



Modular Retrieval and Distribution System: Parent-Teachers Undisclosed Narratives

¹Ma. Jovella Pascua Mansayon & ²Mel T. Pallada

Abstract

This study was conducted to determine the lived experiences of parents and teachers in the retrieval and distribution system in an elementary school in the Philippines with five (5) parent-respondents and five (5) teacher respondents for school year 2021-2022. The study employed phenomenological research design in which data gathering instrument used was the validated interview guide questionnaire. During the conduct of the interview, series of themes were formed both on the teachers and parents' aspect as they shared their experiences during the distribution and retrieval of modules. The challenges and problems experienced by the parents and teachers in modular distribution and retrieval are identified as additional themes. The findings showed that the lived experiences of the teachers shared the same sentiment that in this set-up, it was difficult to address the needs of the learners immediately due to insufficient teaching materials and geographic location. Meanwhile, the parent-participants responses showed that they struggled as they had to leave work and chores to be at school for the distribution and retrieval of modules. The module distribution and retrieval made the parents understand the job of a teacher. It also helped teachers develop intrapersonal skills and grow professionally, become considerate, flexible, patient in every situation and the need for cooperation between parents and teachers.

Keywords: *lived experiences, module distribution and retrieval, phenomological, parents and teacher*

Article History:

Received: April 21, 2023

Accepted: May 8, 2023

Revised: April 24, 2023

Published online: July 26, 2023

Suggested Citation:

Mansayon, M.P. & Pallada, M.T. (2023). Modular Retrieval and Distribution System: Parent-Teachers Undisclosed Narratives. *Industry and Academic Research Review*, 4 (1), 28-39.

About the authors:

¹Corresponding author. Master of Arts in Education- Major in Educational Management, Teacher III, Mobo Elementary School, Mobo, Kalibo, Aklan, 5600 Philippines

²Doctor of Philosophy, Master Teacher II, Kalibo Pilot Elementary in the Division of Aklan, Kalibo, Aklan, 5600 Philippines

**This paper is presented at the 4th International Conference on Multidisciplinary Industry and Academic Research (ICMLAR)-2023*



© The author (s). Published by Institute of Industry and Academic Research Incorporated.

This is an open-access article published under the Creative Commons Attribution (CC BY 4.0) license, which grants anyone to reproduce, redistribute and transform, commercially or non-commercially, with proper attribution. Read full license details here: <https://creativecommons.org/licenses/by/4.0/>.

Introduction

Many changes occurred in the educational scene as a result of the emergence of COVID-19 in the Philippines especially in the field of education. The changes include the shifting of face-to-face classes into different modalities which includes online learning, modular distance learning and blended learning, in which it is in this light that the purpose of this study is to capture the lived experiences of teachers and parents and their coping mechanisms in module retrieval and module distribution since the implementation of modular instruction fostered various challenges for teachers. Similarly, parents are lack of knowledge to academically guide their child/children in the implementation of modular distance learning in the Philippine public elementary schools. The transactional stress and coping theory model will serve as the study's overarching theory in this investigation. Thus, the qualitative research questions were created to comprehend and enlighten the objective of the study.

Specifically, it seeks to answer the following research question.

1. What are the lived experiences, issues and challenges of teachers and parents on the distribution and retrieval system?
2. What are the proposed programs and coping mechanisms of teachers and parents to address the challenges encountered?

Methodology

This research used a phenomenological research design that interprets participant's own experiences to a phenomenon and is more concerned with describing the "lived experiences" of the study's participants (Moustakas, 1994). Moreover, the researcher used "bracketing", a scientific technique in which a researcher suspends or abeyance her presuppositions, prejudices, assumptions, hypotheses, or past experiences to observe and explain the core of a particular phenomenon (Moustakas, 1994).

The study participants were five teachers and five parents as potential research participants who are stakeholders in the school community. They were purposefully selected based on the inclusion criteria set by the researcher. To protect the Integrity of the participants, giving pseudonyms were allowed.

Since the study analyzed the lived experiences of the potential research participants, the researcher conducted face-to-face *in-depth interviews* for them to tell their stories about their experiences, journey, challenges, and coping mechanisms. Similarly, to give study participants

time and space flexibility, giving them more time to ponder and respond to information requests (Creswell 2013), the study also employed online questionnaires.

Colaizzi's method of data analysis was used to identify meaningful information and organize into themes or categories following the standard steps. In terms of ethical consideration, since it is a qualitative research, maintaining respondent confidentiality is very important.

In the conduct of the study, the researcher ensures that the participants are protected from physical or psychological harm (including loss of dignity, loss of autonomy, and loss of self-esteem); protects privacy and confidentiality; protects against unjustifiable deception and assure the voluntary participation of the participants.

Findings

It was viewed that pandemic brought changes in the lives of teachers and parents in terms of modular modality system. Regarding the modular distribution, it was challenging on their part since they looked into the best resources that can augment their needs during their modular classes. Although, the modular distribution allowed the teachers to pull out their resources and maximize their initiatives through heartfelt donations. It had been a tough battle since there is insufficient printing materials and equipment.

There were several challenges and difficulties encountered by the parents during the pandemic. Some of them came across with being impatient towards facilitating, giving-up with their jobs to cater and assess their child(ren), feels overfatigue and having trouble in financial matter. Some encountered challenges most especially dealing with their child(ren)'s behavior towards learning and the level of knowledge that the parents had.

In terms of coping mechanisms employed by the teacher-participants, there were participants who maintained their thinking always positive which fueled them to continue pursuing learning despite of the challenges they encountered, maintaining a strong relationship with God, having a great bond and seeking for help from their family, relatives, and peers are some of the coping strategies practiced by the teacher-participants.

After identifying the challenges encountered, the researcher came up with the Proposed Intervention Program in the form of seminar or training which aims to provide beneficial inputs for both parents and teachers on how to address the problems or difficulties encountered due to pandemic crisis, capacitate the teachers, parents and the guardians with ample skills and trainings

that could aid them in extending guidance to their children as they served as facilitator of learning at home.

Conclusion

Based on the findings of the study, the following conclusions are drawn:

The **teacher-participants** made necessary preparations for modular distance learning as they are flexible enough. They had much realization which includes the difficulty to address the needs of the learners. It also helped developed interpersonal skills which enable them to grow professionally and become considerate, flexible and patient. In addition, it highlights the need for cooperation between parents and teachers to make learning possible despite the pandemic. In addition, the modular distribution and retrieval are challenged in terms of budgetary requirements; parent's commitment and academic dishonesty, and delayed submission of modules. these challenges were coped by the participants through different strategies such as; constant communication through texts and social media; reminders on the scheduled modular distribution and retrieval; technical assistance provided by the school head; strict monitoring of learners.

With remarks to the experiences of the **parent-participants**, extracted from all the responses, parents experienced difficulties in facilitating learning at home which includes following the schedule, managing time and sacrificing work just to return and get modules to and from school. Modules caused stress and caused parents to become impatient in facilitating learning at home. Hence, they cannot allow their children to be left behind and so different strategies were applied such as instructional, motivational and rewarding. Participants also learned to encourage, motivate, practice time management and seek assistance to accomplish activity sheet.

References

Abbas, K. D. A. (2021). Factors influencing students' reading comprehension difficulties amidst the use of modular distance learning approach in Mindanao State University Sulu - Senior High School. *Open Access Indonesia Journal of Social Sciences*, 4(6), 447. <https://doi.org/10.37275/oaijss.v4i2.78>

- Agarin, M. A. L. (2021). The Challenges And Status Of Modular Learning: Its Effect To Students' Academic Behavior And Performance. *EPRA International Journal of Multidisciplinary Research*, 7(7), 321-329.
- Agaton, C. B., & Cueto, L. J. (2021). Learning at home: Parents' lived experiences on distance learning during COVID-19 pandemic in the Philippines. *Learning*, 10(3).
- Al-Fudail, M. & Mellar, H. (2018). Investigating teacher stress when using technology. *Computer & Education*, 51, 1103-1110. Retrieved on May 6, 2022, from <https://doi.org/10.1016/j.compedu.2007.11.004>
- Alea, L. A., Fabrea, M. F., Roldan, R. D. A., & Farooqi, A. Z. (2020). Teachers' Covid-19 awareness, distance learning education experiences and perceptions towards institutional readiness and challenges. *International Journal of Learning, Teaching and Educational Research*, 19(6), 127-144.
- Alghazo, Y. (2015). *The Theory of Planned Behavior and Parental Involvement: A Theoretical Framework for Narrowing the Achievement Gaps*. Retrieved May 1, 2022, from <https://www.ijsr.net/ar-chive/v5i4/NOV162664.pdf>
- Allmendinger, J. (2020). *Zurück in alte Rollen. Corona bedroht die Geschlechtergerechtigkeit*. WZB Mitteilungen: Issue 168. Retrieved on May 1, 2022, from WZB Mitteilungen. <https://doi.org/10.22362/ijcert/2021/v8/i6/v8i601>
- Alhazmi, A.A., & Kaufmann, A. (2022). Phenomenological qualitative methods applied to the analysis of cross-cultural experience in novel educational social contexts. *Frontiers in Psychology*, 13, 785134.
- Al-Jabri, M. A. (2011b). *The Formation of Arab Reason: Text, Tradition and the Construction of Modernity in the Arab World*. London: I. B. Tauris.
- Anger, C. & Plünnecke, A. (2020). Homeschooling und Bildungsgerechtigkeit. *IW-Kurzbericht 44/2020*. Retrieved on May 2, 2022, from <http://dx.doi.org/10.33902/JPR.2020062805>
- Alvarez, M. (2021). Issues and concerns of teachers in Mindanao State University-Sulu towards modular distance learning approach: An analysis. *Indonesian Community Empowerment Journal*, 1(2), 40-41. <https://doi.org/10.37275/icejournal.v1i2.12>
- Anzaldo, G. D. (2021). Modular distance learning in the new normal education amidst Covid-19. *International Journal of Scientific Advances*, 2(3), 263-266. <http://dx.doi.org/10.51542/ijscia.v2i3.6>

- Arrieta, G. S., Dancel, J. C., & Agbisit, M. J. P. (2020). Teaching Science in the New normal: Understanding the experiences of Junior High school Science teachers. *Jurnal Pendidikan MIPA*, 21(2), 146-162.
- Article XIV, Section 2 of the 1987 Philippines Constitution. Retrieve from Paint A Portrait: Lived Experience of Parents in the Implementation of Modular Distance Learning. : <https://researchsynergy.org/ijrse>
- Bagood, J.B. (2020). Teaching-learning modality under the new normal. *Philippine Information Agency*. Retrieved on February 20, 2021, from <https://pia.gov.ph/features/articles/1055584>
- Belfali, Y. (2020). “What can parents do to help their children learn and grow during the coronavirus crisis?”, OECD Education and Skills Today. Retrieved on April 29, 2020, from <https://doi.org/10.22362/ijcert/2021/v8/i6/v8i601>
- Bernardo, J. (2020, July 30). *Modular learning most preferred parents: DepEd*. Retrieved from ABS-CBN News: <https://news.abscbn.com/news/07/30/20/modular-learning-most-preferred-by-parentsdeped>
- Black, E. W. (2014). *An evaluation of familial involvements’ influence on student achievement in K-12 virtual schooling* [Unpublished doctoral dissertation]. University of Florida. Retrieved on April 30, 2022, from <https://doi.org/10.29333/ajqr/8471>
- Boulton, H. (2015). Managing e-learning: What are the real implications for schools? *The Electronic Journal of e-Learning*, 6(1), 11–18. Retrieved on February 26, 2022, from <https://doi.org/10.29333/ajqr/8471>
- Borup, J. (2016). Teacher perceptions of parental engagement at a cyber high school. *Journal of Research in Technology in Education*, 48(2), 67-83. Retrieved on April 30, 2022, from <https://doi.org/10.1080/15391523.2016.1146560>
- Borup, J., West, R. E., Graham, C. R., & Davies, R. S. (2014). The adolescent community of engagement framework: A lens for research on K-12 online learning. *Journal of Technology and Teacher Education*, 22(1), 107–129. Retrieved on February 26, 2022, from <https://doi.org/10.29333/ajqr/8471>
- Brooks, A. (2019). *Experts Discuss the Importance of Posi-tive Parental Involvement in Education*. Retrieved May 1, 2022, from <https://www.rasmussen.edu/degrees/education/blog/parental-involvement-in-ed-ucation/>

- Bujard, M. (2020, September 22). *Eltern werden in der Corona-Krise. Zur Improvisation gezwungen*. Retrieved on May 1, 2022, from Bundesinstitut für Bevölkerungsforschung: <https://www.waxmann.com/?eID=texte&pdf=4231OpenAccess03.pdf&typ=zusatztext>
- Bünning, M., Hipp, L., & Munnes, S. (2020). *Erwerbsarbeit in Zeiten von Corona, WZB Ergebnisbericht*. Retrieved on May 1, 2022, from Wissenschaftszentrum Berlin für: <https://www.econstor.eu/handle/10419/216101>
- Burkitt, I. (2011). "Identity construction in sociohistorical context," in *Handbook of Identity Theory and Research (New York, NY: Springer)*, 267–283.
- Cahapay, M. B. (2021) Involvement of Parents in Remote Learning of Children amid COVID-19 Crisis in the Philippines: A Transcendental Phenomenology. *International Journal of Sociology of Education*. Retrieved from <https://campaignforeducation.org/en/press-centre/coronavirus-dont-let-our-children-down?>
- Cardullo, V., Wang, C., Burton, M., & Dong, J. (2021). K-12 teachers' remote teaching self-efficacy during the pandemic. *Journal of Research in Innovative Teaching and Learning*, 4(1), 32-45. <https://doi.org/10.1108/JRIT-10-2020-0055>
- Carver, C. S., Scheier, M. F. & Weintraub, J. K. (2018). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, 56, 267-283. Retrieved on May 6, 2022, from <https://doi.org/10.1037/0022-3514.56.2.267>
- Castroverde, F., & Acala, M. (2021). Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 pandemic. *International Journal of Research Studies in Education*, 10(8), 7-15. <https://doi.org/10.5861/ijrse.2021.602>
- Cavanaugh, C. S., Barbour, M. K., & Clark, T. (2013). Research and practice³⁴ in K-12 online learning: A review of open access literature. *International Review of Research in Open and Distance Learning*, 10 (1), 1-22. Retrieved on February 26, 2022, from <https://doi.org/10.29333/ajqr/8471>
- Chang, G. C., & Yano, S. (2020). How are countries addressing the Covid-19 challenges in education? A snapshot of policy measures. Retrieved from World Education Blog:<https://gemreportunesco.wordpress.com/2020/03/24/how-are-countries-addressing-the-covid-19-challenges-in-education-a-snapshot-of-policy-measures/>
- Chan, J. R., Marasigan, A. C., & Santander, N. T. (2021). Multigrade teachers' experiences and learning assessments on modular remote teaching during the COVID-19 pandemic. *International Journal of Research*, 10(6), 95-107.

- Choi, N., Kang, S., Cho, H., & Sheo, J. (2019). Promoting young children's interest in learning English in EFL context: The role of mothers. *Education Sciences*, 9(1), 46.
- Clark, H., Coll-Seck, A. M., Banerjee, A., Peterson, S., Dalglish, S. L., Ameratunga, S., Balabanova, D., Bhan, M. K., Bhutta, Z. A., Borrazzo, J., Claeson, M., Doherty, T., El-Jardali, F., George, A. S., Angela Gichaga, A., Gram, L., Hipgrave, D. B., Kwamie, A., Meng, Q., . . . Costello, A. (2020). A future for the world's children? A WHO–UNICEF–Lancet Commission. *The Lancet*, 395(10224), 605-658. Retrieved from [https://doi.org/10.1016/S0140-6736\(19\)32540-1](https://doi.org/10.1016/S0140-6736(19)32540-1)
- Cos, F. L., Duero M. C., & Pagua, M. R. S. (2021). The viability of DepEd textbooks as the primary material for the modular distance learning modality of Carrascal National High School. *Journal of Innovations in Teaching and Learning*, 1(2), 69-75. <http://www.sciepub.com/JITL/abstract/13265>
- Craig, L., & Churchill, B., (2020). *Dual-earner parent couples' work and care during COVID-19*", Gender, Work, & Organization. Retrieved on April 29, 2022, from 2020, from <https://doi.org/10.22362/ijcert/2021/v8/i6/v8i601>
- Crawford, J., Butler-Henderson, K., Rudolph, J., Malkawi, B., Glowatz, M., Burton, R., Magni, P.A., Lam, S. (2020). COVID-19: 20 countries' higher education intra-period digital pedagogy responses. *Journal of Applied Learning and Teaching*, 3(1), <https://doi.org/10.37074/jalt.2020.3.1.7>.
- Creswell, J.W., & Plano, C. (2011). *Designing and conducting mixed method research (2nd Edition)*. Sage; Thousan Oaks, CA.
- Creswell, J.W. (2013). *Qualitative inquiry and research design choosing among five approaches (3rd Edition)*. Thousand Oaks, CA: Sage Publication.
- Creswell, J.W., & Poth, C.N. (2018). *Qualitative inquiry and research design choosing among five approaches (4th Edition)*. Thousand Oaks, CA: Sage Publication.
- Dangle, Y. R. P., & Sumaoang, J. D. (2020). The implementation of modular distance learning in the Philippine secondary public schools. In *3rd International Conference on Advanced Research in Teaching and Education*, 100, 108. <https://www.doi.org/10.33422/3rd.icate.2020.11.132>

- Delgado (2017). *The Importance of Parental Involvement in Teaching*. Retrieved May 1, 2022, from <https://ob-servatory.tec.mx/edu-news/the-importance-of-parental-involvement-in-teaching>
- Department of Education Order Number 12 series of 2020. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency.
- DepEd Order No. 12, s. 2020 (2020, June 19). The basic education learning continuity plan. www.deped.gov.ph/wpcontent/uploads/2020/06/DO_s2020_012.pdf
- Department of Education Order Number 12 series of 2020. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency. Retrieved from https://authdocs.deped.gov.ph/deped-order/do_s2020_012-adoption-of-the-be-lcp-sy-2020-2021/
- De Villa, J. A., & Manalo, F. K. B. (2020). Secondary teachers' preparation, challenges, and coping mechanism in the pre-implementation of distance learning in the new normal. *IOER International Multidisciplinary Research Journal*, 2(3), 144-154. <http://dx.doi.org/10.5281/zenodo.4072845>
- Drossel, K., Eickelmann, B., Schaumburg, H. & Labusch, A. (2019). Nutzung digitaler Medien und Prädiktoren aus der Perspektive der Lehrerinnen und Lehrer im internationalen Vergleich. In B. Eickelmann et al. (Hrsg.), *ICILS 2018 #Deutschland. Computer- und informationsbezogene Kompetenzen von Schülerinnen und Schülern im zweiten internationalen Vergleich und Kompetenzen im Bereich Computational Thinking* (S. 205-240). Münster: Waxmann. Retrieved on May 3, 2022, from <http://dx.doi.org/10.33902/JPR.2020062805>
- Dyment, J. E. (2013). Teacher educators' readiness, preparation, and perceptions of preparing Preservice teachers in a fully online environment: An exploratory study. *The Teacher Educator*, 48(2), 96-109. <https://doi.org/10.1080/08878730.2012.760023>
- Education State University (2019). *Parental Involvement in Education*. Retrieved May 1, 2022, from <https://education.stateuniversity.com/pages/2309/Parental-Involvement-in-Education.html>
- Estrella, F. J. (2020) Analyzing the Preparedness of the Department of Education in the Modular Distance Learning to Most Public Elementary School. DOI: <https://doi.org/10.31098/ijrse.v3i2.623>

- FlipScience. (2020). *'Tagapagdaloy': How Filipino parents can help ensure successful modular distance learning*. Retrieved from FlipScience - Top Philippine Science News and Features for the Inquisitive Filipino: <https://www.flipscience.ph/news/featuresnews/tagapagdaloy-modular-distance-learning/>
- Feng, L., & Cavanaugh, C. (2011). Success in online high school biology: Factors influencing student academic performance. *The Quarterly Review of Distance Education*, 12(1), 37-54. Retrieved on February 26, 2022, from <https://doi.org/10.29333/ajqr/8471>
- Folkman S, Moskowitz JT. Coping: pitfalls and promise. *Annu Rev Psychol*. 2004;55:745-74. <https://www.ncbi.nlm.nih.gov/books/NBK559031/> On February 17, 2022.
- Folkman, S., & Lazarus, R. S. (1984). *Stress, appraisal, and coping* (p. 460). New York: Springer Publishing Company.
- Garbe, A., Ogurlu, Z., Logan, N., and Cook, P., 2020. COVID-19 and Remote Learning: Experiences of Parents with Children during the Pandemic. Retrieved on May 1, 2022, from <https://doi.org/10.29333/ajqr/8471>
- Galang, D. B. (2020) Student satisfaction, performance, and knowledge construction in online collaborative learning. *Educational Technology & Society*, 15(1), 127-136. DOI: <https://doi.org/10.31098/ijrse.v3i2.623>
- Giannini, S., & Lewis, S. G. (2020). Three ways to plan for equity during the coronavirus school closures. Retrieved from <https://gemreportunesco.wordpress.com/2020/03/25/three-ways-to-plan-for-equity-during-the-coronavirus-school-closures/>
- Giorgi, A. (ed.) (1985). *Phenomenology and Psychological Research*. Pittsburgh, PA: Duquesne University Press.
- Goetz, M. (2020). Distance Learning in der Covid-19 Krise: Ein Praxischeck. *Medienimpulse*, 58, 1-21. Retrieved on May 2, 2022, from <https://doi.org/10.21243/mi-02-20-19>
- Hasler Waters, L., & Leong, P. (2014). Who is teaching? New roles for teachers and parents in cyber charter schools. *Journal of Technology and Teacher Education*, 22(1), 33-56. Retrieved on April 30, 2022, from <https://doi.org/10.29333/ajqr/8471>

- Hernando-Malipot, M. (2020). *Role of parents in the 'new normal' in education crucial\DepEd*. Retrieved May 1, 2022, from https://mb.com.ph/2020/04/30/role-of_parents-in-the-new-normal-in-education-crucial-deped/
- Hollingworth, S., Mansaray, A., Allen, K., & Rose, A. (2015). Parents' perspectives on technology and children's learning in the home: Social class and the role of the habitus. *Journal of Computer Assisted Learning*, 27, 347–360. Retrieved on April 30, 2022, from <https://doi.org/10.1111/j.1365-2729.2011.00431.x>
- Husserl, E. (1931). *Ideas: General introduction to pure phenomenology* (D. Carr, Trans.). Evanston, IL: Northwestern University Press. May 19, 2022.
- Hycner, R.H. (1985). Some guidelines for the phenomenological analysis of interview data. *Hum. Stud.* 8, 279–303.
- Jellen, J., & Ohlbrecht, H. (2020). Parenthood in a crisis: Stress potentials and gender differences of parents during the Corona pandemic. *International Dialogues on Education*, 7, 44-51.
- Lagua, B. (2020, October 30). Teaching in the new normal. *The Manila Times*. <https://www.manilatimes.net/2020/10/30/business/columnists-business/teaching-in-the-new-normal/788762>
- Lopez, R., L., L. (2020). Readiness of the Department of Education for the Modular Distance Learning cited from Lucio's article in Manila Bulletin" DepEd in the Opening of Classes 2020- 2021". DOI: <https://doi.org/10.31098/ijrse.v3i2.623>
- Nacar, C. J. B., & Camara, J. S. (2021). LIVED EXPERIENCES OF TEACHERS IN IMPLEMENTING MODULAR DISTANCE LEARNING IN THE PHILIPPINE SETTING. *Isagoge-Journal of Humanities and Social Sciences*, 1(4), 29-53. Retrieved from <https://www.telosjournals.com.br/ojs/index.php/isa/article/view/43>
- Republic Act No. (RA) 11469, otherwise known as the Bayanihan to Heal as One Act. DOI: <https://doi.org/10.31098/ijrse.v3i2.623>
- Roman, A. (2021). Experiences of Teachers on Using Modular Distance Learning (MDL) in Teaching Mathematics During the COVID-19 Pandemic. *Southeast Asian Journal on Science and Technology*. Volume 6, Issue 2, (Special Issues)2021. Retrieved from <https://sajst.org/online/index.php/sajst/article/view/171>
- Tindolig, G. R (2020) from the Article of Abad (2020) DepEd reminds students they may use multiple methods for distance learning.<https://www.rappler.com/nation/deped-reminds-students-use-multiple-methods-distance-learning>

- UNESCO. (2020). COVID-19 Educational disruption and response. Retrieved from <https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures>
- Wang, G., Zhang, Y., Zhao, J., Zhang, J., & Jiang, F. (2020). Mitigate the effects of home confinement on children during the COVID-19 outbreak. *The Lancet*, 395(10228), 945-947.
- WHO. (2020). Coronavirus disease 2019 (COVID-19) Situation Repo: 66
https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200311-sitrep-51-covid-19.pdf?sfvrsn=1ba62e57_10
- Wildemann, A. & Hosenfeld, I. (2020). Bundesweite Elternbefragung zu Homeschooling während der Covid 19-Pandemic. Landau: Zentrum für Empirische Pädagogische Forschung. Retrieved on May 2, 2022, from <http://dx.doi.org/10.33902/JPR.2020062805>
- Woofter, S. (2019). Book Review: Building Equity: Policies and Practices to Empower All Learners. *American Journal of Qualitative Research*, 3(1), 136- 139. Retrieved on February 28, 2022, from <https://doi.org/10.29333/ajqr/5815>
- World Health Organization (WHO). (2020). Impact of COVID-19 on people's livelihoods. Retrieved from <https://www.who.int/news/item/13-10-2020-impact-of-covid-19-on-people's-livelihoods-their-health-and-our-food-system>. On February 15, 2022.