

## Lived experience of kindergarten parents in modular distance learning

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### **Abstract**

This study was conducted in order to determine the lived experience of kindergarten parents in modular distance learning. The researcher believed that there were many ways for the betterment of the learning of the child while they were at home. The researcher's main objective was to help the parents solve the challenges faced in the new normal set up of education. As an output of the study, the researcher produced a localized video to enhance the learning of parents in guiding their kindergarten children at home. The research design used in this study was qualitative with phenomenological analysis as approach with the use of purposeful sampling. The respondents of the study were fifteen (15) kindergarten parents in selected public schools in the East district of Division of Calamba. The researcher used thematic analysis as a means of analyzing the data collected from the responses of the participants and generated ten (10) superordinate themes which were Continuity of Learning Despite the Pandemic, Typical Day to Extraordinary Day as a Parent-Teacher, Varied Parents Responses on Distance Learning, Embracing New Responsibilities, Parents Challenging Aspects for Distance Learning, Key to Conquer Challenges in Education, Factors that Affect the Child's Learning Focus, Holistic Preparation for Child's Education, Varied Techniques towards the Child's Effective Learning and Using Various Means to Understand the Pandemic's Effect on Education. The findings revealed that the parents faced different challenges in guiding their child in modular distance learning and these challenges were time management, organizing daily routines, distractions, new responsibility, understanding lesson and quality education. The researcher reflected that with the help of the teachers and the localized video, the mentioned challenges could be able to surpass by the parents.

**Keywords:** experiences, kindergarten, parents, modular, distance learning

## Lived experience of kindergarten parents in modular distance learning

### 1. Introduction

Education is important not only in the Philippines but all over the world. This is a treasure that all the parents value. However, because of the pandemic, education system is affected and the traditional way of schooling is changed to distance learning. Hence, the Department of Education (DepEd) Secretary Leonor Briones proposed a different modality to continue the learning of the child while they are at home with the guide of their parents. In the Philippines, the COVID-19 crisis has affected about 27 million learners, one million teachers and non-teaching staff, as well as the families of learners. The Department of Education (DepEd) recently announced that classes for the next school year would begin on Aug. 24, 2020. Classes may start earlier, but there will be no physical return to school. DepEd is offering schools a menu of alternative learning methods that includes online learning and offline methods, such as take-home readings and activities (The Manila Times, 2020).

Moreover, based on the data gathered via DepEd's National Learner Enrolment and Survey Forms (LESFs), 8.8 million out of the 22.2 million enrollees (39.6% of total respondents) preferred modular distance learning for the upcoming school year. Meanwhile, 3.9 million enrollees (17.6%) were partial to blended learning (which uses a combination of different modalities), 3.8 million (17.1%) preferred online learning, and 1.4 million and 900,000 enrollees preferred TV-based and radio-based learning, respectively (Manlanguit, Paglomotan, & Sapera, 2020). In addition, according to DepEd Order No. 12, S. 2020, which is the Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency, the shifting to a new normal schooling cannot be halted, online and modular learning are among the teaching modalities to be implemented for this school year. Parents will function as their teachers at home to guide them in their studies. Indeed, parent's involvement in school matters is one of the best ways for its betterment.

In the light of this situation, the researcher is prompted to conduct this study in order to determine the lived experience of kindergarten parents in modular distance learning. The researcher believed that there are different ways to make for the betterment of the learning of the child while they are at home. And the researcher wanted to help the parents to solve the challenges in this new normal set up of education. Teaching kindergarten pupils is very crucial for their focus attention span is short that requires patience and determination in facilitating them; and this leads as one of the challenges that the parents are facing during this paradigm-shift of learning.

#### 1.1 Conceptual Framework

This study was anchored on Epstein's Parent Involvement Model (2019). It is the view that parenting is helping all families establish supportive home environments for children as students. Suggestions for home conditions that serve to improve learning, parental education activities and family support programs are some practice examples of this type. Results for children include good and improved attendance, awareness of importance of school, and develop respect for parents. Specifically, this model is aligned to the experiences of the kindergarten parents who are facing challenges in teaching their children at home while in the new normal setup of education using the modular distance learning. Since students are home-schooled, they have to monitor the development and performance of their child on their day-to-day activities during the independent learning hours. Without the help of the parents, teachers will not be able to meet the desired learning outcomes at the end of the day. Hence, parents play a big role in the academic performance of their child in the new normal of teaching and learning.

In line with this concept, the parental involvement is very important in schooling of the child. They will

serve a big role for their child learning at home. Without their support, the child learning at home will not be successful. Actually, parental involvement in their children's education is not a new issue. Parents began to become involved in kindergarten since the 21<sup>st</sup> century. The major notion of parent involvement was that parents know what they want for their children and thereby should be involved in the school. Parent involvement in school helped that education.

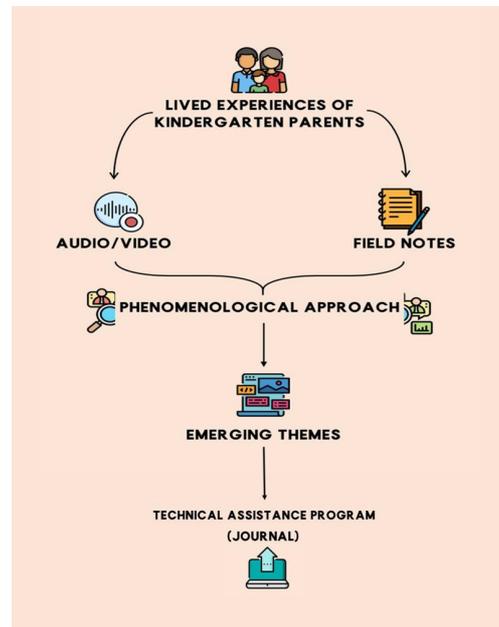


Figure 1. Research Paradigm

As shown in Figure 1, the researcher considered and focused on the lived experience of kindergarten parents. She used audio/video and field notes in recording and interviewed the participants in gathering essential information. Using the interpretative phenomenological analysis, she was able to extract response's themes through verbatim transcription and for the expected outputs, the researcher produced a localized video for the enhancement of the learning of parents in guiding their kindergarten children at home.

**Central Question** - The main thrust of this phenomenological inquiry was to determine the lived experience of kindergarten parents in modular distance learning. Specifically, this sought to answer the following central and corollary questions:

*What is the essence of the lived experience of the kindergarten parents who are facing different challenges in education in guiding their kindergarten children in the new normal?*

### 1.2 Corollary Questions

- How do the selected parent participants describe their experiences regarding the challenges faced in guiding their kindergarten children in education in the new normal?
- What themes emerged from the testimonies of the kindergarten parents?
- Based on the findings of the study, what localized video can be made to enhance the learning of parents in guiding their kindergarten children at home?

### 1.3 Scope and Delimitations

The clarity of focus, this research undertaking is guided by the following scope and delimitations. The researcher utilized qualitative case study approach in order to examine the lived experience of the kindergarten parents using the insights and observations of the participants to the structure, face-to-face interview. The subject of the study was limited to 15 kindergarten parents, and the researcher conducted a data saturation to find qualified respondents with the following criteria: parents with fulltime work, fulltime wife/husband, many

children and single parents, as the question would be direct to the point and the size is chosen with the idea of getting a higher degree of certainty. The line of questioning for the interview was limited to the purpose of extracting emerging themes that would arise from the study. The study delaminated to four schools from the East District of Division of Calamba City Laguna and the following schools were Bucal Elementary School, Jose Rizal Memorial Elementary, Parian Elementary School and Real Elementary School.

## 2. Review of Related Literature and Studies

**Synthesis** - The related information gathered and included in this chapter was used to analyze, verify, and strengthen the data gathered and themes emerged throughout the process of the study, which further helped the researcher to come up with a strong conclusion. Based on the articles of Basa (2020), Bendijo (2020), Boyocot (2020) and Lebaste (2020), parents have a big role in the education of their children in this new normal education. And the parents will be the teacher of their child at home during this distance learning. Likewise, Manlangit et al. (2020) provided strong information which are essential for this study that the parents are partners of teachers in education. Both parents and teachers are facilitators of students in studying. Clearly, at home, parents take charge as the 'tagapagdaloy' (channel), whereas, teachers take charge in schools as the instructors to teach. Moreover, Bendijo (2020), Dado (2020) and Tianga (2020) provided similarity of the study that there is indeed a paradigm shift of education for it will recreate the learning experiences in the home environment and each home will have different challenges that most parents will face. Similarly, Bendijo (2020), Ceniza (2020), Dimatulac (2020), Llego (2020) and Magsambol (2020) shared the same understanding about the MDL that will be used in the new normal education. Printed modules will be given to the parents and will be answered at home with the assistance of the teachers. They will be given different learning resources like textbooks, activity sheets, study guide, usb, and other study materials for then to use as a reference.

Also, the Department of Education released an Order No.12 S. 2020 for the Adoption of the BE-LCP for the school year 2020-2021 in Light of the COVID-19 Public Health Emergency for the safety of all the student and teacher. Aside from that, Lebaste (2020), Synergeia (2021) and Yasa (2020) mentioned the same views about the role of parents in this modular distance learning. Some parents said its hard but they need to accept it for nurturing the learning of the child while they are at home, organizing and managing time is important to make sure that they have time to guide their child for their modules. While learners also have to adjust, they need to focus on developing a study habit, discipline and mindful attention, so, it is their choice. The future indeed depends on how parents really have to take mindful care of their growing kids. Accordingly, Ali et al. (2020) pointed out that parents around the world are rightfully concerned about how their children's routines are disrupted extensively. A routine for this MDL is important for the child and parents to do all the things that they need to do. They also stated that some of the parents are worried for this MDL due to socialization of the child, they just home and they cannot socialize to other children. Furthermore, Oxford Learning (2018) stated that distractions of the child can overcome if the parents will organize the environment especially the home setting where the child is studying. Parents can give a minute to rest the mind of the child by letting them to relax and let their minds free from anything.

Overall, the studies and literature mentioned above showed the same view point of this inquiry on how the lived experience of the kindergarten parents in modular distance learning during this new normal education occurred; how they faced the challenges they encountered. This literature also showed the role of the parents for modular distance learning. This modality is very new to all the parents' especially to the kindergarten parents and this literature will help the researcher to anchor the blogs, studies and theory for the accomplishment of this study.

## 3. Methodology

**Research Design** - This study utilized the qualitative research with phenomenology analysis as approach. Phenomenology Analysis that brings added dimensions to the study of human experiences through qualitative

research.

Interpretative Phenomenological Analysis (IPA) is a qualitative research approach that allows multiple individuals (participants), who experience similar events, to tell their stories without any distortions and/or prosecutions (Creswell, 2012, as cited in Muyano, 2019). Moreover, it describes the common meaning for several individuals of their lived experiences of a concept or phenomenon. He also stated that phenomenologists focus on describing what all participants have in common as they experience a phenomenon. The most important aspect of IPA tradition is its ability to make sense of the ‘lived experiences’ of the research participants and truly allow the research study to explore the phenomenon that the research is investigating. In today’s research world, IPA approach is used in many qualitative research studies to investigate and interpret the ‘lived experiences’ of people who have experienced similar (common) phenomenon. It is further explained that phenomenological study describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon. He asserted that phenomenology is not only a description, but it is also an interpretive process in which the researcher makes an interpretation of the meaning of the lived experiences.

**Instrument** - The researcher conducted an interview through online meeting with the participant as the primary means of collecting data. The researcher used ten (10) guided questions which were used as interview questions for fifteen (15) kindergarten parents. The interview started on April 2021 and completed on May 2021. She utilized the following interview questions to the participants.

**Participants of the Study** - The participants of this study are fifteen (15) Kindergarten Parents in Modular Distance Learning in the four schools from the East District of Division of Calamba City Laguna and the following schools are Bucal Elementary School, Jose Rizal Memorial Elementary School, Parian Elementary School and Real Elementary School. They will be the joint contributors and investigators to the findings of this study.

**Table A**

*Participants of the Study*

| Participants | Age | Gender | Family structure/Occupation    |
|--------------|-----|--------|--------------------------------|
| Parent 1     | 30  | Female | Single parent                  |
| Parent 2     | 28  | Female | Lots of children/online seller |
| Parent 3     | 32  | Female | Working parent                 |
| Parent 4     | 29  | Female | Fulltime housewife             |
| Parent 5     | 32  | Female | Fulltime housewife             |
| Parent 6     | 36  | Female | Single parent                  |
| Parent 7     | 29  | Female | Lots of children               |
| Parent 8     | 29  | Female | Working parent                 |
| Parent 9     | 31  | Female | Lots of children               |
| Parent 10    | 27  | Female | Single parent                  |
| Parent 11    | 30  | Female | Fulltime housewife             |
| Parent 12    | 33  | Female | Lots of children               |
| Parent 13    | 36  | Female | Single parent                  |
| Parent 14    | 32  | Female | Fulltime housewife             |
| Parent 15    | 38  | Female | Working parent                 |

Table A shows the fifteen (15) participants including their age, gender, school that their child studying and the family structure or work of the parents—working parent, fulltime house wife, parents with lots of children and single parents.

### 3.1 Data-Gathering Procedure

In the conduct of the study, standard operating procedure was applied to obtain the best possible result. After the conceptualization of the research problem, it was followed by reading several related literature and studies in order to come up with the development of Chapters 1, 2, and 3 of the research. Thereafter, colloquium was done

after the submission and approval of the said chapters then the revision of work. Unstructured interview questions underwent scrutiny and validation to obtain the essential data needed for the study. Permission from respective authorities was secured by the researcher to avoid any future jeopardy. After choosing the subjects and participants, the researcher administered the unstructured interview questions to the participants via Zoom. Upon gathering of the responses of the participants, phenomenological analysis of data immediately followed with the guidance of the school’s official data analyst that came up with the emerging themes, and lastly, findings, reflections and recommendations of the study were accomplished.

### 3.2 Treatment of Qualitative Data

The researcher used thematic analysis as a means of analyzing the data collected from the responses of the participants. According to Lapadat (2010), as cited in Madrigal (2020), thematic analysis is used to analyze qualitative data that involves determining patterns or themes. Moreover, according to Braun and Clarke (2006) as cited in Madrigal (2020), thematic analysis is an integral component of analyzing qualitative data. Hence, the researcher employed thematic analysis in order to identify patterns or themes emerged in examining the lived experiences of the participants. After gathering all the needed information from the conducted online interviews, the researcher transcribed the recorded responses of the participants and then showed the transcribed responses to the participants and checked if the transcribed responses were correct. Thereafter, she cited all the similar and relevant responses from the experiences of each participant in each question, categorized them by cluster or exemplar and organized them by tables. She shared her own observation on every participant’s response and stated it in annotated exemplar. Furthermore, the emerging themes were identified and extracted from similar responses per line. In each table and theme, detailed discussions and reflections were included. Related literatures and blogs from reputable sites were attached to support the findings and reflections derived from the study.

## 4. Results and discussion

**Table 1**

*Annotated Exemplars on the Understanding about Modular Distance Learning*

| Parent   | Responses  | Researcher’s Observation  |
|----------|--|---|
| Parent 7 | <i>“Para sa akin po ang modular distance learning ay paraan ng pag-aaral na ginagamit ng guro at mag aaral pag walang face to face learning. Dahil nga po sa pandemya na ating kinakaharap, ang mga bata po ay mananatili sa kanilang tahanan. Ang kanilang tahanan ang pansamantalang magiging paaralan”.</i> | Parent 7 shared her thoughts in a confident manner with a smiling face.                             |
| Parent 8 | <i>“Modular Distance Learning was DepEd’s solution to address the learning needs of learners amidst the COVID-19 pandemic.”</i>  | Parent 8 answered the questions calmly with few pauses for she thought first the answers about MDL. |

When asked about the understanding about the modular distance learning Parent 7 and Parent 8 both answered the question confidently. This implies that they really are aware about modular distance learning. Modular Distance Learning is one of the modalities that the school is using to continue the education for this new normal amid to the pandemic that people are experiencing right now. Additionally, Parent 7 emphasized that is an instrument that used for the study of her child at home. Like what Llego (2020) said, modular distance learning is an individualized instruction that allows learners to used self-learning modules that may be answered at home. Also, Ceniza (2020) mentioned that the Department of Education introduced three (3) modalities of how learning’s shall be delivered in “new normal”. The first modality is the Distance Learning which itself has also 3 forms. First is the modular distance learning where modules will be given to the learners and will be collected every Friday by the teacher. In this modality parents must make a drop box or called as learning

package where the teacher can place the modules and in return the parents will also place the activities done by the learner.

On the other hand, Parent 8 discussed that this is the solution of the Department of Education for the learning of the child amid the COVID-19 pandemic. This modality is really used in both private and public school to continue the education of the child while the pandemic is ongoing. As a matter of fact, it is related to the journal of Dimatulac (2020) for it pointed out that DepEd admits that learning this upcoming school year will be different with students and teachers participating in their homes. The Education department said that they will be holding simulations in different areas in the country to make sure that the distance learning modalities would be a success. Distance learning modalities will be the alternatives to face-to-face classes.

4.1 How do parents feel with the distance learning that the Department of Education implemented?

**Table 2**

*Annotated Exemplars on the Feeling towards the Implementation Distance Learning*

| Parent   | Responses  | Researcher's Observation  |
|----------|--|---|
| Parent 1 | <i>“Noong una po ay nag-aalala at inisip agad kung pano matututo ang aking anak. Nag- alala kung pano ko sya tuturuan at kung pano ituturo ang ibat -ibang aralin na dapat niyang matutunan. Pero dahil nga sa sitwasyon na ating kinakaharap nagpapasalamat pa rin ako sa DEP-ED dahil naiisip nila ang paraang distance learning kung saan isina -alang alang nila ang kaligtasan ng mga bata. Na kahit may kinakaharap tayong pandemya umisip sila ng paraan para hindi maiwanan ang aming mga anak,at matuto pa rin kahit nasa tahanan lamang.</i> | While sharing, Parent 1 exuded strong feeling of positivity about the implementation of modular distance learning |
| Parent 8 | <i>“It was mixed emotions. First, I was glad that DepEd was able to adhere to its mission of catering education amidst the COVID-19 pandemic. Second, I was worried that I am not sure if my children will get the same quality of education in a face to face setting”.</i>   | Parent 8 shows a little bit apprehension if modular distance learning will work.                                  |

Looking at the exemplar above, Parent 1 expressed her feelings with conviction and showed a little bit apprehension because MDL is new for the parents and this is their first time to experience. But it has a good effect in terms of the safety of the teachers, pupils and parents to avoid the spreading virus to each other. She is aware for this modality that the Department of Education proposed but it is hard for her to apply for it is new. She does know how to teach her kindergarten child and how the child will learn from her. Indeed, the participants are concerned that a major change their child will experience is an abrupt transition from face-to-face classes to modular distance learning. Getting ready for school, engaging in various activities, and using different methods to learn their subjects in classes are difficult to maintain when education becomes remote.

In the blog of Synergeia (2021), parent Conadera expressed her feeling about the modular distance learning and for her it is difficult to teach so she asked help for her sister to know the answer of the module of her eight-year-old son. She is a solo parent to Andrew. It mentioned that the parent tries not to exert too much pressure her child since classes have just begun. The parent reminds her child to read through his lessons again and again so he will pick it up. Synergeia (2021) added that one of the best gifts that people can give the country is nurturing the minds and hearts of the children. Whereas, Parent 8 showed a little bit apprehension if modular distance learning will work. It may be implied that all parents may show mixed emotions—happiness due to the safety of the child for the virus and worry for the quality education of the child will get. For this school year the parents will guide their children with the used of self-learning materials. Furthermore, Bendijo (2020) asserted that it is very new to everyone especially to the parents for they have a big role in guiding their child with the

modular distance learning. Inevitably, the parents will stand as a teacher at home for their child.

4.2 How do you describe your typical day using modular distance learning teaching your kindergarten child?

**Table 3**

*Exemplars on the Parent’s Typical Day with a Kindergarten Child using the Modular Distance Learning*

| Parent    | Responses   | Researcher’s Observation  |
|-----------|---|---|
| Parent 3  | “ <i>Sa tipikal na araw kaylangan kong mag adjust sa oras kasi kami lamang ng mga anak ko ang nasa bahay, kaylangan naka schedule yung oras mula sa umaga, sa pagbili ng kaylangan, pagluto, paglinis then pag aasikaso sa mga bata, pagkatapos nun tuturuan ko na yung anak ko sa mga aralin nya, then mag sesend ng picture and video sa group chat ng section namen na ginawa o na accomplished ng bata, pagkatapos nun gagawa na ulit ng gawaing bahay. So naka schedule, dapat may schedule kami”.</i>                                     | Parent 3 was smiling while answering the question.                              |
| Parent 15 | “ <i>Every weekend, I prepare Ethan’s activities for the week. I incorporate other tasks which would allow him to understand the lesson for the day. During the day, his yaya guides him in answering modules (which I previously discussed with him a day before) and then we review answers and discuss next day’s lesson in the afternoon. This is actually very tedious, I feel like I am running my own pre-school but knowing that my child will benefit on this, I can’t complain. Whenever he learns new things, I feel satisfied”.</i> | Parent 15 was very serious and answered the question with detailed explanation. |

When asked about the parent’s typical day with a kindergarten child using modular distance learning, the participants were delighted and at the same, the both seriously answered the questions. Teaching a kindergarten is really hard and it is harder if a parent will also do household chores. Parent 3 explained that adjusting time is the number one solution for this activity—that one must adjust the time in order to do all the things that are needed at home including the time of teaching the child. Moreover, the experiences shared are the same with the blog of Yasa (2020) at Daily Guardian about the complaints against module and according to her, these are natural reaction. Specifically, she mentioned that everybody needs to adjust and adapt. Parents this time need to realize that their children do need them during their formative years, so, work should be adjusted so they can do their responsibility to their children. Meanwhile, Parent 15 shared that she always prepared his sons weekly activities and due to work and that the helper will take a role in guiding the child for his module. And she felt that she is running her own school because of the different things that she does. Hence, modular distance learning really needs more time to do, but adjusting time is the best solution for it. Similarly, Yasa (2020) pointed out in her blog that while learners also have to adjust, they need to focus on developing a study habit, discipline and mindful attention, so, it is their choice. The future indeed depends on how parents really have to take mindful care of their growing kids. She even mentioned that parents have to learn to balance time for work and for children. Eventually, teachers will not be needed anymore to really be closely facilitating learning because of technology.

4.3 How do parents manage the additional new responsibilities of children “going to school at home”?

In regard to the new responsibilities dealing with children’s educational transition, the participants showed a seriousness and proud expression while answering the given question. New responsibilities are really challenging especially to those people had a lot of it. But if this new responsibility is for the goodness of one’s child, a parent will it with two hands. The participants answered that time management and organizing schedule are their way to add this new responsibility for the modular distance learning. To further support the other exemplars stated about, the experiences shared by the participants of the study are the same with the study of Ali

et al. (2020) for they believed that parents around the world are rightfully concerned about how their children's routines are disrupted extensively. To combat this issue, they have designed homemade time-tables according to which children should have something to do at most times and should have a normal sleep-wake cycle. Implementing a schedule helps children feel less restless and more productive. It can also prevent unnecessary Internet and computer time. Parents want to begin and end her child's day just like normal school days. It is especially challenging if the parents are working from home or offices, and have their own schedules to follow. Keeping their children in check all the time has become cumbersome so unfavorably, parents end up allowing the children to do things their way.

**Table 4**

*Annotated Exemplars on the New Responsibilities Dealing with Children's Educational Transition*

| Parent   | Responses  | Researcher's Observation   |
|----------|--|--|
| Parent 3 | <i>"Ahmmm...pinamamahalaan ko to sa pamamagitan ko ng paggawa ko ng schedule upang mas organize at wla akong makalimutang gawain,alam din ng anak ko kung anung oras dapat kami magaral, tapos may schedule din siya.satingin ko nakatulong din ito upang mapadali naming yung araw-araw na gawain".</i> | Parent 3 showed seriousness in answering the question; nonetheless, she ended her answer with a smile. |
| Parent 7 | <i>"Mahalaga po yung time management at pag gawa ng schedule at daily routine sa mga bata. Pag po araw-araw na nila ginagawa nasasanay na po sila at nagiging routine na po para sa knila. Mahalaga din po ang setting of priorities natin".</i>   | Parent 15 exhibited a proud expression in answering the question. She showed exuded strong feelings.   |

*4.4 What are the most challenging aspects of teaching your child in a modular distance learning program?*

**Table 5**

*Annotated Exemplars on the Challenges Encountered in Teaching Children*

| Parent    | Responses  | Researcher's Observation   |
|-----------|--|--|
| Parent 7  | <i>"Siyempre po yung pagtuturo lalo na kapag mahirap yung aralin, yung gustong gusto mo pong ituro at ipaunawa sa bata pero ikaw mismong magulang hindi mo alam kung paano. Yung nangangamba ka kase alam mo sa sarili mo na hindi sapat yung turo na naibibigay mo para sila matuto dahil iba pa din ang face to face at yun talagang guro nya ang nagtuturo".</i>  | The Participant 7 answered seriously and fast with eye to eye contact.   |
| Parent 15 | <i>"Aside from our work, which we managed through management, one of the most challenging aspects here is that we're not trained to do this. Even if we have people management experience, teaching kid is totally different. Kids, at age 5, are curious and they're starting to develop their characters, to understand their feelings and to ask why's (always!!!). As a parent and now his teacher, we also have our own frustrations (especially if we have bad days at work) and we can't let that interfere with the study time. Now I appreciate the teachers for their patience and they can't really have that if they don't love what they're doing".</i><br><i>While sharing her experience Parent 15 exuded strong feeling and determination for her answer. She smiled after answering the question.</i> | While sharing her experience Parent 15 exuded strong feeling and determination for her answer. She smiled after answering the question |

Based on the responses and expressions of the participants about the challenges encountered in teaching children, they exuded seriousness, strong feeling and determination. Given the situation, teaching is the most challenging for the parents because they are not well-trained to teach and cannot manage their time from work. But if one will accept it and learn from it, that parent will realize that this is not a challenge anymore for it will

just be part of the daily routines. Hence, the participants emphasized that teaching kindergarten is really hard. Accordingly, to further support the existing response of the participants, the following are also the answers stated in a journal by Manlangit, Paglumotan, and Sapera (2020). They explained that another challenge pertains to children’s ability to learn by imitation. Parents and guardians will face various challenges in fulfilling their roles as MKOs. The first challenge lies in the fact that parents and guardians have varying skills, knowledge, and qualifications. At Kris’ school, 50% are high school graduates, and only one-fifth of the total parent population finished college. While eight out of ten (90.3%, 10 years old and over) Filipino adults are literate enough to be functional to the community, it does not mean they are already qualified to teach. To ensure the content’s uniformity, equality, and quality, teachers should deliver while aided by parents. Furthermore, parents’ educational attainment can heighten their feelings of competence and confidence in guiding their children’s education. It manifests in different ways, such as being more proactive in checking their child’s performance. Moreover, in his Social Learning Theory, behaviorist Albert Bandura says that learners learn by imitation, observation, and modeling. With parents as the primary models of learners, their attitudes, specific beliefs, thoughts, and feelings cognitive biases may affect each learner’s learning process.

4.5 How do the parents overcome the challenges that they are facing in this new normal setup of education?

**Table 6**

*Annotated Exemplars on Overcoming Challenges with the ‘New Normal’ Education*

| Parent    | Responses  | Researcher’s Observation  |
|-----------|--|---|
| Parent 2  | <i>“Ahmmm. Siguro anu po, nandyan din po kasi yung mga teacher na pag may tanong ka talagang sasagutin kanaman lalo na pong yung teacher ng anak ko, kasi pag di ko mainti-ndihan lola pag module merong mga drawing o print print nila ay Malabo so magtatanong ka po talaga para maunawaan at masabi mo sa anak mo kung anu bang nilalaman nun. So ayun po”.</i> | Parent 2 expressed positive facial expression in emphasizing her gratitude towards the teacher of her daughter. |
| Parent 14 | <i>“ Ano... sa tulong na rin siguro ng teacher niya..nalampasan ko yung takot ko na pano ko tuturuan ang anak ko..papano ko iga guide..nalampasan ko yun sa pamamagitan ng pagtatanong ko lagi sa guro niya..tapos gina-guide niya ako”.</i>   | Parent 12 responded calmly and manage to take pauses in order to describe fully her answer.                     |

In regard to the participants’ responses, they both expressed positive facial expression. Overcoming the challenges that the parent experienced for this modular distance learning will give a positive reaction despite the challenges they are facing for they prioritize the future of their child. Also, they mentioned that with the help of the teacher, they can overcome those challenges. With this, it may be implied that helping one another especially in this new normal is really effective way to overcoming the challenges. For instance, the shared experiences of the participants are alike to the blog of Abatayo (2020) which pointed out that he wants his kids to keep learning especially that they are in the initial reading and decoding stage. Also, he mentioned that he wants to give them proper education despite this trying time so he needs the help of the teachers; for it is different when there is interaction with the teachers by giving instructions for the activities and modules. With this, public school teachers give the parents a weekly home learning plan (WHLP) for them to easily follow the daily activities that their child should do.

4.6 Common distractions that affect the focus of your child while studying at home

When asked about the distractions that affect child focus, the participants answered the question calmly and enumerated the different distractions that affects to the focus of their child while studying at home; and the first one mentioned is the gadgets. Nowadays, a child, at the age of three (3), are somewhat computer literate for they know how to manipulate different gadgets like cell phones and tables due to the environment. They are exposed in using different gadgets, by watching different movies and playing different games. Participants confirmed that

these distractions affect the child's focus while studying at home.

**Table 7**

*Annotated Exemplars on the Distractions that Affect the Child' Focus*

| Parent    | Responses   | Researcher's Observation   |
|-----------|---|--|
| Parent 3  | <i>"Ang mga ilang sa nakaabala sa pagkatuto ng bata ay yung cellphone at tv, dahil siguro namulat na sila sa panahong malawak na yung paggamit ng technology at isa pang bagay yung paglalaro minsan distracted yung bata sa mga laruan tapos pag may mga kalaro, tungkol doon sa cellphone, di kumuna siya pinagagamit ngaun kasi sabi ko aral muna bago cellphone"</i> .  | Using her finger she enumerated the distractions that her child encountered while studying. She smiled a little bit. |
| Parent 15 | <i>"Unang-una yung telebisyon..kapag bukas yung t .ahhh.. hindi siya medyo naka focus..hindi siya naki kinig..yung mata niya andoon...kaya kapag..magmomodule kami walang tv o kaya cellphone..pangalawa yung mg kakapatid niya.. kapag nag-aaral kami at parehas ko silang pinag-aaral..tsaka.. yung kapag gusto niyang maglaro at tsaka yung paggising niya sa umaga..pag ang hirap niyang gisingin sa umaga"</i> . | Parent 12 responded calmly and manage to take pauses in order to describe fully her answer.                          |

Accordingly, Ali et al. (2020) emphasized that parents are trying to the best of their abilities to keep their children engaged in meaningful activities; and there are some challenges that they recognize as well. A number of children are considering this time as a vacation from school; hence they want nothing to do with a normal school-like routine. Instead, they want to sleep and wake up according to their own wish and spend the rest of the time playing video games and watching cartoon/movies. This is a potential threat to their social, educational as well as physical development. Their lifestyle is becoming sedentary with limited outdoor access and they are not used to physical activities inside their house, probably because of the lack of space

4.7 *As a parent, what preparation did you do with this paradigm-shift of learning?*

**Table 8**

*Annotated Exemplar on the Preparation for the Paradigm-Shift of Learning*

| Parent    | Responses  | Researcher's Observation   |
|-----------|--|--|
| Parent 3  | <i>"Yung mga ginawa kong paghahanda ay, unang-unan namili ako ng mga learning materials na gagamitin sa bahay tas nag research din ako online nung mga learning modules at activities para sa kindergarten tapos nag hanap ako ng mga learning videos sa youtube tapos yung panghuli nagadjust ako sa schedule, yung mga gawain bahay para magabayan ko siya ditto sa bahay"</i> | Parent 3 confidently answered that she makes some preparations for her to adopt with the paradigm shift of learning                  |
| Parent 15 | <i>"Parents play a crucial role in this kind of set-up. Honestly, we can simply answer the module that would make my life a lot easier. But because I understand that how I raise my child now will reflect how he will be in the future, I put effort on it (a lot). I study how to home school kids. I invest on time to do this as well as time to teach my child"</i> .      | Parent 15 seemed proud about her experiences and demonstrated a positive response. She smiled at me after she answered the question. |

Looking at the exemplar above, Parent 3 confidently answered that she made some preparations for her to adapt with the paradigm shift of learning. With this, across the country, no one knows quite what the school year will look like for what is certain is that modular distance learning will take place. To increase the likelihood of success, parents should start preparing for it. The parent of today is not only a parent; now he/she has become supporter, helper, partner and colleague of the learner. Therefore, the need of the time is to change the process of

teaching and learning according to the needs of the learner with careful cultivation of experiences. In the current scenario, it is more important than ever that education not be discontinued; otherwise, it can cause serious consequences for the mental well-being and development of students. In the hindsight of this brutal pandemic, the education sector is one of the few sectors that are on the path of being positively transformed. The lockdowns have put a remarkable assignment concerning the governments in accordance with secure that so should be stretch of education (Chang & Yano, 2020).

Likewise, Parent 15 seemed positive with what the current situation brought in the education sector. While no one is sure yet how long modular distance learning will continue, indeed, this will not last forever so it is important to communicate calmness, confidence and optimism for everybody will pull through the crisis together. Managing emotions will help the children stay focused on learning and looking forward to another school year. The transition to distance learning will be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children’s learning. Some students will thrive with distance learning, while others may struggle. Parents as the facilitator of learning in this paradigm shift of education. They are the on the purpose that child should learn, then they have to work together to fulfill different role. When parents and children collaborate in learning activities, bonding between parents and children increases as they are able to spend much more time together. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help them in alleviating their anxiety.

As mentioned by Reinhardt (2015), all parents had a solid grasp on what it means to be involved in a child’s education. To help to monitor the home involvement, and track growth in frequency and duration, she sends a home log that the parents will fill up. Parents received, in writing, a list of ways they could get more involved in their child’s education. The list included activities such as reading different stories for kindergarten at home, discussing activities that the teacher gave, skills practice, frequent communication with the teacher, and other strategies. Sight word and math flashcards, reading and math practice sheets, and mini-books were sent home to promote extra practice and encourage continued involvement. Using the list and the activity log, parents, along with their child, tracked how many minutes they spent per night on education related activities. This will help to organize the things that the parent needs for this paradigm shift of learning.

4.8 *As a parent, how do you help your child to focus with his/her study while they are experiencing different distractions in studying at home?*

**Table 9**

*Annotated Exemplars on Sustaining the Child’s Focus against Distractions*

| Parent   | Responses   | Researcher’s Observation   |
|----------|---|--|
| Parent 3 | <i>“Pinaka importante samen na sistema ay yung reward system kasi pagwalang reward, tulad ng achievement parang pakunuwelo para maging masaya siya. Kung baga para ma encourage siya. Parang motivation din sakanya na pagnagaral kang mabuti may reward ka kaya magaral kang mabuti”.</i>                                    | Parent 3 looked bothered but determined as she was responding to the raised question. She answered the question seriously based on her experience. |
| Parent 7 | <i>“Para sa akin po siguro ay yung constant na pagpapaalala o reminder na dapat kahit nasa bahay sila ay pagtuunan nila ng pansin ang kanilang pag-aaral at yung halaga at magiging bunga at epekto nito sa kanila. Hindi po dapat mawala yung communication, yung kamustahin sila kung ok pa ba sila or kya pa ba nila”.</i> | Parent 7 exhibited a proud expression while sharing her answer on the given question.  |

When asked about how the participants sustain the child’s focus against distraction, Parent 3 looked bothered but determined. According to a Canvas survey of K–12 parents in the spring, 49 percent struggled to keep their children focused on schoolwork, and 30 percent reported receiving unclear instructions from teachers

and schools. Today's parents and guardians are also trying to figure out how to promote self-direction and independence as their children increasingly use digital tools. In addition to basic troubleshooting, many are also learning how to navigate new platforms and adapt to schools' updated modular distance-learning plans. It is no surprise, then, that they are looking to school leaders, to help parents with modular learning and make sure it is more of a success and less of a headache for everyone. When it is hard for the kid to focus, parents should try to keep them close. They must consider setting up nonverbal or one-word cues to help get them back on track. Depending on circumstances, it may not be possible to keep kid in sight all the time, but it will definitely be harder to keep them on track if they are completely unsupervised. Also, they should try to make sure that they or other family members have eyeballs on them as much as possible.

In addition, as schools are faced with the challenge of providing learning opportunities for all students at a distance, parents are called on to be more involved than ever before, particularly for their younger learners and those with learning challenges and disabilities. Maintaining high levels of engagement can be challenging. Besides, according to Oxford (2018), parents cannot completely remove distractions from their children so it is better to teach them how to deal with these distractions, instead. Brainstorming ways is important to refocus on the task at hand when he or she becomes distracted. When having trouble on focusing, it is a need to encourage him or her to get up and take a short break from what he or she is working on so they will refresh their minds. Mindfulness involves focusing your awareness on the present moment while acknowledging your thoughts and feelings. When the child is becoming distracted, encouraging him or her to take a break to sit quietly and take a moment should be done. They must use this time to think about what is distracting him or her and how to refocus on the task at hand. Parents can help their children to avoid that distraction and can focus to their study.

4.9 *As a parent, what is your role for this modular distance learning to adjust the mindset of your child about not going to school?*

**Table 10**

*Annotated Exemplars on the Role in Adjusting the Child's Mindset about Not Going to School*

| Parent   | Responses   | Researcher's Observation   |
|----------|---|--|
| Parent 2 | <i>" Ahmm. Sakin po kasi nanonood po kasi siya ng balita, so alam nia yung mga nangyayare na o may virus hindi ka makakalabas, ganun na dito lang sa bahay yung pagaaral mo, naiintindihan naman po nia yung sitwasyon so ayun na si mami muna ang magtuturo, hindi ka pupunta sa iskul pero si teacher magonline, yung ganun po".</i>  | Parent 2 was smiling while responding to the question. She was even nodding. The tone of his voice was joyful.           |
| Parent 7 | <i>"Para sa akin po tungkulin po naming mga magulang na ipaliwanag sa kanila yung sitwasyon na kinakharap natin ngayon. Sabihin din na ako muna ang mag tuturo at gagabay sa yo habang nasa bahay pero si mam at si teacher pa rin ang totoong teacher mo. Yung ginagawa mo sa school, dito na muna natin gagawin. Tungkulin din natin na i-push or I encourage sila pag nahihirapan sila".</i> | Parent 7 was proud about her answer and her pleasure was evident not only in her face but also in the tone of her voice. |

Regarding the participants' responses and expressions about the role in adjusting the child's mind-set about not going to school, they smiled while they were responding to the question. This implies that they still look on the brighter side of all these negative circumstances which is the modular distance learning. According to the experiences of participants, their child is knowledgeable for this new set up of education that is why they can easily explain the reason of studying at home and not in school. Certainly, this is due to the television and social media news that are also present in the situation. Transitioning from classroom teaching to online instruction is a challenge even under the best possible circumstances, and this may be referred to as an emergency response to the COVID-19 pandemic. In education, as in the rest of the world, it will take a while to adjust to the "new normal."

For instance, the shared experiences of the parent participants are alike to the Ali et al. (2020) are aligned to it because for them, parents are worried that in the wake of the pandemic, the social development of their children was affected. Especially in the case of younger children, loss of interaction with peers and their normal environment had influenced the development of their social and emotional skills. Access to parks, libraries and other public places was no longer available and this could negatively affect their confidence level. Schools play a huge role in disciplining and polishing social skills; remote learning has taken away that opportunity from children and parents were now looking for other ways to help develop these skills.

They also mentioned that going to school is not only about subject learning, but also social relationship and peer to peer interaction along with developing social skills; and it is important to stay connected with the schools. Also, they emphasized that this is the time to develop social-emotional skills; and that the role of parents and family, which has always been extremely important, is critical in that task. Nonetheless, if the parent explains it deeply, the child will understand that face-to-face class is not safe for this year due to COVID-19 and the Department of Education has given an option to continue the learning of the child while they are at home which is the modular distance learning. Hence, the parents are the only ones who can change the mindset of their child about the situation.

#### 4.10 What themes emerged from the testimonies of the participants?

The tables that follow provide the themes that emerged from the different responses of the kindergarten parents with regard to the experiences in modular distance learning. Figure 2 provides a visual representation of the themes.

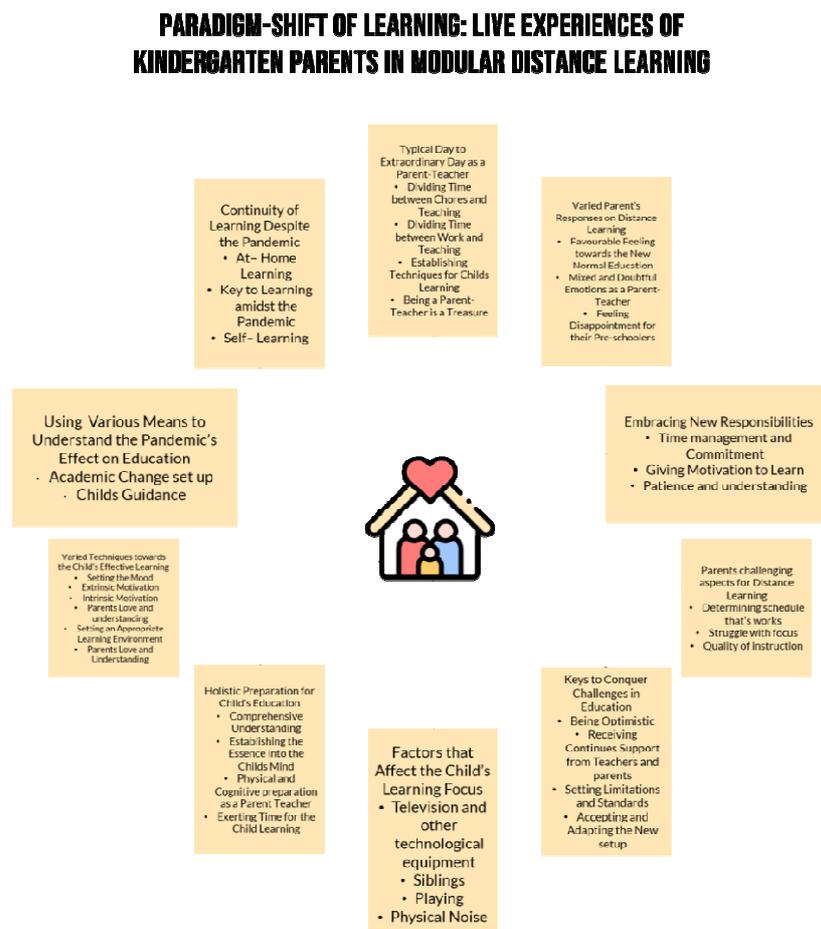


Figure 2. Emerging themes

This modular distance learning brings extraordinary challenges to all kindergarten parents especially to the experiences of the fifteen (15) kindergarten parents as they shared their experiences in guiding their child while answering the modules. Certainly, challenges for this distance learning are inevitable for these parents, but they are doing their best to overcome these challenges for the continuity of learning for their child. And with the help of the teachers and advisers, they can understand the worksheet effectively. They also manage their time for work, chores and guiding in modules. Lastly, for them organizing, patience, acceptance, understanding and love are their weapon to accept and overcome these challenges.

*4.11 Based on the findings of the study, what localized video can be made to enhance the learning of parents in guiding their kindergarten children at home?*

Based on the findings of the researcher, the parents' lived experiences in this modular distance learning bring different challenges. The researcher made a localized video about the documentary of the daily lives of parents with the modular distance learning and different tips to overcome the challenges that they are facing for this distance learning. Based on the interviews the kindergarten parents, these challenges are managing time, organizing daily routines, distractions and attitude of the child while they are guiding their child in answering modules. With the help of the localized video, they will gain an idea to overcome the challenges that they are facing for the modular distance learning

## **5. Conclusions/reflections and directions for future use**

### *5.1 Consolidated Findings and Reflections*

This phenomenological study looked into the lived experiences of kindergarten parents in modular distance learning. The unstructured interview of these participants focused on their experiences in guiding kindergarten child in modular distance learning. The fifteen (15) participants were asked to share their stories regarding their experiences in guiding their child in modular distance learning. Some of the parents shared similar experiences, and others had different experiences. The significance of acknowledging these findings is to understand the experiences and challenges that the kindergarten parents encounter for this modular distance learning. Based on the findings most of the kindergarten parents encountered different challenges for this modular distance learning especially to those parents with fulltime work, lots of children and single parents. Due to works, household chores and baby-sitting time are not enough and they really need to organized and manage their time for the modules. For them it is a big responsibility that they need to add on their daily routines for they are not well trained in teaching their children.

Modular distance learning is the continuity of learning despite the pandemic that facing right now, for the parents it is a home learning where they will guide their child using self-learning modules at home. However, modular distance learning is not negative to the parent because for them it is good to avoid spreading viruses. And the Department of Education is amazing to implement this modality for the continuity of the learning of the child while they are at home and they are safe from the virus that the country has. Accordingly, parents' typical day are changed due to this modular distance learning, they must be organized with their times and preparations in their everyday living. They add this to their everyday routines so that they will have time to guide their child for their modules and activities that the teacher gave. Moreover, participants also shared that guiding kindergarten is hard due to some distractions that they encounter at home and sometimes their children are not in the mood to learn. And for the parents, they are not like teachers; they are not trained to teach/guide a kindergarten. They need to know the different strategies and techniques to catch the attention and motivate their child. Although teachers are always there to supervise them if they have concerns, still, school is a still different from studying at home.

Furthermore, holistic preparation is their need for this modular distance learning by organizing their time,

preparing the mindset of the child and of course the preparation of the environment where the child will study. A deep understanding for the lesson and activities can help them to guide their child also. Lastly, the Technical Assistance Program for the parents is proposed to help them to know the different child's behavior and how to handle it. And also, this is to help them know the different strategies and techniques that the teachers used to motivate and catch the attention of a kindergarten child.

In addition, a compilation of inspirational testimonies of kindergarten parents were provided in this study to inspire other parents, teachers, school heads and supervisors so that they can continue to guide the parents for this modular distance learning. Moreover, may it serve as a guide to graduate students and teachers about the lived experiences of kindergarten parents with this modular distance learning to catch the attention of the Department of Education to help the parents? Indeed, kindergarten pupils are hard to handle but if someone knows how to motivate and to catch their attention, everything will be much easier. Time management must be always there for the learning of the child and one must be organized, although work is there, a parent must add time to guide his / her child in studying. Furthermore, modular distance learning is a big responsibility for the parents, but the Department of Education is amazing to implement this modality so that the child's learning will be continue, because no one knows where this pandemic stops. Parents must be grateful for this because their child learning will not become stagnant. Changing typical day and adding another responsibility is quite hard but parents will always add time for the learning of their child, because this is for their future and they always think what's best for their child.

Moreover, reflecting to the answer of the parents, this modular distance learning is not negative, they are happy for this because their children will safe from the virus and they will spend more time for their children, it is also a way for their bonding at home those they not usually do. Furthermore, embracing these new responsibilities will make parents strong and active, by managing their time and organizing their routines will help them in their daily living and of course patience is always there for their child learning. Although sometimes they are experiencing struggles due to work, they always make a solution for it. Additionally, distractions for the child's learning are always present, especially at home, but surely, parents can come up with a solution that may avoid these distractions and they can motivate their child by giving rewards to continue studying. Also, the kindergarten teacher is doing this also in school because rewards make the child motivated and happy for them to do their best in learning.

Holistic preparation is the best way that the parents and teachers must do; helping each other for this modular distance learning will become easier in everybody. Understanding, patience and additional learning must be there for the successful of this modality. Explaining this situation to the child will help to set their mind that they are not going to school due to the viruses and their parents will guide them for their study using modules and self-learning materials. And home will be their substitute for their classroom. And teachers are there for guiding parents and giving materials that they are needed. Lastly, in reflecting to the parents' answers the localized video must be made to overcome the challenges that the kindergarten parents experiencing for this modular distance learning. With the help of the EPS and kindergarten teachers that underwent to the national training, they can give a different strategies and techniques in teaching/guiding a kindergarten child. Modular distance learning brings challenges to all kindergarten parents but for them this is not negative because is for the continuity of learning amid to the pandemic and it helps their child to learn while they are at home. Collaboration of parents and teachers must be needed for this modular distance learning to be successful and overcoming the challenges that they experienced.

## 5.2 Recommendations

Based on the consolidated findings and reflections, the following are the recommendations offered:

- Parents may have more parental focus towards their children for their proper development while studying at home by having their full support on modular distance learning for the continuous learning

of their child amidst the pandemic.

- Teacher and adviser may continue to help parents in guiding their kindergarten child at home in modular distance learning by giving the parents strategies and techniques in guiding kindergarten pupils to overcome the challenges that they experienced for this modular distance learning.
- Master Teacher may help the kindergarten teacher to make useful localized video for the strategies and techniques in teaching kindergarten pupils
- School Head may support the teachers by sending them to different webinars to update their knowledge and skills in different strategies and techniques on teaching kindergarten for them to share this to the kindergarten parents.
- EPS of Kindergarten may continuously monitor the implementation of different programs on modular distance learning.
- The utilization of localized video produced by the researcher may be the guide of the parents for the strategies and techniques in teaching kindergarten pupils.
- Future researchers may conduct similar research which can come up with correlational type of research which relates to the problem that was tackled by the researcher.

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