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Home Learning Facilitation of Parents on their Children in the Modular Learning Modality

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ABSTRACT

Home Learning Facilitation of parents refers to the role of the parents in guiding and mentoring their children who are into Modular Learning Modality. While learning at home, this learning modality requires a great extent of support from parents as learning facilitators to ensure students' learning progress. This study aims to describe home facilitation as experienced by the parents in the selected remote areas in region 12. This is qualitative research employing a descriptive phenomenological approach using Collaizi's approach on thematic analysis. Themes on Building the character and setting life's goals; Motivating children to pursue education; learning facilitative pedagogical approaches in mentoring their children, and their shared insights have emerged in understanding the essence of Home Learning Facilitation of Parents on their Children.

INTRODUCTION

The covid-19 pandemic has profoundly affected people in many ways. This global health threat changed varied aspects of human processes including education. The lockdowns have affected the lives of 1,576,021,818 learners in 188 countries (UNESCO, 2020) and posited a challenge on the governments to ensure that there should be continuity of learning. Schools have closed to ensure the safety of the learners and personnel prompting the schools around the world to shift the classroom to the home with different learning modalities. This has also led to changes in how teachers work, how students learn, and also how parents get involved in the teaching and learning process while learners are at home.

Home-Based Education is an important mechanism of service delivery in this time of the pandemic. Generally, home-based education is defined as the education of children who can be educated in the combination of home-based and alternate educational settings to enable them to achieve independent living skills (Punia & Sharma, 2014).

The Educational System in the Philippines, being one of the countries that are greatly affected

by the pandemic has experienced a dramatic paradigm shift from the usual face-to-face classes to multiple learning delivery modalities such as blended learning and modular distant learning. Distance education, which is so different from traditional education, consists of studying from home where students and teachers are physically distant (Sadeghi, 2019).

DepEd SOCKSARGEN Region defines Modular Distance Learning as a modality where a teacher uses the aid of the Self-Learning Modules (SLMs) to deliver the content of the lesson to the learners at their homes. This modality provides the learners a great opportunity to develop independence and a sense of responsibility in accomplishing the tasks at their own pace, and acquire better self-study learning skills as they engage themselves in the learning concepts presented in the SLM. While learning at home, this learning modality requires a great extent of support from parents as learning facilitators to ensure students' learning progress. According to Huang (as cited in Magouirk, 2015), parents who were actively involved in their children's schooling and who promoted the importance of education usually had children whose school performance improved and

whose respect for education was enhanced. Many types of research have already dwelled on exploring parental involvement in this learning process of the students. In the study of Bartolome, Mamat & Masnan (2017), they reviewed literature about the role of parenting in the education of children. It was mentioned in the study that parenting is important in Philippine society as a family is viewed as a center to one's social world. Ocho & Torre (n.d) as cited by Bartolome, Mamat & Masnan (2017) in the same paper discussed that social contexts in which Filipino families are embedded have changed rapidly over the past ten years children's learning is increasingly moving toward a broader vision of the 21st-century learning. As children's educations increasingly occur across a range of settings, parents are uniquely positioned to help ensure that these settings best support their children's specific learning needs.

Some literature and related studies are provided to clarify and shape the main issue or topic that this study would like to understand. Ceka & Murati (2016) discussed in their paper the influence of parents on the development of the personality of their children. It was mentioned that family has a huge and very tough responsibility in this process as it has to take proper care of their health, their physical development, their overall education, the development of their intellectual affinities, as well as creation for better moral values and convictions and attitudes, habits to a firm and well behaved cultural relations in the family itself as well as in the society where the children live. On the other hand, the family as an institution has to create conditions for the development of positive relationships towards work, which as such is a predisposition towards a better establishment of a realistic approach for better development of the children's personality. Further, some studies say that parental involvement is essential to students' academic growth. However, definitions of parental involvement vary. A traditional definition of parental involvement includes participating in activities at school and at home, such as volunteering at school; communicating with teachers; assisting with homework; and attending open houses, back-to-school nights, and parent-teacher conferences (Bower & Griffin, 2011; Epstein et al., 2009; Hill & Taylor, 2004).

Child Well-Being (2010) as cited in the study of Sapungan & Sapungan (2014), parental involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better behavior and social adjustment. It further says that family involvement in education helps children to grow up to be productive, responsible members of society. Thus, the involvement of the parents in educating their children is the same as saying that the school is proactive in implementing changes or development among the students. As parents' involvement is increased, teachers and school administrators also raise the chance to realize quality reform in education.

A lot of studies have already proved that there is a correlation between students' academic success and parental involvement. Yet, most of these researches were being investigated in a traditional school setting. Given the new context of the educational setting, the researchers develop the interest to capture the experiences of these parents and contribute to the understanding of the phenomenon of facilitating learning as most studies were focusing on parental involvement.

This study intends to look closely into the phenomenon of being facilitators of the learning process of their children at home. The shift in the delivery of education has also brought change to the traditional and classic roles of teachers in teaching and learning so as with the parents at home. Today, as observed, they do not just simply serve as parents who guide, motivate, discipline, counsel their children but at the same time, they have already been adopting the roles of being a teacher providing input and lecture to the learners. This is a phenomenon being explored as it affects the future of the learners. Parents, unlike teachers, do not necessarily have a foundation or basic knowledge about teaching, mentoring, and facilitating. Yet, they need to emerge into the process as they do not actually have a choice for the sake of pushing their learners to continually learn. This study has explored parents' facilitation of their own children's learning in the modular distant approach from the experiences of the identified parents living in the identified remote areas of region 12.

As mentioned in the learning module of the Lifelong Learning Program on 'Engaging Parents as

Facilitators of Children's Learning in Science', it says that "Research tells us that families come to informal learning institutions for a variety of reasons. Whilst there, families share personal stories, practice new vocabulary, and build a common understanding of their shared experience. Many adults also actively support their children's learning with exhibits and programs by offering encouragement, promoting hands-on engagement, and providing explanations. But many adults appear to lack confidence in providing explicit support and instead are observed to stand back and leave any facilitation to the institution's educators. The reasons for this include fears about their scientific knowledge, their lack of belief in their facilitation skills, and their limited understanding of the value of play and the nature of inquiry".

Facilitation theory explains that the mentors as a key role in the process of learning, but not as a walking textbook transmitting its contents, but as the facilitator of learning. The facilitation here occurs through the mentor's attitudes in his personal relationship with the students. This study also looks into the humanist perspective in teaching. As viewed, it is an approach that believes learning is a personal act to fulfill potential. Facilitative learning is based on a belief that children have a natural eagerness to learn and that learning depends on whether the person delivering it is a facilitator. It depends on how the person establishes a learning atmosphere that is suited to the needs of the learners. Interestingly, this study will look into the experiences of the parents who have no sufficient pedagogical background in facilitating learning unlike the teachers, yet how did they engage themselves in this new challenge in their new role as parents?

Looking through their experiences as forerunners of the delivery of the Modular Distance Learning, it is deemed that these experiences may contribute to the understanding of their roles and responsibilities today and how academic institutions may redesign its directions in facilitating as well the needs of the parents who now share with their instructional roles for the learners in the new normal. Along with these emerging realities now on the shift on the roles of the parents on the learning process of their children are also some challenges identified such as The gaps in basic resources of families needed to support home learning—the

material divide; The gaps in Information and Communications Technology (ICT) resources and knowhow—the digital divide; Students not equally equipped personally for home learning—the skills and dispositions divide; Some parents not well prepared and not able to manage or cope—the parental support divide Learning adjustments schools use for some students are not suited to home learning arrangements—the adjustments divide Gaps in basic resources needed to support learning Home-based Learning (HBL) can promote self-directed learning. However, teachers and parents must nurture and equip children with the necessary skills to be independent, self-directed learners.

Thus, this article also explores the challenges that parents, face in HBL, and examines the types of support parents need to enhance the effectiveness of Home-based learning facilitation. This study aims to describe home facilitation of parents as facilitators of learning in the modular distance learning modality as experienced by the parents in the selected remote areas in region 12.

METHODS

This is qualitative research employing a descriptive phenomenological approach to understand home learning facilitation as the phenomenon of interest from the experiences of the parents from the selected remote areas in Region 12, Philippines.

The study was conducted in the three remote areas in region 12 namely; Sitio Lam-alis, Brgy. Datalblao, Columbio in Sultan Kudarat, Barangay Rangayen, Alamada, North Cotabato and Brgy. New Dumangas in T'boli, South Cotabato. These three places were chosen considering their geographical locations which are quite far from the town where access to internet connection is low, quite far from the town school, and few households living in the area where the identified participants lived.

The parent-participants were identified through referrals of the teachers from the identified schools in the three municipalities. The parent-participants have children in the elementary level enrolled in the modular approach. The participants were considered regardless of whether they are working or not. From among them, one is a farmer, three plain housewives and the other two are vendors.

This study utilized both focused group discussion and in-depth interview as methods in data gathering using an interview guide developed by the researchers. A face-to-face interview was done following the health and safety protocols. The researchers went to the locations where the participants were living for the interview. The first four participants were from Sitio Lam-alis, Brgy. Datalblao, Columbio in Sultan Kudarat were interviewed through focused group discussion while the two other participants from Barangay Rangayen, Alamada, North Cotabato, and Brgy. New Dumangas in T'boli, South Cotabato were interviewed through an in-depth interview. The participants were advised that the interview is recorded and ensured the confidentiality of the data and that their participation in this study will not cause them and their children any harm.

This study used the framework of Collaizi on thematic analysis beginning with familiarizing with data followed by extracting significant statements, formulating meaning, organizing formulated meanings into clusters of themes (categories), and exhaustively describing the investigated phenomenon.

RESULTS AND DISCUSSION

Building the character and setting life's goals with the children while learning at home

Home learning facilitation strengthened parents' opportunities to instill/teach their children at home the importance of having good behavior and having life's goals through education. As shared by the parents, there are times that their children are being unmotivated to work on the tasks in the module. To encourage them to pursue, they inject life's lessons every time they mentor their children to remind them on being and becoming good children all the time and that being good is being responsible for their schooling regardless of whether it's face to face or modular. As shared, they always emphasize the essence of having goals and how these goals can be achieved through perseverance in education.

Tudluan mo na or bata mo sang mayo...Pakita mo sa ila nga siyempre sa eskwelahan ginahambal nga pag-abot sa balay ang ika-duha nga teacher...Ikaw nga parent ka tudluan mo gid sila sang mayo hindi mo gid sila pakitaan sang kalain ang mga anomalya na dapat mo

himoon.... (Participant 1). Teach and show to your own child about good behaviors. Never show to them any bad habits (Participant 1).

Gina ingan nako siya na if gusto mo gid maka-tiwas buhaton nimo ang tanan..Dagan dagan na siya sir kay usahay naa man internetan dri. Paningkamotan niya mao na... (Participant 2). I keep telling him that if he wanted to finish schooling, he needs to do his best. I can observe him sometimes busy doing his work...going to the internet café (Participant 2).

Silingan kogid na sila sir nga magbakas gid pag eskwela kay pigado baya kami. Kung indin sila maningkamot eskwela magparehas gid sila sa amon. Kabalo na sila sir. Kaintindi gid na sila. Kita man na nila amon sitwasyon. Amo na nga kung mag answer module pirmi ko gid sila gina remind sina.. (Participant 5). I keep instilling to them that they should work hard on their studies to finish because we are not rich. If they won't, then, they're just following our fate. Everytime we answer the module, I always remind them of that... (Participant 5).

Gina tambagan ko sya, dili man nga makuha mo na tanan tanan nak, ingon nako saiya. Di ka maguntat ingon nako, balik ka sa tunga. Diba pangarap nimo maging sunadalo? Ti paano ka makasulod sa sundalo kung wala kay grado? (Participant 3). There are times my child gets discourage once he couldn't figure the answer in the module. He would say better to stop schooling. I would tell him that it is just okay not to be able to get all answers right need not to stop. I would remind them of their ambitions to inspire them... (Participant 3).

Motivating children at home to pursue education

Home learning facilitation of parents made them concretize their roles as a motivator for their children to work on their tasks and work on their dreams; instill to their children the value of sacrifice in life. As shared by the parent-participants on their common observations, children now are becoming unmotivated to study. They even do not willingly spend time working on their module on their own. They have to be reminded always to work on them. The participant shared that their role is on pushing

and motivating them to continue. As shared, common to what they say to their children are the following:

Maningakamot gid sila. Amo gid na akon pirmi ginasiling sa ila para maabot gid nila ila mga handom...(Participant 5). I always tell them to work hard... (Participant 5).

Minsan kasi sinasabihan mo na kailangan mong matuto kasi next grade 2 ka na. Kailangan mo matuto magsulat ng pangalan kasi next grade 2 ka na papaluin ka ng teacher pag hindi ka marunong mag A B C D... (Participant 6). I encourage her to learn to write because eventually she'll be admitted to grade 2 level and the teacher will scold her if you do not know how to write even your name... (Participant 6).

Advise lang nako sa iya na, maskin mabudlayan ka na, di man ingon na makuha mo na dayun. Baskin sa isa kaadlaw makahuman ka sang tatlo ka module.....Tagaan mo man sya gap na maglagaw lagaw. Dili sad nimo nga sige mudmod na, humana na...(Participant 2). I advise my child to just keep going despite the difficulty. One at a time. Eventually you'll be able to finish answering all. I also allowed him to play sometimes to relax his mind... (Participant 2).

The participants have recognized their role as teachers today who are responsible for the learning process of their children. As shared by parent participants, in fulfilling their roles in motivating their children to pursue the modules, they sometimes just tell their children to provide the answer to the modules regardless of whether the answers are right or wrong. For them, what's more, important is that their children could be able to submit and be graded by their teachers. Complying is better than getting zero. For them, it is a better way to motivate their children to work on the module rather than putting much pressure on them in answering. Further, for the parents, giving pieces of encouragement for the children is also a way of motivating the children to pursue.

Ingon ko sa ilaha bahala na ma-zero basta mao na ina ang answer. Di man gud matawag na maperpek man na. Basta ingon nako letter C, letter

B mao nana ang answer. O sugot man siya, basta matubag lang nimo na kag naay answer. Kay kung di mo sya matabangan mag aboreda man iyang ulo, mag ingon sya na walay answer....Naninkamot pud siya... (Participant 2). Sometimes, I am telling them that it is just okay to get zero for as long as you have tried to answer...I say that because he would normally feel bad if he could not answer. He's really trying... (Participant 2).

Makita nimo ang bata nga na mabudlayan, tagaan pud nimo sya advice na, hinay hinay lang gyud, bisan sa isa ka adlaw tulo, upat, ingon nako saiya. Ining kagabii answer naman ikaw isa. Dili ingon na kana kana dayun humana dayon....Ikaw man na Nanay dili pud sya na iingon na Sige untat untat. Ang akua gina advisan ko na sya na hinay lang...(Participant 2). Every time I see my child experiencing difficulty, I advise him to do it slowly. I advise to answer the module one at time until all gets done. I tell him not to answer them all outrightly. I can see him really finds it difficult to answer and it manifest in his mood. (Participant 2).

Just like teaching in the classroom, the mother motivates the child by offering rewards or incentives either monetary or food.

Tagaan taka kwarta, tagaan taka pang meryenda basta mahuman mo na. pero unahon mo lang sulat mang ha. Ano sir, basahon ko na Sir, basahin ko Ma. Yung panganay namin Sir, Mang napagaralan naming yan ba... (Participant 3). I will give you money for your snacks just make sure to finish your answering your module...Then he would negotiate asking me to help him out... (Participant 3).

Facilitative pedagogical approaches by parents in mentoring their children at home

Home learning facilitation of parents to their children has developed their facilitative skill in mentoring and teaching their children just like what teachers do in the class. Being facilitative of parents is shown through their conscious effort on constantly reminding their children at home to work on their module. They do focused teaching as shown when they guide learners to write their

names and the answers to the questions in the module.

Gina pabasa ko na sa iya, Sir. Pareho atong bugtong-bugtong man ata to. Ingon ko amuna na ina siya ang answer nak. Mao na na siya, o mao nan a. Di man ko ka ano sir, ingon ko kato nalang ang isulat. Mao nalang akong mabulig saiya... (Participant 2). I allowed him to read first and ask him to try to comprehend the question. But there was a time that I do not know the answer. So I just gave her answer out from my own guess too... (Participant 2).

Minsan kasi syempre bata pa grade 1, 6 years old siyempre hindi marunong magsulat kaya kailangan mo pang i-guide para mag sulat. Ginaguide ko talaga hangang matuto.. Hinahawakan ko kamay ganoon... (Participant 6). Because she's only grade 1, she needs to be guided properly how to write. I do guide her so she could write by directing her hand... (Participant 6).

On being facilitative of the parents, there were some emerging characteristics learned by them as they engaged with the learning process of their children through modules. From what the participants have shared, they help their children to answer when needed and when they are also in condition to help. Sometimes, they are busy with their work, so they could not attend fully to the needs of the children. But according to one participant, he really finds time for the children after work despite the tiring day working.

When teaching, the parent employs simple teaching strategies in teaching the basic concept for the learner. They try to help their children in answering the questions but they ensure too that children are learning on their discovery. For example, they ask their children to answer on their own first before intervening. Then, they observe whether the learners are capable to answer or not. They guide them to read and comprehend the questions, they probe by asking follow-up questions to scaffold what they can learn more. When they feel that the learners could not really find the answers, that is the time that they may intervene. Here, the parents show some facilitating techniques in mentoring their children at home just like how the teachers also teach in school. However, there are

times that they are also being challenged especially if they do not know the answer.

As a parents, teacher na ta sa atong panimalay... As a parents sir, saakon, kay syempre ang bunso ko grade 1 pa lang. Wala pa na sang kaalam-alam na drawing-drawing pa lang, pakita mo lang, ano ni? Ano ni na drawing, ah anon a, Aso. Syempre kay grade 1 palang. Tapos ang grade 3 kabalo naman magsulat tapos sa pinakatay naman daw mag practice na sila pinakatay. ...Ginalantaw ko na sir, ginalantaw ko anay, gina tanaw ko, hambal ko answeran ko ang module nyo. Ginakwan ko ba, kung kabalo gid sila mag answer. Kung kabalo gid sila mag basa, kung kaintindi gid sila sng ginabasa nila. Pero basi di sia kaintindi. Ginahulat ko ang mga bata ko na maghambal na pang, nabudlayan ko. Gina guide ko man sya, kita na as a parents. Gina basa ko ni saila, tapos gina paintindi ko anay saiya, bago ko ihambal sa bata ko na, amoni ang answer. Saakon na as a parents, paghambal saakon sang bata ko na hindi ko kabalo, answeran ko dayon, hindi ko amuna sina. Bago ko answeran, ipaintindi ko anay sa bata ko. Amuni oh, amuni ga oh. Amuni gel ang abot sini. Gina bulig-buligan ko bata ko pero kung kaya kaya niya ang, hambal ko kaya mo man ni. Hambal ko na, hindi ang ako perminte. Hindi man ako ang mag himo sang grado mo si Sir mo man. (Participant 1). As parent, we are their teacher at home. In my case, I just show the image to my youngest child who is now in grade 1 and ask him to identify what the image is all about. No problem with my grade 3 for he knows already how to write. I just try to observe them first on how they answer their modules. I let them read and understand. I just wait for them to ask me and seek for my help. If they do not ask for my help, then, I do not bother. When they ask me to help them, then I would try my best also. But, I do not provide the answer immediately. I also try to discover moew whether they really know or not. I help but I make sure that they are learning. (participant 1).

Being facilitative by providing the child options where to seek for help to find answers. The parent admitted that not all the content in the module is known to her. But she facilitates by

asking the child to seek help from other adults at home.

Pag alam ko yung answer sinasabi ko sa kanya, pag nagtatanong pag alam ko yung sagot sinasabi ko pag hindi ko alam pinapasa ko sa kapatid ko doon ka magpa turo ...(participant 5). If I know the answer, I help but if I do not, I refer him to my sister.. (participant 5).

Home learning allows parents to learn some *pedagogical techniques* to facilitate their children's learning process such as observing first the learners whether they are capable to answer, reading, and comprehend the questions or not; reading aloud for the learners; letting them answer before they are provided with the answer; allowing the learners to answer the question first on their own before the parent answers; ensuring that the learner exerts effort first in answering the module; explaining the concept to the child-only the concept known to him. When they teach, they try to simplify the concept so that the child can understand and follow.

Ako naman sir sa pag-alalay man, pagtabang tudlo sa mga answer kay elementary pa man. Ning ako-ang grade 4 kay magstuck palang sa klase, murag manug grade 2 palang sila ba kay may pandemic. Ti kay di pa kayo kabalo mubasa, mag mang, ano gani to pagbasa? Pantig pantigin mo muna... (Participant 3). I guide the child in answering the module.... I teach him to syllabicate the words so that he can read... (Participant 3).

Just like the teachers in school, the parents too manifest keenness in teaching the child, especially in reading. They also felt irritated and lost patience when their children could get the answer or could not learn to read. 2

Gina sulat ko man sir, tapos may dash haw para madiretso niya na, basahin nya man. May sya, nga, parang ganyan, pero kung ba-ba ganayan, pagbali ganyan. Madiretso nya pero kung may mga karugtung pa na iba mahirapan sya. May NG sa last, ikaw na parents mag init imo ulo. Kapila kana balikan na ganyan, kahirap mo pang turuan... (Participant 3). I am writing it down, Sir. Then he would clarify, why there is dash...He can read it if its continuous but if it

has different structure, he'll get confused again. As parent, there are times you'll become impatient if they're not learning and/or committing same error in reading...(participant 3).

More so, the parents are really intentional when it comes to guiding their children in answering the module. As shared by the parent, scolding the learners sometimes is part of the routine every time they work for the module but according to the parents, when they scold it means that they care for the education of their children.

Pinapagalitan mo para matuto siya kailangan mo lang talagang pagalitan kasi pag di mo naman yun ginawa babaliwalain naman yung sinusulat mo kailanangan mo pang hawakan yung kamay niya para maisulat lang yung letra... (Participant 5). Sometimes I am scolding her. If I didn't scold her, she easily forgets everything and take them for granted (Participant 5).

Parents' shared insights on home learning facilitation on their children

The insights gained by the parent-participants on their experiences as facilitators in the modular learning of their children are clustered into two themes. There are insights shared that are reflective of their understanding of teaching and about learning. On teaching the children, the parents shared that they have realized how difficult teaching is. To be a facilitator of learning is not easy. It requires hard work, patience, and time. They realized that learners can learn more when in school than at home with the teachers' presence rather than with them. The parent's role in a child's learning is just to motivate the child to do their task. They needed to strive a bit harder so that the child will cooperate unlike when the teacher is around. Learners answer the module just by choosing the answer randomly from the options. Most of the time, it is difficult to impart knowledge to the children when their knowledge is also limited. Difficult to call learners' attention when at home working for the module. Expressed that face to face is better than modular. The parent's role in a child's learning is just to motivate the child to do her task. The child at home doesn't show interest in learning especially reading and answering the module. The reason for this is that the learners cannot see the

teacher. As shared by the parents, the teachers' presence has an impact on their learning as they are being conditioned to learn, they see a mentor figure who will teach them. The parent's role in a child's learning is just to motivate or entice the child to do her task.

Dili lalim ning mga teacher na matudlo lalo na sa mga bata nga mga dungol. Kita nga mismo nga ginikanan hindi mana ng aton mga bata magapa badlong sakit pud sa ulo mao to naka ingon ko nga dili lalim gali ning mga teacher diay noh nga mag tudlo labi na sa face to face... (Participant 2). Teacher's role is not easy. If we parents already find it already difficult to teach our own children, how much more the teachers in school during the face to face? (Participant 2).

On being the teachers at home, the parents have realized that teachers' roles in the learning process of the children are significant. Since they have already experienced being the teachers of their children, they shared that teachers can facilitate better than them when it comes to imparting/teaching knowledge to their children. They have shared their sentiments that it was easy especially since most of the time, their children do not listen to them. Or, when in some instances the children asked them what and how to answer and they could not provide a response.

Lisod man gali maging maestro maestro laban na siguro ang imong mga estudyante mga dungol, dili pa maminaw..Importante gyud diay mag teachers sa pagtuon sa mga bata... (Participant 3). I realized that teachers are really important in the learning process of the children... (Participant 3).

Ako sir ang experience lang mag tudlo kay sa akon anak sir kay lahi gi siya kay kung teacher gid ang mag tudlo ani nila maminaw lahi man gud ang ginikanan kay ang ginikanan usahay imohang kasab.an ikaw raman kataw.an sir kung tudluan mao na imo ma kuan ba kung mag tudluanay mo unsa maning experience sa ginikanan nga naa nay module karon uy... (Participant 4). It is different if the teacher will be the one to teach the children. It seems that children do not take seriously what the parents

say unlike if it is the teacher who is teaching them... (Participant 4).

Some insights gained by the parents is that the modular approach also brings a positive impact on the part of the learners as observed by the parent-participants. Through modular learning, children were kept away from unnecessary vices. It engages the children in the learning process such as; children do ask questions to clarify their lessons; they have learned to collaborate with other fellow learners in their areas; it keeps them busy thinking for answers to their modules, and it increases students' interest in learning. They asked questions (from parents or other adults) to find the answers to their modules. As shared too by the parents, the modular approach keeps the bond between them.

Maka-ano gud ka sir bah kay na-a kay tarabahoon kay didto naman ka usahay maka ingon nalang ka nag humanon anay naton tanan trabaho unya magtinabangay ta ana kay kung matabangan nimo sila sir murang malipay man gud sila sir.. Daw bonding na namo... (Participant 3). We usually agree that we should finish first our household chores before we will work on the modules. They are happy if we work together.. its like our bonding too. (Participant 3).

Part of the insights gained by the parent-participants is drawn from challenges they have experienced in facilitating learning at home. On teaching the children, they have realized how difficult to mentor when the knowledge is also limited. They have shared that the content of the modules is quite difficult for them to understand.

As shared by them, there are times the children would ask them the concept yet they do not know how to answer them. As a response, there are times, they would just tell them to answer what they can. With the intention of not to miss out on the submission of the child, the mother simply makes sure that the child could comply with the module regardless of whether the answers are right or wrong or would advise the child to seek help.

Their daily routine consumes their time for work. But she doesn't have a choice. She needs to attend to the needs of the child.

'Yong parang sa oras mo nasisingit mo pa 'yong module dahil halos araw araw iremind mo sa

mga anak mo. 'Yon lang yung parang oras mo minsan napupunta din sa module kasi dati hindi naman naming ginagawa yan na kailangan talaga..Pero dahil magulang ka, dapat tla asikasuhin... (Participant 6). We are also busy with our work. But because we parents, we've got no choice but to attend to the them. (Participant 6).

Saakon man kung kisa man makahambal man ko sa sarili ko nga kung wala tani ning Covid hindi ta maano sini. Hindi ta mabusy. May maghambal naman na bata ta, Pang, answeri ning module ko bi, tudlua anay ko sang module ko... (Participant 1). If it weren't because of covid, this isn't supposed the situation that we parents become busy both with our work and attending to the needs of the children. Sometimes, I am tired after working at the farm, but the kids will usually seek for help...(Participant 1).

CONCLUSION

The result of this research study provides a deeper understanding of the phenomenon of parents' facilitation of the learning of their children at home in the modular distant approach. From the emerging themes extracted from their narratives and experiences, it can be noted that indeed there is a need to strengthen parents' involvement in the children's education, especially in the remote learning approach. As the so-called or considered to be the facilitators of learning at home, there is a need to capacitate/equip them on their parenting roles and responsibilities. The school may provide opportunities for parents for reflection and discernment on their roles and responsibilities when it comes to the education/schooling of their children such as support programs, parenting sessions, capacity building instilling in them the essence of home school partnership most especially in this time of the pandemic. The community or the school may also consider developing a framework on home learning approach for distant learning for children learning at home which can be utilized by the department of education.

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