



**TEACHING SCIENCE USING FACE-TO-FACE CLASSES AND
MODULAR DISTANCE LEARNING: BASIS FOR POLICY
RECOMMENDATION**

**APRIL ROSE T. LAQUIHON
TEACHER III**

P. D. Monfort National Science High School
apriltan24@gmail.com

ABSTRACT

This descriptive-qualitative study found out that for face-to-face; teachers experienced challenging, systematic, and effective, for learners it was enjoyable, boring, and easy, and for parents, it was evident, comprehensible and indifference. The hindering factors were behavior of learners, lack of equipment, noise, scarcity of materials, lots of task, children’s needs, time adjustment, and better understanding. The facilitating factors were feed backing, perform science laboratory, communicative, exploration, lucidity, actual performance, and positive outcome. For MDL, teachers experienced ineffective and difficult, for learners, confusing and busy schedule and for parents, absence of teachers, importance of gadgets and stress. The hindering factors were difficulty in comprehension, modules distribution and retrieval, difficulty in understanding, self-study, poor internet connection, issue on modules, and struggle. The facilitating factors were rest and time, creative, good learning, enough time, fun, cheaper, and time efficient.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Keywords: *Science, Face To Face Classes, Modular Distance Learning, Policy Recommendation*

INTRODUCTION

As the world grows more scientifically and technologically advanced, the significance of Science in promoting economic progress and national prosperity is increasingly acknowledged.

Consequently, Science education is continually targeted for reform to foster an effective Science culture within society. This education, then, serves as the primary means and a fundamental force by which a society adapts to its needs and drives to sustainable development.

Indeed, high-quality Science education is crucial in cultivating top-notch graduates who emerge as the outstanding leaders and valuable workforce of the nation.

According to Vidhyalaya (2013), Science is a crucial subject at the upper primary level, and has a solid grasp of basic Science concepts that enhances the content knowledge of both teachers and learners.

On the other hand, Dunlonsky et al. (2013) state that the achievement of Science education objectives is significantly influenced by the instructional methods that teachers employ to convey fundamental concepts and skills, which are essential for developing learners' understanding of Science. Teaching techniques used by educators play a vital role in boosting learners' abilities and potential for effective, authentic, and meaningful learning.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



It is commonly observed that the quality of education that the learners receive largely depends on the quality of instruction that are provided. Undoubtedly, teachers must explore ways to improve how they deliver education to ensure that learning is effectively imparted to the learners.

However, teachers have sometimes struggled to understand certain Science concepts themselves. This difficulty in comprehension can lead to challenges in teaching the concepts effectively. If teachers do not fully grasp the concepts, there is a risk that they may convey information inaccurately to learners and potentially lead to the development of misconceptions.

According to Barnett et al. (2004), the curriculum often receives limited attention in ongoing discussions about teaching and learning in higher education; however, this might change due to the implementation of quality assurance and benchmarking processes. Various teaching methods are utilized in educational settings, with modular teaching that emerges as a novel approach and continue to gain increasing attention. This modular approach to learning has been adopted at all educational levels. It involves a self-learning packet focused on a specific topic or unit and can be used in any environment conducive to the learners, thus, allowing them to complete it at their own pace.

Today, traditional face-to-face education is being enhanced through the integration of the internet that allows teachers and learners to engage in classroom settings during regular class time, while also utilizing an online platform. On this virtual platform, teachers can upload various

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



materials necessary for instruction which serve as a supplementary learning resource for learners at home. Teachers continue with their established methods and forms of communication, now augmented by this technological tool.

The research aimed to enhance comprehension of both face-to-face and printed modular learning methods which serve as foundation for empirical analysis of learners engaged in actual educational activities.

The researcher is highly motivated to examine the impact on imparting key learning competencies in Science using different modalities which are crucial for improving current teaching and learning practices as well as their overall effects on the teachers and learners' development.

MATERIALS AND METHODS

Research Methodology

This chapter outlines the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis to be used in the study.

Research Method

The research method employed in the study was a descriptive approach, utilizing in-depth interviews.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



This method is integral to understanding the processes by which researchers gain insights about the world which is essential for addressing the research questions and achieving the objectives of the study (Creswell, 2007).

The methodology is crucial as it allows for data collection from various sources, including questionnaires, face-to-face interviews, and focus group discussions, thereby, playing a key role in fulfilling the aims of the research.

The chosen methodology guides the research toward either positivism or objectivism or interpretivism, depending on the objectives of the study.

For instance, if the goal is to enhance knowledge or address a gap in the literature, the approach would lean toward positivism, employing quantitative methods.

Conversely, if the objective involves problem-solving or in-depth exploration of phenomenon under investigation, the research would be steered toward interpretivism, utilizing qualitative methods.

Research Design

The study employed a qualitative research design centered on phenomenology.

Smith (2013) defines phenomenology as the exploration of structures of consciousness from a first-person perspective. This approach focuses on the intentionality of experiences, and meaning of experiences that are inherently directed towards something as well as based on their content or meaning and the conditions enabling them.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Phenomenology serves as a philosophical framework for conducting qualitative research. Its primary aim is to capture how individuals perceive their world and how these perceptions might differ from more widely accepted views. This is achieved through in-depth interviews that gather participants' personal interpretations of their experiences.

Phenomenology is especially prevalent in disciplines such as psychology, sociology, and social work, where understanding diverse human experiences is crucial (Smith, 2013).

Participants of the Study

Participants of the study were composed of the eight (8) secondary science teachers, eight (8) learners of P.D. Monfort National Science High School who were employing face-to-face classes and modular distance learning as learning delivery modalities, and eight (8) parents who chose to enroll their children to the school and willing to participate in the study.

Sampling Design

The sampling design used was purposive sampling. The technique used in purposively choosing them was the non-random sampling technique via purposive sampling because the study is qualitative in nature and does not require probability.

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule had six (6) questions that focused on the purpose of the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Voice and video recorder were used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

The questionnaires developed by the researcher underwent a content validation process by a panel of experts, using the Good and Scates Criteria for Content Validation to assess the validity of the items.

Any suggestion or modification proposed by the panel was incorporated by the researcher into the final version of the questionnaire. Validity was confirmed when the experts positively assessed the items against the criteria.

After making the necessary revisions, the revised questionnaire was presented again to the panel for final approval. Once approved, the questionnaire was replicated for reliability testing purposes.

Data Gathering Procedure

Permission was obtained from individual participants to conduct the study. The researcher visited schools, communities, or other locations convenient for the participants to carry out the interviews; some in-person meetings were not permitted, that's why, interviews were conducted virtually.

Before the interviews, participants were encouraged to sign a waiver granting permission for their involvement in the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



The interviews were conducted adhering strictly to the minimum health protocols mandated by the Inter-Agency Task Force (IATF), the Department of Health (DOH), Department of Education (DepEd) guidelines on health protocols, as well as directives from local government units and barangay health officials amid the pandemic.

The interviews were in-depth, and to ensure accurate documentation, voice and video recorder were used to capture the interviewees' responses fully.

Participants and the researcher sat together during the interviews to facilitate a direct exchange of views about the study.

After completing the series of interviews, the researcher consolidated all the collected data for analysis.

Data Analysis

The data collected were examined using a thematic analysis approach.

Thematic analysis involves identifying and interpreting patterns or themes within qualitative data. The purpose of thematic analysis is to discern significant or intriguing patterns within the data, and to use these identified themes to address the research questions or to provide insights into an issue. This method involves summarizing, analyzing, and interpreting the collected data to make sense of it (Maguire & Delahun, 2017).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



RESULTS AND DISCUSSIONS

The main purpose of the study was to determine the teaching of Science subject using face-to-face classes and modular distance learning as basis for policy recommendation during the school year 2022-2023.

In the study, in-depth interview under the qualitative research design was utilized. Specifically, the study employed a phenomenological approach. The objective of phenomenology was to describe experiences in terms of their essence, focusing on what was experienced and how it was experienced.

The participants of the study were eight (8) secondary science teachers, eight (8) learners in P.D. Monfort National Science High School who were using face-to-face classes and modular distance learning as learning delivery modalities for school year 2022-2023, and eight (8) parents who chose to enroll their children to this school.

The instrument used in the study was an interview guide crafted by the researcher herself. A panel of experts validated the interview guide using the Eight-Point Criteria of Good and Scates. All comments and suggestions relative to the validation of the tool were considered.

Permits from the individual participants were obtained to allow a researcher to conduct the study. A researcher personally went to the school, community, or place convenient on the part of the participants to conduct the interview and virtual instruction was done prior to the interview.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Minimum health protocols mandated by the Inter Agency Task Force (IATF), Department of Health (DOH) guidelines amidst the pandemic, DepEd Orders on the Health protocols, Local Government Units and the Barangay health protocols were strictly observed and followed during the conduct of the study.

Using in-depth interview, voice and video recorders were provided to completely capture interviewees' words or responses. The researcher consolidated all data she collected after series of interviews.

Thematic approach was used to analyze the data gathered.

Based on the results of the in-depth interview with the participants as to their experiences on the use of face-to-face mode in teaching science, the teachers said that it's challenging, systematic, and effective. The learners' experienced enjoyment, boredom, and easiness, while parents' experiences were evident, comprehensible, and indifference.

Based on the results of the in-depth interview with the participants as to the hindering factors on the use of face-to-face mode in teaching Science, teachers found out that it was behavior of learners and lack of equipment. Learners experienced noise, scarcity of materials, and lots of tasks. Parents had experienced the children's needs, time adjustment and better understanding.

It was also found out based on the results of the in-depth interview with the participants as to their facilitating factors on the use of face-to-face mode in teaching Science that teachers

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



articulated that they could provide feedbacking and performed Science laboratory. The learners were communicative and exploring, while parents found out that there were clear and simple instructions, actual performances and positive outcome.

Based on the results of the in-depth interview with the participants as to their experiences on the use of modular distance learning in teaching Science, teachers had experienced that it was ineffective and difficult; learners also experienced that it was confusing, and busy schedule; and parents identified the absence of teachers, importance of gadgets, and stress.

Based on the results of the in-depth interview with the participants as to the hindering factors on the use of modular distance learning in teaching Science, teachers identified difficulty in comprehension and module distribution and retrieval; learners experienced difficulty in understanding and self-study; and parents detected poor internet connection, issues on modules and struggle.

It was also found out based on the results of the in-depth interview with the participants as to their facilitating factors on the use of modular distance learning in teaching Science, teachers said that they were given rest and time, and allowed them to be creative. Learners experienced good learning, had enough time and fun while parents identified cheaper and time-efficient.

Based on the findings, the following insights were drawn:

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Integration of face-to-face classes and modular distance learning in teaching Science can be a transformation experience for both teachers and learners because using different modalities can deliver and facilitate teaching and learning process.

Integrating different modalities into teaching Science can enhance the learning experience and help learners develop a deeper understanding of Science concepts.

It's an imperative for DepEd and school authorities to provide support and resources for both teachers and learners to ensure that technology enhances, rather than hinders, the learning experiences.

Moreso, the presence of parents, especially in modular distance learning is important as they serve as guide and facilitator of learning at home.

As to the quality education, based on the results of the study, teachers found face-to-face learning method more effective as compared to modular distance learning.

Face-to-face classes an avenue where teachers can communicate personally to the learners, directly ask what's on their mind, and automatically provide immediate feedbacks to the learners.

In modular distance learning, more preparation should be done by the teachers especially in preparing number of modules to be distributed to the learners; they have to develop more patience for they are having a hard time understanding and checking the answers of the learners because of their handwritings, misspellings, and papers without names.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Basing on the results, learners prefer face-to-face classes because they can learn lot from their teachers; they better understand their Science subject and give immediate response from all queries; and gain experience, have fun and excitement on the subject.

Although the problems with face-to-face classes in Science subject are having plenty of performance activities to be complied on time, limited number of learning materials, and the annoying noise of their classmates, learners still experience easiness in learning Science as compared to modular distance learning.

In modular distance learning, learners are having a hard time to understand their lessons in Science because first, they can't fully comprehend the instruction written on the modules and because of that, the their answers are also wrong.

Learners are struggling with self-studying because there is no teacher who explains or discusses the lesson in the module.

Some learners feel stressed because they fail to submit their modules on time because of their busy schedules.

Parents are gratified and happy when face-to-face classes resume because they see that their children are not struggling anymore on their studies although they observe that their children are having a hard time waking up early in the morning unlike in modular distance learning.

With all these, parents really play important roles in supporting their children's learning and development.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



In conclusion, the integration of different teaching modalities can be a rewarding experience that enhances learner and teacher engagement, and the overall quality of Science education.

CONCLUSION

In the light of the findings and insights arrived in the study, the researcher gathered several recommendations.

Teachers should plan and develop modules based on learners needs. The self-learning modules must address the learners' needs. It needs to be planned and crafted well according to the learning competencies at the same time considering the learners. For example, in Science subjects activities must be crafted in such a way that learners could perform the activity on their own and make use of materials available at home.

Teachers should clearly organize the schedule for distance learning programs.

Stakeholders should understand the potential duration of school closures and determine whether the focus of the distance learning program should be on introducing new knowledge or reinforcing learners' understanding of previous lessons. It is important that the stakeholders are well-informed.

School administrator should enhance connection and be ready to establish a robust connection among learners, teachers, parents and other stakeholders to tackle the challenges

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



posed by modular learning. This will enable the sharing of experiences and discussions on coping strategies for overcoming learning difficulties.

The school, with the teachers, must provide feedbacks on children’s learning status. Providing immediate feedback boosts a learners’ confidence, self-awareness, and eagerness to learn, and ultimately enhances motivation. When feedback is given during the learning process, it can enhance understanding, correct misconceptions, reinforce learning strategies, and aid in the retention of information in long-term memory.

The school must evaluate the readiness of learners. It is important to examine the readiness of the learners and diagnose the learning gaps so that teachers could make the necessary measures and plan lessons that could address the learning gaps.

The school must provide modern laboratory equipment. It should strengthen its learners support services by acquiring or providing the most current laboratory equipment to enhance teaching and learning.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



References

Adonis, M. (2020). Errors found in Deped Learning modules, TV lesson. Accessed at <https://newsinfo.inquirer.net/1346930/errors-found-in-modules-tv>.

Agaton, C.B. & Cueto, L.J. (2021). Learning at home: Parents' Lived Experiences on Distance Learning during COVID-19 Pandemic in the Philippines. July 16, 2021.

Ansele (2011). Greater Awareness of Racial Disparities and to Raise Concern of Achievement Gaps.

Aparajeya (2016). Lack of Communication Between Teachers and Students. Accessed at <https://www.coursehero.com/file/121619762/Failure-Of-Communication-Between-Teachers-And-Studentspdf>.

Baldwin, T. et al., (2023). Effective Teaching Definition, Principles and Methods. Accessed at <https://study.com/learn/lesson/What-is-effective-teaching.html>.

Balintucas, C.K. (2021). Students' Perceptions of Difficulty in Understanding a Subject. Accessed at <https://remoteclassroom.com/students-perceptions-of-difficulty-in-understanding-a-subject>.

Barnett, R., G. Parry & Coate (2004). Conceptualising Curriculum Change. In M. Tight (Ed.), The Routledge Falmer Reader in Higher Education. Routledge Falmer. Accessed from <https://pdfs.semanticscholar.org/>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



507c/a7af428e9a4d0f5c44e9eab56e531ad86278.pdf

Barrett, S. (2018). The Value of Being Confused.

Bender, L. (2020). Key Messages and Actions for Covid-19 Prevention and Control in School, Unicef and World Health Organization, March 2020.

Bernado, J. (2020). Modular Learning most preferred parents: DepEd. ABS- CBN News.

Bower, M., Dalgarno, M.J. & Kennedy, G.E. (2013). Blended Synchronous Learning: Patterns And Principles For Simultaneously Engaging Co-Located And Distributed Learners. 30th ascilite Conference 2013 Proceedings, pp 92 – 102.

Briones, L. (2020). Education in the Philippines, Accessed at www.rappler.com.

Business Mirror. (2022). Face-to-Face Classes are Better for Learners. Accessed at <https://businessmirror.com.ph/2022/03/04/face-to-face-classes-are-better-for-learners>.

Cabigao, J. (2014). Students' individual characteristics and their teaching con- text.

Cañete, K. & Potane, J.D. (2022). Senior High School Students' Assessment of Academic Support on Modular Distance Learning during Covid-19. *International Journal of Arts and Social Science*. ISSN: 2581-7922

Cherry, K. (2023). 5 Things to do if you feel a Loss of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Interest. Accessed at <https://www.verywellmind.com/>

things-to-do-if-you-feel-a-loss-of-interest-5093337.

Dangle, Y.R.P. & Sumaong J.D., (2020). The implementation

of modular Distance learning in the Philippines

secondary public schools. 3rd International

Conference on Advanced Research in Teaching and

Education.

Dargo, JM. & Dimas, M. (2021). Modular Distance Learning:

It's Effect in Academic Performances of Learners in the

New Normal. Retrieved from: [https://www.researchgate.net/](https://www.researchgate.net/publication/356436791_Modular_Distance_Learning_Its_Effect_in_the_Academic_Performance_of_learners_in_the_New_Normal)

publication/356436791_Modular_Distance_Learning_Its_Effect_in_the_Academic_Performance_of_learners_in_the_New_Normal.

DepEd Order No. 012 & 013 (2020). Basic Education Learning Continuity Plan for Private Schools,

Accessed at www.deped.gov.ph.

DepEd Order No. 14 (2020). School Plans for Compliance with Minimum Health Standards,

Accessed at www.deped.gov.ph.

DepEd Order No. 8 (2015). Classroom Assessment Guidelines. Accessed at www.deped.gov.ph.

Dictionary.com (2023). Accessed at <https://www.dictionary.com/browse/easy>.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Digital Promise. Immediate Feedback. Accessed at <https://lvp.digitalpromiseglobal.org/content-area/adult-learner/strategies/immediate-feedback-adult-learner/summary> on February 18, 2024.

Dive (2022). Tips to Organize and Manage a Busy Schedule. Accessed at <https://www.letsdive.io/blog/tips-to-organize-and-manage-a-busy-schedule>.

DOH AO No. 0015 (2020). DOH Guidelines on the Risk-Based Public Health Standards for COVID-19 Mitigation, Accessed at www.doh.gov.ph.

Dong C., Cao S.& Li H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review*, vol. 118, pp. 1-9, 2020, doi:10.1016/j.childyouth.2020.105440.

Dunlop, M. (2020). Innovative Thinking: Why It's the Skill of the Future. Accessed at <https://www.viima.com/blog/innovative-thinking>.

Dunlosky, J. et al. (2013). "Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology." *Association For Psychological Science*, doi: 10.1177/1529100612453266. Accessed from <https://pdfs.semanticscholar.org/507c/a7af428e9a4d0f5c44e9eab56e531ad86278.pdf>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Durana, A.O. (2022). Adjustments that the Pupils have to make as Face-to-Face Classes Return.

Accessed at <https://www.pressreader.com/philippines/panay-news/20220921/281539409816753>

Edly (2022). The Edly Digest: How Can Self-Study Benefit Your Learners? Accessed at <https://www.linkedin.com/pulse/edly-digest-how-can-self-study-benefit-your-learners-edlyinc>

Elliott, S.N. et al. (2000). Educational Psychology: Effective teaching and learning, 3rd edition, Boston, MA: Mc-Graw-Hill College.

Estrada, L.P.R. (2021). Are Self-learning Modules Effective?. Accessed at <https://www.rappler.com/voices/imho/opinion-are-self-learning-modules-effective/>

Felter, C. & Maizland, L. (2020). How Countries Are Reopening Schools During the Pandemic. Council of Foreign Relations. Accessed at <https://www.cfr.org/backgrounders/how-countries-are-reopening-schools-duringpandemic>.

Finol, M.O. (2020). Asynchronous vs. Synchronous Learning: A Quick Overview. Accessed at: <https://www.brynmawr.edu/blendedlearning/asynchronous-vs-synchronouslearning-quick-overview>.

Francescucci, A. & Rohani, L. (2018). Exclusively Synchronous Online (VIRI) Learning: The Impact on Student Performance and Engagement Outcomes. *Journal of Marketing Education*. Volume: 41 issues: 1, page(s): 60-69.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Fresco News. (2023). How School Facilities Improve a Child's School Experience. Accessed at <https://fresco news.com/how-school-facilities-improve-a-childs-school-experience>.

Garbe, A. et al. (2020). Parents' Experiences with Remote Education during COVID-19 School Closures. *American Journal of Qualitative Research*, vol. 4, no. 3, pp. 45-65, 2020, doi:10.29333/ajqr/8471.

Gardiner, E. (2020). Remote Teaching: When and How to Use Synchronous vs. Asynchronous Methods. Accessed at: <https://tophat.com/blog/remote-teachingwhen-and-how-to-use-synchronous-vs-asynchronous-methods>.

Green, S. (2023). 10 Barriers to Learning and How to Overcome Them. Accessed at <https://www.ispring solutions.com/blog/barriers-to-learning>.

Growth Engineering (2023). Fun in Learning: Why It Works, Benefits and Practical Applications. Accessed at <https://www.growthengineering.co.uk/fun-in-learning>.

Hapsari, S.M., Sugito, S & Fauziah, P.Y. (2020). "Parent's Involvement in Early Childhood Education during the COVID-19 Pandemic Period," *Journal Pendidikan Progresif*, vol. 10, no. 2, pp. 298-311, 2020, doi:10.23960/jpp.v10.i2.202014.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Hawthorne, H. (2022). What is Effective Teaching? Accessed at
<https://www.highspeedtraining.co.uk/hub/what-is-effective-teaching>.
Headspace (2023). Face to Face vs. Online Learning. Accessed at
<https://headspace.org.au/explore-topics/for-young-people/face-to-face-vs-online-learning>.
Hidalgo, M.C. (2022). Teachers' Experiences in the Implementation of Modular Distance Learning.
Downloaded from www.ajhssr.com on February 18, 2024.
Hokulea (2015). Why Do We Explore? Accessed at <https://www.clcnwi.com>
Holiday Educationist. (2023). Understanding Bad Teaching and Its Impact on Children; Strategies
to Avoid Ineffective Teaching. Accessed at <https://www.holidayeducationist.com/how-to-avoid-ineffective-teaching>.
<https://www.actcorp.in/blog/how-the-internet-is-revolutionizing-education>, April 16, 2024.
<https://www.highspeedtraining.co.uk/hub/what-is-effective-teaching/> February 24, 2024.
<https://www.lexology.com/library/detail.aspx?g=f4c146a9-7ef0-4bc1-8d6d-e6516a4a14ff>, April
16, 2024.
<https://www.winuall.com/past/what-makes-conceptual-learning-important>. Retrieved: October,
14, 2022.
<https://www.tophat.com/glossary/h/hands-on-learning/> April 16, 2024.
[https://www.typeset.io/questions/do-lack-of-equipment
affects-the-students-performance-4dbk8bochq](https://www.typeset.io/questions/do-lack-of-equipment-affects-the-students-performance-4dbk8bochq), March 17,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



2024).

<https://www.svantek.com/academy/noise-in-schools/> March 17, 2024.

<https://www.education.vic.gov.au/school/teachers/learningneeds/pages/comprehension-difficulties.aspx>, March 16, 2024.

<https://www.hbs.edu/teaching/case-method/leading-in-the-classroom/Pages/participation.aspx>,
April 16, 2024

<https://www.letsdive.io/blog/tips-to-organize-and-manage-a-busy-schedule>, March 17, 2024.

<https://www.ivywise.com/ivywise.knowledgebase/resources/article/self-studying-whats-the-benefit-and-how-to-do-it/> March 16, 2024).

<https://www.phonemore.com/news/importance-of-using-gadgets-and-apps-in-education/7441>
(March 16, 2024).

<https://www.prodigygame.com/main-en/blog/challenges-of-teaching/>

Holiday Educationist. (2021). Understanding Bad Teaching and Its Impact on Children: Strategies to Avoid Ineffective Teaching. Accessed at <https://www.holidayeducationist.com/how-to-avoid-ineffective-teaching>.

Indeed. (2023). Accessed at <https://ca.indeed.com/career-advice/career-development/workplace-challenges>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Integris Health. (2021). Why It's Important to Allow Yourself to Rest. Accessed at
<https://integrishhealth.org/resources/on-your-health/2021/april/why-its-important-to-allow-yourself-to-rest>.

International Journal of Evaluation and Research in
Education (IJERE) Vol. 10, No. 3, September 2021, pp.
901~911 ISSN: 2252-8822, DOI:10.11591/ijere.v10i3.21136

Isla, R. (2022). Distance Learning in the Philippines.
Accessed at <https://www.moneymax.ph/lifestyle/articles/distance-learning-philippines>.

Itorralba, M. (2022). 14 Challenges of Modular Learning to
Students and Teachers. Accessed at
<https://simplyeducate.me/2022/05/14/Challenges-of-Modular-Learning>.

Kamalludeen, R. (2020). Transitioning to the new normal in education, accessed at
www.thestar.com.my, Date Accessed, 16 August 2020.

Kuruvilla, A (2020). Virtual Learning: The 'New Normal' in Imparting Lessons to the Students,
Accessed at www.indianexpress.com.

Kyoshiba, (2009). Academic performance in the outcome of
education.

Lane, S. (2022). What is the Role of Parents in a Child's

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Education? Accessed at <https://eduedify.com/role-of-parents-in-a-child-education>.

Lawles, C. (2019). What is Blended Learning? Accessed at www.learnupon.com.

Liego, MA. (2020). DepEd Learning Modalities for School Year 2020-2021.

Linkedin (2023). What is Good Learning. Accessed at <https://www.linkedin.com/pulse/what-good-learning-hemantha-kumara>.

Lukong, T.E. et al., (2020). "Psychological Implications of Covid 19 on Students Learning Outcome at the University of Buea, Cameroon," *American Research Journal of Humanities & Social Science*, vol. 3, no. 8, pp. 1-14.

Maffea, J. (2020). "Lack of Resources in Classrooms" English Department Research for Change-Wicked Problems in Our world. 38. Accessed at: <https://research.library.kutztown.edu/wickedproblems/38>.

Magsambol, B. (2020). No student left behind? During pandemic, education 'only for those who can afford'. Rappler. Accessed at <https://rappler.com/newsbreak/indepth/education-only-for-people-who-can-afford-coronavirus-pandemic>.

Magsambol, B. (2020). Mistakes were mad: Errors in DepEd

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



distance learning materials. Rappler. Retrieved from:

<https://www.rappler.com/newsbreak/1q/distance-learning-mishaps-errors-instances-deped-failed-students-school-year-2020-2021>. (Accessed 06/07/2021)

Markovic, I. (2020). Why Giving Instant Feedback is

Important for Effective Learning. Accessed at

https://www.google.com/amp/s/www.edume.com/blog/role-of-feedback-in-improving-learning%3fhs_amp=true

Meador, D. (2019). 7 Factors that Make Teaching So

Challenging. Accessed at <https://www.thought.co.com/factors-that-make-teaching-challenging-and-hard-4035989>.

Merriam-Webster (2023). Accessed at <https://www.merriam-webster.com/thesaurus/boring>.

Merriam-Webster (2023). Accessed at <https://www.merriam-webster.com/thesaurus/enjoyable>.

Merriam-Webster Dictionary (2021). Downloaded from <https://www.merriam-webster.com/dictionary/primary%20school> on March 23, 2021.

Metante, J.T.M., et al. (2022). Factors Affecting the

Performance of the Grade 11 Students in General

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Mathematics During the Modular Distance Learning

Modality. Accessed at <https://journalppw.com/index.php/jpsp/article/view/12856>.

NARST (2018). The Role of Laboratory in Science Teaching.

Accessed at https://narst.org/research_matters/

laboratory-in-science-teaching.

National Center for Education Statistics (2007). Trends in

international mathematics and science study.

Washington, DC: IES [available at http://nces.ed.gov/timss/results07_science07.asp].

Noisenews (2023). What are the Four Types of Noise?

Accessed at <https://www.cirrusresearch.co.uk/blog/2020/04/4-different-types-noise/>

Openbooks (2022). Downloaded from <https://openbooks.col.org/blendedlearning/chapter/chapter-2-theories-supporting-blended-learning/> on August 3, 2022.

Oxbridge (2023). How Distance Learning Can Save You Money. Accessed at <https://oxbridgehomelearning.uk/blog/how-distance-learning-can-save-you-money/>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Park, Y.J. & Bonk, C.J. (2007). Synchronous Learning Experiences: Distance and Residential Learners' Perspectives in a Blended Graduate Course. *Journal of Interactive Online Learning*. Volume 6, Number 3, pp 245 – 264.

Pascua, A. (2020). K to 12 Most Essential Learning Competencies. Accessed at www.deped.gov.ph.

Perveen, A. (2016). Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan. *Open Praxis*, Vol. 8 issue 1, January–March 2016, pp. 21–39.

Phonemore (2022). Importance of Gadgets and Apps in Education. Accessed at <https://www.phonemore.com/news/importance-of-using-gadgets-and-apps-in-education/7441>

PubGenius (2024). Do Lack of Equipment Affects the Student Performance? Accessed at <https://typeset.io/questions/do-lack-of-equipment-affects-the-students-performance-4dbk8bochq>.

Resilient Educator (2023). Positive Learning Outcomes: How to Achieve them. Accessed at <https://resilienteducator.com/classroom-resources/positive-learning-outcomes-how-to-achieve-them>.

Rich, M. (2020). 6 ways parents can support their kids through the coronavirus disease (COVID-19) outbreak. Accessed at: <https://www.unicef.org/coronavirus>.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Russell, T.L. (2001). The No Significant Difference Phenomenon, 5th ed. Montgomery, AL:
International Distance Education Certification Center.

Salindao, A. et al. (2022). Modular Distance Learning Gaps:
Relationship Between Teachers' and Students'
Performances in Grade 9 Science. Retrieved from:
https://www.researchgate.net/publication/363644522_Modular_Distance_Learning_Gaps_Relationships_Between_Teachers_and_Students_Performances_in_Grade_9_Science.

Savtri, E. & Sudaryah A. (2020). What is teacher's
performance?

Schools Division Office (2019). Downloaded
from <https://www.depedsanjuancity.ph/single-post/module-distribution-and-retrieval-a-challenge> on February 18,
2024.

Sciepub.com. (2018). Factors Affecting Quality of Integrated Science Teaching and Learning in
Second Cycle Institutions in Juaboso District. Accessed at
<https://pubs.sciepub.com/education/6/11/13/index.html>

Shank, P. (2020). (The Right) Learning Modalities to Deliver Digital Learning: Part 4. Accessed
at: <https://elearningindustry.com/create-synchronous-learning-digital-modalities-part-4>.

Sharna, (2019). Parents play avital role in providing

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



knowledge.

Shorr, J. (2014). Blended Learning in the Mix: The Informed

Parent. Accessed at [https://www.edutopia.org/blog/](https://www.edutopia.org/blog/blended-learning-informed-parent-megan-kinsey)

[blended-learning-informed-parent-megan-kinsey](https://www.edutopia.org/blog/blended-learning-informed-parent-megan-kinsey)

Simon, B. & Sieversten H.H. (2020). Schools, Skills, and Learning: The Impact of COVID-19 on

Education, Accessed at www.voxeu.org.

Simonson, M., Smaldino, S. & Zvacek, S. (2015). Teaching

and Learning at a Distance: Foundations of Distance

Education, Sixth Edition. Charlotte: Information Age

Publishing.

Singh-Vergiere (2020). Safety Prevention Protocols Against COVID-19, Press Release, Department

of Health, July 10, 2020.

Smith, B. (2018). The Value of Being Confused. Accessed at

<https://www.commonlit.org/en/texts/the-value-of-being>

[confused](https://www.commonlit.org/en/texts/the-value-of-being).

Smith, D.W. (2013). Phenomenology. Retrieved from Smith, D.

W., and Thomasson, Amie L. (eds.), 2005, *Phenomenology*

and Philosophy of Mind. Oxford and New York: Oxford

University Press. On April 17, 2024.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Snyder, H. (2019). Literature Review as Research Methodology: An Overview and Guidelines, Journal of Business Research, Vol. 104, p 1.

State Government of Victoria, Australia. (2019). Teaching Students with Comprehension Difficulties. Accessed at <https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/comprehension-difficulties.aspx>

Sullivan, (2018). Learning gap is a mismatch of learning.

Tanhueco-Tumapon (2020). Education and the New Normal. Accessed at www.manilatimes.net, Date Accessed, 26 July 2020.

Tarek, S. (2016). Distance Learning: The Role of the Teacher, Accessed at www.docuri.com.

Tayer, M.M. & Agdana, F.M. (2022). Readiness of English Teachers in Modular Instructional Delivery. *Psychology and Education: A Multidisciplinary Journal*, 3(1), 52-57

Teachmint. (2022). Downloaded from <https://www.teachmint.com/glossary/f/face-to-face-learning/> on August 2, 2022.

T.E. Lukong, et al., "Psychological Implications of Covid-19 on Students Learning Outcome at the University of Buea, Cameroon," *American Research Journal of Humanities & Social Science*, vol. 3, no. 8, pp. 1-14, 2020.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



The Best School (2018). Synchronous Learning Vs. Asynchronous Learning in Online Education,
Accessed at www.thebestschools.org.

Tuscano, F. (2020). It's not about Online Learning: A Reflection on the "New Normal" in
Education, Accessed at www.francisjimtuscano.com.

Tutorialspoint. (2023). Learning and Individual Behavior. Accessed at
[https://www.tutorialspoint.com/individual_
and_group_behavior/learning_individual_behavior.htm](https://www.tutorialspoint.com/individual_and_group_behavior/learning_individual_behavior.htm)

UNESCO (2020). Education: From disruption to recovery, Accessed at www.en.unesco.org.

USALAB (2023). Laboratory Tools and Equipment Importance. Accessed at
<https://www.usalab.com/blog/laboratory-tools-and-equipment-importance/>

Vargas, M.J.G. & Lopez, P.M.M. (2023). Benefits of Face-to-Face Education. Accessed at
<https://josemaxleon.edu.co/en/face-to-face-education/>

Vibe (2023). 15 Benefits of Distance Learning for Students, Parents, and Teachers. Accessed at
<https://vibe.us/blog/10-positive-aspects-to-distance-learning>.

Vidhyalaya, 2013. Difficulties Encountered by Science Teachers During Teaching Concepts of
Science. Accessed from [https://pdfs.semanticscholar.org/507c/
a7af428e9a4d0f5c44e9eab56e531ad86278.pdf](https://pdfs.semanticscholar.org/507c/a7af428e9a4d0f5c44e9eab56e531ad86278.pdf).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Warden, C.A., Stanworth, J.O., Ren, J.B. & Warden, A.R. (2013). Synchronous learning best practices: An action research study. *Computers & Education*, Volume 63, April 2013, Pages 197-207.

WHO (2023). Stress. Accessed at <https://www.who.int/news-room/questions-and-answers/item/stress>.

Wikibooks, (2017). Science. An Elementary Teacher's Guide. Accessed at https://en.wikibooks.org/wiki/Science:An_Elementary_Teacher%E2%80%99s_Guide/Challenges_to_teaching_science_in_elementary_schools.

Wooll, M. (2022). Why Face-to-Face Communication Matters (Even When Remote). Accessed at https://www.google.com/amp/s/www.betterup.com/blog/face-to-face-communication%3fhs_amp=true.

Wrike (2023). Why Should I Use Tasks and Projects Management Software? Accessed at <https://www.wrike.com/project-management-guide/faq/why-should->

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto
