

Guiding Children Through Self-Learning Modules (SLM): Exploring Parents' Experiences

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Abstract Parents have to take over the challenges in teaching children during the pandemic. This phenomenon became instrumental and significant as the education system tried to overcome the temporary suspension of face-to-face classes by adopting distance learning. This qualitative case study explored parents' experiences in teaching their children at home. The researchers interviewed 12 kindergarten parents who taught their children at home using self-learning modules (SLM). Based on the results, the parents' experiences centered on their roles as learning facilitators, their encountered challenges, and their strategies to manage them. Regardless of the educational attainment of kindergarten parents, they experienced difficulties in their new involvement in their child's learning. On the other hand, some perceived their new role as a rewarding job and treated their children as their motivation to teach them using self-learning modules. The study recommends the need to intensify the capacity-building of parents to help them facilitate their children's learning with ease.

Keywords: Distance learning, modular learning, parents' experiences, parental involvement

Introduction

Lockdowns, among other restrictions on social mobility, in response to the COVID-19 pandemic have interrupted conventional schooling with nationwide school closures (Mirahmadizadeh et al., 2020; Viner et al., 2020). This health emergency has exposed the many inadequacies and challenges in the education systems (Tria, 2020). Challenged by some school closures, many education institutions opted to conduct online learning where teachers make their lessons available for students without them having to physically come to school (Cadosales, 2021; Fox, 2007; Toquero, 2021). With the sudden shift of instruction to an online modality, there is a need for relevant technology that would ensure the continuity of learning (UNESCO, 2020).

Similarly, lockdowns in the Philippines prompted the education sector to do away with face-to-face classes and adopt different forms of distance learning, such as online and modular learning modalities (CHED, 2020; DepEd, 2020). Moreover, the education sector faced challenges in planning, implementing, and assessing the new learning modalities necessary to continue education amidst the pandemic (Toquero, 2020). Teachers often experience difficulties with the complexity of assessment, instructional delivery, teaching strategies selection, and the digital divide (Cabanero et al., 2021; De Villa & Manalo, 2020).

Along with the learning continuity plan of the Department of Education, many schools, especially those in areas with no stable internet connections, adopted modular distance learning. In this learning modality, the teachers distributed self-learning modules (SLM) to the parents to

allow the continuity of learning at home. The SLMs focused on the Most Essential Learning Competencies (MELCS) that the department ensued to provide quality education despite the non-face-to-face mode of education (DepEd, 2020). However, students found it difficult to learn complex concepts in the SLMs (Bayod & Bayod, 2020), especially so that they are left to deal independently with the SLMs.

Since students need to stay at home, parents (especially of the much younger school children) are often the best resource (Wang et al., 2020). Parents then became vital partners in educating learners, especially in the lower grade levels where learners still depend on their teachers for learning. Parents served as para-educators to their children as they explained the contents of the SLMs to their children. Parents play a vital role in educating their children in this new learning modality, specifically in kindergarten, for they need the guidance and assistance of an adult. Nevertheless, not all parents or guardians are well-equipped to teach their children at home (Anzaldo, 2021). Other parents have jobs and thus lack time to support their children's education at home (Dong et al., 2020). Thus, there is a need to explore parents' experiences in teaching their children at home using the SLMs. Hence, this current research focuses on the parents' experiences of Kindergarten pupils in educating their children in the new learning modality.

Modular Distance Learning

Distance learning happens when educators and students are geographically far off during their classes. Distance learning takes many forms, such as modular distance learning, online learning, and television and radio-based instructions (Magzambol, 2020). However, some teachers in the Philippines were hampered in transitioning to distance learning because of the lack of facilities, equipment, and capacity building (Alea et al., 2020). Thus, teachers continue

to educate the children using the modular distance learning modality in rural areas. They have to consider every contingency in guaranteeing that fundamental instruction will be open amidst the current emergency presented by COVID-19 (DepEd, 2020).

In modular distance learning, teachers distributed SLMs to parents weekly. Modular learning permits students to utilize self-learning modules (SLMs) on paper or computerized design/electronic materials and other learning assets like Learner's Materials, course books, action sheets, study guides, and other examination materials (Layno, 2021). When the students encounter difficulties in their SLMs, they may ask for help from the teacher through email, phone calls, instant messaging/texting, and other ways of communication. To facilitate learning at home, some family members serve as para-educators (Toquero, 2020).

Parents' Experiences in the Modular Distance Learning

The support of parents in terms of their children's education has continued to be valued despite the adversities during the pandemic (Palma et al., 2021). Parents have consistently assumed a vital function in their kids' enthusiastic and scholarly turn of events. They fill in as their kids' first educators and give them the venturing stones they need to adjust to life in school. For some parents, school closure and distant tutoring introduced a battle to adapt to obligations. Parents identified their predominant struggles as within the spectrum of content knowledge or pedagogy and discussed their lack of training to become educators (Cook et al., 2020). Apparently, parental role increased during home-school. The parents gained more knowledge about their children's learning and had opportunities to play a more critical role

than parents' typical role in the past years without the pandemic (Bubb & Jones, 2020).

However, parents experienced difficulty teaching their children with SLMs because some concepts were more complex than their acquired competencies (Pe Dangle & Sumaoang, 2020). Some parents claimed that due to a lack of knowledge on some things, they could not understand some topics in the module, so they could not help their children answer the learning activities (Olivo, 2021). Hence, parents with literacy problems experience strengths, weaknesses, opportunities, and threats in teaching their young children at home (Oppus–Mercader & Abadiano, 2021). Furthermore, Dado (2021) revealed that parents are having difficulties adjusting their meetings, work, and other house chores with their new role as educators of their children. Other challenges included delivery of instruction, unsatisfactory learning outcomes, financial difficulties, struggle with technology, and personal problems (Agaton & Cueto, 2021).

The current literature highlighted some parents' experiences in modular distance learning. Their experiences mostly centered on the different challenges in modular learning. However, none of them highlighted parents' experiences in teaching their kindergarten children at home. Thus, the current study explored on experiences of parents in teaching their kindergarten children at home. The current study then highlighted the cases of parents based on their educational backgrounds.

Framework of the Study

This study is anchored on parental involvement theory (Epstein, 2007). Parenting refers to assisting the family with parenting skills, providing support to the family, and setting

home conditions that support learning at any age level. It also helps the schools understand family backgrounds, cultures, and goals for their children. Apparently, kindergarten learners in this new learning setup needed thorough guidance from their parents in learning at home with the modules. Parents use their parenting skills as their primary involvement in their child's learning during the pandemic to deal with their children learning at home, where learning should occur. In modular distance learning delivery, parents guide and support their children's learning process at home. Using the parental involvement theory, the research examined the parents' experiences in their new involvement as learning facilitators of their child at home. The parental involvement theory finds its relevance in exploring the parents' perceptions, challenges, and ways of dealing with the challenges in teaching their children at home during the pandemic.

Purposes of the Research

The study focused on exploring parents' experiences in teaching their kindergarten children at home using the SLMs. The study first examined the parents' perceptions of their new roles in their children's education, then explored their challenges and how they dealt with these encountered challenges.

Methodology

Research Design

The study employed multiple case study design (Merriam, 1998). Parents were treated as college graduate parents as case 1, college-level parents as case 2, and elementary-level parents as case 3. In this research, the researchers explored the real-life experiences of parents in facilitating learning for their kindergarten pupils at home using SLMs.

Participants

The participants in this study were 12 kindergarten parents (11 females and 1 male) who happened to be learning facilitators in this modular distance learning and who taught their children at home using the modules. The participants were purposively chosen as they constituted the aforementioned multiple cases of this study. The different educational attainments ground the multiple cases based on the actual educational attainments of parents in the research environment. They were also parents with more than one child enrolled in the academic year 2020-2021. The cases of the participants are presented in Table 1.

Table 1

The Research Participants

Participants	Case	Educational Attainment	Gender	Age	Number of Students enrolled in Modular Distance Learning
1	1	College Graduate	F	35	2
2	1	College Graduate	F	38	1
3	1	College Graduate	F	43	3
4	1	College Graduate	F	27	1
5	2	College level	F	29	2
6	2	College Level	F	41	4
7	2	College level	F	23	2
8	2	College level	F	36	3
9	3	Elementary level	M	35	2

10	3	Elementary level	F	25	2
11	3	Elementary level	F	32	4
12	3	Elementary level	F	27	2

Instruments

The researchers were the main instrument, aided by interview guide questions to gather some data from the participants. The semi-structured interview guide used open-ended questions to explore participants' thoughts, feelings, and beliefs about the phenomenon being studied. The researchers used Cebuano and English in the interview for the parents to understand the questions better to elicit quality responses. The interview questions include their views as the learning facilitators in the modular distance learning of their children, their challenges encountered in teaching their children at home, and the strategies they used in dealing with the challenges they encountered in teaching their children at home. Incidentally, the modules were locally prepared by teachers from the Division of Zamboanga Del Sur. The learning competencies constituted the following domains: socio-emotional development, values development, physical health and motor development, aesthetic development, mathematics, understanding of the physical and natural environment, and language, literacy, and communication.

Data Collection

During the module distribution, a series of orientations were given to the kindergarten parents. The school provided each parent with a Kindergarten Parent Guide to help them teach their children at home using the modules. All kindergarten parents were committed to being available to facilitate their children in learning through the distributed modules.

After obtaining permission, the researchers scheduled one-on-one, face-to-face interviews with the participants following the Inter-Agency Task Force (IATF) health protocols and guided by all ethical considerations. The interview was scheduled based on the availability of the participants. The audio recording was done per the consent of the participants. The interview lasted 20-30 minutes.

Data Analysis

The researchers provided a holistic analysis of the experiences of the research participants involved in the study. The results presented themes derived from the categorization following the data analysis of Merriam (2009). The researchers noted that the data were not taken separately from that of the multiple cases of the study (Baxter & Jack, 2008). Although each case was presented independently, each pertains to one phenomenon: the parents' experiences teaching their children at home using the self-learning modules. The researchers then performed the member-checking to ensure the reliability of categories from the transcripts.

Ethical Considerations

Some significant ethical concerns were observed in this study. The researchers first secured informed consent from the research participants for them to participate in the study. As they gave their consent, the researchers ensured that their identities would not be bestowed. The researchers also made sure of the confidentiality of the data.

Findings

Three themes emerged in exploring the parents' experiences guiding their kindergarten children in modular learning. These themes are: *Parent's perception of their new role as learning facilitators; parent's encountered challenges in modular learning; and parent's management strategies of these challenges.* The parents described their role as para-educators in their children's education during the pandemic as an arduous task. In teaching their children at home through SLMs, they encountered *struggles with managing their child's behavior, lack of task and time management, and lack of facilitating strategies.* To address their encountered challenges, they employed: using rewards, bluffs, and punishment, cultivating time management, employing their own facilitating strategies, giving motivational activities, being patient, and asking for help in guiding their children in learning through modules.

Parent's Perception on Their New Role as Learning Facilitators of Their Own Child

When parents were asked about how they view their new role as a learning facilitator in their child's education at home using the modules, the parents' responses were centered on their perception of their new role as learning facilitators. The data revealed a mix of positive and negative perceptions. The subthemes that emerged were: *Arduous task and source of pride.*

Arduous Task. One of the parent's perceptions of their role as learning facilitators is that it is an arduous task. They found it challenging to facilitate the learning of their children at home. This perception is manifested in Table 2.

Table 2

Teaching kindergarten pupils at home as an Arduous Task

Cases	Supporting Transcripts
Case 1	<p><i>Lisud kaayo mag set aside ug time pagtudlo sa mga anak kung ako icompara sa face to face sauna. Sauna, igo raman ko magfollow up sa ilang projects ug assignments. [It is challenging to set aside time to teach my children compared to face-to-face classes before the pandemic since I just needed to follow up on their projects and assignments.] - P1</i></p> <p><i>Bisag teacher ko by profession, naglisud kog tudlo sa akong anak kay naanad naman siyang tudloan sa iyang Kindergarten teacher. [Although I am a teacher, I felt the difficulty in teaching my child since she was accustomed to being taught by her Kinder teacher.] - P2</i></p> <p><i>Bisag teacher ko by profession, lisud kaayo pagtudlo sa akong anak ug step by step. [It is very difficult even though I am also a teacher by profession because I am very busy, I cannot teach my child step by step.] - P3</i></p> <p><i>Kapoy gyud ning pagtudlo sa akong anak kay gamay ra kaayo kog panahon magtudlo niya. [The task is tiring since I only had little time to teach my child.] - P4</i></p>
Case 2	<p><i>Dugang gyud ni siya sa akong trabaho. Manginabuhi pako aron naa koy mahatag sa akong pamilya, dayon kinahanglan pako magtudlo sa akong anak inig uli sa balay. [It added my work. I need to work to provide for my family, but then I still need to teach my children at home.] - P5</i></p> <p><i>Lisud gyud kaayo para nako. Mas maayo pag magtudlo ko'g laing bata kaysa akong mga anak kay dili gyud mo respeto sila nako isip teacher nila. [It is tough for me. I preferred to teach other children than my own since my children would not respect me as their teacher.] - P6</i></p>
Case 3	<p><i>Kapoy kaayo kay dili maminaw akong anak kay dili daw ko iyang maestra. [It is tiring since my child does not listen to me, knowing that I am not her teacher.] - P11</i></p>

Lisud gyud kaayo kay usahay dili maminaw nako akong anak. Moingon man siyag, dili manka akong teacher. Mas ganahan pa niya magdula kaysa mag module mi. [It is difficult because sometimes my child does not listen to me when I ask her to write something, for according to her, I am not her teacher. She preferred to play rather than study.] - P12

Dili gyud ko ganahan magtudlo sa akong anak kay dili manpod ko kahibalo magtudlo. [I do not like to teach my child since I do not know how to teach.] - P9

Source of Pride. Another subtheme that emerged is the source of joy and pride. One parent found it fulfilling to teach literacy to her child. This subtheme is manifested in Table 3.

Table 3

Teaching kindergarten pupils at home as a Source of Pride

Cases	Supporting Transcripts
Case 2	<i>Makaproud gyud kay nakakat-on ug sulat akong anak pinaagi sa akong pagtudlo bisan paman ug dili ko maestra by profession. [I felt proud since, through my teaching, my child learned how to write even though I am not a teacher by profession.] - P8</i>

Parent's Challenges in Teaching Their Children

The parents shared about the challenges they encountered in teaching their own children at home. The subthemes that emerged were *struggle with managing their child's behavior, lack of task and time management, and lack of facilitating strategies.*

Struggle with Managing Their Child's Behavior. One of the subthemes that emerged from parents' responses is the struggle with managing their child's behavior. They found it difficult to encourage their children to cooperate

in the teaching and learning process. This subtheme is manifested in Table 4.

Table 4

Struggle with Managing Child's Behavior

Cases	Supporting Transcripts
Case 1	<i>Naa gyu'y mga panahon nga dili siya ganahan magtuon. Gusto ra niya magdula. [There were times that my child does not feel the desire to learn. She preferred to play.] - P3</i>
Case 2	<i>Dili gyud mo cooperate akong anak. Sige ra siyag dula ug cellphone. Dili siya mag-answer sa iyang module. [My child did not cooperate. Instead, she just played on the mobile phone. She did not answer her self-learning modules.] - P5</i> <i>Dili man morespeto akong anak nako isip teacher niya. Usahay makasab-an gyud nako siya. [My child did not respect me as her teacher. Sometimes, I scolded her because of her actions.] - P6</i> <i>Naay mga times nga ganahan ko magtudlo sa akong anak. Pero dili siya mo cooperate. Ganahan ra siya mag sige'g dula. [There were times that I felt the passion of teaching my child. However, she did not cooperate. She preferred to play.] - P8</i>
Case 3	<i>Lisud gyud tudloan akong anak kay dili ko niya respetuhon isip teacher niya. [It was difficult because my child did not respect me as her teacher.] - P9</i> <i>Dili gyud motuo akong anak kung pasulaton na nako siya. Moingon ra siya permi, unya nalang Ma. [My child did not follow my command every time I asked him to write. He just said that he would do the task later after he played.] - P12</i>

Lack of Time Management. One of the subthemes that emerged from the responses of parents is the lack of time management. Since the parents have the responsibility

to sustain the needs of their family, they need to look for a time to facilitate their children's learning. This subtheme is manifested in Table 5.

Table 5

Lack of Time Management

Cases	Supporting Transcripts
Case 1	<p><i>Lisud gyud kaayo paghatag ug panahon sa akong anak para magtudlo ko niya tungod sa akong trabaho. Kulang gyud akong panahon magtudlo niya. [It was challenging to set time to teach my child since I have my work. I did not have enough time to teach my child.] - P1</i></p> <p><i>Naa man gud koy trabaho maong naglisud kog hatag ug time magtudlo sa akong anak sa balay. [As a working mother, I had difficulty managing my time to teach my child at home.] - P4</i></p>
Case 3	<p><i>Daghan kaayo ko'g buluhaton diri sa balay maong maglisud kog hatag panahon pagtudlo sa akong anak. [It is challenging for me to teach my child since I still had many things to do in our house.] - P9</i></p> <p><i>Naglisud gyud ko paghatag ug panahon sa akong anak para magtudlo kay manginabuhi paman ko'g pamanday. [It was difficult for me to set aside time to teach my child since I do carpentry works to earn a living.] - P10</i></p>

Lack of Facilitating Strategies. Another subtheme that emerged from parents' responses is the lack of facilitating strategies. They found it difficult to teach their children since they were not accustomed to the teaching profession. This subtheme is manifested in Table 6.

Table 6

Lack of Facilitating Strategies

Cases	Supporting Transcripts
Case 1	<i>Nakasinati gyud kog kalisud pagtudlo sa akong anak ug basa ug sulat. [I encountered difficulty in teaching my child how to read and write.] - P2</i>
Case 3	<i>Naglisud gyud ko pagpasabot sa akong anak sa iyang leksyon. [It is difficult for me to explain to my child how she will understand the lesson well.] - P11</i>

Managing Encountered Challenges

When parents were asked about their coping mechanisms, their responses focused on how they managed their challenges and strategies. The following subthemes emerged: *using rewards, bluffs, and punishment, cultivating time management, employing their own facilitating strategies, giving motivational activities, being patient, and asking help in guiding their children in learning through modules.*

Using Rewards, Bluffs, and Punishment. One of the subthemes that emerged from parents' responses is the use of rewards, bluffs, and punishment. The parents rewarded their children when they cooperated in the teaching and learning process. Nevertheless, when their children showed unnecessary behavior, the parents used bluffs and [punishment to redirect their focus to learning. This subtheme is manifested in Table 7.

Table 7

Using Rewards, Bluffs, and Punishment

Cases	Supporting Transcripts
Case 1	<i>Akong ingnun akong anak, ilabay nako ng mga modules nimo ron kung dili nimo nah answeran. [I told my child that I would throw away her self-learning modules if she does not answer them.] - P3</i>

	<i>Ginahatagan nako siyag chocolates para ganahan siya mag-answer sa iyang module. [I used to give my child chocolates for her to be motivated to answer the self-learning modules.] - P2</i>
Case 2	<i>Usahay, makusian gyud nako akong anak basta dili siya mag-answer sa iyang module. [Sometimes, I pinched my child for not answering the self-learning module.] - P5</i>
	<i>Sa sugod akong hadlukon akong anak. Pero inig kahuman na niyang answer sa iyang module, ako na siyang hatagan ug reward sama sa pagkaon. [At first, I bluffed my child. After that, when she was done answering her self-learning modules, I gave her rewards like food.] - P6</i>
	<i>Ako siyang palitan ug paborito niya nga pagkaon sa known nga fastfood sa among lugar. [I rewarded my child by buying her favorite food in one of the known food chains.] - P7</i>
Case 3	<i>Akong ingnon akong anak, tawagan nako imong teacher kung dili ka maminaw nako. [I told my child, I will call your teacher if you do not listen to me.] - P12</i>

Cultivating Time Management. Another subtheme that emerged from the responses of parents is cultivating time management. They dedicated time after their work to teaching their children at home. This subtheme is manifested in Table 8.

Table 8

Cultivating Time Management

Cases	Supporting Transcripts
Case 1	<i>Mangita gyug ko'g pamaagi nga makatudlo ko sa akong anak. Usahay, sa gabie ko magtudlo niya. Usahay pod kung work from home akong schedule, tudloan nako siya ug advance sa iyang lessons. [I have been looking for ways to teach my child. Sometimes, I did it during the evening. Sometimes, when I was scheduled to work from home, I will teach my child more lessons in advance.] - P1</i>

	<i>Ako jud i-manage akong time ug ayo. Human sa akong trabaho, akong tudloan akong anak inig-kagabie. [I had to manage my time well. After having my work, I taught my child in the evening.] - P4</i>
Case 2	<i>Para makasave ko'g time, akong dunganon ug tudlo akong Grade one ug Kindergarten nga mga anak. [To save my time, I teach my Grade one and Kindergarten children at the same time.] - P7</i>
Case 3	<i>Moduty sah ko sa akong trabaho para naa mi makaon sa balay. Human namog panihapon, magtudlo nako sa akong anak gamit iyang modules. [I have to do my work first so that we can have something to eat. After we had our dinner, I would teach my child using the self-learning modules during the evening.] - P1</i>

Employing Their Own Facilitating Strategies. Another subtheme that emerged from the responses of parents with a college degree is employing teaching strategies. Since they did have backgrounds in facilitating learning, they thought of ways to make their children interested in learning. This subtheme is manifested in Table 9.

Table 9

Employing Their Own Facilitating Strategies

Cases	Supporting Transcripts
Case 1	<i>Ako siyang hatagan ug lain-lain activities sama sa sulat-sulat, pagbasa, ug pag gunting-gunting ug papel. [I let my child engage in different activities such as writing, reading, and cutting some pieces of paper.] - P2</i> <i>Ipaagi nakog dula-dula akong pagtudlo sa akong anak. Usahay, pakantahon nako siya, iyang awaton ang video sa akong cellphone. [I teach my child through games. Sometimes, I allowed her to sing a song through my cellular phone.] - P3</i>

Kung magtudlo ko niya'g basa, ako siyang iparecite sa mga letter sounds ayha nako i-mention ang tibuok word.

[In teaching reading, I let my child recite the letter sounds before mentioning the entire word.] - P4

- Case 2** *Inig ka adlaw, ako ra siyang patuyangan magdula. Pagkagabie, focus nami'g answer sa iyang modules. [During the day, I allowed my child to play. In the evening, we focused on answering the self-learning modules.] - P8*
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Giving of Motivational Activities. Another subtheme that emerged from the responses of parents is giving motivational activities. The parents narrated that when their children were motivated to learn, their tasks as para-educators became easier. This subtheme is manifested in Table 10.

Table 10

Giving of Motivational Activities

Cases	Supporting Transcripts
Case 1	<p><i>Para mamotivate akong anak magkanta-kanta mi, magdula, dayon andaman gyud siyag snacks para moanswer siya sa iyang modules dayon mo participate siya sa among klase. [To keep my child motivated, we engage in singing, playing, and of course, preparing her snacks so that she will answer the modules and participate in our class sessions.] - P1</i></p> <p><i>Manganta sah mi'g action songs daan ayha mi magklase. [We would sing action songs first before having our class.] - P2</i></p> <p><i>Kay ganahan man magdula ug cellphone ni akong anak, ako siyang pasun-on sa mga videos sa mga action songs ug nursery rhymes sa internet. Magdula-dula pod mi aron ma ganahan siya mag lesson mi. [Because my child likes to play on my mobile phone, I let her imitate the action songs and nursery rhymes on the web. We also engaged in games to keep her motivated to learn.] - P3</i></p>

Case 2	<i>Akong hatagan ug reward akong anak sama sa pagpalit sa iyang paborito nga pagkaon sa known nga fast food sa among lugar. [I rewarded my child by buying her favorite food from the known fast-food chain in our place.] - P7</i>
Case 3	<i>Akong tudloan akong anak ug kanta, dayon andaman pod nako siyag pagkaon pagkahuman namo sa iyang lesson. [I taught my child a song then, I also prepare food after our lesson.] - P11</i>

Being Patient in Teaching their Children. Another subtheme that emerged from the responses of parents is being patient in teaching their children. Their children always tested their patience by not cooperating with what the parents wanted to promote learning at home. Thus, found ways to be more patient with their children. This subtheme is manifested in Table 11.

Table 11

Being Patient in Teaching Their Children

Cases	Supporting Transcripts
Case 2	<i>Kinahanglan gyud nako tas-an akong pasensya kung magtudlo nako sa akong anak. [I need to be patient in teaching my child.] – P6</i>
Case 3	<i>Usahay mairita ko sa akong anak, pero ako lang gyud tas-an akong pasensya kay para mani sa pagtuon sa akong anak. [Sometimes, I got irritated, but I need to be patient for the sake of my child’s learning.] - P6</i>

Asking Help in Guiding Their Children in Learning Through Modules. Another subtheme that emerged from the responses of parents is asking for help. When they were busy and could not get the modules as scheduled, they asked their friends and neighbors to get the modules for their children. When they encountered difficulty in the contents of SLMs, they asked for an explanation from their more

knowledgeable neighbor. This subtheme is manifested in Table 12.

Table 12

Asking Help in Guiding Their Children Through Modules

Cases	Supporting Transcripts
Case 2	<i>Kung magkuha na ug module ang akong amiga, akong ipaapil ug kuha ang module para sa akong anak. [When my friend got the module for her child, I asked her to get the module for my child.] - P6</i>
Case 3	<i>Magpatabang ko sa akong silingan kung nay mga topics sa module nga dili ko kasabot. [I used to ask help from my neighbor if there were topics in the module that I do not understand.] - P9</i>

Discussion of Findings

Parents have mixed perceptions about teaching their children at home in modular distance learning. Most parents view it as an arduous task, yet one of them found joy and satisfaction in teaching her child at home. Teaching their child at home became arduous since they perceived that teaching is only for the teachers. The parents showed concern for their readiness to support their children's learning at home, as they mentioned that teaching them at home is challenging (Putra et al., 2020). However, one parent from case 2 expressed joy and satisfaction being a teacher to her child. She perceived her teaching role as a rewarding job for having her child learn how to write her name.

In teaching their kindergarten children at home, parents encountered difficulty managing their children's behavior, setting a time to teach them, and employing facilitating strategies to teach them effectively. Participants from all cases have struggled to impose their authority as facilitators of learning in their homes. Most kindergarten

pupils preferred to be taught by their teacher at school. Parents teaching their children at home frequently encounter difficulty managing their children's behavior because the learning environment at school is different from home (Fontenelle-Tereshchuk, 2021).

Meanwhile, working parents have struggled to find time to teach their kindergarten children. Another responsibility is added to them during the pandemic: facilitating their children's learning at home through self-learning modules. Parents are also challenged by the socio-economic challenges brought by the pandemic (Fontenelle-Tereshchuk, 2021). Furthermore, one crucial thing in teaching children is facilitating strategies. The parents in cases 1 and 3 have difficulty facilitating their child's learning. They had difficulty thinking about how to make their child comprehend the lessons. Learning at home can be challenging for both students and parents (Making at-home learning fun for all, 2020).

Parents are trying as best as possible to ensure they can deliver the lessons in the module well so that their kindergarten children can learn them during the pandemic. They came up with strategies to facilitate the learning at home, such as using rewards, bluffs, and simple punishments, cultivating time management, employing strategies to promote learning, motivating their children, extending patience, and seeking help from others. Parents from cases 1, 2, and 3 either offered a reward to their children, bluffing to call their teacher's attention if children did not participate, or sometimes did simple pinching of their children's side.

Because of their busy schedules, parents in cases 1, 2, and 3 revealed that they embraced proper time management as it is necessary for the new normal while engaging in their work. They need to apportion their time to facilitate the learning of their children. For instance, a parent in case 2

gradually learned to play the role of a multigrade facilitator at home, teaching two or more children from different grade levels. Parents prepared homemade timetables to follow to ensure that pupils are still learning even though they are staying at home (Bhamani et al., 2020).

Parents in case 1 and case 2 employed several strategies in facilitating their children's learning. They even closed their doors to avoid any disturbance and focused on facilitating their child in answering the modules. Thus, their children will have a greater chance of learning. When parents show more concern for their children's learning, they also manifest more interest in learning (Martini & Sénéchal, 2012).

The parents of kindergarten pupils employed several motivational techniques in teaching their children. The parents of case 1 were fully aware that motivation dramatically contributes to success in learning. Meanwhile, parents in Case 2 employed motivational tasks as springboard activities before teaching their children. The parent in Case 3 had exerted effort to teach children some of the educational songs to be motivated and prepare some rewards like food. Parents are making ways to engage with their children's early learning at home. Some activities done by parents include playing games in teaching literacy to their children and other creative activities (Bhamani et al., 2020; Foster et al., 2016). Parents have a pivotal role in their young children's learning (Junge et al., 2021).

Some parents, particularly those in cases 2 and 3, narrated that one way to address their challenges is to extend their patience. They had to extend their patience and, as much as possible, not succumb to physical punishment. Indeed, patience is a virtue, especially for the parents during this pandemic.

The last strategy used by the parents, particularly in cases 2 and 3, revealed that they seek help from their

neighbors. The help involved two forms: getting the modules during their busy days and asking for help if they had difficulty understanding the concepts in the SLMs. Before the pandemic, prominent parent involvement did not happen in school but at home (Support at-home learning to maximize parents' impact on achievement, 2011). The parent's involvement can be seen in how he/she helps his/her child does the school assignments and guide his/her child's learning progress.

The parents of kindergarten pupils had different experiences in teaching their children at home through SLMs. The situation was challenging for them, yet they found ways to cope with the difficulties and ensured their children received a quality education. Their experiences showed evidence of adjustment and effort for their children's welfare. Their experiences also showed the importance of collaboration among the schools' stakeholders. Due to restrictions, the students cannot go to school. However, they can still be educated through the support given by the teachers to the parents.

Conclusion and Recommendations

The parents of the kindergarten students have mixed perceptions of being collaborators of distance learning for their children during the pandemic. As provided by Republic Act 10157 (Kindergarten Education Law), adults, including teachers and parents, should be guided to facilitate young children's explorations in an engaging and developmentally appropriate curriculum to generate meaningful experiences. The Department of Education has made efforts to help guide the parents through the External Partnership Services, the partnership with International Care Ministries, and the development and utilization of the Kindergarten Parent Toolkit in compliance with DM-CI-2020-00224. However, implementing these endeavors remains isolated and

inaccessible to parents, especially those from third-class provinces and municipalities. Parents have already been the school and teachers' partners in reinforcing the lessons taught in class at home.

With the impact of the pandemic on the educational setting, the closure of schools gave the parents more prominent roles in their children's education. They now provide conducive learning spaces, facilitate the children's learning through the SLMs, and provide feedback to teachers about their child's academic performance. With the shifting of greater responsibilities from the teachers to parents, parents found themselves burdened and at a loss because of the challenges that went with them. As they continue to strive to earn income and provide for their family, they also have to facilitate their children's learning at home. They also need to transform the home environment into a learning one. While this is the case for several parents, interestingly, some were joyful and proud to have the opportunity to teach their children.

Moreover, despite their encountered challenges, they looked for ways for them to be effective para-educators. Thus, the education sector needs to intensify its efforts more to capacitate and empower parents to adequately cope with their new roles in this New Normal Education. It could be very beneficial if the Department of Education launches and expands the implementation of the initiated endeavors at the national level to help alleviate the struggles, particularly of the parents of kindergarten learners. They could also have more intensive monitoring and follow-through of these activities to ensure parents' access to these services, especially those at the peripheries.

The study is only limited to parents' experiences facilitating their kindergarten children at home. Kindergarten learners are still very young and beginning to explore and

expand their world experiences; thus, adults, most especially their parents, should be keen on enabling them to love learning more. Parents need to be oriented and mentored so they would understand the content and context of the SLMs. The teachers could mentor them to help them create a more engaging home learning environment. As much as quality early childhood education is crucial to children's development, other dependent learners, such as those with special educational needs and disabilities, need attention, support, and resources. Thus, future studies may deal with the role of parents in guiding their students with special needs during the pandemic.



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