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Research Article

Home- School Link: Tutor's Capacity-Building Enhancement Training for Effective Implementation of Modular Distance Learning

Jessica Normie F. Mamolo, Fitzgerald C. Kintanar*

¹Education, Cebu Technological University -Argao Campus, 6021, Philippines

²College of Education, Cebu Technological University -Argao Campus, 6021, Philippines

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*Corresponding author:

E-mail:

raymond.vergara@dlsu.edu.ph

ABSTRACT

This study discovers the effectiveness of modular distance learning as an alternative learning modality and proposes a home-school link: a tutor's capacity-building enhancement training. The study examines the perceived level of competence and tutoring experiences of the parents while administering the self-learning modules (SLM) at home. The study determines the relevance of parents' tutoring competence and experiences to the learner's academic achievement, which were identified using a mixed-methods approach through conducting both surveys and interviews. The study used a purposive sampling technique to select the participants. This study reveals that parents are only proficient in administering the module, which demonstrates their need to undergo capacity-enhancement training. Facilitating the SLM emphasizes the significance of the delivery of instruction, employing the student-centered method, appropriate teaching strategies, student motivation, behavior management strategies, and time management. In this connection, the training specifically provides opportunities for the home tutors to acquire the knowledge and skills that they need to deliver a high-quality education to the learners. Moreover, this study reveals the different interventions and challenges encountered while administering modular distance learning. Conducting the teaching-learning process at home can be difficult for home tutors who do not possess the necessary competence to facilitate the SLM, which imposes a risk of producing high-quality outcomes in learners' academic achievement. Hence, it is crucial to implement the home-school link: a tutor's capacity-building enhancement training to nurture the necessary competences of the home tutors as partners in education. Implementing the enhancement training ensures the quality education our learners wholly deserve.

Keywords: *Enhancement training, Modular distance learning, Level of competence, Tutoring competences*

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Introduction

Every student deserves an equal opportunity for quality education in an optimal, safe and healthy learning environment. It has been the priority of the educational sector to guarantee the well-being of students while pursuing learning in a face-to-face classroom setting. However, challenged by the sudden existence of coronavirus disease in 2019, which (WHO, 2020) declared COVID-19 a global crisis, the education officials implemented different learning modalities, including modular learning. Due to the pandemic, the production of high-quality learners was greatly interrupted. Despite this, countries must be cognizant of the (UNESCO, 2018) Sustainable Development Goal 4: Quality Education, which states that countries must ensure comprehensive and equitable quality education and encourage lifelong learning opportunities for all children. Hence, it is critical to find out the effectiveness of the new learning modality and formulate capacity learning enhancement training to ensure quality education.

According to Agaton et al. (2021), the rapid increase of COVID-19 cases gives rise to the many challenges in the functional roles of teachers, policymakers, and curriculum innovators worldwide. Since COVID-19 happened, priorities have altered for the entire education sector in every nation. The education officials implemented alternative ways to carry on with the classes without risking the well-being of the students, teachers, and parents. The course of action on this matter fluctuates in each country. Regardless of the different strategies implemented, each still shares the same goals, which are to secure the safety of stakeholders while continuing the pursuit of education. In the Philippines, the Department of Education developed a Basic Education Continuity Plan (BE-LCP) to respond to the Covid-19 public health emergency, which is under the DepEd order No.12 series of 2020 that protects the well-being of the learners, ensures learning continuity through the modification of the k-12 curriculum, alignment of the instructional materials, and establishing of different learning modalities (DepEd, 2020). The government initially

consents only the distance learning methodologies, including blended learning, online classes, and modular learning. In the year 2022, Former President Rodrigo Duterte approved the proposal of the Department of Education to expand in-person classes in schools located in areas under Alert levels 1 and 2, given that the participating schools will comply with the DepEd's School Safety Assessment tool and secure concurrence from the local government unit (Gonzales, 2022).

In Langtad Elementary School, limited face-to-face classes and modular distance learning has implemented as the learning mode. Modular learning is a type of distant learning that makes use of Self-Learning Modules (SLM) that are based on the most essential learning competencies (MELCS) provided by DepEd (Manlangit et al., 2020). The modular approach establishes the students to study their lessons in the comfort of their homes. Parents or guardians will become the learners' model or the "More Knowledgeable Other" (MKO). As cited by Manlangit et al. (2020), an MKO has to have a better understanding than the learner concerning a particular task, process, or concept. This infers that parents must have enough information and familiarity with the lessons they needed to explain and elaborate.

As stated in the DepEd order no. 32 s. 2022, the partnership among the households- parents or guardians must be strengthened and extend their roles in supporting the learning process of the students at home (DepEd, 2020). In this setting, the obligation of educators in teaching the pupils have shared with the parents. However, parents vary in skills, knowledge and qualifications which leads for some of them to raise concerns in facilitating the modules. The partnership of responsibility gives parents the difficulties in conveying the daily lessons to the students. Their expertise in teaching the learners are limited which is quite menacing in the student's educational experience and learning. It is within this context that the researcher is driven to conduct a study on the learners' academic performance and their parents' tutoring competence at the time of the COVID-19 pandemic to gather empirical data to formulate a home-school link: Tutor's Capacity-

Building Enhancement Training to ensure quality education.

This study was anchored on Social Development Theory of Lev Vygotsky as cited by (Wahab et al., 2017) and Lev Vygotsky's Socio-cultural Theory of Cognitive Development as cited by (McLeod, 2020). According to Vygotsky as cited by Wahab et al. (2017), Social Development Theory asserts that cognitive development will advance through social interaction with more skillful individuals. The growth occurs as a result of socializing, which is vital to the learning experience of each learner. The tutor models the behaviors, and provides verbal instructions for the child which Vygotsky refers to as cooperative or collaborative dialogue. The child acquires knowledge with the help of the tutor's actions or instructions, which will then be internalized and will be used to guide or regulate child's performance. Through interacting with an expert tutor, a child will learn effectively. This tutor is actually considered as More Knowledgeable Others (MKO). It is the person with more knowledge who gives analytical guidance and instruction during the teaching-learning process. The MKO will direct and organize the learning experience of the learner to ensure that the child will receive the knowledge and master the lesson (Wahab et al., 2017). The more knowledgeable other must be someone who has a higher level of knowledge than the learner (Cherry, 2021). In addition, Vygotsky's Socio-cultural Theory of Cognitive Development (McLeod, 2020) emphasizes that with many knowledgeable members of the society, children can develop and acquire cultural values, beliefs, and problem-solving strategies. Socio-cultural theory accentuates the fundamental roles of social interaction in the development cognition in which community plays a critical role in making meaning.

The two theories mentioned above will be the foundation of this study. Moreover, this study aimed to identify the parents' perceived level of tutoring competence as basis for crafting Home-based tutors' capacity building and enhancement training. The focus for this study is to address the underlying issues in the quality of education our learners are receiving and the burden of the home tutors in administering. The implementation of the proposed Home-

School Link: Tutor's Capacity-Building Enhancement Training is highly recommended. It enhances the areas that are weak as a result of the new learning mode and specifically responded to the following;

- a) How should the home tutors deliver a lesson and make way for effective teaching-learning process?
- b) How should the home tutors create and supervise activities that emphasize independent learning?
- c) How should the home tutors teach effectively?
- d) How should the home tutors encourage the learners to engage enthusiastically in his studies?
- e) How should the home tutors enhance student behavior to avoid interruptions in the learning process?
- f) How should home tutors improve time management skills?

It highly proposed that the home tutors should undergo training to increase their knowledge and skills in terms of delivery of instruction, teaching strategies, motivation and behavior management strategies and time management. Thus, implementation of the Home-School Link: Tutor's Capacity-Building Enhancement Training aims to create a sustainable community giving emphasis on quality education.

Methods

Design

This study utilized the mixed method, which is a combination of quantitative and qualitative research, and applies an explanatory-sequential approach. According to Dawadi et al. (2021), mixed method is a methodology that incorporates multiple methods to address the research problem and comprises philosophical assumptions that provide directions for the collection and analysis of data from multiple sources in the study. By using mixed methods, the depth and breadth of the research problem will be acquired. This study specifically employed both quantitative and qualitative methods. The qualitative approach allows for the collection of data from a large number

of participants, which generalized the findings to a wider population. On one hand, the qualitative approach provided a deeper knowledge of the problem being investigated, acknowledging the perspectives of each respondents. Thus, a mixed method was used in this study, as it combines two sets of advantages that helped answer the research questions. The methods used examined the perceived level of tutoring competence of parents from Langtad Elementary School for modular learning modality as the basis for formulating recommendations following the factors in terms of sociocultural context and person-environment fit adequacy. It also investigated the tutoring experiences encountered by the respondents while administering modular learning modalities. Furthermore, the results of this study will be interpreted using explanatory-sequential design. According to Othman et al. (2020), the explanatory-sequential design was adopted to

merge and mix different datasets to be collected and analyzed. Hence, using a sequential explanatory approach greatly helped this study better understand the collected data from the quantitative and qualitative method.

Environment

This study was conducted at Langtad Elementary School, which is specifically located at Natalio B. Bacalso S National Highway, Argao, Cebu. It is in a barangay in the southern part of the municipality of Argao, in the province of Cebu. Langtad Elementary School, or LES, is part of district 1 of the Municipality of Argao. It includes kindergarten, grade 1, grade 2, grade 3, grade 4, grade 5, and grade 6. Langtad Elementary School is a school that offers a safe platform for its stakeholders. It guarantees that children will learn and, at the same time, enjoy studying.

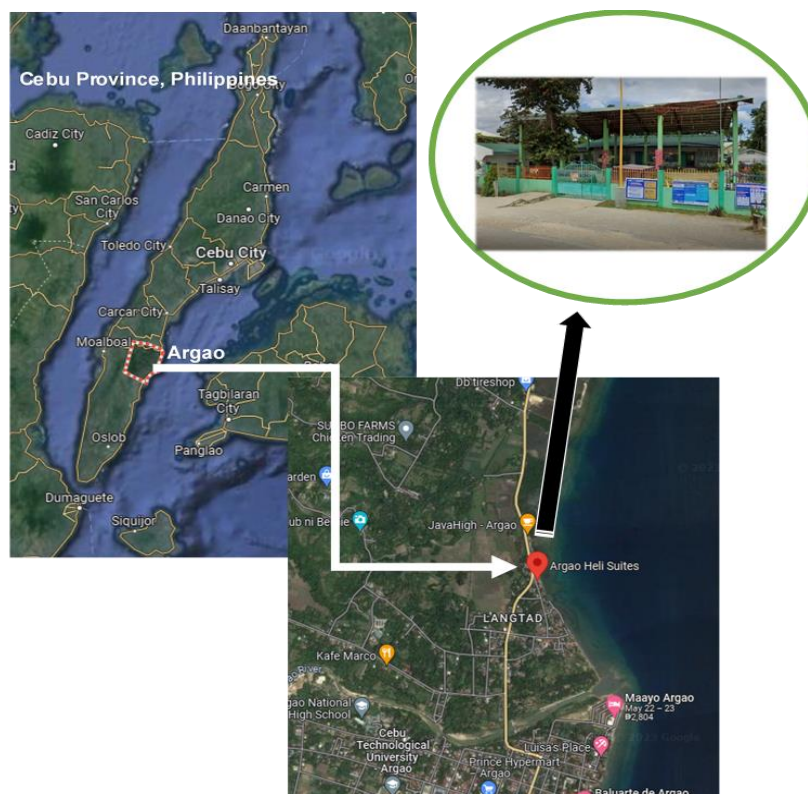


Figure 1. Location of the Study

Participants

The Purposive Sampling Technique was used to select participants for this study. The researcher's goal in this study is to connect with home tutors who have used modular learning methodologies. Thus, this study's participants are parents from Langtad Elementary School. Thirty home tutors were selected to answer the survey questionnaire, and six parents took part in the group discussion to answer the interview questions.

Instruments

To acquire the quantitative data, an adapted questionnaire was utilized as the primary tool in gathering data to answer the research question. It will examine the perceived level of tutoring competence of the parents. A statistical tool was used such as arithmetic mean to quantify the perceived level of competency of the parents, and a scale of 1-4 will be utilized to assess the answer of the respondents.

Weighted Mean Interval	Categorical Response	Interpretation
3.26-4.00	4	Highly Proficient
2.51-3.25	3	Proficient
1.76-2.50	2	Approaching Proficient
1.00-1.75	1	Below Proficient

The researcher, on the other hand, asks focus group participants guided questions in order to collect qualitative data. The group of participants was gathered to collect a variety of information. They are asked questions that could give insight into their tutoring experiences while administering the modular distance learning program at home. The researcher then used thematic analysis to deduce the qualitative data.

Trustworthiness of the Study

This study follows the standards set forth by Lincoln and Guba (1985), which include credibility, dependability, conformability and transferability. As cited by Nowell et al. (2017), the "fit" between respondents' opinions and how the researcher represents them is referred to as credibility (Tobin & Begley, 2004). Thus, the data collection triangulation technique, as proposed by Lincoln and Guba (1985), is being utilized in this study. The researcher uses multiple data resources—quantitative data from the survey questionnaire and qualitative data from the interview. To achieve dependability, researcher guarantee that the study process is rational and traceable as it is thoroughly recorded. For conformability's sake, the researcher interprets only the data gathered from the findings and evidence found in the study and distinguishably demonstrates how

the derivation of conclusions and interpretations was attained. Furthermore, transferability refers to the generalizability of an inquiry, which means that the researcher must provide thick descriptions (Nowell et al., 2017). In this study, the researcher imparts sufficient interpretation and explanation and supplies relevant citations.

Data Gathering Procedure

In order to come up with a particular concrete conclusion and recommendations, the researcher conducted the data gathering, following the step-by-step procedure.

The researcher started by identifying the number of parents to be the respondents. After identifying, the researcher sought permission from the School Principal to interview and distribute questionnaires to the respondents. As the permission was approved, administration and collection of data followed. Survey questionnaires were answered by the chosen parents in Langtad Elementary School, and interview questions were asked of the selected parents in the group discussion.

The data were collected, and results were tabulated, analyzed, and interpreted. Out of the interpretation, conclusions were drawn which served as the basis for creating a tutors' enhancement training program.

Data Analysis

According to Maguire and Delahunt (2017), data analysis is the key to credible research. This is described as the central process for comprehending and interpreting the various perspectives and experiences of the participants in this study. To analyze and interpret the results of the investigation quantitatively, the research study used the following statistical formula: (1) Frequency and Simple Percentage which was used in determining the frequency and percentage distribution of the profile of the elementary learners' parents in terms of highest educational attainment and combined monthly family income. (2) Weighted Mean which was used to determine the parents' perceived level of tutoring competence for modular learning modality based on social-cultural context and person-fit environment adequacy. (3) Spearman rho which was used to determine the relationship between the learners' academic performance and parents' perceived level of tutoring competence.

For the qualitative data, the researcher used the thematic analytical framework of Braun and Clarke (2006). It is a framework that includes six phases. (1) Familiarizing oneself with your data; the researcher actively engages with the collected data through reviewing, reading, and rereading the transcripts of the responses a number of times. While coming up with ideas, the researcher will refer back to the notes to gather more details and confirm the

accumulated contents. It is significant for the researcher to comprehensively understand the contents of the responses with all aspects of the data, as that will be the foundation of the analysis (Jvrafricagroup, 2016). (2) Generating initial codes; the researcher highlights carefully the different terms to identify the preliminary codes that are significant and contextual in the study. (3) In searching for themes, the researcher initially looked for commonalities among the codes. The relevant data will be extracted and sorted into categories. The researcher then developed initial themes based on the categories. (4) Reviewing the themes, the researcher refines, separates, and discards unrelated themes. The researcher identified themes that had clear and identifiable distinctions between them. (5) Defining and naming themes, the research further enhances the themes. (6) Producing the report; based on the analysis, the researcher created a discussion and conclusion. It relies fully on the results and empirical evidence found in conducting this study.

Results and Discussion

Parents' Tutoring Competence in time of COVID-19 Pandemic

Table 1 and 2 present the perceived level of parents' tutoring competences in terms of; Socio-cultural context and Person- environment fit adequacy.

Table 1. Parents' Tutoring Competence in time of COVID-19 Pandemic in terms of Socio-Cultural Context

Standards	Weighted Mean	Description
1 Culture-specific tools	3.23	Proficient
2. Private Speech	3.07	Proficient
3. Zone of Proximal Development	3.07	Proficient
GRAND MEAN	3.12	Proficient

Socio- cultural Context

The table 1 reveals the perceived level of parents' tutoring competence in a socio-cultural context which got a grand mean of 3.12, which is interpreted as Proficient. This implies that parents were adept at utilizing socio-cultural context while administering the module. They placed notable importance on the

learner's analysis and considered reading a key factor in strengthening knowledge. They place emphasis on the time their child takes to explore and process concepts. In addition, the parents let the children learn the lesson in a systematic way. However, they place less emphasis on the importance of using a variety of languages in lesson delivery, providing

instructional materials that could motivate and support the concepts being introduced to the child. They also demonstrate a vague reliance on the child's ability to complete a task independently, and they spoon-feed everything to them.

According to Rymanowicz et al. (2021), the use of proper language can improve a child's social and emotional competence, social awareness, self-regulation, relational skills, self-management, and self-awareness. Thus, being able to deliver the lessons properly helps the learners receive and gain knowledge. In order to transfer the content from the module to the child, parents must use the language that both of them understand. Furthermore, learning is retained and applied more effectively when students work independently (Conyers, 2018).

Since the learner is the one who discovered the learning on his own, the chances of remembering it are high. Internalizing the information and creating/interpreting it on his own would most likely make the child more accessible in terms of knowledge expansion. Discovering new information would be great for the child to stimulate the knowledge, relate and connect it to his past learning, which would help him create new learning. In addition, summarization contributes significantly to pupils' comprehension, which improves memory and exercises mental skills (Ozdemir, 2018). This will show how he interpreted the lessons and will demonstrate his level of mastery. Through summarizing the lessons, the child will be given an opportunity to confirm his comprehension and validate the information he has received.

Table 2. Parents' Tutoring Competence in time of COVID-19 Pandemic in terms of Person- Environment fit adequacy

Standards	Weighted Mean	Description
1. Motivation	3.22	Proficient
2. Behavior	3.15	Proficient
3. Mental Health	3.32	Highly Proficient
4. Physical Health	3.31	Highly Proficient
GRAND MEAN	3.25	Proficient

Person-Environment Fit Adequacy

As shown in table 2, the perceived level of parents' tutoring competence in a person-environment fit adequacy got a grand mean of 3.25, which is interpreted as Proficient. This indicates that parents were skilled at utilizing person-environment fit adequacy while administering the module. They are good at providing opportunities for their children to expand their understanding of the lesson being presented. They are capable of managing the behavior of the learners. The parents give importance and care to the mental aspects of the child to be able to pursue their studies without interruption from possible feelings of hunger, sleepiness, and unnecessary thoughts. They put high emphasis on letting the child learn in a safe and comfortable environment. Parents value a child's physical health, which is vital to his ability to learn, and they give notable importance to keeping the learners hydrated and energized, fit, and on a proper diet to undergo the

learning process. However, parents rarely consider the learners' pace, opinions, and ideas in completing the activity. In addition, they do not firmly implement routines or impose proper study rules for their children to follow.

According to Suvin (2021), allowing the learner to learn and work at their own pace would help decrease feelings of frustration, anxiety, or boredom. Letting the child manage the time he would finish his task would motivate him. It will give him more control over his work and make it more interesting for him. If the child will be pushed to finishing loads of work in a certain time, it may lead to stress. Academic stress can reduce academic achievement and decrease learner motivation. In connection, the child should be given an achievable task with enough time to finish it (Pascoe et al., 2019). Furthermore, As cited by Lester et al. (2017), routines are vital in the teaching-learning process as they have a direct impact on children's

motivation and engagement levels. Implementing routines maximizes learning opportunities for the learners. It gives them a systematic way of dealing with things, so they can have a smooth transition of activities to do for the day. It is critical for the child to follow a routine in order to be guided by what they need to do and to track the activities they will be doing. Implementing it would be of great help to manage their behavior and character while undergoing the teaching-learning process.

Tutoring Experiences of the Parents During the Implementation of Modular Distance Learning

Table 3 presents the results, analysis and discussions of data gathered from the interview. The responses from the interviews were transcribed, analyzed, and evaluated. This is to outline the aim of the study which is to identify the tutoring experiences of the parents during the implementation of modular learning modality. The following sets of statements are being provided with results.

Table 3. Tutoring Experiences of the Parents During the Implementation of Modular Distance Learning

Themes	Categories
Teaching Strategies & Interventions	<ul style="list-style-type: none"> • Uses Video contents and technology to teach • Uses direct and discuss style of teaching • Application of reinforcements
Challenges	<ul style="list-style-type: none"> • Insufficient time for involvement because of other responsibilities • Incompetence to grasp the lessons to be delivered
Learner's Attitude	<ul style="list-style-type: none"> • Emotional instability of the child/ Learners' behavior • Ways of Utilizing learning aids

Theme 1. Teaching Strategies & Interventions

Parents encountered the modular learning modality for the first time, but despite being new to it, they are well aware of their role as the home tutor.

As the participants claimed:

"I help the child to learn the module."

P3

"I guide the child and teach them."

P4

"Parents and guardians bear a great deal of responsibility in modular distance learning because the child cannot learn without their assistance and guidance in their module."

P5

Parents are cognizant that they have a significant role in this alternative learning mode. They knew that they would be the child's sole source and courier of information. To fulfill their responsibility, they have come up with strategies and interventions to help their children learn and be motivated.

Uses Video contents and technology to teach Even in the traditional learning setup, teachers already integrate technology. Now that the children are learning at home, integrating technology would nevertheless be a great help for the tutors to make the learners more engaged with the material they're learning.

As the participants claimed:

"Cellphones have been a huge help to us parents in teaching our children."

P4

"I tried to show her a YouTube video so she could visualize and comprehend what she read in the module."

P6

Technology became a great help for the home tutors and learners. The parents will look for videos that are relevant and would be of great assistance with the lessons that the home tutor has discussed. The learner expresses more interest by watching these videos.

Uses direct and discuss style of teaching

While administering the module, the parents will be the ones to talk, and the learners will be the ones who listen. Typically, in their daily lessons, the parents would read the module, interpret what they had read, and then deliver it to the child. Furthermore, the parents tell the learner what to do.

As the participants claimed:

"What I did to help my child learn is to read the instructions from the module, then guide the child to answer them." P1

"We help the child understand the readings from the module." P2

"I'll explain to the child the meaning of the words that he couldn't understand." P5

What happened was that some parents spoon-fed the lessons to the learners. It's what they think is effective for the learners to learn.

Application of reinforcements

As the home tutors go over their daily lessons with the students, they devise a method to encourage the child to listen to them and be more engaged in their discussions and interactions.

As the participant said:

"I always encourage the child to study so that she can have an award or medal at the end of the school year." R6

Most parents tell their children that studying diligently will result in a favorable outcome. For instance, being awarded in school This has become a great motivation for the child.

Theme 2. Challenges

The parents faced a variety of challenges as a result of the new setup at home. Since they were new to it, there were times when they couldn't handle it.

Insufficient time for involvement because of other responsibilities

Many parents need to provide for their families. They have different work to do to earn money and sustain the needs of their family members. For some parents, administering the module on top of everything else can be very challenging.

As the participants claimed:

"I am not always available to teach my child with his module, especially at times I needed to sell fish." P3

Due to their hectic schedules and jobs, they seldom participate in the learners' module.

"I cannot always guide my child since I have a job to do." P2

"Sometimes I let my child answer his modules without my guidance. I will just tell him to come to me if he has something he didn't understand or if he has questions." P1

"I don't have enough time to teach my child." P6

While working, some parents couldn't find the period to assist and guide their learners with their modules. They are rarely available to assist due to various circumstances.

Incompetence to grasp the lessons to be delivered

Some of the difficulties they ran into included explaining the subject in a way the young child could understand; and perceiving the words used in the module.

As the participants claimed:

"It's hard to discuss the topics with the child and make him take down notes and write" P1

"Bisaya words were difficult to understand as they were unheard or not commonly used." P2

Since there are difficult words in the module, the parents find it hard to understand, which leads them to unsuccessfully deliver the lessons to the child. Furthermore, there are a number of topics that needed to be discussed but were unable to do so due to its difficulty. Carrying this burden makes the parents delay the discussion period and make unsure assumptions about the present conditions.

Theme 3. Learners' Attitude

Not only did the parents have to adjust to the new learning environment, but so did the students. They are the most affected individuals in this scenario, and this study reveals their responses to modular distance learning.

Emotional instability of the child/ Learners' Behavior

There are times when parents can't maintain the concentration of the child. In cases where the child couldn't handle the pressure of the many different tasks, it leads to emotional distress.

As the participant claimed:

"Learners are always unmotivated to do their many modules. They are always crying about it." **P3**

According to the parents, the learners show their emotional state by crying, mainly because they can't handle continuing to answer the module. There are numerous modules in different subjects that claim to have added to the distress of the child. The child must have had thoughts of relaxation while at home, but the large number of school assignments frustrates them for not achieving leisure.

Ways of Utilizing learning aids

Because of some difficulties, parents resort to using technology as an intervention. But the device that could bring information can sometimes be used by the child for entertainment. The child couldn't resist the urge to play with the phone. If their parents are not present, it will consume the majority of their study time.

"My child prefers to use his cellphone all the time than do his module." **P4**

The learner would lose focus and interest in studying and would easily be distracted by digital devices like cellphones. It often results in less involvement and a decrease in student motivation.

With these factors, the quality of education that the learners will receive will be put at risk. As students at a young age, they needed constant guidance in their studies. In connection,

parents must be there for their children at all times.

Parents have a significant role in this alternative learning mode, modular distance learning. To fulfil their responsibility, they have come up with strategies to help their children learn and be motivated, as well as interventions for the challenges that they have encountered. The results of the study show the parents' attempts to help their children learn their modules. They have come up with different methods that they think would be effective for their child. (1) embracing technology and integrating it during their study time. (2) teaching the child through direct methods, like discussion, which shows that the parents or home tutors are the prime sources of information for the learners.

Moreover, the study's findings clearly show how most parents struggled to tutor their children at home. With the sudden existence of Covid-19, their responsibilities widen in the aspects of education of their children. Some of them were able to adjust and adopt to the new learning set-up but most of them were troubled.

Parents were concerned about the quality of education the students would receive through distance learning. According to Lase et al. (2022), at this time of the pandemic, the main factors that will be of great concern will be the child's academic achievement, knowledge acquisition, and mastery of skills that are hard to attain. Being new to this set-up made it more of a burden to the parents. Parents find it difficult to transfer the lessons from the module to the child, especially when they don't have much knowledge about it. As cited by Manlangit et al. (2020), an MKO has to have a better understanding than the learner concerning a particular task, process, or concept. This implies that parents couldn't be MKOs if they themselves didn't have enough information and familiarity with the lessons they needed to explain and elaborate. To tutor a child, one must have broadened knowledge and mastered skills. Parents must know how to motivate the child, make him interested in learning, and must show the child that you are a reliable source of information that he must trust. Moreover, the lack of involvement of parents in

supporting children's modules at home is primarily due to parents' inadequate time and capability to accompany children in the learning process. Having the competence to teach is as important as having the availability to engage with the child's studies. Since most parents have a job to attend to, they hardly involve themselves with the whole process of learning. They will let the child discover the concepts and will just wait until the child asks for clarification. Learning is retained and applied more effectively when students work independently with the proper guidance (Conyers, 2018). Letting the child work on his own would be beneficial for him as discovering new information would allow the child to stimulate the knowledge, relate and connect it to his past learning, which would help him generate new learning. After the discovery, the child needs someone who can confirm that the knowledge that he has learned is accurate. Guiding the child through the whole learning process is a must to attain factual information, acquire correct concepts, and master the right skills. The research findings were subjugated by factors like adoptability of the new learning setup, economic status, and competence of the parents. Parents find it difficult to be one of the main sources of information. They were not favored for torturing their children at all times, as they needed to work to sustain the other needs of the family. Most parents would want to have access to the face-to-face mode of learning. They believed that getting the most interaction with the teacher would help the child achieve academic success.

Furthermore, learning about the experiences of the home tutors reveals the child's attitude toward a new learning mode. They are not yet accustomed to the new setup. Learning at home demotivates students since they are more easily sidetracked and use technological devices like cellphones for entertainment rather than academic goals. Parents must

continue to closely monitor their children as they progress through this modular learning method.

Output of the study

Home-School Link: Tutor's Capacity-Building Enhancement Training

Home-School Link: Tutor's Capacity-Building Enhancement Training specifically aims to create at least six training programs for the home tutor, notably undertaking enhancement training on delivery of instruction, student-centered methods, teaching strategies, student motivation, behavior management and time management. Further, it aims to improve the tutoring competence of the parents based on socio-cultural context and person-environment fit adequacy. In addition, it increases the academic achievement of the learners who have undergone the teaching-learning process with the trained home tutors.

Implementing the enhancement training helps the home tutors improve the areas that were weak as a result of the new learning mode and specifically acquire the respective skills with regards to the following: How should the home tutors deliver a lesson and make way for an effective teaching-learning process? How should home tutors create and supervise activities that emphasize independent learning? How should home tutors teach effectively? How should the home tutors encourage the learners to engage enthusiastically in their studies? How should home tutors enhance student behavior to avoid interruptions in the learning process? How should home tutors improve their time management skills? Home-school link training greatly helps the home tutors lift the burden of administering modular distance learning. Also, the learners will be able to receive the quality education they deserve and increase their academic performance to some extent.

Table 4. Home-School Link: Tutor's Capacity-Building Enhancement Training

Training Program	Objectives/ Targets	Expected Outcomes
Enhancement training on the Delivery of Instruction <i>(How to deliver a lesson and make way for effective teaching- learning process?)</i>	<ul style="list-style-type: none"> To realize the different teaching strategies. To improve language skills and methods for selecting the best learning aids and materials for a specific lesson or subject. 	<ul style="list-style-type: none"> -Tutors will be able to acquire related skills in presenting the contents or topics to the learners. - Tutors will be able to plan language for instruction. - Tutors will be able to organize the lesson in accordance with the child's learning style.
Enhancement training on student-centered strategies <i>(How to create and supervise activities that emphasize independent learning?)</i>	<ul style="list-style-type: none"> To gain knowledge of the principles of student-centered learning and teaching to learn about the processes and techniques that support student-centered learning. 	<ul style="list-style-type: none"> - Tutors will be able to acquire knowledge on the ways & strategies to facilitate student-centered learning -Tutors will be able to implement student-centered learning while administering the module -Tutors will be able to design "do it alone" activities that will help the learners explore and handle tasks independently.
Enhancement training on teaching strategies <i>(How to teach effectively?)</i>	<ul style="list-style-type: none"> To understand the three teaching styles by (Thornton,2013) <ul style="list-style-type: none"> (1) directing style (2) discussing style (3) delegating style To improve own teaching style To learn how and when to choose the most appropriate teaching style in a given circumstance. 	<ul style="list-style-type: none"> -Tutors will be able to hone own teaching method. -Tutors will be able to use various teaching styles when necessary that suit the lesson that will be presented -Tutors will be able to promote learning through listening and following directions, and interaction
Enhancement training on motivation strategies in teaching <i>(How to encourage the learners to engage enthusiastically in his studies?)</i>	<ul style="list-style-type: none"> To learn the various methods for regaining focus and increasing student motivation in learning. To improve skills in engaging students in the learning process. 	<ul style="list-style-type: none"> -Tutors will be able to acquire skills on how to increase student motivation. -Tutors will be able to use techniques that could encourage the child and help gain focus while administering the module
Enhancement training on behavior management strategies <i>(How to enhance student behavior to avoid interruptions in the learning process?)</i>	<ul style="list-style-type: none"> To learn how to emphasize positive behavior in the learning process 	<ul style="list-style-type: none"> -Tutors will be able to acquire skills in handling the behavior of the student. -Tutors will be able to promote wholesome behavioural development for the learners.

Training Program	Objectives/ Targets	Expected Outcomes
Enhancement training on time management (How to improve time management skills?)	<ul style="list-style-type: none"> To improve time management skills in administering the module 	-Tutors will be able to manage their time properly and give enough attention to their priorities.

Conclusion

Based on the foregoing findings of the study, the learners' academic performance has bearing on the parents' level of competence in terms of socio-cultural context and person-fit adequacy. Since the competence of the parents plays an important role in building knowledge, developing skills, and strengthening student motivation, it greatly affects the academic success of the learners. In order to achieve the shared goal of school stakeholders, which is to create a sustainable community with an emphasis on quality education, home tutors must improve and strengthen their skills. The implementation of the proposed home-school link Tutor's Capacity-Building Enhancement Training as the output of the study is highly recommended. Moreover, the stakeholders must strengthen their ties with one another. To address various issues and enhance areas that are weak as a result of the new learning mode, the school, teachers, and parents must have effective communication.

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