Facilitating Skills of Parents in the Home-Based Learning Activities

Erwin D. Laceda

School of Graduate Studies, St. Louise de Marillac College of Sorsogon, Sorsogon City, Philippines

E-mail: erwinlaceda9politeness@gmail.com

Abstract— The adoption of home-based learning activities has affected both the learners and the parents. These parents are expected to play a more active role as learning facilitators essential in their child's education. Such precept propelled the conduct of this study which ventured to identify the facilitating skills of the parents in the home-based learning activities, the level of their facilitating skills, how these facilitating skills affect the learners' academic performance, and the challenges encountered in the home-based learning activities. The mixed method of research was employed particularly the explanatory sequential design in treating the data provided by the __ parent respondents of Buhatan Integrated National School, Sorsogon City. It was revealed that parents possessed skills in communication, establishing rapport, patience and empathy, and content knowledge in facilitating the conduct of home-based learning activities for their children. Parents' facilitating skills were at the practitioner level. These parents' facilitating skills have a positive impact on learners' performance in the home-based learning activities. On the other hand, the challenges encountered by parents along with their facilitating skills include the passivity of some learners towards the learning modality and the absence of capacity building among parents on how to engage learners in home-based learning activities. A home-school partnership program was proposed geared towards the improvement of the facilitating skills of parents in home-based learning activities.

Keywords— facilitating skills, home-based learning activities, learning facilitators, home-school partnership

I. INTRODUCTION

One of the basic roles of a parent is to educate his/her child taking into account the Family Code of the Philippines. According to Article 220, Chapter 3 (Effect of Parental Authority upon the Persons of the Children) of the Family Code of the Philippines, the parents and those exercising parental authority shall have with the respect to their unemancipated children towards the following rights and duties: (1) To keep them in their company, to support, educate and instruct them by right precept and good example, and to provide for their upbringing in keeping with their means;(2) To give them love and affection, advice and counsel, companionship and understanding; (3) To provide them with moral and spiritual guidance, inculcate in them honesty, integrity, self-discipline, self-reliance, industry and thrift, stimulate their interest in civic affairs, and inspire in them compliance with the duties of citizenship.

Parents create a supportive environment for their children to learn. Parents should encourage their children to study and do homework at a specific time each day and allow them to watch television or play games for at least an hour each school night. Parents shouldn't expect their children to learn everything at school because life's important lessons can also be learned at home.

Therefore, they should be responsible and interested in their children's education. Parents can be involved in their child's learning and provide feedback in a variety of ways. Parental involvement in education benefits students; thus, allowing schools to provide important information about their children's academic performance. This also shows how much parents care about their children's education. Parents' involvement in their children's education begins at home. Since the outbreak of coronavirus disease 2019 (COVID 19), people have been affected in one way or another. The nationwide quarantine has greatly affected the lives of people of all walks of life and ages. Current global health issues are changing education in all affected countries. School closures have changed the daily lives of students, their families and teachers like never before. Many teachers, families, and students are not ready for current changes that involve parents more in collaborating and helping their children learn. Distance education at all levels and types. Although different terms are used in the field, for the purpose of this study, the terms distance learning and distance learning are

used together with online, virtual, learning and e-learning.

In the Philippines, various forms of distance education are planned and implemented throughout the country. Distance education refers to the educational process in which teachers and students receive distance education during the teaching period. There are three types of this model: modular distance learning (MDL), online distance learning (ODL), and TV/radio teaching. This is an Alternative Education Model (ADM) designed to provide quality education to students in a home environment with the support of parents, guardians or trained teachers. It allows families to provide education according to personal beliefs, feelings and values, and to make education plans according to the family's time and situation. However, many problems continue in practice, especially the supervision of authorized teachers and compliance with the curriculum. This is similar to parental support.

In traditional schools, parent involvement is critical to student success. Parental support has been proven to have a positive impact on student success in a virtual learning environment. However, when children participate in online learning, parents are forced to take on new and unfamiliar responsibilities while taking on more and more responsibility for their children's education (Liu et al., 2010). Therefore, it is often difficult for parents to understand the role they should play in their child's distance learning. Since parents take on the role of educational facilitator, they must understand how to provide education for any type of distance learning, such as in the Philippines where many prefer modular education. Additionally, study ability should also be improved.

Modular distance learning is a method of education is now used in all public schools, and learning through print and digital models has become the most comprehensive way to learn. This also includes students in rural areas who do not have access to the internet for online learning. If possible, teachers should visit schools that need treatment or assistance. The teacher will send a copy to the student, parent, or guardian. Since education is no longer in schools, parents work with teachers. Parents play an important role in the family. Their main role in modular education is to connect and guide children.

Child care is not an easy task. There are no hard and fast parenting rules or one-size-fits-all advice. They are individuals with unique and different needs, but what works for one child may not work for another. Of course, in order to be a good person and be successful in the future, there must be material and spiritual needs. As parents, they play an important role in their children's development. Parents have an important responsibility to support their child's physical and/or health: providing their child with a safe environment and meeting their needs. In addition, parents should use respectful language when establishing relationships with their children, respect their children's feelings and their own feelings, provide good and appropriate discipline that is reasonable, balanced, predictable and in which the child can participate; education. Finally, people should take the time to get to know their children, spend quality time with them, treat them well, ask questions, talk to them.

II. OBJECTIVES

This study determined the facilitating skills of the parents in the home-based learning activities of Buhatan Integrated National School, East District, Sorsogon City, specifically, this study answered the following sub-problems:

Specifically, it identified the different facilitating skills of parents in the home-based learning activities. The levels of facilitating skills of parents. The facilitating skills of parents affect the performance of the students in the home-based learning activities. The challenges are encountered by parents and students in the home-based learning activities, and parent-school partnership program may be proposed to enhance parents' skills in facilitating home-based learning activities.

III. METHODOLOGY

This study used quantitative method of research. This was also descriptive since it determined the facilitating skills of parents in the home-based learning activities. The researcher employed the descriptive-evaluative method to describe the level of facilitating skills of parents in the home-based learning activities. The study also employed a descriptive-correlation type of research. This research design was intended to determine the correlation between the facilitating skills of parents and students' performance in the home-based learning activities.

The respondents of the study were parents of the Grade 10 students of Buhatan Integrated National School.

They were selected using the Slovin Formula. Parents were asked to answer the survey questionnaire and checklist.

Survey and informal/ formal interviews were the primary methods of data gathering in this study. To determine the coaching skills of parents in facilitating study from home and their level of proficiency, the researcher used survey instrument accomplished by parents. The researcher also conducted informal interviews to the respondents.

Frequency count was used to determine the facilitating skills of parents in the home-based learning activities. To measure the level of facilitating skills of parents in the home-based learning activities, the researcher utilized the Likert Scale.

IV. RESULTS AND DISCUSSION

The discussions of data were analyzed, and interpreted in this part. The discussion of data was arranged based on the specific questions this study seeks to answer. The data were treated objectively. Tables are given to come up with accurate interpretation of the collected data.

1. Facilitating Skills of Parents in the Home-Based Learning Activities

Based on the result of the survey conducted, parents observe the following, in communicating with their children in conducting the home-based learning modality:, effectively paraphrasing or restating his questions, comments, and observations in an effort to make sure that he understands , employing voice projection and body gestures to emphasize certain contents, allowing sufficient discussion to arrive at the expected generalization of concept formulation and initiating conversation to kindle learners' attention in module learning engagement.

Paraphrasing statements, questions, and comments to fit with the learners' level of comprehension is the first indicator for communication as facilitating skill employed in the conduct of homebased learning activities. An The role of parents as a learning facilitator in the conduct of home-based learning activities is indispensable. These parents become the frontline of learning delivery with their home as the learning space. This scenario was once noticed in the education landscape during the COVID-19 pandemic. Modular distance learning becomes a curriculum delivery mode and gradually an option when intervening factors block the conduct of the traditional physical class engagement.

Teachers are considered the partners of learning delivery and home-based learning facilitators every time the remote way of learning is adopted. With this, the teachers have to possess facilitating skills necessary for the academic endeavor of the learners.

Table 1.1 Communication as a Facilitating Skill Employed in the Conduct of Home-Based Learning Activities

Indicators	Frequency	Ranks
Paraphrasing statements, questions, and comments to fit with the learners' level of comprehension	59	1
Explaining to learners the module contents without the aid of instructional aids	46	2
Employing voice projection and body gestures to emphasize certain contents	43	3
Allowing sufficient discussion to arrive at the expected generalization of concept formulation	28	4
Initiating conversation to kindle learners' attention in module learning engagement	14	5

Table 1.1 shows the list of indicators reflecting communication as a facilitating skill employed by the parent respondents when they adopted home-based learning activities. Revealed by the data that paraphrasing statements, questions, and comments appropriate for the learners' level of comprehension have been performed by the 59 respondents and rank 1. Implied by this finding is the strong desire of the parents to reword the texts of the modules and the learning activity sheets just to ensure understanding on the part of the learners.

Although the learning activity sheets have clear instructions, the parents must still devote great amount of time for them to understand the content and be able to teach it to their children. These parents took time and exerted effort in doing the process of paraphrasing. Hirvela and Du (2013) identify paraphrasing as a principal means by which students can demonstrate their understanding of texts by capturing the original ideas of the author using their own words. Paraphrasing is an active learning strategy which helps students to place information into long-term memory as they move from

an understanding level to an active comprehension level. It is an active learning strategy that helps learners recall what is memorized for a long period of time.

Paraphrasing statements, questions, and comments to fit with the learners' level of comprehension is the first indicator, rank first, for communication as facilitating skill employed in the conduct of home-based learning activities. Good readers are capable of not only understanding the content of the text but also using and applying the content learned in real-life situations. Readers who score well in comprehension tests can reread, locate information in the text, retell what they have read, summarise the text, visualise aspects of the text, paraphrase parts of the text, clarify meaning, make inferences from the text, make connections with the information from the text to what they already know and therefore add to the sum of their knowledge. Paraphrasing involves putting the text into the reader's own words. Paraphrasing is expressing same thoughts using one's own words. The reader must carefully read the text, think about the text and then transfer the author's message into the reader's own words. Fifty-nine (59) parents are capable of paraphrasing statements, questions, and comments to fit with the learners' level of comprehension.

Explaining to learners the module contents without the aid of instructional aids is the second indicator, rank second, for communication as facilitating skill employed in the conduct of homebased learning activities. An explanation is a statement or set of statements that elucidates the motives, grounds, setting, or ideologies that reinforce a specific phenomenon. The word comes from the Latin term explicatus, which means to give reasoning for. Explanations instigate deeper understanding of countless phenomena. In simple words, explanations clarifies what things are and why and how they work or occur.

Forty-six (46) parents are capable of explaining to learners the module contents without the aid of instructional aids. It means that they identify their assumptions, use critical and logical thinking, and consider alternative explana- tions. In this way, parents actively develop their understanding of the lesson by combining content knowledge with reasoning and thinking skills and share their understanding to the learners.

Employing voice projection and body gestures to emphasize certain contents is the third indicator, rank third, for communication as facilitating skill employed in the conduct of homebased learning activities. Voice projection is the act of adjusting voice and various prosodic features of speech to deliver the message effectively. It is actively used as a technique to catch attention and to hook everyone in the venue. Inside the classroom, teachers employ it to hold students' attention. Performers employ effective voice projection to be heard well in big places. Impactful singers have voices that can project longer distances. Both heredity and environment are factors that affect voice projection. It means practicing voice projection regularly develops and makes it more effective and powerful. When somebody sings, his vocal cords are exercised because of air pressure. The higher the volume is, the higher the air pressure used is and the quicker the opening of the vocal cords is.

The survey revealed that forty-three (43) parents are capable of employing voice projection and body gestures to emphasize certain contents. It means that they know how to adjust the tone, volume, and tempo of their voice. Moreover, they know how to identify the right stress, intonation and juncture of the voice.

Projecting voice is different from shouting. Proper vocal placement helps them stay calm as they let their voice go to where it must go. Voice projection and its intensity depends upon the medium.

Allowing sufficient discussion to arrive at the expected generalization of concept formulation is the fourth indicator, rank fourth, for communication as facilitating skill employed in the conduct of homebased learning activities. Discussion is vital to learning in all fields because it assists students in not only receiving information but also processing it. Initiating a discussion is not lecturing. So, it requires different skills. The main purpose for having a discussion is to let learners think deeply about a certain topic. Here, parents must act as facilitators. They lead and facilitate the discussion rather than presenting information. If they want to hold a discussion, they need to decide what how the learners will benefit from the discussion or what they knowledge they will acquire in the end. Discussion can be done in several ways such as small groups, debate, writing and sharing experiences. Generalization is important after the discussion. Being familiar with the topic discussed is a great contributory factor to the success of the

discussion. Setting the objectives and keeping them in mind helps parents maintain smooth flow of the discussion.

According to the survey, only few parents, 28, are capable of allowing sufficient discussion to arrive at the expected generalization of concept formulation. They help learners discuss concepts correctly. For example, they give their students an open-ended problem to solve, a task to complete, a judgment to reach, a decision to make, or a list to create—something that begs for closure. Many discussion activities can be used in the classroom and at home.

Initiating conversation to kindle learners' attention in module learning engagement is the fifth indicator, rank fifth, for communication as facilitating skill employed in the conduct of homebased learning activities. Effective communication is a essential feature of social

skills development. It allows people to connect with each other, share their thoughts and feelings, and create meaningful relationships. Initiating conversation is one of its key components. Initiating conversation helps develop social skills in many ways. First, it provides people with avenues for active listening and speaking which enhance communication skills. It teaches people how to understand verbal and non-verbal cues and what actions to take during conversation. Second, initiating conversation builds social ties and links. It creates a setting for people to meet each other, expand their social network and build a sense of belonging.

A few parents, 14, are capable of initiating conversation to kindle learners' attention in module learning engagement. It means that they what strategies to take to start a conversation. By taking the initiative to start a conversation, individuals can enhance their social connections and relationships.

Table 1.2 Establishing Rapport as a Facilitating Skill Employed in the Conduct of Home-Based Learning Activities

Indicators	Frequency	Ranks
Encouraging learners to participate by allowing them to discuss	56	1
Involving learners in establishing and maintaining the designated learning space at home	51	2
Understanding the body gestures overtly manifested by the learners	49	3
Rewarding learners for their accomplishments through praises and incentives	46	4.5
Accomplishing home-based teaching and learning in a collaborative way	46	4.5

Table 2 shows how parents establish rapport as a facilitating skill in the home-based activities. The result shows that the most observed indicator for establishing rapport is encouraging learners to participate by allowing them to discuss. Others are involving learners in establishing and maintaining the designated learning space at home, understanding the body gestures overtly manifested by the learners, rewarding learners for their accomplishments through praises and incentives and accomplishing home-based teaching and learning in a collaborative way.

Establishing rapport with children, parental involvement, in general, takes place primarily within the home Garcia (2018). Since the school, teachers, and parents all play an important part in a child's overall development, the results demonstrate that the parental involvement of parents in facilitating modular instructions is necessary for the academic journey of the students.

The survey implied that majority of parents need to undergo trainings helping them to learn how to

encourage learners to participate by allowing them to discuss. Encouraging learners to participate by allowing them to discuss also helps individuals develop empathy. By actively listening and engaging in a discussion, individuals gain insight into others' perspectives. This fosters empathy and promotes deeper understanding of various points of view. Moreover, encouraging learners to participate by allowing them to discuss improves problem-solving, critical thinking and conflict resolution skills. By getting involved in open and fruitful discussion, individuals can resolve issues, express their thoughts, and gain knowledge. This promotes more meaningful interactions and win-win solutions. Encouraging learners to participate by allowing them to discuss plays a vital role in social skills development and effective communication. By taking the first step in starting a dialogue, individuals can enhance their communication skills, build social connections, and develop empathy and problem-solving abilities. It is important to practice and nurture effective communication skills.

Encouraging learners to participate by allowing them to discuss is the first indicator, rank first, for establishing rapport as facilitating skill employed in the conduct of homebased learning activities. Parents who read to their children, assist them with their homework, and provide tutoring using resources provided by teachers tend to do better in school than children whose parents do not assist them. If the learners are provided with meaningful exploration and are effectively encouraged to participate, they find it easy to understand and master the knowledge, craft, or skills. The more engaging the activity is, the better the learning is. It is the asset of majority of the parents with whom the survey was conducted. Based on the survey conducted, fifty-six (56) of the parents are capable of encouraging learners to participate by allowing them to discuss.

Involving learners in establishing and maintaining the designated learning space at home is the second indicator, rank second, for establishing rapport as facilitating skill employed in the conduct of homebased learning activities. Considering the following interrelated elements when designing and implementing learning activities may help increase student engagement behaviorally, emotionally, and cognitively, thereby positively affecting student learning and achievement. When students form close and caring relationships with their teachers, they are fulfilling their developmental need for a connection with others and a sense of belonging in society (Scales, 1991). Teacher-student relationships can be facilitated by caring about students' social and emotional needs, displaying positive attitudes and enthusiasm, increasing one-on-one time with students, treating students fairly and avoiding deception or promise-breaking.

These strategies are somehow adopted by fifty-one (51) parents who claimed that they are capable of involving learners in establishing and maintaining the designated learning space at home. Effective communication is an important element of forging strong links with the learners and making a positive learning environment. While verbal communication is vital, the impact of non-verbal cues in communication are almost taken for granted.

Understanding the body gestures overtly manifested by the learners is the third indicator, rank third, for establishing rapport as facilitating skill employed in the conduct of homebased learning activities. Understanding body gestures can significantly improve

skills in establishing rapport with the students and support their social-emotional development. Body language refers to the non-verbal cues used to deliver message, such as facial expressions, behaviors, posture, and eye contact. Body language plays an important role in interactions, as they frequently express emotions, thoughts, and motives more precisely than words alone. Recognizing and understanding the basics of body language leads to deeper understanding of our students' thoughts and emotions. Being familiar with these common gestures can help parents better understand their children's thoughts and feelings. By recognizing common signs of discomfort, confusion, or engagement, we can address students' needs effectively. This is an advantage on the part of forty-nine (49) parents who are capable of understanding the body gestures overtly manifested by the learners.

Rewarding learners for their accomplishments through praises and incentives is the fourth indicator, rank fourth, for establishing rapport as facilitating skill employed in the conduct of homebased learning activities. Motivating your students to learn and to cooperate is often difficult. Many teachers focus on classroom management to the extent of compromising the quality of teaching. To stimulate participation and to promote good attitude towards learning, teachers give rewards to students. Based on the survey, forty-six (46) parents are capable of rewarding learners for their accomplishments through praises and incentives.

Accomplishing home-based teaching and learning in collaborative way is the fifth indicator, rank fifth, for establishing rapport as facilitating skill employed in the conduct of homebased learning activities. Cooperative learning is an educational approach that promotes interaction among students and shared responsibility for academic achievement (Stein, R. & Hurd, S., 2000). It draws on the concept of teaching as learning and provides models for peer teaching. Promotes learning diversity by using different methods (some students write, some students discuss, some students review, some students listen and connect, some students act to gather findings from different peers, etc.). Forty-six (46) parents are capable of accomplishing home-based teaching and learning in collaborative way. As they develop collaborative approaches, they do not simply put students in groups with vague directions to discuss a topic. Instead, they focus the discussions with a question or topical conflict. They whatever is necessary to come up with satisfying collaborative outputs.

Table 1.3 Patience and Empathy as a Facilitating Skill Employed in the Conduct of Home-Based Learning Activities

Indicators	Frequency	Rank
Practicing mindfulness of learners' behavior	61	1
Expressing active interest in what learners are saying	53	2
Drawing opinions from the learners	47	3
Embracing the role of a counselor or a coach while engaging with modular instructions	41	4
Bringing out ideas from the learners necessary for discussion	40	5

Based on Table 1.3, majority of parents demonstrate patience and empathy, as way of facilitating home-based or modular distance learning. Particularly, they practice mindfulness of learners' behavior (61), express active interest in what learners are saying (53), draw opinions from the learners (47), embrace the role of a counselor or a coach while engaging with modular instructions initiating the conversation (41) and bring out ideas from the learners necessary for discussion.

Practicing mindfulness of learners' behavior is the first indicator, rank 1, for patience and empathy as a facilitating skill employed in the conduct of home-based learning activities. Practicing paying attention to a student's behavior is a sign of patience and understanding and can improve skills used in homeschooling. Mindfulness is nothing new. It is generally believed that this is an ancient practice. Mindfulness is a practice that requires one to focus on a goal in the present moment and without judgment. Considering the consequences of social-emotional learning, mindfulness practice can promote self-awareness and self-regulation. For example, mindfulness can improve stress management, health, emotional well-being, and academic performance. Mindfulness can also increase awareness, improve emotional intelligence, improve behavior, reduce stress, and improve relationships. This can be used for parents who support education. This can also be used for parents who facilitate learners' home-based studies.

This also applies to parents who act as learning facilitators. Based on the survey, sixty-one (61) parents are capable of practicing mindfulness of learners' behavior. This means that they are able to deal with their children's behavioral issues effectively. Carolyn Gregoire (2014) reports that mindfulness practice "increases the awareness of parents and children and reduces parental stress," with good pleasure being the second indicator of patience and perseverance.

Expressing active interest in what learners are saying is the second indicator, rank second, for patience and empathy as facilitating skill employed in the conduct of homebased learning activities. Expressing active interest in what learners are saying is listening. Listening is a form of communication in which a person shows genuine interest in others by being sensitive and sincere. As a teacher, active listening can help create an environment where students can think clearly about what they are saying and feeling. Therefore, effective listening can be a powerful tool to help improve care for all students, encourage student participation, and support teaching and learning. (Rogers, Lyons, and Toush, 2014).

Based on the survey, fifty-three (53) parents are capable of expressing active interest in what learners are saying. This implies that several parents can paraphrase student comments and can reflect back feelings and content clues to help demonstrate an awareness of any emotions associated with their comments. Moreover, they can show how student comments have value by remembering and reiterating the main issues and points made by the student and can use the activity to help students practice reflecting on the others main intent rather than analyzing, judging or leading the conversation. (Garber, 2008).

Drawing opinions from the learners is the third indicator, rank third, for patience and empathy as facilitating skill employed in the conduct of homebased learning activities. Asking for opinions is important in communication because it shows that you value the input and perspective of others. It can also help to generate new ideas and solutions, as well as foster a sense of collaboration and inclusivity. Furthermore, asking for advice can lead to better decision-making. When we seek advice, we're not only considering our own thoughts and opinions, but also the thoughts and opinions of others.

Listening to students is a lesson in patience and understanding that can be used in home learning. Asking for feedback is important in communication because it shows that you value the other person's thoughts and

feelings. It can also help generate new ideas and solutions and foster a sense of collaboration and integration. Additionally, asking for feedback can lead to better decision-making. When looking for ideas, we consider not only our own ideas and thoughts, but also the ideas and thoughts of others. 47 parents who participated in this survey were able to hear the students' thoughts.

Forty-seven (47) parents who responded to the survey are capable of drawing opinions from the learners. The core of the counseling process is the relationship established between the counselor and the client. The counselor takes the initiative to establish a climate conducive to develop mutual respect, trust, free and open communication and understanding in general of what the counseling process involves.

Embracing the role of a counselor or a coach while engaging with modular instructions is the fourth indicator, rank fourth, for patience and empathy as facilitating skill employed in the conduct of homebased learning activities. The basis of counseling is the relationship between the counselor and the client. The counselor strives to create a positive environment to foster mutual respect, trust, free and open communication, and understanding of what is involved in the counseling process. It is patience and understanding that will help improve learning skills at home. The counselor's behavior and speech are two important factors in developing a good relationship. Communication involves listening, understanding and feeling the client. The quality of the counselor-client relationship determines the effectiveness of counseling. The key to establishing a good advisor-client relationship is interest and respect, agreement and sincerity. Moreover, to meet these conditions, counselors must be open: they must be able to understand their clients, empathize with them, and value them. These characteristics were presented by approximately 41 parents who confirmed that they were

able to accept the role of counselor or teacher while receiving modular education. As advisors, they help students build relationships and keep them out of the loop. In this case, the consultant assumes the role of the teacher.

These qualities are presumably shown by 41 parents who claimed that they are capable of embracing the role of a counselor or a coach while engaging with modular instructions. As counselors, they help the students make effective interpersonal relationships and free him from unrealistic aspirations. In this the counselor plays the part of a teacher.

Bringing out ideas from the learners necessary for discussion teach their children is the fifth indicator, rank fifth, for patience and empathy as facilitating skill employed in the conduct of homebased learning activities.

This explains how forty (40) parents who are capable of bringing out ideas from the learners necessary for discussion teach their children during home-based learning activities. It is similar to brainstorming which is an external thinking process that requires students to come up with ideas or concepts that may seem crazy or baffling at first.

Parents' attitude towards learning has a significant impact on students' goal setting, problem-solving ability, belief in learning, and internal and external motivation. These results show that Haller and Novita (2021) found that parents were interested in continuing home education during the pandemic period; With the help of their parents, they can continue learning at home even if they encounter problems. Positive attitude will make parents less concerned about their children's academic performance. Unmotivated distance learners can benefit from parent-student collaboration.

Table 1.4 Content Knowledge as a Facilitating Skill Employed in the Conduct of Home-Based Learning Activities

Indicators	Frequency	Rank
Providing feedback on learners' acquired knowledge, skills, and attitudes	44	1
Sustaining neutrality on content issues by responding objectively to learners' points of view	35	3.5
Employing varied questions to elicit learned concepts from the learners	25	4
Becoming familiar with the contents of the modules before engaging learners in	35	3.5
Performing the task of being a concept facilitator rather than acting as a knowledge presenter	40	2

Based on Table 1.4, majority of the parents know what to teach or the content of the lessons. It is manifested in how they facilitate home-based learning activities, particularly, in providing feedback on learners' acquired knowledge, skills, and attitudes, sustaining neutrality on content issues by responding objectively to learners' points of view, employing varied questions to elicit learned concepts from the learners, becoming familiar with the contents of the modules before engaging learners in and performing the task of being a concept facilitator rather than acting as a knowledge presenter. Parents can share information and explain specific topics and provide additional feedback if students are not participating in the lesson. One of the benefits of distance learning at home is that parents become more involved in their children's education. The connection to be established between parents and children during the research is an important idea for parents to participate in their children's education from now on.

Providing feedback on learners' acquired knowledge, skills, and attitudes is the first indicator, rank first, for content knowledge as facilitating skill employed in the conduct of homebased learning activities. Feedback is any response regarding a student's performance or behavior. It can be verbal, written or gestural. The purpose of feedback in the assessment and learning process is to improve a student's performance - not put a damper on it. It is important that the process of providing feedback is positive for students or at least negative from an educational perspective. Feedback means explaining to students what they did right and what they did wrong, focusing on what the student did right. Students learn best when it is explained to them what is and is not correct in their work. 44 parents were able to make recommendations regarding the knowledge, skills and attitudes acquired by their students.

Based on the result of the survey, forty-four (44) parents are capable of providing feedback on learners' acquired knowledge, skills, and attitudes. It implies that 44 parents take into consideration each individual when giving student feedback. They know that some students need to be nudged to achieve at a higher level and other needs to be handled gently so as not to discourage learning and damage self-esteem.

Sustaining neutrality on content issues by responding objectively to learners' points of view is the second indicator, rank second, for content knowledge as

facilitating skill employed in the conduct of homebased learning activities. The terms "impartial" and "neutral" appear frequently in discussions of the appropriate conduct of mediators and in the standards of practice of various mediation organizations. It is argued that negative behavior helps mediators build trust, confidence and respect. It is generally accepted that if a mediator cannot maintain impartiality, standards of ethics and conduct require him or her to abandon the case. This word expresses the role the mediator should play and how he should behave.

Being mediator is the role that thirty-five (35) parents play when there are issues to deal with. They are the parents who are capable of sustaining neutrality on content issues by responding objectively to learners' points of view. This means that they understand that neutrality as impartiality, holds that the mediator should be free of bias and should set aside his or her opinions, feelings, and agendas. Based on this study, thirty-five (35) parents are capable of sustaining neutrality on content issues by responding objectively to learners' points of view.

Employing varied questions to elicit learned concepts from the learners is the third indicator, rank third, for content knowledge as facilitating skill employed in the conduct of homebased learning activities. One issue that teachers face when using questions is that they do not use them to assess and stretch students within a classroom. One of the problems teachers face when using tests is that they do not use them to assess and expand the students in their classrooms. Since the questions are not very hot (higher thinking), they often do not attract students' attention. Bloom's (1956) classification of skills is a useful tool when considering our problems.

Ask some students a series of questions. Since questioning is an important classroom skill in life and in every teacher, it is important to use HOT in the classroom. Questions should be part of the performance evaluation content, but they are often used to check accuracy and are not used effectively as a tool for teachers to understand each student's experience and understand the content.

Higher-level skills such as critical thinking and problem-solving support the types of adaptive and critical thinking needed in the 21st century. Twenty-five (25) parents used various questions to show the content

their students learned. They realize that asking questions can serve many purposes. When used well, it can engage students in the learning process and give students the chance to ask questions.

Based on the result of the survey, twenty-five (25) parents are capable of employing varied questions to elicit learned concepts from the learners. They recognize the fact that questioning can serve many purposes; when used effectively, it engages students in the learning process and provides opportunities for students to ask questions themselves.

Becoming familiar with the contents of the modules before engaging learners in is the fourth indicator, rank fourth, for content knowledge as facilitating skill employed in the conduct of homebased learning activities. To teach today's standards to all students, teachers need to understand content in an accessible and flexible way to help students develop a mastery plan that connects one idea to another and eliminates misunderstandings.

Shulman (1986) introduced the term pedagogical content knowledge and added new strength to the literature on teachers' knowledge of their own content and the importance of this knowledge for teaching success.

In Shulman's theoretical framework, teachers need to know two types of knowledge: (a) content, also known as "deep" knowledge of itself; (b) knowledge of curriculum development. Knowledge content includes what Bruner (as cited in Shulman, 1992) calls "knowledge structures" – the theories, principles, and concepts of a discipline. Of particular importance is the content and content of the course, the knowledge involved in teaching and learning, including the most important ways of representing and communicating content and how students learn best.

Based on the survey, thirty-five (35) parents are capable of becoming familiar with the contents of the modules before engaging learners in. This helps a lot in achieving the purpose of teaching their children in modular instruction and in home-based learning activities. Especially important is content knowledge that deals with the teaching process, including the most useful forms of representing and communicating content and how students best learn the specific concepts and topics of a subject.

Performing the task of being a concept facilitator rather than acting as a knowledge presenter is the fifth indicator, rank fifth, for content knowledge as facilitating skill employed in the conduct of homebased learning activities. Facilitation is the act of engaging participants in creating, discovering, and applying learning insights. In contrast to presentations, which is typically characterized by an expert on the stage delivering content to an audience, Presentation skills are different again. Meanwhile, presentation is an activity in which someone shows, describes, or explains something to a group of people. By its nature, presentations are mono-directional. The presenter stands and presents information to the audience or learners.

Forty (40) parents are capable of performing the task of being a concept facilitator rather than acting as a knowledge presenter. They understand that facilitator model is based on collaboration. It is a group of peers who have come together whom themselves have the content.

They need a structure to think through the information they have in a way that will result in something new and different. The facilitator provides the tools, fabric, flow, calm, presence and energy to guide the group. This implies that they do not dictate what answer to write. They help students come up with the right answers.

2. Level of Facilitating Skills of Parents in Conducting Home-Based Learning Activities

Table 2.0 Level of Facilitating Skills of Parents in Conducting Home-Based Learning Activities

Domains	Weighted Mean	Description
Communication	2.67	Practitioner
Establishing rapport	2.73	Practitioner
Patience and Empathy	2.68	Practitioner
Content Knowledge	2.74	Practitioner
Average	2.71	Practitioner

Table 1 shows the summary of parent's competencies and levels of facilitating skills of parents in conducting modular distance/home-based learning activities. Communication gets a total weighted mean of 2.67, which denotes a verbal equivalent of Practitioner. Establishing Rapport obtains 2.73 mean or Practitioner. Patience and Empathy has 2.68 mean or Practitioner while Content Knowledge has 2.74, Practitioner. The grand mean or average is 2.72, interpreted as Practitioner. Practitioner means parents are capable of facilitating modular distance/home-based learning however, still, there is a need for improvement.

Communication can be defined as communication, while communication can be defined as the communication of words with a common understanding of the environment in which communication takes place (Saunders and Mills, 1999). In teaching, teachers' communication skills are very important in providing learning to their students Communication includes listening and speaking as well as reading and writing. To teach effectively, teachers must have expertise in all of these areas.

A teacher who communicates well always makes it easier to be understood (Freddie Silver). Effective communication skills are essential for teachers to deliver classroom learning, manage classrooms, and interact with students. Teachers should teach students to think differently.

Good communication skills can reduce negative emotions when teaching. To learn, students need to listen to the teacher who speaks. Lost (2000) recommends teachers to communicate clearly and understandably. Communication is a dynamic process that requires thought and courage to confront other people and express them effectively. The communication process is successful when we provide clear and understandable information. Good communication needs to be transmitted and received in many situations and circumstances.

Parents of the students of Buhatan Integrated National School have 2.67 level of communication skills. It means that they are facilitators who are able to establish effective communication. If the teacher has good communication skills then he can easily convey his /her message or deliver the lecture in an understandable manner (Maes, Weldy & Icenogle, 1997).

Kyriacou (1997) wrote that "good rapport between the teacher and pupils involves their having a harmonious understanding of each other as individuals and is based on mutual respect and esteem". He further illustrates that there are three qualities in the teacher's interaction with pupils that can help to develop good rapport: a) teacher's genuine care for each pupils' progress; b) teacher's respect for pupils as learners; and c) teacher's respect for pupils as individuals. There are benefits obtained based on a good rapport between teacher-students relationship as stated by the past researchers.

Parents of the students of Buhatan Integrated National School have 2.73 level of skills in establishing rapport. This means that parents are practitioners in the strategies and skills of building rapport with their children. They often practice using non-verbal gestures, act as a playmate, show full concern, understand pupils' background as well as showing patience and care were used to build up good rapport with pupils.

Psychologist Carl Rogers in Freedom to Learn (1969, 157–158) was the first to conceptualize teacher empathy, saying that, "a high degree of empathy in a relationship is possibly the most potent factor in bringing about change and learning."

Although there is little research on teacher empathy in higher education, multiple definitions of empathy have been generated by researchers from various disciplines. Interpersonal empathy is defined as the processes whereby one person can come to know the internal state of another and can be motivated to respond with sensitive care. Although interpersonal empathy is an important component of teacher empathy, it is argued that focusing solely on individual issues is insufficient.

Teacher empathy is not empathy experienced by people who happen to be teachers; it is an integral part of the role of teaching. More specifically, teacher empathy is the degree to which instructors work to deeply understand students' personal and social situations, feel caring and concern in response to students' positive and negative emotions, and communicate their understanding and caring to students through their behavior. Rather than being a characteristic instructors do or do not have, teacher empathy exists along a continuum. Not only do some instructors show more empathy than others, but instructors find it easier to empathize with some students and at some times than others. This definition of teacher empathy involves

cognitive, affective, and behavioral components. Cognitively, teacher empathy involves taking students' perspectives and understanding their personal and social situations.

Parents of the students who facilitated home-based learning activities have 2.68 level of patience and empathy. This means that parents are practitioners in leading the students who are suffering and struggling. Because of their empathy, they take the time to get to know their students and help students reach their true potential. They encourage and support students so that students can reach heights they did not know they could reach.

Content knowledge refers to the body of knowledge – facts, theories, principles, ideas, vocabulary– which teachers must master to be effective. The liaison between content and pedagogical knowledge determines teachers' decisions about materials, instructional approaches, assessment of students' learning and feedback, among others (Cooper and Alvarado, 2006; Bold et al., 2017).

Pedagogical content knowledge is 'a conceptual map of how to teach a subject; knowledge of instructional strategies and representations; knowledge of students' understanding and potential misunderstandings; and knowledge of curriculum and curricular materials' (Villegas-Reimers, 2003: 39). Content knowledge and pedagogical content knowledge are complemented by teachers' general pedagogical knowledge, as well as skills, attitudes, and beliefs.

Parents of the students who facilitated home-based learning activities have 2.74 level of content knowledge. This means that parents are practitioners who are able to give the knowledge and information that students are expected to learn in given subjects or content areas, such as English, Mathematics, Science, Araling Panlipunan, MAPEH, TLE, Filipino and Edukasyon sa Pagpapakatao. Content knowledge generally refers to the facts, concepts, theories, and principles that are taught and learned in specific academic courses, rather than to related skills—such as reading, writing, or researching—that students also learn in school.

Based on the result of the survey, the level of competence/facilitating skills of parents indicates that parents are able to teach their children using a modular

method; yet, there are problems that they may meet during the process of teaching and learning.

The connection between the parent and the child in the learning process is an important idea in the engagement of parents in their children's distant learning at this time. Relevant to the study results, Guan and Benavides (2021) cited that subject matter knowledge of the parent is a considerable aspect pertains to the efforts of both the parent and the student, wherein the parents ensure that the student is learning. The student is doing the parent's job easier by following instructions. He added that parents' confidence in facilitating the teaching-learning process affirmed that they could do it with their children. Meanwhile, others mentioned that sometimes they are not confident in delivering instruction to their children.

III. How the Facilitating Skills of Parents Affect the Performance of the Students in Home-Based Learning Activities

During the COVID-19 epidemic, family as the educational environment and parents as facilitators of education have become the subjects of education. Distance education has become an option for teaching and delivering courses. Modular distance education is very popular and clearly accepted by school participants. Their role as facilitators of education, especially for parents, is now critically important.

Reaffirming the Parental Role as a Learning Facilitator

After understanding the situation at school, most parents are open to using distance learning as a strategy to enable their children to receive more education. Discuss why they think modular distance education can replace the physical classroom; Here are some parents' answers.

"May kasabihan tayo na ang mga magulang ang pangunahing guro ng ating mga anak, kaya hindi na siguro kalabisan kung maging learning facilitator tayo ng module". (Parents are considered as the first teachers of their children, taking the role as a learning facilitator is just proper on my part.) Participant 56 stated that.

"Bilang saro na ina, na high school graduate, mapagal magtukdo sa balay kay masakit na an mga leksyon sa high school pero responsabilidad ko na madanunan ko an bata ko na makaaram kaya pipiriton ko na matukduan siya." (As a mother, completed only the high school course, I found difficulty in assisting my child in his

lesson at home but I will try because I have a responsibility in educating my chid." Participant 43 stated that.

The Need for Home-School Partnership

Parental involvement in education is beneficial for students; therefore, it enables schools to provide useful advice on what is right and wrong for their children's education. This also shows how much importance parents attach to their children's education. Involving parents in their children's education starts at home. In practice, schools and families should work together for the education of children. This connection is natural and easy to maintain. Parent-to-parent relationships are abundant and there are many opportunities to discuss the child's development. Teachers and parents are concerned about the need to meet high standards at home and school so that children can make connections between the two. Therefore, Hapsari et al. (2020) stated that teachers, students and parents all need to adapt to the new education model of schools. Research also recommends that parents be involved in their children's home education and use good practices during COVID-19.

"Nakakadi ako pag may miting para maaraman ko man an kondisyon san batit ko nan para mabuligan ko siya para makapasa" (I come to school whenever there is meeting to know how my child is doing in school and to be able help him/her get promoted.) Participant 30 remarked that. This is a common statement that is said by parents when they are asked why it is important to attend the meetings and to get involved in children's schooling. This is also one of the responses received during the survey conducted with the parents. This supports the claim that parental involvement and facilitating skills of parents have to be improved through home-school partnership because of its impact on students' academic performance.

Capacitating Parents to be Learning Facilitators

In traditional schools, parent involvement is an important factor in student success. According to a study by Manlangit et al. (2020) Parents or guardians are teachers. They act as home teachers and additional teachers who support and guide students in responding to the modular lessons assigned to them during the modular study period. Similarly, the results confirm Garcia's (2018) finding that parental involvement occurs at home.

"Kaipuhan i-train an mga magurang sa pagturo san mapapagal na subject." (Parents must be trained to teach difficult contents.) Participant 29 mentioned that. Many parents responded this way to the question related to the significance of conducting training with them and impact of their facilitating skills on students' academic performance.

Parents' Facilitating Skills in Home-Based Learning Activities as a Factor of Learners' Performance

Distance education refers to a learning process in which teachers and students learn from a remote location during the instructional period. Research for this study found that 60 out of 69 parents said their support skills helped them with their child's learning style at home.

As Participant 10 said, "Paano makaturo kung lain aram ang ituturo?" (How will we teach if we do not know the lesson/content?" This implies that parents recognize the fact that content knowledge, facilitating skills, in general, have great impact on students' academic performance. In addition, Participant 4 stated that, "Kaipuhan na ang magurang ang una na maturuan." (Parent must be the first one to be taught.)

The results show that parents have sufficient knowledge to support modular teaching so that students do not experience difficulties when dealing with learning modules. These prove that Alano (2020) believes that it is important for parents to understand the meaning of supportive teaching models for parents, their students' self-esteem, and their confidence in having clear direction in instruction. Support can be increased by encouraging children to have confidence in themselves and their abilities. If parents have the knowledge to help teach, this will improve students' self-confidence and ultimately lead to self-esteem. Partnering with parents provides schools with a significant opportunity to improve the school's existing curriculum by involving parents in the learning process. Increased parental involvement has been proven to increase student achievement, increase parent and teacher satisfaction, and improve school climate.

4. Challenges Encountered by Parents Along with Their Facilitating Skills

The 2019 coronavirus (COVID 19) pandemic has created major problems for parents and students. This global health problem has caused changes in the education system, creating some important problems and affecting the success of education.

Based on the result of the interviews and surveys for this study, the leading challenges that parents of Grade 10 learners of Buhatan Integrated National School encountered and hampered effective tutorials during modular distance learning were: learners' misbehaviors/ lack of focus, parents' lack of knowledge of the content of the lessons, parents' temper, lack of instructional time/household chores and learners' lack of knowledge/capabilities towards tutorials or home studies.

Table 3.0 Challenges Encountered by Parents Along with Their Facilitating Skills in Conducting Home-Based Learning Activities

Challenges	Frequency	Rank
Some learners' manifest passivity towards modular scheme	43	1
Lack of focus among learners (due to distractions in the surrounding)	37	2
Limited knowledge of parents on lesson contents	36	3
Lack of knowledge among parents on how to deliver modular instruction	32	4
Absence of continuous capacitating activity for parents on how to facilitate modular instruction	30	5
Passivity of some parents towards modular instruction	20	6

Table 3.0 specifically reveals that the following are the challenges encountered by parents along with their facilitating skills in conducting home-based learning activities: passivity towards modular scheme (43), lack of focus among learners due to distractions in the surrounding (37), limited knowledge of parents on lesson contents (36), lack of knowledge among parents on how to deliver modular instruction/home-based learning activities (32), absence of continuous capacitating activity for parents on how to facilitate modular instruction/home-based learning activities (30), absence of continuous capacitating activity for parents on how to facilitate modular instruction/home-based learning activities and passivity of some parents towards modular instruction/home-based learning activities (20).

According to Usher and Koher (2013), if students are not motivated, it is difficult, if not impossible, to improve their learning no matter how good the teacher, classroom, or school is. Additionally, unmotivated students may hinder other students' learning. Regarding the development of students' attitudes, the results are consistent with Booth's (2011) finding that good self-esteem is important in academic success and is a solid foundation for education. Students' self-esteem comes from the support of parents and school and the motivation to participate in activities.

Table 3.0 shows that internal factors affecting students' academic performance such as students' passivity towards modular scheme according to 43 parents and lack of focus among learners due to distractions in the surrounding according to 37 are the greatest challenges encountered by parents along with their facilitating skills in conducting modular distance learning/home-based learning activities.

Content knowledge (CK) is the teacher's understanding of what students will learn. It includes ideas, thoughts, feelings, ways of working, ethical evidence and knowledge, as well as the practices and processes that lead to the development of this knowledge (Shulman, 1987). According to 36 parents, lack of understanding of curriculum content is a problem between parents and students regarding homework.

Content knowledge and pedagogical content knowledge are supported by teachers' knowledge, skills, thoughts and beliefs. Learning how to do this is one of the biggest challenges to address when homeschooling, according to 32 parents.

Parents are working with teachers to decide against learning in closed schools. As stated by the Department of Education (DepEd) regarding distance education, parents have many responsibilities regarding the education of their children at home. Therefore, they have a great responsibility. education. Many factors make parental involvement difficult during this stressful time (Soriano et al., 2017). Lack of understanding of English language, speech and communication, and poverty prevent parents from helping their children improve their skills, causing parents to use different teaching methods (Budao, 2021).

However, 20 parents stated that some parents' negative attitudes towards model teaching were also difficult.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the preceding findings, the researcher concludes that parents possess skills in communication, establishing rapport, patience and empathy, and content knowledge in facilitating the conduct of home-based learning activities of their children. Parents' facilitating skills are at the practitioner level. The parents' facilitating skills have a positive impact on learners' performance in the home-based learning activities. The challenges encountered by parents along with their facilitating skills include the passivity of some learners towards the learning modality and the absence of capacity building among parents on how to engage learners in home-based learning activities. A home-school partnership program is needed to improve the facilitating skills of parents in the home-based learning activities.

Finally, the researcher offers the following recommendations based on the findings and conclusions made: (1) Parents as learning facilitators in home-based learning activities be made aware of various facilitating skills essential in the delivery of learning modality through partnering with teachers. (2) The facilitating skills of parents and the ability to hold home-based learning activities be determined through a set of monitoring tools to quantify and qualify their competencies. (3) Monitoring of the impact of home-based learning activities on the academic performance of the students be regularly done both by the parents and the teachers. (4) Both the parents and the learners be informed of the instances when to adopt the home-based learning scheme and how this modality be conducted.

REFERENCES

[1] Adams and Christenson in 1999,"…the alliance between home and school has dramatically changed throughout the history of formal education, as have the roles and functions that parents and teachers are expected to fulfill"(p.477)

[2] Adams, G. A., King, L. A., & King, D. W. (1996). Relationships of job and family involvement, family social support, and work–family conflict with job and life satisfaction. Journal of applied psychology, 81(4), 411.

[3] Ahmad, A., Husain, A., Mujeeb, M., Khan, S. A., Najmi, A. K., Siddique, N. A., ... & Anwar, F. (2013). A review on therapeutic potential of Nigella sativa: A miracle herb. Asian Pacific journal of tropical biomedicine, 3(5), 337-352.

[4] Ainley M. Connecting with learning: Motivation, affect and cognition in interest processes. Educational Psychological Review. 2006;18:391–405. doi: 10.1007/s10648-006-9033-0. [CrossRef] [Google Scholar]

[5] Alano, M. (November, 2020). Challenges, Coping Mechanism of Parents in Facilitating Modular Instructions, Polytechnic University of the Philppines, Unpublished Thesis.

[6] Alcantara, Romela A.May 2013.The Extent of Parental Involvement in Relation to Students' Academic Performance and Cohort Survival Rate of Naga City School of Arts and Trades

[7] Alfaro, C., & Bartolomé, L. (2017). Preparing ideologically clear bilingual teachers: Honoring working-class non-standard language use in the bilingual education classroom. Issues in Teacher Education, 26(2), 11-34.

[8] Alldred and Edwards (2000), describe parents and schools as policy makers with similar functions when it comes to children.

[9] Amatea, E. S., & West, C. A. (2007). Joining the conversation about educating our poorest children: Emerging leadership roles for school counselors in high poverty schools. Professional School Counseling, 11(2), 81–89.

[10] American Journal of Qualitative Research December 2020, Vol. 4 No. 3, pp. 45-65 https://doi.org/10.29333/ajqr/8471 © 2020 AJQR. http://www.ajqr.org

[11] Ancheta, R., & Ancheta, H. (2020). The new normal in education: A challenge to the private basic education institutions in the Philippines. International Journal of Educational Management and Development Studies, 1(1).

[12] Anderman, E. M., & Patrick, H. (2012). Achievement goal theory, conceptualization of ability/intelligence, and classroom climate. In Handbook of research on student engagement (pp. 173-191). Boston, MA: Springer US.

[13] Andrade, Heidi & Valtcheva, Anna. (2009). Promoting Learning and Achievement Through Self-Assessment. Theory Into Practice. 48. 12-19. 10.1080/00405840802577544.

[14] Anggresta, V., Stevani, H., Vhalery, R., & Oktasari, M. (2019). The Effect Of Self-Reliance And Self-Efficacy On Student's Financial Education. Jurnal Inovasi Pendidikan Ekonomi (JIPE), 9(1), 61-69.

[15] Bartolome, M. T., Mamat, N., & Masnan, A. H. (2017). Parental Involvement in the Philippines: A Review of Literatures. International Journal of Early Childhood Education and Care, 6, 41-50.

[16] Bartolome, M. T., Mamat, N., & Masnan, A. H. (2017). Parental involvement in the Philippines: A review of literatures. Southeast Asia Early Childhood Journal, 6, 41–50. https://doi.org/10.37134/saecj.vol6.5.2017

[17] Barudy, J., & Dantagnan, M. (2010). Los desafío sinvisibles de ser padre o madre: Manual de evaluación de las competencias y la resiliencia parental. Editorial Gedisa.

[18] Belland BR, Kim C, Hannafin MJ. A framework for designing scaffolds that improve motivation and cognition. Educational Psychologist. 2013;48:243–270. doi: 10.1080/00461520.2013.838920. [PMC free article] [PubMed] [CrossRef] [Google Scholar]

[19] Bernardo, J. (2020, July 30). Modular Learning most preferred parents: DepEd. ABS-CBN News.https://news.abs-cbn.com/news/07/30/20/modular-learning-most-preferred-by-parentsdeped

[20] Biggs, J., & Collis, K. (1982). Evaluating the quality of learning: The SOLO taxonomy. New York: Academic Press.

[21] Blair, S. L. (2014). Parental involvement and children's educational performance: A comparison of Filipino and U.S. parents. Journal of Comparative Family Studies, 45(3), 351-36.

[22] Booth, M. Z., & Gerard, J. M. (2011). Self-esteem and academic achievement: a comparative study of adolescent students in England and the United States. Compare: A Journal of Comparative and International Education, 41(5), 629-648.

[23] Bower, H. A., & Griffin, D. (2011). Can the Epstein Model of Parental Involvement work in a high-minority, high-poverty elementary school? A case study. Professional School Counseling, 15(2), 77–87. https://doi.org/10.5330/PSC.n.2011-15.77

[24] Brofenbrenner, U. (1994). Ecological Models of Human Development. International Encyclopedia of Education, Vol. 3, 2nd Ed. Oxford: Elsevier.

[25] Bronfenbrenner, U. (1974). Developmental research, public policy, and the ecology of childhood. Child development, 45(1), 1-5.

[26] Brookfield, S. D. (1990). The skillful teacher. San Francisco: Jossey-Bass. Buskis, W., & Saville, B. K. (2001). Rapport building: Creating positive emotional contexts for enhancing teaching and learning. American Psychological Society, 14(3). Retrieved from http://www.psychologicalscience.org/observer/0301/tips.html.Brookfield, S.D. (1999). Discussion as a Way of Teaching. San Francisco: Jossey-Bass Inc.

[27] Brophy J. Developing students' appreciation for what is taught in school. Educational Psychologist. 2008;43:132–141. doi: 10.1080/00461520701756511. [CrossRef] [Google Scholar]

[28] Brown ER, Smith JL, Thoman DB, Allen JM, Muragishi G. From bench to bedside: A communal utility value intervention to enhance students' biomedical science motivation. Journal of Educational Psychology. 2015;107:1116–1135. doi: 10.1037/edu0000033. [PMC free article] [PubMed] [CrossRef] [Google Scholar]

[29] Budao, D. (2021). Parenting Amidst the Pandemic: The Case of Parental Involvement in Adolescents' Reading Engagement and Modular Distance Learning. IOER International Multidisciplinary Research Journal (IIMRJ), 3(3).

[30] Canning EA, Harackiewicz JM. Teach it, don't preach it: The differential effects of directly communicated and self-generated utility-value information. Motivation Science. 2015;1:47–71. doi: 10.1037/mot0000015. [PMC free article] [PubMed] [CrossRef] [Google Scholar]

[31] Carabot, G.A. (2022). Parents' Competencies and Involvement in Facilitating Modular Instructions: Its Relation to Students' Personality Development. International Review of Social Sciences Research, Volume 2 Issue 3, pp. 55 - 75. DOI: https://doi.org/10.53378/352904

[32] Chang, G. C., & Yano, S. (2020). How are countries addressing the Covid-19 challenges in education? A snapshot of policy measures. Retrieved from World Education Blog:https://gemreportunesco.wordpress.com/2020/03/24/how-are-countries addressing-the-covid-19-challenges-in-education-a-snapshot-of-policy-measures/

[33] Cheadle, J. E., & Amato, P. R. (2011). A quantitative assessment of lareau's qualitative conclusions about class, race, and parenting.

Journal of Family Issues, 32(5), 679–706. https://doi.org/10.1177/0192513X10386305

[34] Chohan, B. I., & Khan, R. M. (2010). Impact of parental support on the academic performance and self concept of the student. Journal of Research and reflections in Education, 4(1), 14-26.

[35] Clayton, Heather (2019). "Mindfulness for Students." Making the Standards Come Alive! 3(2)

[36] Coleman, N. (2012). Empowering Family-Teacher Partnerships: Building Connections within Diverse Community Page 251.

[37] Collins A, Halverson R. Rethinking education in the age of technology: The digital revolution and schooling in America. New York, NY: Teachers College Press; 2009. [Google Scholar]

[38] Dangle, Ysthr Rave Pe & Sumaoang, Johnine Danganan.2020.The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools. University of the Cordilleras: Baguio City, Philippines.

[39] Daniel, S. J. (2020). Education and the COVID-19 pandemic. Prospects, 49(1), 91-96.

[40] Dasein, B. M. (2018). Freedom to learn for the 21st century (education as if people mattered) (Doctoral dissertation, University of Birmingham).

[41] Demir-Lira, Ö. E., Prado, J., & Booth, J. R. (2016). Neural correlates of math gains vary depending on parental socioeconomic status (SES). Frontiers in psychology, 7, 892.

[42] DepeD Order No. 012 and 013 (2020). Basic Education Learning Continuity Plan for Private Schools, Available online at www.deped.gov.ph, Date Accessed, 27 July 2020.

[43] DepEd Order No. 14 (2020). School Plans for Compliance with Minimum Health Standards, Available online at www.deped.gov.ph, Date Accessed 8 August 2020.

[44] Edwards, E. & Alldred, P. (2000). A typology of parental involvement in education centring on children and young people: negotiating familialisation, institutionalisation and individualization. British Journal of Sociology of Education, 21(3), 435–455.

[45] Epstein, J. L. (Ed.). (2001). School, family, and community partnerships: Preparing educators and improving school. Boulder, CO: Westview Press.

[46] Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). School, family, and community partnerships: Your handbook for action. (2nd ed.). Thousand Oaks, CA: Corwin.

[47] Epstein, J.L. (2009). In School, family, and community partnerships: Your handbook for action (3rd ed.). USA: Corwin Press.

[48] Evangelista, A. (2019). A Roller Coaster of Emotions: Parental Perspectives on the Special Education of Children with Autism Spectrum Disorder (Doctoral dissertation, Eastern Michigan University).

[49] Family Code of the Philippines: Article 220, Chapter 3

[50] Felizardo, S., Cantarinha, D., Jales Ribeiro, E., & Amante, M. J. (2016). Students' involvement in school and parental support: Contributions to the socio-educational intervention. The European Proceedings of Social & Behavioural Sciences, 278-287.

[51] Fisk, C., & Hurst, B. (2003). Paraphrasing for comprehension. The Reading Teacher, 57(2), 182-185.

[52] FlipScience. (2020, October 5). 'Tagapagdaloy': How Filipino parents can help ensure successful modular distance learning. FlipScience - Top Philippine Science News and Features for the Inquisitive Filipino. https://www.flipscience.ph/news/features-news/tagapagdaloymodular-distance-learning

[53] Floridi, L. (2014). The 4th revolution: How the infosphere is reshaping human reality. Oxford: Oxford University Press.

[54] Fredricks, J. A. (2014). Eight Myths of Student Disengagement: Creating Classrooms of Deep Learning. Los Angeles: Corwin.

[55] Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of educational research, 74(1), 59-109.

[56] Furtak, E. M., Seidel, T., Iverson, H., & Briggs, D. C. (2012). Experimental and quasi-experimental studies of inquiry-based science teaching: A meta-analysis. Review of educational research, 82(3), 300-329.

[57] Galea, S., Merchant, R. M., & Lurie, N. (2020). The mental health consequences of COVID-19 and

physical distancing: the need for prevention and early intervention. JAMA internal medicine, 180(6), 817-818.

[58] Garcia, T., & Pintrich, P. R. (1996). Assessing students' motivation and learning strategies in the classroom context: The Motivated Strategies for Learning Questionnaire. In Alternatives in assessment of achievements, learning processes and prior knowledge (pp. 319-339). Dordrecht: Springer Netherlands.

[59] Gestwicki, C. (2015). Home, School, and Community Relations, Page 440.

[60] Gibson, K., Thompson, L., & Bazerman, M. H. (1996). Shortcomings of neutrality in mediation: Solutions based on rationality. Negotiation Journal, 12, 69-80.

[61] Goodall, J., & Vorhaus, J. (2010). Review of Best Practice in Parental Engagement. Department for Children, Schools and Families (DCSF) which has now been replaced by the Department for Education (DFE), United Kingdom.

[62] Goodall, J., and Vorhaus, J. with the help of Carpentieri, JD., Brooks, G., Akerman, R., and Harris , A."Review of best practice in parental engagement: Practitioners summary" September 2011.

[63] Gregoire, C. (2014). The psychology of materialism, and why it's making you unhappy. The Huffington Post, January, 23.

[64] Guan, A. G. and Benavides, N. G. (2021). Parent-Teacher-Learner Collaboration in Facilitating Modular Instruction. UIJRT, 2(7), 80-84

[65] Guan, A. G. R., & Benavides, N. G. (2021). Parent-Teacher-Learner Collaboration in Facilitating Modular Instruction. United International Journal for Research & Technology, 2(7).

[66] Gudmundsdottir, S., & Shulman, L. (1987). Pedagogical content knowledge in social studies. Scandinavian Journal of Educationl Research, 31(2), 59-70.

[67] Gumapac, J. R., Aytona, E. M., & Alba, M. G. R. (2021). Parents involvement in accomplishing students learning tasks in the new normal. International Journal of Research in Engineering, Science and Management, 4(7), 367-380.

[68] Guryan, J., Hurst, E., & Kearney, M. (2008). Parental education and parental time with children. Journal of Economic perspectives, 22(3), 23-46.

[69] Guy-Evans, O. (2020). Bronfenbrenner's ecological simplypsychology. org/Bronfenbrenner. html.

[70] Haller, T., & Novita, S. (2021, September). Parents' perceptions of school support during COVID-19: What satisfies parents?. In Frontiers in Education (Vol. 6, p. 700441). Frontiers Media SA.

[71] Hannafin, M.J., & Cole, D.D. A comparison of factors affecting elective participation in computer coursework. A paper accepted for presentation at the annual conference of the Association for Educational Communications and Technology (AECT), New Orlean, January, 1983.

[72] Hannafin, Michael & Land, Susan & Oliver, Kevin. (1999). Open Learning Environments: Foundations, methods, and models.

[73] Hapsari, I. I., Iskandarsyah, A., Joefiani, P., & Siregar, J. R. (2020). Teacher and problem in student with ADHD in Indonesia: A case study. The Qualitative Report, 25(11), 4104-4126.

[74] Henderson, A., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Columbia, MD: National Committee for Citizens in Education.

[75] Henderson, A., & Berla, N., A New Generation of Evidence: The family is Critical to Student Achievement (Columbia, MD: National Committee for Citizens in Education, 1994) 160.

[76] Henderson, A., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Annual synthesis. Austin, TX: National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.

[77] Hidi S, Harackiewicz JM. Motivating the academically unmotivated: A critical issue for the 21st century. Review of Educational Research. 2000;79:151–179. doi: 10.2307/1170660. [CrossRef] [Google Scholar]

[78] Hirvela, A., & Du, Q. (2013). "Why am I paraphrasing?": Undergraduate ESL writers' engagement with source-based academic writing and reading. Journal of English for Academic Purposes, 12(2), 87-98.

[79] Ho, E. S. (2009). Educational leadership for parental involvement in an Asian context: Insights from Bourdieu's theory of practice. The School Community Journal, 19(2), 101–122.

[80] International Journal of Early Childhood Education Care Vol.6, 2017 ISSN 2289-3156 /eISSN 2550-1763 (41-50)

[81] Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. (2017). Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. Journal of Education and Practice, 8(1), 18-21.

[82] Kurniati, K., Nurdin, N., & Nurasmawati, N. (2020). Improving Students' Cognitive and Affective Domains Students through Fostering Teacher Development. International Journal of Contemporary Islamic Education, 2(2), 56-70.

[83] Kyriacou, C. (1997). Appraisers' views of teacher appraisal. Teacher Development, 1(1), 35-41.

[84] Labrador 2009.

[85] LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. Preventing school failure, 55(3), 115-122.

[86] Lee, J., & Bowen, N. K. (2006). Parental involvement, cultural capital, and the achievement gap among elementary school children. American Educational Research Journal, 43(2), 193–218.

[87] Llego, MA. (n.d). DepEd Learning Delivery Modalities for School Year 2020-2021. TeacherPh. https://www.teacherph.com/deped-learning-delivery-modalities

[88] Loss, J. (2000). The communications contract. The Internal Auditor, 57(6), 88.

[89] Maes, J. D., Weldy, T. G., & Icenogle, M. L. (1997). A managerial perspective: Oral communication competency is most important for business students in the workplace. Journal of Business communication, 34, 67-80.

[90] Melton, D. L. (2019). The Experiences of Houston Teachers Using Incentives to Motivate Low Performing Students (Doctoral dissertation, Concordia University (Oregon).

[91] Moust, J. H. C. De rol van tutoren in probleemgestuurd onderwijs. Contrasten tussen studenten docenttutoren. (On the role of tutors in problem-based learning: Contrasting studentguided with staff-guided tutorials.) PhD-thesis, University Press, Maastricht, The Netherlands, 1993.

[92] Nierva, M. (2009). Relationship between Parental Involvement and Family Status Variables of Grade One Parents of Siena College Quezon City SY 2006-2007: Implication for the School Shared Responsibility of the Home and the School. Ateneo de Manila University (Thesis).

[93] Nihat Şad, S., Gürbüztürk, O. (2013). Primary School Students' Parents' Level of Involvement into their Children's Education. Educational Sciences: Theory & Practice, 13(2) Educational Consultancy and Research Center

[94] Núñez, L., Midgley, N., Capella, C., Alamo, N., Mortimer, R., & Krause, M. (2021). The therapeutic relationship in child psychotherapy: Integrating the perspectives of children, parents and therapists. Psychotherapy Research, 31(8), 988-1000.

[95] Pepinsky, H. B., & Pepinsky, P. N. (1954). Counseling theory and practice.

[96] Piaget, J. (1981). Intelligence and affectivity: Their relationship during child development. (Trans & Ed TA Brown & CE Kaegi). Annual Reviews.

[97] Pineda, K. (2008). Comparison of the Parents' and School Personnel's Perceptions on the Existing Home-School Collaboration Program of Woodrose School, SY 2006-2007, Implications for the Program. Ateneo de Manila (Thesis). Exploring Parent-Teacher Collaboration To Improve Students' Vocabulary Skills: An Action Research. International Journal of Comparative Literature and Translation Studies. 2. 194-203. 10.32996/ijllt.2019.2.5.22.

[98] McNeal Jr., R. B. (2014). Parent involvement, academic achievement and the role of student attitudes and behaviors as mediators. Universal Journal of Educational Research, 2(8): 564-576. DOI: 10.13189/ujer.2014.020805

[99] McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H. L., & Sekino, Y. (2004). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarten children. Psychology in the Schools, 41(3), 363 377

[100] Pintrich, P. R. (1991). A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ).

[101] Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), Handbook of self-regulation (pp. 451–502). Academic Press. https://doi.org/10.1016/B978-012109890-2/50043-3

[102] Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. Journal of educational Psychology, 95(4), 667.

[103] Reimann, P., & Bannert, M. (2018). Self-regulation of learning and performance in computer-supported collaborative learning environments. In D. H. Schunk & J. A. Greene (Eds.), Handbook of self-regulation of learning and performance (2nd ed., pp. 285–303). Routledge/Taylor & Francis Group.

[104] Rogers, C., Lyon, H., & Tausch, R. (2013). On becoming an effective teacher: Person-centered teaching, psychology, philosophy, and dialogues with Carl R. Rogers and Harold Lyon. Routledge.

[105] Roy, M., & Giraldo-García, R. (2018). The Role of Parental Involvement and Social/Emotional Skills in Academic Achievement: Global Perspectives. School Community Journal, 28(2), 29-46.

[106] Şad, Süleyman Nihat & Gürbüztürk, Oguz. (2013). Primary School Students' Parents' Level of Involvement into their Children's Education. Educational Sciences: Theory and Practice. 13. 1006-1011.

[107] Sanders, M. G., & Sheldon, S. B. (2009). Principals matter: A guide to school, family, and community partnerships. Corwin: A SAGE Company.

[108] Sapungan, G., & Sapungan, R. (2014). Parental involvement in child's education: importance, barriers and benefits. Asian Journal of Management Sciences & Education, 3(2).

[109] SAVE THE CHILDREN-SWEDEN, Research on corporal punishment in Bagong Silang, Caloocan City and Cebu City, Philippines (Unpublished; 2005); Documentation of a consultation with the Active Youth movement and the Children and Youth Organization on physical and emotional punishment of children, NORFIL, Quezon City, 12 February, 2005; Exploring discipline in Filipino families, (unpublished, 2008)

[110] Scales, P. C. (1991). Creating a developmental framework: The positive possibilities of young adolescents. In A portrait of young adolescents in the 1990s: Implications for promoting healthy growth and development. ERIC.

[111] Schmeck, R. R. (Ed.). (2013). Learning strategies and learning styles. Springer Science & Business Media.

[112] Schmidt, H. G., & Gijselaers, W. H.. Causal Modelling of Problem-based Learning. Paper presented at the Annual Meet

[113] Schmidt, Henk G.; Moust, Jos H. C.1995. What Makes a Tutor Effective? A Structural Equations Modelling Approach to Learning in Problem-Based Curricula.

[114] Seaman, M. (2011). BLOOM'S TAXONOMY. Curriculum & Teaching Dialogue, 13.

[115] Seoane, M., & Smink, J. (1991). Incentives and Education. A Series of Solutions and Strategies. Number 4.

[116] Sheldon, S. B. (2003). Linking school-family community partnerships in urban elementary schools to student achievement on state tests. The Urban Review, 35(2), 149–165.

[117] Sheldon, S. B. (2009). In School, family, and community partnerships: Your handbook for action. (3rd ed.). USA: Corwin Press.

[118] Shulman, L. (1992, September-October). Ways of seeing, ways of knowing, ways of teaching, ways of learning about teaching. Journal of Curriculum Studies, 28, 393-396

[119] Shulman, L. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 15(2), 4-14.Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. Harvard Educational Review, 57 (1), 1-22.

[120] Soriano-Ferrer, M., Morte-Soriano, M. R., Begeny, J., & Piedra-Martínez, E. (2021). Psychoeducational challenges in Spanish children with dyslexia and their parents' stress during the COVID-19 pandemic. Frontiers in Psychology, 12, 648000.

[121] Stein, R. F., & Hurd, S. (2000). Using student teams in the classroom: A faculty guide. Anker Publishing Company, Inc., 176 Ballville Road, PO Box 249, Bolton, MA 01740-0249.

[122] The 1948 Declaration (Art 26, 3)

[123] Unamba, E. C., Okwara-Kalu, C. E., & Ibe Georgeline, C. (2020). Comparative Study of Levels of Academic Self Esteem and Academic Achievement in Mathematics among Pupils of Two and Single Parent Families. Malikussaleh Journal of Mathematics Learning (MJML), 3, 70-75. https://doi.org/10.29103/mjml.v3i2.3172

[124] UNESCO. (2020). COVID-19 educational disruption and response. Retrieved from https:// en.unesco.org/covid19/educationresponse

[125] Usher, A., & Kober, N. (2013). Student motivation: An overlooked piece of school reform. The Education Digest, 78(5), 9.

[126] Villegas-Reimers, E. (2003). Teacher professional development: an international review of the literature (pp. 7-9). Paris: International institute for educational planning.

[127] Yangco, C. C. (2010). A Comprehensive Approach to Prevention of Child Maltreatment in the Philippines: Building partnerships among agencies, organizations and the community. The United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders, 106.