

Parents as Study Buddy in the New Normal of Teaching: A Grounded Theory

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ABSTRACT

The COVID-19 pandemic had plunged the world into turmoil more than one could ever imagine. It has resulted not only in an economic crisis but educational crises as well. To assure the continuity of learning in the Philippines public basic education system, self-learning modules are put in place to meet the educational needs of every learner with the help of parents as partners in teaching. This qualitative study conducted an in-depth exploration of parents as study-buddy in the new normal of teaching using the grounded theory. The in-depth interviews with the participants exposed four emergent themes and a central category on the parents' experiences as study buddy using the modular distance learning modality. "Parents' resilient mechanisms" emerged as the core category and entailed four essential themes: (1) Awareness of the role as para-teachers; (2) Acceptance of the inevitable educational challenge; (3) Actions toward the challenges of the educational set-up; and (4) Adaptation of the new normal in education. The grounded theory of recognition-adaptation-persistence: parents' resilient mechanisms in the new normal of teaching unveils an understanding that being a teacher to your child requires parents and/or guardians to recognize their role (awareness and acceptance), to adapt certain initiatives (adaptation), and to persist in implementing the initiatives and measures at home (actions) for the learning continuity to thrive amid the prevailing challenges and other adversities of the pandemic. The theory can also provide a frame of reference for the educational leaders and institutions for them to come up with regulations and other guidelines that are responsive to the needs and experiences of the parents in actualizing the objectives of modular distance learning in the public basic education system. Overall, the theory highlights the accounts of the parents as they assume the role of being a study buddy of their children at home. Parents' resilient mechanisms in this type of educational set up are being magnified since these are instrumental to the challenge of learning continuity amid the pandemic.

Keywords

new normal of teaching; learning continuity; parents as teachers; grounded theory

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Introduction

Over 1.5 billion learners across the globe have been affected by the closures of educational institutions as an effort to contain the proliferation of the COVID-19 pandemic. This has resulted not only in an economic crisis but educational crises as well. Educators as front liners in this educational challenge have a significant responsibility in making deliberate actions and in ensuring continued, inclusive, and equitable education for all learners amid this pandemic (UNESCO, 2020).

During this pandemic, distance learning has become a trend to contain the transmission of the virus. To Patru and Khvilon (2002), distance learning is an educational process and approach in which most or all of the teaching is conducted by a teacher removed in space and time from the learner. In effect, most of the communication or interaction happens through artificial media, like

telecommunication systems, electronic devices, or printed modules.

To have a meaningful distance learning experience, Rafidi (2020) highlights that a paradigm shift is crucial if learning must continue during the pandemic. While the stakeholders in the educational process are gradually adjusting to this new normal set-up, some teaching-learning components are difficult to be simulated at home. It is the sociological component of being in an actual classroom where there is a community of learners working towards a shared objective.

Seale (2020) suggests that one of the best ways to thwart the deepening disparity and inequality in education in the middle of this pandemic is to capacitate and equip families to support learning in their respective homes. This is true to learners who are still in the basic education system where learning necessitates regular adult facilitation.

Teachers as instruction specialists identify the needs and interests of their students to make significant progress but the current situation makes it inconvenient to individually attend to every child. Parents as the first teachers of their children are also considered as the greatest indicator of their children's life outcomes. Families coming from low-income brackets do not need the pity of the education of the system; they need support and assistance. In this way, parents and teachers can complement to a common purpose, to assist the child and be successful in learning.

In the first e-Forum of SEAMEO Ministerial Policy, Philippines' Education Secretary Briones shared the pathways of the country's ways of responding to the educational needs of the learners with the other leaders in Southeast Asian countries. The country's battle cry is that learning must continue while putting a premium on the health and safety of the stakeholders of the education system to avoid further spreading of the virus. Basic Education – Learning Continuity Plan (BE-LCP) adopts the myriad learning delivery modalities with blended learning and distance learning as the foremost options. Based on the survey, the most preferred modality for the parents to address learning continuity is Modular Distance Learning (DepEd, 2020).

In another article released, the **Department of Education (2020)** further expresses that the shift to a new normal of teaching poses a challenge on the side of the school on how to convey basic, equitable, and quality education. Leaders in the education department have unveiled various avenues for upskilling and reskilling the teachers and school heads in the field of modular instruction. Most Essential Learning Competencies (MELC) were identified and echoed in the self-learning modules that the department made.

Basic orientation, systematic support, and regular conference must be in place to assist the parents in delivering instruction to the children. To add, more grounded communication and connection are needed to have a solid foundation of the actors in the educative cycle and to relay constructive feedback on the children's progress regarding the learning intervention designed by the education authorities.

These solutions are carefully and sensibly made to address the educational needs of the learners with the help of the parents. Many empirical studies indicate that when parents are engaged, children do better in school. Inclusive in the role of being a parent is to also function as a teacher (**Fantuzzo, et al., 2004; Nyarko and Vorgelegt, 2007; Toper, et al., 2010**). However, **LaRoque, et al., (2011)** contends that parents' response and participation in this educational endeavor are affected by a variety of factors including their educational attainment, self-esteem, motivation, comfort level, language skills, and even the socio-demographic profile.

Philippine Information Agency (2020) states that there are some fundamental skills that the modular approach cannot attain such as reading and writing in the early years. **Tibon (2020)** elucidates that many of the learners in basic education are not proficient in doing independent learning while several learners are not being supported by their guardians and parents. Consequently, **Private Education Assistance Committee (2020)** points out that parental involvement is a crucial factor. Guardians or parents are inexperienced to simulate the work of a teacher in facilitating learning but their contribution is of utmost significance for modular distance learning to thrive.

Hence, this study magnifies the role of parents as study-buddy in the new normal of teaching. The significance of this study is to uncover the experiences of the parents in delivering instruction to their children using the self-learning modules. This illuminates the themes and central category of the experiences of the parents or guardians as study-buddy in the new context of new normal in education. It is the aim of this study to unveil the themes from the stories of the informants that can provide a grounded construct to formulate an understanding of what it is like to be playing the role of a teacher of your children.

Statement Of Objectives

It is the intention of the study to generate a theory on understanding parents as study-buddy in the new normal of teaching that can illuminate light on (1) parents' reactions, (2) perceptions and approaches, and (3) the advantages and disadvantages that parents encounter all in relation

to their role as study-buddy in the new normal of teaching.

Literature Review

As COVID-19 continues to proliferate in varied countries around the world, keeping uninterrupted learning has become a monumental task for the global education sector. Various methods are being proposed such as hi-tech, low-tech, or even no-tech solutions to guarantee learning continuity (Huang, et al, 2020). Education officials rapidly formulate responses with particular circumstances in mind. As the pandemic advances, several policymakers are adopting guidelines that restrict the number of citizens assembling in public spaces. These initiatives also affected the regular running of schools and other institutions of learning (OECD, 2020).

Countries are taking various approaches to minimize the spread of disease in learning spaces. Schools throughout Europe, like Britain, France, Germany, Greece, Italy, Norway, Poland, to mention a few, are re-opening as summer holidays come to a close, and policymakers demand that students return to school following months of online study as a result of the coronavirus pandemic. These schools have started to ensure that stringent health procedures are followed, such as regular sanitizing, social distancing, wearing of face masks, continuous disinfection in classrooms, reducing class sizes, and other national health standard requirements (Reuters, 2020). During the spring, educational institutions across the United States have been forced to close their facilities due to an ongoing public health threat triggered by the discovery of the first cases of the COVID-19 virus. While the schools closed their premises, the implementation of education services continue. Several schools have started to work online, and a national transition to online teaching has begun. Through the use of a range of implementation mechanisms, teaching and learning progressed along with student support programs and institutional actions. This required expanded access to technology and broadband access services to ensure equity and involved large-scale measures to resolve urban and rural gaps in these crucial areas (Jameson, et al, 2020). In Africa especially in the Sahel region, several schools have already been closed for a few

months as a result of extreme instability, strikes, or climate risks. The pandemic has exacerbated the case of their school sector as the remaining academic institutions are forced to close to contain the transmission of the epidemic. The disruption of the school year would have a particularly detrimental effect on the underprivileged children in the most precarious education systems, for whom the conditions for maintaining learning continuity at home are restricted (United Nations, 2020). In this regard, OECD (2020) contends that while students with access to digital technology and the Internet may not be predominant in most countries, there is a need to turn the emphasis to alternate learning approaches for those students who may not have such resources.

During the first Ministerial Policy e-Forum on global health crisis of South East Asian Ministers of Education Organization (SEAMEO), Philippines' Education Secretary Briones shared the pathways of the country's ways of responding to the educational needs of the learners with the other leaders in Southeast Asian countries – Vietnam, Thailand, Timor-Leste, Singapore, Myanmar, Malaysia, Lao PDR, Indonesia, Cambodia, and Brunei Darussalam. Similar to the Philippines, other Southeast Asian countries have also implemented modular systems to attain learning continuity while putting a premium on the wellbeing of the learners. On the other hand, Singapore has sustained to run its learning institutions amid the public health crisis (DepEd, 2020).

Sejpal (2013) highlights that one of the most common and accepted methods of teaching in Australia, the United States, other Western countries, and the Asian Region is modular teaching. All sorts of subjects are taught by modules. It is an educational development focused on programmed learning; a universal and conventional phenomenon. Books are now designed in modules instead of units due to this innovation. It considers the individuality of the learners to help the individuals grow and evolve at their own pace. A module is a course of instruction that is practically self-contained and a method of teaching grounded on the scaffolding of skills and knowledge in discrete units.

While the modular approach has significant advantages to note, there is also a contention that it is appropriate for more mature students only. In

the study of **Srikanth, et al. (2011)** on undergraduate medical students, modular training methods would be preferable to the normal lecture courses, since student participation would be maximized in this process. Retention ability is improved. Modular methods for other topics in diseases may be seen as an alternative to traditional instructional approaches for productive involvement and improved understanding of students.

The study of **Ali, et., al. (2010)** on the use of modular teaching yields positive results on secondary biology students than the conventional teaching method. That in modular instruction, learners are presented with chances to learn at their own pace, as per their level of skill and needs. Considered to be a self-learning model in which there is an instant reinforcement provided through feedback to practice task that encourages the students' interest to learn at their pace and rate.

This pandemic and the shift of the Philippine education sector to distance learning, at first, seemingly highlighted the prevailing inequalities in the society. Inequities, between those who could manage to have computers and internet connection, have merely become more obvious. COVID-19 intensified the class disruptions to an unlikely degree of success and suffering. That's why the common choice of the parents is modular distance learning (**Asia Society Philippines, 2020**).

Modular Distance Learning is one of the modalities suggested under BE-LCP (Basic Education – Learning Continuity Plan). It is consistent with the provision of Section 1 of Article XIV of the Constitution of 1987 which upholds the right of the citizens to quality education at all levels and making education accessible to all (**Tibon, 2020**). The country's battle cry is that learning must continue while putting a premium on the health and safety of the stakeholders of the education system to avoid further spreading of the virus. Parents and guardians will pick up the self-learning modules from the school depending on the schedule set by the administrators (**DepEd, 2020**).

It is in this setting that parents or guardians assume an indispensable function for the productive result of this undertaking. Many empirical studies indicate that when parents are

engaged, children do better in school (**Fantuzzo, et al., 2004; Nyarko & Vorgelegt, 2007; Topper et al., 2010**). Inclusive in the role of being a parent is to also function as a teacher. Normally, parents or guardians are the child's first teachers. When children start schooling, this function does not cease to exist; in fact, the family's role is magnified in children's education (**LaRocque, et al., 2011**)

Philippine Information Agency (2020) shares that the guidance and support of the parents will serve as an inspiration for the children to study. Studies revealed that in this educational set-up such as modular distance learning, the missing link in educational equity is parental participation. Schools and teachers, even the most established ones, cannot simply educate every child on their own. Dynamic support from parents and family is needed (**Colombo, 2006**).

LaRoque, et al., (2011) expounds that parents' response and participation in modular teaching are affected by a variety of factors including their educational attainment, self-esteem, motivation, comfort level, language skills, and even the socio-demographic profile. Educators should intend to make parental involvement more familiar and more meaningful. This will promote the involvement of parents. To encourage parents to enhance their capacity to help their children get the best possible education, it is important to note parental involvement as a process rather than a one-time occasion.

Home and school collaboration must be active to provide uninterrupted learning for the students amid the pandemic. Basic orientation, systematic support, and regular conference must be in place to assist the parents in delivering instruction to the children. To add, more grounded communication and connection are needed to have a solid foundation of the actors in the educative cycle and to relay constructive feedback on the children's progress regarding the learning intervention designed by the education authorities.

However, this modality, modular distance learning, encounters various challenges, particularly in the Philippine setting. **Tibon (2020)** elucidates that many of the learners in basic education are not proficient in doing independent learning while several learners are not being supported by their guardians and parents. To add, formulation and production of

quality modules to address the varying needs of the learners need some consideration. Lastly, the holistic development of the learners might be affected. Students may have few chances to interact and socialize. This can pose a problem for students who cannot simply cope with the drastic transformation in the educational set-up.

Having uncovered these pieces of information on the use of modular distance learning as an option to deliver quality education amid the pandemic, there has been a gap in its implications on basic education and the role that parents actualize to achieve the objectives of this modality. The researcher aims to magnify the role of parents as study-buddy in the new normal of teaching and uncover the experiences of the parents in delivering instruction to their children using the self-learning modules. Hence, the study is conducted.

Research Design

This paper employed the grounded theory which is broadly applied in educational research. **Glaser and Strauss (1967)** proposed that grounded theory is uncovering a theory derived from data that are obtained and analyzed systematically. **Kaiser and Presmeg (2019)** explained that grounded theory offers a peculiar set of systematic methods that uphold the analysis and abstraction of the information to build up a theory that is based on empirical data. These methods incorporate distinctive coding procedures, such as open coding, axial coding, and selective coding, which depend on the constant comparison technique. As new data are gathered and new cases are unveiled in the analysis, there is a huge potential for contribution to the refinement and advancement of an evolving theory.

Participants: Parents and/or guardians whose children are utilizing Modular Distance Learning through self-learning modules were the main participants in the study who were chosen through purposive sampling. The saturation of data was considered by the researcher in determining the number of participants for the study. DepEd District of Minglanilla 1, Cebu Province was the locale of the study.

Instrument: The main instrument for this study was the interview that was conducted through English or Cebuano considering the comfortability of the respondents. The interview was done online

through a Messenger app developed by Facebook, or through face-to-face while observing safety protocols.

Data Gathering Procedure: Permission to conduct the study was asked from the respondents who were chosen through purposive sampling. An informed consent form was given to the chosen respondents. They were given ample time to review their participation in the study. After the consent was granted, participants were oriented on the nature of the study, their extent of participation, the risks and conveniences, the participants' rights, benefits, and confidentiality. Health protocols were observed for face-to-face interviews which were done at the participants' most convenient time. After gathering the necessary information, data were coded following Strauss and Corbin's triadic coding procedure.

Data Analysis: There are numerous and distinct qualities that are designed to uphold the "groundedness" of the approach of the Grounded Theory. **Davidson (2001)** explains that data collection and analysis are deliberately merged, and primary data analysis is utilized to create a profile of the ongoing collection of data. Interweaving data collection and analysis are considered to magnify the insights and explain the boundaries of the emerging theory by asking divergent questions that would account for the real phenomenon relevant to the respondents. **Kaiser and Presmeg (2019)** expound that the collected data are evaluated by employing various techniques of coding as the core procedure. In grounded theory, coding is a method of conceptual abstraction by designating broad ideas (codes) to particular occurrences in the data.

In this instance, coding and constant comparative technique are critical in unearthing a grounded theory (**Charmaz, 2006**). The constant comparative technique is a continuous and inductive way of funneling the data by recoding constantly. The pieces of information or incidents are contrasted and analyzed with the other data during the coding process (**Glaser & Strauss, 1967**).

Glaser & Strauss as cited by Kolb (2012) elucidates that the constant comparative technique involves four activities: (1) evaluating incidents similar to each category, (2) incorporating categories and their characteristics, (3) defining

and delimiting the emergent theory, (4) crafting the theory. All through the phases of this method, the researcher unceasingly figures out the data collection, provides analysis and codes for the collected data, and strengthens the generation of the theory through theoretical sampling. This method is valuable to the researcher as the exploration emanates from raw data and authentic statements from the participants while noting the similarities and differences of the responses. By painstakingly comparing and analyzing the data, a considerable theory will be uncovered.

OPEN CODING

After collecting the data, although not necessarily all, the evaluation process may commence. **Strauss and Corbin (1990)** distinguish the three types of coding processes that are necessary to establish a grounded theory: “open, axial, and selective coding”. **LaRossa (2015)** emphasizes when these three phases are utilized, this triadic coding procedure makes the grounded theory substantial.

The initial approach to the data is through open coding. A thorough analysis of data will be done for the conceptualization and categorization of the phenomena. In this first phase of open coding, the information is fragmented is reduced into parts that are methodically analyzed. This process intends to grasp the core concept of each part and to come up with a code that would best define it (**Kaiser and Presmeg, 2019**). These fragments of information are compared while noting the similarities and differences. The same code will be attributed to similar parts (**Mey and Mruck, 2011**).

The ultimate purpose of open coding is to come up with a wealth of codes with which to define the data until saturation is peaked (**Strauss and Corbin, 1990**). “Indicators” in the form of phrases, expressions, statements from the data, or significant observations are utilized to reveal the “concepts” (**Feeler, 2012**). This would create a pathway to unveil a certain degree of novelty of the stories or experiences.

Table 1. Open Coding

Apprehensions	Explain the lesson	Praying for God's guidance	Support and push to strive
Being patient	Facilitating the child	Reinforcement	Teach for independence
Challenging	Following routines	Responsibility	Time management
Communicating with my child	Guiding and reminding	Reviewing the material	Valuing respect
Compromised and adapted	Important	Safety	
Continued studies	Opportunity to learn new things	Setting a space at home	
Empathetic attitude	Positive outlook	Setting objectives	

AXIAL CODING

Next is the axial coding. It is deemed to be the process for interrelating the concepts and categories. **Kaiser and Presmeg (2019)** state that evolving relationships between the individual concepts must be incorporated into an overarching structure with one central category to establish a grounded theory. This second phase in coding is required according to **Strauss and Corbin (1990)** to examine and explore the connections between and among the categories and to formulate ties between them. **Strauss (1987)** further implicates that intense analysis should be done to come up with one central category about the conditions and consequences.

Inductive and deductive reasoning methods are emphasized axial coding in the course of connecting subcategories to a category by continuing to create inquiries and to make comparisons (**Mills et al., 2006**). In this regard, emerging novel concepts that capture the varied categories are being observed by the researcher to formulate a comprehensive narrative.

Table 2. Axial Coding

Apprehensions Responsibility Safety Important	Awareness of the role as para-teachers
Praying for God's guidance Positive outlook Challenging Setting objectives Continued studies	Acceptance of the inevitable educational challenge
Communicating with my child Guiding and reminding Setting a space at home Empathetic attitude Teach for independence Following routines Reviewing the material Support and push to strive Explain the lesson	Actions toward the challenges of the educational set-up
Compromised and adapted Facilitating the child Time management Reinforcement Being patient Opportunity to learn new things Valuing respect	Adaptation of the new normal in education

SELECTIVE CODING

At this phase of coding, categories are funneled and refined since the core category is systematically related to other categories (Strauss, 1987). The researcher will determine or decide the key story behind the analysis. In other words, the narrative gathered by the researcher should be reflective, coherent, and ideally compelling (LaRossa, 2005).

When the core category is discovered, the line of the story of the research is set. The researcher distinguishes the chief phenomenon of the study and can finally answer the research query. Finally, the grounded theory will emerge that emanated from the raw data which were painstakingly gathered, analyzed, and interpreted (Vollstedt (2015).

Results and Discussion

After the analysis, the core category that emerged was the **parents' resilient mechanisms** in the

new normal of teaching. There are four essential themes under this category, namely:

- Theme 1: Awareness of the role as para-teachers
- Theme 2: Acceptance of the inevitable educational challenge
- Theme 3: Actions toward the challenges of the educational set-up
- Theme 4: Adaptation of the new normal in education

Propositions are formulated out of these themes. Hypotheses are derived and evaluated based on these propositions. For each theme, a comprehensive discussion is given.

Theme 1: Awareness of the role as para-teachers

As revealed in the study of Samal (2012), historically, education was considered a waste of time and resources as its result was viewed as unpredictable and insignificant. Currently, through continuous attempts at compulsory schooling and expanded knowledge through the

information and technology revolution, the value and effects of education are highly valued by citizens. Hence, there is an increasing awareness of the parents' roles in their children's education. **Ceka and Murati (2016)** highlight in their study that parents must take good care of the general physical and academic growth of children to the condition that they become independent and able to meet the demands of the world in which they live. This is further substantiated by **Matilov (2002)** that when parents are aware and engaged in their children's education process, the outcome may naturally be qualified as positive and motivating. It was revealed in this study that the parents demonstrated apprehensions, concern for safety, and a sense of responsibility but all these things are condensed that they are fully aware of the "important" role as study-buddy or para-teacher in this new normal of teaching.

Here are some statements of the participants that manifested apprehensions regarding their role to fulfill in this new normal of teaching.

"I was worried about it initially because I'm not sure if I can teach her well and be with her all the time." **PA**

"I feel doubtful..." **PE**

"First, I feel confused if I can do it, I know it's hard to do household chores and become a study buddy of my children." **PH**

"I am shocked because I cannot focus on teaching my children because we are also looking for means every day." **PL**

Some participants demonstrated concern for the safety of their children leading them to appreciate this type of learning modality in the new normal.

"...feeling safe for my child and have some time to bond." **PB**

"...relieved that my daughter will be safe and proceed to her learning." **PJ**

"I am just happy that the kids are safe at home." **PG**

Sense of responsibility was also highlighted in the statements of other participants in this study.

"Being the study buddy of my children is a little bit hard but interesting also." **PC**

"Being a study buddy is a huge responsibility on our side as a parent. This is the time that we can facilitate our daughter accomplish her module." **PK**

"I have to help her learn in a way that would still cater to her learning style given that the majority of our setting right now is module-based." **PA**

The importance of their role as study-buddy was unveiled in some of the statements of the participants.

"(My role is) very important because we parents are being their teacher in this new normal education." **PB**

"My role is very important because my child is used to the physical teaching system that we had before the pandemic, so her learning style is different." **PA**

"I consider my role as important for the education of my children especially in this time of pandemic for them to continue the things they need to know and improve them." **PG**

Hypothesis 1: Parents whose children are utilizing Modular Distance Learning are aware of the importance of their role as para-teachers.

Proposition 1: Parents' awareness of their role as para-teachers is necessitated in this new normal of teaching through the Modular Distance Learning modality.

Theme 2: Acceptance of the inevitable educational challenge

Amid the challenges resulted from the pandemic, children's education needs to thrive. Parents believed that this is the truth of the moment and that the role they possess is indispensable. This learning model, Modular Distance Learning, adds the role of being a teacher to the multiple hats of being a parent (**Synergeia Foundation, 2020**). However, parents view this learning set-up at home as useful and managed to cope with some objectivity (**Brom, et.al., 2020**). It was exposed in this inquiry that parents accepted the setbacks of this inevitable educational challenge. Acceptance of the effects of the pandemic is the parents' way of conveying that they are at the helm of the learning continuity for their children. **DepEd (2020)** corroborates that this learning modality is seen by several parents as an advantage to be able to track their children and to have direct participation in their learning. This implies that parents are particularly concerned with ensuring that the education of their children is still a necessity considering the public health crisis.

"I wake up early and pray for God's guidance and think positively in everyday and good things will

happen so that I can give positive vibes and become an effective teacher for them.” PD

“...but on the positive side this is the time that we can help our daughter in her module, and we can see which subject we need to assist her more.” PK

“Being a study buddy of my child is a very challenging task. Most of the subject matters needs follow up. I’m not only a study buddy but also a mentor.” PE

“I encourage my child to set achievable momentary goals.” PA

“... the children can continue their studies despite this pandemic.” PI

Hypothesis 2: Acceptance of the inevitable situation in the educational set up caused by the pandemic is vital for the learning continuity of the children.

Proposition 2: Parents demonstrate acceptance of the effects of the inevitable situation in the educational set up for learning continuity to thrive.

Theme 3: Actions toward the challenges of the educational set-up

One of the exemplar models and influences of the children are their parents. The values and types of behavior are often adopted by their children (Kasapi, 2013). From the moment of birth, parents are being considered to be the first teacher of a child and as they progress through life. The typical role of parents involves teaching, leading, and raising kids to become responsible pillars of societies. When children’s formal education commences, parents allow the schools to play a major role in their children’s formal training. Parents act more like providers when formal education is concerned. Children’s welfare is the parents’ utmost concern about the needed provision for school and other types of support to access quality education and learning (Benjamin, 1993; Emerson et al., 2012; Ceka & Murati, 2016). When the public health crisis began, parents assume a more support-oriented role for their children’s education to continue such as assisting on their activities, performance tasks, and many others through remote learning modalities like Modular Distance Learning.

According to Mojsovsja (2006), as cited by Ceka and Murati (2016), parents are aware of the learning interests and developmental needs of their children, concomitantly pedagogical

information is necessitated to carry out quality training for their children. Azubuike and Aina (2020) notes that due to the closure of schools as a consequence of the COVID-19 pandemic, it became evident that parents had to act despite the prevailing challenges of the health crisis. Parents are situated to assume the full-time role of teaching and promote remotely their children’s schooling through Module Distance Learning.

“I allocate time to teach my children even though I have other things to do at home. My children are still young and they cannot do it without my guidance.” PG

“(I) manage time properly to juggle home chores and guide the child with their studies.” PI

“We set a space in our house for her to study. As a parent, I need to browse YouTube for some inputs.” PJ

“I communicate with my child and my partner. Whenever my child is tired, I talk to her to see if I can help her with anything.” PA

“I ask my child what she needs or feels. I don’t pressure her into finishing a task if she can’t because I understand that this setting can be stressful to her since it’s never been done before.” PC

“I supervise him and let him do it on his own. (I am) teaching my son to be independent and discovering all his talents.” PD

“There is a routine to follow. I train them to do assignments or making a habit to read modules. So, they can be responsible for students.” PH

“I let them read and understand their modules, in case they don’t understand some parts of it I will try to explain it to them.” PB

“I review the lessons and recall what I learned before.” PF

Hypothesis 3: In the remote learning of their children, parents are positioned to undertake the role of the teacher.

Proposition 3: Parents are taking optimistic actions toward the prevailing challenges of the educational crisis.

Theme 4: Adaptation of the new normal in education

An impetus has been created by the pandemic to revisit schooling and reflect on the ‘what, where, and how’ of learning and schools have assumed a monumental position in reversing the classic teaching and learning paradigm (Bhamani, et. al.,

2020; Zhao, 2020). A significant component of our educational armory against a pandemic or other related educational crisis is remote or distance learning. Parents are anticipated to empirically act with the support of the stakeholders for the learning continuity to thrive. Studies revealed that the distance learning modality used amid the pandemic was deemed acceptable on the side of the parents and the adaptation to schooling at home materialized swiftly, putting a premium on the safety and wellbeing of the learners (**Bubb and Jones, 2020; Zhao, et.al., 2020**). Parental participation strengthened. Parents had a heightened understanding of the progress of their children, and they had chances to practice a more active role than it ever was. More innovative learning, improved progress, more valuable input, and increased autonomy of students became available (**Bubb and Jones, 2020**). Findings in this study revealed that regardless of the adversities, parents have adapted and improved their ways on how they can assist their children in terms of their schooling. Parents had their innovative ways of handling the situation and they gained more insights into their children's education. Apart from being parents, seemingly, the role of being a teacher is being well acknowledged.

"We all compromised and adapted to it (Modular Distance Learning) eventually." **PA**

"(My role is) very important because we, parents, are being their teacher in this new normal education." **PB**

"I need to guide them especially my daughter who is in grade 2 right now because I have to explain more to her about what is written in the module..." **PC**

"We need to adapt to the new distance learning and this is for the benefit of my children." **PH**

"(To cope, I do) time management at setting priorities..." **PD**

"After doing the activities/ assignments, I give what they want. Sometimes I give them the prize, the food they want." **PE**

"We encourage her to finished her modules on time, so that she can have a lot of time to play and watch her favorite TV program." **PF**

"I always motivate my children to learn. I also teach them the value of respect so they will consider me as an authority for them to learn what I am teaching to them." **PK**

"(To) have more patience in letting the child understand their lessons." **PI**

"They learn how to use a computer independently... and opportunity to learn new fields like doing household chores, baking, and many others." **PJ**

Hypothesis 4: Parents' adaptation of the new normal in education has helped them attain their role in this new normal of teaching.

Proposition 4: Parents developed adaptive measures to fulfill their role as para-teachers in this new normal of teaching.

Theory Generation:

When the experiences of the parents in this new normal of teaching were studied, **parents' resilient mechanisms**, as the core category, emerged. Unveiled in the interview responses of the participants are their awareness of the role as para-teacher, acceptance of the inevitable educational challenge, actions toward the challenges of the educational set-up, and adaptation of the new normal in education which is modular distance learning. After painstakingly analyzing the data, the experiences of the parents in this type of educational set up can be described as follows:

As the COVID-19 pandemic instigated the closures of the schools and moved learning to homes, parents have now assumed the role of educators as they are primary resources in the house, especially when assisting the learners in accomplishing their modules. These uncertain times brought much pressure on parents' end as they have several roles to fulfill other than being their child's teacher at home. This led them to generate some apprehensions. Motivated by their responsibility, parents are aware of their role and they must not be too cynical as their role is

important. Education must continue while putting a premium on the safety of their children. Pruning down these ideas, parents demonstrate awareness of their role as para-teachers as this is necessitated for learning continuity particularly in modular distance learning (**Theme 1**). For the learning continuity to thrive, acceptance of the consequences of the inevitable educational challenges caused by the pandemic is a vital aspect. Revealed in this study were the following indicators such as having a positive outlook, taking it as a challenge, setting objectives, and praying for God's guidance. These mirror parents' favorable regard for their role in this type of learning modality. Hence, parents demonstrate acceptance of the effects in the educational set up for the learning continuity to thrive (**Theme 2**). Parents implement varied ways of assisting their children such as communicating with them, guiding and explaining the lesson material, setting a learning space at home, and formulating routines. It is prevalent that parents positioned themselves to take on the role of a teacher at home. They are taking optimistic actions toward the prevailing challenges and continue to persist in realizing their responsibility amid the educational crisis (**Theme 3**). Additionally, parents' initiatives demonstrate adaptation amid the adversities of the new normal in education that have helped them achieve their role in this new normal of teaching. Such initiatives are compromising and setting the priorities, facilitating the child, being more patient, taking the opportunity to teach and learn new skills, and instilling the value of respect to the child. Indeed, parents developed adaptive measures to fulfill their role amid the adversities brought by this pandemic (**Theme 4**).

RECOGNITION – ADAPTATION – PERSISTENCE:

Parents' Resilient Mechanisms in the New Normal of Teaching Theory

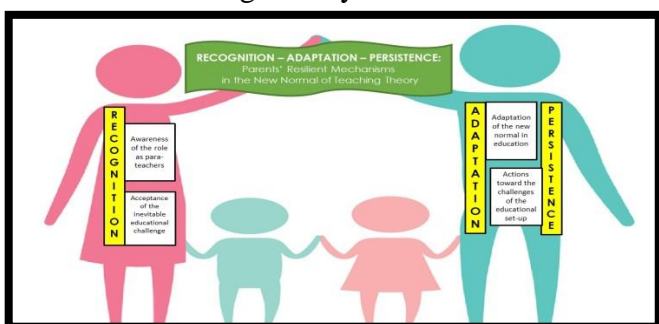


Figure 1: Conceptual Model of Alicamen's RECOGNITION – ADAPTATION – PERSISTENCE:

Parents' Resilient Mechanisms in the New Normal of Teaching Theory

Alicamen's Theory simply states that recognition, adaptation, and persistence are considered to be the parents' resilient mechanisms for them to succeed in their role as study buddy in this new normal of teaching. Being a teacher to your child requires parents and/or guardians to recognize their role (*awareness and acceptance*), to adapt certain initiatives (*adaptation*), and to persist in implementing the initiatives and measures at home (*actions*) for the learning continuity to thrive amid the prevailing challenges and other adversities of the pandemic.

Resilience is characterized as the capacity to withstand and recover from adverse situations and to act appropriately to the changes that follow. Resilience, as such, implies the ability and willingness to adapt and innovate (**Callueng, et.al., 2020; Contreras, 2020**). This theory further strengthens the characterization of being "resilient" as manifested by the parents' mechanisms in coping with the new normal in education in the Philippines. No matter the apprehensions of their role shown by the parents in this unique educational set-up, their yearning for their children's education is still on top of their priority, hence the resilient mechanisms were unveiled.

The theory can provide a frame of reference for the educational leaders and institutions for them to come up with regulations and other guidelines that are responsive to the needs and experiences of the parents in actualizing the objectives of modular distance learning in the public basic education system. This can also provide a better understanding of how the parents perceive their roles, adapt to the responsibility as their child's teacher, and persist to fulfill their role amid the uncertainties in the time of crisis.

Overall, the theory highlights the accounts of the parents whose children are utilizing modular distance learning as they assume the role of being a study buddy of their children at home. Parents' recognition, adaptation, and persistence in fulfilling their role are being magnified as their resilient mechanisms in this type of educational set up.

Similar studies on parents' experiences on other types of learning modalities are being recommended by the researcher.

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