



Parents' Experiences and Scaffolding Strategies in Modular Learning Modality

Kyla Jean Adayo¹, Alyzza Jane M. Brizo² and Blessy E. Sumbi²

¹College of Education, Mindanao State University-Buug, Datu Panas, Buug, Zamboanga Sibugay, ²MSU-Iligan Institute of Technology
Email: ¹adayokylajean@gmail.com

ABSTRACT

This study was conducted at Purok1 Poblacion, Kolambugan, Lanao del Norte last December 2021 in the midst of modular learning modality when pandemic happened because of Corona Virus. The researchers wanted to know the experiences of the respondents and how they scaffold strategies as a parent/guardian of their children working on the modules. The researchers conducted an interview with all parents/guardians who has children in elementary school in the mentioned place in total of 33 respondents. This study utilized qualitative research design to determine the parents' experiences and the derived scaffolding strategies in assisting their children in the modular modality. Phenomenological design was used to explore the phenomenon from the parents' point of view. Thematic analysis and descriptive qualitative design were also used to administer and analyze parental responses with regards to their greatest struggles experienced during the modular learning modality and their varying scaffolding strategies. The result of this study showed that there are eight (8) themes of parents' experiences with regards to modular learning: Insufficient Time, Emotional Stress, Non-Positive Learner Motivation, Lack of Content Knowledge and Pedagogy, Over Dependence of the Learner, Curriculum Concerns, Health/Physical Concerns, and the Outliers: Positive Experiences and Accident. In addition, ten (10) themes of scaffolding strategies were derived by the researchers based on how the parents cope with their struggles: Rewards, Use of Technology and/or Search Engines, Acknowledge Assistance from Others, Punishment, Time Management, Reviewing, Need for Teacher's Assistance, Use of Instructional Materials, Tutoring, and the Outliers: Independent Learner, Calm Approach, Translating in Bisaya and Note taking.

Keywords: COVID-19 pandemic, modular learning modality, parents' experiences, parental involvement, scaffolding strategies

1 INTRODUCTION

Face to face learning engagement of students and teachers within the schools has been suspended due to the COVID-19 pandemic. The Department of Education decided to adapt the circumstances and develop new learning modalities. This has paved the way to the implementation of Modular Distance Learning as one of the urgent responses to ensure the continuity of education. It is an extension of programmed instruction and learning where Self Learning Modules (SLM) were utilized as a medium for the teaching-learning process (Dangle et.al 2020).

Teachers not being with them to facilitate learning, instructions will be handled with parents and/or guardians being home facilitators. It means, parents and/or guardians are now responsible for the students' learning. They will be the one to facilitate and guide their children through the modular lessons that will be sent to students while doing remote learning (Naron and Dellosa, 2023). This has become a new routine for the parents working with their children at home since they must ensure that their children's education continues.

Parents and guardians took new and unfamiliar roles and responsibilities as their children participate in modular education while experiencing increasing instructional responsibility for their child's learning (Naron and Dellosa, 2023). They had trouble teaching in modular learning modality. Parents and guardians, the learners' facilitators in learning at

home, do not totally replace the existence of a teacher. Hence, parents are present to support and assist their child's academic matters. Having this kind of responsibility is really challenging (Garbe et al. 2020).

Parental involvement enhances academic performance and could cultivate children's learning habits. They need to establish a connection with their child to guide and achieve the common goal – quality education. They need to improve their ability to assume responsibility as home facilitators of their children (Bunijevac et.al, 2017). Parental involvement is one of the key factors for children's academic performance, especially with this current situation (Lara & Saracossti, 2019). This paper will focus on parents' experiences as facilitators at home and how their scaffolding strategies will help their children in the new set-up of remote learning.

Scaffolding, on the other hand, refers to a process of teaching. In education, it is a method in which the teacher offers a particular kind of support to students as they learn and develop a new concept or skill. Since education is no longer set in school, parents need to take the responsibility in scaffolding their child's learning. Parental styles are defined as a set of parent's attitudes and behaviors towards their children. In terms of socialization, child development is based on processes that the parents consider most effective for their offspring's upbringing (Darling & Steinberg, 1993; Pappa, 2006).

Learners receiving support and assistance in their study is an important factor in their academic performance. Whether it's because they believe they're being taken seriously or because the support was delightful or nice, students' appreciation of help can lead to long-term implications, since appreciated assistance can drive students to engage

2. METHODOLOGIES

The study is intended to assimilate parental involvement in modular learning modality and is used as qualitative research. Phenomenological design is used to allow the researchers to explore the phenomenon from the parents' personal experiences in varying situations and circumstances and the derived scaffolding strategies during the modular learning modality. The data gathered are analyzed through thematic analysis, and the descriptive qualitative design is used to administer and analyze parental responses regarding their greatest struggle experienced during the modular learning modality.

2.1 Research Design

The researchers used qualitative research using Phenomenological design in gathering information about the present situation. Neubauer (2019) defines phenomenology as qualitative research that focuses on investigating a person's experiences in the world. The researchers employed phenomenological design by interviewing the parents using two (2) open-ended questions (1. *What are the parents' prevailing experiences as facilitators in the modular learning modality?*; 2. *What are the parents' scaffolding strategies in the conduct of the modular learning modality?*) in both face-to-face and written interviews and giving them the freedom and space to answer in as much detail as they like according to their lived experiences and scaffolding strategies in the modular modality. Follow-up questions were followed during face-to-face interviews (e.g. How did they manage their time; what they did when their children don't want to listen to them; do they give rewards to encourage their children to study or answer their modules, etc.). According to Seidman (1998), the foundation of in-depth interviewing is the "interest in understanding the experience of other people and the meaning they make of that experience." The researchers allowed the participants to direct the study by telling their own stories and experiences with the primary questions provided in the framework and guiding direction for this study. Findings are arranged according to themes, topics and draw out key issues discussed by the parents. This study describes parents' personal experiences in varying situations and circumstances and the derived scaffolding strategies during the modular learning modality.

2.2 Data Collection

The researchers employed a purposive sampling method to choose the study participants. Parents who are available inside the five (5) days of looking for participants who are also a parent of elementary students and a residence of Poblacion, Kolambugan, Lanao del Norte specifically in Purok 1, 2, and 3 who are thirty-three (33) in total. Then, open-ended questions for the interviews that seek to determine the experiences and scaffolding strategies of the parents in the modular learning modality are formulated. The researchers requested the approval of the Barangay Chairman from Brgy. Poblacion, Kolambugan, LDN considering that the participants are from the mentioned barangay. The researchers asked for consent from the participants (parents) before answering the questionnaire. During data retrieval, the researchers ensured that the minimum health protocols mandated by the Local Government of Kolambugan were not compromised. The data collected helped the researchers determine the parents' experiences and strategies during modular distance learning. The researchers utilized thematic coding to analyze and inter-

in extra learning (Le et al, 2020).

The researchers conducted this study to determine parents' experiences as learning facilitators, assisting their children to continue their education despite the pandemic and their derived scaffolding strategies in the modular learning modality. This will be a direct interpretation of the data collected for the descriptive questions. After data gathering and analysis, conclusions and recommendations are made.

2.3 Data Analysis

The researchers utilized thematic analysis to understand and interpret the characteristics of a data set which involves identifying passages of text linked by a common theme (Gibbs, 2007). This coding process allows for categorizing codes and articles ultimately enabling thematic analysis of ideas. Initially, researchers read and re-read transcripts to decrease possible bias. This immersion process helped familiarize the content and identify themes within the data. Second, responses were systematically and manually coded independently. We employed an open coding method by examining participant responses word by word to identify open codes. We began the re-coding process by jointly reviewing the initial codes to eliminate codes as necessary, relabel codes, and subsume codes with significant overlap into more comprehensive categories. Within this collaboration, we determined that the subsequent step of the data analysis phase would be to engage in simultaneous data coding.

3. RESULTS AND DISCUSSIONS

This study aims to answer research questions: 1. What are the parents' prevailing experiences as facilitators in the modular learning modality; 2. What are the parents' scaffolding strategies in the conduct of the modular learning modality?

3.1 Parents' Experiences in Modular Learning Modality

The feelings of parents towards remote learning are mixed. Some parents feel more connected to their child's schoolwork while others see this as an additional burden (Selwyn et al., 2011). Challenges arise and impact parental involvement in the learning process. In this research, parents encountered several experiences in the teaching-learning process, together with their children, in the modular learning modality. There are nine (8) themes drawn with regards to the experiences encountered based on the responses of the participants of this study.

Theme 1. Insufficient Time

There are two identified struggles which explain why 15 of the participants consider themselves grappling with this responsibility. First, participants are inactively engaged in their students' learning yet actively engaged in their daily chores and jobs. Considerable numbers of participants revealed difficulty with modular set-up because of their careers and household chores. One participant revealed that she had to make work for a living and will think about what food to bring to their table, making it hard for her to help her child, and to quote, she said, "*The same when I am busy because I have chores to attend, I will also think about our food for the next meal, I really have to set time [to teach my child], it's very hard.*" According to Garrad and Permuzic (2016), actively engaged workers might often become so engrossed in their work that they lose sight of other vital aspects of their lives. When parents are more focused on other noteworthy tasks to attend to, they have the tendency to escape the responsibility of guiding their children, more so like, letting their chil-

dren do school related tasks on their own.

Moreover, this specific struggle will eventually lead to the second reason why participants are challenged by time. The more these parents hustle through their work, the more that they cannot manage their time wisely. This struggle dealt with more personal skills and accountability. Managing time is knowing what to prioritize, what to do first, the sequence of the activities you want to finish to achieve the goal you are aiming for. One participant responded, *"No time 23 management. We will only answer [the module] time before the deadline."* This common behavior of jam-packing responsibilities is considered as the very reason why the participants cannot manage their time appropriately and effectively.

Theme 2: Emotional Stress

Worry, fear, anger, grief, and other varieties of emotions are all common emotional reactions that are part of life. However, if the stress that underpins these emotions is interfering with your capacity to do the things you want or need to do, then it is unhealthy (Cleveland Clinic, 2022). Thirteen (13) Participants of this study revealed that the common cause of emotional stress is the behavior of the students while answering their modules; most learners will never take the answering seriously, some never listen, some are more focused on video games and such. Quoting the encounter of one participant saying, *"I get stressed. I already scolded him but I still need to put more effort to force him to listen to me [while discussing]."*

One participant also confessed that when her child cannot understand easily, it causes her to burst out which may lead to spanking (*"my child can't understand, so my blood pressure would rise to the extent of spanking her [the child]"*). This explains how emotional stress can drive irritation and loss of temper. To simplify, irritation and loss of temper are the by-products of stress. Which, unfortunately, does not define the objectives of "assistance" that the parents are responsible for this kind of learning set-up. It somewhat creates a "stress process"; the learner did an unwanted behavior, the parent got irritated and resulted in loss of temper, and the learner paid the price or got punished [through spanking, say for example].

Moreover, effects of emotional stress may become physical since mostly, if not all, declare that they become exhausted or tired and unmotivated. Going back to the definition of the Cleveland Clinic "if the stress that underpins these emotions is interfering with your capacity to do the things... then it is unhealthy."

Theme 3: Non-Positive Learner Motivation

The biological, emotional, social, and cognitive variables that trigger behavior are part of the motivation. The term "motivation" is widely used in ordinary speech to express why someone does something. It is the force that propels human behavior (Cherry, 2020).

The results revealed that learners show no sign of making an effort to take his/her part, as a learner, seriously. According to one respondent, *"I know he understands it, but sometimes he acts like not because he's waiting for me to hurt him."* This behavior can be explained through the natural state of children, especially in primary learning. Looking at Eriksons' Psychosocial Theory Stages 3 and 4; children assert control over their environment, they are directed in playing and development in social instructions, thus showing no regards to their studies especially while at home where their friends, cell phones or computers are just somewhere around the corner. In short, they are 26 distracted. According to one participant, *"My child won't write" and loses focus because they are always playing... [referring to outdoor games with peers]"* and another participant said, *"a lot of distractions... because they are always using phones... and computers."*

Distractions in studying can lead to poor understanding of the

concepts students are learning. Numerous studies have generated substantial evidence that distracted learning has quite a detrimental effect on learning. According to the idea adapted from Paul (2013), negative outcomes will result from students multitasking or being distracted while learning.

Theme 4: Lack of Parents' Content Knowledge and Pedagogy

Some of the parents' responses revealed that not all of them can teach their child because of poor understanding and knowledge about the content of the learning modules. According to Hoover-Dempsey et al (2005), there are factors that influence a parent's ability to actively contribute to a child's education and one of these factors is the self-efficacy and confidence derived by the parent.

Poor understanding of the lesson is one of the challenges that the parents have experienced. They described that some of the words and sentences were difficult and took them hard time to understand. One of the participants said *"The module is very difficult to understand, especially my experience in the subject MAPEH in their lesson about notes. I often called Angel, my eldest daughter, early in the morning, asking for her help in answering the module. It's hard."* (*"Katung sa mapeh kanang mga nota-nota kay mura jud kog gilantan ana. Nanawag jud kong Angel kaalawang dako kay nangitana unsaon pag answer ning nota. Lisud ang module"*). This shows that even parents still need the help of other people. There may be parents who can rely on the internet to research the things that they found difficult to understand and eventually got the idea of a certain topic, but others are not exposed to such privileges.

Since some of the students are in grades 1-3, MTB-MLE is one of their subjects. Some of the parents encountered several challenges in modular learning modality specifically in dealing with MTB-MLE. The participants mentioned their confusion of words and sentences in the module when it comes to Cebuano language. They struggle to teach their child because of the unfamiliarity of the language used. *"Lisud jud sya, dili jud siya sayon especially kanang sa MTB kanang mother-tongue. Lisud ang bisaya nga math diraa jud mi mag struggle kay lalom kaayo"* (It's very difficult, the module is not easy, especially the MTB-MLE. It is very hard to understand Mathematics using the mother tongue language. It is a struggle because of 28 difficult terms used in the module), said one of the participants. Even teachers struggled in teaching MTB-MLE. Given that there are subjects that are originally taught using the English language, switching to the mother tongue is hard. There are terms that are difficult to translate or do not have the exact translation to the mother tongue. This leads to parents getting confused about the meaning of some particular words being utilized in MTB-MLE.

Moreover, parental involvement will always matter, especially with this new mode of learning. However, not all parents are given the chance to get or finish education. They are present but yet overlooked as insignificant because of their lack of education, making it hard for them to deal with their children's academics. According to one participant, *"Ako kay dili man ko ka-answer ana gud kay kuan... wa koy grado kay wa ko [kaskwela] grade one. Di ko kabalu musulat, iya rang papa... Dili ang uban (maansweran) kay di man kasabot ilang papa"*. (I can't answer all of the activities in the module because I didn't finish my education. I don't know how to write, so my husband will take over to answer... Some of the modules don't have answers because we both don't know how to answer the activities). This unfortunate situation depicts the extent of the struggle of some parents who are deprived of such an education. When parents cannot take the responsibility as home supervisors during this current set-up of education who will do it for their children? How will their children learn?

Theme 5: Over Dependence of the Learner

The responses from this study revealed that heavy reliance on the

parents and other guardians can limit the child's involvement in the learning modules. Being overly dependent on the parents can make the child more irresponsible and not disciplined in their modular activities.

One particular situation to prove over-dependence, some parents answer the module all by her/himself even if it is not allowed or discouraged. Others can't deny the fact that they sometimes do it for numerous reasons. Also, the learner will not answer unless he/she is being forced by the parent and that there is a struggle to convince the child to be responsible with their schoolwork.

There are participants who admittedly stated that they experienced doing it. One respondent truthfully said, "*ang akong anak... walay nakat-unan kay ako raman mag-answer*" (my child... understands nothing because I am the one answering [his module]). One of the reasons why they chose to work on the modules of their children alone is because they are tired of convincing their children to work on it. They are also afraid that their children will get a very low grade or worse will be dropped just because they did not work on their modules.

Other learners are not excessively dependent and answer their modules with the assistance of their parents yet wait for their parents/guardian to tell them to answer or to do the activities assigned to them. One parent said, "*Kung dili nako siya tabangan dili pod siya mubuhay, kailangan nako siya iguide kay kung pasagdaan nako walay module nga mahitabo kay musugot ra g'yud siya bahalag dili siya makabuhay*". She said that her child will not do anything unless she guides him/her [the child]. One of the participants also said that her child depends on her sibling, aside from her parent/mother in answering the learning module. One of the participants said that her child uses the ready-made answers that can be found online "*ma-lesseran ilang analysis kay ga sige rag rely sa answer sa google*". ("Their analysis will be lessened since the child always depends on the answers, they find in google"). Some students are too dependent on the internet in this modular learning.

Theme 6: Curriculum Concerns

A study conducted by Dangle et al. (2020) about "The Implementation of Modular Distance Learning in the Philippine Secondary Schools" revealed that students are having a hard time accomplishing their modules within a week which relates to the experience of one participant of this study saying "There are a lot of modules [being distributed], the learner cannot finish it through the given time..." ("*Daghan kaayog module uy dili mana maapas sa bata ng daghan kaayo uy niya lahi ra baya jud ang mama og maestra may untag maestra ta*"). Additionally, at least two participants also pointed out the issues encountered with regards to the clarity of the distributed modules. There might be problems encountered during the printing process making some parts of the modules unreadable or unclear. That is why, the same study of Dangle and Sumaang (2020) suggested that the distributed module should be "reevaluated" and the teacher should also make sure that "all the printed pictures in the module should be clear".

Another experience of a participant revealed that the availability of key answers on the distributed modules is becoming more likely as a struggle. The participant addressed that the learner will just answer the activities directly just by looking at the key answers present in the SLM. In this matter, the learner's dependence to the key answers will cause him/her to never study and understand the lessons thoroughly. To be precise, it is a form of cheating. The presence of key 32 answers provides chances for the learners to skip studying and just copy the answers for the given activities found in the learning modules.

Theme 7: Health/Physical Concerns

Health concerns are related to all issues of the parents/guardian that are participants of this study with regards to their physical well-

being either internal or external. In a study conducted by Agaton et al. (2021) about Parents' Lived Experiences on Distance Learning During the COVID-19 Pandemic, the result shows that parents and learners "grapple with personal difficulties including ... health problems".

At least two participants of this study had just given birth. These parents are still not in good body condition due to the birthing/labor they have experienced. In addition, one participant had a problem with her eyesight due to her still occurring diabetes and one participant is undergoing a dialysis. Although this mode of learning necessitates the parents to take actions being the learning supervisor in this current set-up, however because of the emergence of these health/physical issues, their level of involvement in their children's learning is limited.

Theme 8: Outliers

The final theme, Outliers, is defined as a response not captured by other themes, but noteworthy enough to code. There are four participant responses included in the Outlier theme, two of them have seen the positive effect of this modular learning modality and the other two have seen the risks taken by both parents and teachers in retrieving and distributing the modules respectively.

As mentioned by Agaton and Cueto (2021), some participants of their study commended the strategic plan of the government to "pursue learning at home by utilizing alternative learning delivery modalities during the lockdown and beyond" and it provided them enough time to bond with their family and, moreover, their children's safety are guaranteed.

Three (3) participants of this study tried to look at the brighter side of modular learning modality, especially that they can ensure the safety of their children, and they can also have the abundance of time to spend with them.

Participant1: *Since we are at home, especially during this pandemic, the children are not exposed outside, they are safe and we can bond with them.*

Participant3: *It is fine [referring to modular learning] because they [children] are safer.*

Participant12: *We should not force them [children] to go out because there is COVID, we do not know if they will be infected, so modular is fine since they can still learn through this.*

According to Ahmed, Buhji and Fardan (2020) in their journal entitled "Emphasizing the Future Family Role in 'Care Economy' as a Result of Covid-19 34 Pandemic Spillovers," the participants of their study discussed the possibility for family bonding during the Enhanced Community Quarantine (ECQ) and Modified Enhanced Community Quarantine (MECQ) lockdowns. Accordingly, COVID-19 enhanced family bonds throughout the period of social isolation or lockdown by assisting in household chores, participating in collective hobbies with family members, and understanding the value of extended family in upholding societal customs.

One participant of this study shared and relived how she got into an accident while trying to pass the learning module of her child on a rainy day. She considered it as the most unforgettable experience and a great challenge being a parent in the modular mode of learning during this time of the pandemic.

Participant15: *There is this one time that the rain is pouring very hard, but I really have to pass the modules. Because the*

rain is really strong, the road is too slippery... I got into an accident while riding a motorcycle.

All nine (9) themes were identified as a result of data analysis that paint the picture of the stressors, challenges, experiences and concerns of parents for their children and themselves while in the middle of the modular learning modality.

3.2 Parents' Scaffolding Strategies in Modular Learning Modality

As discussed in the theoretical framework, Vygostky's Scaffolding theory stated that students work in collaboration with a skilled instructor or more knowledgeable individuals like parents or peers who can help students and maintain that learning occurs through purposeful, meaningful interactions. Scaffolding is a method in which students are provided with assistance and support that allows students to build confidence, help motivate the students to succeed, and also other referred instructional techniques used to move students progressively toward stronger understanding of a concept or subject.

In this research study, the parents developed their scaffolding strategies as their way of handling and coping-up what they have experienced in the teaching learning process, together with their children, in the modular learning modality. There are ten (10) themes of scaffolding strategies derived from the responses of the participants of this study.

Theme 1: Rewards

This theme was derived from the responses of the participants because of the fact that extending a reward to the child helps to promote positive and appropriate behavior. They will show interest and raise their participation in everyday tasks, responsibilities and learning. This relates to the theory of Skinner about operant conditioning that led to the widespread use of rewards. Basically stated, operant conditioning means that if a reinforcer is delivered after a certain behavior, then the behavior will be strengthened. Rewards can undermine intrinsic interest in an activity, and even deter a person from returning to an activity later on (Festinger and Carlsmith, 1959; Lepper, Greene, and Nisbett, 1973).

This confirms that the parents want to strengthen the child's behavior by using this strategy especially to actively participate in doing their modular activities. One participant commented, "*Usahay uwatun nalang pod nako nga hatagan nako siyag makaon, ingun ana bisag unsa nalang nga pamuyok buhaton. Kinahanglan jud na sya naay reward kay maningil man dayun. Muingun na siyag bakakan wala man lagi*" (Sometimes I will trick him by giving him food, things like that, I have to make all kinds of tricks. It is very important to prepare rewards because he will definitely ask after, and if there is nothing you can give, he would say "you're just fooling me, mom.") Through this, their child will somehow do all their activities in the module before submitting.

Seven (7) participants are using food as a reward for the student to feel motivated in answering the modules. Some of the statements are shown below.

Participant10: "*Palitag pan, biscuit ayha mu answer*". (I will buy bread [or] biscuits before he will answer.)

Participant17: "*Tagaag ice cream usahay kanang makasulat sya.*" ([I] will give him ice cream so he will start writing.)

Participant19: "... usahay pagkaon palitan". (...sometimes we'll buy him food.)

Three (3) parents usually give money just to encourage the child in doing homework activities. One of the statements was, "*Usahay suhulan (kwarta) nako na siya kay para lagi pugsog answer kay kinsa man gung ginikananang dili gusto iyang anak dili muantigo gusto jud ka muantigo.*" (Sometimes I will give him money just so he will answer [his modules], no parents would want their children to not learn, of course

you want them to learn.)

Some of the participants also allowed their children to play after answering the modules. It is a sort of condition between the parent and the child that unless the modules are answered he/she cannot play. This also gives the child a sense of responsibility and setting his/her priorities. "*Naay time para sa dula pero pag module kay module kay ngano the rest of the time siya raman gihapon mag benefit ba kaysa magplay ka 38 niya ayha ana*". (There is always time for play/games, but if it's time to answer the module then she will do it because at the end of the day it is only her that can benefit from it.)

In this study, rewards that happen right before and after a child's behavior are the response of the parents to help get the child to do more of the things they want their children to do, especially in terms of academic matters. They will develop a sense of responsibility in accomplishing the tasks provided in the module when incentives are present. This strategy is one way to reduce one of the themes under Parents' Experiences, that is, unmotivated learner behavior. Participants motivate the unmotivated learners through rewards mentioned above.

Theme 2: Use of technology and/or search engines

Technology fosters distance learning because they offer new solutions, add flexibility to integrate student interaction and evoke real-life collaboration opportunities. According to Poushter (2016), the use of computers, mobile devices, and the Internet is at its highest level to date and expected to continue to increase as technology becomes more accessible. In addition, there is a growing number of people who are smartphone dependent, relying solely on smartphones for Internet access (Anderson & Horrigan, 2016). In the findings of Jin and Sabio (2018), the use of mobile devices has the potential to be used and adapted for learning.

In the survey conducted, using technology or search engines is one important tool in assisting students. One of the reasons that some of the participants used this as a strategy is because few of them don't have enough knowledge towards their children's module. The parents believed that this would somehow solve their problems and increase their knowledge so that they can fully help the child, reduce doubts in their answers, clarify things and fulfill curiosity about similar or other contents in the module. Statements of the participants are shown below.

Participant1: "*Nagagamit pod kog selpon kay dili bya jud nimo makuan specially kanang mga lisud lisud bitaw kanang filipino kanang mga patinig, diptonggo mao tu magpalaban nalang tag selpon kay kung mag selpon aw tuara naa nahatagan na ko og guide.*" (I am using cellphone since there are some [that I cannot understand] especially those that are hard like Filipino lessons like vowels (patinig), diphthongs (diptonggo), so what I will always do is to depend on the use of cellphone since it can give me guide.)

Participant 4: "*Magsearch sa google. Palaban sa internet*" ([I] will search on Google. [I will] depend on the internet.)

Participant6: "*Kung dili pod ko kasabot mu direct jud ko sa internet, sa google dayun usahay dili pod kaayo ko makakuan sa google.*" (If I cannot understand, I will go directly to the internet, use Google, although sometimes it is not supplemental.)

One (1) participant also used an e-dictionary as a tool in assisting their child's module. They browse difficult words to find its meaning so that they can understand and will lessen their

confusion in the contents of the modules. *“Isearch ra nako sa google usahay tan-awun sa dictionary.”* (I will search on Google sometimes and look [some difficult words] in the dictionary.)

Theme 3: Acknowledge Assistance from Others

This theme confirms Lev Vygotsky’s sociocultural theory that social interaction plays a fundamental role in the development of cognition. According to Rieber and Robinson (2004) human beings are surrounded by family members. Social relationships such as attachment to other family members such as siblings, relatives, caregivers and collaborative learning between peers directly or indirectly influencing children’s learning and motivation to learn.

In this study, this is used to refer to other people who assist and help the child in their learning modules aside from the parents. This theme’s derived result of the survey includes the assistance of the child’s siblings, the participant’s spouse and relatives due to the circumstances like having difficulties in the content and lesson in the module. Seeking help is one of the solutions they thought of as an easy way in assisting their child’s learning process towards modular learning modality.

One participant said, *“Kung naay mga laglom nga bisaya usahay sakong bana ko mangutana kay akong bana maayo man ana, siya moy mukuan unsa na”* (If there are difficult Bisaya terms I will ask my husband since he’s more knowledgeable in the language). Participant13 also added, *“Usahay patudluan nako siya sa akong pag-umangkon”* (Sometimes, I will let my niece teach her.). This strategy is driven by the participants’ experiences in modular learning modality because some of the parents are busy and don’t have enough time to cater all the needs and responsibilities of the child towards their module. Some are not also familiar with the content that’s why they seek help from other people.

This study explains that the support from other people is one of the chances and opportunities that enable the participants to minimize the tasks given, especially in terms of unlocking the difficulties and challenges encountered in dealing with the activities present at the learning modules.

Theme 4: Punishment

A study led by researchers from the University’s School of Psychology, published recently in the Journal of Neuroscience, has shown that punishment can act as a performance enhancer in a similar way to monetary reward. Another theory about reformation views punishment as the only possible way to reform or recreate an individual. It assumes that punishment has corrective effects to learning (Tarimo, 2006). Likewise, the theory assumes that there will be a suppression of bad behavior following the administration of punishment, as the punished person will not pretend to repeat misbehaving.

The result in the study showed that this strategy is being developed based on what the participants experienced in the modular mode of learning. They used punishment like scolding, scaring with a whip and slightly beating the child for them to be able to control the behavior specifically during answering their activities. They considered it necessary for children’s upbringing, to facilitate learning and to instill discipline, especially as there are many distractions, considering the parents’ experiences, in the new learning environment. One participant mentioned that they need to scold their child for them to listen and take them away from distractions. *“Ginakasab-an, niya kailangan pa ka mag-strong kay dili jud siya maminaw, pugsunon kayo”* (I will scold him, I really have to act that I am angry because he will really not listen, you really have to force him.).

Two (2) of the participants prepared a whip and the other two (2) participants lightly beat their child. Statements are shown below.

Participant7: *“Usahay andaman najud nakog tukog para muawat lang jud pero usahay musurrender nalng jud ko kay daghan pod baya kog trabahuun, ako nalay muanswer kung dili iyang mga kuya”* (Sometimes I will prepare a stick so I can control him but most of the time I will just surrender because I still have a lot of things to do, I chose to answer it on my own and sometimes her older brothers.)

Participant15: *“Bunalan og dili siya, mag away ming duha. Naunsa naman ning bataa ni. Ako naman nuon ga-eskwela ani. Muana siya kapoy kayg sulat oy. Answeri lang gud na dira.”* (If he doesn’t want to answer, I’ll whip him. What happened to this child? Seems like I am a student. He will say he’s exhausted writing already and will just tell me to answer it on my own.)

Punishing the learners for the reason that they need to do their modular tasks may sound rude and insignificant, yet this is considered by the participants as a disciplinary tool to weaken responses such as indolence, insincere attempts and getting distracted. One of the parents’ experiences revealed that the learners were engaged with many distractions at home and that they cannot give their full attention to their academic. This serves as a catalyst to somehow discipline the child and lower the chances of their unwanted behavior

Theme 5: Time Management

Individuals have distinct time perceptions and talents for recognizing oneself in time. Time management is a set of behaviors aimed at making the most efficient use of time while completing specific tasks. According to Pettit (2020), work-life balance and happiness improve when individuals manage their time efficiently. Good time management also decreases stress and makes it simpler to attain objectives. Time management is essential for better prioritization and increased output. Good time management also encourages individuals to be more deliberate about how to spend their time.

In this study, while many parents struggle to organize and balance their responsibilities especially now that they become learning supervisors of their children, others found ways to deliberately work as effective home assistants in the new mode of learning. They have created specific time management strategies that enable them to finish the given set of SLMs weekly. Three (3) participants considered the regular class hours as the daily schedule for answering the module in the current set-up of learning. This means that the learners are expected to work with their modules following the regular schedule during face-to-face classes. This strategy allows the parents and the learners as well to not feel overwhelmed with the number of modules that need to be answered since there is already allocated time daily for each subject. *“She will answer her modules everyday like she does in school. She’ll start in the morning and will resume in the afternoon by 1:00 PM. Since it will be passed by Friday, she’s completely done and will just staple her modules [ready to pass].”*

However, three (3) parents also do cram as a strategy to cope with answering and completing the requirements given in the learning modules probably due to the aforementioned challenges they have experienced. Although cramming is defined as the practice of intensive working to absorb big amounts of information in a short amount of time, the researchers considered it to fall into this theme since the struggles of these parents as learning assistants cannot be invalidated, the important thing is they have managed to set time to

work on their responsibility for their children's education. As an example, one parent said that they will just answer the modules only when the deadline is near. "I do not have the resistance [to assist] anymore especially that it is already late at night [from work] and I need to wake up early in the morning, so I am taking the deadline for granted since it is still far, and when the due is near we're already in a rush to finish everything."

The results showed different strategies on how to manage their time, but with the assured convenience. Some parents who use the regular basis in answering the modules saw it as a helpful strategy to improve discipline, productivity and efficiency in getting the tasks done. As much as possible, this will help to avoid not feeling the pressure of running out of time on anything they do, getting more things done in less time, or even while under time constraints. This theme provides ideas for participants who fall under the Parents' Experiences.

Theme 6: Reviewing

In this study, reviewing does not mean to emphasize checking for understanding or to set-up instructional decisions after the learning process, but rather it is the action of parents cautiously checking out their children's output before submission to ensure that there are not any missed parts or poorly answered or performed tasks. To assure that the answers and activities in the learning modules are thoroughly arranged and mastered, four (4) participants reviewed their children's learning modules before passing it during the date of submission.

As an example, one (1) participant noted that she will let her child arrange the modules first and then she will check or review it after. "She is already preparing every learning module and then after I will check it to see if there are still missing tasks." This theme points out the importance of parental involvement in the current set-up of learning. It is a significant factor when learners can see their parents making the effort to review their works. This means that the learners acknowledge the authority of their parents over them, they entrust them to do an evaluation before the actual passing.

Theme 7: Need for Teacher's Assistance

A study conducted by Garbe et al. (2020) noted the importance of teacher-parent communication. In their study they found out that during the fresh start of remote learning because of the pandemic, several participants of their study articulated their need for teacher's assistance for reasons like "unclear expectations", "guidance for using online resources", "clarification on procedures", among others. Teachers felt pressure to keep students learning at the same pace as before, yet they knew that they could not teach or assess in the same way. That's why parents as home facilitators and the teachers are partners in this kind of learning.

However, based on the parents' experiences, they do not usually understand everything written in their children's learning modules. This conforms to the result that four (4) participants of this study ensured that they have their adviser's phone number, or they know his/her Facebook and messenger just so they can call him/her in moments of confusion or clarifications while trying to answer the given learning modules. In this regard, they can be able to continue the tasks without hesitance or doubts if they are doing or understanding the instructions right or wrong. Some of the statements are shown below.

Participant12: "If there is something we cannot understand, we will ask her teacher."

Participant6: "There are times where there are missing pages [in the distributed module], we are having a hard time so we will reach out to the teacher."

Participant3: "We will call his teacher saying 'Teacher, the module is not clear'."

Some parents may struggle, and teachers have to be prepared with alternative plans to help them find success. When parents encounter difficulties in the students' modules, a teacher must find time and offer their availability to help and guide the parents together with their students to achieve academic success in the new learning environment. An intervention by a teacher, even temporarily, can help the parents in assisting the child in the learning process.

According to one of the Parents' Experiences mentioned above, there are a significant number of errors and confusions about the learning module, that's why this strategy is very much noteworthy. This reveals that parents are not alone in this educational set-up; they have the teachers all along with them to achieve the competencies needed for the learners to develop.

Theme 8: Use of Instructional Materials

Teachers utilize different instructional materials to motivate learning. The appropriateness, availability, and effective utilization of the available materials all play a role in the effectiveness of skill and knowledge development in an instructional setting (Oden, 2012). For some of the parents, instructional materials are essential materials in scaffolding the teaching-learning process. Examples of instructional materials include books, charts, multimedias, films, etc. With its importance, other parents use it as a help in teaching and assisting their children.

Two (2) of the responses featured the use of instructional materials as one of their strategies in scaffolding. "Ako unang tun-an ang lesson gamit ilang mga libro nga giprovide sa eskwelahan" (I will study her lessons using the books provided by the school.); "...usa sab sa pamaagi kay ipakita namo ang picture sa bata kung unsa kini." (... one way to do also is to let the child look at the picture about what it is.) Instructional materials are essential tools in learning. It is not just the schools that could offer materials like books but at home, we could also provide other instructional materials that could help the children enhance their knowledge and understanding of the lesson. Examples are flashcards that can provide pictures that would help deepen and interpret the concept of a particular topic and borrow books to get more information and sources. This describes not just the way to back on being traditional but also being innovative that helped them derive the strategy.

Theme 9: Tutoring

The goal of a tutor is to help the learners help themselves, or to aid or guide them to the point where they can learn independently and no longer require the assistance of a tutor (White et al, 2023). In this study, the researchers use this term to define a paid adult professional/non-professional (aise from the parent/guardian) who is able to assist the child's learning. With the modular learning modality, parents hiring a tutor for their children is the same as looking for someone who can replace them in assisting and teaching their children. In fact, because of this learning modality, other parents were

forced to hire a tutor.

During the data gathering, three (3) responses are listed under this theme. Some of the statements are shown below.

Participant18: “*Karun, nagmodyul naman so ang iyahang mga modyul iya nalang dal-on sa iyang tutor. Sa iyang tutor, aside sa mag-answer sila sa modyul, magdiscuss pod sila ba... Dili pod tanan ginaperfect jud siya ba, naa poy mga sayop kay kanang murag makuan pod siya ba kini dili ni mao, ana.*” (Now that it is modular, he will just take his modules to his tutor. With the tutor, aside from answering the modules, they will also discuss... They will not answer it perfectly, there are mistakes so he will learn to reconsider.)

Participant21: “*Wala man ko gatudlo niya. Naay tutor... wala may mutudlo niya. Naa man ko permi diri (sa junkshop). Siya (ang tutor) raman pod ang mukuha og muhatod sa modyul. Sa meeting, siya ra pod ang muadto.*” (I never teach him. There’s a tutor... nobody can teach her at home since I am always here in our junk shop. The tutor is also responsible to retrieve and pass the modules. During meetings, she’s also the one who will attend.)

Participant5: “*Katung naa pa si Vita siya jud to ginabayran namo kay naa jud sya pero si Owie jud nagasulat.*” (When Vita is still here, we will pay her to teach Owie but Owie will write everything down all by himself.)

Tutoring is a strategy derived by the participants of this study, based on their given responses, because they think it scaffolds them in improving their child’s academic performance, especially if they do not have the abundance of time to spend guiding their children with answering the modules. Another person who is an expert of the subject matter will substitute and help the parents in teaching their children. This strategy is very beneficial for those parents who have more priorities and are busy working with their jobs or chores.

Theme 10: Outliers

Outliers is defined as a response not captured by other themes, but yet noteworthy enough to code. There are six participant responses included in the Outlier theme and four subthemes: Learner is Independent, Calm Approach, Translating in Bisaya and Note-taking.

One of the themes not specified by the other is the observance of independent learning. Independent learning is a strategy or learning process in which students take ownership and responsibility over their own learning. The independent learner can set goals, make choices, and make decisions about how to meet his learning needs, take responsibility for constructing and carrying out his own learning, track his progress toward his learning objectives, and self-assess the learning outcomes (Livingston, 2020).

For parents who have independent learners, they found it easy to manage the modular modality of learning because their children can work on their own and do not necessarily need their full attention during answering, however, still at some point seek their guidance. Two (2) responses are listed that show this sub-theme.

Participant5: “*Independent si Owie. siya lang jud.*” (Owie is independent, he will just answer his modules all on his own.)

Participant11: “*Siya ramay mag answer anang iyang module.*” (He will just answer his modules all by himself.) (P11)

Calm approach is also seen as one of the strategies that can scaffold a child in dealing with academic activities.

Keeping calm solves most of the problems at times, especially with their current environment. It allows you to discuss things rather than fights. If you take things calmly, then it helps you to think properly and finish something successfully. According to Diana Lang (2012), calm can be a method as a technique for parents to communicate with their children. In this modular learning modality, parents and learners’ communication is very important. Other learners may be distracted with the other things (e.g playing video games) which will lead them to not attending their modules. Parents cannot just pull their children and force them to study. Calm approach is the best way for the parents to get the attention of their children.

The outlier involves the appropriate approach of the parent when it comes to handling learners especially during the answering process. Two (2) participants considered the importance of not straining the learner to accomplish something but allow him/her to do as he/she pleases.

Participant16: “*Di nalang nako sya pugson (mag answer sa module). Ako nalang cya pasagdahan sa. Kay kung pugson nako, masuko sya, wala na mi mahimo.*” (I will never force him [to answer]... Because if I force him, he’ll get mad. Then I can do nothing about it.)

Participant25: “*tudluan siya ... sa pamamagitan ng paghinay ug estorya.*” (I will teach him... through talking to him calmly.)

Translating the learning modules in mother-tongue is one of the aforementioned responses done by the participants of this study. As discussed in the challenges above, one of the usual struggles is the difficulty in dealing with the content of the modules. Parents considered the process of translating the contents in Bisaya language so that the learners can understand easily whatever lessons they need to know and what performances they need to do or accomplish. One (1) response showed the importance of the mother-tongue in the modular learning process. She found it easy to explain the terms/lessons when translated to Bisaya. She said, “*... ang 53 akong gibuhat... kay ipasabot og ayo pinaagi sa pag-Bisaya kay para makasabot.*” (... what I will do... is to help him understand through translating it in Bisaya.)

Another observed theme not captured by the other is taking down notes. Although note-taking is commonly done during face-to-face classes, one (1) response showed how the parent advised his/her learner to note down important words, statements or lessons. She said, “*...ako sila gitudloan sa pag-take note sa mga importanting words or statements na angay nila itake-note.*” (I taught her to take down notes of the important words or statements that are important to be written down).

These ten (10) strategies supplied distinct effects on the manner of assistance these participating parents vested to their children’s education. This explains why it is important to employ strategies to overcome the experiences encountered in the modular learning modality. Strategies scaled the importance of education that even during the occurrence of a global pandemic the parents are more than willing to support their children in achieving their aspirations and are committed to supply their efforts being the teachers’ partner in this new mode of learning.

4 CONCLUSIONS

Home learning has emerged as a substitute to the conventional schooling methods which should be made effective to provide essential learning skills to children at home. Parental involvement has been the key factor for children's academic outcomes with regards to the current situation in education. Since education is no longer set in school, parents need to take the responsibility in supporting their child's learning. They have faced unfamiliar and distinct experiences and challenges while assisting their children and how they handle the situation through designing scaffolding strategies set a different way towards the attainment of quality education even through the modular learning modality during the occurrence of the pandemic. The purpose of this study is to determine the impact of the parents' experiences in assisting the child or as learning facilitators and derived scaffolding strategies throughout the modular learning modality in Barangay Poblacion, Kolambugan, Lanao del Norte, SY 2020-2021. Specifically, this study sought to answer the following research questions: 1. *What are the parents' prevailing challenges/experiences in modular learning modality?* 2. *What are the derived scaffolding strategies throughout the conduct of the modular learning modality as perceived by the respondents?* The findings of the study were anchored to the proposed model of Hoover-Dempsey & Sandler (1995) about the primary mechanisms of parental involvement: modeling, reinforcement, and direct instruction. The theory predicts that children whose parents are involved in their education will be more likely to develop a strong, positive sense of efficacy for successfully achieving school-related tasks than with children whose parents are not involved. However, parents during the modular learning modality take on new and unfamiliar roles and responsibilities as their children

participate in this new learning environment while experiencing increasing instructional responsibility for their child's learning.

Results showed the following nine themes in accordance with the research question "What are the parents' prevailing challenges/experiences in modular learning modality?". Parents' Experiences as learning facilitators include; Time Insufficiency, Emotional Stress, Non-Positive Learner Motivation, Lack of Parents' Content Knowledge and Pedagogy, Over Dependence of the Learner, Distractions, Curriculum Concerns, Health and Physical Concerns, Outliers. In conclusion, modular learning modality caused some new and difficult experiences to parents considering their inclination towards their children's teaching-learning process at home even though they have supported this new kind of learning modality. Furthermore, the findings of this study with regards to the research question "What are the parents' scaffolding strategies throughout the conduct of the modular learning modality as perceived by the respondents?" resulted in ten (10) derived themes. The result is mediated on the theory of Lev Vygotsky about scaffolding 56 which states that students work in collaboration with a skilled instructor or more knowledgeable individuals like the parents or peers who can help students since education is home-based due to the pandemic. This concludes that parents need to be equipped with effective strategies to cope with their experiences as learning facilitators and help their children to be academically successful even if it is in the modular learning modality. To summarize, this paper revealed that, generally, parents handle their experiences and struggles as learning facilitators by employing scaffolding strategies to ensure the continuity of education of their children even through the modular learning modality during the COVID-19 pandemic. Thus, the research questions were answered and resolved.

5 RECOMMENDATIONS

The following are the recommendations for the school administrators, teachers, parents and guardians, and for the future researchers based on the analysis and interpretation of the data.

School Administrators

Moving forward with modular learning modality will require school administrators to understand the continuum of home lives. All concerns that parents are experiencing and will work to meet the needs of each family especially in their child's academic success in the new normal.

Teachers

Educators should continue to differentiate their practices for families; some of 57 which are experiencing significant struggles in their experiences towards the new learning environment.

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Parents and Guardians

There are lots of families that are struggling to make it through the day, and they need different types of support and resources just to continue the learning process of their children. This research will benefit other parents who are still struggling with their experiences in the modular learning modality through the derived scaffolding strategies from the respondents of the study.

Future Researchers

This is a fresh and new study that tackled the impact of parents' experiences and parents' derived scaffolding strategies in the modular learning modality. This study may serve as a source of information of their later study in line with the struggles and challenges as well as the solutions in assisting students' learning processes in the new normal.

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