

EDUCATION IN THE NEW NORMAL: THE EXPERIENCE OF PARENTS IN MENTORING THEIR CHILDREN

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Abstract

This study provides descriptive narration of the parents mentoring their children in the new normal education. It sought to know the strategies and their effects, challenges, coping mechanism, and realizations of parents in their involvement in their children's education. The results were based on the interview of ten purposively selected parents of primary grade children for the school year 2020-2021 from different places in Negros Occidental, Philippines. An interview was conducted with ten participants using open-ended questions to gather first-hand information about their experiences as mentors of their children. The parents taught their children through conditioning, observing time management, and engaging them in the learning activities. The parents used various strategies such as offering rewards, imposing punishment, and praising to encourage their children to engage in learning. Their children's lack of attention and temperament and conflict in their work and mentoring schedule were the significant challenges they encountered as mentors. The parents created a favorable learning environment to deal with the challenges, set schedules, designed interesting activities, observed good time management practices, sought assistance, and spared time to relax. The parents realized the crucial role they played in their children's learning and discerned that modular learning is not an easy job. They gleaned that face-to-face learning must be preferred more than modular learning.

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Introduction

A survey by the Department of Education showed that 8.8 million parents preferred modular classes as an alternative to face-to-face classes in 2020-2021 (Arcilla, 2020). In modular classes, the parents serve as the teachers that guide their children in learning their modules. Ensuring quality despite the pandemic is the most critical aspect of education (Adonis, 2020). Therefore, it is important for the parents to be the learners' model or the "More Knowledgeable Others" (Manlangit et al., 2020) to ensure that the pupils understand the lessons better.

The parents, however, encountered challenges or difficulties in teaching their children. Initial dialogues with parents revealed that these challenges include their lack of knowledge about the subjects to be learned and the pupils' lack of attention when reading and answering the modules. In addition, the researchers observed that the parents in their respective localities encountered problems regarding education in the new normal.

In light of the preceding premise, the study was conducted to determine the specific strategies parents used to teach their children. It also delved deeply into the challenges or difficulties encountered by parents, how they coped with those challenges or difficulties, and their realizations concerning their involvement in their children's learning.

Framework of the Study

This study is guided by Parent Development Theory (PDT), Theory of Planned Behavior, and Theory of Parenting Styles. Parent Development Theory is a beneficial theoretical viewpoint for grasping individuals' parenting perceptions and behaviors (Mowder, 2005). In this study, the perceptions and behaviors of parents play a significant role in mentoring their children's education in the new normal. Parents incorporated their existing and new knowledge to teach their children. In addition, they have demonstrated behaviors that could encourage their children to learn. The Theory of Planned Behavior was designed to foresee and explain human behavior in a particular context. It can be used to explain and predict the behavior of parental involvement in children's schooling.

In response to these educational changes, parents exhibited coping mechanisms to face challenges, difficulties, or limitations.

Moreover, parental involvement affects education as they become instruments to transmit knowledge and encourage their children to learn for educational achievement.

The Theory of Parenting Styles, also known as Responsive Parenting Behavior, provides a strong foundation for children's development, thus promoting joint engagement and reciprocity in the parent-child interaction and helping a child learn to assume a more active and ultimately independent role in the learning process (Landry, 2014). According to Zahedani et al. (2016), parental warmth and involvement are important determinants of academic success. Additionally, there is a strong correlation between students' academic success and parents' strict parenting methods. Other findings show a strong correlation between parenting methods and good academic accomplishment (Mehrafza, 2014).

Methodology

Research Design

The study aimed to provide descriptive narration of the pedagogy of parents in mentoring their children at home in the new normal education. Considering the nature of the study, a qualitative research design was adopted. A narrative design in qualitative research was used to determine the participants' experiences as mentors to their children in the new normal education. The procedures for conducting this research were studying the participants, collecting data through their stories, reporting their experiences, and chronologically arranging their meaning (Creswell, et al., 2007).

Study Site and Respondents of the Study

The researchers purposively selected ten parents who were mentoring their children in the elementary grade levels using the modular modality at the time of the study. They met the following inclusion criteria set by the researchers, which are as follows: (a) had a child in the primary grade levels; (b) served as tutor or mentor to their child's modular lessons; and (c) experienced difficulties or challenges in mentoring their child using modular lessons.

Research Instruments

The study used semi-structured interview questions to gather information from the participants. The study conducted a repeated interview with open-ended questions that can make the respondents answer without limit as long as it is related to the questions.

The main questions sought to find the respondent's pedagogies and challenges in mentoring their children taking up modular classes and further identify their coping mechanisms and realizations in the said experiences. Besides the central questions, follow-up questions were directed to the participants to understand the condition more in-depth.

Data Gathering Procedure

The following steps were observed in the data gathering and collection:

Entering the field. The researchers entered the field without presumptions about the participants' responses. Specifically, the researchers portrayed the role of a listener, which encouraged the participants to express their views freely.

Initiating the interview. The researchers exhaustingly explained the proceedings of the interview. The researchers used a semi-structured interview questionnaire as a guide. The interviews were audio-recorded unless the participant prohibited it.

Story-telling. This part of the procedure helped acquire information on a person's experiences. The guide questions prepared by the researchers encouraged the participants to mention important information. The participants provided appropriate data and evaluation of the certain topic: (a) about their experiences in mentoring the child; (b) as to what challenges they encountered; (c) as to what strategies they used to overcome the difficulty; (d) as to what are their realizations in general.

Transcribing the interview. All interviews were recorded from the beginning until the end. It included a systematic and iterative coding of verbal data.

Member's checking. The interview transcripts were presented to the participants to confirm that the data were accurately recorded

and decoded. Their validation established the credibility of the results.

Storing the data. The collected and recorded data were saved by date and stored in an electronic file. The stored data were organized, summarized, and combined through coding and grouping them into categories.

Mode of Analyses

The mode of analysis covered seven phases: transcribing, reading and familiarization, coding, searching for themes, reviewing themes, defining and labeling themes, and concluding the analysis processes (Braun & Clarke, 2013).

Finally, members' checking, careful selection of the study participants, prolonged engagement with the participants, code-recode strategy, data checking, and audit trail established the trustworthiness of the study findings. The researchers spoke with various participants, observed various components of the environment, and spent enough time getting to know them. The code-recode approach was accomplished by coding the same data twice and comparing the results to see if they were the same. Triangulation and confirmation were used to verify the data. All field notes and other records of what the researcher performed, observed, and heard from the participants were included in the audit trail.

Ethical Considerations

The researchers abided by the ethical principles and ensured that the research participants were not harmed. Researchers exhibited honesty with all the information they provided to the participants, avoided misleading information, and were transparent about the progress of the research study. The dignity of the research participants was respected as well as their decisions. The nature of their participation in research was voluntary. The participants signed an informed consent form to understand the research study and their participation's possible results or outcomes. All vital information from participants was eradicated after the researchers' final defense to protect the participants' identity.

Results and Discussion

From the responses of the participants, four central themes surfaced, which are: (a) the pedagogies of parents in the new normal education, (b) the challenges they encountered, (c) their coping strategies, and (d) realization of their role as mentors.

Pedagogies of Parents in the New Normal Education. Due to the COVID-19 pandemic, parents assumed the full-time role of teaching their children. The parents reported exploring traditional and modern methods and tools in teaching their children (Aina & Azubuike, 2020). These strategies included regulating behavior, observing good time management, providing interactive activities, giving guidance and support, setting up a conducive learning environment, understanding the mood, seeking help, and using the conventional method.

Regulating behavior. Parents knew it was difficult to let a child focus on learning at home. Thus, parents devised methods to manage their behavior by motivating them, giving them rewards, and imposing punishments. The parents shared:

Parent A: *"I will treat my child to Jollibee or buy him toys if he does good in the class. I prefer to reward than punish him."*

Parent B: *"I sometimes hit her with a hanger, scold her and not allow her to play outside."*

Parent G: *"I would give my child praises so he will be motivated to study."*

Parent H: *"If my girl doesn't do her homework, I'll forbid her from watching TV."*

Parent I: *"When I make him study, I occasionally spank him to make him feel serious."*

Parent J: *"I deter bad behavior and reward good behavior."*

Observing good time management. Children struggled when it came to answering a large number of modules. Consequently, the parents provided time for their children to study and relax. Parents balance their children's time and set a schedule for answering the modules. The parents verbalized:

Parent A: *“Every day, I plan my child's activities.”*

Parent B: *“There are appropriate times for both play and study.”*

Parent C: *“I balance my child's routine to ensure it is healthy. Studying is not always the case.”*

Parent D: *“Monday, Wednesday, Thursday, and Saturday are the days for answering the modules. The rest of the day is her free time. She also has a time for breaks, 9:00 in the morning and 3:00 in the afternoon.”*

Parent H: *“I don't force my child to answer the module. I give him time to relax, play, and watch TV.”*

Providing interactive activities. The parents were challenged to do their best to make their children understand the lessons from every module. They took actions like giving them exercises to learn better. Children were actively involved in the process of learning. As shared by the parents:

Parent A: *“Activities are already prepared, and the instructions are clear. I would provide the drawing, coloring, and hands-on activities to break the monotony.”*

Parent B: *“In math, I let her use building blocks in adding numbers. I would give her physical activities in P.E., and she enjoyed it. I would also use games, and she had fun.”*

Parent C: *“I make sure to make my lessons engaging and colorful.”*

Parent D: *“To make it more participatory, I would include games.”*

Parent F: *“To keep him from getting bored, my kid studies as she plays.”*

Giving guidance and support. The parents exerted effort to guide and support their children. Their job is to make sure that their children genuinely understand the modules and acquire learning. They shared:

Parent A: *“I spend time explaining his lessons to my son.”*

Parent D: *“My child's ability to respond to the modules is not enough. I make sure she comprehends the modules' subject*

Parent F: *“Because he's a kid, he needs assistance. I'm just there to encourage him in his academic endeavors at all times.”*

Parent E: *“I would check my daughter's work. If the answers are incorrect, I will explain the lesson and let her do it again.”*

Parent G: *“I would stay at the side and check how he answers the modules. If he needs help, I will explain the module's explanation and give examples. I make sure that I am always there to support him.”*

Setting up a conducive learning environment. The environment is one of the aspects that influences a child's ability to learn. Children tend to focus on other things in a noisy and distracting setting. Parents would always find a safe location where no one could interfere with their child while answering. A comfortable and learning-friendly environment for the child was set up to ensure successful learning. The participants narrated:

Parent A: *“We stay in a distraction-free room.”*

Parent B: *“I would take her to the bedroom because it has nice ventilation and lighting.”*

Parent F: *“We stayed in the living room. It has good ventilation and is free from noise and distractions.”*

Parent H: *“We would stay in the living room, the dining room, wherever my child feels comfortable.”*

Parent J: *“She enjoys spending time in the backyard under the tree because of the calming ambiance.”*

Understanding the mood. Parents would check their children's frame of mind and temper. They made sure that the interest of the child was present when they answered the modules. The parents described:

Parent B: *“We would pause if the temper is not good. It's useless if we continue when she is unfocused or tired to go on.”*

Parent G: *“I try to look at the situation, my child's condition. If he lacks interest, I prefer not to force him to answer the module.”*

Parent H: *"If my child is in a good mood, I seize the opportunity to teach him his modules."*

Parent I: *"I really can't compel him to study if he is irritable. I have to study his mood."*

Parent J: *"I need to set her mood before doing it. It's a waste of time to make him answer the modules if he's not in good condition."*

Seeking help. The topics in the module are not always easy. Some parents had difficulty understanding the lessons. Accordingly, they sought help from the teachers or other parents to comprehend the topics that are new to them. The parents shared:

Parent A: *"If I didn't understand the lesson, I would call the teacher."*

Parent F: *"I would contact the teacher or seek help from another parent if my daughter and I cannot understand the directions and activities in the modules."*

Parent I: *"Yes, I ask others because I am not perfect and very adept in some subjects. I would ask for help from others, and I am not ashamed of it."*

Parent H: *"I occasionally texted my sister, a teacher, to ask her to explain the lesson to me."*

Parent J: *"In case I don't remember the lesson, call a friend."*

Using the conventional method. To guarantee that students learn to their full potential, some parents employed the traditional way like getting angry or expressing reproach. One parent conveyed:

Parent B: *"There were times I became angry, shouted at her, and pressured her. She doesn't pay attention when I pressure her and neglects to answer her modular activities."*

Parent C: *"I often find it impossible to resist spanking or pinching him."*

Parent F: *"On occasion, I use a rod."*

Parents and teachers enthusiastically ensure that the pupils reach certain socio-emotional and academic learning outcomes

during the academic year (Garbe et al., 2020). Even with the pandemic, parents are rooting for the best for their children. They resorted to motivating their children by giving them rewards and punishments. In this study, some parents still used the conventional teaching method, considering the situation of their children.

Parenting took the responsibility seriously and seized every opportunity to improve children's education. There was no specific place or time for parents to teach their children as long as learning happened. They checked the atmosphere and venue for the effective learning of their children. That is because parents have a unique insight into their child's needs, preferences, and desires based on their instincts and experiences with them, so they know what is best for them (Capriola, 2021).

A parent's effectiveness and belief in their ability to help their children are important to their involvement in their children's schooling (Emerson et al., 2012). Parents taught time management to their children to help them finish their modules fast and have time to relax. According to Ahmad et al. (2019), time management is important and can considerably impact a person's academic and domestic performance and achievements.

Moreover, letting their children engage in interactive and interesting learning activities helped them understand the lessons better and like the activities more. Toward this realization, the assistance of parents and guardians is an important factor in the learners' academic success in times of pandemics (Malipot, 2020). With their guidance and support in answering modules, children could answer their modules correctly. From their testimonies, parents' knowledge played a vital role in the child's learning. The parents' educational level and background greatly impact their children's achievement (Lamar University, 2021).

Challenges of Parents in Mentoring their Children. In education in the new normal, parents were mentors to their elementary children. Regardless of how parents intended to teach their children throughout the pandemic, providing guidance, support, and education was quite challenging. There is a huge difference between teacher-children and parent-children interactions in learning (Abatayo, 2020). Hence, parents encountered challenges in mentoring their children, including short attention span, balancing time, the complexity of learning modules, and temperament.

Children's short attention span. Children's interests differ at this age and stage. They were no longer interested in traditional instructional methods. As a result, modular learning was disadvantaged, particularly when the tasks were primarily reading and writing. So, parents struggled to maintain their children's interest in school activities. As stated by the parents:

Parent A: *"For completing the modules, allow 30 minutes, if not less."*

Parent B: *"She spends more time on her phone than responding to her courses."*

Parent C: *"I would allow my child to play while answering her module. But her focus is always on playing."*

Parent F: *"He would always get distracted by other things such as playing with his cellphone. When asked to focus on his modules, he would feel sleepy."*

Parent G: *"The limited attention span is my foremost problem."*

Balancing time. During the pandemic, it doesn't mean that parents are free and have enough time to mentor their children. Some parents had to work and find the means to survive the pandemic. They had to divide their time between work, household chores, and mentoring their children, resulting in prioritization conflicts. The parents narrated:

Parent B: *"I can't spend all my time mentoring my child because I have to work and earn money for us to survive."*

Parent D: *"To tutor my child, I scarcely have time."*

Parent G: *"Working is more essential than helping my child get better grades."*

Parent I: *"I cannot spend time with my child because of my work. More often, he is left alone to do his modules."*

Parent J: *"Working is more essential than helping my child get better grades."*

Complexity of learning modules. The competencies in the current educational curriculum are organized in a spiral progression, with certain classes not taken or forgotten by parents. Some subjects and instructional activities included in their children's

modules were difficult for both the parent and learners. Some of the parent's responses were:

Parent C: *"One of my difficulties was the MTB (Mother Tongue Based) subject. The words they incorporated were so deep. It's difficult for me."*

Parent D: *"Their curriculum was not the same as ours before. The situation was difficult for me because my knowledge was limited. And I had forgotten about our class because it had been so long."*

Parent G: *"Sometimes, my understanding of the instructions is wrong. I only finished grade four, and lessons now are too advanced."*

Parent H: *"The lessons today are simply too complex."*

Parent I: *"Modern times make even basic lessons too challenging."*

Parent J: *"I am unable to understand higher lessons in Math."*

Temperament. Both parents and children suffered from the adversities in this predicament situation. Parents found it hard to control their children's disposition. Thus, controlling or limiting their children's attitudes, moods, and behavior became a challenge to parents. As indicated in their responses:

Parent A: *"Modules irritate my child."*

Parent C: *"We always get into arguments because I pushed her in her studies."*

Parent G: *"My son is always angry when we talk about his modules."*

Parent I: *"My child appears to experience hell when seeing her modules."*

Parent J: *"My daughter would cry when I teach her."*

In education in the new normal, parents inevitably encountered challenges mentoring their children. Based on parents' responses, they experienced difficulty handling their children's attention span. Certain stimulants are beneficial for learning, and some are not,

and these distracting stimuli can easily induce students to divert their focus (Cicekci & Sadik, 2019). As part of parents' responsibility, they dived into earning for their family and doing household chores which affected the time for mentoring their children. Parents must learn time management to equally divide their time between household chores, work, and mentoring their children (Luczon, 2020).

The complexity of learning modules also hindered the parents from efficiently teaching their children due to a lack of knowledge and complete understanding of the concept. In addition, the temperament of parents and children is also one of the challenges the parents face in education in the new normal. According to studies, temperament and parenting affect child outcomes (Schermerhorn, 2012). When parents become irritated, angry, or aggressive toward their children, it may induce fear and inhibition, affecting their children's academic performance in the long run.

Undoubtedly, the shift to education in the new normal setting is a massive shock to children, teachers, and most importantly, parents. In addition, the sudden change in the mode of learning made an enormous difference in the lives of parents and children and made it hard to adjust. With the results of parents' responses to their challenges, the researchers have assumed that these challenges are part of the adjustments parents need to experience and conquer to teach and be involved in their children's academic progress. To strengthen parents' capabilities, additional training and support can ensure they have the information and resources they need to overcome their challenges (Spencer, 2007).

The Coping Strategies of Parents. After encountering the challenges in mentoring their children, various coping strategies were identified to address and or minimize the said challenges experienced by the parents. The different coping strategies covered setting up a conducive home learning environment, observing time management, seeking assistance, and providing leisure time activities.

Setting up a conducive home learning environment. Parents established a conducive place by providing a comfortable and less distracting learning environment. It was based on the notion that children can learn best when they enjoy the learning process in

which parents have created ways to provide a friendly learning environment for their children. One parent said:

Parent A: *"She has her own table and chair, so she will feel she is in the classroom. I make sure that our house is orderly and well-ventilated. I would close the door, so she won't hear the noise from outside."*

Parent B: *"I make sure to provide my child everything he or she needs, especially a cool study space."*

Parent G: *"Give my child a happy home environment."*

Parent H: *"I try to give my child comfort."*

Parent J: *"I should also be in a good mood when assisting my child doing his modules."*

Observing time management. In school, a set schedule was observed by the teachers to organize the learning time of the pupils. Thus, parents set their schedules to mentor their children, do household chores, and work in their respective jobs. Children had their limitations in learning, especially when they were exhausted and bored doing school activities. Parents set a schedule to balance the time for studying and leisure time for their children to gain energy in accomplishing the modular tasks. The parents narrated:

Parent A: *"Regarding the schedule... for example, Monday, Wednesday, and Friday will be reading and spelling, then the following day. I will give them another task to work on."*

Parent B: *"The first thing I did was to schedule... three activities in the morning and three in the afternoon."*

After three activities, I will do some household chores. When she is playing, I clean the house, cook food, or wash clothes."

Parent I: *"I make it a point to have a schedule for modules at least three times a week."*

Seeking assistance. There were difficulties that the parents encountered, especially in the content of the modules. Parents needed help in mentoring their children. To comprehensively transfer the information, parents had to be knowledgeable in the lessons they taught to their children. Consequently, the parents

found ways to increase their capability to tutor their children. The parents worded:

Parent B: *“I would seek help from her aunt or uncle. Sometimes, I would communicate with her teacher through our group chat.”*

Parent F: *“I would do research if I don’t know the answer or find the topic difficult.”*

Providing spare time. A change in the lifestyle of the parents in the new normal was a challenge. This change led to another problem that worsened the situation between the parent and the child. Parents had to create gratification for themselves to continue being inspired in mentoring their children and ensuring their effectiveness. The parents gave the following statements:

Parent B: *“There should be free time for my child and me to lessen stress.”*

Parent G: *“I’m the type of person, who is serious about living, serious about my obligation, but I always find time to deal with stress. When I get home from work, I will rest for a while... then I will use my phone and browse on Facebook.”*

Parent H: *“...Yes, I browse on Facebook, watch videos on YouTube, and listen to music.”*

The environment to which learners are exposed plays a crucial role in their development (Sternberg and Lubart, 1991; Amabile, 1982, 1983, 1996). Rearranging tables and chairs similar to a classroom setting, removing disturbances to minimize unnecessary diversions, praying before answering the modules, and studying together with siblings are what parents have learned as they continue to teach their children at home. Cooperation, intimacy, and support of siblings are highly conducive to the creative potential of learners (Barai, 2020). To ensure that the learning is accurate, parents may seek assistance from More Knowledgeable Other (MKO) and teachers to address the limitations of their knowledge in a specific subject or lesson.

Parents have found that creating a balanced schedule and allocating enough time to cater to responsibility in the household and time for mentoring their children was convenient and efficient. In addition, providing time for oneself to reduce stress from work a

and teaching the children serves as a break for both parties. The alternation of work and leisure time resembles all living creatures' biorhythm (Junova, 2020). Having free time is essential for maintaining a healthy lifestyle.

Realizations of their Involvement in the Education in the New Normal. COVID-19 pandemic has forced the country's educational sectors to implement "education in the new normal policy," making it the new education norm in the Philippines (Tria, 2020). Parents were then given direct responsibility for their child's learning at home. With this, parents came up with the following realizations:

Parents must be involved in their children's learning. Parents wanted their children to learn and succeed despite the current difficulty brought by the pandemic. In the new normal, parents were obligated to be directly involved in their children's learning, which made parents realize the crucial role they play. They conveyed:

Parent H: *"Yes, you must be involved because you're the mother."*

Parent I: *"Without the guidance of the parents, the students or the pupils will not be able to do their work...*

they won't be able to understand the activities or the worksheets."

Parent J: *"I feel that I really need to take part in my child's learning."*

Mentoring your child is difficult. Many parents thought that mentoring children was an easy task. However, they realized how difficult the task was in the new normal setting. They experienced difficulty mentoring their children, for it squabbled their home and work responsibilities. The parents narrated:

Parent B: *"It was difficult because I don't know how to teach properly and had work to prioritize."*

Parent D: *"I realized that teaching a child is difficult if you don't know how to create a solution."*

Parent I: *"I just realize it's not a joke to mentor a child. Teachers certainly a doing a great job in teaching our young children."*

Modular learning is more difficult than face-to-face learning.

The pandemic brought many changes that everyone should adjust to. Parents learned to adopt methods and cope with the challenges of the current educational setting. Nevertheless, problems still beset them and made them realize that face-to-face learning is better than modular learning. The parents mentioned:

Parent C: *“It’s better to have face-to-face classes because teachers can teach the children more effectively.”*

Parent G: *“Now that it is new normal, the education becomes harder because not all children can understand the lessons, and not all parents are well-versed to coach their children.”*

Parent H: *“I just wished everything would return to normal.”*

Parent I: *“Face-to-face learning is better than modular learning.”*

Due to the sudden shift of obligation, parents found it difficult to mentor their children while attending to their home and work responsibilities. Parents struggled with their new role as a teacher, with different job pressures and resources at home, limited time, and struggling to teach some subjects to their children (Lambert, 2020). It created a difficult pattern for parents who work from home while ensuring that their children’s learning process continues uninterrupted during COVID-19 (Bhamani et al., 2020). In this regard, parents preferred the traditional teacher-students or the face-to-face interaction for their children’s education. With this result, the researchers developed an impression that parents’ involvement in their children’s education has pros and cons, especially during the pandemic. Hence, parents’ participation in the learning of their children influences and improves learners’ academic progress and the parent-child relationship.

Finally, the following diagram presents the major themes and sub-themes drawn from the study participants’ responses.

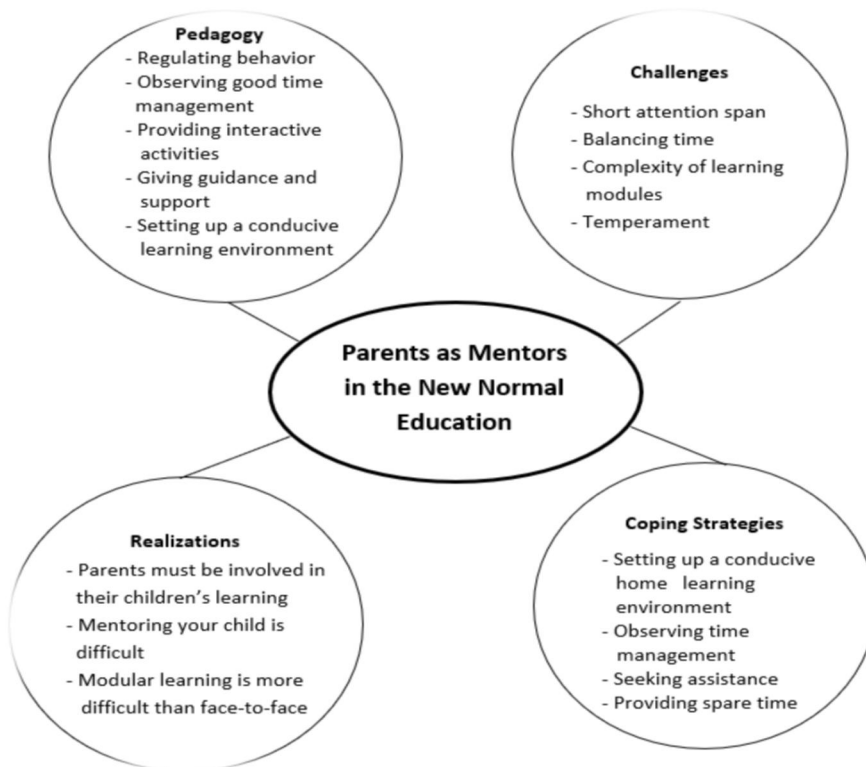


Figure 1. Diagram illustrating the pedagogy, challenges, coping strategies, and realizations of parents acting as mentors in the new normal education.

General Statements

Parents can demonstrate involvement in their children's learning at home. As their children's first teachers at home, their responsibility extends and does not end when their children start to attend school. Essentially, they can employ varied creative pedagogies to help their children to learn modules. Considering this, parents must have the necessary background and training to mentor their children.

The Department of Education and the school may initiate collaborative efforts to capacitate parents to perform the task of mentoring their children.

Parents encounter challenges in teaching their children. These challenges include their children's natural tendency and disposition, inability to conduct the modular lessons, and time management for work, chores, and tutorials. Given these predicaments, parents

need to be well-oriented in dealing with their children's study behavior and how to work smarter where they can organize and plan to divide their time between specific activities.

Parents employ strategies in the face of stresses and challenges the pandemic has brought to them to manage their painful or difficult condition of helping their children learn. These coping strategies allow them to adjust to stressful events while assisting them in maintaining their emotional well-being. To further address challenges in modular learning, a stronger school system may be set up to guide and help the parent-mentors.

For parents, mentoring their child means a complex task. It requires ability and a deeper understanding of their role as parent-coach. Besides knowing the modules, they should know their children—their ability, style of learning, and behavior toward studies.

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