

Kindergarten Parents as Study Buddies in the Post-Pandemic: Their Roles, Challenges, and Coping Mechanisms in Their Children's Developmental Domains

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Abstract—The shift from the pandemic to the new normal became crucial to the educational landscape, especially challenging the roles of parents as study buddies of kindergarten learners. This qualitative phenomenological study explores kindergarten parents' roles, challenges, and coping mechanisms while supporting their children's developmental domains during the post-pandemic period. There were seven participants for In-Depth Interview (IDI) and another seven for Focus-Group Discussion (FGD) who came from Mati Central 1, Mati Central 2, Rabat Rocamora Mati Central Elementary School (RRMCESPED), and Mayor Santiago Garcia Memorial School in Mati Central District, Schools Division of the City of Mati. Results of the thematic analysis revealed nine key themes: supporting academic growth and development; giving emotional support and a nurturing environment; maintaining children's learning drive; balancing work and parenting responsibilities; efficiently managing time; collaboration with educators; watching educational videos; staying strong and patient; and utilizing rewards and reinforcement. These themes provide a comprehensive understanding of how kindergarten parents have adapted and engaged with their children's education in the post-pandemic, showcasing their roles, challenges, and coping strategies in supporting their children's developmental domains. Despite the challenges they faced as study buddies, they demonstrated resilience and discovered effective coping strategies in facing the challenges.

Keywords—Davao Oriental, Kindergarten Parents, Post pandemic.

I. INTRODUCTION

Parental involvement in education plays a crucial role in ensuring children's learning continuity. This significance became even more apparent during the Covid-19 pandemic when parents actively took on the part of teachers as children's study buddies. However, as the situation gradually subsides, educational institutions are transitioning back to traditional in-person instruction. This shift marks a critical turning point in the educational landscape while placing renewed emphasis on the role of parents as study buddies of kindergarten children.

Throughout the pandemic, many parents actively supported their children's education. In Indonesia, for instance, a study conducted by Sari and Maningtyas [1] highlighted that 83% of parents actively assisted their children during distance learning. This commendable level of involvement underscored

the significance parents placed on their children's education during these challenging times. As they heightened their involvement, they also had to navigate the difficulties of managing children's education while balancing various responsibilities [2a].

In the Philippines, a study shows that Filipino parents have shown remarkable adaptability in unprecedented educational transitions. Despite facing challenges and emotional stress, even functionally illiterate parents have demonstrated significant responsiveness in managing their children's education [3a]. As we enter the post-pandemic era, it becomes even more crucial to recognize parents' experiences as study buddies in in-person instruction.

Despite the significance of parental involvement, there is a lack of research focusing on the experiences of kindergarten parents in the Division of Mati City, Philippines, during the transition from distance learning to face-to-face instruction. This study aims to fill this gap by exploring the roles, challenges, and coping mechanisms of kindergarten parents who served as study buddies for their children during this transition.

Moreover, this study's findings provide valuable insights for educational policymakers, which may become a basis for developing targeted strategies, policies, and programs to enhance educational institutions and help support kindergarten parents in their roles as study buddies.

The main objective of this study was to identify the roles, challenges, and coping mechanisms of kindergarten parents in their children's developmental domains amidst the post-pandemic in the Division of Mati City. Specifically, it attempted to answer the following questions:

1. What are the roles of kindergarten parents in their children's developmental domain in the post-pandemic?
2. What are the challenges confronting kindergarteners in their children's developmental domains post-pandemic?
3. How do these parents cope with the challenges in their children's developmental domain in the post-pandemic?

II. MATERIALS AND METHODS

Research Design

This study utilized qualitative research using a phenomenological approach. In the guide provided by Moser and Korstjens [4a], they specifically mentioned that phenomenological research aims to describe and interpret the meaning of an experience by identifying essential themes, resulting in a detailed description that captures the essential meaning of a 'lived' experience.

Qualitative research, as described by Creswell [5a], is a form of social action that stresses how people interpret and make sense of their experiences to understand the social reality of individuals. It is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Its process involves emerging questions and procedures, and data are typically collected in the participant's setting. The data analysis study is inductively built from particulars to general themes.

In addition, the purpose of qualitative research is to systematically describe and interpret problems or phenomena from the perspective of the individual or population being studied, and to generate new concepts and theories. The choice of methodology is directed by the questions being raised [6]. Qualitative research also used interviews, diaries, journals, classroom observations and immersions, and open-ended questionnaires to obtain, analyze, and interpret the data content analysis of visual and textual materials and oral history [7]. It is a systematic and subjective approach that highlights and explains daily life experiences and gives them proper meaning [8].

Research Participants

According to Creswell [5b], collecting information in a phenomenological research study involves primary in-depth interviews with as many as ten individuals. The most important thing is to describe the meaning of the phenomenon to the small group that experienced it. On the other hand, Moser and Korstjens [4b] stated that in the phenomenological method, the participants should be fewer than ten.

With that, I chose seven kindergarten parents for IDI and seven for FGD in Mati Central 1, Mati Central 2, RRMCESPED, and Mayor Santiago Garcia Memorial School in Mati Central District, Schools Division of the City of Mati using purposive sampling techniques. This sampling technique is non-probability sampling, which is most effective when a specific cultural area is to be studied with the help of well-informed experts. Purposive sampling is essential for the quality of the data to be collected. Thus, the reliability and competence of the participants must be guaranteed [9].

Data Sources

This research gathered primary data through one-on-one interviews to unveil parents' roles, challenges, and coping mechanisms. Secondary sources from published books, journals, articles, and the internet supplemented this primary data. Kabir [10] cited that primary data is derived from direct experience. It is considered more dependable, genuine, and unbiased than secondary data, as it has not been published or modified by humans, making it essential for statistical surveys and research, mainly when relying solely on secondary data is

unreliable due to potential biases, limited information, and misleading sources such as old records or printed materials.

Data Collection

The data required for this study were collected using the IDI and FGD guide. Before using the questionnaires in the interviews and discussions, experts first validated them. During the IDI sessions, I interviewed the participants in their homes to explore the roles, challenges, and coping mechanisms they encountered in the post-pandemic period. The results of the IDIs were then compared to those of the FGDs, which involved group discussions with seven parents in each IDI and FGD session.

I followed the protocol during the collection of data in conducting research. After the endorsement letter from the Graduate School, I applied for ethical clearance from the Research Ethics Office. After I got the approval, I wrote a letter asking for permission to conduct my study from the Schools Division of Mati City Superintendent, together with a recommendation letter from the Graduate School Head of Davao State University to seek approval from the Division Superintendent. After the approval of the Division Superintendent, I sought permission from the District Supervisor and the School heads of the schools specified in my study.

Informed consent was obtained from each participant, and they were provided with a clear explanation of the study's purpose, emphasizing the voluntary nature of their participation and the strict confidentiality of their information. During the interview, the participants were briefed about the purpose of the study, and all information provided to the respondents was kept entirely confidential. I clearly explained all instructions to ensure reliable and valid results. With the participants' consent, an audio recording was used to capture responses accurately. Additionally, detailed notes were taken to record non-verbal cues, observations, and contextual information that may not have been captured.

Data Analysis

This study employed a thematic analysis approach to identify the collected data's patterns, themes, and key findings. Creswell [5c] discussed a step-by-step approach to analyzing data. Firstly, the data was organized and prepared by transcribing interviews, categorizing information, and sorting visual material. Their responses were transcribed using the transcription tables for IDI and FGD.

After transcribing, I carefully read and examined the data, noting initial ideas and impressions. The next step was coding the data by segmenting and labeling it with appropriate categories. This coding process helped generate descriptive information and identify themes for further analysis. The codes and generated themes were tabulated and labeled to identify them easily.

These codes were organized into a coding scheme or framework to ensure consistency and comprehensiveness. Subsequently, codes were categorized and collated into main themes, which were refined, revised, and reviewed iteratively for accuracy and relevance to the research questions. Findings

were reported by presenting identified themes, supported by illustrative quotes from participants, and analyzed with the research questions to comprehensively understand parents' roles, challenges, and coping mechanisms encountered in the post-pandemic period.

Trustworthiness of the Study

To establish the study's trustworthiness, it is necessary to ask further questions, seek various sources, and utilize other methods [11a]. Korstjens and Moser [12a] stated that the four components are important: credibility, transferability, dependability, and confirmability.

Credibility. According to Korstjens and Moser [12b], credibility is the confidence that can be placed in the truth of the research findings. It determines whether the research findings represent reliable information obtained from the original data of the participants and is a correct interpretation of the original views of the participants. I was able to ensure the study's credibility through several measures. Firstly, the interviews were transcribed and presented to the participants for verification to confirm that no changes were made, thus ensuring the accuracy of their responses. The interview transcripts served as evidence that participants' answers remained unchanged, establishing the authenticity of shared thoughts. Lastly, the survey questionnaires and interview guide questions have undergone validation by experts to enhance the study's credibility further.

Transferability. Transferability refers to the extent to which qualitative research findings can be transferred to other contexts or settings with other participants [12c]. The researcher ensured the transferability judgment for a potential user through the thick description. The thick description describes not just the behavior and experiences but also the context so that the context, behavior, and experiences become meaningful to an outsider [5d].

This study addressed transferability by ensuring that the outputs would benefit various stakeholders, including teachers, future researchers, educational leaders, community residents, and publishers interested in assessing kindergarten parents' roles, challenges, and coping mechanisms.

Dependability. Dependability is the stability of research findings over time. It involves participants' evaluation of the findings, interpretation, and recommendations of the study so that all are supported by the data provided by the study participants [12d].

In this study, dependability was ensured through several measures. Firstly, participants were asked to sign a consent document indicating their voluntary participation before data collection commenced. Additionally, the researcher presented ground rules before gathering data, reassuring participants that there were no right or wrong answers to the questions and fostering an environment of openness and honesty. These steps contribute to the dependability of the study's findings. Moreover, the study results were derived from audio-recorded interviews with secured communication and permit letters before data collection, further bolstering the study's reliability.

Confirmability. To achieve verifiability, the researcher must show that the results are related to the conclusions in the way

it followed and repeatable as a process. The researcher needs to report on the steps taken to manage and reflect on the effects of their philosophical or experiential preferences. This is to ensure the results are based on the experiences and preferences of the research participants rather than those of the researcher [11b]. The researcher used personal notes, as well as preliminary developmental information, to achieve confirmability. This ensures that the study findings were derived from the participants' narratives and responses. The researcher ensured that the procedures for checking and rechecking the data throughout the study were properly documented. After transcribing the interview results from the audio-recording device, the researcher presented them to the kindergarten parents to confirm the data given by the participants. Further, the researcher kept the audio-recorded interviews, transcribed notes, and the answered survey questionnaires to assure the participants of their confidentiality. The responses were derived from varied methods of data collection: the one-on-one interview, FGD, and survey questionnaire.

Reflexivity. Reflexivity plays a crucial role in ensuring the credibility of research. According to Korstjens and Moser [12e], researchers should critically self-reflect to identify and acknowledge their biases, preconceptions, and preferences. Additionally, Busetto et al. [13] suggest including participants from diverse backgrounds is important. Hence, as a researcher, I actively engaged in critical self-reflection to recognize and confront my personal biases, preconceptions, and preferences, thus ensuring the trustworthiness of my study. Additionally, I was committed to inclusivity by considering participants from diverse backgrounds, including individuals of different genders, ages, ethnicities, work statuses, and education levels.

Role of the Researcher. As a researcher, my role was to interview, transcribe, and analyze the data gathered using thematic analysis. As an interviewer, I asked open-ended questions using the interview guide questions and encouraged them to share their thoughts and feelings in detail. As a transcriber, I transcribed the audio recordings verbatim to ensure that the participants' exact words and expressions were captured for further analysis. As a data analyst, I used thematic analysis, a qualitative data analysis method, to identify patterns. This enabled me to refine the data into meaningful themes. Based on the emerging themes, I interpreted the data, presented the findings clearly, and organized with supporting statements from credible sources.

Ethical Consideration

Ethics is crucial in every research step, encompassing topic selection, data analysis, and findings sharing. Pietilä et al. [14] mentioned that research ethics is founded on two main principles. The first protects participants, while the other enforces ethical standards in research practice, upholding scientific integrity and transparency. Informed consent was the foundation of ethical research. With that, participants must fully know what will be asked of them, how the information will be used, and what significance there could be [15].

Proper ethical standards of research were followed in the study to ensure that the participants' rights were not violated

and to provide assurance of the secrecy of their identity. The participants were informed about the importance of the study before being interviewed. Negotiations and arrangements were made to ensure that there was no coercion in acquiring the consent and participation of the respondents. Additionally, they were provided with a concise and clear outline of the study's objectives.

Furthermore, this research underwent a comprehensive assessment by the DOrSU Research Ethics Committee to verify adherence to established protocols before it was conducted, thereby strengthening its credibility. Additionally, this evaluation protected participants' rights and well-being. Once the DOrSU process was successfully accomplished, the researcher meticulously completed the documentation for the study's execution, seeking the requisite authorization for its implementation.

III. RESULTS AND DISCUSSION

Parents' Roles in Child's Developmental Domain in the Post-pandemic

In the post-pandemic era, parents played vital roles in supporting their child's academic growth and development while giving emotional support and a nurturing environment. Two themes emerged during the analysis of the IDI and FGD. The first theme, "Supporting Academic Growth and Development," emphasized parents' actions to ensure their child's educational progress. The second theme, "Giving Emotional Support and Nurturing Environment," highlighted parents' efforts to foster a nurturing and stimulating atmosphere for their child's education.

Theme 1: Supporting Academic Growth and Development

Parents have a crucial role in supporting their child's educational development at home. As defined by Hoover-Dempsey et al. [16a], parental role construction involves how parents perceive their duties and responsibilities related to their children's education and their behaviors based on their beliefs about child development and effective parenting practices to support their children's academic success.

Parents interviewed using IDI and FGD recounted their experiences while supporting children's educational development at home. Their role was manifested by providing reinforcement, ensuring their readiness for school, reviewing their educational learning, and promoting learning at home. Additionally, after the pandemic, parents were able to review their children's reading and writing skills, prepare them with foundational knowledge, provide guidance and support in their quest for knowledge, spend time teaching at home, and provide learning materials. They also engage their children in interactive tutorials, encourage sibling support and cooperation, and dedicate time to teaching at home.

IDI-004 disclosed that:

"Akoa gyung ginasiyuro nga nasabtan sa akong anak ang mga leksyon maong ako gyud siyang gina follow-up kung naa koy bakante na oras." (I always ensure my child understands the lessons, so I constantly follow him up whenever I have free time.)

IDI-005 added that:

"Ako jud role kay mag-andam sa iyang pag-eskwela, magluto ug pamahaw mag prepare sa balon ug uniform, magpaligo, tapos maghatod sa skwelahan." (My role is to prepare him for school, cook breakfast, prepare the packed lunch and uniform, bathe him, and then accompany him to school.)

Moreover, IDI-004 also shared that:

"Ako pod maam, kanang akong maestorya, sa balay pod ginafollow-upan jud nako akong anak pagpapabasa, kanang mga alphabet gani, magresearch jud ko sa you-tube para malearn jud niya unsa nang letter sound. Usahay pod maam ako na siyang ginatrain sa balay kanang paglimpyo, ginapadula pod nako siya maam aron matrain pod ang utok niya maam." (For me Ma'am, what I can say is that I really follow up on my child's reading, even the alphabet. I do research on YouTube to help him learn the letter sounds. Sometimes, I also train him at home, like teaching him how to clean or playing games to train his mind.)

FGD-002 also unveiled that:

"Ay ako maam kay ginafollow-up jud nako sa balay ang akong anak, maglisod naman gud ko kung muagi pako ug another tutorial, mofollow-up lang jud ko kay kung dili nako siya follow-upon then mag-agad pako sa school, kanang kulang paman gud. Maong hands-on jud ko labi na sa iyang hand-writing. Unya ang mga letter sound nagamatter lang pod didto sa youtube." (For me, ma'am, I always follow up on my child's progress at home. It is challenging for me if I go through another tutorial, so instead, I focus on constantly monitoring my child's learning because waiting solely on the school is insufficient. This is why I teach him hands-on, especially in his handwriting. With regard to letter sounds, I usually rely on YouTube.)

Similarly, FGD-007 disclosed that:

"Ang ginabuhat jud nako sa akong anak na kinder, gibanatan jud nako ang pagpractice pagsulat ug ang pagpapabasa kay ang iya man gud inistoryahan kay di man yungit pero di mo siya masabtan. Mao jud na akong ginapractice sa iyaha sa tama na paglitok jud maong ako jud siyang ginapractice og tarong." (What I constantly do with my kindergarten child is that I really focus on practicing writing and reading because his we cannot easily understand his manner of speaking especially that he has difficulty pronouncing the words correctly. That's why I practice how to pronounce correctly in a gentle manner so that he can learn properly.)

Based on the parents' narration, it is evident that they actively engage in their child's educational journey by providing reinforcement at home. This is observed through their habit of reviewing their child's learning and not solely relying on what the school can offer to ensure their child gains the solid foundational knowledge and skills needed. Additionally, parents offer guidance, instruction, and support to their children. They prioritize regular writing practice and provide learning materials to facilitate their child's learning.

In that way, parents have completely understood the concept of reinforcement as part of parenting, as highlighted in the study by Schochet et al. [17], which emphasizes that increased parental involvement during a child's earliest stages

significantly impacts learning outcomes in cognitive, social-emotional, and health domains. This understanding is apparent even after the pandemic, as parents continue to actively engage with their children's academics and actively reinforce their learning.

Active reinforcement as part of parental involvement begins at home. Sayers et al. [18a] classified parental involvement into two categories: implicit and explicit. Implicit involvement emphasizes the significance of parents fostering positive attitudes toward math, while explicit involvement includes creating a math-rich home environment, engaging in homeschool communication, and assisting with homework.

As emphasized by Đurišić and Bunijejac [19a], involvement encompasses various aspects such as creating a secure and nurturing environment, facilitating appropriate learning experiences, providing support, and fostering a positive attitude toward school.

Furthermore, it can be observed that parents are hands-on in teaching their children at home, which is crucial because, in the study of Daniel et al. [20], they pointed out that early parent involvement is often associated with better academic achievement in children. Their research shows that children's self-regulated learning behaviors mediate the relationship between parental involvement and reading. Additionally, the study by Korosidou et al. [21] highlights the positive impact of parental involvement in a preschool setting, both at school and at home, on improving preschoolers' early foreign language literacy. This further reinforces the idea that parental involvement positively influences children's developmental domains in the early years.

Theme 2: Giving Emotional Support and Nurturing Environment

The role of parents in providing emotional support and nurturing an environment is crucial for achieving better learning outcomes. Parents who strongly believe in their ability to positively impact their child's learning, known as parental sense of efficacy, play a significant role in their child's academic success [16b]. This sense of efficacy also influences the parent-child relationship, parental well-being, and child development [22a].

Parents who participated in IDI and FGD shared their experiences, offering a supportive environment at home. They demonstrated their commitment by actively providing their children with a supportive and engaging learning environment through various activities, such as arts and crafts, self-help skills, reading, outdoor play, and exploring different interests.

IDI-002 disclosed that:

“Nahimo ko nga support system sa akong anak tungod kay anaa raku permi ga support ug gagabay sa akong anak kay lisud gud kaayu ang among kahintang atong human sa pandemic maong grabe gyud ang akong pag suporta sa akong anak aron makat-on siya.” (I became a support system with my child because I am always there to support and guide him, especially since our situation has been challenging after the pandemic. That is why I have been providing extensive support to my child to ensure his learning.)

IDI-003 also deliberated that:

“Gina prepare naku siya mentally, physically, socially para dili kaayu siya mabag ohan sa bag o niya na environment. Ginabayaan naku gikan sa pagmata hangtud sa pagpasok nasa school then pag-uli niya gina check naku iyaha notes, things if kompleto then at evening gina review namo sa iyaha unsa ilaha lesson that day. Then let him do some simple task at home. Ge engage naku sa social environment ginadala naku siya sa park, mall ginauban nako sa simba para dili siya ma ignorante sa mga bagay bagay ug mga places na bag-o ra niya maadtuan or masuruyan.” (I always prepare him mentally, physically, and socially so that he won't feel overwhelmed by his new environment. I constantly guide him from waking up until he goes to school, and when he comes home, I always checked his notes and belongings to see if everything is complete. During evening, we had our review in his lessons for that day. Then I let him do some simple tasks at home. I also expose him to different social environments by taking him to the park, mall, and accompanying him to church so that he will be acquainted about various things and new places.)

IDI-007 also narrated that:

“As parent sa usa ka bata sa kindergarten, medyo lisod jud, labi na pagkahuman sa pandemya. But despite the challenges I make sure that my child and I have constant communication aron ma-monitor ang iyang mga buluhaton matag adlaw. Aktibo ko nga nagatabang sa paglambo sa akong anak kay gusto nako nga ma feel niya nga naa ko permi para suportahan siya. I encouraged him to express his feelings freely ug gahatag ko sa iyaha og supportive and nurturing environment.” (As a parent of a kindergarten child, it is quite challenging, especially after the pandemic. But despite the challenges I make sure that my child and I have constant communication to monitor his activities every day. I am actively involved in my child's development because I want him to feel that I am always there to support him. I encouraged him to express his feelings freely and provided him supportive and nurturing environment.)

Similarly, FGD-001 recounted that:

“Sa akong maam, every time nagahatod ko sa akong anak sa school, nagapangutana jud ko sa teacher sa akong anak so makabalo ko asa siya hina asa pod siya mas okay. So kadtong hina na part niya mao pod to akong gina-ingon sa iyang tutor na maam diri siya hina pero ginafollow-up pod nako kung nakakuha jud ang bata ato.” (In my case, every time I drop off my child at school, I constantly ask the teacher to know his weakness and where they excel and inform the tutor about their specific areas of improvement. I also make a constant follow up to ensure that my child is indeed making progress in those areas.)

Moreover, FGD-004 shared that:

“Ako pod, paghatod nako sa bata sa skwelahan, ginakumusta jud nako kung asa ang mahina niya og dili kay para pod nako matutukan diri sa balay parehas anang math kay maglisod jud siya anang Math. Sa eskwelahan pod maam ako siyang ginaadvisan na makigfriend ug kanang sa iyahang teacher pod nga dili jud dapat siya maulaw. Adlaw-adlaw jud nako ginacheck ang akong anak kung kumusta siya, ginaadto nako siya sa eskwelahan, ug adlaw-adlaw jud nako

ginalantaw ang mga agi niya. Unya nagapangutana pod ko sa iyaha kung unsa bay buluhaton sa eskwelahan. Sa iyahang kahibalo, so nagapangutana jud ko ana kay syempre, ginikanan jud na nagafollow-up sa iyahang anak kay kabalo man ko na sa teacher, tungod sa kadaghan nila, di na jud na maisa-isa.” (As a parent, whenever I drop off my child at school, I always make sure to ask them about their weaknesses so that I can focus on those areas at home, especially those subjects where they struggled like Mathematics. I always advise him to have friends at school and not be ashamed to his teacher. Every day, I always check the condition of my child and visit him at school. I also ask him about their different activities at school. I ask him about it because, as a parent, I want to monitor their progress since I know that teachers, due to the number of students in the classroom, cannot accommodate them one by one.)

Parents have recognized the importance of providing a nurturing and stimulating environment for their children's education. During the post-pandemic, parents foster a nurturing and stimulating atmosphere for their child's education by acting as supportive guides, maintaining constant communication with their child, monitoring their daily activities, and keeping track of what they have learned. According to Hafidz et al. [23a], if parents join their children in the learning process, they can quickly identify any problems the child may face and devise solutions. Furthermore, parental involvement should be firmly established within the home environment, cultivating a mindset that promotes learning within the household [24a].

Moreover, it can be observed that after the pandemic have become more aware of their role. They started to engage their children in various activities, ensure their well-being, provide support, and foster a love for learning by encouraging exploration and hands-on activities. Active parental involvement and support facilitates smooth learning. One of these is creating a conducive learning environment for their children [25a, 26a, 27a, 28a].

Parents also provide emotional support, promote physical activities, expose their children to diverse social environments, watch educational programs and movies together, and encourage outdoor activities. Their active support of their children's education at home supports the claim of Đurišić and Bunijevac [19b] that the role of parents at home includes creating a secure home environment, facilitating learning experiences, providing support, and promoting a positive attitude toward school.

Research suggests that parents who transform themselves into friendly teachers and motivators boost children's performance, making the instructional method much more effective [29a]. Furthermore, their involvement plays a significant role in student's academic success, specifically in their children's intellectual development at home [30].

Parents' involvement in early childhood is essential for developing linguistic and socioemotional competencies. The HLE and regular shared reading routines significantly support children's linguistic abilities. Moreover, the HLE has implications for children's socioemotional competencies and problem behavior, mediated by their linguistic skills.

Consequently, interventions that target the HLE and promote parental engagement in shared reading can effectively contribute to young children's socioemotional development by nurturing their linguistic growth [31].

Parents' Challenges in Child's Developmental Domain in the Post-pandemic

In the post-pandemic era, parents who actively involve themselves in their child's developmental domain face a multitude of challenges, which were categorized into two themes. The first theme, "Maintaining Child's Learning Drive," highlights parents' hardships in managing their child's behavior. This includes challenges such as dealing with a strong-willed child who resists instructions, maintaining the child's motivation and engagement, and addressing occasional laziness in attending school and completing assignments. Additionally, parents struggle to navigate mood swings and behavior issues while striving to foster a positive learning environment.

The second theme, "Balancing Work and Parenting Responsibilities," focuses on parents' efforts to manage their time between their child and other responsibilities. This includes addressing time constraints, balancing work and home responsibilities, and managing financial constraints that may impact their ability to support their child's educational needs.

Theme 3: Maintaining Child's Learning Drive

During the post-pandemic, parents often face difficulties when it comes to dealing with their child's learning drive. Parents' beliefs regarding their responsibilities for their children's schooling drive parents' engagement behavior [32]. However, possibilities for new challenges, opportunities, threats, and weaknesses manifest as a result of fulfilling their role as study buddies [33a, 3b].

Parents interviewed in IDI and FGD shared their challenges related to maintaining their child's learning drive. These challenges include difficulties establishing a consistent routine and motivating their child to resist instructions, lack of focus during reading, occasional laziness, and managing behavior and mood swings.

IDI-001 disclosed that:

“Mas nasanay siya nga dili magmata og sayo tungog naa lang sa balay. Nawala iyang interest mubalik ug skwela pati pag mata og sayo sa buntag. Usahay tapulan musulay og mubasa. Nawala ilang gana pagbalik og skwela kay mas nasanay sila sa study at home.” (He has become accustomed to not waking up early because he stays at home. His interest in going to school and waking up early in the morning diminished. Sometimes, he became too lazy to read. His learning drive had lost because he became accustomed to studying at home.)

IDI-002 also that:

“Isa sa problem ana akong ginaatubang sa pagtudlo sa akong anak kaya ang iyang pagka anak, kanang magtuman sa iyang gusto mag problema gyud ko ug samot na ug dili na siya maminaw sa akong giingon tapos mawad an na dayun siya ug gana mao guyd na akong dakong problema kanang

magsapot sapot akong anak.” (One of the challenges I face in teaching my child is their stubbornness. When they insist on doing what they want, refuse to listen to my instructions, and then lost their appetite to learn. That is my greatest problem, especially when they behave in an unruly manner.)

Moreover, IDI-003 also shared that:

“Ako na encounter na problem is about managing behavior sa ako anak kay very moody pero every now and then gina storyahan naku siya ako pasabton sa bad ug good things then nagalatag ko ug good example para masabtan jud niya ang mga bagay bagay.” (One of my problems about managing the behavior of my child was that he is very moody. Yet, every now and then, I always talk to him, allowing him to understand good and bad by giving examples.)

Likewise, IDI-004 unveiled that:

“Isa gyud ana maam kay motukar gyud ang katapulan maong maglisud ko sa pagdani sa iya nga answeran ang mga activities. Dako jud ang epekto sa ilaha sa pandemic maam, kay kanang murag wala sila maanad anang makakitag daghang tao o mga bata kay na quarantine baya ta atong pandemic maglisud siyag adjust usahay o makakat-on kay tungod nabag-uhan.” (Sometimes, their occasional laziness starts to show, which makes it hard for me to persuade him to answer their activities. The pandemic has had a big impact on them, because it seems like they are not used to seeing many people or children because they are quarantined because of our pandemic, it will be difficult for them to adjust sometimes or to learn because they are not used to it.)

Moreover, FGD-002 also unveiled that:

“Ako maam, siguro ang mga challenges na akong naagian sa akong anak kanang magstudy na siya, maglisod jud ko kay usahay magsumpaki jud mi kay naa man jud own way og learning. Usahay lagi makabunal jud ta, makapunish jud ta sa atong anak. Pero ana jud na kay murag akong anak nabag-ohan ba. Mao lagi, kailangan naa jud punishment siya.” (For me, the challenges I have faced with my child is during study time. Sometimes, we end up arguing because he has his own way of learning. I can sometimes punish and spank him. But that is how it is because it seems like he is adjusting. So yes, there should be a need to punish him.)

Furthermore, FGD-004 unveiled that:

“Tapos ako maam, grabe kaayo kanang pagpamata sa ilaha lisod pod kaayo maam, mosyaget gud ko, mao na akong naagian sa ilaha unya molalis pod siya ba, ug unsa iyang gusto mao poy matuman.” (For me, waking them up is really challenging. There have been instances where I had to raise my voice because they would resist and insist on doing what they wanted.)

Also, FGD-005 shared that:

“Kanang magdula jud na siya tapos kadtong panahon na ako siyang ginaingnan na magsulat na, muhilak man na siya.” (Whenever he starts playing and the time that I ask him to start writing, he starts crying.)

FGD-007 also added that:

“So ana ko ba, unsaon ko man ning bataa oy. Mao na tutor gihapon, salig gihapon sa tutor. Unya sa basa pod, usahay man gud kay wa jud kaayoy focus oy, magsige rag

dula, mao na akong na-encounter.” (I asked myself, what should I do with this child? That is why I have no option but to hand him over to their tutor. Also, during reading, sometimes he lacks focus and just wanted to play.)

Parents narrated their dilemmas as they dealt with their children’s developmental domains. When parents lack knowledge or confidence in facilitating their children’s learning, they diminish the likelihood of offering suitable learning opportunities to their children [34].

One challenge the parents face during the post-pandemic is dealing with a child who has developed a habit of waking up late, which can disrupt their daily routine and hinder their academic progress. Additionally, parents struggle with a strong-willed child who resists instructions, making it difficult to establish a productive learning environment. Maintaining the child’s motivation and engagement also poses difficulties, as parents must find ways to keep their child interested and focused.

Moreover, dealing with children’s occasional laziness in attending school and completing assignments adds to parents’ challenges in nurturing their children’s learning drive. Managing the child’s mood swings and behavior further complicates the situation, requiring parents to navigate through emotional ups and downs.

Parents also encountered these challenges during the peak of the pandemic. According to Lopez [35a], parents encounter difficulties in preparation, time management, maintaining focus, addressing problems, adapting to changes, and taking on additional responsibilities.

That said, challenges do not arise solely due to changes in modality but rather as parents fulfill their roles with their children. When parents increase their involvement in their child’s education, they may experience increased challenges and responsibilities [33a, 3c].

In light of these challenges, parental sense of efficacy plays a significant role in actively supporting their child’s academic success. Parents with a strong sense of efficacy are more likely to persist in their involvement, while those with limited self-efficacy may face challenges with less persistence [16d]. This sense of efficacy extends its influence over various aspects, including the parent-child relationship, parental well-being, and child development [22b].

Theme 4: Balancing Work and Parenting Responsibilities

In the post-pandemic period, parents face difficulty balancing work and parenting responsibilities while supporting their child’s education. Despite the evident benefits of parental involvement, barriers such as time constraints can impede effective engagement, negatively affecting the connection between home and school and hampering the assessment of children’s performance [36].

Parents interviewed in IDI and FGD shared their challenges in harmonizing multi-faceted responsibilities. During the full implementation of the face-to-face, parents are juggling various obligations, such as childcare, work, and financial constraints, which can be overwhelming as they strive to meet their child’s learning needs and fulfill their other responsibilities. Time constraints, balancing work and home

commitments, and financial limitations add complexity to the task of providing support and guidance to their child's educational journey.

IDI-002 disclosed that:

“Isa sa mga hagit nga gidala nako sa pagsuporta sa edukasyon sa akong anak kay ang dili masayon nga nasangkapan sa pagtabang sa pagkat-on ug sa ako isip isa ka ginikanan adunay uban responsibilidad.” (One of the challenges I encountered while supporting my child's education is that it is not easy to provide them with the necessary tools to help them with their learning, and as a parent, I have other responsibilities as well.)

Similarly, IDI-005 mentioned that:

“Para sa akoo kay time, kay lage kailangan naman maghatod-bantay sa ilaha. Dili parehas atong sauna nga naa rani sa balay so daghan pami mabuhay.” (For me, the challenge is time because I need to be there to accompany and supervise them. It's not like before when they were just at home, we can do a lot of things.)

IDI-007 also disclosed that:

“Balancing my work/home responsibilities while actively involved with my child's education was another challenge. For me, ang shift from home-based to face-to-face learning naghatag jud og separation anxiety between my child and me and balancing home and school life including time management.” (Balancing work and home responsibilities while actively involved with my child's education was another challenge. For me, the shift from home-based to face-to-face learning created separation anxiety between my child and me and balancing home and school life, including time management.)

Furthermore, FGD-001 narrated that:

“So syempre naga-assist jud ko sa iyaha then naa papod tay laing trabahoon. So kana sa reading and writing, mao na ang challenges jud nako sa iyaha unya other responsibilities pod.” (Aside from assisting my child, I still have other responsibilities. So, aside from teaching reading and writing, part of my challenges is managing other responsibilities.)

Also, FGD-006 added that:

“Ang akoo jud na babag kay kanang molakaw og Davao usahay ang akong anak dili ko kaguide sa iyaha kay naa pod atimanon.” (The challenge I face is when I have to travel to Davao, as I sometimes cannot personally guide my child because I also have other matters to attend to.)

The challenges mentioned by parents in interviews and focus group discussions further illustrate the difficulties they encounter. Some mentioned the difficulty of providing necessary tools for their child's learning while balancing their other responsibilities. Others discussed the challenge of managing time and being actively involved in their child's education, especially with the transition from home-based to face-to-face learning. Balancing work and home responsibilities and dealing with separation anxiety were also mentioned as challenges. Some parents even mentioned the challenge of being unable to guide their children due to travel or other personal obligations.

These challenges align with the findings of various studies. Hoover-Dempsey et al. [16e] highlight the importance of parental role construction and how parents perceive their responsibilities in their children's education. Park and Holloway [37] emphasize the significance of parental perceptions of school expectations and the school climate in shaping parental beliefs about their involvement at home and school.

Several challenges may impact parental involvement. Economic resources and rising education costs are concerns for many parents [38]. Furthermore, Lase [39] and Lopez [35b] shed light on additional challenges faced by parents, including feelings of depression, stress, and frustration that can arise from the increasing burden of balancing work and parenting responsibilities. Managing time effectively, maintaining focus on learning, addressing common problems, adapting to educational changes, and taking on additional responsibilities are also reported challenges.

Parents' Coping Mechanisms as Children's Support System in the Post-pandemic

Parents often face numerous challenges in raising and supporting their children. To cope with these challenges, they employ various mechanisms to help them navigate their difficulties. There are five themes unveiled. The first one, "Efficiently Managing Time," discusses managing their time effectively. The second one, "Collaboration with Educators," highlights the parents' partnership with educators. The third one, "Watching Educational Videos," underscores how they utilize online and other resources to keep their child engaged. The fourth one, "Staying Strong and Patient," delves into how they demonstrate perseverance and a positive attitude in facing challenges. The fifth theme, "Utilizing Rewards and Reinforcement," emphasizes motivating children through rewards, recognizing their efforts, and providing advice to maintain their learning drive.

Theme 5: Efficiently Managing Time

Managing time is crucial for parents to become efficient and effective. According to Borup et al. [40], effective time management is crucial in supporting children's education. Parents serve as important scaffolds by organizing and managing students' schedules, fostering relationships, and facilitating interactions. Time management enables parents to monitor and motivate student engagement while providing necessary instruction. With their many challenges, one of their key coping mechanisms unveiled is finding a balance between their various responsibilities while ensuring that they allocate sufficient time to support their child's educational growth and development.

In this theme, parents discussed their coping strategies and practices to effectively manage their time, allowing them to fulfill their commitments while dedicating quality time to their children's educational needs.

IDI-001 unveiled that:

“Sabayan ang bata og study then tagaan pud og oras sa pagdula aron dili mapul-an.” (To accompany the child in studying, give time for playing so they won't get tired.)

IDI-005 also shared that:

“Kuan raman nag adjust sa time. Mao rana kay hatagan baya jud ug time, paghatud ug pangbantay ang anak sa skwelahan.” (My way is to adjust my time, which is just how it is because we really have to give time to drop off and watch over the child at school.)

Similarly, FGD-001 narrated that:

“Para sa akoo, lisod man jud i-manage ang bata pero importante kabalo jud ta mobahin-bahin sa oras sa pagtudlo og pagtrabaho. So dapat jud naa jud scheduling unsay imong unahon ug unsa napod sunod.” (For me, it is really difficult to manage the child, but it is important that we know how to allocate time for teaching and work. So, it is really necessary to have scheduling on what to prioritize first and what comes next.)

FGD-002 also recounted that:

“Dapat isip parent, importante na magtabang jud sa anak aron makabalo siya unya magsikay-sikay pod ka dapat di lang kay sige rapod ka og tabang sa bata.” (As a parent, it is important to really help the child so that they can learn and at the same time do other tasks, not just giving your entire focus on helping the child.)

Furthermore, FGD-003 shared that:

“Sa akoo personally, di jud ko dapat magpastress, so importante naa jud kay plan o schedule na sundon para mas han-ay tanan nimo nabuluhaton og obligasyon. Then isa pod, sa balay man gud kay dapat naay tama na oras, pag-abot paulay, naa jud silay time na sundon ba kay kung dili na siya masunod, posible kanang adlaw di sila kasabot. So murag na-daily routine na na sa mga bata para at least sila mismo kabalo sila sa ilahang responsibilidad na dapat mao ning oras, pahulay kay, dapat mao ning oras study ka. Mahimo man gud na na babag ba kung wala kabalo ang bata kung unsa ang iyang buhaton step by step ba. At least naay daily routine na mahitabo pag-abot sa balay.” (In my personal opinion, I should not let myself get stressed, so it is important to have a plan or schedule to follow in order to make all tasks and obligations more organized. Secondly, at home, there should be a proper time for everything. When they come home, they have to rest. They should be following schedules because if it is not followed, it is possible that they will not understand what needs to be done on that day. It is like making a daily routine for children so that they themselves know their responsibilities and what time they should rest or study. It will become a hindrance if the child does not know what they should do step by step. At least a daily routine is organized the moment they come home.)

FGD-004 also shared that:

“Una, ginapasabot jud nako ang ako anak na pag-time gani sa pagstudy kailangan mag-study kung dula dula pod. Samtang bata pa nindot jud disiplinahon kay madala man gud na niya pagdako niya.” (First, I really make sure to explain to my child that when it is study time, they need to focus on studying and if it is time for playing, they have to play. While they are still young, it's important to instill discipline in them because they will carry it as they grow up.)

Likewise, FGD-005 also discussed that:

“So karon ako jud kay maghatag jud og time para sa bata, dapat sapat jud ang time nimo para sa iyaha. Kana bitawng wala kay lain huna-hunaon, magfocus lang. Kung magtudlo, magtudlo di kay samtang gatrabaho katudlo.”

(So now, I really make sure to allocate time for my child, and it is important to have enough time for them. During that time, you should have no other distractions and just focus on them. If you are teaching them, then teach: not teaching while also doing work.)

Moreover, FGD-006 also shared that:

“Priority rajud ang dapat, sayo og mata ug buhaton ug iandam tanan na kailangan. Sa ing-ana na paagi di ta magkadipo-dipo.” (Prioritizing is really the right thing to do. It is important to wake up early and prepare everything you need. By doing so, we can avoid unnecessary delays and stay on track.)

Based on their responses above, it can be observed that parents understand the essence of time management to prevent burnout and promote a healthy work-life balance. They wisely budget their time between work, household chores, personal activities, and spending quality time with their children to ensure they can fulfill other responsibilities while being present for their children. Managing time is necessary for parents to become effective in their role and to rise above the challenges they face. With that, they need to be flexible and adaptable, possess practical time-management skills, and seek guidance from a mentor [41a].

In addition to time management, parents also learn to make schedules which is part of the role of parents as home facilitators of learners [25b, 26b, 27b, 28b]. As facilitators for learning, they learn the value of formulating daily routines to accommodate various tasks like work schedules, household tasks, self-care, and quality time with their children, as well as dropping off and picking up their children from school. They also designate specific time slots for activities such as meals, homework, playtime, and bedtime. This strategy helps them create structure, stay organized, and manage their time effectively.

As study buddies, parents introduce new learning materials, participate in playtime, conversations, and reading activities, and tailor the HLE to suit their children's needs and interests. They also provide a range of learning opportunities and create enjoyable experiences. By actively engaging in these actions, parents contribute to an early intervention program that aids children's development and prepares them for future educational stages [42a].

Some parents are establishing a routine to reduce restlessness and increase productivity in their children. They have created personalized timetables where children engage in daily activities and maintain a regular sleep-wake cycle [2b].

While parents may encounter difficulties managing time while supporting their children, this becomes an avenue to transform challenges into opportunities. When parents can overcome these challenges and continue supporting their children's educational development, it will result in meaningful learning and better parental opportunities [33c, 3d].

Theme 6: Collaboration with Educators

Collaboration with educators is a paramount aspect of effective parenting. Olivo [43a] underscores that parents' active involvement, including effective communication and collaboration with teachers, serves as their coping mechanism. This active cooperation is essential for parents to fulfill their obligations and contribute to their children's holistic well-being.

Recognizing educators' crucial role in their child's education, parents prioritize establishing and maintaining strong lines of communication with teachers and school staff. This theme explores parents' coping mechanisms to foster open and collaborative communication, such as attending parent-teacher meetings, actively participating in school programs, and utilizing various communication channels to collaborate with educators.

IDI-001 disclosed that:

"Importante jud na makigcooperate sa maestra kay sila man ang mas nakabalo, kita igo raman ta mosuporta." (Yes, it is indeed important to cooperate with the teacher because they are the ones who have the knowledge and expertise. Our part is to support our child)

IDI-002 also narrated that:

"Ang padayun na regular nga komunikasyon sa magtutudlo ang isa sa mga estratehiya nga akong gi implement aron nga magpabilin ang akong pagkahibalo sa pag uswag sa academic process bahin sa akong anak. Dako kaayo ug tabang ang mga magtotodlo sa paglambo sa pagkat-on sa akong anak maong kung unsay instruction sa teacher ginatuman gyud naku ug ginapadayun naku ang pagtudlo sakong anak sa balay aron inig abot sa skwelahan naa nay gamay na kahibalo akong anak." (The continuous and regular communication with the teachers is one of the strategies that I have implemented to keep myself informed about the progress of my child's academic process. The teachers play greater help in the development of my child's learning, so I diligently follow the teacher's instructions and continue teaching my child at home so that when they arrive at school, they already have needed knowledge and understanding.)

In addition, IDI-005 disclosed that:

"Tapos ginapahibalo mi sa development sa among mga anak ug unsa pa nga mga areas ang kailangan pa i-improve para amoa pud matabangan sa balay." (The teacher always informed us about the development of our children and identify areas that need further improvement so that we can provide assistance at home.)

Also, IDI-007 added that:

"Gina-strengthen jud namo ang open communication between sa iya ug sa iyang teacher." (We really strengthened our open communication between our child and their teacher.)

Likewise, FGD-001 narrated that:

"Ginacontact pod nako ang tutor niya ug ang iyahang teacher pod kung unsa nay progress og unsa napod mga activities ug unsay mga kulang sa akong mga anak." (I always contact the tutor and the teacher to inquire about my child's progress, activities, and any areas where they may need improvement.)

FGD-002 also disclosed that:

"Sa school permi personal ko making-estorya sa teacher niya mangumusta sa iyaha then pangutana pod kung unsa jud ang kailangan pa sa bata." (I always personally talk to the teacher at school to check on my child's well-being and ask about their needs. I also inquire about any areas where my child may need further support or improvement.)

Additionally, FGD-003 unveiled that:

"Sa eskwelahan, kada-hatod usahay magtabi man pod mi sa uban ginikanan dayon mangumusta pod sa teacher. Ang training jud sa balay dako kaayo siya na tabang in collaboration sa teacher, ang ginahimo nako halimbawa, kabalo man gud ko asa dapit akong anak hina ba so ang ginapangtuna nako sa teacher even though personal siya na pangutana is gina-unsu nimo pagtudlo sa akong bata diri sulod sa classroom, at least if effective siya, pwede nako itudlo pag-abot sa balay kay syempre. Basin lahi diay akong pag-follow-up sa balay unya lahi pod diay iyang pagtudlo. Parehas anang gagamit diay siya og sticks then ako wala diay so tan-awon nako asa ang effectiveness sa duha. So didto maam, collaboration, mangutana pod ko sa iyaha. Though it sounds very personal but effective siya sa school and then sa balay pod." (In school, sometimes when I drop off my child, I also take the opportunity to talk to other parents and ask my child's teacher regarding his status. The training and collaboration with the teacher are really beneficial, and what I do, for example, even though it sounds personal, I ask the teacher about her teaching methods inside the classroom; at least if it is effective, I can reinforce it at home. Maybe, the way she teaches my child, and my mode of teaching is different. For example, if the teacher is using sticks as a teaching tool and I am not using the same method at home, I can attest to which is more effective. So, that part is collaboration through asking questions to her. Thought it sounds very personal but effective at home and at school as well.)

Moreover, FGD-004 mentioned that:

"Ako maam kay busy man jud ko maam, gabii rako makauli, maong mochat gyud ko sa teacher about unsa ilang buhaton sa ilang gistudihan ug unsa na ang ilang mga lessons para masubay-bahayan pod nako siya unsa iyang tun-an og studihan. Di man sayop jud mangutana so nagapangutana jud ko sa teacher kung naay time." (I am very busy and will arrive late at night, so I will only chat with the teacher about the necessary things they must do regarding the lessons they need to study. This way, I can supervise and guide them on what they should focus on. It is not wrong to ask questions, so it is important for us to inquire with the teacher if there is time available.)

FGD-006 also added that:

Importante jud una dapat naa kay makig-estorya ta sa teacher kay aron matabangan ta. (It is indeed important to have a conversation with the teacher so she can assist us.)

Also, FGD-007 mentioned that:

"Sa teacher gyud hinoon niya nagapangutana jud ko, importante jud na na dapat open ka sa teacher na di jud nimo kaya or mangayo jud ka og advise sa teacher pod og suggestion." (I always inquire with the teacher. It is important

that you are open with the teacher and ask for advice or assistance from the teacher.)

Parents establish and maintain regular communication channels with their child's teachers, trying to stay connected and discuss any challenges or progress in their child's learning. Home-tutorial issues can be addressed through active and student-parent-teacher communication [25c]. Based on their responses, parents create an environment that encourages open and honest communication between themselves, their children, and their children's educators.

Furthermore, they prioritize regular communication to stay informed about their child's academic performance, social interactions, and overall well-being. This includes actively exchanging information, sharing concerns, and seeking guidance on supporting their child's educational needs. Olivo [43b] underscores that parents' effective communication and collaboration with teachers serve as their coping mechanisms. Their active cooperation with schools is essential to fulfilling their obligations and contributing to their children's holistic well-being.

Moreover, they maintain consistent communication through various means such as face-to-face or over the phone. They also actively participate in school programs, events, and initiatives to support their child's educational journey and contribute to the school community. Additionally, parents respect and follow the instructions provided by their child's teacher to ensure a cohesive learning experience for their child. According to Lopez [35c], these habits leverage collaboration, which is essential in surmounting challenges while promoting learning continuity.

It further strengthened the claim of Alicamen and Abadiano [33d] that their optimistic mindset, proactive communication, and unwavering commitment to education have allowed them to overcome obstacles and ensure the uninterrupted progress of their children's learning journey.

Theme 7: Watching Educational Videos

Relying solely on instructional materials given by teachers can sometimes limit a child's learning experience. Parents understand the value of watching educational videos to lessen tutorial difficulties while enhancing their child's learning experience. According to the [44], parents play a crucial role in fostering their children's academic, moral, and spiritual growth. Therefore, parents must actively participate by monitoring their children's progress, assisting as classroom aides, and offering support to fellow parents.

This theme explores how parents support their children's education by utilizing online resources, educational videos, interactive learning materials, and other educational tools.

IDI-001 unveiled that:

"Gipatan-aw naku ug youtube sa academic like Teacher Aya Online Tutorial then, after ana ako siya e review pero nay limit pag youtube. Gawas sa patan-awon ang bata og pang educational videos nga palabas then e review ug ginatudloan pagsulat og pagbasa. Dakong tabang ang youtube nga pang educational videos mao ng mapasalamayon gyud ko kay na encourage gyud ang bata nga musulat og mubasa." (I let him watch educational videos on YouTube,

like Teacher Aya Online Tutorial, and review them afterward, but there is a limit to watching YouTube videos. Aside from watching videos, I also review and teach the child how to write and read. The educational videos found on YouTube are really a great help, and I am really grateful because they encourage the child to write and read.)

IDI-003 also shared that:

"Watching educational program and movies together para ma guide naku siya kung naa siya mga questions regarding sa mga gitan-aw namu then pagkatapos gina ask naku siya unsa iya nasabtan sa movie para makabalo ko kung nag sink-in sa iyaha kung unsa pasabot sa movie." (We watch educational programs and movies together so that I can guide my child if he has any questions about what we watched. Afterward, I asked him what he learned from the movie to know if he clearly understood the meaning of the movie.)

Furthermore, FGD-002 mentioned that:

"Hands-on jud ko labi na sa iyang hand-writing. Unya ang mga letter sound nagamatter lang pod didto sa youtube." (I am really hands-on, especially regarding my child's handwriting. Regarding letter sounds, I usually depend on YouTube.)

Similarly, FGD-006 shared that:

"Then ginapatan-aw lang gyud nako siya og video. Though naa jud siya problema jud pag-estorya niya kay pababy jud kayo siya nasobraan, papansin jud siya maong pansinon lang jud. Usahay ug wala koy time magtudlo, ginapalantaw lang jud na nako ug youtube." (Then, I just let my child watch videos. Although he has difficulty expressing himself because he tends to be too childish and attention-seeking, I still pay attention. Sometimes, when I do not have time to teach, I just let him watch YouTube videos.)

Dealing with a challenging situation involves different mental activities and behaviors focused on finding a solution to the problem and reducing the negative emotions that arise from it [45]. According to Hafidz et al. [23b], if parents join their children in the learning process, they can quickly identify any problems the child may face and devise solutions. One of the parents' solutions is leveraging online resources and technology platforms to provide their children with access to educational content, ensuring they have the necessary resources for learning.

They actively seek and provide supplementary educational resources to enhance their child's development, lessening their difficulties. This proved that parents demonstrated robust coping mechanisms by actively adapting, increasing their involvement, and prioritizing their child's educational learning [46]. They knew that educational videos were a valuable tool to enrich their child's learning experience.

Furthermore, recognizing that education extends beyond the classroom, parents actively seek out and provide additional resources to complement their child's developmental domains, which according to Green [47], include the physical domain involving gross and fine motor skills, the language domain encompassing communication skills, the cognitive domain involving thinking and problem-solving, and the social and emotional domain focusing on interpersonal skills.

Theme 8: Staying Strong and Patient

Staying strong and patient is a fundamental aspect of effective parenting. Resilience and patience allow parents to rise above the challenges while fulfilling their responsibilities toward their child's learning [33e]. They can conquer obstacles by being optimistic. Motivated and inspired parents often demonstrate a positive and enthusiastic outlook [48a]. Maintaining a positive mindset and attitude is crucial for overcoming the obstacles that may arise, which integrates positive emotions such as comfort, happiness, joy, love, and gratitude in supporting their mental well-being and effectively fulfilling their roles [49a].

This theme encompasses parents' experiences in fostering resilience and patience in their children and includes the idea of going the extra mile.

IDI-002 narrated that:

"Isa sa akong mga pamaagi jud kay ang pagsabot jud sa bata. Bata paman gud na sila, dapat taas jud ka kaayo og pailob sa ilaha. Tinood daghan pod ta ug buluhaton sa balay pero di lang pod ta magpastress kay igo raman ta follow-up jud nila kung tuyoon." (One of my methods is really understanding the child. They are still young, so we should be very patient with them. While it is true that we have a lot of household chores, but we should not put too much stress on ourselves because our role is just to follow up them.)

Moreover, IDI-006 shared that:

"Ano lang, maging matatag lang kasi alam naman natin na ang lahat nga ating mga ginagawa ay para sa kapakanan ng ating mga anak. Kailangan maging matatag tayo at matutong lumaban dahil hindi lang ito para sa atin may mga pamilya tayo't mga anak para maging malakas." (One thing was just to stay strong because we know that everything we do is for the welfare of our children. We must be resilient and learn to fight because this is not just for us. We have families and children who need us to be strong.)

In the same way, IDI-007 mentioned that:

"Stay engaged lang jud in their learning journey. Be patient and enjoy the process sa pagdiscover og new things and growing together." (We must stay engaged in their learning journey. Be patient and enjoy discovering new things and growing together.)

FGD-005 also unveiled that:

"Kung di siya magsulat kay wala sa mood, so pasensyahan lang jud di lang jud pugson kung unsa iyang buhaton. Para sa akona, nag-adjust ko sa akong bata jud kay mao lage na gikan ko og gawas, mao man bitaw niuli ko kay aron masubay-bayan jud nako siya." (If they don't feel like writing because they are not in the mood, I just have to be patient and not force him to do the tasks. For me, I really made a great adjustment with my child because I came abroad and just came back home in order to closely monitor and take care of them.)

Likewise, FGD-006 added that:

"Ikaduha, as parent, dapat ibutang jud nimo sa imong sarili na kaylangan maging strong jud ta samtang gasuporta sa atong anak para sa iyang kaugmaon rapod." (Secondly, as a parent, it is important to remind yourself to be

strong while supporting our child because what we are doing is for their future.)

Furthermore, FGD-007 also narrated that:

"Kailangan relax lang gud unya presence of mind ug taas na pasensya, kabalo man ta daghan tag buluhaton og nagkadaiyang mga responsibilities, importante jud na padayon lang jud di lang jud na balihon nang mga problema kay molabay raman na." (It is important to stay relaxed, have presence of mind, and exercise patience. We are aware that we have many tasks and different responsibilities, but it is crucial to continue and not dwell on problems because they will eventually pass.)

One of the mantras of parents is to stay strong and resilient and not dwell on the problems while engaging with the child. They remain positive, adaptable, and determined while facing difficulties. They understand the essence of study buddies, which includes introducing new learning materials and participating in playtime, conversations, and reading activities to prepare learners for future educational stages [42b]. They provide support and guidance by allowing their children to learn at their own pace and not forcing them to learn if they do not want to.

They also learn to practice patience and embrace raising and supporting their children. According to Castroverde and Acala [50], parents who take on the role of home teachers can effectively reduce their burdens and handle their responsibilities calmly by nurturing a positive attitude. They understand that parenting is a journey that requires time, understanding, and patience. In short, parents were able to cultivate a mindset that promotes learning within the household, which is a crucial part of parental involvement.

This type of involvement is similar to the concept by Sayers et al. [18b] of fostering positive attitudes toward math. The second type is explicit involvement, which includes creating a math-rich home environment, engaging in homeschool communication, and assisting with homework. Part of showing parental involvement is providing their children with a safe and healthy learning environment, appropriate learning experiences, and a positive attitude toward their children [51].

In their study, Hafidz et al. [23c] specifically mentioned that if parents join their children in the learning process, they can quickly identify any problems the child may face and devise solutions. For optimal results, parental involvement should be firmly established within the home environment, cultivating a mindset that promotes learning within the household [24b].

Moreover, in their study, Alicamen and Abadiano [33f] connect resilient mechanisms of recognition, adaptation, and persistence with the coping mechanisms of parents, enabling them to fulfill their role as study buddies in the new normal of teaching by effectively managing challenges, adapting to the situation, and persisting in their efforts for learning continuity amidst the adversities faced.

Theme 9: Utilizing Rewards and Reinforcement

Parents can use rewards and reinforcement to motivate and support their children's growth and development. When

parents transform themselves into friendly teachers and motivators, children's performance is boosted, making the instructional modality much more effective [29b].

Parents create a nurturing and positive learning environment by giving praise, acknowledging achievements, and providing constructive feedback. Positive coping strategies are believed to reduce stress's effects on parenting. Embracing positive emotions like comfort, happiness, joy, love, and gratitude can support mental well-being and help parents in their roles within the family [49b].

This theme explores how parents motivate their children through rewards, recognizing efforts, and giving advice.

IDI-002 unveiled that:

"Then as parent pod, ginatambagan jud nako siya na magtarong jud unya maminaw pod, di jud magpabdlong. Dayon if magtarong siya ginapalitan pod nako siya sa iyahang gusto, bisan ug dili gud kaayo dako sama anang pan pag-uli nako sa balay." (Then, as a parent, I always advise him to behave well, listen attentively, and not be stubborn. Then, if he behaves appropriately, I reward him with what he wants, even if it is just small things the moment I go home.)

IDI-003 narrated that:

"Ako na encounter na problem is about managing behaviour sa ako anak kay very moody pero every now and then gina storyahan naku siya ako pasabton sa bad ug good things then nagalatag ko ug good example para masabtan jud niya ang mga bagay bagay usahay migamit ko ug reward system then everytime naa siya mabuhat na mayo gina praised jud nako siya." (One problem I have encountered is managing my child's behavior because he is very moody. However, every now and then, I talk to him and explain the good and bad things. I also set a good example to help them understand various things. Sometimes, I use a reward system, and I praise them a lot every time they do something good.)

IDI-004 disclosed that:

"Dayon during sa time na magstudy nami, ginaencourage jud nako siya na magtarong, parehas anang sige pag makakuha ka dayon kay palitan teka ug bag-o na sapatos, usahay pod akong ginamotivate na sige ugma manoroy ta." (Then, during our study time, I really encourage him to behave well. For example, if he consistently gets good grades, I reward him by buying him a new pair of shoes. Sometimes, I motivate him by saying that we will go out and have fun tomorrow if he continues to do well.)

Additionally, FGD-001 mentioned that:

"Ako kay strategy nako kay ginastorya jud nako sila everytime kung naa koy time. Tapos ginamaymayan jud nako siya na maminaw ug tarong kay para man jud pod na sa iyaha. Pero syempre naa jud pod time na pareha anang dagko iyang kuha mangaon mi sa labas." (My strategy is to talk to him whenever I have time. I make sure to explain and emphasize the importance of listening and behaving well, as it is for their own benefit. But of course, there are also times when, as a reward for their achievements, we go out to eat.)

FGD-002 also uncovered that:

"Ako jud kay number one jud kay rewarding jud after mafinish niya ang iyang mga trabahoon labi na magsulat, magtracing. Pagkahuman ana magprepare nako og pagkaon."

Rewarding jud na akong ginabuhat, naa siyay time magplay sa iyahang mga gadgets ug magview sa youtube." (One thing I do is reward my child after he finishes the tasks, especially writing and tracing. After that, I prepare a meal. What I do is rewarding. I gave him time to play with their gadgets and watch YouTube videos.)

FGD-003 also disclosed that:

"Mao lang gihapon akona, kanang praise, kailangan man jud ang bata i-praise. Halimbawa makakuha siya og taas na score og taas na grado sa exam, so why not give him sa iyang gusto pero wag lang din mahal masyado kay di man makaya sa balsa, kadto ra gyud pong barato ra. So at least mag-ingon man galing siya atong cars with remote control, so ayaw sa kay wa paman tay kwarta. So kailangan jud ipasabot kung usa jud economic status sa kinabuhi kay usahay lisod man kung sige ra nato silang tubayan permig hatag ug makakuha og dagkong grado. So nakadepende pod ang reward sa score og sa performance niya." (I have the same approach which is giving praise. It is necessary for the child to praise him. For example, if he gets a high score or grade on an exam, why not give them something they want? It should not be too expensive but only affordable. If he chooses those remote-controlled cars, you will just tell him it is not time yet. However, it is important to explain our economic situation to him because sometimes it can be difficult if we constantly give them everything they ask for, especially if they consistently perform well. So, the rewards depend on his scores and performance as well.)

Moreover, FGD-004 uncovered that:

Kung taas siyag score, i-bonding namo siya para malipay pod siya og maproud pod siya na kani malipay jud si mama ani so para sa iyang huna-huna maningkamot jud siya. (If he gets a high score, we will spend quality time bonding with him. In this way, he will feel happy and proud knowing that his mother is pleased with his performance, and he will be motivated to continue working hard.)

FGD-005 unveiled that:

Ginatagaan nako siya ug kwarta example pagmaperfect siya kay tagaan nako og baynte so maningkamot jud siya jud pod para makatwenty pod siya sa iyang balon. (I give him money as a reward, for example, when he gets perfect scores, I give him twenty pesos. This motivates him to work hard to get twenty pesos allowance.)

FGD-006 also disclosed that:

"Ako kay ginatalk man jud nako siya, tapos ginamotivate nako siya ba, pero di jud kaayo ko ingon nga money matters. Pag- once maka five-star ka didto sa school manuroy ta unya mopalit ta og gusto nimo na toys kanang barato-barato." (What I do is I talk to him and motivate him, but I do not really bring up money matters. For example, if he gets five-star rating at school, we will go out and buy a toy that you like, those that are affordable.)

Recognizing the impact of positive reinforcement, parents employ various strategies to encourage their children's progress. They motivate their children with reinforcement and rewards for their efforts and achievements. This can include praise, recognition, small incentives, or privileges. They provide positive feedback and reinforcement to encourage

their child's continued progress. They also offer guidance and advice to their children in a constructive manner.

Through positive reinforcement, parents are unaware that they are already making extrinsic motivation, which is important for making their child stay engaged. This proves they fully comprehend that their approach played an important role in childhood development. Having a thorough understanding of early childhood development, as Manas [52] emphasized, establishes a solid foundation for children's well-being and future achievements. As study partners, they provide a range of learning opportunities and create enjoyable experiences that aid children's development and prepare them for future educational stages [42c].

In addition, parental attitudes play a crucial role in shaping children's developmental domain. When parents have a positive attitude towards shared reading, it improves the quality of HLE and children's performance in language tests [53]. Aside from that, when parents transform themselves into friendly teachers and motivators, it boosts children's performance, making the instruction much more effective [29c]. Motivated and inspired parents tended to exhibit a positive and enthusiastic outlook on their children's future, which appeared to be influenced by their children's academic interests and achievements [48b].

Positive coping strategies are believed to reduce stress's effects on parenting. Embracing positive emotions like comfort, happiness, joy, love, and gratitude can support mental well-being and help parents in their roles within the family [49c]. Also, it is crucial to recognize that as parents take on the role of home teachers, they must equip themselves with a positive mindset [41b]. Furthermore, Lopez [35d] mentioned having a positive outlook and perceiving these difficulties as opportunities for finding solutions.

Hence, this observation supported the idea of parental sense of efficacy that their actions can positively impact the child's learning [16f]. Subsequently, this parental self-efficacy extends its influence over various aspects, including the parent-child relationship, parental mental well-being, and child development [22c].

IV. CONCLUSION

Parents still undertake multiple roles in transitioning back to face-to-face to reinforce their children's academic growth and development. Even if there is already face-to-face interaction with educators, parents have become educators at home, providing reinforcement, reviewing their children's learning, promoting learning, and ensuring their readiness for school. They have also facilitated writing and interactive learning at home and encouraged sibling support and cooperation.

Parents have become a support system for their children, allowing them to explore their interests, providing encouragement, and accompanying them in competitions. They also monitor their children's daily activities and learning, providing socio-emotional support and a nurturing environment.

This revelation unveiled the reality of parenthood, shedding light on the fact that parental involvement is not

solely due to the educational disruptions brought upon by the crisis but rather stems from the high value they place on their child's educational success. Parents with higher expectations for their child's education are more likely to participate actively in their child's learning and development. As a result, their role is further magnified.

However, these roles have not been without challenges. The greater their involvement, the larger and more numerous their challenges are. As they navigate their roles as parents, they also make themselves vulnerable to dilemmas related to their children's learning drive, such as managing their resistance, occasional laziness, and mood swings. Day-to-day challenges of harmonizing their multi-layered responsibilities, including balancing work and home obligations, managing financial constraints, and addressing separation anxiety, are also apparent and part of the consequences of their active involvement driven by their high educational expectations.

Conversely, parents' adverse and multifaceted challenges have become a catalyst that guides them to develop unique coping mechanisms, demonstrating their resilience and adaptability in navigating parenting difficulties. Parents have learned time management, adjusted their schedules, and made daily routines. They have also solidified open and collaborative communication with educators, supporting the school's programs and initiatives. They have provided supplementary educational resources, such as educational videos and online resources. Furthermore, parents have cultivated resilience and persistence, learned to be patient, and motivated their children with rewards and reinforcement.

Hence, it becomes evident that roles, challenges, and coping strategies are integral components of the parenting journey in early education. Parents who hold high expectations for their children's future and education will most likely heighten their level of involvement. As their level of support intensifies, they also, as a consequence, make themselves vulnerable to more complex and intense challenges. However, it is through facing these challenges that parents develop new strategies and improve their approaches in response to their adversities.

Implication for Practice

Parents who support their children in their developmental domains and face challenges demonstrate resilience. However, the availability of external resources and networks is essential to enhance their resilience further. Therefore, teachers and educational leaders are crucial in providing the necessary support and resources to promote optimal child development and strengthen parental resilience.

The following are the implications for practice based on the results:

Educators and policymakers should provide resources, training, and support for parents to fulfill their children's developmental domain roles effectively. This can be done through virtual conferences and consultations, and their voices must be heard in crafting the school curriculum for kindergarten.

In addition, schools should strengthen channels for regular communication, feedback, and information sharing between

parents and educators. This can help them stay informed about their children's progress and provide valuable insights to educators regarding their children's progress at home. Teachers should also conduct regular home visitations, especially for struggling learners.

It is also of great need, considering that parents are among those who hone children, that educational institutions should provide parents with supplementary educational resources such as worksheets, educational videos, and other interactive learning materials.

In addition, schools should provide assistance and training for parents on how to foster a nurturing and supportive environment at home through monthly meetings. Smart parenting programs should also be implemented in schools to guide parents in handling their children and improving their parenting style.

Finally, as parents demonstrate resilience and adaptability in navigating parenting difficulties, schools should allow parents to share their experiences and learn from each other. This can create a supportive community where parents can exchange coping strategies to help, support, and strengthen one another.

Implication for Future Research

This study is limited to seven participants for IDI and seven for FGD, and it aims to explore kindergarten parents' roles, challenges, and coping in their children's developmental domain after the Division of Mati City pandemic.

To fully grasp parents' experiences, it is recommended that a study be conducted in a more diverse range of locations to gather a broader and more comprehensive understanding of parents' experiences in other areas, such as remote places or marginalized communities. This would provide a more factual and nuanced perspective on the challenges, coping strategies, and their role in children's education.

Furthermore, conducting a quantitative study or adopting a mixed-methods approach would further enhance the understanding of parental involvement in a broader context. This approach would help validate and confirm the findings of this study, providing a stronger foundation for future research.

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