

THE ROLE OF THE PARENTS TO THEIR CHILDREN'S EDUCATION: POST-PANDEMIC REALIZATIONS

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ABSTRACT

This study examined the heightened role of parents in children's education amid COVID-19's distance learning transition. Parental involvement, crucial for child development and character shaping, faces challenges in the new educational paradigm. The advent of the COVID-19 pandemic, however, presented several challenges to parents in this new normal of education. Difficulties emerged in effectively organizing learning schedules, instructing academic material, encouraging homework completion, monitoring student progress, and providing home-based nurturing due to pandemic-imposed limitations on interaction. Despite these challenges, research highlights a significant correlation between parental involvement and student academic performance. Notably, parents who are actively involved positively impact their children's learning outcomes. Nevertheless, this study revealed that while parents' perspectives on their educational support roles vary, many still experience difficulties in offering the necessary assistance. In response, parents have employed various coping strategies to navigate these challenges, with varying degrees of success. Their experiences during this unique educational modality have also led to various realizations, further underlining the essential role of parental support in children's education. In conclusion, this study recommends strengthening parental involvement to better support children's education within the con. However, the advent of the COVID-19 pandemic temporary educational landscape, thus helping them achieve optimal learning outcomes in these challenging times.

Keyword: - *Roles of the Parents, Parental Involvement, Student Educational Needs, New Normal Education, Views, Experiences, Challenges, Coping Strategies, Realizations, Phenomenological Research*

1. INTRODUCTION

Parents play a vital role towards child's overall development and education but some of the parents are unable to do their jobs. Aside from meeting their children's basic needs and educating them, they also need to nurture them by providing love, attention, support, and knowledge. The proper guidance they provide develops their child's character until they are independent and ready to face the challenges of society. Similarly, they serve as a child's primary and continuing educator prior to formal schooling and continue to be an important influence in their children's learning in school and beyond. As a result, parents and families are regarded as educational partners and supporters of their child's education. The primary problem for this study arises from the evolving nature of educational systems in response to the COVID-19 pandemic, coupled with the fundamental role that parents play in supporting their children's education. As the modes of instruction transitioned to distance learning modalities such as Modular Distance Learning (MDL), online distance learning (ODL), TV/Radio-Based Instruction (TV/R), and Blended Learning, parents' involvement has become more crucial than ever.

Considering the global impact of the COVID-19 pandemic, many countries share similar experiences when it comes to the challenges of remote learning and parental involvement. Just like the Philippines, India is a developing country where many students come from financially challenged backgrounds. The sudden shift to online education due to the pandemic has exposed a vast digital divide, where many students, especially in rural areas, lack access to the internet or devices for online learning. Parents often struggle to provide the necessary support due to financial constraints, low literacy levels, and other responsibilities (Srivastava et al., 2020). In South Africa, the

country has also faced numerous challenges in transitioning to remote learning. In rural areas, access to stable internet and digital devices is scarce. Parents' ability to support their children's learning is often limited by their own level of education, financial instability, and lack of digital literacy (Van Wyk & Marais, 2020). Also in Brazil, as one of the countries hardest hit by the pandemic, Brazil faced significant challenges in its shift to remote learning. With many families living in poverty and areas with limited internet access, parental support in children's education became even more crucial. However, like the situation in the Philippines, many parents have struggled to effectively support their children due to their own educational limitations, financial constraints, and other responsibilities (Da Silva & Costa, 2021).

One major issue that the Philippines has faced during the transition to distance learning amid the pandemic is the lack of resources and infrastructure needed for successful implementation. Many Filipino families do not have reliable access to the internet or digital devices necessary for online learning. This problem is particularly prevalent in rural areas and among lower-income households, exacerbating educational inequities. Furthermore, parental involvement, critical for successful distance learning, has been hindered by several factors. Parents who lack digital literacy find it difficult to assist their children in using online platforms for learning. Additionally, parents who need to work to support their families often lack the time necessary to provide adequate support for their children's education. Coupled with the financial stress many families are facing due to the economic impacts of the pandemic, these issues have posed significant challenges to the education system in the Philippines during the pandemic. While the government has implemented strategies like modular learning to address these issues, the effectiveness of these measures has been hampered by issues like lack of resources for printing modules and distribution, particularly in remote areas (Bonifacio, 2020; Diokno et al., 2020; Gonzales & Bautista, 2020).

However, there are numerous barriers that often prevent parents from adequately supporting their child's education. This is particularly true in places such as Consuelo M. Valderrama National High School, where many families struggle with financial difficulties. The shift to a new educational paradigm due to the COVID-19 pandemic has introduced a host of challenges for these parents. They must navigate this unfamiliar terrain, which is complicated by weak internet signals, especially in the rural location of the school. On top of that, the pressures of poverty and limited educational backgrounds serve as significant impediments. Additionally, these parents find themselves caught in a balancing act, attempting to manage their home responsibilities and work commitments while also being directly involved in supporting their children's remote learning. This collision of duties has created a high-stress environment, which further complicates their ability to effectively engage in their children's education. This research urgently focuses on identifying and understanding the obstacles parents face in supporting their children's education amidst the profound changes imposed by the COVID-19 pandemic, notably the transition to distance learning. The escalating crisis and its impacts on educational outcomes and family dynamics underscore the pressing necessity for prompt investigation. The purpose of this study extends beyond identifying these challenges; it strives to comprehend the transformations in parental roles and responsibilities within the emergent educational landscape, through investigating parents' experiences, perceptions, and realizations about their roles in their children's educational trajectory during these extraordinary circumstances. With practical implications in mind, the study aims to design effective strategies to enhance parental involvement—an element empirically proven integral for student educational success—and equip parents with essential tools and knowledge to overcome current impediments. Extensive dissemination of findings and recommendations is anticipated across academic, educational, and parental communities, targeting policy makers, with the aspiration to inform future research, influence educational policies, and facilitate comprehensive support systems that empower parents to effectively support their children's education amidst unanticipated adversities.

While an existing body of research delves into students' lived experiences in the context of distance learning, a significant knowledge gap persists concerning the unique challenges and insights students face during their transition from distance to face-to-face learning. This identified void in scholarly understanding underscores the urgent need for this study to explore the lived experiences, challenges, and insights of junior high school students navigating the shift back to traditional classrooms after prolonged distance education. By spotlighting these largely unexplored experiences and identifying potential strategies and support mechanisms, the study aims to enhance our understanding of students' transitional challenges. The dissemination of its findings will provide critical insights for educators, school administrators, parents, and policymakers, significantly contributing to the evolving discourse on post-pandemic education and fostering informed interventions to facilitate a successful return to face-to-face learning.

2. CONCEPTUAL FRAMEWORK

This study's conceptual framework is firmly rooted in the sociocultural theory of Lev Vygotsky, which proposes that an individual's learning and development are significantly shaped by their social and cultural contexts. Vygotsky asserted that family members are a child's earliest educators, and their first learning experiences unfold within their home environment and community. In his theory, a key construct is the Zone of Proximal Development (ZPD), which articulates the discrepancy between what a child can achieve unaided and what they can accomplish with the assistance of an adult or more capable peer. This ZPD concept underscores the critical role parents play in children's education, a role that becomes even more crucial during the shift towards home-based and self-paced learning amidst the COVID-19 pandemic. In this setting, parents, or the immediate older individuals surrounding the children, are essential in facilitating understanding and comprehension of lessons, acting as the bridge to achieve learning objectives that may be just beyond the child's reach independently. Translating this into the framework of the study, the sociocultural theory serves as a foundation in investigating the Views, Realizations, Experiences, and Coping Strategies of parents in relation to their roles in their children's education. The study aims to delve into how parents view their responsibilities, how they realize their significant influence on their child's learning trajectory, and how their experiences shape their coping strategies in navigating the new learning landscape brought about by the pandemic.

In effect, this study revolves around the dynamic interaction between parents, children, and the learning environment in the context of distance education. It emphasizes the interrelatedness and interdependence of these elements and seeks to understand how they converge to influence the academic success of learners. By exploring this complex relationship, the study intends to generate actionable insights that can help inform strategies for enhancing parental involvement and support systems, thereby empowering parents in the face of current and future educational challenges.

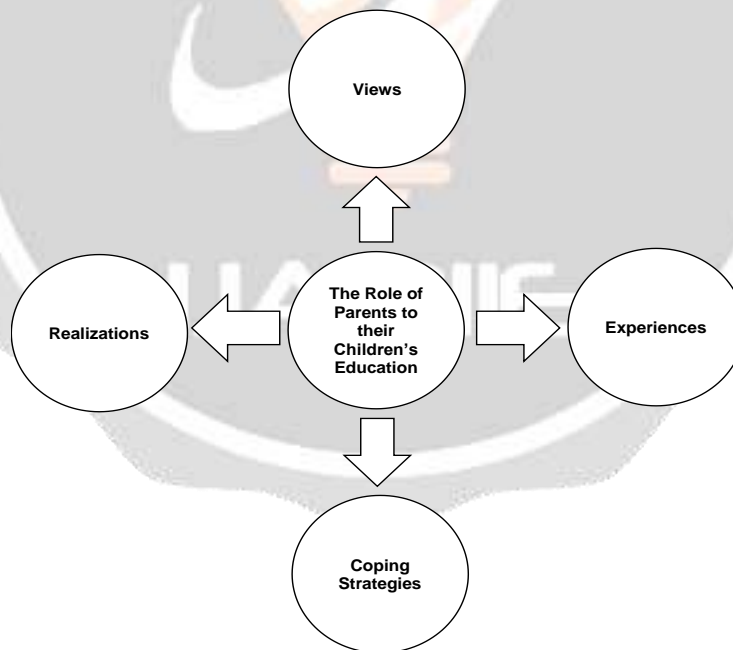


Fig -1: Conceptual Framework

3. METHODOLOGY

This qualitative research adopts a phenomenological approach to explore the transitional experiences of parents as they juggle work, parenting, and assisting their children with remote learning during the COVID-19 pandemic. Phenomenology emphasizes the study of individuals' interpretations of their world and life, making it an

ideal approach to capture parents' lived experiences, struggles, and strategies used in facilitating their children's studies. We selected the phenomenological research design by Creswell, which generally involves conducting interviews with individuals possessing first-hand knowledge of an event, situation, or experience.

The study will occur in Ngan, Compostela, Davao de Oro, a rural region primarily engaged in farming, mining, and lumber manufacturing. Our participants are parents from this community with children enrolled in Consuelo M. Valderrama National High School during the 2022-2023 academic year. Ten participants were selected using purposive non-random sampling. Five are highly involved in their children's education, while the others are less involved. This disparity in participation levels allows us to examine and compare their various experiences in facilitating their children's remote education.

In this study, the primary role of the researcher is to explore the parents' views, experiences, coping strategies, and realizations. The research process is divided into seven stages, including thematizing the inquiry, designing the study, conducting interviews, transcribing responses, analyzing the data, verifying the findings' validity and generalizability, and reporting the study. Data collection involved conducting personal interviews, and the researcher designed an interview guide to ensure the consistency and relevance of responses. A mobile phone was used to supplement the interview recording, which was then transcribed and analyzed for common themes.

The data analysis will employ a deductive approach, interpreting data according to a predetermined framework. After transcription, responses will be categorized, and themes developed. Coding will be utilized to compress the data into manageable concepts. To maintain the trustworthiness and credibility of the data, the researcher will review the methods and analysis concurrently, ensuring accurate interpretation of data. Ethical considerations include securing consent from all parties involved, maintaining confidentiality, and upholding the principles of credibility, transferability, dependability, and confirmability. The researcher also has an obligation to ensure objectivity and prevent or mitigate bias or self-deception.

4. RESULT AND DISCUSSION

The structured themes and the emerging therein were made as bases for broadening the discussion of the findings in this study. As each theme was linked to related literature and studies, substantial argument was made to find their alignment with the theme.

Educational Needs of Children. The themes that have emerged in contemporary research highlight the diverse set of needs of students, ranging from technology as a medium for communication, to financial support, emotional and spiritual support, learning guidance, nutrition, and more. Parental awareness of these multifaceted needs in their children has been corroborated by previous studies, such as those conducted by Kim and Park (2017). Despite their understanding of these needs, rooted in their own experiences as former students, there are instances when they cannot provide for these needs for various reasons (Martinez, 2020).

The provision of financial assistance is frequently highlighted by parents, mirroring the findings of Lee and Kim (2018). They believe that financial stability will enable them to meet their children's school-related needs, including educational materials, daily allowances, meals, and tuition fees, among other things. Furthermore, research conducted by Smith et al. (2020) posits that financial support not only meets the tangible needs of students but also positively impacts their mental health by reducing the burden of managing educational expenses.

Reasons for Providing Children's Needs. The reasons why parents feel compelled to provide for their children's educational needs vary, including to facilitate learning, to ensure a better future, to create a reliable family structure, to encourage completion of education, and to foster motivation. These motivations align with studies such as one by Lee and Kim (2018), which illuminated the parental pursuit of their children's well-being. Parents often strive to guarantee their children's success, aiming to guide them towards a promising life trajectory. By actively supporting their children's education, parents embody their role as responsible caretakers.

The importance of meeting these needs is corroborated by prior research, including Al-Shuaibi's (2014) study. More recent investigations, like the one conducted by Martinez (2020), also underline the notion that ensuring students' success in education is synonymous with securing their future.

Thoughts about the 5 Parental Engagement Roles. Emerging themes from parental perspectives on their involvement in their children's education include: the belief in their right to support their children, recognition of their significant role, viewing their role as a guide, providing encouragement, monitoring their children's academic progress, fulfilling the seven roles of parental engagement, and understanding the importance of regular follow-up and monitoring. These findings are consistent with those of Williams and Sanchez (2016) who determined that adherence to the five roles of parental engagement allows parents to effectively support their children's learning.

The five parental engagement roles suggest tasks parents can undertake to bolster their children's academic journey. These roles encompass parent-child communication about school matters, home supervision, homework

checking, homework assistance, participation in school activities, communication with the school, and maintaining a positive attitude towards education (Dumais, 2015). Although most parents understand these roles, certain circumstances may hinder their application (Martinez, 2020). It is crucial for parents to understand that their involvement significantly contributes to their children's academic success, a sentiment echoed in the studies by Ntekane (2018), and Jaiswal (2017) as well as in recent works like that of McNeal (2020).

Experiences in Facilitating Students' Studies at Home during the Pandemic. The emerging themes among parents facilitating their children's education at home revolve around struggle, parallel learning, perceived advantages, indifferences, difficulty, and in some cases, extreme difficulty. These sentiments echo findings by Thompson and Mazer (2019) who anticipated the challenges parents would encounter in the shift to home-based learning. Parents are instrumental in supporting their children's at-home education, many of them concurrently adapting to the shift in educational methods. Some parents of responsible and academically inclined children find the shift advantageous, as it presents an opportunity for their children to contribute to household chores and familial livelihoods. Additionally, the absence of travel expenses and daily allowances alleviates some financial concerns.

In the pre-COVID-19 era, parental responsibilities included supporting their children's academic, social, and emotional development. The pandemic has ushered in a new set of unprecedented challenges. Children's social isolation from peers, school, and routine life, combined with the increased stress and the parents' dual role as caregivers and educators, have created a difficult balancing act (Karpman et al., 2020). This complexity resonates with findings from prior research such as Castro (2015) and more recent investigations by Wadley (2020).

Most Challenging Experience. The emerging themes of challenges parents face when supporting their children's education at home include lack of knowledge, internet connection issues, time management, lack of technology, difficulties with child obedience, complications with module reporting, work commitments, challenges in teaching, communication breakdowns, and bill payments. During the pandemic, parents found themselves confronted with numerous issues related to their children's education. The effectiveness of their children's education was largely dependent on the level of support they could provide at home. This reflects the findings of Gür & Kurt (2020), who identified that parents faced an expanded set of responsibilities they had not previously encountered, with many accustomed to the traditional school setting allowing them to focus on their respective jobs.

Further, as observed by Chen (2016) and Muller (2018), parental involvement tends to decrease as students' grade levels increase, owing to the increasing complexity of subjects. This phenomenon might contribute to parents' struggles with teaching their children at home, as they have to relearn unfamiliar subjects from scratch. This is a time-consuming process that many parents, already burdened with other responsibilities and jobs to maintain their families' livelihoods, find difficult to manage. This aligns with research Hapsari et al. (2020), further emphasizing the spectrum of challenges parents face during these times.

Ways Used in Organizing Learning Schedule of Children at Home. Emerging themes surrounding the strategies parents utilize to manage their students' learning schedules include effective time management, discipline, seeking assistance from older siblings, directly working on modules, and avoiding undue pressure. The study indicates that parents have had to devise various strategies to manage the schedules of their students in the context of the new normal in education.

Parents found themselves unprepared for the dual role of being facilitators of their children's learning while also managing their personal responsibilities. Despite this, some parents discovered innovative ways to manage their children's self-learning module schedules. To ensure timely module submissions, parents planned and strategized, dividing time for each subject. In cases where work commitments prevented parents from dedicating sufficient time, older siblings were enlisted to help. When faced with students who displayed reluctance towards their modules, some parents opted to complete the tasks themselves. The situation was relatively easier for parents of students who were responsible and practiced self-regulated learning.

The transition to online education has brought benefits such as easier access to materials and increased opportunities for interaction with peers and teachers. However, the absence of a physical teacher and the increased responsibility on students for their own learning necessitates systematic and continuous engagement for success in online education (Muilenburg & Berge, 2016). In this context, self-regulated learning is often considered a crucial skill for students studying online (Chang, 2017). Empirical evidence from literature validates the significant effects of self-regulation on online learners' engagement and success. While self-regulated learners demonstrate persistence by managing their online learning behaviors effectively (Wong et al., 2020), those lacking such regulation skills may exhibit behaviors detrimental to learning, such as procrastination.

Instruction to Children in Assisting in their Studies. In assisting the students' studies, the emerging themes developed were; spend time to teach, use cellphone, find ways to help, also struggling, provide assistance, encourage them to read and talk to them. The finding revealed that most of the parents have difficulties in instructing their children in answering their modules. As the pandemic allows parents to be their sole facilitator, the

parents were challenged to provide help in explaining the lessons in the module to their students. Most of the parents who have low educational background struggled as instructors. They have hard time to understand the modules for they also have no idea about the topics. Thus, they find other ways such as searching through the internet to look for answers.

Although advances in educational technology in the last few decades proved immensely useful during this pandemic (Dhawan, 2020), teachers, students, parents, and other relevant educators faced many challenges that they were not ready to overcome (Chakraborty et al., 2020). School leaders and teachers rushed to completely redesign their educational delivery models, parents balanced work demands with the responsibility of ensuring their children were accessing instruction from home, and students struggled to stay engaged and connected with their teachers and peers online. The students' learning now relies dependently on the power of the parents to instruct their students at home.

Monitoring Strategies in Children's Progress in School. The emerging themes on monitoring students' academic performance were; updating the module, checking their grades, attending meetings, communicating with teachers, checking a child's output of the day, finding time for their studies, checking cellphones, checking the exam score, and checking in on the child/children. The findings revealed that parents utilize various methods to monitor their children's status in school. The parents' role in guiding and overseeing their child's activities is critical for the child's development. Monitoring is a method for parents to assess their students' performances, regulate student behaviors, and keep themselves updated on various school activities. By engaging in monitoring, parents can identify their children's possible needs and meet them (Walker, Shenker, & Hoover-Dempsey, 2010).

One key aspect of parental involvement is the ability of parents to supervise child activities, such as how much time they spend watching TV, regulating playtime after school, and ensuring the completion of homework (Dumont et al., 2012). These factors are believed to influence the child's studies outside of school hours. It was further elucidated by Johnson, Dolezal, and Mclean (2020) that parents' monitoring activities include regulating the child's exposure to media content, especially television and computer games; setting a study time for the child to complete their homework after school; regulating the time children spend playing after school; guiding the child's academic progress by helping select subjects; and monitoring when children return home from school. Indeed, when children spend excessive time on activities such as playing computer games and watching TV, and do not allocate time for home studies, the negative effects of such activities can outweigh the positives (Kim et al., 2016).

Encouragement Strategies to Children to Do Well in Their Studies. The emerging themes of parents' strategies to encourage their children were categorized as follows: providing motivation, expressing appreciation through rewards, offering inspiration, satisfying their needs and wants, and imparting valuable advice. The findings revealed diverse motivational strategies employed by parents to sustain their children's commendable academic performance at school.

One of the standout strategies was the use of rewards as positive reinforcement, designed to encourage students to maintain their good work in school. The process of reinforcement and feedback plays an integral role in the learning journey as it influences students' behavior both directly and indirectly. Generally, when employed effectively, positive reinforcement has a constructive impact on students' behavior, commitment, and self-perception, while negative feedback tends to yield opposite results (Henderlong Corpus & Lepper, 2015).

Positive reinforcement, considered one of the four types of reinforcement in the operant conditioning theory of human behavior, is a key approach in parenting. This strategy involves presenting a child with a pleasant stimulus each time they exhibit an appropriate response, with the intent of reinforcing this behavior. This kind of feedback bolsters students' behaviors incites interest in their immediate tasks and motivates them to sustain their behavior (Gunderson et al., 2018). It aims to encourage desired behaviors by introducing rewards shortly after they occur, thus increasing the likelihood of repetition (Schunk & Greene, 2018). This approach underlines the importance of focusing on the positive aspects of human nature.

Ways in Nurturing Children and Continue to Maintain Harmonious Relationship while Facilitating at Home. The responses elicited the following emerging themes; through proper communication, open communication, provide healthy foods, teaching good values, showing love, give the best, bring to church, set limitations, encouragement, through bonding, and knowing the problem. The findings showed that parents, while facilitating their students in their studies, also make sure to establish and maintain a harmonious relationship with their children and focus not only on their academics but also on their overall development; physical, emotional, moral, spiritual, etc.

One of the emerging themes is through proper communication. Good communication is essential to a harmonious relationship. Parents must learn how to communicate effectively, showing kindness, respect, openness, and compassion towards their children. According to Kaminski and Claessens (2017), one way to build harmony is

by expressing one's needs and desires in a non-confrontational way, allowing for open dialogue and mutual understanding.

In the context of parent-child relationships, communication plays a critical role in the development of a child's social, emotional, and cognitive well-being (Hartnett, Carr, & Sexton, 2016). Children learn to communicate by observing and imitating their parents. Therefore, parents who communicate openly and effectively equip their children with vital life skills (Mikulincer & Shaver, 2016).

The quality of parent-child communication has far-reaching implications. When parents communicate effectively, they foster an environment of respect and understanding, thereby boosting the child's self-esteem (Zhou, Liu, Niu, Sun, & Fan, 2018). Conversely, poor communication can lead to feelings of neglect and misunderstanding, which may adversely affect a child's mental and emotional health.

Moreover, effective communication paves the way for better cooperation between parents and children. It helps set clear expectations and promotes a sense of security among children, making them more likely to adhere to set guidelines and cooperate (Smetana, Robinson, & Rote, 2015).

Role of Parental Engagement Participants Struggle. The emerging themes encapsulated the challenges that parents encounter while engaging with their children's school activities. These include monitoring amidst busy schedules, instructing their children, and struggling with their own lack of knowledge in some areas. These issues point to the implications of changes in the educational system on parents, particularly those with lower levels of education, who may find it challenging to help their children navigate their studies.

In this context, the role of parent's education level in shaping their children's educational progress is significant. For instance, research by Ost (2016) suggested that parents with higher education levels were more likely to foster an environment conducive to their children's learning. Additionally, children from homes with more educated parents tend to achieve higher academic success compared to their counterparts. Similarly, studies have shown that the parents' level of education can impact their child's academic performance (Dubow, Boxer, & Huesmann, 2015). Parents with higher levels of education often offer more support to their children's learning and have the skills needed to assist with school tasks and engage in the school environment.

Parents with lower levels of education, however, can sometimes struggle to provide the support their children need, leading to lower academic performance for their children. This emphasizes the need for additional support mechanisms to empower parents with less education, to ensure their children also have an opportunity to succeed in their academic pursuits (Quezada, Talbot, & Quezada-Parker, 2018).

Chances of Arguing with Children Regarding School and Handling the Situation. The study unveiled the emergence of several themes from parental challenges: finding ways to meet the needs, ignoring the problem, talking things up, addressing absenteeism, and calming the situation down. Each family, given its uniqueness, faces inevitable issues. The findings indicate that parents face various problems with their children, particularly regarding school matters, and resort to diverse strategies to manage these situations.

Absenteeism is a prime school-related concern that parents encounter. Reasons for a student's lack of attendance may vary, from disinterest in school to engagement in activities with peers that may negatively influence them. A 2015 study by Gottfried pointed out that student absenteeism, defined as any period when a student does not attend school, poses a significant and persistent problem among students across various age groups and settings. The same study enumerated several factors contributing to student absenteeism, such as family health issues, low income, unfavorable school climate, substance abuse, transportation problems, and societal attitudes towards education. Echoing the findings of a study by Hughes and Zhang (2007), parents must stay informed about their children. The study uncovered several themes from parental challenges: monitoring in a busy schedule, providing instructions, coping with a lack of knowledge, and encountering difficulties in instructing and monitoring. These findings illuminate the different struggles parents face while involving themselves in their children's studies, particularly within the rapidly changing educational landscape. Many parents who struggle have lower educational attainment levels and consequently find themselves unable to adequately support their children's learning.

Research by Wilder (2014) suggests that students whose parents have higher levels of education often outperform those whose parents are less educated. More educated parents tend to create an environment conducive to learning and actively involve themselves in their children's school activities. The study also identified different ways parents respond to school-related issues their children face. Absenteeism is a significant problem, often related to students' disinterest in school or harmful influences from peers. According to Gottfried (2014), absenteeism is a pervasive issue among students and is associated with several risk factors, such as family health, low income, poor school climate, drug and alcohol use, transportation problems, and community attitudes towards education. Addressing these issues requires parents to stay informed about their children's situations and be proactive in responding to any misconduct. Research by Landers-Potts et al. (2015) suggests open communication as a critical

solution. Parents must strive to address their children's issues promptly to prevent further complications. They must take the lead in guiding their children's behaviors, as these behaviors often reflect the parental upbringing.

Coping Strategies to Solve the Challenges Encountered among the 5 Roles of Parental Engagement.

The research brought to light the different coping strategies employed by parents: maintaining regular communication, relying on the internet, monitoring consistently, providing guidance, displaying care and understanding, depending on older siblings, and offering thorough advice. Notably, the majority of the parents in this study recommended maintaining an open line of communication, particularly when their children violate school rules.

Furthermore, other parents advocated for understanding their children and providing the necessary care. It is common knowledge that children love exploring, and these explorations can sometimes lead them astray. Thus, it is essential for parents to guide their children, teaching them right from wrong.

Parents often believe they fully understand their children, but it's important to recognize that children's development is not solely influenced by family but also by their environment and social circles. Parents may not fully comprehend the impact of external influences on their children, thus highlighting the need for open communication to gain insights into their children's external experiences. According to research by Glatz and Buchanan (2015), students who engage in misconduct may do so due to a lack of parental supervision.

Additionally, children may grapple with internal problems unseen by their parents, often because these young individuals have become accustomed to handling these issues on their own. Some of the pressing issues affecting students today include divorce, child abuse, military deployment, relocation, and school violence (Anderson et al., 2020). In a classroom setting, students in crisis may exhibit laziness, carelessness, lack of motivation, resistance to authority, and disengagement (Foley et al., 2019). These observations emphasize the importance of open and honest conversations in preventing these issues from escalating.

Help Strategies Provide to Solve the Challenges. The emerging themes from the research include immediate resolution of challenges, occasional effectiveness, child receptiveness, successful problem resolution, assistance in overcoming challenges, and non-assistance. As parents implemented their individual approaches to address specific problems, they discovered the effectiveness, or ineffectiveness, of their strategies. Some parents found they had little control over their children, and their advice often went unheeded.

Children may disregard their parents' advice because they feel misunderstood or unheard. This dynamic reinforces the findings of Maccoby (2015), who emphasizes that two-way communication between parents and children is critical for understanding and respect. If parents continuously talk without reciprocating the act of listening, their children may replicate this behavior. Therefore, parents need to be attentive to their children's perspectives and listen to their views. Parents function as role models, and children often mimic their behavior. Belsky et al. (2018) noted that parents' interactions with their children significantly impact their development and behavior. Therefore, parents must strive to set a good example, especially in communication dynamics. They should strive to be good listeners, providing opportunities for children to express their thoughts and feelings. Research by Hurrelmann and Quenzel (2018) points out that reciprocal communication fosters trust and respect, enabling parents to positively influence their children's behavior. Additionally, Ferguson et al. (2020) highlight the importance of creating a safe and trusting environment where children feel comfortable expressing their emotions and ideas.

The Importance of Participant's Involvement as a Parent to Children's Education. The emerging themes from the research included providing guidance and motivation, setting the child's direction, acting as the child's model, emphasizing the importance of education, meeting emotional needs, and taking responsibility. The findings revealed that parents hold diverse perspectives on how they value their support for their children's education. Parents' roles in directing their children's educational path emerged as a key theme. Parental involvement in a child's education yields significant positive outcomes, such as elevated academic expectations, improved performance, and good behavior.

Supporting this, Wang and Sheikh-Khalil (2014) found that when parents are actively involved in their children's education, children demonstrate improved academic performance and behavioral outcomes. Similarly, research by Jeynes (2017) emphasized that parental involvement is associated with fewer instances of high-risk behaviors such as substance abuse, suggesting that active parental support in studies could lead children towards a more successful life trajectory. Kim (2018) found that parental involvement increased student motivation and self-regulation in learning, demonstrating the importance of parents providing guidance and motivational support to their children's educational journey.

Important Lessons Learned from the Experiences Encountered. The emerging themes were; the importance of education, bonding of parents and child/children, showing care and importance to children, giving time, the significant role of parents, understanding the child more deeply, and not causing undue pressure. The findings showed that most of the parents felt that the pandemic had brought their family closer together. With more

time at home, parents had the opportunity to reflect on the importance of their roles in their children's educational development. This also offered a chance for parents to spend quality time with their children, fostering a healthier relationship within the family. It was a time for parents to cultivate family values and to know their children on a deeper level.

A parent-child relationship is indeed a critical aspect of a child's life. Research shows that a responsive and available parent is instrumental in strengthening the bond with their child (Hughes et al., 2017). Furthermore, studies have indicated that securely attached adults tend to be more sociable, competent, and comfortable in various relationships in life (Cassidy et al., 2018). These individuals also maintain higher levels of self-reliance and self-esteem compared to their insecurely attached counterparts. In contrast, insecurely attached adults tend to exhibit more antisocial behaviors, are more prone to depression and anxiety, are more dependent, and have less self-confidence.

Possible Changes to do to provide a Better Support to Children's Education. The emerging themes were increased effort, consistent reminders, allot more time to children, provide additional support, implement close monitoring, and ensure ongoing communication. As the interviews were conducted, findings highlighted parents acknowledging their lapses in providing adequate support to their children's education and recognized the necessity for specific changes to better cater to their needs.

One notable theme was the need for parents to work harder to offer more financial support. Research suggests that parental financial support significantly influences a student's motivation to learn, which in turn, substantially impacts a student's academic success (Ozen, 2017). Some students are driven to push themselves harder independently due to a lack of financial support from their parents, which can lead to a decline in their motivation towards studies (Walsh, et al., 2018). Student motivation is essential as it enhances effective learning and the development of functional individuals (Dumont, et al., 2012). When students are motivated, they retain information more effectively and are less likely to be distracted (Karabenick & Urdan, 2015).

Ways of Applying the Learnings on the 5 Parental Engagement Roles as a Parent to the Current Educational System. The emerging themes were enhancing monitoring and guidance, adhering to the five roles of engagement, expressing appreciation, meeting the student's needs, providing support, effective time management and teamwork, and reducing undue pressure. The findings suggested that parents learned valuable lessons from their experiences during the transition to new normal education. They recognized the importance of active involvement in their child's academic development and plan to continue to offer their support throughout the transition from new normal education to the current educational system.

They resolved to strengthen and continue to uphold the five roles of parental engagement: organizing, instructing, monitoring, motivating, and nurturing. Adherence to these roles can substantially contribute to the success of students. Without a doubt, parents play a critical role in child development. Fulfilling these roles can improve the quality of education, and uninterrupted engagement with school activities can also lead these activities to reach the desired standards.

Participation of families in educational and administrative services within schools is essential (Aydin et al., 2016). The more parents exercise these rights and fulfill their responsibilities in relation to the school, the better the educational efficiency of the school will be. Garbacz et al. (2020) also highlighted the importance of parents' active participation in children's academic activities and noted the positive impact of parental engagement on children's academic success. Furthermore, Hill et al. (2016) pointed out that a supportive and involved parenting style contributes to children's academic performance and social skills, while reducing behavioral problems.

5. CONCLUSION AND RECOMMENDATION

Summary of the Study: This study explored the experiences of junior high school students transitioning from distance learning to face-to-face classes at Compostela National High School in Compostela East District, Division of Davao de Oro. Ten students from Grades 7 to 10 were selected through purposive sampling, serving as the study's informants. The phenomenological research design involved in-depth interviews and thorough data analysis. The study discovered that students were eager to return to school for face-to-face classes, driven by a deeper understanding of lessons, forming new friendships, improving grades, and experiencing direct learning from teachers. Preparation for face-to-face classes varied among students, with themes of self-preparation, preparation of school materials, mental readiness, and absence of preparation emerging. Students experienced mixed feelings about being back to school and engaging in-class activities, ranging from happiness and excitement to nervousness and pressure.

Challenges surfaced during the transition, including feelings of isolation, parental disputes at home, concerns about mental health, financial issues, adjustment to school schedules, and balancing academic tasks with

household chores. Additionally, students faced challenges interacting with classmates, dealing with the pressure of answering questions, instances of bullying, and differential treatment. Difficulties were also encountered with teachers and understanding lessons in certain subjects. In response, students employed a variety of coping strategies. At home, these included giving time to oneself, obeying parents, balancing chores and studies, studying hard, praying, and watching motivational videos. With classmates, coping involved maintaining a calm demeanor, reprimanding misbehavior, compensating for damages, ignoring unhelpful influences, and acceptance. When addressing challenges with teachers, students directly engaged with tasks diligently, while coping with difficulties understanding lessons involved intensive engagement with the material and peer learning. Overall, the transition from distance to face-to-face learning elicited positive responses from students. They felt joy and motivation and appreciated the influence of their parents, learning enhancement, and social interaction in the process. The transition was considered beneficial for learning new things and facilitated academic progress.

Implications. Based on the findings, the following implications for practice are offered.

On Educational Needs of Children. It can be reckoned that the research participants have identified the needs of their students for schooling. The need to identify these needs shows how much you care and value the education of your children. Parents must know what support they could give. Parents should be reminded that it is not only the financial support that the children needed. It's just a little portion of the equation for them to strive hard in getting good academic performance in school.

On Reasons for Providing Children's Needs. As the parents identified the needs of the students, they also give their different reasoning as to why they have to meet these necessities. Parent should acknowledge the reasons why these needs should be provided for them to understand its different impact to the student's performance. It is important for the parents to not only provide the needs but also think of its benefits. In this way, they will understand more their responsibilities as parental support to their children's schooling.

On Thoughts about the 5 Parental Engagement Roles. All these 5 parental engagement roles should be taken seriously by the parents. As this was discussed to them, they provide their viewpoints onto what roles they've tried and how important these roles are. Parents play an important role in the educational process. The level of parental involvement is associated with students' academic success. Children whose parents are actively involved in their schooling benefit better than children whose parents are passively involved.

On Experiences in Facilitating Students' Studies at Home during the Pandemic. Sometimes, experiences open for a lot of realizations. The new normal education experience has taught us that parents do serve an essential part in educating their children in times of crisis. These experiences might prepare us for the same scenario that might happen in the future. The pandemic also offers a lot of variety as to how education can be delivered into different modalities and how we can optimize technology to support education. The situation gives us ideas onto the different roles that people involved in the educational process should take.

On Most Challenging Experience. Parents have faced several difficulties while facilitating their children at home. Some find it hard to instruct their children at home. Children are put into situation where they can solely rely on their parents whenever they call for help and parents have a hard time teaching them. It is a lesson for the parents to not only pay importance for their children's learning but also their educational attainment because students would be able to see concrete evidence of what education can do in their family. It will serve as an inspiration for them to get motivated to learn. Some parents also have no control of their children in their studies. This maybe because they are used to deal with their studies on their own. It is important for the parents to be involved in their studies at early stage, so students won't hesitate to approach you on latter years.

On Ways Used in Organizing Learning Schedule of Children at Home. Part of the parents' responsibility is to make sure that the students have finished their modules on time. Parents have suggested that days should be allocated for each subject matter. It is one good strategy for the students to focus on one subject at a time. Though the distance learning modalities offers a self-pace and independent learning, deadlines have still needed to be met and parents must have control on the time that their children spent at home and set a learning schedule to finish their modules on time. In the face-to-face class, there still a need for the parents to organize their study schedule. At home, parents should set a time for their students to answer their assignment and check if they're still other school tasks like projects they needed to finish.

On Instruction to Children in Assisting in their Studies. The parents have difficulties in facilitating their young at home. Students have used to listen more on their teachers than their parents. The pandemic crisis challenges parents to become tutors and in order for the parents to explain the lessons, they also need to read and learn the modules. With this, parents should take an extra effort to aid their young because they're the only person they can seek for help. They say, you cannot teach what you don't learn that's why. This is a disadvantage to those parents with low educational attainment for they have hard time to understand their student's lesson and share their insights.

On Monitoring Strategies in Children's Progress in School. As pointed out by the participants, there are many ways to monitor a student. It can be done through checking their notes, test papers, quizzes, report cards, attending meetings or simply asking them on their schooling. Monitoring is one way to assess and evaluate students' academic performance and behavior in school. Monitoring students will let you know their status and be updated with their school activities. Constant monitoring should be a habit for parents who cared for their children and for their learning.

On Encouragement Strategies to Children to Do Well in Their Studies. Parents responded their ways to motivate their student. Some parents who can afford, treat their children whenever they achieve a good standing or ranking in class. Parents must also be advised not only to focus on reprimanding students whenever they commit mistakes but also reinforce good behavior on their children in order for them to continue the good deeds.

On Ways in Nurturing Children and Continue to Maintain Harmonious Relationship while Facilitating at Home. Parents have laid their different ways to nurture their students and establish a good rapport. As we all know, discipline starts at home. Parents should not only focus on the mental aspect of their children but also to their overall development. Parents somehow defines the behavior of their children. It is a reflection of their effectivity as parents to discipline and cultivate good values onto them. Having a healthy relationship would also prove that loving, caring and respect are being practiced at home.

On Role of Parental Engagement Participants Struggle. The participant has struggled to do some of their roles. One of the reasons was availability of time. Parents couldn't give time to their students for they have job to do and parental engagement roles demand for more time and attention. But it is still important for the parents to catch up when they have free time to consult their students. Time is precious and so your children. So, give them time whenever you could.

On Chances of Arguing with Children Regarding School and Handling the Situation. Aside from financial difficulties, parents encountered problems on tardiness and absenteeism of their students. This could be prevented if parents would just successfully do their roles as support to their education. In times like this, it is important to discuss the issue in a good conversation. Conversation means both of the parties should be able to speak and listen. It is not a conversation when one is only allowed to speak and the other one is left with no choice but to listen. Both sides should be heard. Students tend not to listen to their parents if they noticed that they won't listen too.

On Coping Strategies to Solve the Challenges Encountered among the 5 Roles of Parental Engagement. Time management is one of the suggestions that the parents found in order to give enough attention to the studies of their young. Whenever they also have conflicts with their children, they make sure to discuss the issue in a calm manner. Parenting is not an easy task to do. It requires a lot of responsibilities of upbringing the children. Sometimes, parents have difficulty to balance their life and job and this means that they sometimes encountered lapses in doing their roles. For parents, it is necessary for them to look after for their children's future. So, taking charge of their responsibilities is a compulsory job.

On Help Strategies Provide to Solve the Challenges. Parents have different parenting style. This means they also have their own ways on handling different situations. For parents to successfully provide solutions to the problems, they need to assess if their ways are effective. Understanding your students is a great step to ensure the efficiency of your coping strategies. Listen to them for they might carry problems that you are unable to see. Recognizing their inner problems might help stop further serious problems. Serious problems require serious attention and immediate response. Establishing an open communication to your children where they are free to share their feelings and experiences is a must for parents.

On the Importance of Participant's Involvement as a Parent to Children's Education. The parents have agreed that parental involvement is a critical factor in the success of children's education. It improves student achievement, self-esteem, and behavior. Getting involved at school allows them to obtain first-hand information on the learning environment, learn how to navigate the education system, demonstrate to their child that education is important, and influence their child's behavior by establishing consistent norms. With parental support, the child is more likely to have positive attitudes towards school and learning.

On Important Lessons Learned from the Experiences Encountered. There is no doubt that COVID-19 will have long-term mental health implications. But forcing families to spend time together during stay-at-home, work-at-home and virtual learning may have positive family impact. Families have had the opportunity to spend more time together. This occurrence becomes an eye-opener for the parents to value more their children's education. Parents admitted that the new normal education made them realized to supervise students' learning. Parents suggested that parental involvement shall not only be present in times of this crisis but it must continue throughout the educational journey of a student.

On Possible Changes to do to provide a Better Support to Children's Education. The participants wanted to imply that parents sometimes need to assess themselves onto what support they're lacking. Identifying this, will help

parents realize possible changes in their roles to provide a much better support to their students. Parents suggested to work harder in order to finance their schooling and give more time to students for they needed guidance and assistance in their studies and life, in general.

On Ways of Applying the Learnings on the 5 Parental Engagement Roles as a Parent to the Current Educational System. The parents wanted to apply their learnings and abide the roles of parental engagement to continue their responsibilities to support their children. They think that it is important for the parents to organize the learning schedule of the children, instruct them in assisting in their studies, monitor their status in school, motivate them to strive harder and nurture them to become good citizens. If parents wanted to have good education for their children, then parental involvement is necessary for its achievement.

Limitations. The study was distinctly delimited to a purposively selected group of 10 parents whose children were officially enrolled in junior and senior high school for the 2022-2023 academic year at Consuelo M. Valderrama National High School, situated in Valma, Ngan, Compostela, Davao de Oro. The sample was bifurcated into two subgroups for the execution of in-depth interviews: one subgroup consisted of parents of children demonstrating academic excellence, and the other comprised parents of children who grappled with academic challenges. Moreover, the study's scope was precisely circumscribed to ensure the veracity of participants' responses to the posed research questions. This strategic delimitation aimed to accurately demarcate the boundaries of the study, thereby facilitating a more concentrated exploration of participants' confrontations with challenges and their adoption of practices within their roles as facilitators of their children's education. The stringent adherence to these defined parameters was anticipated to engender a rich, nuanced understanding of parental involvement amidst the unprecedented educational shifts induced by the pandemic.

Suggestions for future Studies. While the present study was specifically focused on the insights of parents with students enrolled in Consuelo M. Valderrama National High School, Compostela East District, Division of Davao de Oro, the findings underscore several potential directions for future research. For instance, subsequent studies could involve a different group of parents from the same school or the investigation could be replicated in a different location to broaden the scope of understanding about the impact of parental engagement in children's education. Furthermore, it might be illuminating to re-interview the original study participants to trace how their insights on their roles have been integrated and evolved within the current education system. Given that this study was conducted in a public high school, a comparative study examining similar phenomena in private secondary schools could enrich our understanding of how school type influences parental engagement. Lastly, since this study's findings are grounded in the perspectives of selected parent research participants, further research could explore the practical implementation of these roles among a wider population of parents at Consuelo M. Valderrama National High School.

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