

## Redefining the additional role of parents: experiences and feedbacks on home-based education in English subjects

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### **Abstract**

The study aimed to understand the additional role of the parents due to the new normal set up happening around the globe in the current pandemic caused by COVID-19. The participants of this study were randomly selected parents from the known competitive schools here in Panabo City one in primary, one in elementary and one in high school. Due to time constraints and the availability of our informants, we were able to interview 3 informants. In the positive side of our findings, it mostly focuses on the fruitful learning that both the children and the parents gain during the bond of teaching the English subject topics at home. On the other hand, the negative side is that they have struggle on how to deal with their children's attentiveness and participation. As we conducted our research, we researchers conclude that it is difficult for the parents to teach their children while still doing their own work at home, but still, they do manage to have time to sit with their child and teach them the quality education that they can provide for them. The experiences, feedbacks and insights of the parents about the home-based education in English subject in the middle of this pandemic, parents have a lot of obligations about their children's learning, and they have a lot of influence over their children's learning.

**Keywords:** parents, children, home base, education, English subject

## **Redefining the additional role of parents: experiences and feedbacks on home-based education in English subjects**

### **1. Introduction**

Being a parent already has a challenging role that life could bring. It requires patience, support, efforts, love, and guidance for your child to know how much the two of you treasures them and vice versa. Amidst this pandemic we're dealing with, due to COVID-19, will the role of the parents remains the same, or do they need to adapt to the changes (new normal) in this global crisis we are facing nowadays. Also known as home-based education, this dynamic concept encourages parents to teach their children in the house rather than putting them in a typical publicly funded school.

Klepfer (2010) asserted that parents could do a lot to make their home a good learning environment for their children because they are their child's first teachers. Many children are unable to excel in school on their own. Parents can help their children by assisting them with their homeworking subjects such as mathematics, Filipino, and English. Jeynes (2016) has drawn attention to the fact that homeschooling is a personalized or do-it-yourself educational experience in which parents have complete control over their children's education at home. It is predicated on the most fundamental principles: parents are their children's first and best teachers, and the household serves as the primary teaching process outside the school. Some of the most critical aspects of involvement include parenting qualities such as having high standards, providing a loving and disciplined atmosphere, and speaking constructively with children. Homeschooling allows children to learn in an ideal atmosphere that maximizes the amount of time they are exposed to these qualities in their mothers and fathers.

When parents encourage reading time at home, children's reading skills improve. When parents instruct their children, they perform better in Math, Reading, and Spelling. Many learning outcomes benefit from parental assistance with their children, especially when parents are emotionally supportive and foster children's autonomy (Garcia, 2018). A home-schooling parent might tutor each child one-on-one in mathematics and English to match the student's particular needs. Meanwhile, depending on each child's age, other pupils may be working on their tasks or requiring study assistance (Martin, 2020).

During the Norwegian school lockout, schools had previously used digital learning platforms in common subject areas. It has more minor impediments to remote instruction than schools that had previously used little technology or where children did not have devices or access to the internet at home. Teachers, students, and parents will need to adjust to the digital platforms that have been imposed upon them. Working from home while managing their children's education put parents in Norway under a lot of pressure. The poorest children were the least likely to access necessary equipment and internet connection at home Bubb and Jones (2020). In addition, almost 58 percent of parents in Washington said their child misses' sports, extracurricular activities, and academics in all subject areas. Nearly ten percent of parents stated their child prefers remote learning to traditional classroom learning Garcia and Weiss (2020).

Also, in the Philippines, 8.8 million parents favored modular learning, while 3.9 million favored blended learning, which incorporates many modalities such as module, television, and radio, as well as a radio online. Parents stated that if their children participate in online programs in English, Math, Science, and other disciplines, they constantly check their progress and integrate it into other areas (Dado, 2020). Educators in the Division of Lanao del Norte have used the time since the epidemic began, which led to the eventual postponement of courses, preparing learning modules and other instructional materials. They also give it to parents, ensuring that they are guided in teaching their children at home in areas such as English, Math, and other disciplines Luczon (2020). Due to our great curiosity and strong impulse, there is a need to conduct this study because of parents' known experiences and feedback in home-based learning in English subjects and their additional role. We want to find

out the different experiences of the parents in teaching their children during this pandemic and gather feedback about home-based learning.

### 1.1 Purpose of the Study

The purpose of this qualitative study, particularly a phenomenological method, is to describe the experiences and feedbacks of the parents on a home-based education in English subjects. The study aimed to understand the additional role of the parents due to the new normal setup happening around the globe in the current pandemic caused by COVID-19. Moreover, to classify the data and examine the everyday situations/experiences beyond human awareness in teaching their children while giving suggestions and feedback regarding the home-based education in teaching the English topics.

### 1.2 Research Questions

The research questions addressed in this study are as follows:

- What are the experiences of parents in teaching their children the English subject, topics at home?
- What are the suggestions of parents regarding the home-based education in English subjects?
- What is the realization of the researchers on this study?

### 1.3 Theoretical Lens

This study is anchored on the theory of Mowder to the Parent Role Development Theory; parenting is examined by looking at the crucial social role that parents perform. Individuals play various social functions, including friends, teachers or learners, employers or employees. On the other hand, individuals play the role of parent when they interact with their children. People conceive parenting depending on their own prior experiences in a parent-child relationship, their views and feelings about becoming a parent, and their child-rearing knowledge and understanding, to name a few factors. Their development changes influence parents' perspectives of their position and needs and their children's developmental experiences, transitions, and needs. The Parent Role Development Theory examines how parents' perceptions of their roles as parents and their parenting move and evolve as parents modify and respond to their own experiences, their children's experiences, family dynamics, and the social-cultural milieu. As a result, the Parent Role Development Theory is a valuable resource for child development. Mentalists, counselors, psychologists, social workers, teachers, and other child-oriented professionals are interested in learning more about parents and parenting, particularly as it relates to children's growth and development Sperling (2003).

### 1.4 Significance of the Study

The result of the study will be of great benefit to the following:

**Parents.** This study will help the parents understand what needs in teaching their children the English subject are. To help them evaluate the quality education that their children deserve while home-based education occurs. Through the data, the parents may see what's relevant in their knowledge and skills in helping their children in English subjects.

**Students.** This study will illustrate how your parents evaluate and appraise your academic success, as well as the knowledge and skills, learned as a result of your parents' instruction. The kind of attention you receive when you have been with your parents when they were schooling can help you enhance your mental, academic achievement.

**Teachers.** The research output will give them the information to identify the pros and cons of home-based

education in English. Somehow, the instructional materials developed are according to the capacity or potential of the one who will use them in the future.

**Future Researchers.** This study will help future researchers who conduct similar research to get some information and ideas that can improve their research.

### *1.5 Limitations and Delimitations of the Study*

This study had delimited on investigating redefining the additional role of parents: experiences and feedbacks on home-based education in English subjects in one of the competitive schools here in Panabo City, one in primary, one in elementary, and one in high schools. Notably, this study focused on the experiences and feedbacks and how they addressed those problems. The informants of the study were parents whose children are studying in a home-based education setup. Their answers were bounded by the questions based on the interview guide. They were chosen informants as they were the ones who had the experiences and could give feedback needed in the study.

## **2. Review Related Literature**

### *2.1 Experiences on Home-Based Education in English Subjects*

Parents learned the value of being aware of the subtle ways in which low expectations are communicated. Self-fulfilling prophecies can arise from both high and low expectations. Children's conduct and talents in learning to read and write are taken into account. Children must believe in themselves before they will risk attempting, and teenagers are adept at detecting whether or not their parents believe in them Krasnoff (2016). Parents who have been adequately schooled can influence their children's behavior when creating assignments, tasks, quizzes, and exercises in reading and other English-related topics Strickland (2015). While being a parent is critical to be sympathetic and supportive of your children as they go through changes in their brains, bodies, and interpersonal relationships that may make harmful behavior enticing to them. Especially when confronted with complex issues in Literatures, such as the ongoing novels they are studying, a poem that has to be explained, stories that need to be summarized or interpreted, and other Literatures- related lessons and tasks Harvard University (2020).

Parents have witnessed first-hand how they may get educated alongside their children. Learn a new language, brush up on your algebra skills, re-discover global maps, and learn to code. Parents also discussed their interests with their children more than if they were in full-time school. Playing scrabble, reading novels, completing crossword puzzles, making music together, and working together are just a few examples Faulconer (2020). Journaling can be a good way for kids to track their days and how they feel when they're at home every day. It is generally beneficial for parents to journal together, at least at first. They will be able to encounter new terms and have fun learning new vocabularies while also becoming more fluent in writing due to these Bruyère (2020).

Select themes that are intrinsically appealing and familiar to read when creating home learning projects. The entire process of planning, presenting, and evaluating children's work will become more accessible and more enjoyable as a result. This is undoubtedly one of the essential principles of home-based learning. As they struggle to live and develop in social isolation, children may experience a sense of isolation, melancholy, and stress. Many youngsters will miss the social relationships, contacts, and exchanges that they had at school. As a result, all home-based learning should allow students to participate actively in positive social exchanges with others. This can include children discussing their work with a family member, exchanging it on electronic content or even over the phone, or filming it and posting it on a secure social media site Dean (2020).

As parents have discovered, reading, listening, and watching are some of the most critical learning components. If they want to process the knowledge more deeply, they must also engage in some physical activity for the learning to stick. Children are more likely to remember what they've learned if they talk about it, write about it, draw images, or read tales about it Dewar (2020). Several parents speak their children's mother tongue at home and help them

transition smoothly from their first to the second language. It means that youngsters are more engaged in the learning process and that the improvement of literacy skills is accelerated Kioko (2015).

Being skilled parents, we should make it a point to let our kids understand how much we value their efforts in completing given tasks or academics and provide incentives whenever they face difficult questions in Math, Science, or English (Bacher, 2013). It might be a good idea for parents to know as life coaches. Coaches, in most cases, perform important roles to assist their learners in performing at their best. It begins with an initial set in setting a goal, working to develop a way to address that goal, anticipating potential challenges, and finally providing the structure and accountability necessary to achieve the identified purpose (Adams & Nelson, 2021).

Parents want to teach their children bilingually by allowing them to speak both their local dialect and the English language at home (Rodriquez, 2010). Throughout COVID 19, parents' experiences with home learning and management favorably reflected the learning gaps that had formed in their children's development during these trying times Bhamani et al., (2020). English experiences mediated the bond between moms and their children at home, which aided their English education Choi et al., (2020). You may need to change your schedule as you go as a parent. Consider scheduling another time to work on an assignment if some group discussions or subjects are more complex. Working with your children on more complicated things at times of the day when they are most aware and engaged is a good idea. Motivate your child to keep working on the things that have come naturally to them while you are not accessible ACS International Schools (2020).

## *2.2 Suggestions on Home-Based Education in English Subjects*

Parents' involvement results from their ideas about their parental obligations for their children's education and their accumulation of knowledge, skills, and a greater sense of confidence. All of which can help shape their child's conduct in a home-based education program Hoover- Dempsey and Sandler (2014). Some parents' involvement became their approach for enhancing educational effectiveness by teaching children Science, English, Physical Education, and other relevant courses on time, allowing parents and children to spend more time together at home after learning from the studies Becker and Epstein (2015). Phonemic awareness, phonics, fluency, vocabulary, comprehension, the notion of print, and writing are some of the tactics used by some parents. Parents must understand what happens at home to help their children read (Darling, 2011).

Parents approach their teaching chores from various perspectives and tactics, each focusing on a different part of the subject. Some parents use organized activities to teach linguistic skills, while others use direct instructions to teach the same abilities Becker and Epstein (2015). The language barrier can be a daunting challenge for some parents who do not speak English. However, they are always looking for ways to make their communication more accessible and more intelligible for both parties, especially when reading, sharing ideas, and so on (Krasnoff, 2016). When children are occupied — reading, writing, drawing, or creating — parents have more time to themselves. However, this is not always the case. Some tasks necessitate your continued presence and commitment. However, even for young children, there are numerous tasks on which they can work alone. If your child is reading a textbook or an educational piece, the author may supply you with such questions. You and your children might ask each other questions (Dewar, 2020).

In home-based learning, parents believe that their children's English education was challenging since they didn't recognize and didn't completely understand the meaning of the target language. However, they understood the purpose when they read a dictionary, which may be in the form of a book or the internet (Hsieh, 2011). Learning will come naturally to your children if they enjoy the subject of English. Curiosity is the most effective learning aid. And your children will be self-motivated to participate independently, self-directed activities for long periods. It is practical, acceptable, and high-quality information is found by engaging necessary information customized to your child's academic needs, interests, and abilities as a parent (Dewar, 2020).

The parents wanted to put excellent standards aside and focus solely on the children's learning by constantly motivating and encouraging them in the things they want to pursue. For example, if they're going to learn more

English topics, you as a parent should be open to it to love and enjoy what they're in for Yamamoto and Holloway (2010). Homeschooled adolescents and adults succeed on par with or better than their peers who attend public and private schools. It is valid in academic success, social and emotional growth, university functioning, and maturity (Ray, 2017).

The classroom has come into our homes thanks to Home Base Learning. We have the opportunity to hear teachers speak to their pupils and observe the relationships they have built with our children. It's encouraging to see their teachers' attention and care. And this episode has formed a unique link between parents and instructors, as we assist and encourage one another as we work together to solve all our technical difficulties. We were all forced to accept remote learning, but it has opened up a slew of new possibilities and platforms as well as a slew of benefits that we can use in the long run School Bag (2020). The majority of parents believe that limiting gadget use until schooling is completed is a good idea. Some students may require adult supervision. The surrounding area can also be a significant source of distraction. Favorite toys might make it difficult for a child to concentrate Zaiets and Loehrke (2020).

Educators are often eager to collaborate closely with parents, and such information can assist the teacher in providing more specific assistance to the child. Not every parent and homeschool tutor attended school to teach or teach the subject they are currently teaching. If a parent is well educated, they may communicate effectively in English, Science, and other topics Lee (2020). Students who learn from home have a unique opportunity to learn more about and from their local surroundings. Encourage pupils to spend time outside, experiencing both the natural and built elements of their local neighborhood while remaining near to home, wherever possible. Make every effort to ensure that children have everyday opportunities to breathe fresh air and interact with nature (Dean, 2020).

Parents stated that they answered questions about the curriculum, home activities on the English subject, positive effects and character building with their children, and effective parental involvement in their children's education Paul et al. (2020). These experiences and feedbacks of the parents in teaching the English subject such as the various needs of improvements and attention in maintaining a well-suited education based on their educational standings is relevant and are timely important. The environment we believe should fit the students in terms of learning while they are at home is essential. The need to extract how different the teaching is from the actual school where education starts before the pandemic caused by Covid-19 is well discussed. And of how the role of the parents being redefined by the changes and adjustments caused by the circumstance we are currently experiencing are cited, not to mention they are inevitable task to teach their children the way of how the teachers would do.

### 3. Methodology

**Research Design** - The research design of this study is the qualitative phenomenological approach. As Morgan (2013) stated, phenomenology states that the actual meaning of things is revealed through the individual's experience of them. Phenomenology is a research method that is both explanatory and investigative. The goal is to explore and analyze all events, including lived features, in their current iteration. Maintain a balance of study concentration within time limits. A phenomenological research technique might focus on single or numerous cases, emphasizing the lowest structure and most excellent depth. Interviews, observations, action research, discussions, focus group sessions, and text analysis, among other qualitative research approaches, are all employed in this type of qualitative research. The focus is on better understanding occurrences that are deeply embedded in the minds and views of study participants. Data does not tend to fall into basic categories, and there are several ways to connect distinct portions of discussions or sightings, making analysis difficult. As Morgan (2013) further pointed out, direct examination, analysis, and description of particular phenomena are accessible. It is possible from unexamined presuppositions, aiming for maximum intuitive presentation. People's perceptions of lived events are stimulated by descriptive phenomenology, which emphasizes the richness, breadth, and depth of those experiences. Creswell (2007) acknowledges that phenomenological study aims to discover the phenomenon being studied

through awareness and give greater scope to the perceptions under investigation. It means that phenomenology is a method for educating one's vision, defining one's stance, broadening one's perspective of the world, and studying life experiences at a higher level. As a result, it possesses both philosophical and investigative elements. Qualitative research is suited for such a study because it explores the experiences and feedback on home-based English education as a redefined supplementary role for parents.

**Role of the Researcher** - The role of the researchers in this qualitative research is to facilitate and observe the participants that first, we explain to them what this study is all about. Second, we prepare the materials needed for the interview, such as mobile phones for the recording and questionnaires for the questioning. Third, we conducted our inquiry to our participants, and then after that, we secured each participant's data in our qualitative research. The conversation is recorded. Only the researchers have access to open and make use of the said recording to safeguard the confidentiality of our participants. This is not an easy task, as it involves asking our participants to talk about things that may be very personal to them. Sometimes the experiences being explored are fresh in the informant's mind, whereas reliving past experiences may be difficult on other occasions.

**Research Participants** - The participants of this study were purposively selected parents from the known competitive schools here in Panabo City, one in primary, one in elementary, and one in high school. They are all residents of Panabo City. Informant A is 54-year-old and is a parent of a high school student, and he graduated Bachelor of Science in Fisheries at Bohol School of Fisheries. Informant B is 30-year-old and is a parent of a primary schooled pupil, and he graduated Bachelor of Science and Business Administration. Informant C is 46-year-old and is a parent of an elementary student, and he graduated Bachelor of Science in Computer Science. Interview-based research in a qualitative framework frequently seeks to penetrate social life beyond appearance and manifest meanings. This necessitates the researcher becoming immersed in the research field, establishing ongoing, fruitful relationships with respondents, and addressing the research problem in depth through theoretical contemplation. Focusing on a smaller group of respondents will lead to better data. In their book "The Logic of Small Samples in Interview-Based Research," authors Mira Crouch and Heather McKenzie (2006) claim that using fewer than 20 participants in a qualitative study yields better results. Furthermore, it will build a strong relationship with the participants to the researchers since it will be a simpler and easy-going interview that will ease the participants and not pressuring them, yield natural conversations and better data. We chose them since they were the persons of interest who helped us gather the data needed about the problems experienced. A one-on-one interview was conducted with the parents based on the study and its variables.

**Data Source** - The phenomenological investigation examines the notion of the participants' living expertise in the field. It will investigate the experiences and feedbacks they shared. The arrangement of records in the interpreted met and casual talks with more profundity, in thought with different factors, so regardless of whether it indicated requiring more broad circumstances, it very well may be greatest completed, wellsprings of knowledge regarded. As Creswell (2013) points out, a phenomenological investigation describes the shared meaning of numerous persons' lived experiences of a unique view. The primary sources of our data were the participant's one-on-one interview and their answers on the experiences they shared before questions were asked, knowing the openness of the questions we used in this research. We also have our secondary data source: the following review related literature found on the internet and books by the respected authors cited in this study. And lastly, the audio recording is set, coming from this study's participants that are being developed to CD for its authenticity of proof that we interviewed in this study in general. The participants' whereabouts in Panabo City were kept a secret. The house is utilized as the medium premise in the home-based education interview in our study that we were managing, following with the strict proper health and safety protocol issued by the government in this circumstance given by the current situation we have, caused by the COVID-19 pandemic.

**Data Collection** - After checking and validating the research questionnaire, we proceeded to an in- depth one-on-one interview with our respondents. The parents of different children enrolled in one of the competitive schools here in Panabo City, one in primary, one in elementary, and one in high school. Before the health and safety guidelines mandated by the local government unit here in Panabo City due to covid-19, we followed the strict

health and safety protocols during the duration of the interview to our participants in their respective homes. As we collected the data, we used our mobile phones as it served as our evidence as we followed the questions on the questionnaire being set so long as the conversion start, up until it ends with of course. Minding the time of the availability of our respondents, we made sure that they understood what the study was all about and how important it is.

**The following are the steps to conduct the study** - We, the researchers, requested permission to conduct the study. from the school director. They were then followed by validation of the research instrument. The Conduct of the Study. The home of our respondents serves as the medium of premise where we had conducted the in-depth one on one interview. The researchers strictly followed health and safety guidelines mandated by the city government; due to the covid-19 pandemic, we managed to complete the study in a safer place within the limited time frame. Gathering of Results. After the conduct of the study, the collection of answers via a depth interview was made. The results were being sorted and translated for drawing findings, themes, and conclusions.

**Data Analysis** - After collecting the data given, we the researchers put the data altogether. It was then being analyzed afterward; we used the strategies of cutting and color-coding on to the answers provided by the participants. Those data which is not essential were not included in the final output of results. After we sort out the essential parts of data needed in this study, we find suitable themes in our matrix. Through thematic analysis and with the support of thematic statements, it provides a highly flexible approach that can be modified for the needs of our study. The common challenges include excluding outliers, filling in missing data, altering or otherwise changing data, data mining, and developing graphical representations of the data. After the interview, the participant's answers were not translated but corrected in both grammatical and word structures. The participants answered in fluent English; we researchers afterward encoded and categorized every data via listening to the audio recording. Overall, we use Deconstruction, Interpretation, and Reconstruction to analyze data with several inputs inserted.

#### 4. Results and discussion

The data analysis and interpretation results are presented in this chapter. The following remarks are properly clarified, and there was no need to translate because the Informants responded in English. The following are the themes for Home-Based English Education in English Subjects Experiences and Suggestions.

**Table 1**

*The Experiences of Parents in teaching their children the English subject, topics at home*

THEMATIC STATEMENT	THEMES
Parents experienced difficulty getting the attention of their children because of the use of gadgets like a cellphone. (I1, Q1) The teaching-learning discussion between parents and children turns into an argument. (I2, Q1)	The Struggles of Teaching
Parents are under stress since they are multitasking at home while still teaching their children. Since the child is too lazy to study the lesson or tasks, the parents answer the subject. (I3, Q1&Q1.2)	
When the parents are unsure of their ideas, they decide to search directly on Google, and in the end, they both learn from it. (I3, Q1.3.3)	The Use of Online Platforms
Parents prefer to use YouTube to assist them in correcting their pronunciation. (I2, Q1.2.1)	
Parents encourage their children to complete the task correcting for them to obtain a reward. (I1, Q1.3) Parents prioritize their children's education and limit their use of electronic devices. (I1, Q1.3)	Performing Teaching Strategies
Before the formal time of the discussion, the parents entertain their children first. (I2, Q1.3) The parent feels that repeating words will help their children comprehend the material better. (I3, Q1.3)	

Parents believe that expressing one's words will better outcome in helping them have to make sentences. (I3, Q1.3)	
Parents try to distinguish Singular from Plural and determining whether one should employ a singular or plural in the given sentence. (I1, Q 1.1.2)	
Educating the child, a grammar lesson on familiar topics to the parents, such as nouns, pronouns, verbs, and adjectives, was a simple task for them. (I2, Q 1.1.2)	Preferences on English Topics
Parents experience sorting of phrases and utilizing punctuation marks. (I3, Q 1.1.2)	
Around the same time, while the parents were providing knowledge, they were also learning. (I1, Q 1.1)	
Surprise by the children's wisdom from the parents gives them joy. (I2, Q 1.1)	Learning Reciprocation
When there is a need for research and the meaning of unknown vocabulary items is subsequently supplied, this is an example of learning while teaching. (I3, Q 1.1)	

#### 4.1 The Experiences of Parents in teaching their children the English subject, topics at Home

Parents have different experiences in teaching their children the English subject topics at Home. Based on the data we had gathered; five themes were generated as discussed in the following:

**Theme 1.** The first theme generated is *The Struggles in Teaching*. Parents encounter different struggles in assisting their children. The following experiences are Struggles in gaining the children's attention, managing time that results in multitasking, and the duration of teaching that leads to arguments.

**Informant 1:** *I experience hardship when he's at his phone always and is not listening. The worst thing for me, I guess, is that whenever we quarrel, that turns into a debate, and it feels like it was a never-ending debate.*

**Informant 2:** *I teach my child in English, and then in the daytime, I have to be a housewife also, so teaching my child is a challenge to my part since I don't know how to start, were I to begin so for me it is so tricky, I don't know where should I start, that was my struggle as a parent. What are my experiences, so being a parent is a tough job? Why is it challenging? Because I have to do multitasking since now a day, the situation we are in is a pandemic. So, I have to multitask.*

**Informant 3:** *The misunderstanding in us because of some subjects that need to be answered by the parents, for example, is an essay you and I need to read an essay to answer all the questions that go with the assignment, but my daughter doesn't want to read the whole story because it is so long. The slow internet connection. When parents are working, there are so many plenties of assignments to be done in different subject areas that are the time that parents get conflicts. There comes a time wherein I'm so tired from work that my daughter and I clash wherein we can no longer understand the assignments being given.*

It can be especially challenging for those educators to establish a balanced time between their two commitments as an online lecturer and a parent, as Flannery (2020) points out. The grade level teachers are a good illustration of this. These educator-parents usually force to ignore the one who is pounding on their bedroom door while tending to the 30-plus students in their online class. Furthermore, according to Badre (2020), the expenses for multitasking are actual, forcing upon parents in the current moment. Parents will be continually multitasking throughout COVID-19 even if there is no global pandemic; our culture has multitasking issues. If you are a parent during COVID-19, there is no off switch for your children. They are more insistent than a phone alert, more distracting than a text message, and have fewer boundaries than that co-worker who comes into your office whenever they want to chat.

**Theme 2.** The second theme generated is *The Use of Online Platforms*. The utilization of online platforms by the parents in teaching, the experiences is the following: The Usage of YouTube and Google.

**Informant 1:** *I would check my pronunciation through YouTube if I am correct.*

**Informant 3:** *What we did was we searched it in Google, and we then both learned from it.*

According to Liu (2010), many English teaching resources included access to an online learning platform with materials to help students strengthen their linguistic skills, which was frequently built in their school's Learning Management System, along with Schoology, Moodle, or Google Classroom. These can be quite beneficial for academic English learners who need to acquire a certain level of English in a short period. With the help of their parent's discovering the platform in a group is an option student can then recognize the platform while focusing on their learning objectives. Further stated in the study of Aduba and Adebara (2021), Learner Information System educators used services such as Google Meet, Zoom Meeting, and Facebook Messenger to conduct online lectures during the COVID-19 pandemic's general lockdown.

**Theme 3.** The third theme generated is *Performing Teaching Strategies*. These were strategies employed by the parents performed in teaching their children. The experiences are the following: The application of the strategy of positive reinforcement, parents prioritize the limitation of using gadgets, the plan to entertain their children first before engaging with a topic, and the usage of repetition strategy that would aid the ability of children to comprehend.

**Informant 1:** *I will encourage them to answer correctly the questions that will give so that they will be given some chips, chocolates, ice cream any foods after. The strategy that I use is giving rewards. Whenever they answer correctly, making severe eye contact for them to listen well gives them limited time for their gadgets and considerable time in their studies.*

**Informant 2:** *I always start it with a song, and then after a piece, we have the formal session of discussion. Repetition always repeats until that your child will learn from it and then, make sure that, when you have a lesson, you make it sure that is it not dull, and then while they are learning, you make sure that there is something like a game because they love to have a play. I make sure that Zane understands my lesson by asking him a question type of question that is open-ended questions.*

**Informant 3:** *The strategy I taught my child or daughter is that especially in sentences, I ask her to write it down and not just to say it, write it down on a piece of paper and then analyze the subject of the verb before her answering it.*

According to the findings of Johnson's study (2020), distance learning suggests that some parents may struggle in the classroom, but teachers must be prepared with various techniques to help them succeed. When parents have difficulty getting their children to focus, a teacher may suggest doing video lessons with them or doing some fun video clip reflections, etc. Even if it is only for a short period, a teacher's assistance can help parents get back on track and choose the most acceptable teaching methods for their child. Undoubtedly stated by the Kids Health Medical Experts (2021), the ability to boost a child's confidence, the ability to acknowledge a child's good performance, the ability to set limits and be consistent with your discipline, and the ability to appreciate regular communication during an exchange of ideas in a discussion should all be part of a parent's strategy. When children have fun playing with flashcards, they learn organically, which is a terrific way to teach and revise vocabulary. Songs can help you learn new words and correct your pronunciation.

**Theme 4.** The fourth theme generated is *Preferences on English Topics*. It is the fondness of the parents in the selected English topics. The experiences are what follow: Parents' preferences in determining singular to plural, the introduction of the Figure of Speech to their children, and lastly, to arrange the sentence with proper usage of punctuation marks.

**Informant 1:** *Differentiating Singular from Plural the proper usage of it, if it's a singular or plural*

that he should use in the given sentence.

**Informant 2:** Teaching my child grammar lesson those that are easy for me like nouns, pronouns verb, adjectives it was an easy topic for me to teach for him.

**Informant 3:** I encountered is the type of sentences and the punctuation marks that go after the sentence.

As stated by Ray (2021), most people begin learning new words without a strategy or organization. They strive to learn new words as soon as they hear them. However, most of this knowledge is gone after a few hours. Learners frequently struggle to remember the proper phrases at the right time, making mastering English even more difficult. A strategy is a long-term goal-oriented plan, and the vocabulary strategies presented in this session will undoubtedly aid you in your language learning endeavors. In an equally important study of The National Academies Press (2016), guidance for parents to their children seems to be essential to enhancing healthy early childhood experiences, promoting learning and development of children, and assisting parents in the hopes of building strong relationships with their children. Especially in terms of teaching them everything under all subject areas, in their favorite specific lessons in specific subjects.

**Theme 5.** The fifth theme generated is *Learning Reciprocation*. In the process of learning, both parents and children are having fun while learning together. The experiences are what follow: Parents were able to learn while teaching their children. The gained knowledge of the children gives happiness to the parents; lastly, unlocking the unknown vocabulary provides learning.

**Informant 1:** I used my knowledge and shared it with my child while I was learning in the whole process.

**Informant 2:** It was surprising on my part, and it gives me enthusiasm hearing that my child learned from me.

**Informant 3:** I can learn while teaching my child. An example of this is wherein I am able to research the meaning of the unfamiliar vocabulary words.

Clearly stated by the School Education Gateway (2016), Any learning activity involving both children and adult parents, with learning outcomes intended for both, contributes to a family culture of learning is referred to as family learning. When children hear foreign terms, they tend to look for the meaning of the word supplied. Thus a sharing of thoughts and knowledge can assist both parents and children learn together. They were able to explore several unknown terms as part of the process, which helped them expand their vocabulary. In the essence of Merseeth's (2021) study, educators are far more successful once they get to know their learners and grow on their knowledge base. To be successful, parents, teachers, and students must rely on each other and -as teaching is present, the student must consent to participate. Education will suffer if you do not establish a normal relationship with your students.

**Table 2**

*The suggestions of parents regarding the home-based education in English subjects*

THEMATIC STATEMENT	THEMES
The school provides learning materials and modules for students to study. (I1, Q2.1)	Accessibility of Learning Materials
Parents do not face any difficulties in accessing instructional resources because they are available on the internet. (I2, Q2.1)	
The school provides resources on a timely basis, and the student is given adequate time to complete the module. (I3, Q2.1)	

At home, they have computers, laptops, and smartphones.  
(I1, Q2.1.1)

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At home, they have computers, laptops, and smartphones.  
(I2, Q2.1.1)

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Availability of Learning Technology

At home, they have computers, laptops, and smartphones.  
(I3, Q2.1.1)

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Parents are above average in their support for their child's education. (I1, Q2.3.3)

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The children have positive interactions with their parents. (I2, Q2.3.3)

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Parental Involvement in learning Process

Parents are confident in their ability to help their children study at home. (I3, Q2.3.3)

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#### 4.2 The suggestions of parents regarding the home-based education in English subjects

Parents have different suggestions in teaching their children the English subject topics at Home-Based on the data we had gathered; three themes were generated as discussed in the following:

**Theme 1.** The first theme generated is *Accessibility of Learning Materials*. The need for the learning materials to access is essential in terms of learning and the process of learning. The suggestions follow: Modules as learning materials are provided by the school, the availability of learning materials in the Learning Management System, and the limited time set for the children to finish their module.

**Informant 1:** *The school where my child is enrolled, a high school here in Panabo City, has provided them with learning modules for their studies in all subject areas.*

**Informant 2:** *I don't have any problems with the availability of materials in teaching English since they are now in a kind of situation that everything is on the internet already. So, my child could search what we want to search in just one click only.*

**Informant 3:** *The availability of the resources is timely given by the school wherein the students are given ample time to finish the modules given to them.*

The work of the University of Washington (2021) indicated that print and technology-based readings and core materials are produced or adapted in a way that makes them useful across the widest variety of user demands known as accessible instructional materials. Students who cannot utilize electronic materials should have digital materials printed and large print for students with low vision and image files that can be enlarged for students with mobility issues or low vision.

**Theme 2.** The second theme generated is the *Availability Learning Technology*. Technology plays an important role, especially in these trying times. Technology is one of the primary needs of the students as their learning resources to maintain their education. The main suggestion is the availability of gadgets.

**Informant 1:** *We have computers, laptops, and smartphones at home.*

**Informant 2:** *We have a cell phone; I have my personal computer, printer, so I also have Wi-Fi.*

**Informant 3:** *At home, we have one laptop and cell phone.*

As Knudsen (2017) pointed out in education, accessibility and design of technology used in instruction are available. Programs, apps, and other things that students can utilize to access digital content are examples of this. Educational technology is no longer thought to be something that only a few teachers do or that only exists outside the classroom. Instructional technology is increasingly integrated into classrooms and classroom materials, such as textbooks, practice, assessments, and projects. Schools can range from having a few computers or tablets in each class to a 1:1 school, where the school District supplies each student with a tablet or computer.

**Theme 3.** The third theme generated is *Parental Involvement in Learning Process*. This shows the support of the parents to their children's education. And of how the positive involvement affects the learning process. The main suggestion is the result of the support that the parents showed is overwhelming.

*Informant 1: I am above average in supporting my children's learning at home.*

*Informant 2: Maybe I can say we are now in 90 percent since my Zcan interact positively.*

*Informant 3: I'm 101% percent confident in supporting my child's study at home.*

According to research, Sheldon (2021) stated that parental participation levels are influenced by student and family variables. Families from the working class and mothers working full-time are less interested in their children's education. Furthermore, parents of elementary school students are more involved in their children's education than parents of secondary school students. The level of involvement is demonstrated to be related to parents' educational goals and comfort with the school and staff. Furthermore, parents' assessments of their children's interests in school subjects and their ideas about their responsibilities as parents and their abilities to influence their children's education have proven to predict their involvement at home and school. Assigning homework geared to improve student-parent connections, having family workshops, and talking with parents about their children's education are examples of specific activities demonstrating to predict parental participation.

## 5. Conclusion and implication

This study stated the purpose of explaining and discussing parents' feedback and experiences in Home-based Education in English subjects. It aims to find out the difficulties of parents in teaching their children English subjects. During the interview, the researchers felt the intensity of awkwardness since it was their first time discussing, upon giving a direct question towards the informants. Despite being muddled, the researchers managed to build a relationship with their informants to understand each other and make the study a successful one. As we began, we felt the informant's sincerity while answering all our questions, and the way their faces react means so much to us because they are earnest, and we didn't expect it. Finally, the researchers didn't have a hard time delivering the conversation spontaneously since the participants were so cooperative to the extent that they were the ones who disclosed their personal experiences.

This study implicated that parents have strategies and techniques in teaching their children at home, even though some problems arise in implementing the home-based education in a new normal setup during pandemic cause by Covid-19. Upon conducting the study, these following themes emerged, namely:

**Table 1:** The Struggles in teaching, The Use of Online Platforms, Performing Teaching Strategies, Preferences on English Topics, and Learning Reciprocation. These were how the researchers recognized parents' experiences in teaching their children the English subject, topics at home. However, its formation didn't end up in mere words. It must realize in every action. There might be problems, but the level of growth must come from control and limitation. The participants believe that their experiences and insights were the first step to make them aware of how these changes are applicable for what they stand for.

**Table 2:** Accessibility of Learning Materials, Availability of Learning Technology, and Parental Involvement in Learning Process. These were the suggestions of parents regarding the home-based education in English subjects. Demonstrates the importance of what is given for them to be able to use it in the advantages in their child's learning and perform well in teaching to impart knowledge as effectively and conveniently as possible.

### 5.1 Implication for practice

This study reveals various judges about the difficulties of parents in teaching their children. In proportion to this, they have to develop their strategies and techniques in teaching their children on their own. The researchers distinguished that despite great presentations and legalities, there are internal and external forces that could rage

the teaching ability of the parent.

**On parents.** This study encourages the parents to pay more attention to their students, supporting their child's needs not just physically but also mentally and emotionally. Since, nowadays, the teacher can't cater to all the students to pay attention to their students since the time is limited, the parent should also exert effort for them to help their students overcome challenges. Students need a parent to whom they can lean on without any feelings of rejection. Though sometimes, not all parents can't answer what bothers their students regarding their papers as long they feel the love, care, and the parent's support, that's what truly matters.

**On students.** The result allows the students to reflect on adjusting and what they need to do with the new normal setup. Once they attempt to pursue their dreams and goals in life, they need to be brave and bold to understand the situations. To be more patient and responsible sufficient to their task as students because they need to cooperate and do their part as a student to make this new standard set up a successful one, not just the student but also the teacher.

### 5.2 *The Implication of Further Research*

As a result of this research, new concepts have emerged, which may help provide further explanations and suggestions for future research. This research will better investigate their sources or basis for feedback, experiences, and the role of parents in home-based English education since the participants are parents. The recommendation is that the result of the investigation is to be done by interviewing as it is the scope of the first research.

### 5.3 *Concluding Remarks*

As the researchers prepared the informants, we were happy with the discussion about the shared ideas of informants. As we were in conversation, we gathered enough information as the informants were willing to answer all of the questions without any hesitation. The researchers are overwhelmed by the outcome of the interview as the informants provide helpful information. The investigation of the study made the researchers deepen their understanding, not just about the experiences and feedbacks alone—still, the importance of their role as the parents to teach their child amid pandemics. We know that parents have the hardship to cope and understand the lesson of the given module to teach their child at home, but still, they have their techniques to overcome that hardship. This result showed a hand of recommendations to other researchers for further study. As we were conducting our research, we researchers learned a lot from this study. It is difficult for parents to teach their children while still doing their work at home, but they do manage to have still time to sit with their children and teach them. As we dig on experiences, feedbacks and insights of the parents about the home-based education in English subject, we've realized that in the middle of this pandemic, parents have a lot of obligations about their children's learning, and they have a lot of influence over their children's education.

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