

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2023, Vol. 4, No. 3, 853 – 857

<http://dx.doi.org/10.11594/ijmaber.04.03.18>

## Research Article

### Magulang Bilang Guro: Parents' Experiences as Co-Teaching Parents During Modular Distance Learning

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#### Article history:

Submission March 2023

Revised March 2023

Accepted March 2023

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#### ABSTRACT

This study basically investigated the experiences of parents as facilitators of learning as Lagundi-CCL NHS implemented modular distance learning, S.Y. 2021-2022. Twenty (20) parents were considered as respondents in the study. They were chosen purposively by the researcher as she knows them personally. These parents were all the grade level. Utilizing the phenomenological method of inquiry, the parents were interviewed getting their narratives and recommendations as co-teaching parents. Based on the interview, the following themes were derived 1) Motivating their children to pursue education; 2) Mentoring their children in answering the modules; 3) Character building and setting goals in life while learning at home; and 4) Self-realization and reflections. Moreover, their recommendations included: a) to lessen the activities; b) conduct of online classes; and c) implementation of face-to-face classes.

**Keywords:** *Experiences, Modular distance learning, Parents*

#### Introduction

During the second year of shifting the modes of classes due to the threat posed by the COVID-19 pandemic, students were still engaged in distance learning as response to the Department of Education's firm mandate that learning must continue.

In this regard, Modular-Distance Learning was implemented as one of the alternative modalities to ensure the continuity of learning despite the current situation. This utilizes self-learning modules as the main learning materials that are crafted for the learners to understand the lesson and learn on their own. The

learning modules were distributed to students as part of the measures of the department in ensuring the continuity of learning in the new normal.

DM-CI-2020-00162 titled Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021 stated that learners should be given of alternatives to continue their education especially during distance learning. Moreover, the Department of Education adopted four (4) teaching-learning modalities such as: (1) Modular Distance Learning (MDL); (2) Online Distance Learning (ODL); (3) TV-Video/ Radio-

#### How to cite:

De Ungria, C. F. (2023). Magulang Bilang Guro: Parents' Experiences as Co-Teaching Parents During Modular Distance Learning. *International Journal of Multidisciplinary: Applied Business and Education Research*. 4(3), 853 – 857. doi: 10.11594/ijmaber.04.03.18

Based Instruction (TV-V/RBI) and (4) Blended Distance Learning considering the risk of the pandemic in the community where each will be offered and the capacity of the learners in sustaining their preferred modalities (DepEd, 2020).

In Lagundi-CCL National High School, modular distance learning was still considered as best-fit learning modality during the School Year 2021-2022. Since the children are learning at home, extent of the involvement of the parents is very important to continuously monitor the progress of their children.

Parents are considered the home facilitators or the channel in understanding, clarifying, and interpreting the lessons for the children to learn through guiding and helping them. Their involvement in the learning process of their children contributed great help in enhancing the skills of the learners and in achieving good academic performance even though they were in distance learning. In fact, parents are the first teachers of the learners who provide them continuing education at home. Further, they can build partnership among the teachers, schools, and the community in giving quality education to the students through their involvement that will lead to a positive outcome and high chance of academic achievement in the new normal set-up.

Because of this new setting, researchers developed the interest to investigate the experiences of the parents and contributed to the understanding of the phenomenon of facilitating learning as most studies were focusing on parental involvement.

In this regard, this study focused on phenomenon of being facilitators of learning process of their children at home. More so, it explored the limitations that were experienced by the parents during MDL. It also examined the types of supports that the parents need to enhance the effectiveness of home-based learning facilitation.

Specifically, this study sought to determine the parents' experiences as learning facilitators in the modular distance learning and the recommendations of the parent-respondents.

## **Methods**

This paper explored and investigated the experiences of parents during MDL in Lagundi-CCL National High School, School Year 2021-2022.

Twenty (20) parents which were comprised of five (5) parents from each grade level were considered as the respondents in this study. They were chosen purposively by the researcher since she personally knows them and she believed that they will agree to participate in the study.

Phenomenological qualitative inquiry was utilized in this study to examine the lived experiences of the participants intensively by uncovering more profound insights into parents' experiences as the co-teaching parents during the implementation of modular distance learning amid pandemic through semi-structured interviews.

### **a. Sampling**

The method that was used in the process of making this part of the study was the purposive sampling technique. Purposive sampling is an example of a non-probability sampling techniques. Using this, the units are selected because they have characteristics that are needed in the sample. In other words, units are selected on purpose in purposive sampling (Nikolopoulou, 2022). The parent-respondents in the study were chosen by the researcher since she personally knows them and that they will agree to be part of this research.

### **b. Data Collection**

This study used the descriptive phenomenological approach to understand the experiences of the parents from Grade 7-10 in Lagundi-CCL NHS as the school implemented MDL.

The researcher utilized an interview form which contained questions about how the parents provided aid to their children during home schooling. This was content validated by the experts who were the Master Teachers in English.

The focused-group discussions and in-depth interviews as methods in data gathering using conducted utilizing the questionnaire form. The interview was done following the heal0074h and safety protocol.

## Results and Discussion

Based on the interview that was conducted with the parents as home learning facilitators in MDL, the major themes that were derived using phenomenological approach of inquiry were: 1) Motivating their children to pursue education; 2) Mentoring their children in answering the modules; 3) Character building and setting goals in life while learning at home; and 4) Self-realization and reflections.

### Theme 1: Motivating their children to pursue education

Parents are the prime motivators of their children to pursue education. During modular distance learning, this role of parents was concretized as they encouraged them to work on their tasks and instilled them the value of sacrifices for them to achieve their dreams. Majority of the parent-respondents observed the unwillingness of the learners to work on their module. Moreover, they must be reminded to accomplish the tasks and complete their outputs. The respondents shared that their main role is to push them and motivate to continue amidst the limitations they experienced. Common answers of the parents are as follow:

*"Lagi ko siya pinapapaalanan na kailangan niya mag-aaral. Dahil kung hindi siya mag-aaral, maiiwan siya ng kanyang mga kamag-aaral. Babagsak siya." (Parent 5) I always remind him that he needs to study. Because if he would not, he will be left behind by his classmates. He will fail.*

*"Sinabihan ko ang anak ko na kailangan magpatuloy sa kabila hirap dahil sa sitwasyon ngayon. Sinasabi ko din po na makakaya din naman niya matapos ang kanyang modules. Kapag nakatapos naman po ay hinahayaan ko na sila mag-relax" (Parent 11) I tell my child that she needs to keep going despite the difficulty because of the current situation. I also tell her that eventually she will finish the tasks in her modules. Once they are finished, I let them relax.*

*"Kapag ayaw nila gumawa, kinakausap ko at sinasabihan na tapusin ang mga tasks kung ayaw nila bumagsak. Pinapayuhan ko sila na magumikap. Hindi naman kailangan na mataas ang grades, basta makapagpasa sila at makakuha ng pasadong grado." (Participant 1) Whenever they do not want to work on their*

*tasks, I talk to them and tell them to accomplish their tasks if they do not want to get failing grades. I advise them to work hard. They do not need to get high grades, as long as they will comply and submit their outputs and get passing grades.*

### Theme 2: Mentoring their children in answering the modules

Through the home learning facilitation of parents, their skills in mentoring and teaching their children just like what teachers do in the class had been developed. They guide their children in answering their modules. However, like what is expected, they encounter different limitations because they are not real teachers.

*"Hinahayaan ko muna siya na magsagot ng kanya. Kapag hindi na niya kaya, saka ko siya tinuturuan. Pero may mga pagkakataon na hindi ko din alam ang sagot. Kaya, ibinibigay ko na lang yung sagot na alam ko." (Participant 3) I allowed him to answer first by his own. When I see that he cannot really answer, I helped him, but if there was a time that I did not know the answer I just gave him the answers based on what I knew.*

*"Kahit Grade 10 na ang anak ko, ginagabayan ko pa din siya sa pagsasagot. Tinutulongan ko siya sa pagtatapos ng kanyang mga tasks. Kaya lang po, hindi ko talaga kaya ayung sa Math at English. Mahirap po ang subjects na ito. Nagse-search na lang kami sa internet." (Parent 15) Even though my son is in Grade 10, I still guide him in answering his modules. I help him in accomplishing his tasks. However, I really do not know those tasks in Math and English. These are difficult. We sometimes search in the internet.*

*"Bilang magulang at bilang guro na din nila sa panahong ito, naglalaan talaga ako ng oras para turuan sila. Yung mga kaya kong ipaliwanag ay pinapaliwanag ko. Yung hindi ay sa YouTube kami nanonood ng explanation. Pero syempre dahil nagtatrabaho din po ako, may pagkakataon talaga na hindi ko sila naiintindi." (Parent 20) As a parent, as the same time their teacher during this time, I do spend time to teach them. Those which I know, I explain to them. Those which I do not know, we just watch video explainer in YouTube. However, there are times*

that I cannot attend to their learning because I am also working.

### **Theme 3: Character building and setting goals in life while learning at home**

Opportunity to teach the children about the importance of having good behavior and setting goals in life, was strengthened during the home facilitation.

According to the parents, there are times that their children are being unmotivated to work on the tasks in the module. To encourage them, they inject life's lessons every time they mentor their children to remind them on being and becoming good children all the time and that being good is being responsible for their schooling regardless of whether it's face to face or modular. As shared, they always emphasize the essence of having goals and how these goals can be achieved through perseverance in education.

*"Palagi kong sinasabi na kung nais niyang makatapos, kailangan niyang ayusin ang pag-sasagot. Madalas kasi nakikita ko na ngso-social media lang siya." (Parent 2) I keep on telling him he needs to do his bets if he wants to finish his study.*

*"Madalas kong ipinapaalala na dapat silang magsumikap sa pag-aaral dahil mahirap lng kami. Dahil kapag hindi sila nagsumikap, baka magiging katulad sila sa kapalaran naming." (Parent 12) I keep on saying that they must work hard on their studies because we are not rich. If they won't, they are just following our fate.*

*"May mga pagkakataon na gusto na tumigil sa pag-aaral ng anak ko. Sasabihin nya na mas ok kung titigil na lang sya dahil nahihirapan na sya. Pero lagi ko sinasabi na hindi niya makakamit ang pangarap niya sa buhay kung hindi siya mag-aaral." (Parent 13) There were times that my child wanted to give up. She was telling me that it would be better if she will stop because it was very hard to study. However, I always tell her that she cannot achieve her dreams if she won't finish her study.*

### **Theme 4: Self-realization and Reflections**

The parent-respondents have lots of realization and reflection in line with their experiences as facilitators at home. The parent-

respondents shared that they have realized how difficult teaching is. It requires hardwork, patience, and time. They realized that the students can learn more when in school than at home with the presence of their teachers rather than with them. The parent's role in a child's learning is just to motivate the child to do their task. They need to strive a bit harder so that the child will cooperate unlike when the teacher is around.

*"Ang role ng teacher ay mahirap. Kung tayong mga magulang ay mahihirapan sa pag-tuturo sa ating mga anak, paano pa kaya ang mga teachers?" (Parent 19) The roles of the teachers are not easy. If parents find it difficult to teach our own children, how much more the teachers in school during the face-to-face?*

*"Lalo kong na-realize na napakahalaga ng mga guro sa pagkatuto ng ating mga anak." (Parent 8) I do believe that teachers are really important to educate our children.*

*"Iba po talaga kapag ang guro ang mag-tuturo sa mga bata. Parang hindi siniseryoso kapag kami nagtuturo hindi katulad ng kapag ang guro." (Parent 16) It seems that children do not take seriously what the parents say. Whereas, if it is the teacher who is teaching them. It is different if the teacher will be the one who will teach the children.*

*"Kami po nag-usap na tatapusin namin muna ang mga gawaing bahay bago magsagot ng modules. Masaya ang mga anak ko kapag nagtutulungan kami. Parang bonding na din naming ito." (Parent 6) We usually agree that we should finish our household chores before we will work on the modules. They are happy if we work together. It is like our bonding too.*

*"Kami din po ay busy sa aming trabaho. Pero dahil magulang kami, wala kaming magagawa kung hindi turuan sila." (Parent 10) We are also busy with our work. However, we are parents and we have no choice but to attend them.*

### **Conclusion**

Based on the findings, it was concluded that the parents never failed to motivate their children to continue their study amidst pandemic. In addition, they served as co-teaching parents who provided academic aids to the students and helped them in accomplishing their tasks.

More so, opportunity to teach their children the importance of having good behavior and setting goals in life is strengthened. Lastly, the presence of the teachers is important on their learning as they are being conditioned to learn, they see a mentor figure who will teach them.

### **Acknowledgement**

The researcher extended her gratitude to all the people who participated in the conduct of this study especially the school head, teachers, and parents of Lagundi-CCL NHS who provided vital information for the success of this undertaking.

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