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## The lived experiences of parents in supporting their children in distance education

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### Abstract

The global pandemic brought by COVID-19 rapidly shifted the educational system into distance learning where face-to-face teaching in schools has been suspended, affecting all students across the globe. Students have been abruptly transitioned to distance learning where modules are provided to them by the school and are given time to complete the lessons. As such, parents are also greatly affected by this change and are faced with challenges in supporting their children in this new learning set-up, a deviation from the traditional face-to-face classroom instruction. This qualitative research utilized Collaizi's descriptive method based on a phenomenological study to explore and understand the parent participants' experiences through semi-structured interviews. Purposive sampling was utilized and 12 parent-participants who have at least one student enrolled in basic education between Grade 3 and Grade 6 and are currently in distance education are asked to participate in the study. Results show that parents fully support their children financially for the latter's internet access and other needs, they are more lenient with their children to keep their student's mental health intact and are supportive of whatever outcome. Moreover, parents seek support from their family members to help them balance work and parental duties and they believe in the effectiveness of strong parent-teacher collaboration to fully support their children's education in distance learning. The findings of this study may aid other researchers in continuing this research and developing a program to assist parents in managing their time and providing more support to their children.

**Keywords:** *distance education, modular lesson, parental support, parent-teacher collaboration*

### Introduction

Students have experienced an overwhelming change in the educational system of the country brought by the COVID-19 pandemic (Garbe et al., 2020). The schools were closed abruptly to observe social distancing to prevent further transmission of the virus,

which impacted the routine and lives of the students, faculty members, school staff, and administration. The global pandemic brought by COVID-19 rapidly shifted the educational system into distance learning where face-to-face teaching in schools has been suspended by governments around the world, an

unprecedented global disruption in education (UN Policy Briefs, 2020). Millions of students were forced to stay at home and were transitioned to online learning to continue their education, causing a ripple effect on the people in the household to adjust to the new normal, and parents, siblings, relatives, and other members of the family bring their education, work, and daily routine at home while taking on new responsibilities to accommodate the change. Garbe et al. (2020) described parents as having difficulties managing their responsibilities in the household as they have filled the role of being their child's pseudo teachers. This change has inadvertently addressed the pleas of every educational institution in which there should be active involvement and collaboration of the parents with the teachers to provide maximum support for their child's education. While the premise of this arrangement is ideal, it caused some confusion for the parents and students. Since the pandemic is an ongoing threat that affected the lives of the global population, there are no relevant studies yet relating to the lived experiences of the parents in the Philippines in assisting their children's learning in distance education, especially those who opted for alternative learning delivery modalities in public schools where the virtual conference is not accessible to them (DepEd, 2020).

In the study of Kintanar et al. (2021), he pointed out that the shift to home learning caused some challenges to the parents since several of them were not able to complete their education and have problems understanding the instructions stated in the module. This has aggravated the situation for the students and parents alike particularly the student's learning styles making it more difficult for the parents to assist their child in navigating through the module, electronic materials, and other references (Bhamani et al., 2020). Moreover, it has been observed that many parents have expressed their complaints on social media platforms and other forums that they are faced with difficulties in assisting their children with the modules. While there are several studies conducted that explored the experiences of the parents and students in

the new learning setup, there are no related local studies that particularly focused on the parents' experiences in helping their elementary children between Grade 3 and Grade 6 with their modules in distance education. The presence and participation of the parents in the learning process of these students have a significant effect on the students' academic performance. Hence their presence is crucial to the continuing education of these children despite the non-traditional approach to education caused by the global pandemic. It is established now that parents and teachers have shared accountability for the education of the children (Guan et al., 2021). In an article written by Dimatulac (2020), parental engagement has a direct and lasting impact on the child's cognitive development; however, if parents are not prepared and equipped to fill the role, there is a disparity between the ideal situation to the actual outcome. Therefore, there is a need to understand the plight of the affected parents who only want what is best for their child, especially when their child participates in online or modular learning, parents must face this situation and take responsibility for a role that they may not have prepared for, particularly in assuming instructional responsibility for their child's education during these unprecedented times (Liu et al., 2010; Bhamani et al., 2020).

This study is significant to the school administration to better prepare their modules that would best fit the needs of the students, as well as to accommodate the parents' capacity in supporting their children who are in distance education. It is the hope of the researchers to provide additional information regarding the parents' lived experiences so that parents will be better prepared for what is at stake for them when their children continue their education through a modular approach. Moreover, when teachers prepare the modules for the students, including the tasks, assignments, quizzes, and other requirements, they may consider the parents' situation and how it may affect and maybe disrupt their routines as they assist their children with the academic requirements.

Michael Moore's Theory of Distance Education (1973, 1983), dubbed "independent study", is two-way communication between the two geographically separated parties and the program's responsiveness to the learner's specific needs. This theory becomes predominantly relevant to address the situation where students are advised to stay at home, following the guidelines set by the government to suspend any face-to-face interaction in schools. Furthermore, Simonson's "equivalence theory" believes that the teaching technique should be adapted to the needs of the students, which is comparable to the second section of Moore's theory (Bensilva et al., 2022). A distance course will require a different design than a typical classroom in order to meet the learner's goals and obtain equal learning results. In a classroom, students and instructors interact often, but a distance learning course involves more autonomy on the side of the student. The ideas presented by Moore and Simonson are relevant to the current situation of the students since independent learning is encouraged in the modular setup in elementary schools. This is due to the lack of the teacher's presence in guiding the students on the learning materials and instruction for the activities and learning reinforcements. These learning modules are designed to be Self-Learning Modules (SLM) as promoted by DepEd while face-to-face classes are still prohibited (DepEd, 2020).

In few months after the forced implementation of distance learning, many parents and students expressed confusion about what they were supposed to do to complete the tasks found in the module. Several memes started circulating on social media where it depicted that parents were completing the modules of the students for them as their way of supporting their child's learning experience during the pandemic (Bernardo, 2020). Parents complained that the modules are difficult and that they could not answer them themselves, which prompted the Department of Education (DepEd) to release a statement reminding parents not to overlap with the teacher's responsibilities in guiding their child's learning. Despite the advice and

perhaps the lackadaisical implementation of how modular learning works, parents took the responsibility of completing the modules themselves, hence the viral memes that got circulated on social media sites on the plights of the parents in distance learning.

It is an expected parental obligation to their children to assist them as they transition to this new learning model. Moschella (2014) argues that parents have unique responsibilities to control their children's education and upbringing because of their parent-child bond. Distance education, while an efficient style of instruction, bears the risk of reducing learning to facts and reproducing accepted "truths." It can, however, be designed and implemented in such a way that students are encouraged to look for, analyze, and define their perspectives. If executed properly, this could be a great opportunity for the students to learn the lessons on their own through discovery and resourcefulness. Parents, teachers, and schools should collaborate to spiritually, socially, emotionally, physically, and intellectually prepare children. Parents and schools understand their shared interests in and duties for children, according to Epstein's study, and they collaborate to provide better programs and opportunities for students (Bartolome et al., 2017).

According to Blair (2014), although Filipino parents of all socioeconomic backgrounds believe that education is the foundation of the child's success, and that they will do everything in their capacity to help their child succeed and perform excellently in their academics, many students will eventually lose interest and drop out from school, another major concern in the Philippine education. In Blair's Comparative Study of Filipino and U.S. Parents in 2014 (as cited in Bartolome et al., 2017), he adds that parents are willing to go to extreme lengths just to see their child succeeds, compromising the quality of education for their children and losing a grip on what is essential in the learning process. Because they can spend more time together when parents and children engage together in learning activities, their relationship improves. In such cases, parents

can provide comfort to their children by alleviating their discomfort and tension (Bhamani et al., 2020). On the other hand, Selwyn et al. (2011) argued that parents have lukewarm response towards remote learning, a learning modality that is uncommon in the country. Some parents value parental involvement in their children's academics more than others, while others see it as a burden.

The above-mentioned literature focuses mainly on the roles and involvement of parents supporting their child's education in online learning. There is still a need to better understand the lived experiences of these parents and their involvement in remote learning during the pandemic. As stakeholders in their child's academic performance, the rapid global change to remote learning in response to the COVID-19 epidemic needs an evaluation of parents' experiences and demands in this environment. Expectations of parents and teachers will be clearly stated in this manner, and boundaries will be established about the student's learning goal.

### **Objectives of the study**

The objective of this phenomenological qualitative study is to describe the lived experiences of parents in supporting their elementary children for distance learning education at Cebu City public schools. Specifically, it seeks to: 1) describe the type of support parents can provide to their children in terms of (a) financial, (b) psychological, and (c) emotional; 2) identify the coping mechanisms of parents when faced with challenges in supporting their children in distance learning; and 3) explore the ways parents can collaborate with teachers.

### **Methodology**

#### **Research design**

The study employed a qualitative method using a descriptive phenomenological design to understand the parents' lived experiences which it necessitates in-depth exploration of individuals' opinions and experiences via interviews (Creswell, 2009). Since this study explored the actual lived experiences of the

parents who are assisting their child in learning remotely, it facilitated a culmination of interpretation of their experiences in varying situations and circumstances. A descriptive qualitative methodology was employed to conduct this study to obtain relevant responses and gain insight into parents' real-life experiences while supporting their children in distance learning education.

### **Participants of the study**

The study made use of the purposive sampling method in its selection of research participants. The target participants are the parents of grade-schooler in Grades 3-6 who have at least one student attending distance learning education in selected public schools in Cebu City. 12 parents were asked to participate in this research. The researchers conducted a one-on-one interview with parent-participants. The parents were chosen because, in these formative years, the pupils may have developed learning styles that can be facilitated at home by parents, and that grade 3 pupils need support to get encouragement and to become self-directed individuals in the process of making (Hernández-Alava & Popli, 2017). Excluded in the study are those parents with students from primary level (Grades 1-2) and in junior high school (Grades 7-10). The target parent-participants may include the father, the mother, and/or both, as well as any guardian who stand as the substitute parents of the grade school pupils.

### **Research instrument**

The researchers utilized semi-structured interview questions, which are aligned with the qualitative inquiry method of the phenomenological study, designed to allow the parent-participants to express their challenges and experiences within the parameters of their parental support to their child's education. These questions addressed the objectives of the study. The interviews were recorded and transcribed for accuracy. An audio recorder was utilized during the session and the participants attended through video conferencing platforms.

### Data collection

The researchers sent invitations for parent-participants indicating the nature and purpose of the interviews to be conducted. The interview was facilitated by the researchers remotely through online video conferencing. Furthermore, during the actual interview, the researchers noted that there may be situations where the details or information provided by the parent-participants were insufficient or lacking, in which case a follow-up question would be asked of certain participants to extract information. The researchers synthesized the recorded data into several common themes about their overall experiences in assisting their children in online learning and some challenges they faced during the process. Finally, the results of the analysis were presented back to the participants to ensure that their experiences were correctly captured and interpreted during the process, and were informed that they may revalidate the information to accurately reflect the lived experiences of the parent-participants.

### Ethical considerations

The researchers were cautious in the process of the research primarily on all kinds of protocols of doing communication to facilitate the process of the study. The sending of letters to parent-participants allowed the researcher to consider the consent of participating parents in the conduct of the interviews. The research ethics policy of the university complies with utmost care to protect both the participants and the stakeholders from the academe.

### Data analysis

The study made use of a qualitative design using descriptive phenomenology to explore the experiences of the research participants. It implored the use of Colaizzi's seven steps which it was utilized in extracting, organizing, and analyzing the narrative data sets. The descriptions of experiences provided by the participants were read for important statements to be examined and synthesized, and interpretations were derived from the significant statements, which were arranged

into themes. Those themes are integrated into exhaustive descriptions so then the essential structure of the phenomenon is revealed and formulated.

### Findings

Four significant themes were revealed from the analysis of the responses collected during the interviews: (1) the struggles of the parents in assisting their child in distance learning; (2) the extent of support they provide their children to support their learning; (3) their coping mechanisms as they manage their time between their work and providing assistance; and (4) the support they expect to get from the school to strengthen the parent-teacher collaboration in distance learning due to pandemic.

#### Theme 1: The Struggles of Parents on Distance Learning

The abrupt transition from face-to-face classroom interaction to modular lessons through distance learning proved to be a tiresome and stressful experience for the parents. To some parents, they have to make some adjustments in juggling their jobs and at the same time overseeing their child's education. Those who are greatly impacted are those parents with several children who are taking distance education. Not only do they need to provide them with their needs, such as internet devices for research and other supplementary materials, but they also need to oversee them if they are all focused on their studies. One parent even mentioned:

*"It's a struggle on my part since I have three kids who are taking online classes and then me having my classes to facilitate. We had to make compromises and adjustments to make this work for everyone." – P1*

An ideal average Filipino family is comprised of at least 2-3 children (Philippine Statistics Authority, 2017). To some parents who also work for a living, they had to multitask just so they can attend to their child's needs. Another parent remarked:

*"It is very challenging since I have 4 kids who are studying under modular learning, 2 of them are in the elementary level. At the same time, I am a teacher who also has to do a lot of paperwork at school and at home." – P4*

Most of them still prefer face-to-face classes over distance education. Many parent-participants found it difficult to multi-task caused of school closures and remote schooling. Respondents often expressed concern about several responsibilities overlapping in their daily routine, time, and energy resources (Garbe et al., 2021).

## **Theme 2: The support parents provide their children**

### **Financial support**

Aside from the flexible learning that students are being accommodated to in distance learning, it also reduced the additional burden of travel resources and other expenses (Mukhtar, 2020). Students do not need to ask for daily allowance for their meals and other school needs since modules are provided for them by the school. However, other expenses cannot be avoided in distance learning such as internet devices for online learning and research as well as Wi-Fi access. Some students still prefer the traditional pen and paper method, but the majority of them would need to provide internet access for their children, either prepaid data promo or DSL internet connection. A parent remarked on the need of internet for her child:

*"They ask for pieces of pad papers and their wifi needs. We have availed ourselves of the ticket wifi (5 pesos per 10 minutes) because we have one available unit in our neighborhood." – P7*

In lieu of a daily allowance for transportation and meals, parents will have to look for means to support the needs of their children in terms of internet access. Most of the responses of the parent-respondents have anticipated these needs and are able to support their children. Other school supplies such as paper and writing materials are also

being provided. Since these students do not have an online learning management system like other private schools do, they have to complete the modules on the printed documents provided by the schools. Some students, especially those in lower grade levels, are comfortable answering on a piece of paper. School expenses are still pretty much present in distance learning, more so with additional expenses for internet access among others. Parents are more than willing to provide financial support to their children to fill their educational needs.

### **Psychological support**

Parents are more lenient with their children during distance learning because they understand that the abrupt transition for the students is never easy. Most students, especially in basic education, are more active and would prefer being in school and participating in traditional classroom interaction. Their lack of interaction through peer collaboration with their classmates and even their teachers changed their perception of academic learning. For these students, the situation seems like an extended vacation and they feel that they are not getting the full academic experience that they used to receive in the traditional classroom. One parent recalled an instance when her daughter asked her why she is not in school:

*"I think my daughter just sees it like another role play game that she does with her cousins. She kept on asking why she is not in school. I believe she misses being with her classmates." – P3*

Many people have been stressed and anxious as a result of the outbreak, so it is understandable that parents are not adding any more pressure to the child's experience. They also place their trust in their children and assured them that it is okay if they commit mistakes as long as they are accountable for their actions. One response from a parent said:

*"My son finds the study lighter as he is joined by some others who are my tutees in answering*

*their module questions; they enjoy a lot with music most often." – P9*

For others, they see distance learning as a play session with their siblings or cousins. As a result of the impacts caused by distance learning, students find the set-up lack of engagement with the school environment and classmates, and increased interaction with technology, hence, they find it ineffective (Batnaru et al., 2021). Furthermore, parents are more hands-on in monitoring their child's progress in their academic modules. While they do not want to add too much pressure so it does not take a toll on their mental health, parents still closely monitor their child's performance. One parent said:

*"At times I feel guilty that I always insist he does well in school. When it was still face-to-face, he easily gets distracted by his classmates and other stuff but now that he is at home and I can monitor him, he knows that I am monitoring him. He is okay with it though because his grades have improved significantly." – P2*

Other parents tend to help their children with the modules, and in turn, their older children will also assist the younger ones in their own modules. Moreover, one parent responded:

*"It is the computer gaming sometimes that makes her dilly-dallying in answering the module. On top of that, playing online games consumes most of her cellphone load." – P8*

Since these students have more access to the internet through their mobile devices or laptops, the challenge here is to make sure they are still focused on their studies and are not glued to social media platforms or online gaming platforms which caused an alarmingly increase in addiction caused by being on their internet devices most of the time.

### **Emotional support**

In a recent study by Spinelli et al. (2020), parents who report feeling stressed about overseeing their child's learning, maintaining

healthy work-life balance for themselves, their partner, their children, and the activities they used to do before the lockdown ended up being more stressed. Children, on the other hand, may suffer higher discomfort if they do not receive responsive responses to their worries from adults, as evidenced by increasing emotional and behavioral disorders, as well as inattention and trouble concentrating. Hence, it is important that while parents will have to be there for their children to support them psychologically, it is also important that they let their children feel the emotional support as well. Parents tried their best to adjust to the new normal and to become a better support system for their child's education. One parent provided strong assurance to his child:

*"I try my best to understand their behavior and temper, their emotions when answering a lot of modules for the week." – P6*

Another respondent also said:

*"I try to stretch my patience when teaching him lessons in his modules. I also sometimes encourage him that he can understand those concepts he is having difficulties with because I will help him and guide him." – P4*

One parent also offered her sentiment:

*"If it's about making sure that they are okay, yes, I support my child all the time. He knows that it's for his own good. He has a positive mindset." – P2*

These statements proved that parents are affected seeing their children go through a pile of modules and that their natural instinct here is to assure them that they are guided in this arduous journey. In Philippine society, the family is regarded as the most significant aspect of the community. All the distinctive values and characteristics of a Filipino are cultivated at home. It is also reflective of the culture and values the society upholds (Alampay, 2014). Due to the nature of the Filipino culture, parents subscribe to authoritarian behavior in raising their kids

since elders are supposed to be respected and heeded by children. This has led to the Filipino parenting behaviors to be very much involved in the academic learning of their child especially now that they are able to closely monitor the progress and engagement of the student in the modules. Thus, it is a natural response of the parents to get themselves too much involved with their child's education since they are able to observe and recognize the challenges of their child in completing the academic tasks (Blair, 2014). Their parental involvement could not be understated.

### Theme 3: Parents' coping mechanism to support their child's education

It is reasonable that this wave of learning innovations is not always convenient, especially considering that the transition has been rapid rather than gradual. As a result, parents are concerned about the difficulties that distance learning has brought them and their children. This is especially difficult for parents who work full-time and have more than one child enrolled in remote learning. Parents revealed that although they are letting their children continue their education in distance learning, they still believe that children can learn better when teachers are around. This is evident in the statement of one parent-respondent:

*"I find face-to-face better than modular because they learn more in f2f classes. It is different when the teachers are the ones teaching them. It is very difficult."* – P10

This sentiment is also shared by other parents. The parent revealed that although there is a scheduled virtual meeting, it is still better to have an in-person meeting between students and teachers, as she remarked:

*"So far, some contents in the modules are wrong. There are mistakes. Although sometimes they have virtual meetings, there are times that the data and the time are spent on the teacher asking, "Are you okay? Can you hear me? Answering the MTB-MLE is*

*challenging since words are unconventional."* – P12

This means that although these parents have successfully completed a year of modular distance learning, they still prefer to have face-to-face classes because the learning of their children is much better with the physical presence of the teacher. They also revealed that the teachers can explain the difficult concepts a lot better than they do to their children which would contribute to the amount and quality of learning they are gaining. Parents are not equipped to fully support their children in distance learning, as one commented:

*"The very challenge for me is when I have to teach them to answer lessons which I have forgotten already because I learned them a long time ago when I was still in the same grade."* – P5

Numerous studies (Anderson et al, 2001; Bransford et al., 2000; Chieckerling & Gamson, 2000) have proven that "teacher presence" is one of the most essential aspects of the success of teaching and learning processes. Meaningful communication for shaping, aiding, and guiding cognitive and social processes is characterized heavily by the presence of the teacher. It fosters an atmosphere of collaboration, communal togetherness, and open dialogue. Parents try to maintain work-life balance despite the challenges, as evident in one parent's response:

*"I see to it that we get to balance school and family time. I especially have a lot of household chores and of course work stuff, but we make time to unplug and spend time with family."* – P1

In order to cope with the situation, parents seek assistance from members of the household as well. Below are some similar responses of the parent-respondents in seeking assistance from family members to support the child's learning in distance education:



*"My younger brother helps out in providing assistance to my children. He is their on-call tutor so I am confident that I can always get help."* – P2

*"My cousin has been a big help to me. Without her, I don't think my daughter could have gotten a medal with honors."* – P3

*"I ask help from their ate and kuya in answering the modules."* – P5

*"I ask help from their Tita who is a teacher."* – P6

Clearly from those narratives, the strong family support makes the kids at home motivated despite various challenges in understanding the lessons and in answering the module sets of questions so with their mixed emotions in having to miss school and their friends. Parents are even counting much support on the family members around them to make it easier and possible for them to stand still amidst overlapping schedules for kids' time and online work. Distance learning in grades K–12 is an experience that occurs fully outside of the four corners of the classroom, almost always inside the home context, with parents or adult members of the extended family providing some level of assistance (Smith et al., 2016). Hence, the advantage of belonging to a typical Filipino family can definitely alleviate the burden of a parent in solely being responsible for overseeing their child's education.

Maintaining a work-life balance and reaching out to family members for support are good coping mechanisms of parents to navigate through these difficult times. Parents are the child's first teachers, and the house is a child's first classroom. Parents, as vital resources for development, contribute to shaping the development of children to succeed at school and beyond, and supporting children's success begins with a common agreement among families, and that their dedication and actions make things happen. Support system within and among the family is as important as teacher-parent collaboration as it was seen from the responses of the majority of the research participants.

#### **Theme 4: Parent-teacher collaboration in distance learning**

A study on parent-teacher partnership (Santana, 2014) discusses maintaining good home-school partnerships as well as factors affecting the development of effective relationships. The study presented how teacher and parents view their roles and a theoretical framework that can be utilized to enhance parent-teacher partnership.

According to the parent-participant:

*"It's difficult to have PTA meeting now but maybe there's like a platform where we can see the progress of my child's performance."* - P3

Another parent commented:

*"We have a group chat with the teacher where the teacher updates us on the standing of my child in his classes."* - P12

It can be gleaned from the stakeholders that communication is possible even if it is virtual due to pandemic, as parents also need feedback on the kids' progress at home while doing the modular tasks. In return, they also expect teachers to provide feedback on the activity sheets submitted to give them the idea of assessing academic performance on modular learning. As some parents said:

*"I provide feedback to teachers on my observation about the kids' module."* – P9

*"I ask their teachers for clarifications of activities in the modules. Maybe teachers can just select certain tasks for a certain module."* - P6

The role of parents and teachers beyond mentorship is being a communicator; the parent to update the teacher on the kid's study at home in all related matters to comply with school requirements, likewise, the teacher to give feedback on the child's performance based on the written work submission. As communicators, they are bound to exchange pieces of information that are very helpful in

doing both their journey in the distance learning process. As one parent said:

*"Maybe meet with the students, virtually if face-to-face is not possible, to better explain ideas in the modules and for giving of feedback on the modules given." - P4*

And another parent-respondent shared:

*"I believe that teachers have a great impact on the overall learning of my children. Constant reminders and follow-ups are really helpful. So I hope they continue doing that." - P1*

If a collaborative relationship is to be developed, the parent-teacher partnership is crucial; the result is the development of the child's cognitive development, not just academically but also emotionally and socially (McCarthy et al., 2011). Thus, being a collaborator gives light to achieve better results in the academic journey through distance learning.

## Discussion

The study's findings demonstrated both parents and pupils faced the same challenges and hurdles throughout the epidemic. As a result, compared to their pre-pandemic lifestyle, parents have an increased workload. Parents experienced a number of barriers connected to the new type of learning in a virtual environment, delivery of instruction, financial concerns, technology availability, and even emotional stress, similar to the results of Agaton and Cueto (2021), in which their study focused on parents with children of various educational levels in the Philippines.

This study, however, is largely focused on parents with children in basic education between Grades 3 and 6, because these age groups are at the pinnacle of cognitive development and can be both reliant and autonomous depending on the lesson, task, desired output, and even environment. The information gained from the participants' semi-structured interviews was both informative and reassuring, demonstrating that Filipino families had strong and close relationships. They love and prioritize their

family above all else, and if they are unable to satisfy their child's demands, they seek assistance from their extended family. It also demonstrates that parents will go to any extent to ensure that their children satisfy their needs and that education is a major priority, even when the new method of learning takes a lot of adjustment for students, teachers, schools, and even parents. Purposive sampling was utilized in this study to select the right individuals, although only a small sample size was used inside Cebu City. As a result, the study's participants are not evenly distributed around the country, and therefore should not be construed as a generalization for all Filipino parents.

Future studies should have a greater geographic reach and incorporate more information about the students' educational levels, giving the findings a more contextualized perspective. This study lays the groundwork for parents to comprehend the numerous problems they experience when assisting their children with distant schooling. If children are allowed to be placed in a distant education environment again, education officials must look at parents' engagement in this type of learning throughout the pandemic and beyond.

## Conclusion and recommendations

Distance learning emerged as a potential alternative to traditional educational practices, and it should be used to impart important learning abilities to children at home while utilizing whatever available resources they have. The compromises between the students and the educational institutions greatly impacted the parents of these students as they also need to make some adjustments as their children transition to a modular learning set-up. Nevertheless, parents have managed to (1) provide sufficient financial support to the students' needs by allocating internet access and other school materials to aid their studies; closely-monitor their children's progress in academic tasks while retaining to be more understanding and lenient in the process for the student's mental health; and assure them that they are always supportive to whatever results that come out from their learning in

distance education; (2) rely heavily on their family members to help them cope in the midst of overlapping schedules for their children's time and their work or chores; and finally, (3) build strong parent-teacher collaboration to effectively communicate to the stakeholders the student's academic performance.

The following results proved that despite the disruption to the parent's routine and exposing them to unfamiliar territory in assuming the teacher's role during distance learning, parents' instincts are inherently focused to support their child's success despite the challenges they have to endure. The filial duties of the Filipino culture urge parents to prioritize their child's needs before their own personal interests. Despite DepEd's repeated cautions to parents not to assume the role of teachers, it is unavoidable that parents would go above and beyond to support their children not only in their academic obligations but also in handling their responsibilities at work and at home.

As a result, school administrators and teachers must continually interact and communicate with parents to ensure that specified obligations and expectations from each party are carried out efficiently for the benefit of the student. The results of this study may help other researchers to continue this undertaking and come up with a program in helping parents manage their time in assisting students and provide additional support. Through this, the education of the students will not cause any additional responsibility or burden for the parents who are not mentally prepared or equipped to guide their children in their education in this unconventional set-up due to the restrictions caused by the pandemic.

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The authors whose names appear in this paper attest that they have NO relationship with or participation in any organization or entity associated with the subject matter mentioned in the publication.

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