



PARENTAL INVOLVEMENT IN NEW NORMAL EDUCATION

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ABSTRACT

The study explored the lived experiences of the parents as to their involvement in new normal education. The study utilized purposeful sampling technique in the selection of ten (10) parents of learners enrolled in Jose Rizal Memorial School. An interview guide was used to facilitate the productive and efficient gathering of responses. The interpretative phenomenological approach was used in analyzing the parents' experiences. As such, this research was guided by the central question: What is the essence of lived experience of parents to their involvement in the new normal in education?

Ten themes emerged from the experiences of the parents over their involvement in new normal education: Parents as Teacher-Guide, Insufficient Time and Unfamiliar Content, Adverse Behavior, Adjustment in Time, Role and Attitude, Patience and Hard to Teach, Positive Outlook, Study the Lesson First and Give Examples, Time Management and Determination, Positive Reinforcement, and Independent, Determined and Responsible Learner.

As the parents fully accept and perform their role as guide-teachers, they are able to provide for the learning needs of their children and deflect the adverse behavior of their children toward home learning. Parents have been known to be their child's first teachers. They guide, teach, and raise their children to become strong standing individuals, which is the common goal of each and every parent. Nowadays, parents' roles and involvement expand far beyond the traditional ways.

Keywords: Parental Involvement, New Normal in Education, Modular Distance Learning (MDL)

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INTRODUCTION

The COVID-19 global pandemic has fundamentally affected nearly every area of life, including education, and the Philippines is not an exception. Countries all over the world clamor for the best way to mitigate the effect of pandemics, specifically in the education sector. In the Philippines, the government created a task force called the Inter-Agency Task Force (IATF) to implement safety measures in order to prevent and mitigate the COVID-19 virus while the teaching and learning process continues throughout the country to protect the health and welfare of teachers, parents, and students. Teachers and parents must wear face masks and face shields, and social distancing is strictly enforced. Some of the safety protocols include proper sanitation of schools where modular learning is implemented, providing alcohol stands in every classroom for parents' use, sanitizing footbath mats at every room's doorsteps, and wearing face masks and face shields. Parents, children, and teachers who participate in online learning and other modalities at home are encouraged to wash their hands and sterilize their homes on a frequent basis (Anzaldo, 2021).

The implementation of an education system at the national level in response to coronavirus outbreaks and schools being closed can be supplemented with a curriculum that involves parental guidance and COVID-19 related awareness. This would aid in the overall improvement of educational systems and ensure learning achievement at home. Students' autonomous learning development and a sense of responsibility for self-growth and development can also benefit from such programs. In this school year, the Department of Education has launched different distance learning modes, prominent among them are modular and online teaching. However, the impact of this teaching method on curriculum delivery quality has yet to be investigated. Most parents are found to be assisting learning at home until recently, and research on the topic is scarce, especially in the context of COVID-19. (DepEd-Calamba City, MELC, 2020). Thus, since education has continued to have the children at home while keeping them safe, most of them tend to have modular distance learning. It is an educational process where parents or tutors teach children at home instead of having them formally educated in a public or provided school setting. This is so to keep the young children safe from being affected by the virus brought about by the pandemic. Young children have to be assured to stay at home while continuing their education. Modular distance learning is believed to be in support of the children spending 100% of their time at home where the development of many important social and academic skills is done as they interact with family members and siblings.

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On the other hand, formerly, the parents letting the school alone to take full responsibility for their children’s education is becoming rampant in a public school setting. But, the researchers hold firm in faith that in this crucial time, the parents will adhere to the procedures of modular distance learning for the good of their children.

Adaptations made by parents and teachers to shift from face-to-face to modular and online learning according to Miguel et al. (2021) enabled them to recognize specific guidance and support for their children. Parents monitored activities at home to ensure learning will take place. They kept track of their online schedule, task completion, learning, and emotional needs in between attending occupations and household chores. They made initiatives to capacitate their child with learning materials to the best of their capacity from an internet connection and buying a computer or outsourcing provision on gadgets given by the local government. To further establish readiness with their child in terms of schooling, parents communicated with schools through teachers and attended required activities in school like distribution of Self-learning Modules (SLM), school supplies, and subscriber identification module (SIM) card for free internet connectivity.

With the provision of a learning continuity plan, readiness, and opportunity to design parental involvement strategies, this study generally explored the lived experiences of the parents with their child’s modular distance learning in the new normal in education. As a teacher, the researcher was enthusiastic to discover how the parents performed their role as partners of teachers in developing the minds of the young children. The researcher was curious about how parental involvement materializes in the new normal in education, and how they are able to cope up with the current situation.

METHODS

The study explored the lived experiences of the parents in their involvement in new normal education. Given this intent and the nature of data needed for this study, the researcher applied the qualitative method of inquiry, which is used for exploring meanings given to a problem (Creswell & Creswell, 2018). The qualitative approach was appropriate for this study as it allowed for an in-depth understanding of the phenomenon of experiences. The method is phenomenological as it requires an intensive examination of the participants which means to examine individual's information and concerns a person's translation or portrayal of an article or

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event rather than an effort to make an empirical statement of the thing or event itself (Smith & Osborn, 2015).

The researcher used purposeful sampling. He selected 10 parents of learners enrolled in Jose Rizal Memorial School in School Year 2020-2021. In selecting the sample, the researcher took into consideration gender balance, parental status, occupation, and educational attainment of the samples.

The participants of the study were composed of five (5) males and five (5) females. Two (2) of the participants were single parents while the rest were married. Two (2) were employed for a white-collar job, while six (6) were employed for a blue-collar job, and the remaining two (2) had no occupation. There were four (4) college graduates, while five (5) have taken the vocational course, and the remaining one (1) was a high school graduate.

In gathering pertinent information, the researchers utilized interview questions formulated to describe some of the variables in the study which were mainly the experiences regarding their parental involvement in the home-based learning of their child during the new normal in education. The following interview questions were asked to the participants: (1) How involved are you in the modular distance learning of your child? (2) What are the disadvantages of the parents being involved in Modular distance learning? (3) How do you observe the behaviors of your child as you involve yourself in modular distance learning? (4) What adjustments did you observe in yourself as you involve with the modular distance learning of your child? (5) What challenges do you encounter with your involvement in the new normal in education? (6) How do you motivate yourself to get involved with the new normal in education? (7) What are the strategies you in teaching your child? (8) How do you solve their challenges caused by new normal to your child? (9) Considering the challenges you are encountering right now regarding MDL and parents being fully involved with children, how do you turn these challenges into opportunities for your child to learn better? (10) What improvements do you observe in your child as you get involved in Modular distance learning?

For the treatment of qualitative data, the study employed Interpretative Phenomenological Analysis (IPA). A thorough verbatim transcription and analysis were conducted after the one-on-one interview sessions to make sense of the gathered data. The interview transcription includes the verbatim responses of each participant to avoid uncertainties of the data collection contents. A follow-up appointment had been held with the participants and allowed them to review and

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approve their transcribed responses. When the participants responded, reviewed, and confirmed the accuracy of their responses, the researcher proceeded to organize the interview data.

Phrases and themes according to the interview questions had been grouped. The responses from the parents were compiled using axial coding procedures to identify key positive and negative associations of parental involvement. Key thematic words, phrases, and sentences from the interviews were recorded on a chart. A second chart was developed to allow the researcher to determine word patterns, and themes to create sub-categories. Subsequently, the data analysis included the transcribed interviews, member checks, and the use of the conceptual framework and literature review together with the digital recordings during the interviews.

RESULTS AND DISCUSSION

Presentation and discussions of the results were presented in this section.

Table 1

Annotated Exemplars on the Parents' Involvement in Modular Distance Learning (MDL)

Participant	Responses	Researcher's Observation
Parent C	<i>"Bilang isang ina ginagawa ko po ang lahat hanggang sa aking makakaya na maturuan ko po ang aking anak at pamangkin"</i>	Parent C responded proudly.
Parent I	<i>"My wife and I are helping each other to support my children to cope while we are in modular distance learning. I provided their needs such as materials, gadgets, etc. Then my wife was in-charge in actual guidance while they're in online class."</i>	Parent I answered cheerfully.

Table 1 shows the annotated exemplars of the parents' involvement in Modular Distance Learning (MDL). As parents were asked about their involvement in the modular distance learning of their child, some parents talked about giving everything they can for the education of their children. Other parents expressed that they support their children to cope with Modular Distance

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Learning by providing learning support materials while one of them will be in-charge in actual guidance in online class or modular class.

The parents were very much involved in their children's participation in Modular Distance Learning, particularly in being in charge of tutoring. They were even proud and cheerful while performing their share of responsibility for their children's education. They believed that they did not only do their job out of responsibility but also mostly because of their love for their children. They were happy that despite the newness of the situation they were able to work together to help their children.

In support, according to Kuruvilla (2020), parents had an essential part in virtual learning. Students who were homeschooled must check their child's progress and performance in their daily activities throughout the autonomous learning hours. Teachers will not be able to achieve the required learning outcomes without the assistance of parents at the end of the day.

Table 2

Annotated Exemplars on the Disadvantages of the Parents Involvement in Modular Distance Learning

Participant	Responses	Researcher's Observation
Parent B	" <i>Kapag marami pong mga importanteng gawain na kailangang gawin, nagkukulang po ng oras sa pagtuturo sa bata</i> "	Parent C responded with sadness.
Parent I	<i>While on the other hand, the eagerness of the parents to have their children a good grades they answers the school activities themselves. Which is not good for their children."</i>	Parent I talked with a little bit of shyness.

Table 2 reveals the annotated exemplars on the disadvantages of the parents' involvement in Modular Distance Learning (MDL). When they were asked about the disadvantages of the parents being involved in Modular distance learning, some parents sadly talked about lack of time. They explained that sometimes most of their time was consumed by multiple house chores or other important matters that they need to attend to.

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They were sad that because of lack of time, they could not fully fulfill their duty as a teacher to their child. Another disadvantage was that parents could just simply answer the modules themselves to meet the due date or for a reason that they just wanted higher grade or rating for their child. They felt ashamed of this reality, but for them answering the module for their child was the best way they can do to help their child to finish the module in due time.

According to Lebaste (PressReader, 2020), parents must participate actively in the learning process while using a distant learning technique. They would be the ones to help and lead their children through the modular lessons that would be sent to students while they were learning remotely. Filipino students can learn in the comfort of their own homes thanks to the modular method. Parents or guardians will be the learners' role models due to limited contact with teachers. Parents were their first teachers and play an important part in forming their personalities. A student's actual learning was shaped by a balance of home and school education. Parental support had been critical in the achievement of students. Their role was not limited to home but involvement in school activities too. Parents are partners of teachers in education.

Table 3

Annotated Exemplars on the Parents' Observation of their Child's Behavior as they Get Involved in Modular Distance Learning

Participant	Responses	Researcher's Observation
Parent A	<i>"Sometimes my son doesn't believe to what i am saying about his lesson. He always says "my teacher's explanation is different from yours"</i>	Parent C responded seriously followed by laughter.
Parent C	<i>"Ibang iba po talaga sa face to face dahil na eencourage po talaga ang mga bata pag sa school po sila nag-aaral .Dahil pag dito po sa bahay minsan di po sila nakikinig at sinasabi ng mga kids na boboard po sila."</i>	Parent I responded with expression of disappointment.

Presented in Table 3 are the annotated exemplars of the parents' observation of their child's behavior as they got involved in Modular Distance Learning (MDL). As they were asked about the behavior of their child as they were involved in modular distance learning, they talked that their child always spoke uncertainties about their lectures thinking that it was different from their teachers, and sometimes they did not tend to listen.

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Parents had taken this seriously since without their children’s trust, it would had been hard for them to teach them. It also made them disappointed with themselves, since it only proved that the children oftentimes believed their classroom teachers more than their real parents. The children usually were doubtful of the teaching that their parents were doing to them.

According to Rich (2020) fears of their children should be cast by their parents. Due to the tough circumstances, children's stress and anxiety levels rise. As their children were homeschooled, their involvement became more important. They should be aware of their children's troublesome reactions because it increased their stress levels. While undertaking individual learning, it was advisable to have reasonable distractions.

Table 4

Annotated Exemplars on the Parents’ Observation of Self-adjustment as they Get Involved in Modular Distance Learning

Participant	Responses	Researcher’s Observation
Parent I	<i>"Patience is always a virtue. To be a teacher you must possess a very long patience, especially for the parents acting as their teacher at this time."</i>	Parent I responded in formal tone.
Parent J	<i>Sapagkat ito ay kinakailangan at para sa ikakaunawa ng anak sa pag-aaral sa module , ako ay nagsusumikapa na magabayan sa pag-aaral ang aking anak"</i>	Parent J responded with a tone of conviction.

Table 4 shows the annotated exemplars on the parents’ observation of self-adjustment as they got involved in Modular Distance Learning (MDL). As they were asked about the adjustments they observed in themselves as they were involved with the modular distance learning, in a formal tone, they talked about the need to extend their patients and to work hard on guiding their children toward learning which was said with a conviction in their tones. This was a manifestation that not only the children but also their parents were having a hard time due to their involvement in the modular distance learning of the children. The parent’s formal tone denoted their conviction to fulfill their duties and responsibilities if only to support the education of the children during this pandemic.

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In a study conducted by Amcheta and Ancheta (2020), they said that learning on the part of students is a significant change in the new normal, whether it be online classes using a platform or offline classes through autonomous learning. Students may struggle to adjust to the new system because they are accustomed to face-to-face connection with their teachers. The new normal demands thorough orientation and familiarization. With the help of their parents or guardians, learners should be encouraged to adjust to the new learning mode and absorb the courses at their own pace.

Table 5

Annotated Exemplars on the Challenges Parents Encountered with their Involvement in the New Normal Education

Participant	Responses	Researcher's Observation
Parent I	<i>"Mostly the difficulties when the learning materials have an error. We having a hard time to explain"</i>	Parent I responded in formal tone.
Parent E	<i>"Ang pinaka nasubukan po sa akin ay ang aking pasensiya lalo na po pag nagkasabay-sabay na ang mga bata sa bahay"</i>	Parent E responded with exasperation.

Table 5 shows the annotated exemplars of the challenges parents encountered with their involvement in the new normal in education. As they were asked about the challenges parents encountered with their involvement in the new normal education, they used a formal tone to emphasize authority to raise the issue at hand which was the erroneous learning material and the directions that can hardly be followed. Parents were exasperated since their patience was being compromised and it took them to exert more effort in patience to continue.

This shows that although the department tries its best to come up with effective materials for distance education, still, there are lapses that cause problems to both the parents and the children/learners. Since the parents have not really been trained on how to teach, and since they are not educators, the parents are finding such problems overwhelming especially since they also have other concerns to attend to.

This modality, modular distance learning, encountered various challenges, particularly in the Philippine setting. Tibon (2020) elucidated that many of the learners in basic education were not proficient in doing independent learning while several learners were not being supported by

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their learning, improved progress, more valuable input, and increased autonomy of students became available.

Table 6

Annotated Exemplars on the Motivation to Get Involved with New Normal Education

Participant	Responses	Researcher's Observation
Parent I	"We can both learning at the same time. We have more bonding while doing their task."	The parents responded with high spirit
Parent J	<i>Nagkaroon ako ng pagkakataon mas masubaybayan ang aking anak sa kanyang pag-aaral"</i>	

Table 6 shows the annotated exemplars of the motivation to get involved with new normal education. The parents expressed high spirit in sharing their motivation to get involved with the new normal in education. This high spirit came from a recollection of bonding moments with their children while doing learning tasks. They also discussed that personal monitoring of their children's learning also motivated them to get involved in the new normal. They were happy that they had the chance to fully learn the progress of their children with their studies.

It was exposed in this inquiry that parents accepted the setbacks of this inevitable educational challenge. Acceptance of the effects of the pandemic was the parents' way of conveying that they were at the helm of the learning continuity for their children. DepEd (2020) corroborated that this learning modality is seen by several parents as an advantage to be able to track their children and to have direct participation in their learning. This meant that parents were particularly concerned with ensuring that the education of their children was still a necessity considering the public health crisis.

Table 7

Annotated Exemplars on Parents' Strategies in Teaching their Child

Participant	Responses	Researcher's Observation
Parent E	"Ginagaya ko po ang akwal na pagtuturo ng guro sa pag-aaral gumagamit po ako ng white board at maker at nagpapakita ng maraming examples sa bata, para maramdaman niya ang "classroom setting" Inutusan ko rin	Both parents talked seriously.

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siya na tawagin akong ma'am sa tuwing nagmomodule kami

"

Parent F

"Bago ko po ituro sa aking anak ay babasahin ko po sa kanya at ipaliliwanag" ko po ng maayos

Presented in Table 7 are the annotated exemplars of the parents' strategies for teaching their children. As they were asked about the strategies for teaching their child, they talked about utilizing classroom setting at home. The parents also discussed direct teaching as a strategy in teaching their children through they performed in a different manner. They talked seriously since they were worried about the longing of their children to be in an actual classroom, which was not possible at the moment.

Studies revealed that the distance learning modality used amid the pandemic was deemed acceptable on the side of the parents and the adaptation to schooling at home materialized swiftly, putting a premium on the safety and wellbeing of the learners (Bubb and Jones, 2020; Zhao, et.al., 2020). They further said that Parental participation strengthened. Parents had a heightened understanding of the progress of their children, and they had chances to practice a more active role than it ever was. More innovative

Table 8

Annotated Exemplars on Parents' Solution to the Challenges caused by the New Normal to their Child

Participant	Responses	Researcher's Observation
Parent G	<i>"Syempre kailangang magbigay ng time at pasensya para matugunan ko ang pag-aaral niya "</i>	Parents answered with confidence.
Parent H	<i>"Time manangement , sa dami po ng gawain sa bahay ay dagdag po ito sa aking routine"</i>	

Presented in Table 8 are the annotated exemplars on the parents' solutions to the challenges caused by the new normal for their child. As they were asked about their solutions to the challenges caused by the new normal for their children, the parents showed confidence that they managed time and practiced more patience. Time management was not only for the parents, it was also more for their child or learner, since time has been shaken by the sudden changed in

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teaching and learning process in the new normal. This only meant that the parents were aware of the significance of time management not only for household chores or whatever work but much more for their support to their children's education.

In a study by Brigitte et al. (2015), they posited that time management was a skill that every parent should not only know but also apply. Parents were taking time management as a challenge, complaining about running out of time due to the multiple tasks that they needed to perform as parents. Time management though was extremely important, especially when it came to their involvement in the modular learning of their children in the new normal. Here time management was only possible through self-motivation; performance, ability and motivation.

Table 9
Annotated Exemplars on Turning Challenges into Opportunities for Child to Learn Better

Participant	Responses	Researcher's Observation
Parent E	<i>"Cooperation of every member in the family is always important to cope every challenges."</i>	Parents replied with gesture of commitment.
Parent F	<i>"Pursigidong maturuan ang aking mga anak ng sa ganon , ito ay magsilbing gabay ng aking mga anak na ito ay susi sa kanilang karunungan"</i>	

Presented in Table 9 are the annotated exemplars on turning challenges into opportunities for child to learn better. In turning the challenges into opportunities the parents talked with a gesture of commitment for their children's better learning; they talked about cooperation between family members and persistence. Parents expressed commitment to monitor their child's progress to identify gaps in learning and for them to document feedback. This was a manifestation that the parents were vigilant enough to admit that the pandemic, in any manner, could hinder the education for their children; hence, they were determined to look at the bright side of what it seemed to be hardship.

This has been acknowledged by saying that support system was established for monitoring. In this case, feedbacks from students and parents were necessary to identify major gaps in the implementation and provided inputs for the improvement of the chosen platform. According to Kamalludeen (2020), alternative means of evaluation had to be used to monitor the

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students' progress and achievement. The evaluation must focus on the results of students' performance to measure the achievement of the learning outcome.

Table 10

Annotated Exemplars on Parents' Observed Improvements on their Child as they Get Involved in Modular Distance Learning

Participant	Responses	Researcher's Observation
Parent A	"I have noticed that he can do his homework alone. I just need to push him to finish it as soon as he can". "Naging responsable sila sa kanilang obligasyon"	Both parents seemed to be happy and satisfied.
Parent J	" Natuto silang gampanan ang kanilang tungkulin" "Naging pusigido sila"	

Presented in Table 10 are the annotated exemplars on the parents' observed improvements on their child as they get involved in Modular Distance Learning. As they were asked about the improvements they observed in their child as they get involved in Modular distance learning, they talked about their children becoming independent learners, along with this was their becoming responsible to the learning tasks.

The parents were happy and satisfied in monitoring and observing their child's behavior not only as regards academic but also on their desirable traits as effects of their modular distance learning. Parents were happy and satisfied that their children as well were also making the most out of the situations.

Moreover, while promoting psychological safety, academic leaders must be real and engage in active listening without judgment, accept advised and criticism, and convey their views transparently by speaking from the heart in order to form relationships and generate mutual trust in a crisis (Kezar et al., 2018). Leaders may be called upon to handle interpersonal and task-related disputes when they developed in a crisis, but they should also foster healthy debate and disagreement when it was appropriate and functional (Robbins & Judge, 2018).

The themes that emerged from the testimonies of the participants are presented in the following thematic charts:

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Thematic Chart A

Parents as Teacher-Guide

Participant	Responses	Subordinate Themes
Parent A	" After office hours, when i got home i'll ask my son how's his lessons for the day. I will help him in answering his homework.	Guiding and teaching the Child
Parent C	"Bilang isang ina ginagawa ko po ang lahat hanggang sa aking makakaya na maturuan ko po ang aking anak at pamangkin	
Parent D	"Ginagabayan ko po sa pagsagot sa module"	
Parent G	" Tinuturuan ko pong bumasa at ginaguide sa pag-aaral n'ya "	
Parent H	"Ipinapaliwanag ko kung ano at paano ang gagawin"	
Parent B	" Pinag-aaralan po ang mga aralin ng mga bata para mas maayos na maipaliwanag sa mga bata ang mga aralin'	Studying in advance
Parent E	"Naglalaan po ako ng sapat na oras para sa pagtuturo"	Spending Enough Time
Parent I	"My wife and I are helping each other to support my children to cope while we are in modular distance learning. I provided their needs such as materials, gadgets,ect. Then my wife was incharge in actual guidance while their in online class.	Helping Each Other
Parent J	" Regular monitoring po sa kanyang mga module kung ito ba ay kanyang nasasagutan"	Regular Monitoring
Parent F	"Bilang isang magulang po, ako po ay bago maging isang guro sa aking anak ay gagawin ko muna ang aking mga gawin pagkatapos nun ay tuturuan kona ang aking anak"	Prioritizing Household Chores

With the theme, **Parents as Teacher-Guide**, parents revealed that they were **Guiding and Teaching their Child** in their school tasks particularly in answering their modules. They were **Studying in Advance** so they can properly teach their child. They **Spending Enough Time** so they can teach their child. Some were **Helping Each Other** so they can fully support their child. They made sure that at least one of them will be there to teach their child. Some parents also did Regular Monitoring to ensure that their will not slack from his/her tasks. However, some were **Prioritizing their Household Chores** before teaching their child. It is indeed overwhelming on the part of the parents to find themselves the teacher of their children. Though most parents are already helping their children with their assignments, some of them have left that task to their children's teachers, believing that it is the responsibility of the teachers. With this sudden shift in the modality in education, parents have no choice but to become their children's teachers if they want their child to move forward with their education. This causes

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different reactions from the parents, but at the end of the day, they still try to do their best to help their children. They have to employ different strategies for the love of their children and their future.

The findings of the study can be related to Bourdieu's theory of social practice and the sociological theory (as cited in Sabates, et al., 2015) since the experience of parents with their involvement on their child's education leads into understanding the reform effort (new normal) initiated changes in parental involvement which highlights the collaborative approaches between the school and parents.

Thematic Chart B

Insufficient Time and Unfamiliar Content

Participant	Responses	Subordinate Themes
Parent A	<i>" In my point of view, to save time and energy some parents tend to do the activity, home work or assignment on their own without explaining it to their children</i>	Answering the Module to Save Time
Parent I	<i>While on the other hand, the eagerness of the parents to have their children a good grades they answers the school activities themselves. Which is not good for their children."</i>	
Parent B	<i>" Kapag marami pong mga importanteng gawain na kailangang gawin, nagkukulang po ng oras sa pagtuturo sa bata"</i>	Insufficient Time
Parent E	<i>"May pagkakataon po na nagkakasabay ang gawing bahay at pag-aaral kaya po mahirap masunod and schedule na nasa WHLP"</i>	
Parent D	<i>"May time na tinatamad"</i>	The Child Got Bored
Parent G	<i>"Bilang parent po na hindi nakapagtapos ng pag-aaral ay nahihirapan po akong turuan ang akin anak"</i>	Unfamiliar Content
Parent C	<i>"Para sa akin may mga ibang katanungan sa libro na hindi ko po maunawan, on that situation po hindi ko rin po maipaliwanag po ng maayos sa mga bata."</i>	
Parent J	<i>Hindi lahat ng aralin ng mga anak ay alam ng mga magulang"</i> <i>Hindi sapat ang oras para maturuan ang akin mga anak"</i>	
Parent F	<i>"Para po sa akin bilang kahinaan po ay may oras din po na minsan nakakapagod den po minsan ndi po"</i>	Teaching was Exhausting
Parent H	<i>"Madalas napapagalitan kapag hindi agad naintidahan ng bata ang isang aralin"</i>	Parents' Loss of patience

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With the theme, **Insufficient Time and Unfamiliar Content**, the parents revealed the disadvantages of being involved in Modular distance learning emerged. The parents resorted to **Answering the Module to Save Time**, hence they were not able to explain fully the tasks to their children. Some parents said that there was Insufficient Time to do all the schools tasks and other things that they needed to attend to. Other times, the **Child Got Bored** with the tasks and was just lazy doing them. On the other hand, there were parents who were not educated enough, hence they were **Unfamiliar with the Content** of the children's tasks. Consequently, parents found **Teaching was Exhausting**, which eventually led to the Parents' Loss of Patience, especially if the child failed to get what was being taught to them. Most parents feel that their time is insufficient since most of it is consumed in doing house chores, which is very common in every Filipino household where every member of the family is involved. In the case of having very young children and the father is at work, mothers are left in the house to do the house chores. In the new normal, modular distance learning is added to the daily routine of the parents. Meanwhile, other important matters that they need to attend to could be paying bills, marketing for food then cooking, to mention a few.

On the other hand, another disadvantage of parents being involved in Modular Distance Learning is that they are unfamiliar with the content of the module or the learning material. As a result, parents cannot transfer the knowledge which they are unfamiliar with. It would be hard for a child to understand if parents pushed to transfer knowledge that they were not up to.

The findings conformed with Bourdieu's Theory of Social Practice and the Sociological Theory (as cited in Sabates, et al., 2015) which identified the objective conditions of the field, both existing and emerging, where the practice of parental involvement is induced and experienced. The themes that emerged from the disadvantages of the parents being involved in MDL have been insufficient time and unfamiliar content, given the condition that they had no option but to conform to the new normal education.

Thematic Chart C

Positive and Negative Behaviors

Participant	Responses	Subordinate Themes
Parent A	<i>"Sometimes my son doesn't believe to what i am saying about his lesson. He always says "my teacher's explanation is different from yours""</i>	Comparing Teacher and Parents

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Parent B	<i>"Kapag may mga oras na pagod na po silang mag-aral o kaya po ay tianatamad sila"</i>	Manifest Different Negative Moods
Parent C	<i>".. Dahil pag dito po sa bahay minsan di po sila nakikinig at sinasabi ng mga kids na boboard po sila."</i>	
Parent D	<i>"Minsan sumusuway, minsa hindi, moody"</i>	
Parent E	<i>"Minsan sa sobrang attentive, minsan naman po ay tamad na tamad lalo na po pag maraming naririnig at nakikita na naglalaro"</i>	
Parent G	<i>"May mga times po na naiinip po sya sometimes naiinis lalo na po kapag pauli-ulit ako"</i>	
Parent F	<i>"Sya po ay mas mahalaga po minsan ang pakikilahok po sa mga kapwa bata"</i>	
Parent H	<i>"Masipag naman po at halatang gustong matuto"</i>	Child likes to learn
Parent I	<i>"I'm proud of my children. They can handle their school papers on their own. They just asking few questions when there is not clear for them."</i>	Children can handle their school paper

Presented in Thematic Chart C is the theme that emerged on the parents' observation of their child's behavior as they get involved in Modular Distance Learning (MDL): **Positive and Negative Behaviors.**

As they were asked about the behavior of their child as they involved in modular distance learning, most of them discussed about Positive and Negative behaviors. According to parents, their children were **Comparing Teacher and Parents** and they became confused with the lessons and complaining that their parents' understanding of the lesson was different from their teacher. Their confusion led to being distracted, and then they **Manifested Different Negative Moods** like when they got tired, they became lazy, they got bored and would not listen anymore, they did not follow their parents anymore, they preferred playing with their friends that studying, and became impatient when they got bored. On the other hand, some parents said that their children still showed interest in studying and their **Child Likes to Learn** even if they were at home and some parents observed that their **Children can Handle their School Papers** on their own. The parents also observed that their involvement in their modular learning made their children idle and bored.

Because of the pandemic, students are confined at home doing all the things that they do if they are outside like attending face to face classes. Since children are innately outgoing, this confinement has affected their mental, emotional, and psychological well-being. These negative

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effects of pandemic are manifested in their behavior specifically towards anything school related. It is a fact that most students trust that their teachers are the more knowledgeable when it comes to anything that they need to learn. They believe their teachers more than they believe the capabilities of their parents. This way of thinking has affected their response on the modular distance learning that they are forced to bear. Another factor is their difficulty adjusting to adapting to the concept of their home as their school. Before pandemic, they consider their home as a resting place after a stressful school day. Nowadays, they cannot grasp the difference between the two anymore, hence, the confusion.

The findings of the study contradicted the Falkirk SIPP Report (2015) that discussed that this encouraged stronger home-school connections and parental involvement in their children's education, with evidence that this was improving kids' literacy as reported in the stakeholder accounts below. Parents and carers who recognized that they had knowledge of their children that would be of great benefit to schools in understanding the child in the broader context of their life, such as within the family and the wider community, backed up the idea that parents and carers were rediscovering their role as educators and the value of dialogue. This knowledge elevated the parent to the status of 'expert,' and as a result of their work with Community Learning and Development (CLD), some parents and carers now have the confidence to speak up.

Thematic Chart D shows that as parents were asked about the adjustments they observed in themselves as they were involved with the modular distance learning, the theme that emerged was **Adjustment in Time, Patience, and Guidance**.

Based on the testimonies of the parents, their biggest adjustments were giving their children **Time and Patience**. Since they were not teachers they have to be patient with their children, and adjust their time to accommodate their needs, although some parents did not have to adjust that much because even before pandemic they were already helping their children do their homework. On the other hand, some of them believed that their children need Guidance in their school work, so they took it upon themselves to teach their children properly. Most of them tried hard to do just that.

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Thematic Chart D

Adjustment in Time, Patience, and Guidance

Participant	Responses
Parent A	"As parent, I need to adjust myself to teach my child. I need more patience""
Parent G	"Kailangang may oras ako sa pagtuturo at may tiyaga "
Parent C	"Para sa akin medyo mahirap po talaga dahil need ko mag adjust sa oras lalo na may 4 years old pa akong inalagaan at may tindahan pa. Pero priority ko pa din silang turuan."
Parent H	"Madalas ko naman po siyang tinuturuan noong FACE to FACE pa kaya hindi naman po ako nahihirapang masyado"
Parent E	"Kahit nagagahol kami sa oras, sinisikap ko na lang po na magawa yong mga dapat pong gawin. Hindi man po sumakto sa tamang schedule, hinahabol na lang po namin kapag may pagkakataon o libreng oras"
Parent I	"Patience is always a virtue. To be a teacher you must possess a very long patience, especially for the parents acting as their teacher at this time."
Parent B	"Pinapaliwang po ng mas mabuti para mas maunawaan ng bata"
Parent D	"Turuan ng husto para maintindihan"
Parent F	"Bilang magulang para sa akin mas kakabuti po sa aking anak na turan korin sya."
Parent J	... ako ay nagsusumikapa na magabayan sa pag-aaral ang aking anak"

Parents are not trained to professionally teach their students. Though some parents take it upon themselves, to help their children with the school works, it is still different if they will assume the role of the teacher. There are many factors that can affect this scenario, some of them are the lack of training in teaching, lack of enough knowledge of the topic, and lack of time on their part. Unlike teachers who can concentrate at least eight hours of their time in teaching, parents have other things to do aside from teaching their children. Most parents have their own job aside from the house chores after work. Parents who are not working have the same problem. They have to divide their time between house chores and other concerns, and teaching their children. Therefore, it is not surprising that parents finds their situation overwhelming.

Similarly, Private Education Assistance Committee (2020) pointed out that parental involvement was a crucial factor. Guardians or parents were inexperienced to simulate the work of a teacher in facilitating learning but their contribution was of utmost significance for modular distance learning to thrive.

With the theme, **Being Patient and Difficulty in Teaching**, the parents shared that they got involved in the new normal, they were challenged with the facilitation of learning in their own home. They were not confident and felt that they were **Not a Good Teacher**, but they did their best to deliver for the sake of their children. Some parents realized that it was **Hard to Teach**, especially if the learning materials had errors. They cannot explain to their children why

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it was so. Most parents practiced extreme Patience, especially if they had more than one student at home. There were also many distractions that contributed to the children's restlessness and refusal to concentrate on their tasks. In all this the parents tried their best to be very patient for the sake of their children.

Thematic Chart E

Being Patient and Difficulty in Teaching

Participant	Responses	Subordinate Themes
Parent A	"I must admit that i'm not a good teacher, but i can say that i am giving my best to teach them by giving examples to let them to learn "	Not a good Teacher
Parent D	"Mahirap na madali"	Hard to Teach
Parent F	"Ako naman po medyo hirap den po para naman po sa akin kahit mahirap po basta ang mahalaga po ay may matutunan po ang akin anak."	
Parent I	"Mostly the difficulties when the learning materials have an error. We having a hard time to explain"	
Parent B	"Mahabang pasensya po sa pagtuturo"	Patience
Parent E	"Ang pinaka nasubukan po sa akin ay ang aking pasensiya lalo na po pag nagkasabay-sabay na ang mga bata sa bahay"	
Parent G	"Dito nasubok ang aking mahabang pasnesya at kaylangang may pagtitimpi dahil alam po natin na hindi madaling magturo "	
Parent H	"Nabalik po yong mga dati ko pang pinag-aralan. Saka naging pasensyosa po ako "	
Parent J	"Malawak na pagtitiyaga sa anak" " Paglalaan ng sapat na oras" " Pagpilit maituro ng tama ang kanilang aralin"	
Parent C	"Naranasan kung mamalo hehehe kase hindi maiwasan na hindi pumasok sa utak nila kung anu yong itinuturo.."	Spanking the Child

Teaching modular distance learning is so new for some parents, that facilitating this approach is a big challenge for them. However, for some parents this facilitation of learning is also an opportunity for them to recall how and what have they learned in their school days. This also challenges their patience. Patience with their children who are not used to having their parents teaching them school lessons. Facilitation of learning is made heavier by erroneous

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learning materials or modules, especially the instructions/directions given in the module. Needless to say, confusion abounds in doing all those tasks.

Findings in this study revealed that regardless of the challenges in facilitation of learning in the new normal, parents have adapted and improved their ways on how they can assist their children in terms of their learning.

"Beliefs connected with strong family-school connections," according to Oakes (2020), include: (1) Families are equal participants in achieving educational goals for pupils. (2) Collaboration helps students learn more effectively. (3) Relationships between families and schools are nurtured and maintained throughout time. "Family-school relationships are an ongoing process," the last stated belief implied. "Families and educators work together within and across school years to address mutual concerns and provide mutual support for enhancing the learning progress of children and adolescents."

Thematic Chart F

Positive Outlook, Bonding Time, Personal Monitoring, and Self-Control

Participant	Responses
Parent A	"I am doing it because I want them to learn"
Parent E	"I pinaalala ko nalng sa aking sarili at pamangkin na maibabalik din po sa normal ang pag-aaral nila"
Parent F	"Para sa akin ay mas makakabuti naman po na may matututunan po ang aking anak."
Parent C	"Nagustuhan ko naman dahil pati ako natuto din."
Parent H	"Nagiging malapit kaming mag-ina habang nag-aaral "
Parent I	"We can both learning at the same time. We have more bonding while doing their task."
Parent G	"Nagustuhan ko siya dahil diti ko nalalaman kung hanggang saan ang capacity ng aking anak "
Parent B	"Mas natututukan ko po siya sa kanyang pag-aaral"
Parent J	Nagkaroon ako ng pagkakataon mas masubaybayan ang aking anak sa kanyang pag-aaral"
Parent D	"Kinukontrol ang sarili para di makasakit"

From the responses of the parents about their motivation to get involved with the new normal education the theme **Positive Outlook, Bonding Time, Personal Monitoring, and Self-Control** emerged. This **Positive Outlook** as a self-motivation to get involved with the new normal education manifested their desire for their children to learn, their hope that someday

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everything will be back to normal, and the knowledge that both of them learned. On the other hand, they were also happy that they had **Bonding Time** and that what they were doing had brought them closer. Some parents were motivated also by the fact that they can do Personal Monitoring of their children’s progress in school. However, one parent embraced **Self-control**, so as not to hurt her child.

Many parents have already accepted that they cannot do anything with the present situation except looking at things optimistically. Parents are known to be so resilient, that they were able to find good things in any bad situations and make the most of it, hoping that someday everything will become normal.

The findings conform to the Theory of Change which is essentially a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context (Center for Theory of Change, 2021). Change has been the most inevitable manifestation of the new normal education. The change in the outlook of parents from hardship to positive one with their role as teachers in modular distance learning is a manifestation of their acceptance of the consequences of the inevitable educational challenges caused by the new normal.

In the study of Dangle and Sumaoang (2020), they discovered that the great number of activities in each module is one of the main problems that emerged in the implementation of Modular Distance Learning. The Department of Education should consider this problem, reduce the activities, and take out the unnecessary topics so that mastery will be attained as much as possible. As what some of the parents said, the lesser the better. One of the concerns of the students is that they do not have enough time to answer all the modules within a week.

Thematic Chart G

Teacher’s Strategies

Participant	Responses	Subordinate Themes
Parent A	<i>“By giving them example... situations...that’ happening in real life”</i>	Give Examples
Parent J	<i>“Pagbibigay ng mga halimbawa upang maunawaan ang kanyang aralin</i>	
Parent B	<i>“ Pagibigay po ng masarap ng meryenda para sipaging mag- aral ang bata”</i>	Reward System
Parent I	<i>“I gave my children a reward or treats when they get higher grades because I know they deserved it, they earned that grade on their own.”</i>	

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Parent F	<i>"Bago ko po ituro sa aking anak ay babasahin ko po sa kanya at ipaliliwanag" ko po ng maayos</i>	Read Aloud and Explain the lesson
Parent G	<i>"Inuuna ko po ang pagbabasa ng madaling salita. Inuulit ko poito sa kanya kapag alam ko na hindi pa niya natatandan "</i>	
Parent H	<i>"Binabasa ko po muna bago ko ipaliwanag sa kanya. Gumagawa po ako ng mga example sa kanyang aralin"</i>	
Parent C	<i>"Ang pamamaraan ko na ginagawa after ko magpaliwang ang dapat po nilang gawin. Hinahayan ko silang magsagot sa sarili nila, they will ask me only pag mayroon silag di naiintidihan ."</i>	Independent Learning
Parent D	<i>"Kinakausap at tinuturuan ko nalang yong di niya alam"</i>	
Parent E	<i>"Ginagaya ko po ang akwal na pagtuturo ng guro sa pag-aaral gumagamit po ako ng white board at marker at nagpapakita ng maraming examples sa bata, para maramdaman niya ang "classroom setting" Inutusan ko rin siya na tawagin akong ma'am sa tuwing nagmomodule kami "</i>	Replicate the classroom setting

With the theme **Teacher's Strategies**, the parents shared the strategies that they used in their child. Most parents **Give Examples** that were sometimes based on real life situation. They also used the **Reward System** mimicking classroom system as a means of motivating their children. Some of them **Read Aloud and Explain the Lesson** afterwards. Some of them chose the easier words to read, and repeat reading if the child was not able to remember them. Other parents allowed Independent Learning and answer their questions if they cannot understand the lesson. One parent tried to **Replicate the Classroom Setting** by using whiteboard and marker, giving examples in discussing the lessons and even asking her child to call her "mam" every time they were answering the modules.

Many parents employ the teacher's strategies in teaching their child. they believe that they are adaptive measures to fulfill their role as para-teachers in this new normal of teaching. Direct teaching is what they believe as good because they are used to these strategies since they have personal experience of direct teaching in their school days.

The findings regarding the strategies in teaching their child show that parents are doing preparations before the actual teaching. This conforms with Vygotsky's Zone of Proximal Development (ZPD) which is the distance between the actual developmental level as determined by the independent problem-solving under adult guidance or in collaboration with more capable peers." Vygotsky claimed that children could learn and achieve by themselves at one level. However, he introduced another level that refers to the child's abilities when working under the guidance of an adult or with more capable peers (Prior & Gerard, 2017).

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Thematic Chart H

Determination, Patience, Time Management, and Provisions for Learning and Teaching

Participant	Responses
Parent B	"Magpursige at hinahabaan ang pasensya"
Parent C	"Natugunan ko naman po pero hindi po maiwasan ang pagpupuyat maturuan lang sila ng maayos."
Parent G	"Syempre kailangang magbigay ng time at pasensya para matugunan ko ang pag-aaral niya "
Parent A	"I find it hard ... but im trying my best"
Parent D	"Pinagbibigyan ko ang gusto niya"
Parent E	"Sinisikap ko lang po na magkaroon ng maayos na time management"
Parent H	"Time manangement , sa dami po ng gawain sa bahay ay dagdag po ito sa aking routine"
Parent J	"Paglaan sa sapat na oras""Pagdisiplina sa anak""Paggabay upang magampanan din ng anak ang kanilang obligasyon"
Parent I	"My task is to provide them learning materials because i'm the one working , the my wife is a housewife so she's the one handle the study of our children."
Parent F	"Sa maayos na paraan po ng pagtuturo"

With the theme **Determination, Patience, Time Management, and Provisions for Learning and Teaching** the parents shared their strategies in overcoming the challenges brought by the new normal education. Most parents believed that their Determination, Patience, and Time Management helped them overcome the challenges of the new normal. They tried to do all their best to help their children despite the difficulty and the myriads of adjustments that they needed to do. Moreover, other parents tried to give **Provisions for Learning and Teaching** to ensure that their children will still receive the best education they needed.

Determination is a usual characteristic of parents; they are always determined to do everything for their children. Their determination comes with patience, child discipline and guidance. Furthermore, there is a need for them to properly manage their time because of other things that need to do aside from teaching their children. They make sure that even if their child does not go to school anymore because of the pandemic, they can still provide all the things that they need not only at home but their school needs also. And despite their lack of training as a teacher, they try to do their best to teach them the way their teachers will teach them in school.

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The findings also follow the engagement theory which represents a new paradigm for learning and teaching in the divided generation that involves collaborative efforts, project-based assignments and non-academic focus for learning commitment to be achieved. The engagement theory is also based on constructivism which believes in collaborative efforts. This encourages and increases learners' commitment to learning (Kearsley & Shneiderman, as cited in Lawrence & Fakuade, 2021).

Thematic Chart I

Positive Reinforcements

Participant	Responses	Subordinate Themes
Parent D	"Napakahirap ng sitwasyon sa pag-aaral sa kasalukuyan kaya iniisip ko nalang gano man kahirap pipilitin ko na matuto ang aking anak "	Persistence
Parent F	"Pagsisikap ko po bilang magulang kahit po mahirap"	
Parent J	"Pursigidong maturuan ang aking mga anak ng sa ganon , ito ay magsilbing gabay ng aking mga anak na ito ay susi sa kanilang karunungan"	
Parent H	"Pinipilit ko pong indindihin at alalahanin ang mga napag-aralan ko noon upang maipaliwanag ko ng ayos sa aking anak"	
Parent B	"Sa pamamagitan ng pagkakaroon ng tiwala sa sarili at sa anak"	Self-confidence
Parent C	"Minsan na pagtanto ko din kung gaano kahirap ang ginagampanan ng mga guro. Isa o dalawa lang tinuturuan ko paano pa kaya ang mga guro. Never kung naisip na magreklamo sa sitwasyon natin dahil buong puso ko po talaga na nauunawaan ang kalagayan natin."	Empathy
Parent I	"Cooperation of every member in the family is always important to cope every challenges."	Cooperation between family members
Parent G	"Dito sinusubok ang haba ng aking pasensiya at pagbibigay ng tamang oras "	Enough time Patience
Parent E	"Iniisip ko na lang po na para ito sa ikabubuti ng bata at the same time narerefresh ko din po yong mga lessons na nalimutan ko na."	Refreshing Stock Knowledge

With the theme **Positive Reinforcements**, the parents revealed how they turned challenges into opportunities for their child to learn better. Some parents believed that being **Persistent** can help their child learn better. One parent believed that her **Self-confidence** can

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help her child. Others believed that practicing **Empathy** toward her child enabled her to understand what her child was going through so they did her best to help her. Some of them believed that **Cooperation between Family Members** would be a big factor and spending **Enough Time** and being **Patient** with everything that needs to be done, including **Refreshing Stock Knowledge** were all helpful to turn challenges to opportunities.

Positive reinforcements by showing persistence, determination, self-confidence, empathy, and cooperation between family members conform to the Family Systems Theory that sees families as living life forms. It stresses limits, rules, desires, and practices that assist the family to keep up harmony—given a situation when someone in the family changes, the other members will need to adjust well. Family is the smallest unit in a community. This implies that if one family changes, it will affect & alter other systems as well that surround that family. Family Systems Theory encourages us to comprehend the connection of parental involvement on academic performance.

The study of Jamilah and Suryaado (2020) showed that students' learning behavior in isolated schools in the third-grade students manifested various behaviors, some of them were diligent, obedient, and polite some of them were lazy, always messing about, and denying. Positive reinforcement was about someone giving a positive response to something or doing some positive action. He or she should be rewarded positively, students were not eager to get the reward even though the teacher promised a special reward, some of them still did not change their behaviors. These behaviors like they not doing the homework on time, messing about when their friends start to work, not coming to class on time, and keeping the class noisy. While negative reinforcement was when a student had done something that was unpleasant or something was taken away from him/her for doing something good.

Thematic Chart J reveals the theme **Independent, Determined, and Responsible Learner** from the responses of the parents regarding their observation of the improvements in their child as they get involved in Modular Distance Learning.

The parents observed that their children had become **Independent Learners** because they did their homework alone and learned to explore their lessons alone. They also became **Determined to Learn**. Meanwhile, as **Responsible Learners**, they began to do their module before playing, they started to listen well in the discussion, and became cooperative.

Nothing is easy on the first onset. This is something that most of our students learn in embracing the new normal education. After more than a year of adjustment, they have finally accepted the situation and learned to improve themselves. Their acceptance of the present

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situation helps them adjust gracefully and learns to be resilient in any type of situation that they may face.

Thematic Chart J

Independent, Determined, and Responsible Learners

Participant	Responses
Parent A	"I have noticed that he can do his homework alone. I just need to push him to finish it as soon as he can".
Parent B	"Mas naging independent at mas naging malawak ang kakayahan"
Parent H	"Nakikita ko na po siyang nagsusumikap mag-aral mag-isa para makabawas daw sa gawain ko"
Parent G	"Kahit paunti-unti ay naki na skita ko na nakakautay-utay na siyang magbasa at natuto ng magsulat at magbaybay ng tama"
Parent D	"Nakaroon siya ng pagsisikap at pag-aaral ng maige"
Parent E	"Napansin ko po na unti-unti na din siyang nasasanay sa bagong sistema . Alam na din po niya na dapat munang unahin ang module bago ang paglalaro. Natuto na po siyang maging responsible."
Parent F	"Siya po ay nakikinig ng maayos sa bawat pagtuturo ko po sa kanya"
Parent I	"They are now more responsible and they learned how to be cooperative in every situations." "Naging responsible sila sa kanilang obligasyon"
Parent J	" Natuto silang gampanan ang kanilang tungkulin" "Naging pusigido sila"

Nardo (2017) expressed that the use of modules encouraged independent study. One of the benefits of using modules for instruction was the acquisition of better self-study or learning skills among students. Students engaged themselves in learning the concepts presented in the module. They developed a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progressed on their own. They were learning how to learn; they were empowered.

Based on the findings of the study, the researcher came up with offering a parental involvement program. The themes that emerged from the experiences of parents over their involvement in the new normal were distributed in the following relevant goals:

Goal 1: Conduct seminar-lecture to the parents on their role as teachers – "Guide-Teachers" and Facilitation of Learning"

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Goal 2: Conduct a School-based Seminar-lecture in addressing problems encountered by parents. "Insufficient time and unfamiliar content"; "Time Management"; and "Lesson Delivery"

Goal 3: Conduct a School-based Seminar-lecture in addressing problems encountered by parents – "Independent and Responsible Learner"; "Positive Reinforcement"; "Positive Outlook"; and "Independent and Responsible Learner".

Proposed Parental Involvement Program

Key Results Area (KRA)	Objectives	Strategies & Activities	Person Involved	Time Frame	Budget Source	Performance Indicators
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GOAL: Conduct seminar-lecture to the parents on their role as teachers

Guide-Teachers Facilitation of Learning,	Understand how parental support matters to their child.	SEMINAR-LECTURE Lecturer should focus on: <ul style="list-style-type: none">Assure child/children of daily allowance (in-kind) for learning materialHelp other parents with financial problems through IGPDonate some school materials for those who cannot afford	School Head Teacher Coordinator Classroom Teacher	May 2022	PTA Fund	100% attendance of parents 100% of the parents were aware on the importance of their physical and material support.
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More Patience Child's Adverse Behavior	Actively encourage their kids to do their best with school, their hobbies and interests among others.	SUPPORTIVE PARENTING parents to: <ul style="list-style-type: none"> Understand their weaknesses Encourage child /children to do extracurricular activities Tell child/children inspiring words 	School Head Teacher Coordinator Classroom Teacher	May 2022	PTA Fund	100% attendance of parents 100% of the parents were aware on the importance of their moral support.
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Continuation...

Key Results Area (KRA)	Objectives	Strategies & Activities	Person Involved	Time Frame	Budget Source	Performance Indicators
GOAL: Conduct a School-based Seminar-lecture in addressing problems encountered by parents						
<i>Insufficient time and unfamiliar content Time Management Lesson Delivery</i>	Help parents develop Time management and content knowledge	LECTURE on Time Management and Content Knowledge <ul style="list-style-type: none"> Create a designated study space for your students. Keep a planner. Take effective notes. Practice for tests. Avoid cramming. Teach your child to ask for help. 	School Head Teacher Coordinator Classroom Teacher & Parents	May 2022	PTA Fund	90% of the parents developed effective time management 90% of parents obtained content knowledge

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- Avoid distraction PTA
- Content Review.

GOAL: Conduct seminar-lecture to the parents on addressing the encountered by parents

<i>Independent and Responsible Learner.</i>	Encourage the child to be independent and responsible learner.	Take N.O.T.E.	School Head Teacher Coordinator Classroom Teacher & Parents PTA	May 2022	PTA Fund	90% of the parents attended the lecture.
		<ul style="list-style-type: none"> ○ Ask open-ended questions. Example: "What was the best thing you did at school today?" ○ Start with a factual observation. Example: "I know you have a lot more kids in your class this year." ○ Share something about yourself. ○ Avoid negative questions. 				

Continuation...

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Key Results Area (KRA)	Objectives	Strategies & Activities	Person Involved	Time Frame	Budget Source	Performance Indicators
Positive Reinforcement, Positive Outlook Independent and Responsible Learner.	Encourage children the importance of learning	Managing frustrations <ul style="list-style-type: none"> When children aren't motivated to learn, parents can make it more fun by incorporating documentaries, or changing the topic and giving children the choice to return to the work later. It is important for parents to manage their own emotions because children can't learn in high-stress environments. In doing this, adults provide the conditions necessary to learn. 	School Head Teacher Coordinator Classroom Teacher & Parents PTA	May 2022	PTA Fund	90% of the parents attended the lecture.

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CONSOLIDATED FINDINGS AND CONCLUSIONS

In the phenomenological study of the lived experience of parents with their involvement in their children's learning in new normal education, ten themes emerged. These were: **Parents as Teacher-Guide, Insufficient Time and Unfamiliar Content, Positive and Negative Behaviors, Adjustment in Time, Patience, and Guidance, Being Patient and Difficulty in Teaching, Positive Outlook, Bonding Time, Personal Monitoring, and Self-Control, Teacher's Strategies, Determination, Patience, Time Management, and Provisions for Learning and Teaching, Positive Reinforcements, and Independent, Determined, and Responsible Learners.**

Under the first theme, parents revealed that they were guiding and teaching their child, studying in advance, spending enough time, helping each other, and regular monitoring. However, some were Prioritizing their Household Chores before teaching their child. It is indeed overwhelming on the part of the parents to find themselves the teacher of their children. Though most parents are already helping their children with their assignments, some of them have left that task to their children's teachers, believing that it is the responsibility of the teachers.

Under the second theme, the parents resorted to answering the module to save time, because there was always insufficient time to do all the schools tasks, the child got bored with the tasks. On the other hand, there were parents who were unfamiliar with the content of the children's tasks, hence they found teaching was exhausting, which eventually led to the parents' loss of patience. Most parents feel that their time is insufficient since most of it is consumed in doing house chores, which is very common in every Filipino household where every member of the family is involved. In the case of having very young children and the father is at work, mothers are left in the house to do the house chores. In the new normal, modular distance learning is added to the daily routine of the parents.

Under the third theme, the parents revealed that their children were comparing teacher and parents, manifesting different negative moods like when they got tired. On the other hand, some parents said that their children still showed interest in studying and their child likes to learn that their children can handle their school papers on their own. Because of the pandemic, students are confined at home doing all the things that they do if they are outside like attending face to face classes. Since children are innately outgoing, this confinement has affected their mental, emotional, and psychological well-being.

Under the fourth theme, the parents said that their biggest adjustments were giving their children Time and Patience, On the other hand, some of them believed that their children need

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Guidance in their school work, so they took it upon themselves to teach their children properly. Most of them tried hard to do just that. Parents are not trained to professionally teach their students. Though some parents take it upon themselves, to help their children with the school works, it is still different if they will assume the role of the teacher. There are many factors that can affect this scenario, some of them are the lack of training in teaching, lack of enough knowledge of the topic, and lack of time on their part.

For the fifth theme, the parents confided that they were not confident and felt that they were Not a Good Teacher, they realized that it was Hard to Teach, they practiced extreme Patience. Teaching modular distance learning is so new for some parents, that facilitating this approach is a big challenge for them. However, for some parents this facilitation of learning is also an opportunity for them to recall how and what have they learned in their school days. This also challenges their patience.

On the sixth theme, the parents said that their positive outlook served as a self-motivation to get involved with the new normal education. On the other hand, they were also happy that they had bonding time and that they can do personal monitoring of their children's progress in school. However, one parent embraced self-control, so as not to hurt her child. Many parents have already accepted that they cannot do anything with the present situation except looking at things optimistically. Parents are known to be so resilient, that they were able to find good things in any bad situations and make the most of it, hoping that someday everything will become normal.

For the seventh theme, the parents divulged that most of them gave examples, used the reward system, read aloud and explain the lesson afterwards, allowed independent learning, and replicated the classroom setting. Many parents employ the teacher's strategies in teaching their child. they believe that they are adaptive measures to fulfill their role as para-teachers in this new normal of teaching. Direct teaching is what they believe as good because they are used to these strategies since they have personal experience of direct teaching in their school days.

Under the eighth theme, most parents believed that their Determination, Patience, and Time Management helped them overcome the challenges of the new normal. They tried to do all their best to help their children despite the difficulty and the myriads of adjustments that they needed to do. Moreover, other parents tried to give Provisions for Learning and Teaching to ensure that their children will still receive the best education they needed. Determination is a usual characteristic of parents; they are always determined to do everything for their children. Their determination comes with patience, child discipline and guidance. Furthermore, there is a

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need for them to properly manage their time because of other things that need to do aside from teaching their children.

On the ninth theme, some parents believed that being Persistent can help their child learn better. One parent believed that her Self-confidence can help her child. Others believed that practicing Empathy toward her child enabled her to understand what her child was going through so they did her best to help her. Some of them believed that Cooperation between Family Members would be a big factor and spending Enough Time and being Patient with everything that needs to be done, including Refreshing Stock Knowledge were all helpful to turn challenges into opportunities.

And for the last theme, the parents also became Determined to Learn. Meanwhile, as Responsible Learners, they began to do their module before playing, they started to listen well in the discussion and became cooperative. Nothing is easy on the first onset. This is something that most of our students learn in embracing the new normal education. After more than a year of adjustment, they have finally accepted the situation and learned to improve themselves.

RECOMMENDATIONS

Based on the conclusions drawn, the researcher recommends the following:

- There is a need for the LRMDS to revisit the procedures for the validation of different learning materials. Two different and independent groups of validators are also recommended to convene for a deeper evaluation of learning materials for the MDL
- There is a need to train teachers with contemporary teaching strategies that are also applicable for home setting area. The school is encouraged to provide technical assistance to teachers to enable her to support the parents specifically on pedagogy and learning assessment.
- The Schools Division Office (SDO) is requested to implement basic orientation and systematic support on regular conference between parents and teachers to assist the parents in delivering instruction to the children under modular distance learning mode.
- The parental involvement program offered in this study to address the challenges that suddenly changed the delivery of education, interventions on how to provide emotional support to children at times of uncertainty have to be done also.
- Future researchers can use these findings to support their potential investigation, mainly in parental involvement in new normal in education and its impact to post pandemic education.

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