Mandatory Home Education during COVID-19 Lockdown: Basis for Training of Para-teachers in Basilan, Philippines

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Abstract— *Schools have been closed in many countries, but education continues virtually during the COVID -19 pandemic. In the Philippines, unprecedented measures were launched to stop the spread. It is in this light that the researchers assessed how Mandatory Home Education during the COVID-19 Lockdown has affected parents, and how parents manage to act as tutors to their children, specifically determine the competency of parents to teach their children. The study was conducted with 60 participants most are parents chosen purposively. Results showed that on the average, there are two children in the households under mandatory home schooling, and there is only one sibling among the family members who can extent their help or who can spend an hour a day in helping their younger siblings under the mandatory home schooling. Children under mandatory home schooling during the COVID-19 pandemic whose parents have only completed their secondary education, are not competent enough to serve as tutors to their children who are subjected under the mandatory home schooling. Thus, the need for DepEd to allocate budget and conduct capacity building and Literacy Training for all parents whose educational attainment are low to be able to reinforce the learning of their children.*

Keywords— *Competency, Mandatory home education, para-teachers, teacher Education, tutors.*

I. INTRODUCTION

Background of the Study

The first case of pneumonia was reported on December 8, 2019, and Corona Virus Disease -19 (COVID-19) was identified on January 7, 2020. On March 11, 2020, the World Health Organization (WHO) declared COVID-19 a global pandemic due to the increased risk of its impact on a variety of sectors, and the pandemic has imposed severe restrictions on people's behavior throughout the world. The COVID-19 has had an impact on the government's economic, agricultural, manufacturing, and tourism sectors, as well as education. (Armstrong-Mensah, Ramsey-White, Yankey, & Self-Brown (2020), Ferraro F, Ambra F, Aruta L. & Iavarone ML (2020), Lubis A & Z (2020), & Brom C, Lukavsk J, Greger D, Hannemann T, Straková J, and Varcek R (2020) WHO, 2020).

Officials in the Philippines declared in June 2020 that tens of millions of children across the archipelago would not be permitted to return to school until a coronavirus vaccination was ready. Teachers will be required to employ distance learning methods such as the internet or television broadcasts, according to Education Secretary Leonor Briones. Classrooms across the ASEAN member state remain empty a year after the

COVID-19 outbreak forced the Philippines into a months-long lockdown. Children are still locked at home. President Rodrigo Duterte refuses to release the lockdown restrictions until immunizations are widely available, fearing that children would get the virus and infect the elderly.

To address this. Unprecedented measures were launched to stop the spread including "blended learning" program involving online classes, printed materials, and lessons broadcast on television and social media was launched in October. However, with the change from face-to-face to online learning, connection has become increasingly important in Philippine education. For both students and teachers, having access to the internet is critical.

As a result, the traditional delivery of education instruction has changed, and learning environments have been restructured."(Rotas and Cahapay, 2020). To continue the process of education, different countries has introduced different teaching and learning modalities which is generally termed as Distance Learning and this can only be achieved via virtual teleconferencing using different modalities such us the use of learning platforms as google, TV broadcasts, guidelines, resources, video lectures and online channels were introduced. (Tria, 2020, UNESCO 2020, DepED 2020). We are only beginning to understand the impacts that has emerged brought about by the closure of schools and its impact on learning and the burden of education on students, and teachers particularly on parents, that must be addressed urgently. It is in this light that the researchers would like to assess how Mandatory Home Education during the COVID-19 Lockdown has affected parents, and how parents manage to act as tutors to their children, specifically to determine the competency of parents to teach their children.

II. THEORETICAL FRAMEWORK

Logic Model Approach to Evaluation

The present study will incorporate Logic Model approach to evaluation the theory of this research. A logic model is a visual representation of information about the pieces of a project or programme, as well as the relationships between those elements. You can think of it as a kind of road map. It answers questions like: Where are we going? What resources do we have to use along the way? How do we get there? How will we know when we've arrived? Logic models are based on what's called the "theory of change". In general, logic models are developed

by teams, not by individuals. This helps to ensure that everyone has the same idea of where you are going, how you plan to get there and what resources you have to use. (Eaton, S. 2010)

Logic models vary in what they include. Distinct words can be used to describe different aspects. Here are some commonly used general categories:

The first component of this model is the *Goal/Objectives*. This section identifies the goals of your project. It answers the questions, "What are our goals?" or "What do we want to achieve?" The goals or objectives should have a direct link to the outcomes. The measures or qualifiers can be cross-checked against the goals to ensure that the objectives of your project are met. Second is the *Inputs / Resources*, comprise all relevant resources, both material and intellectual, expected to be or actually available to an educational project or program. Funding sources (current or future), facilities, faculty skills, faculty time, staff time, staff skills, instructional technology, and relevant features of institutional culture are all possible inputs (e.g. Departmental or Dean's support). The third component is the *Activities / Strategies* details the Activities, the set of "treatments", strategies, innovations or changes planned for the educational program. It answers the question, "What are we going to do to achieve our goals?"

The fourth component is *Outputs / Short-term results*, are defined as indicators that one of the program's activities or parts of an activity is underway or completed and that something (a "product") happened, these are the direct results of the activities. The fifth component is the *Outcomes / Individual success indicators*. It defines the short-term, medium-term, and longer range changes intended as a result of the program's activities. Outcomes are often expressed as indicators of success at an individual level. This includes individuals who have been impacted by the project, such as a workshop participant, an attendee at a seminar or other beneficiaries of the activities done during the project. The sixth component of the model is *Impacts / Large-scale* success indicators. Sometimes outcomes and impacts are combined, it may be useful to keep them separate though, as they can be considered different steps of the process. Impacts are also indicators of success, but on a larger scale. They show what changes have occurred at the community or organizational or system level, rather than the individual level. This is where indicators of project sustainability are indicated, too. This section answers the question: "What impacts did this project have on a community or organizational level?" (Eaton, S. 2010; Frye, A & Hemmer, P. 2012).

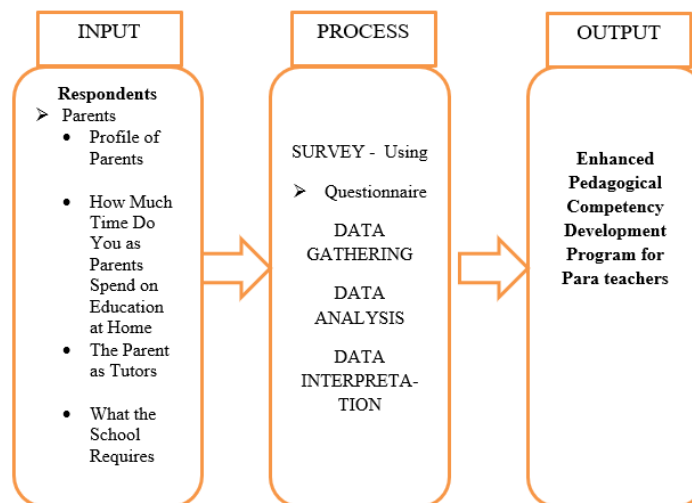Fig. 1. Logic model component

Conceptual Framework

Fig. 2. The Conceptual Paradigm of this study

Figure 2 above, shows the paradigm of the study, the participants of this study are the parents – they will be assessed as how much time do Parents spent on Education at Home, as Tutors, and what the school requires, all these are the Inputs. The process include data gathering using the survey questionnaire, data analysis and data interpretation. Then, the result of the study will be used as basis for training program to enhance the capacity of the parents as tutors.

Statement of the Problem

Generally, this study would like to assess how Mandatory Home Education during the COVID-19 Lockdown has affected

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parents, and to determine the competency of parents to teach their children. Specifically, this study will try to answer the following questions:

1. What is the profile of parents in barangay Sta. Clara?
2. What is the level of competence of parents as tutors to their children?
3. What are the challenges encountered by the parents as tutors? and
4. To design a training program for parents as Para-Teachers.

Significance of the Study

The study will help parents in harnessing their competence and in training them to become effective tutors of their children. This study will also help in the efforts of DepEd/CHEd to sustain quality education amidst the pandemic. Specifically, the result of this study will serve as bases for planning and policy – making, thus this study will benefit the following:

Basilan State College

Results of this study and the literature added will help the administration of Basilan State College and middle managers to become more competent in planning, evaluating, and monitoring the activities in their respective program of assignment, during the COVID 19 pandemic.

College of Education

The findings in this study can provide evidence of what the community really needs specially in the field of Education. This study will also provide baseline data to initiate an extension program to train the would-be tutors to sustain education.

Parents/guardian as "Para teachers"

The data that will be gathered because of this study will serve as basis for the in capacitating parents/guardian toward skills development.

Department of Education (DepEd) Leaders

The result of this study will help the Department of Education in identifying human resources who will be trained as Para Teachers to become future trainers that will help them carry out the objectives and goals of the Basic Education in these times of the pandemic.

Other Researchers and other Teacher Education Institutions

Findings from this study will provide the evidence-based scientific rationale for practice concerning quality teacher education, thus adding to the body of knowledge of quality improvement in teacher education. The study could stimulate additional work on the existing tools for measuring quality instruction. Concepts from the study may provide a foundation for generating future research problems associated with Continuous Quality Improvement and evaluating and/or measurement processes.

Scope and Delimitation of the Study

This study will be confined to Barangay Sta. Clara, Lamitan City, specifically, Parents/guardians who serve as tutors to their children during this pandemic. Since this study will be limited only to Barangay Sta. Clara, Lamitan City, the results of this study will not allow us to determine the competencies of the other parents/guardian as tutors in other Barangays located in Lamitan City, Basilan Province.

III. METHODOLOGY

Research Design

The study employed descriptive research design. The researcher used a standardized survey questionnaire by Brom C., Lukavský J., Greger D., Hannemann T., Straková J., Švaříček R (2020)

Locale of the study

In general, this study was conducted in the Province of Basilan. Specifically, the study was carried out in Barangay Sta. Clara, Lamitan City, Basilan, where the Laboratory High School and Sta. Clara Elementary School are situated.

Subjects/Respondents

The respondents of the study were the parents of Elementary and Junior High School children of barangay Sta. Clara, Lamitan. The selection of the Barangay was determined based on the location of the community where the offsite campus is situated.

Sampling Design

The selection of the respondents employed purposive sampling technique.

Sampling Procedure

The participants of this study included all the parents/guardian of the students at Barangay Sta. Clara, Lamitan City, Basilan. An inclusion and exclusion criteria were formulated to clearly define the participants of this study. Through these, the researchers were able to select the respondents carefully who contributed relevant data in accordance to what information were sought for in this study.

The following are the Inclusion Criteria

1. The children of the participants of this study are officially enrolled during the duration of this study.
2. They are a permanent resident of Barangay Sta. Clara Lamitan City, Basilan.
3. The students are under a modular learning modality
4. The parents/guardian served as "tutors" to their children most of the time

The following are the exclusion criteria

1. Parents and the children are not a permanent resident of Sta. Clara Barangay
2. The children are not in a modular learning modality
3. The parents do not act as tutors to their children most of the time
4. The parents are college graduate.

Data Gathering Procedure

First, permission to conduct the research study was obtained through a letter from the College President of Basilan State College since the research study was conducted outside the campus and from the Barangay Chairman of Sta. Clara Barangay, Lamitan City, Basilan. Same permission was obtained from the respective Purok leaders who have helped identified the location of the respondents

Second, an individual consent for each respondent was obtained through a letter.

Next, after permission was granted, the researcher began to carry out the sampling plan of the study –Inclusion and exclusion criteria as established were used as a guide to clearly define the participants of this study. Thus, all parents/guardian who have met the inclusion criteria as stipulated became the eligible respondents of the study. Those parents/guardians who possessed the characteristics under the exclusion criteria were excluded as study respondents.

Then, an orientation was conducted by the researchers to the respondents on how to accomplish the questionnaire as well as the ethical consideration of this study, followed by the distribution and collection of the questionnaires. Finally, data were recorded, tabulated, analyzed and interpreted by the researchers.

Instrument of the Study

The study used survey questionnaire adapted from Brom C., Lukavský J., Greger D., Hannemann T., Straková J., Švaříček R. (2020) on Education at Home Survey during the COVID-19. The questionnaire has three parts: Part I provided information on demographic profile of the respondents. Part II described as to how much time do parents/guardian spent on education at home, and Part III describes the parents/guardian as tutors. The survey has 20 questions, with checklist and two questions with Likert scale.

Data Analysis/Statistical Analysis

Descriptive statistics were used to analyze the weighted means, standard deviations, and ranges for the various variables.

Ethical Considerations

Before the distribution of the survey questionnaire the researcher explained the nature of the study and its purpose and made an assurance to the respondents that their responses were treated with utmost confidentiality. Individual consent forms were distributed by the researcher to the participants of the study before the distribution of the questionnaire, in that no harm occurred during the conduct of the study, as the researcher ensured the protection of the rights of all the participants in the study. These considerations were strictly observed prior to the conduct of the study (Ex., gaining local permission from site and participants), beginning the study (Ex. disclosing the purpose of the study and by not pressuring the participants into signing consent forms), during data collection (Ex., making sure that all participants received the same treatment), in analyzing the data (Ex. respecting the privacy and anonymity of participants), and during reporting, sharing and storing the data (Ex. avoiding falsification of authorship, evidence, data, findings, and conclusions)

IV. RESULTS AND DISCUSSION

This chapter presents the data collected in the study and reports the findings from the statistical analysis for each of the research questions. The results of the quantitative study using questionnaire is presented here. Data were collected from sixty participants.

1. What is the profile of parents in barangay Sta. Clara?

TABLE 1. Profile of the participants (parents)

Constructs	n	Frequency	Percentage
Sex	*Male*	10	16.67%
	Female	50	83.33%
Relationship to the child	*Parent*	40	66.67%
	Guardian	14	23.33%
	Brother or sister	6	10%
Highest educational attainment	*Completed basic school*	18	30%
	Completed secondary school	30	50%
	With units in tertiary education/Completed tertiary	8	13%
	I do not wish to answer.	4	6.67%
Number of children subjected to mandatory school	*1*	12	20%
	2	20	33.33%
	3	18	30%
	More than 4	10	16.67%
Number of persons in the household who can now help younger children with their learning for at least one hour a day	*1*	40	66.67%
	2	10	16.67%
	3	8	13.33%
	More than 4	2	3.33%

Table 1 shows the profile of the participants, based on the data most (83.33%) of the participants were male, parents (66.67%) of which 50% have completed their secondary education, while there were also participants who completed basic education. As to the number of children subjected to mandatory schooling, most (33.33%) of the households have 2 children, 20% have only one child subjected. Most (66.67%) of the households also have only one individual who can help their younger brothers or sisters with their learning for at least an hour a day. We cannot also deny the fact that there are also households whose number of individuals who are helping their younger siblings with the learning for at least an hour a day ranged from two (16.67%), three (13.33%) to more than four which is about 3.33%.

2.What is the level of competence of parents as tutors to their children?

TABLE 2. Descriptive and Qualitative Interpretation of the weighted mean

Range	Equivalent	Descriptive Interpretation	Qualitative Interpretation
2.33 – 3.00	3	A great deal	Expert
1.66 – 2.32	2	Enough to get by	Apprentice
1.00 – 1.66	1	Very little	Poor

TABLE 3. Competency level of parents as tutors to their children

SKILLS	N	WM	Qualitative Interpretation
Reading	60	1.86	Apprentice
Arithmetic Computation	60	1.4	Poor
Arithmetic Word Problems	60	1.16	Poor
Writing	60	1.66	Poor
Spelling	60	1.40	Poor
Computer Skill	60	1.23	Poor
Average Weighted Mean	60	1.45	Poor

Table 3 shows the level of competencies of parents as tutors to their children in terms of the skills in Reading, Arithmetic computation, Arithmetic word problems, Writing, Spelling and computer skill as reported by the sixty respondents who participated in this study. Data showed that the participants reported an average weighted mean of 1.45 which is rated as 1 described as very little and interpreted as poor. This indicates that the participants on the average have a poor competency skill, which is not enough to serve as tutors to their children. It can be noted from the table that the participants rated Reading as 2 which means that in terms of reading skill the participants perceived that it is enough to get by, which indicates that the participants were considered as an apprentice in terms of their skill in Reading, this is due to the fact that most (50%) of the participants have completed their secondary education, while the rest (30%) completed their elementary education and very few were undergraduate. However, the participants rated the following skills, Arithmetic computation, Arithmetic word problems, Writing, Spelling and computer skill as 1 described as very little, this indicates that the participants were considered as poor in terms of the skills in, Arithmetic computation, Arithmetic word problems, Writing, Spelling and computer skill.

According to Garbe, Ogurlu, Logan, and Cook (2020) in their study on "COVID-19 and Remote Learning: Experiences of Parents with Children during the Pandemic" "Lack of parent content knowledge or pedagogy was a barrier described by participants. The lack of preparation to become an educator was mentioned by survey respondents who defined their main challenges as content knowledge or pedagogy. Further, the study reflected the lack of training or pedagogical knowledge to meet the needs of students identified with special education needs. Their study also implied the need for teacher communication that stemmed from the desire for guidance on using the online resources and clarification on procedures: ". . . figuring out what they are supposed to do, how to use the many, many different websites, and how to submit to the teacher." Lastly, a lack of technology hardware or internet quality that created a learning barrier. Remote learning is hampered by a lack of gadgets, internet, broadband, and other technology-related concerns

3. What are the challenges encountered by the parents as tutors?

TABLE 4. Descriptive Interpretation of the weighted mean

Range	Equivalent	Descriptive Interpretation
2.33 – 3.00	3	Often
1.66 – 2.32	2	Sometimes
1.00 – 1.66	1	Never

TABLE 5. Challenges encountered by the parents as tutors

Challenges	N	WM	Description
Explaining homework instructions	60	2.42	Often
Helping with completion of homework	60	2.67	Often
Explaining new topics	60	3.00	Often
Explaining implications and other contexts	60	3.00	Often
Checking the quality of your child's work and whether answers are correct	60	2.38	Often
Average Weighted Mean		2.694	Often

Table 5 shows the Challenges encountered by the parents as they served as tutors to their children under a mandatory home schooling. As gleaned in the table, it can be noted that the participants reported an average weighted rating of 2.694 described as "often" this indicates that the parents on the average encountered the challenges as they tutor their children under mandatory home schooling. It can be noted that the highest means were, *explaining new topics* and *explaining implications and other contexts* with a mean equal to 3.00. This indicates that parents as tutors encountered these challenges often, while *checking the quality of their child's work and whether answers are correct* garnered the least mean of 2.38 however described as often. This finding can be explained that most (50%) of the participants completed their secondary school only, so it is expected that these are the challenges encountered by the parents. We cannot also deny the fact that challenges such as *Explaining homework instructions* and *Helping with completion of homework* were also often the challenges encountered by the participants of this study during the period covered in this study, as tutors of their children under a mandatory home schooling. To address these issues, schools have played a pivotal role in reversing the traditional teaching and learning methodology. They have persevered in inducting parents and pupils to use the online apps, as well as providing induction and accoutrements for teachers to undertake online learning. Razzaque,

2020; RNZ, 2020; UNESCO, 2020 (as cited in Bhamani, Makhdoom, Bharuchi, Ali, Kaleem, and Ahmed, 2020).

Other challenges include balancing responsibilities, parents were seen assisting multiple children in the home with learning. In some cases, there were parents who helped two kids at the same time with different levels and different subjects. This study is supported by the study made by Garbe, et.al., (2020), they found out that "meeting the needs of multiple children in the home was a struggle which included the struggle of meeting the needs of preschool-age children while supporting schooling"; having insufficient time to meet all their responsibilities, including supporting children's schooling, while maintaining personal time for self-care; and parent feels overwhelmed.

4. To design a training program for parents as Para-Teachers.

To design a Training Program for parents as Para-Teachers, first there is a need to describe the summary of findings which serve as the basis for the program.

Summary of Findings and Areas of Concerns for possible Training Program/Extension Project

Based on the results of these studies the following are the summary of findings which serve as the basis in the development of a possible Training Program or an Extension Project to be conducted to enhance the competency of the participants as tutors to their children under the mandatory home schooling during the COVID-19 Pandemic.

1. Most of the participants are parents who have completed only their secondary school.
2. Most of the households have two (2) children subjected under the mandatory home schooling.

3. Most of the households have only one person who can help their younger siblings with their learning for at least an hour a day.
4. Majority of the participants have poor Arithmetic Computation, Arithmetic Word Problems, Writing, Spelling and Computer Skill.
5. Majority of the participants often encountered challenges in explaining homework instructions, helping with completion of homework, explaining new topics, explaining implications and other contexts, and checking the quality of their child's work and whether answers are correct.
6. When asked about if they wanted to receive any educational mentoring, who will train them for some time on how to tutor or mentor their child during this time of the COVID-19 pandemic, most of them answered Yes!

Below is the proposed training program based on the above summary of findings.

While most parents have struggled to keep their children engaged due to a lack of resources, many have attempted to befriend technology and wrestle with online learning. Those who were already familiar with technology and online tools were considerably more effective in establishing a routine of learning at home with their children, including school-related activities and home assignments, and utilising more online resources for reading and home-based activitie. Many mothers have turned to Facebook communities for advice on how to keep their children occupied with hobbies such as pot painting, indoor gardening, simple games, worksheets, and activities. Many parents have been able to take use of free services such as audiobooks, e-books, and flipbooks that have been available for pleasure reading. (Bhamani and colleagues, 2020)

Findings	Areas of Needing attention	Possible Training Program
1. Most of the participants are parents who have completed only their secondary school.	Professional growth	• Alternative Learning System
2. Majority of the participants have poor a. Arithmetic Computation b. Arithmetic Word Problems, c. Writing, d. Spelling and e. Computer Skill.	Mathematical skill Writing and Composition Skill Computer Skill	• Literacy Program Focusing on the following: ✓ Arithmetic computation and word problem ✓ Writing and composition ✓ Basic Computer skill
5. Majority of the participants often encountered challenges in a. explaining homework instructions, b. helping with completion of homework, c. explaining new topics, d. explaining implications and other contexts, and e. checking the quality of their child's work and whether answers are correct.	Comprehension skill Understanding the complexity of the child's homework	• Literacy Program Focusing on the following: ✓ Comprehension ✓ Tips in understanding the textbook of the basic education ✓ Reading Comprehension

Based on the assessment conducted on the needs and emerging responses of the participants, the study identified the most salient needs that should be addressed, as well as the challenges faced by the participants. Based on an analysis of data from the survey, the report describes the challenges facing the stakeholders depend on online education as an alternative modality to those only capable of exploring, while parents whose educational attainment is low, there is a need for school leaders and the entire educational system to boost or enhance the capacity the online skills of the parents/guardian or those who are left with children under the mandatory home schooling to conduct training and or literacy training on areas where parents or guardian are poor.

V. CONCLUSION AND RECOMMENDATION

Conclusion

The researchers came at the following conclusions based on their findings:
1. On the average, there were two children in the households under mandatory home schooling, and on the average, there is only one sibling among the family members who can extend their help or who can spend an hour a day in helping their younger brothers or sisters.
2. Children under mandatory home schooling during the COVID-19 pandemic whose parents have only completed their secondary education, are not competent enough to serve as tutors to their children.
3. Quantitative data indicated that parents are mostly involved in explaining homework instructions, helping with completion of homework, explaining new topics, explaining implications and other contexts, and checking the quality of their child's work and whether answers are correct.
4. The involvement of parents as tutors to their children in terms of explaining homework instructions, helping with completion of homework, explaining new topics, explaining implications and other contexts, and checking the quality of their child's work and whether answers are correct, where considered as challenges on their part, hence needing attention.

Recommendation

1. The need to capacitate the parents/guardian or other siblings to increase the capacity of helping the younger siblings who are under the mandatory home schooling.
2. The fact that teachers need not only to assign tasks, but also to offer more interactive learning activities, which will boost and guide students in their learning tasks or homework.

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3. The need for the Department of Education (DepEd) who oversees the Basic Education to allocate budget and conduct capacity building for all parents whose educational attainment are low to be able to reinforce the learning of their children and serve as tutors or Parateachers,

4. The need to conduct a Literacy Training Program to reinforce and increase the level of the competency of parents/guardian and serve as tutors to their children who are under the mandatory home schooling.

5. The result of this study proposes that school leaders should develop plans for the continuation of education through alternate modalities, during the pandemic.

6. Since the school closure was unexpected, parents would need support from their schools.

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