according to profile?

RESULTS AND DISCUSSIONS

1. Profile of the respondents
Parents Respondent

Highest Educational Attainment. Majority of the parent respondents have attained college degree education with 242 or 63.40%; 9 or 2.40% are master's degree holders; 3 or 0.80% are BS degree with master's units and only 1 or 0.30% who have finish doctorate degree. The attainment of parent's collegiate degree could be accounted on the existence of several higher learning institutions in the province be it private and public. The government learning institution like the President Ramon Magsaysay State University where there are satellite or extension campuses in Sta Cruz, Candelaria, Masinloc, Botolan, San Marcelino and Castillejos making college education accessible at a lesser cost. Private higher learning institution like Columban College in Sta Cruz, Lyceum, in Botolan, Micro Asian College in Iba and Magsaysay Memorial College in San Narciso, Zambales provide opportunity for the parents to acquire their college education.

Monthly Family Income. Majority of the respondents have family income of Php 10,000 and below with 262 or 68.60%; Php21,000-Php30,000 with 109 or equivalent to 28.50%; Php31,000-Php40,000 with 6 or 1.60%; Php11,000-Php20,000 with 4 or 1.0% and only 1 or 0.30% with family income of Php40,000 –Php50,000. The computed mean of family income was Php11,887.43 monthly. The data clearly demonstrate that the income of family is considered below poverty level. The socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation (Molano, 2010).

Table 2: Frequency and Percentage Distribution on Parent-respondent's' Profile

Profile Variables		Frequency (f)	Percentage (%)
Highest Educational Attainment	Doctorate Degree	1	.3
	Master's Degree	9	2.4
	BS Degree with MA Units	3	.8
	BS Degree	242	63.4
	Others	127	33.2
	41,000-50,000	1	.3

Profile Variables		Frequency (f)	Percentage (%)
Family Monthly Income **Mean=** **Php11,887.43 monthly**	31,000 - 40,000	6	1.6
	21,000-30,000	109	28.5
	11,000-20,000	4	1.0
	10,000 and below	262	68.6
Occupation of Father	Professional	198	51.8
	Farmer/Fisher	41	10.7
	Self-employed	9	2.4
	Worker/Laborer	97	25.4
	Entrepreneur	30	7.9
	Others	7	1.8
Occupation of Mother	Professional	226	59.2
	Farmer/Fisher	31	8.1
	Self-employed	18	4.7
	Worker/Laborer	23	6.0
	Entrepreneur	39	10.2
	None	45	11.8
	Total	382	100.0

Occupation of Father. Majority of the respondent-fathers are professional with 198 or 51.80%; 97 or 25.40% are workers or laborers; 51 or 10.70% are farmers or fisherman; 30 or 7.90% are entrepreneurs; 9 or 2.40% are self-employed and 7 or 1.80% are others like tricycle/jeepney drivers.

The data clearly demonstrate that the occupation of father are professionals working in the school, government offices and private companies as shopping malls and fast food establishments.

Occupation of Mother. Majority of the mothers are professional with 226 or 59.20%; 31 or 8.10% are assisting husband in farming or fishing; 39 or 10.20% are entrepreneurs; 45 or 11.80% have no work; 23 or 6.0% are house workers; and 18 or 4.70% are self-employed.

This further indicates on the work of mothers as professional. Based on survey, many are teachers, service crews in fast food companies, and staff personnel in drug stores and malls.

Teacher-Respondents

Table 3: Frequency and Percentage Distribution on Teacher-respondent's' Profile

Profile Variables		Frequency(f)	Percentage(%)
Area of Specialization	Social Studies	84	78.50
	Social Science	12	11.20
	Others	11	10.30
Highest Educational Attainment	Doctorate Degree	3	2.80
	Master's Degree with Doctoral Units	3	2.80
	Master's Degree	48	44.90
	BS Degree with MA Units	14	13.10
	BS Degree	39	36.40
Academic Rank/Position	Master Teacher I	3	2.80
	Teacher III	58	54.20
	Teacher II	11	10.30
	Teacher I	35	32.70
	Total	107	100.00

Area of Specialization. Majority of the teacher-respondents are majors of Social Studies with 84 or 78.50%; 12 or 11.20% are Social Science while only 11 or 10.30% are other majors are who are being tasked to teach Social Studies.

It can be gleaned from the table 3 that most teachers were specialized in Social Studies. This finding is similar to the study of Arville, (2013) that the majority of the teacher-respondents are practicing their own field of specialization.

Highest Educational Attainment. Most of the teacher-respondents have attained master's degree with 48 or 44.90%; 39 or 36.40% are BS degree; 14 or 13.10% are BS degree with MA units; 3 or 2.80% are Doctorate degree and master's degree with doctoral units respectively.

The attainment of graduate studies program could be ascribed on the presence of the state university like the President Ramon Magsaysay State University who is offering graduate studies program aimed to help teachers in their professional development.

According to Villanueva (2018) obtaining a higher degree likewise is an indicator in the teacher's individual performance commitment review form (IPCRF).

Academic Position. Majority of the teacher-respondents are Teacher-III with 58 or 54.20%; 35 or 32.70% are

Teacher-I; 11 or 10.30% are Teacher-II and only 3 or 2.80% are Master Teacher-I.

To be professionally advance requires pursuing graduate studies or post-graduate education. In addition, the teachers need to attend seminars, and trainings, to conduct research studies be it qualitative or quantitative. The teacher needs to accumulate points for advancement to the next higher level of academic rank (Coching, 2020).

2. Assessment of the Parent-respondents on the learning support to the students during the COVID19 Pandemic Support to Synchronous/Asynchronous Learning

Table 4 assessment of the parent-respondents on the learning support to the students as to Support to Synchronous/Asynchronous Learning.

The parent-respondents assessed "Always" on explaining how the child/student's benefit from appropriate use of synchronous and asynchronous sessions manifested on the high mean value of 3.43 and ranked 1st while "sometimes" on setting rules and limits on the frequency and duration of using digital devices with mean of 3.15 and ranked 7th.

The computed overall weighted mean on the responses towards learning support to the students as to Support to Synchronous/Asynchronous Learning was 3.31 with qualitative interpretation of "Always".

Table 4: Assessment of the Parent-respondents on the learning support to the students as to Support to Synchronous/Asynchronous Learning

A. SUPPORT TO SYNCHRONOUS/ ASYNCHRONOUS LEARNING	Weighted Mean	Qualitative Interpretation	Rank
1. Explain how the child/student's benefit from appropriate use of synchronous and asynchronous sessions	3.43	Always	1
2. Explain and guide the child/student's the appropriate time to join/engage in synchronous and asynchronous sessions	3.34	Always	4
3. Set rules and limits on the frequency and duration of using digital devices	3.15	Sometimes	7
4. Encourage to try to utilize zoom, google classrooms, and other online facilities.	3.19	Sometimes	6
5. Have a stable internet access intended for distance learning education	3.36	Always	2.5
6. Reinforce the child/student's understanding of how to benefit from online learning.	3.36	Always	2.5
7. Explain the child/student's the impact of digital use on children's social and health development.	3.33	Always	5
Overall Weighted Mean	3.31	Always	

The parent-respondents assessed "Always" on explaining how the child/student's benefit from appropriate use of synchronous and asynchronous sessions manifested on the high mean value of 3.43 and ranked 1st while "sometimes" on setting rules and limits on the frequency and duration of using digital devices with mean of 3.15 and ranked 7th. The computed overall weighted mean on the responses towards learning support to the students as to Support to Synchronous/Asynchronous Learning was 3.31 with qualitative interpretation of "Always".

The data suggest on the intensive parent support explaining to children the advantage of online learning particularly this time of pandemic where the virus is deadly. The use of online be it Synchronous/Asynchronous Learning provides measures on the possibility to be infected. The data further reveals on the dilemma of parents in disciplining children towards the use of digital devices in playing mobile legends, tiktok and browsing facebook.

Shafer (2020) has suggested six ways through which schools, families, and communities can collaborate, and each way has a specific intention for a more effective partnership. These include: (1) supporting families in assisting their children, as well as helping schools understand family dynamics; (2) providing two-way communication through different channels; (3) encouraging families to volunteer in school activities to support their children; (4) learning at home; (5) involving parents in decision-making; and (6) cooperating with the community through coordinating resources and services among relevant parties.

2.2. Support to Students' Learning Module

Table 5 shows the assessment of the Parent-respondents on the learning support to the students as to Support to Students' Learning Module.

The parent-respondents assessed "Always" on giving support mental readiness for changes in the environment manifested on the high mean value of 3.36 and ranked 1st while "sometimes" on reminding children of their obligations to complete the tasks in their lessons with mean of 3.13 and ranked 7th. The computed overall weighted mean on the responses towards learning support to the students as to Support to Students' Learning Module was 3.27 with qualitative interpretation of "Always".

Table 5: Assessment of the Parent-respondents on the learning support to the students as to Support to Students' Learning Module

B. SUPPORT TO STUDENTS' LEARNING MODULE	Weighted Mean	Qualitative Interpretation	Rank
1. Remind children of their obligations to complete the tasks in their lessons	3.13	Sometimes	7

	Weighted Mean	Qualitative Interpretation	Rank
2. Helping the student find and use other materials, resources, and references which can help answer the module	3.20	Sometimes	6
3. Help the child/student's to be more organized with their SLM and daily routines.	3.30	Always	4
4. Suggest appropriate time in answering the module. Avoid over scheduling,	3.30	Always	4
5. Guide the child/student to further the ability to regulate him/herself and academics.	3.27	Always	2
6. Balance the time between lessons, play time and rest is important to have a quality student life.	3.30	Always	4
7. Support mental readiness for changes in the environment.	3.36	Always	1
Overall Weighted Mean	3.27	Always	

Because of the COVID-19 pandemic, parents were made aware on the changes of educational teaching and learning platform as to the use of online or modular learning approach. In this regard, the parents had already inculcate and instill to the minds of young children and let them realize and be ready to accept the new challenges. Parents have given an advance instruction on the adjustment to be made in preparation for the use of learning module.

2.3. Support to Students' Motivation

Table 6 shows the assessment of the Parent-respondents on the learning support to the students as to Support to Students' Motivation.

Table 6: Assessment of the Parent-respondents on the learning support to the students as to Support to Students' Motivation

C. SUPPORT TO STUDENTS' MOTIVATION	Weighted Mean	Qualitative Interpretation	Rank
1. Provide constructive comments on the child/student's performance	3.15	Sometimes	7
2. Provide pleasant and considerable moral support.	3.31	Always	5.5
3. Use proactive approaches to help a child/student to perform the learning tasks	3.34	Always	4
4. Show readiness to teach the children in the distance learning	3.31	Always	5.5
5. Support the child in group activities to avoid the feeling of isolation	3.35	Always	3
6. Maintain parent-teacher relationships that will establish child/children's self-confidence	3.37	Always	2
7. Continuously coordinate with the school officials and seek for consideration if modules cannot be submitted on time.	3.43	Always	1
Overall Weighted Mean	3.32	Always	

The parent-respondents assessed "Always" on continuously coordinating with the school officials and seek for consideration if modules cannot be submitted on time manifested on the high mean value of 3.43 and ranked 1st while "sometimes" on providing constructive comments on the child/student's performance with mean of 3.15 and ranked 7th. The computed overall weighted mean on the responses towards learning support to the students as to Support to Students' motivation was 3.32 with qualitative interpretation of "Always".

Clearly demonstrate on Table 6 on the efforts of parents for having continuous coordination with school official and teachers towards the use of modules. Parents have already anticipated on the possible problem as to late submission, answering of the activities as measures to help children motivate using the distance learning approach.

During the COVID-19 period, schools have been advised to contact individuals who may be facing challenges or had significant stressful factors in their lives prior to pandemic (Coffey, Crepeau-Hobson, Fernandez, & Pesce, 2020, Kelly, Nealis, Saunders, & Westmoreland 2020). In this way, schools can offer support, take an interest in families' potential needs, acknowledge families' efforts, and encourage them. Further, through written communication or virtual meetings, schools can disseminate information about services they offer (ibid). This information should be fact-based, and communication should also include

uplifting content. Schools may also implement educational programs to help parents cope with stress and connect families to community services (Kelly, et al. 2020).

3. Assessment of the Teacher-respondents on the learning support to the students during the COVID19 Pandemic.

4. Module Preparation

Table 7 shows the Assessment of the Teacher-respondents on the learning support to the students during the COVID19 Pandemic as to Module Preparation.

The teacher-respondents assessed "Always" on the content of module is aligned with the students' Most Essentials Learning Competencies (MELCs)manifested on the high mean value of 3.79 and ranked 1st while on the indicator where the content is suitable to the target learner's level of development, needs, and experience with mean of 3.71 and ranked 7th.

The computed overall weighted mean on the responses towards learning support to the students as to module preparation was 3.74 with qualitative interpretation of "Always".

Table 7: Assessment of the Teacher-respondents on the learning support to the students during the COVID19 Pandemic as to Module Preparation

A. MODULE PREPARATION	Weighted Mean	Qualitative Interpretation	Rank
1. The content of module is aligned with the students' Most Essentials Learning Competencies (MELCs)	3.79	Always	1
2. Content is suitable to the target learner's level of development, needs, and experience	3.71	Always	7
3. The Modules contribute to the achievement of specific objectives of the learning area and grade level intended	3.72	Always	5.5
4. Motivational strategies (e.g., overview, advance organizer, puzzle, games, etc.) are provided (Evaluation Tool for Content)	3.72	Always	2.5
5. Introduce efficient and effective modes/ways to guide the child/student accomplish module activities	3.77	Always	2
6. Oversee the child/student's activity and find enough time for the module.	3.75	Always	3
7. Help the child/student how to monitor and report his/her progress and academic standing	3.74	Always	4
Overall Weighted Mean	3.74	Always	

The teachers were guided on the approved daily lesson earning guide aligned with the students' Most Essentials Learning Competencies (MELCs). The learning contents, and activities on the modules are based on the nature, grade level, and learning competence. Motivational strategies are well designed for better appreciation of the students.

3.2. Construction of Modules

Table 8 shows the assessment of the Teacher-respondents on the learning support to the students during the COVID19 Pandemic as to Construction of Modules.

Table 8: Assessment of the Teacher-respondents on the learning support to the students during the COVID19 Pandemic as to Construction of Modules

B. CONSTRUCTION OF MODULES	Weighted Mean	Qualitative Interpretation	Rank
1. Recycled used bond papers to lessen the consumption of bond papers	3.65	Always	5
2. The number of produced /printed modules are enough to the number of students	3.64	Always	6
3. Maximize all the space of the material/paper when printing the Module	3.72	Always	2

4. **Provide needed worksheets to reinforce the understanding of the module when necessary**	3.67	Always	4
5. **Address all the difficulties received from parents and learners**	3.71	Always	3
6. **Prepare strategic intervention material (SIM) in case the students need remedial session**	3.63	Always	7
7. **Provide adequate size of letters and font type to be legible and readable**	3.73	Always	1
Overall Weighted Mean	3.68	Always	

The teacher-respondents assessed "Always" on providing adequate size of letters and font type to be legible and readable manifested on the high mean value of 3.73 and ranked 1st while on the indicator where the teacher prepares strategic intervention material (SIM) in case the students need remedial session with mean of 3.63 and ranked 7th. The computed overall weighted mean on the responses towards learning support to the students as to construction of module was 3.68 with qualitative interpretation of "Always".

The construction of modules has a prescribed font size and font type to assure that the letters are legible and readable to the students. In the construction of modules, the aerial font type with 14-16 font size was adopted to

make sure that the article or instruction can be easily read by the students.

On the other hand, because of the limited supplies, the number of module produced is only good for the total number of students. According to some teachers, they will only reproduce as requested by parents or the students in case of damage, lost or misplace of the modules.

3.3. Coordination with Parents

Table 9 shows the assessment of the Teacher-respondents on the learning support to the students during the COVID19 Pandemic as to Coordination with Parents.

Table 9: Assessment of the Teacher-respondents on the learning support to the students during the COVID19 Pandemic as to Coordination with Parents

C. COORDINATION WITH PARENTS	Weighted Mean	Qualitative Interpretation	Rank
1. **Explain to parents of the expectation of modular activity and assessment**	3.69	Always	1
2. **Conducts regular meeting with the parents to get feedback on the difficulty encountered in the delivery and retrieval of modules**	3.67	Always	3
3. **Conduct general orientation with parents on the mechanism in the distribution and retrieval of modules**	3.67	Always	3
4. **Explain to parents the learning assessment and evaluation procedures to get acquaint with the grading system**	3.67	Always	3
5. **Establish rapport and camaraderie among parents to ensure modules are well attended**	3.65	Always	5
6. **Explain to parents the limitation of their support to their children to assure quality education and learning competence**	3.64	Always	6
7. **Encourage parents on the use of any or alternative devices for support learning**	3.61	Always	7
Overall Weighted Mean	3.66	Always	

The teacher-respondents assessed "Always" on explaining to parents of the expectation of modular activity and assessment manifested on the high mean value of 3.69 and ranked 1st while on the indicator where the teacher encourage parents on the use of any or alternative devices foe support learning with mean of 3.61 and ranked 7th. The computed overall weighted mean on the responses towards learning support to the

students as to coordination with parents was 3.66 with qualitative interpretation of "Always". Part of the role of teachers was to provide orientation and information to parents on their level of participation in answering the module activities.

They have provided instruction to parents on their role and part as to motivate, guide and assist in answering the

module activities but not totally to do and answers all the activities for their children. The parents were also instructed by teachers on the use of any or alternative devices for support learning as to lap top, tablet, and cellphones if available at home.

3.4. Seeking Support from Stakeholders

Table 10 shows the assessment of the Teacher-respondents on the learning support to the students during the COVID19 Pandemic as to Seeking Support from Stakeholders.

The teacher-respondents assessed "Always" on launching donation drive to alumni and philanthropies

to raise fund for the purchase of bond papers, inks and printers and securing support of assistance from the community on the packaging of modules manifested on the equal high mean value of 3.64 and ranked 1.5th respectively while on the indicator where the teacher securing support from external experts on the technical aspects in the development of modules and collaborating with external and internal stakeholder to finance the production of lacking modules with equal mean of 3.55 and ranked 6.5th respectively. The computed overall weighted mean on the responses towards learning support to the students as to Seeking Support from Stakeholders was 3.59 with qualitative interpretation of "Always".

Table 10: Assessment of the Teacher-respondents on the learning support to the students during the COVID19 Pandemic as to Seeking Support from Stakeholders

D. SEEKING SUPPORT FROM STAKEHOLDERS	Weighted Mean	Qualitative Interpretation	Rank
1. Launch donation drive to alumni and philanthropies to raise fund for the purchase of bond papers, inks and printers	3.64	Always	1.5
2. Coordinate with the provincial and municipal government officials for the support on the delivery and retrieval	3.57	Always	5
3. Close coordination with the local health agency for disinfectant materials	3.61	Always	3
4. Secure support of assistance from the community on the packaging of modules	3.64	Always	1.5
5. Secure support from external experts on the technical aspects in the development of modules	3.55	Always	6.5
6. Secure support from external experts on the proper printing, sorting and packaging of modules	3.59	Always	4
7. Collaborates with external and internal stakeholder to finance the production of lacking modules	3.55	Always	6.5
Overall Weighted Mean	3.59	Always	

The teacher-respondents assessed "Always" on launching donation drive to alumni and philanthropies to raise fund for the purchase of bond papers, inks and printers and securing support of assistance from the community on the packaging of modules manifested on the equal high mean value of 3.64 and ranked 1.5th respectively while on the indicator where the teacher securing support from external experts on the technical aspects in the development of modules and collaborating with external and internal stakeholder to finance the production of lacking modules with equal mean of 3.55 and ranked 6.5th respectively. The computed overall weighted mean on the responses towards learning support to the students as to Seeking Support from Stakeholders was 3.59 with qualitative interpretation of "Always".

The data demonstrate on the efforts of the teachers in launching donation drive to alumni and other benefactor in order to raise funds for the purchase of supplies in the production of modules as well as on seeking help and support from other members in the community on the packaging of modules. The production as well as in packaging entails tedious work for it requires mastery in the arrangement of the papers. Make sure that pages of the module are arranged according to the book page number.

5. Perception of the Teacher and Parent on the well-being of the students during pandemic
Physical Well-Being

Table 11 shows the perception of the Teacher and Parent on the well-being of the students during pandemic as to Physical Well-Being.

The teacher-respondents assessed "Strongly Agree" that they know what kind of food gives nutritional value for him/her manifested on the high mean value of 3.63 and ranked 1st while on the indicator where the teacher recognize the value of managing time for studies and recreational activities and knows and practice simple

health protocols/procedures at home with equal mean of 3.51 and ranked 6.5th respectively.

The computed overall weighted mean on the responses towards physical well-being was 3.58 with qualitative interpretation of "Strongly Agrees".

Table 11: Perception of the Teacher and Parent on the well-being of the students during pandemic as to Physical Well-Being

PHYSICAL WELLBEING	Teachers N=107			Parents N=382		
	WM	QI	Rank	WM	QI	Rank
1. Can get enough sleep and try to have a bedtime routine	3.60	Strongly Agree	2.5	3.23	Agree	7
2. Take some responsibility for keeping oneself safe	3.59	Strongly Agree	3.5	3.48	Strongly Agree	1
3. Can execute simple stretching or exercise routines in the morning	3.60	Strongly Agree	2.5	3.38	Strongly Agree	5
4. Knows what kind of food gives nutritional value for him/her	3.63	Strongly Agree	1	3.47	Strongly Agree	2
5. Recognize the value of managing time for studies and recreational activities	3.51	Strongly Agree	6.5	3.34	Strongly Agree	6
6. Knows the importance of proper/appropriate hygiene and sanitation practices	3.59	Strongly Agree	3.5	3.41	Strongly Agree	3.5
7. Knows and practice simple health protocols/procedures at home	3.51	Strongly Agree	6.5	3.41	Strongly Agree	3.5
Overall Weighted Mean	3.58	Strongly Agree		3.39	Strongly Agree	

The parent-respondents assessed "Strongly Agree" for taking some responsibility for keeping oneself safe manifested on the high mean value of 3.48 and ranked 1st while on the indicator where the parent can get enough sleep and try to have a bedtime routine with mean of 3.23 and ranked 7th. The computed overall weighted mean on the responses towards physical well-being was 3.39z with qualitative interpretation of "Strongly Agree".

The data clearly manifest on the strong agreement of both respondents on their respective role in providing physical well-being of the students. Both of the respondents are aware on the health status of the learner making sure that students are physically healthy and strong.

Failing to maintain physical well-being can result in a rapid decline in health status. Physical activity alone has been proven to reduce the risk of high cholesterol levels, obesity, high blood pressure, heart disease, as well as prevent muscular degeneration. Activity loss can eventually lead to muscular dysfunction, increasing the risk of injury and falls, and also significantly limit daily

living activities (ADL's), the basic, day-to-day self-care tasks such as bathing, eating, dressing and even mobility. For many, losing the ability to partake in ADLs can mean a loss of independence, leading to depression, decreased social functioning, shortened life expectancy and decreased quality of life. All of these factors can have a negative effect on other dimensions, especially Emotional and Relational.

Emotional Well-Being
Table 12 shows the perception of the Teacher and Parent on the well-being of the students during pandemic as to Emotional Well-Being.

The teacher-respondents assessed "Strongly Agree" that they can now accept responsibility for their actions manifested on the high mean value of 3.60 and ranked 1st while on the indicator where the teacher can work out their problems and think before they act with mean of 3.48 and ranked 7th. The computed overall weighted mean on the responses towards emotional well-being was 3.55 with qualitative interpretation of "Strongly Agree".

Table 12: Perception of the Teacher and Parent on the well-being of the students during pandemic as to Emotional Well-Being

EMOTIONAL WELL-BEING	Teachers N=107			Parents N=382		
	WM	QI	Rank	WM	QI	Rank
1. Can now accept responsibility for their actions	3.60	Strongly Agree	1	3.29	Strongly Agree	6
2. Try to understand what other people go through	3.59	Strongly Agree	2	3.47	Strongly Agree	1
3. Try to understand how other people feel and think	3.58	Strongly Agree	3	3.43	Strongly Agree	2
4. Can work out their problems and think before they act	3.48	Strongly Agree	7	3.41	Strongly Agree	3
5. Understand their moods and feelings and can wait for what they want	3.56	Strongly Agree	4	3.36	Strongly Agree	4
6. When mistakes are made, they admit it and can deal with it being told	3.52	Strongly Agree	5	3.13	Agree	7
7. They believe in the purpose of their lives and understand why they do what they do.	3.51	Strongly Agree	6	3.34	Strongly Agree	5
Overall Weighted Mean	3.55	Strongly Agree		3.35	Strongly Agree	

The teacher-respondents assessed "Strongly Agree" that they can now accept responsibility for their actions manifested on the high mean value of 3.60 and ranked 1st while on the indicator where the teacher can work out their problems and think before they act with mean of 3.48 and ranked 7th. The computed overall weighted mean on the responses towards emotional well-being was 3.55 with qualitative interpretation of "Strongly Agree".

The parent-respondents assessed "Strongly Agree" for trying to understand what other people go through manifested on the high mean value of 3.47 and ranked 1st while on the indicator where the parent made mistakes, they admit it and can deal with it being told with mean of 3.13 and ranked 7th. The computed overall weighted mean on the responses towards emotional well-being was 3.35 with qualitative interpretation of "Strongly Agree".

Clearly manifested on the data that both respondents strongly agreed on their role and support for the emotional well-being of the learner. Emotional well-being is not the absence of emotions, but it is the ability to understand the value of emotions and use them to move to life forward in positive directions. Everyday emotional well-being also involves identifying, building upon, and operating from your strengths rather than focusing on fixing problems or weaknesses. It is also the ability to practice stress-management and relaxation techniques, be resilient, boost self-love, and generate the emotions that lead to good feelings.

Emotional well-being refers to the emotional quality an individual experience. Emotional well-being is influenced by a variety of demographic, economic, and situational factors. For example, the onset of the COVID-19 outbreak, lowered emotional well-being by 74%.

The implications of decreased emotional well-being are related to mental health concerns such as stress, depression, and anxiety. These in turn, contribute to physical health concerns such as digestive disorders, sleep disorder etc.

4.3. Cognitive Well-Being

Table 13 shows the perception of the Teacher and Parent on the well-being of the students during pandemic as to Cognitive Well-Being. The teacher-respondents assessed "Strongly Agree" on the well praised and receive enough encouragement for their efforts and successes manifested on the high mean value of 3.52 and ranked 1st while on the indicator where the teacher look over the content of a prior lesson and writing a short summary with mean of 3.48 and ranked 7th. The computed overall weighted mean on the responses towards cognitive well-being of the learner was 3.51 with qualitative interpretation of "Strongly Agree".

Table 13: *Perception of the Teacher and Parent on the well-being of the students during pandemic as to Cognitive Well-Being*

COGNITIVE WELL-BEING	Teachers N=107			Parents N=382		
	WM	QI	Rank	WM	QI	Rank
1. Sketch/create a 'mind map' to show what they already know	3.51	Strongly Agree	2.5	3.28	Strongly Agree	7
2. Write down aspects of prior knowledge on post-it notes	3.50	Strongly Agree	5	3.48	Strongly Agree	1
3. Do quick recap activities to begin a lesson, "what did we learn last lesson?"	3.52	Strongly Agree	4	3.42	Strongly Agree	5.5
4. Look over the content of a prior lesson and writing a short summary	3.48	Strongly Agree	7	3.45	Strongly Agree	2
5. Well praised and receive enough encouragement for their efforts and successes	3.52	Strongly Agree	1	3.44	Strongly Agree	3.5
6. Can do most things they try and can do many things which they can also do well	3.49	Strongly Agree	6	3.44	Strongly Agree	3.5
7. Always wants to do their best, explain something to a peer and scaffolding new learning	3.51	Strongly Agree	2.5	3.42	Strongly Agree	5.5
Overall Weighted Mean	3.51	Strongly Agree		3.42	Strongly Agree	

The parent-respondents assessed "Strongly Agree" on writing down aspects of prior knowledge on post-it notes manifested on the high mean value of 3.48 and ranked 1st while on the indicator where the parent sketch/create a 'mind map' to show what they already know with mean of 3.28 and ranked 7th.

The computed overall weighted mean on the responses towards cognitive well-being was 3.42 with qualitative interpretation of "Strongly Agree".

The Table clearly shows on the strong agreement of the two respondents on the cognitive well-being of the learner.

Cognitive Well-Being also known has memory health, has to do with your intellectual activity and thinking. By actively training our brains we can improve our cognitive health and well-being. One easy thing we can do to improve our cognitive well-being is by watching TV and reading 'actively'

6. Test of Significant difference on the Learning Support to the Students as Assessed by Parents when grouped according to profile variables
6.1 Support to Synchronous/ Asynchronous Learning

Table 14 shows the Analysis of Variance to test significant difference on the Learning Support to the Students as perceived by Parents as to Support to Synchronous/Asynchronous Learning.

Table 14: *Analysis of Variance to test significant difference on the Learning Support to the Students as Assessed by Parents as to Support to Synchronous/Asynchronous Learning when grouped according to profile variables*

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Highest Educational Attainment	Between Groups	40.154	12	3.346	1.674	0.071	Accept Ho
	Within Groups	737.804	369	1.999			Not Significant
	Total	777.958	381				
Family Monthly Income	Between Groups	97.362	12	8.114	11.659	0.000	Reject Ho Significant
	Within Groups	256.784	369	.696			
	Total	354.147	381				
Father's Occupation	Between Groups	78.239	12	6.520	2.800	0.001	Reject Ho Significant

	Within Groups	859.157	369	2.328			
	Total	937.395	381				
Mother's Occupation	Between Groups	54.189	12	4.516	2.178	0.012	Reject Ho Significant
	Within Groups	765.102	369	2.073			
	Total	819.291	381				

There is significant difference on the perception of parent-respondents towards Learning Support to the Students as to Support to Synchronous/Asynchronous Learning when grouped according to family monthly income, father's occupation and mother's occupation manifested on the computed Sig. or P-values of 0.000, 0.001 and 0.012 which are lower than (<) 0.05 Alpha Level of Significance, hence the null hypothesis is rejected. On the other hand, there is no significant difference when grouped according to highest educational attainment manifested on the computed Sig. or P-values of 0.071 which is higher than (>) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted.

The data demonstrate on the divergence and dissimilarity of opinion of the respondents towards Parents as to Support to Synchronous/Asynchronous Learning when grouped according to family monthly income, father's and mother's occupation.

Parents held a belief that online learning is less effective than traditional learning in early childhood educational environments. It lacked the learning environment and social connections needed to interest young children, resulting in poor learning results. These unfavorable attitudes towards online education may be linked to two primary issues. The first is that the COVID-19 lockdown has accelerated online learning. In this way, it has challenged established parental understandings of childhood and expectations about early childhood educational methods (Stephen & Edwards, 2018).

6.2 Support to Students' Learning Module

Table 15 shows the Analysis of Variance to test significant difference on the Learning Support to the Students as perceived by Parents as to Support to Students' Learning Module when grouped according to profile variables.

Table 15: *Analysis of Variance to test significant difference on the Learning Support to the Students as Assessed by Parents as to Support to Students' Learning Module when grouped according to profile variables*

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Highest Educational Attainment	Between Groups	55.290	11	5.026	2.573	0.004	Reject Ho Significant
	Within Groups	722.668	370	1.953			
	Total	777.958	381				
Family Monthly Income	Between Groups	77.426	11	7.039	9.411	0.000	Reject Ho Significant
	Within Groups	276.720	370	.748			
	Total	354.147	381				
Father's Occupation	Between Groups	97.151	11	8.832	3.889	0.000	Reject Ho Significant
	Within Groups	840.244	370	2.271			
	Total	937.395	381				
Mother's Occupation	Between Groups	86.716	11	7.883	3.982	0.000	Reject Ho Significant
	Within Groups	732.575	370	1.980			
	Total	819.291	381				

There is significant difference on the perception of parent-respondents towards Learning Support to the Students as to Student's Learning Module when grouped according to highest educational attainment family monthly income, father's occupation and mother's

occupation manifested on the computed Sig. or P-values of 0.004, 0.00, 0.000 and 0.000 respectively which all are lower than (<) 0.05 Alpha Level of Significance, hence the null hypothesis is rejected.

The data demonstrate on the discrepancy and difference of opinion of the respondents towards Support to Synchronous/Asynchronous Learning when grouped according to highest educational attainment, family monthly income, father's and mother's occupation.

The involvement of children's learning assistance, nutritional intake, and influence on parental economic status (Inhulsen, Mérelle, & Renders, 2017). Besides, the results of the study showed that the mental health condition of the mother was very influential in the childcare process. The mental condition of parents in post-childbirth to the process of parenting, can affect later on child development and development assistance, especially children's learning assistance (Inhulsen, et. al, 2017).

6.3 Support to Students' Motivation

Table 16 shows the Analysis of Variance to test significant difference on the Learning Support to the Students as perceived by Parents as to Support to Students' Motivation when grouped according to profile variables.

Table 16: *Analysis of Variance to test significant difference on the Learning Support to the Students as Assessed by Parents as to Support to Students' Motivation when grouped according to profile variables*

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Highest Educational Attainment	Between Groups	69.364	10	6.936	3.632	0.000	Reject Ho Significant
	Within Groups	708.595	371	1.910			
	Total	777.958	381				
Family Monthly Income	Between Groups	90.676	10	9.068	12.768	0.000	Reject Ho Significant
	Within Groups	263.471	371	.710			
	Total	354.147	381				
Father's Occupation	Between Groups	71.588	10	7.159	3.068	0.001	Reject Ho Significant
	Within Groups	865.808	371	2.334			
	Total	937.395	381				
Mother's Occupation	Between Groups	74.881	10	7.488	3.732	0.000	Reject Ho Significant
	Within Groups	744.410	371	2.006			
	Total	819.291	381				

There is significant difference on the perception of parent-respondents towards Learning Support to Student's Motivation when grouped according to highest educational attainment family monthly income, father's occupation and mother's occupation manifested on the computed Sig. or P-values of 0.000, 0.000, 0.001 and 0.000 respectively which are lower than (<) 0.05 Alpha Level of Significance, hence the null hypothesis is rejected.

The data demonstrate on the discrepancy and difference of opinion of the respondents towards Parents as to Support to Students' Motivation when grouped according to highest educational attainment, family monthly income, father's and mother's occupation.

Due to the COVID-19 crisis, 13 participants described lack of motivation, impaired concentration and impaired memory, which made learning difficult for them. According to (Al-Rabiaah, Temsah, Al-Eyadhy, Hasan, Al-Zamil, Al-Subaie, Al-Sohime, Jamal, Alhaboob & Al-Saadi, et al., 2020) during epidemics, students in the health professions often suffer from decreased psychomotor concentration and learning disabilities and avoid learning activities, which can have negative implications for their academic achievement (Al-Rabiaah, et al., 2020).

7. Test of Significant difference on the Learning Support to the Students as perceived by Teachers when grouped according to profile variables
7.1. Module Preparation

Table 17 shows the Analysis of Variance to test significant difference on the Learning Support to the Students as perceived by Teachers as to Module Preparation when grouped according to profile variables. There is significant difference on the perception of teacher-respondents towards Learning Support to the Students as to Module preparation when grouped according to highest educational

attainment and academic rank/position manifested on the computed Sig. or P-values of 0.007, and 0.004 respectively which are lower than (<) 0.05 Alpha Level of Significance, hence the null hypothesis is rejected.

There is significant difference on the perception of teacher-respondents towards Learning Support to the

Students as to Module preparation when grouped according to highest educational attainment and academic rank/position manifested on the computed Sig. or P-values of 0.007, and 0.004 respectively which are lower than (<) 0.05 Alpha Level of Significance, hence the null hypothesis is rejected.

Table 17: Analysis of Variance to test significant difference on the Learning Support to the Students as Assessed by Teachers as to Module Preparation when grouped according to profile variables

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Area of Specialization	Between Groups	20.255	7	2.894	2.069	0.054	Accept Ho
	Within Groups	138.436	99	1.398			Not
	Total	158.692	106				Significant
Highest Educational Attainment	Between Groups	19.702	7	2.815	2.953	0.007	Reject Ho Significant
	Within Groups	94.355	99	.953			
	Total	114.056	106				
Academic Rank/Position	Between Groups	17.913	7	2.559	3.198	0.004	Reject Ho Significant
	Within Groups	79.227	99	.800			
	Total	97.140	106				

On the other hand, there is no significant difference when grouped according to area of specialization manifested on the computed Sig. or P-values of 0.054 which is higher than (>) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted.

The COVID-19 pandemic shifts the experiences of teachers in terms of the success of their work (Shafer, 2020). Before the opening of school, teachers are actively engaged in various orientations and training courses (Rapanta, et. al., 2020) in order to prepare them for the new normal education system (Lim, 2020). The various learning modalities are explained to them verbatim (Lie, 2020) so that they can understand the procedure (Bagood, 2020). They also carried out simulation exercises to ensure that they had first-hand experience (Lederman, 2020). In addition, teachers are also oriented in the application of the COVID-19

protocols on health and safety (Jin, 2020). They need to comply with the criteria of the COVID-19 Inter Agency Task Force (IATF) to ensure that all individuals are protected and that the risk severity of COVID-19 contamination is very low (UNICEF, 2020). Schools plan health declaration form, tracer form social distancing, shoes sanitizing, hands sanitizing and wearing face masks and face shields (Adams, 2020). Once schools have these items, it is only then that they can be deemed able to meet parents during the delivery and retrieval of the modules (Melnick, et. al., 2020).

7.2 Construction of Modules

Table 18 shows the Analysis of Variance to test significant difference on the Learning Support to the Students as perceived by Teachers as to Construction of Modules when grouped according to profile variables.

Table 18: Analysis of Variance to test significant difference on the Learning Support to the Students as Assessed by Teachers as to Construction of Modules when grouped according to profile variables

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Area of Specialization	Between Groups	9.137	7	1.305	0.864	0.538	Accept Ho
	Within Groups	149.554	99	1.511			Not
	Total	158.692	106				Significant

Highest Educational Attainment	Between Groups	21.597	7	3.085	3.303	0.003	Reject Ho Significant
	Within Groups	92.459	99	.934			
	Total	114.056	106				
Academic Rank/Position	Between Groups	7.857	7	1.122	1.245	0.286	Accept Ho
	Within Groups	89.283	99	.902			Not
	Total	97.140	106				Significant

There is significant difference on the perception of teacher-respondents towards Learning Support to the Students as to Construction of Modules when grouped according to highest educational attainment manifested on the computed Sig. or P-values of 0.003 which is lower than (<) 0.05 Alpha Level of Significance, hence the null hypothesis is rejected.

On the other hand, there is no significant difference when grouped according to area of specialization and academic rank/position manifested on the computed Sig.

or P-values of 0.0538 and 0.286 which are higher than (>) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted.

7.3 Coordination with Parents

Table 19 shows the Analysis of Variance to test significant difference on the Learning Support to the Students as perceived by Teachers as Coordination with Parents when grouped according to profile variables.

Table 19: *Analysis of Variance to test significant difference on the Learning Support to the Students as Assessed by Teachers as Coordination with Parents when grouped according to profile variables*

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Area of Specialization	Between Groups	9.420	7	1.346	0.893	0.516	Accept Ho
	Within Groups	149.271	99	1.508			Not
	Total	158.692	106				Significant
Highest Educational Attainment	Between Groups	11.147	7	1.592	1.532	0.165	Accept Ho
	Within Groups	102.909	99	1.039			Not
	Total	114.056	106				Significant
Academic Rank/Position	Between Groups	17.844	7	2.549	3.182	0.004	Reject Ho Significant
	Within Groups	79.297	99	.801			
	Total	97.140	106				

There is significant difference on the perception of teacher-respondents towards Learning Support to the Students as to coordinating with parents when grouped according to academic rank/position manifested on the computed Sig. or P-values of 0.004 which is lower than (<) 0.05 Alpha Level of Significance, hence the null hypothesis is rejected.

On the other hand, there is no significant difference when grouped according to area of specialization and highest educational attainment manifested on the

computed Sig. or P-values of 0.0516 and 0.164 respectively which are higher than (>) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted.

6.4. Seeking Support from Stakeholders

Table 20 shows the Analysis of Variance to test significant difference on the Learning Support to the Students as perceived by Teachers as to Seeking Support from Stakeholders when grouped according to profile variables

Table 20: *Analysis of Variance to test significant difference on the Learning Support to the Students as Assessed by Teachers as Seeking Support from Stakeholders when grouped according to profile variables*

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Area of Specialization	Between Groups	24.787	8	3.098	2.268	0.029	Reject Ho Significant
	Within Groups	133.904	98	1.366			
	Total	158.692	106				
Highest Educational Attainment	Between Groups	12.394	8	1.549	1.493	0.169	Accept Ho Not Significant
	Within Groups	101.662	98	1.037			
	Total	114.056	106				
Academic Rank/Position	Between Groups	17.485	8	2.186	2.689	0.010	Reject Ho Significant
	Within Groups	79.655	98	.813			
	Total	97.140	106				

There is significant difference on the perception of teacher-respondents towards Learning Support to the Students as to seeking support from stakeholders when grouped according to area of specialization and academic rank/position manifested on the computed Sig. or P-values of 0.029 and 0.010 which are lower than (<) 0.05 Alpha Level of Significance, hence the null hypothesis is rejected. On the other hand, there is no significant difference when grouped according to highest educational attainment manifested on the computed Sig. or P-values of 0.169 which is higher than (>) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted.

CONCLUSION

The parents have attained college education with meagre income whose occupation are both professionals while the teachers are specialized in Social Studies, Teacher-III and with master's units. The parents assessed they "Always" give support to their children with regards to synchronous/asynchronous learning, student learning module and student learning motivation respectively. The teachers assessed they "Always" give support to students with regards to module preparation, construction of modules, coordination with parents and seeking support from stakeholders respectively. The parents and teachers "Strongly Agree" on the manifestation of the physical, emotional and cognitive well-being of the students. There is significant difference towards support to synchronous and asynchronous learning when parents are grouped according to family monthly income and occupation of father and mother; significant difference towards support to learning module and student motivation respectively when grouped according to all the profile variables of highest educational attainment, family monthly income and occupation of father and mother. There is significant difference on the teachers' perception of the support to students towards module preparation when grouped according to highest educational attainment and academic rank; as to construction of modules significant on highest educational attainment; as to coordination with parent it is significant on academic rank and as to seeking support from stakeholders, significant difference in their assessment surfaced when they were grouped according to area of specialization and academic rank.

RECOMMENDATIONS

Parents are encouraged to provide full support to their children for the physical, emotional and cognitive well-being in order to attain the proximal level of development. Parents are encouraged to continue guiding the children in order to realize the benefits of the distance learning platforms and set discipline on time for use of digital devices for learning, recreation and leisure purposes. Teachers are strongly encouraged to have a genuine interest to give full support to the emotional and cognitive well-being of the students for their welfare and development. Teachers may conduct home visitation and reach-out students who cannot comply with the learning activities and may institute intervention program to assure that the child will not left behind. Future researchers may conduct a parallel or similar study with in-depth and with wider scope so as to validate the findings obtained in this study.

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