

# Benchmarking The Training Needs And Challenges Met By Parents In Facilitating A Literacy Instruction At Home Towards A Covid-19 Endemic And Beyond

Helen O. Revalde<sup>1\*</sup>, Michelle C. Rodriguez<sup>2</sup>, Kaitlin Marie M. Opingo<sup>1</sup>, Margie D. Fulgencio<sup>1</sup>, Jemima N. Tandag<sup>1</sup>, Dennis B. Plando<sup>1</sup>, Mark Joseph C. Bernardo<sup>1</sup>, Rebekah Louise M. Rosito<sup>1</sup>, Loralie L. Cabrera<sup>3</sup>, Marilyn P. Flores<sup>4</sup>, Feby G. Abanil<sup>5</sup>, Jonalie M. Ygot<sup>6</sup>, Harlene Marie B. Acebes<sup>1</sup>

<sup>1</sup>*Cebu Technological University, Cebu City, Cebu, Philippines, \*helen.revalde@ctu.edu.ph*

<sup>2</sup>*Royal Colleges of Science and Management, City of Talisay, Cebu, Philippines*

<sup>3</sup>*Young Homes Learning Center, Inc., Cebu City, Philippines*

<sup>4</sup>*Labangon Bliss Elementary School, Cebu City, Cebu, Philippines*

<sup>5</sup>*B.E.S.T. College of Polomolok, Valencia Site, Polomolok, South Cotabato, Philippines*

<sup>6</sup>*Libertad Elementary School, Libertad, Bagay, Daanbantayan, Cebu, Philippines*

## ABSTRACT

Parents as the first teacher at home remained a valid claim more so during the global health crisis. They play a salient role during the Covid-19 pandemic in managing the early childhood education via distance learning modality. Since the parents are not formally trained to carry out such teaching job, this is where the prospective issue arises. Hence, the current study evaluates a possible association between training needs and challenges met by these Filipino parents in facilitating the literacy instruction even beyond the pandemic. A descriptive correlation research design was employed. Using a convenience sampling, 170 parents within Cebu Province, Philippines were invited as respondents. To statistically treat the scaled-interval data, Likert scale, weighted mean, standard deviation and correlation coefficient have been employed. Scientific results show that most parents express a highly needed training relevant to teaching as they moderately met certain challenges while rendering the role of an alternate teacher. Findings revealed, nonetheless, that there is no significant correlation when both variables are inferred. Hence, there is enough evidence to conclude that these Filipino parents have the capacity to teach despite having no formal training in teaching. Evidence further shows that there is a need to expose these parents to seminar-workshops to address their incumbent struggles and to quip them comes a Covid-19 endemic or beyond it. Future undertaking may focus on teaching competency-based training for the parents.

**Keywords:** Early childhood education, literacy instruction, Covid-19 pandemic, teaching training needs, parental involvement, descriptive correlation design

## Introduction

Attaining a quality education is a crucial matter that confronted most of the countries in the world. This target remains a prevailing challenge

which had been plaguing the Philippine education system for several years already. A dismal performance of Filipino learners during the international assessments in Trends in International Mathematics and Science Study

(TIMSS) and Program for International Student Assessment (PISA) from previous events and up to their latest holding is a proof of such struggle. A scientific study has pointed out that students from countries where religiosity is at a higher level had a certain effect on mathematics and science performance (Stoet & Geary, 2017). Yet, this should not be directly used to rationalize such dismal outcome among Filipino students. In fact, the embarrassing results, which revealed the actual position of Filipino learners against global benchmarks, are compelling calls for the think tank and stakeholders to brainstorm specific solutions and carry out the immediate interventions.

Sadly, the onslaught of global health crisis has distracted the attention and disturbed the plans of the Department of Education (DepEd) to accordingly act on the foregoing chronic problem. An unprepared management has somehow affected the education performance of the young learners (Munastiwi & Puryono, 2021) As DepEd tries to timely steer a national and local approach to effectively manage and deliver the basic education, consequently, the Covid-19 pandemic was able to sever the engagement and learning of the Filipino learners across all curriculum levels with different socio economic gradient (Jæger & Blaabæk, 2020)). In particular, while the schoolchildren struggled to obtain the most essential competencies during In-person classes, the more they are burdened while engaging in modular distance learning (MDL). Many teachers, on this matter, shared how the young learners are not faring well in their performance tasks when actual validation is made. One of the factors is traced from prolonged interruption of regular class routines that had widened the learning gaps among pupils (Brooks et al., 2020). Also, there are other probable causes which pointed out for such outcome, but, the extent of parents' involvement in the literacy instruction is more pronounced in the child's learning and achievement during the pandemic.

Prior to and during the Covid-19 pandemic, there have been several scientific studies already concerning impacts of parent involvement on the child's education and

development. Many of those investigations subscribed to Epstein's framework of involvement in the aspects of parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (won Kim, 2018). All these established aspects in parent involvement are applicable before the health crisis hit and stalled the whole world. As the pandemic restricted human physical meet and restrained their usual mobility, the learning at home becomes a tough undertaking particular for the learners and parents (Smith, 2021). Thus, there is essentiality into studying the extent of needs for parents to expose themselves to teaching-related training (Dong et al., 2020). However, there is less research inventory which peeks into how parents were prepared and assisted as shadow teachers towards and beyond the Covid-19 endemic. With minimal information on this regard, the paper would be significant to the current literature and concerned agencies as it will provide pointers as to what particular areas of training must be crafted and conducted to address those emerging needs among parents in the coming days.

## **Literature Review**

### **Literacy instruction at home**

Literacy instruction is scholastically a vital undertaking that the young learners should engage (Vernon-Feagans et al., 2019). This is where their early childhood education (ECE) is shaped particularly in listening, reading, speaking, writing and the like. Children academically gains when pre-reading skills are being taught to them at such early stage while an improved memory is highly feasible in them (Bao et al., 2020). In fact, their exposures to such early reading kindle their imagination, spark inquisitiveness and even ignite creativity. As these children grow, their engagement in early reading shall assist in developing their other skills such as problem solving, vocabulary and comprehension. A research disclosed that there is a significant increase among the young learners in terms of online reading behavior as a

consequence of such Covid-19 lockdown (Reimer et al., 2021). This is, at least, a positive finding involving a literacy-based matter that both parents and teachers must know.

Knowingly, part of a literacy instruction among the young learners is numeracy. For children to get into solving number problems, measuring, estimating, sorting, noticing patterns or even adding and subtracting numbers, such mathematical drills gave them that opportunity to connect their knowledge and skills towards the academic demands of the next curriculum level (Ritchie & Bates, 2013). More than that, these children who have acquired the warranted competencies in numeracy may develop their logical thinking and reasoning that they could maximize in everyday activities (Carey et al., 2017). Moreover, children who are taught and guided on how to properly write may enjoy parallel benefits from reading since they may be able to translate their ideas and emotions into meaningful texts. This could be expounded by the fact that children learn the cardinal meanings of numerals prior to achieving mastery of counting (Paliwal & Baroody, 2018). In turn, increased confidence is achieved among these children especially when their writing skills are enhanced or developed. Observably, those young children who learn to scribe well a sentence could develop such skills to write a complete paragraph as they grow. Nevertheless, the Covid-19 limiting condition has influenced on social inequality among children due to familial and economic-related opportunities (Andrew et al., 2020; Bol, 2020). Students, whose families are not economically blessed, have their learning at home regressively unfolding as access to essential physical resources such as computer and internet connections are not available.

Thus, it is imperative that ECE teachers should manage a literacy instruction that will provide these school children with developmentally-appropriate environment, learning materials, and experiential activities to forge academic success not only during the pandemic but also beyond it (Poletti, 2020). In the Philippines, the Department of Education (DepEd) has directed all concerned school heads

and teachers to consider the three (3) learning delivery modalities – modular (printed or digitized), online learning, radio and television-based instruction or a combination of these (blended learning) – while early childhood education is managed at home. Just like the other countries, such action taken by DepEd is to manage possible risk of dropout among young learners (Smith, 2021). At the earlier part of such pandemic, the printed module was the preferred option among parents and learners in the delivery of intended literacy instruction at home as it is the most practical way to sustain such education (Guan & Benavides, 2021). But, this type of modality comes no easy job among parents, who then become the alternate teacher at home, since there are issues and concerns pertinent to the facilitation of literacy instruction that have not been holistically intervened. .

### **Training needs of parents in facilitating a literacy instruction at home**

Allowing these learners to converse and/or play among their peers while at home is a fine approach to establish a good literacy foundation (Bodrova & Leong, 2017). Somehow, the onset of Covid-19 pandemic has restrained these basic activities as the literacy instruction was managed by parents who have no prior and formal training on such regard (Dong et al., 2020). In effect, conducting a reading instruction at home kept the stress level among parents high such that inefficiency in teaching was probable (Susilowati, & Azzasyofia, 2020). As these parents tutor their children how to write, it took for the kids few moments before they are able to tell about what they drew or scribed. One of the critical reasons is that these parents were not exposed to any instructional strategies to adopt in carrying out their responsibility as an alternate teacher (Kowal et al., 2020). Likewise, getting their children involved in numeracy-related lessons had been so tedious for these untrained parents aside from the fact that many people do not like mathematics at all. Consequently, there were allegations that pointed to a condition where parents are found to personally do the academic tasks of their kids or sought the help of other people to answer their children's home

work instead – leaving the child’s actual performance or achievement in question.

With such universal health crisis disturbing the usual holdings of instruction in a classroom setting, it is essential for schools officials to provide proactive actions and guides to these parents in sustaining the early childhood education at home. Hence, it is where school supports are of the essence specifically in the conduct of training needs assessment among the parents (Burke & Arslan, 2020). Sadly, these training needs were yet given less thought in those times since the administrative focus was more on how the learners’ education must be continued and sustained. Albeit some institutions were able to look into this issue and correspondingly addressed the same, so far, there had been a bigger inventory of schools which left this matter unattended (Munastiwi & Puryono, 2021). The nobility of such Covid-19 virus has consumed all attentions towards sourcing the right vaccination to combat this infectious disease. Initially, all sectors in the society, including the academic community, had not yet fully addressed the essential needs of parents involving teaching approaches which must be appropriately rendered at home.

Consequently, many Filipino parents shared their experiences on how hard it is to capture the kids’ interest in working on their academic tasks in a daily basis. Their children show such tendency to be fussy as they missed those moments with their friends and teachers in school prior to this pandemic (Sari et al., 2020). In the dearth of formal training, some of them revealed their hardships in how to connect the previous topics to the recent lesson. Some parents, too, pointed out their failure to optimize usage of visual aids or digital media while facilitating the literacy instruction (Munastiwi & Puryono, 2021). Virtually, in one of those informal sharing, there were parents who divulged certain difficulties in tutoring their kids on mathematics-related assignments since some of them, too, have not finished their formal education (Abuhammad, 2020). Worse, in the absence of necessitated training, many parents were not able to provide additional tests to evaluate whether or not the most essential

competencies have been acquired by their children.

### **Challenges met by parents in teaching their children at home**

Parents, who have not been trained or attended seminar-workshops relevant to how literacy instruction must be delivered and facilitated, personally narrated the challenges they met in teaching their children at home. However, earlier study pointed out that those well-educated parents who intentionally introduce games or plays at home with their kids to creatively deliver the lessons have found it beneficial (Guan et al., 2021). Expressly, there were some parents who accounted the obstacles while employing digital media to supplement a literacy instruction since they, too, do not have access or exposures to such technology (Gandolfi et al., 2021; Lee et al., 2021). Other parents have troubles in ensuring that their kids have achieved the performance standards established by the concerned school and DepEd, respectively. Expressly, the lack of knowledge and understanding of instructional practices to supposedly facilitate the intended subject matters well at such curriculum level had cognitively pounded them to a certain extent (Sari et al., 2020).

In few of those virtual parent-teacher meetings, usual disclosures led to a concern on how to capture their child’s interest to scholastically engage in the day’s lesson. Many of these parents shared how the Covid-19 pandemic added to their burdens at home when both personal and education needs of the children are to be equally attended (Jan, 2020). As a result, some parents were saddened to note that their child’s test scores did not improve and had not, more or less, successfully satisfied DepEd established performance targets. This articulated circumstance was posited to occur out of the inability to achieve the performance standards in the subject field(s) since not all of these parents have fully finished a formal education (Sari et al., 2020). Verily, the inadequacy of preparations and planning has challenged the parents to attain such performance standards as factored out during

those brief huddles. Another equally important issue to address is the struggling moment among parents in making sure that the evaluation tools and warranted assessments would indeed appraise the real achievements of their children while they are into homeschooling (Abuhammad, 2020). One of those things which kept these parents going in their role as an alternate-teacher during the Covid-19 pandemic is the hope that one day this instructional set up would then soon end.

### **Parents' involvement in literacy instruction towards the Covid-19 endemic and beyond**

School-teacher-parent partnership should not end once this global health crisis reaches its endemic. Whether the concern is on the health, engagement or environment, such involvement of parents and the schools during the resumption of in-person classes must be ensured (Cooper et al., 2021). In fact, such involvement among parents is very vital particularly that the education bureau is expecting the holding of face-to-face classes in all areas in the Philippines. Even with this current class arrangement, there is still an exigency that a reinforced tutoring by the parents be adopted at home to achieve the most essential competencies in the child's literacy (won Kim, 2018). Hence, the educational background of parents could influence how the early education of their children is sustained even beyond the pandemic (Azubuike et al., 2021) Although many parents are somewhat stressed with their involvement in the distant learning of their children, nevertheless, it is apparent that their unconditional support to their child's literacy had a definitive bearing.

With the learners' achievement gap known by all concerned stakeholders, the continual training and involvement of parents in the educative process pose a higher degree of need. This training among parents is imperative to effectively satisfy the child's nature and scholastic needs (Abuhammad, 2020). Even if the pandemic seemed to have been manageable already, the dismal performance of the Filipino young learners in those international

assessments (e.g. TIMSS and PISA) remained a challenge among the academic community. Hence, the collaborative efforts between schools and parents in addressing the foregoing issues are important matters to urgently deal even towards and beyond the Covid-19 pandemic (Cooper et al., 2021). Presumably, DepEd is already acting on this case, thus, it is befitting that the parents shall take part also in working out the appropriate actions to support the target of the agency. Thus, it is where parents' involvement and support to their children's education plays a significant role in ascertaining the latter (Kasi et al., 2021).

Aside from the need to be exposed to short and long-term training, parents must resourcefully do their part also as the shadow teachers at home (Kasi et al., 2021). Like the classroom teachers, parents' involvement and support in the literacy instruction at home even beyond the pandemic is very essential. Providing the opportunity for their kids to play within a safe space outside their house could facilitate such academic growth. This can only take place when parents themselves transfer such efficacy and knowledge on mathematics to their children through interactive homework (Lee et al, 2021; Moore, 2021). Being around during the time their children are carrying out their scholastic obligations can nonetheless develop the kids' emotional strength which could motivate them to study well. Another benefit of their involvement while the children are at home is to foster their interest in learning such that all possible means to capture their attention towards studying are employed (Kasi et al., 2021). While the distant learning tempted some parents to directly do the kids' tasks instead of them working on it, a meaningful involvement such as guiding their kids to manageably utilize the internet or mobile phones in such literacy instruction could be beneficial even if done after the pandemic (Cooper et al, 2020; Gandolfi et al., 2021; won Kim, 2018).

### **Method**

To achieve the objectives of this recent study, a descriptive correlation research design was deliberately employed. This design has been

adopted as it an appropriate approach to describe the two parents' training needs and challenges and the relationships that could occur between them (Xu et al., 2021). With a well-pronounced restriction brought about by the Covid-19 pandemic, respondents were taken from various geographical locations within Cebu Province, Philippines only. Using a convenience sampling, the desired target was 200 respondents, where each author has to equally source at least 20 parents (i.e. mother or father). However, inventory shows that only 170 (85%) of them have accepted the invitation to join in the survey via google forms. Cognizant of the ethical standards, letters of request and informed consent that sought voluntary participation of respondents are being accomplished. Contents of these letters pointed out a risk-free and beneficial undertaking, including the articulation of those confidentiality clauses from the Data Privacy Act, were accountably observed all through the process. Verily, these actions are in compliance of the established protocol by the local ethics board to where the lead author is currently employed.

Prior to the actual administration of the questionnaire, only 18 people with similar characteristics of the prospective respondents took part in the pilot testing of such researcher-made questionnaire for three (3) engagements to ascertain its reliability and validity. The latter schemes are vital in the establishment of internal consistency within the questionnaire (Hjetland et al., 2020; Al-Okaily et al., 2020). The initial result of pilot test was rejected by the three (3) content experts since the Cronbach alpha ( $\alpha$ ) of 0.97 seemed to suggest redundancy while the second test result has it  $\alpha = 0.94$ , too, to similarly question the internal consistency within the indicators. With the latter outcome, thus, the third pilot test had been undertaken that eventually generated an  $\alpha = 0.87$ .

For the questionnaire on training needs, a four-scale reference has been established as broken down here: 4-Highly needed, 3-Moderately needed, 2-Fairly needed, and 1-Not needed at all. On the other hand, the questionnaire on challenges met by the parents in facilitating a literacy instruction at home does

have similar four-scale reference, but with a different descriptor, namely: 4-Highly challenging, 3-Moderately challenging, 2-Fairly challenging, and 1-Not challenging. Hence, for these two (2) questionnaires, the Likert scale, weighted mean, and standard deviation have been utilized to evaluate the scaled-interval data. Also, the same data set underwent statistical treatment using the correlation coefficient to infer whether or not there is a significant relationship between the paired variables. Scientific results were then presented in a tabular form to give the readers easier peek, analysis and interpretation on their quantitative narratives.

## Results and Discussions

This part here presents three (3) tables which categorically respond well to the objectives of the study. The statistically-treated data sets were analyzed and interpreted, accordingly. Also, implications of the scientific results have been pointed out with corresponding citations to establish its weighs. By this approach, the readers and interested researchers are accorded a wider parameter in comprehending the contents.

**Table 1. Training needs of parents in facilitating a literacy instruction at home**

No.	Indicators	Standard Deviation	Weighted Mean	Remarks
1	Manners of introducing or commencing the lesson (e.g. presenting a short summary of the previous topic).	0.56	3.28	Highly Needed
2	Particular teaching strategy that the lesson(s) be	0.60	3.56	Highly Needed

	effectively discussed to my child to allow better understanding.				learning and skills were acquired by my child.				
3	Proper approaches in assisting the children work on their assignment or activities given by the teachers.	0.56	3.72	Highly Needed	8	Techniques in keeping the level of interest and sustainability of the child to engage in the scheduled lesson(s).	0.59	3.61	Highly Needed
4	Efficient ways in managing those lessons to the child which is assessed to be of certain difficulty.	0.45	3.72	Highly Needed	9	Better means in crafting visual aids (e.g. from available materials at home) needed during the literacy instruction.	0.59	3.61	Highly Needed
5	Proper guides in evaluating the actual performance and achievements of the child.	0.69	3.50	Highly Needed	10	Monitoring the academic progress or achievement of the child (e.g. attaining the most vital competencies).	0.58	3.67	Highly Needed
6	Better method in facilitating the learning (e.g. by asking questions if the subject matter has been understood).	0.76	3.61	Highly Needed		<b>Average</b>	<b>0.60</b>	<b>3.53</b>	<b>Highly Needed</b>
7	Procedures in crafting additional test or quiz to assess if	0.64	3.06	Moderately Needed					

Legend: 3.25–4.00 Highly needed; 2.50–3.24 Moderately needed; 1.75–2.49 Fairly needed; 1.00–1.74 Not needed at all

The table shows that the parent-respondents have rated nearly all indicators ( $x=3.53$ ,  $SD=0.60$ ) suggesting that pertinent training is highly needed. Only one (1) indicator

has an appraisal ( $x=3.06$ ,  $SD=0.64$ ) which has an equivalent marking of a **Moderately needed**.

Somehow, the former outcome could be logically explained by a circumstance that these parents do not have formal training as a teacher. In this case, a scientific study revealed how other countries bridged such deficiency by introducing remote training program among parents particularly those who have children with special needs (Celik et al., 2022). With the demand of Covid-19 pandemic to contain inessential mobility and attendance of young learners to the usual classroom, parents are obligated to take on the role of an in-service teacher. By this parental responsibility in ensuring that the child's education is sustained at home, they continue to render this task despite the hardships that they went through in assisting their child (Munastiwi & Puryono, 2021). This is where the common struggle expressed by some parents in carrying out that responsibility at home (Abuhammad, 2020). With no full knowledge on the curriculum, these parents are left to render that intended service more on the do-it-your way only. Also, the absence of a formal training on early childhood education presses them to directly deliver the lessons through lectures—unaware that there are prerequisites to consider (Dong et al., 2020). Having no exposures on teaching pedagogy, the parent-respondents disclosed that they just tutor their children the lessons following the ways what a mother typically does. Ill-equipped with the technical skills in gauging whether or not their child is academically at-risks, these parents voiced out their concerns over the continual holding of distance learning yet no intervening actions have been made to address such teaching gaps at home (Andrew et al., 2020).

As pointed out earlier, only Indicator-7 has garnered a marking of **Moderately needed**. This scientific result could be expounded by a condition that there are parents who have prior knowledge on how to evaluate the scholastic standing of their child. Knowingly, the printed learning modules do already have performance evaluations embedded on them (won Kim, 2018). Hence, many parents have found no crucial need to engage in training principally on

the standard ways of crafting the test items. Yet, sharing on this regards points out towards the proper manners of creating supplemental assessment to revalidate the kids' content knowledge acquisition (Kasi et al., 2021). However, the foregoing needs have yet to be holistically addressed by the concerned school officials and personnel within the research locales. This necessitated action calls for a proactive and closer tie or collaboration between the affected families and the concerned schools (Burke & Arslan, 2020).

**Table 2. Challenges encountered by parents in facilitating a literacy instruction at home**

N o.	Indicators	Standard Deviation	Weighted Mean	Remarks
1	Achieving the performance standards in the subject field(s) as enjoined by the subject teachers and/or school.	0.78	3.06	Moderately challenging
2	Sustaining the assessment practices that would well-evaluate the performance/achievement of the learners.	0.91	2.94	Moderately challenging
3	Attaining the content standards of the subject field(s) as called upon by the subject teachers and/or school.	0.74	2.89	Moderately challenging
4	Knowledge and understanding of instructional practices to be able to facilitate effectively.	0.66	3.11	Moderately challenging



5	Optimizing one's ICT skills for teaching in the management of learning at home.	1.12	2.83	Moderately challenging
6	Efficient delivery of the intended lessons to facilitate the learners' acquisition of the most essential competencies.	0.83	3.17	Moderately challenging
7	Managing the discipline and behavior problems of the young learners while in homeschooling.	0.67	3.33	Highly challenging
8	Exploring innovative teaching practices to impel the young learners to actively engage in a distance learning modality.	0.68	3.39	Highly challenging
9	Improving the learners' test scores in one's teaching to respond well to the education bureau's targets.	0.71	3.22	Moderately challenging
10	Choosing the proper instructional media (e.g. textbooks, exercise books) to facilitate effectively the lessons.	0.85	2.78	Moderately challenging
	<b>Average</b>	<b>0.80</b>	<b>3.07</b>	<b>Moderately challenging</b>

Legend: 3.25–4.00 Highly challenging, 2.50–3.24 Moderately challenging, 1.75–2.49 Fairly challenging, & 1.00–1.74 Not challenging

Based from the scientific results, it can be deduced that the parent-respondents are generally pressed while facilitating the literacy instruction to their respective children who are into homeschooling during the global health crisis. Albeit the overall outcome ( $x=3.07$ ,  $SD=0.08$ ) articulated how the parents are moderately challenged, nevertheless, this scenario could be a good benchmark in continually preparing them towards sustainable education in times for Covid-19 endemic.

As exhibited, 4 out of 8 (50%) indicators with a **Moderately challenging** marking obtained a higher rating against the other four. A brief scrutiny on this part points towards the challenges experienced by parents on teaching and learning processes, which can be plainly addressed if appropriate interventions are employed by the concerned schools or agency (Burke & Arslan, 2020). Cognizant of the responses made by the parents on the needs to undergo training (Table 1), the struggle to attain the performance standards could be resolved through school-teacher-parent collaborations. In the case of instructional practices, the challenges met by these parents on this regard could be addressed by consistent coaching on them (Guan et al., 2021). Like the teachers, these parents have to be exposed to those intervening activities which will hone their competencies towards teaching their children who are into homeschooling during the pandemic. Regular reviews and enhancements of the learning modules could lessen stress and the teaching-related issues experienced by these parents (Susilowati & Azzasyofia, 2020). This condition is indeed true at the local scenes where parents suffered physical and emotional exhaustions as they equally rendered such parental obligations particularly in their kids personal and education needs. Since these parents were not formally trained in a Teacher Education College, a gradual indoctrination on

learning assessments is imperative to assist them in such aspect even beyond the pandemic.

While several of these moderate challenges involved teaching-related skills or competencies, there are two (2) indicators that necessitate further examination. As can be observed, both Indicators 7&8, which garnered a **Highly challenging** rating from the parent-respondents, call for all stakeholders to correspondingly carry out a proactive and judicious action (Burke & Arslan, 2020). In fact, these two (2) indicators demand a unique competency for parents to acquire since they specifically deal on discipline, behavior and active involvement among learners who are into distance learning. These challenges have kept the parents struggling to cope the demands of distance learning during the pandemic and even beyond it (Kowal et al., 2020). Physical activities among children are obtained through class-initiated plays, games and sports. But this active involvement was dislodged when the pandemic happened that eventually triggers their sedentary life at home (Guan et al., 2020). The familiarity issue between parents and children at home shall remain a struggling matter to be concerned of –with or without the health crisis. Hence, a joint venture between the Parent-Teacher Association (PTA) and the concerned schools could expedite a suitable program of actions on such regard. Nevertheless, it is just fitting that these identified cases must be worked out by all concerned stakeholders to achieve the optimal target of the agency in terms of quality education among Filipino learners

**Table 3. Test of significance on the correlation between the training needs and challenges met by parents in facilitating a literacy instruction at home**

Variab les	Avera ge Wt. Mean	Comput ed rho	p-value	Result	Decision
Trainin g needs & Challeng es	3.53	– 0.22156	0.5384 3	No significa nt correlati	Retain the null hypothes is

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Note: When p-value > 0.05 (2 tailed test), the result is not statistically significant.

Results from this correlative probe reveals that there was a weak negative association between the training needs and challenges met by the parent-respondents with a computed correlation coefficient,  $r_s = -0.22156$  and p-value of 0.53843 that is greater than the 0.05 level of significance. So, the null hypothesis must be retained which indicates that there is no significant association between the two (2) identified variables. This outcome implies that while there is a higher need expressed by the parents to undergo training on how the literacy instruction must be facilitated, the challenges that they met do not reflect the inability to render such teaching tasks.

A recent empirical investigation revealed that those parents who were exposed to higher level of challenges in carrying such tasks as an alternate teacher at home experienced feelings of abandonment and insecurity (Celik et al., 2022). Albeit these parents do not have formal training in teaching and learning processes, their maternal or paternal instinct propelled such joyful desires and motivation to replicate the role of a classroom teacher in their very home. Despite the physical and emotional stresses brought about by the Covid-19 pandemic, which added to their long list of anxieties, these Filipino parents are resilient like those older adults. As posited, people with certain level of resiliency shows tendency to adjust and deal with any pressing situation that comes their ways (Timalsina & Songwathana, 2020). Hence, with such resiliency displayed by these Filipino parents, in several instances, gave their best in ensuring that both the personal and educational needs of their children are equally addressed.

On those lessons that they have not come across yet, some parents even went beyond studying those children’s lessons ahead of their intended delivery dates. Aside from the

supports accorded by some schools, other parents exchanged tips and practices on how to interestingly supervise the literacy instruction and handle the assessment of learning (Celik et al., 2022). Also, the assistance accorded by their older sons or daughters in tutoring their younger siblings have lessened the burden in actualizing the learning objectives established from that printed modules. Additionally, even without proper seminars on teaching strategies, the availability of online tutorials and relevant ICT tools has somehow supplemented such understanding of the lessons set for delivery (Azubuike et al., 2021; Gandolfi et al., 2021). Yet, addressing such needs should not be disregarded especially that the preliminary findings pointed towards the exigency to expose these parents to such teaching-related training even beyond the Covid-19 pandemic. With a hybrid in-person class already taking place with limited parameters, it could be assumed that parental involvement during the transition period is vital. Thus, their future collaboration with the teachers and schools needs equivalent interventions in terms of seminar-workshops, which will prepare and equip them in facing the challenges of the new normal in education (Guan & Benavides, 2021).

### Conclusion

There is enough evidence to conclude that these Filipino parents have the natural ability to bear and resolve any challenges that the pandemic had brought to them specifically in teaching their children at home despite having no formal training in teaching. Evidence, somehow, shows that there is a need to expose these parents to seminar-workshops to address incumbent struggles and to equip them comes a Covid-19 endemic or beyond it.

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### **Compliance with Ethical Standards**

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. Ethic approval has been obtained before conducting the research.

### **Declaration of Conflicting Interests**

On behalf of the authors, the corresponding author avers that there is no conflict of interest seen here.

### **ORCID**

Helen O. Revalde 9802-9631	0000-0002-
Michelle C. Rodriguez 2210-3639	0000-0002-
Kaitlin Marie M. Opingo 3113-7635	0000-0003-
Margie D. Fulgencio 9938-964X	0000-0001-
Jemima N. Tandag 2372-5832	0000-0003-
Dennis B. Plando 9108-9810	0000-0001-
Mark Joseph C. Bernardo 7372-6070	0000-0001-
Rebekah Louise M. Rosito 6173-5620	0000-0002-
Loralie L. Cabrera 8733-071X	0000-0002-
Marilyn P. Flores 7738-8299	0000-0002-
Feby G. Abanil 0260-2916	0000-0002-
Jonalie M. Ygot 9859-1480	0000-0002-
Harlene Marie B. Acebes 9046-5212	0000-0001-