

Undergraduate Parents as Learning Facilitators

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Abstract: *This exploratory sequential mixed-method aimed to determine the perspectives, adjustments, possible solutions to the challenges experienced, and the significant effect of being an undergraduate parent who served as the learning facilitator during the pandemic. Twelve undergraduate parents participated in interviews for the qualitative phase and fifty undergraduate parents participated in the survey for the quantitative phase of this research. The findings showed that five themes emerged in the qualitative phase which are the perspectives of undergraduate parents, views of parents on the effectiveness of distance learning, adjustments of undergraduate parents, problems encountered by undergraduate parents, and possible solutions in dealing with the problems of undergraduate parents. For the quantitative phase, the findings revealed that 72.00% of the key informants were female and there was a significant difference in the characteristics and attitudes of the population when grouped according to sex. In terms of age, the majority ranges from 26-30 years old but there was no significant difference in all the variables. The data showed that the key informants highly practiced the indicators on the perspectives, the effectiveness of distance learning had both acceptable and unacceptable interpretations in various indicators, the adjustments and challenges mostly true and the proposed solutions acceptable. This showed that the key informants agreed with the indicators provided by the researchers and the findings can also be adapted and used as a basis by future researchers to know and understand the experiences of undergraduate parents as learning facilitators during the COVID-19 pandemic.*

Keywords: Parental Involvement, Time Management, Learning Facilitators, Undergraduate Parents, Covid-19, Teaching, Responsibilities, Experiences, Adjustment

CHAPTER 1: THE PROBLEM AND ITS BACKGROUND

Introduction

Education is the most potent weapon in changing the world. As quoted by Nelson Mandela, education is the most significant factor in achieving fulfillment in one's life. The importance of education in life is vital, as education provides us with a better understanding of the world (Bhardwaj, 2016) and gives people the ability to express themselves and show their true potential for optimum use. The societal foundation ensures economic success, social affluence, and government stability. Education helps advance democracy by empowering individuals to engage in the government process and functions as a unifying factor by promoting social cohesiveness and nationalism.

However, the substantial surge in Coronavirus Disease (COVID-19) cases worldwide has posed a significant problem among major stakeholders, as it influences the respective roles of teachers and learners alike. Since the COVID-19 outbreak in December of 2019 in Wuhan, China, it has spread around the world like wildfire. (Wang et al., 2020) This global pandemic has resulted in a health and wellness catastrophe that has significantly influenced how we perceive the world and how we go about our daily lives. (Wu et al., 2020) The challenges and consequences every individual has faced in the pandemic's duration have varied depending on their roles as members of society. COVID-19 is still a significant event that no human has ever seen before, affecting everyone in the world

similarly. This global crisis has highlighted several inequities and ineptitudes in our educational systems. (Schleicher, 2020)

The pandemic's extensive prevalence has affected many people's lives worldwide, especially children's education. As stated by Viner et al. (2020), as the situation worsened, the global lockdown resulted in the temporary closing of many educational institutions during the COVID-19 pandemic to decelerate the spreading of the virus. Many students were at risk of falling behind in their education. At the same time, teachers and policymakers' curriculum developers had to figure out how to adapt to the unprecedented change that COVID-19 brought. The learning losses brought along by school closures had to be addressed immediately. Education provides essential learning for many children, and the lockdowns have deprived them of chances for growth and development. (Bhamani et al., 2020) According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), there were around one billion learners and sixty million educators from over 190 nations who must remain at home. On March 10, 2020, several schools in the Philippines were closed as the government placed the entire country under a community quarantine, commonly known as a "lockdown." (Ignacio, 2021). To address the needs of the children, Education Secretary Leonor Magtolis Briones officially opened the school year on October 6, 2020, signifying the formal start of the country's transition to distance learning to help students continue their education in a safe and secure environment. According to Parks et al. (2021), all educational institutions have transitioned to different learning modalities ranging from online to distance learning, with particular instructional modalities implemented to mitigate learning

losses. As a result, the massive unplanned shift from classroom learning into e-learning and distance learning in the new normal has changed the traditional teaching methods. (Khalil et al., 2020).

Amidst the inevitable disruption of classes caused by school closures and the Department of Education (DepEd) implementing the e-learning and distance learning modality for students, the pandemic has given the parents a new role to play in education. COVID-19 has paved the way for improvements in education by allowing parents to become more involved and supportive of their children's education. (Lu, 2020) Castro et al. (2015) suggested that parental involvement in education has dramatically influenced children's academic successes. Consequently, family is a crucial component as it directly impacts a child's growth, for it is the first educational setting the child is exposed to. Hence, families must provide a supportive home environment for their children. (Leander and Fabella, 2020) Parental involvement, whether direct or indirect, is a significant force that shapes children. Not only does it affect children's personalities and emotional capacities, but so does their intellectual ability, which usually translates to academic performance.

However, for as long as we have been accustomed, many parents have allowed the school to take over a large portion of their children's official education once they've started formal schooling. Some parents instinctively succumb to the notion that it is not their primary responsibility to be actively involved in their children's education; that it is their children's teacher's obligation to ensure their children's academic success (Leander and Fabella, 2020), which is why a lot of parents and even students alike were caught off guard by the abrupt transition of learning modalities. (Garbe et al., 2020) In the new normal, a new challenge confronted the parents with increased parental involvement by being both parents and teachers simultaneously. As much as this intervention has been feasible to address the need of the time, it has also created a complicated practice for undergraduate parents to simultaneously take responsibility for ensuring that their children's educational development continues seamlessly during COVID-19 while also managing how to make ends meet daily. The sudden shift from face-to-face to distance learning brought along issues in assisting their children while balancing their adult responsibilities.

In these trying times, many undergraduate parents struggle to know how to stimulate the learner's motivation, accessibility to resources, and learning outcomes. (Garbe et al., 2020) This study aims to determine the perspectives, adjustments, and possible solutions to the challenges experienced and the significant effect of being an undergraduate parent who serves as the learning facilitator during the pandemic. The reason that the researchers chose to conduct this research is that the findings of this study may benefit the parents in describing the situation from their perspective. At the same time, it may provide the teachers an insight into how to assist parents with difficulties teaching their children. It may also contribute to the policymakers and curriculum developers by delving deeper

into the experiences of the learner's undergraduate parents during the pandemic.

Statement of the Problem

The general aim of this study was to determine the perspectives, adjustments, and possible solutions to the challenges experienced and the significant effect of being an undergraduate parent who serves as the learning facilitator during the pandemic. Specifically, it sought to find the answers to the following questions:

1. What are the perspectives of the undergraduate parents as learning facilitators during the pandemic?
2. What are the circumstances and adjustments the undergraduate parents face as learning facilitators during the pandemic?
3. What are the possible solutions to the circumstances that these undergraduate parents are facing as learning facilitators?
4. Is there a significant difference in the perspective of undergraduate parents as learning facilitators when grouped according to:
 - 4.1 Sex
 - 4.2 Age
5. How can the perspectives of undergraduate parents as learning facilitators be described in terms of:
 - 5.1 Characteristics
 - 5.2 Attitudes
6. How do the undergraduate parents as learning facilitators describe their views on the effectiveness of distance learning in terms of?
 - 6.1 Effective
 - 6.2 Ineffective
7. What are the significant experiences of undergraduate parents as learning facilitators during the pandemic in terms of?
 - 7.1 Adjustments
 - 7.2 Challenges
 - 7.3 Proposed Solutions

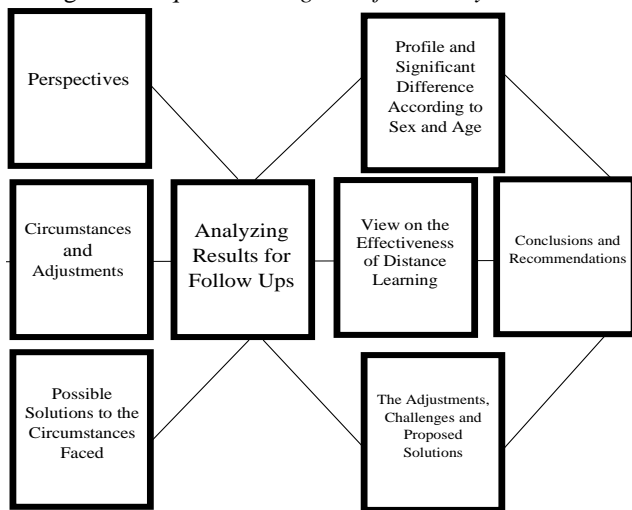
Assumptions

The researcher assumes that there are significant differences in the perspective of undergraduate parents as learning facilitators in accordance to the effectiveness of distance learning. Moreover, this study will be anchored on the concept that the key informants will be truthful in their responses to the interview and questionnaire upon which the data to be collected by the researchers are authentic and credible into the expected outcome thus providing a foundation of information for the study.

Conceptual Framework

Figure 1 presents a diagram representation of the study. It consists of eight (8) boxes. The study's qualitative phase is represented in the first three boxes by (1) perspectives of undergraduate parents as learning facilitators (2) circumstances and adjustments of undergraduate parents as learning facilitators and (3) possible solutions to the circumstances faced by the undergraduate parents as learning facilitators. The fourth box represents the sequential exploratory design which will have two phases. The first phase is done through interviews as the qualitative process while the second phase involves data gathering with the use of survey questionnaires, as a quantitative process. The data gathered from the first phase should be connected to the data collected from the second phase. The next three boxes contain the quantitative phase of the study which are the (5) profile and significant difference according to sex and age (6) view of undergraduate parents as learning facilitators on the effectiveness of distance learning and (7) the adjustments, challenges and proposed solutions of undergraduate parents as learning facilitators. The eighth box includes the conclusions and recommendations for the undergraduate parents' perspectives

Figure 1. *Sequential Diagram of the Study.*



Theoretical Framework

The study was anchored on the Scaffolding Theory by Jerome Bruner in 1976. The term 'scaffolding' originated from Wood, Bruner, and Ross, in 1976. Scaffolding was coined to represent the type of aid provided by a teacher to facilitate learning. In the course of structure, the teacher assists the learner in understanding a topic the student cannot independently comprehend. Children, as per the theory, require support and active aid from their teachers and parents as they get older to become self-directed learners. Scaffolding allows students to concentrate on obtaining the skills or knowledge they need to learn as they rely more on adults who are more knowledgeable and capable than themselves. (Wheeler, 2014) Scaffolding builds a bridge for children to use between what they know and do not. It is of utmost importance

as parents have significant roles to play as learning facilitators for their children in the new normal in education during this pandemic.

Definition of Terms

Community Quarantine. In their study, Tolbert et al. (2015) cited that community quarantine may be contentious and challenging to execute logistically since it consists of a significant number of individuals or communities who are prohibited from roaming within, though, or outside the confined sector to minimize the possibility of COVID-19 transmission between individuals in and outside the afflicted area.

Curriculum. This word comes from Latin, which originally meant "running" or "racing course." Throughout history, it came to signify 'a subject of study,' or more accurately, a lesson delivered by an academic institution.' (Schneiderhan et al., 2019)

Curriculum Development. In their book, Akker et al. (2010) discussed that the core level is often 'general,' but for the other groups, 'specific' methods are more appropriate. Furthermore, the curriculum development process can be either limited or vast. A relatively broad definition is often essential to comprehend problems of curriculum decision-making: typically, a decent and multiphase procedure with several stakeholders involved, in which intentions and necessities for modifying the curriculum are devised.

Curriculum Developer. These experts design elementary, middle, and high school instructional systems to increase student learning. They are professionally educated individuals who dedicate their careers to developing teaching resources that instructors use to assist learners. Some curriculum creators also participate in teacher training conferences to offer new learning standards and show versatile teaching techniques.

Democracy. Nwogu (2015) regarded democracy as a network in which citizens may decide which leader to vote for via a rigorous selection process. It conforms to a new vision as it emphasizes the aggregated interests of an individual of oppositional parties that they could vote for regularly.

Distance Learning. Stauffer (2020) stated that when referring to distant learning, the recommended terminology is distance education. It frequently describes the ability to deliver opportunities for learning for those who are remote.

Economic Success. Jones (2014) believed that economics could be interpreted rather extensively. It can be described as the structure that is utilized to allocate the resources (particularly natural assets and manual labor) between individuals and corporations through manufacturing and to exchange of products and services. It is an integrally embedded system that cannot be detached from civilization and essentially depends on the natural ecosystem.

Ineptitudes. This is a lack of ability, skill, or knowledge.

Intellectual Ability. Martin (2018) specified that it refers to the ability necessary to comprehend analytically, perceive links and resolve conflicts in dynamic and unpredictable

situations. Creative thinking skills and language literacy also influence a person's intellectual ability. Although experts disagree on a single conventional definition of academic ability, most concur that it must be defined as a high degree of conceptual thinking, cognitive skills, and the capacity to digest knowledge and solve problems.

Learning Facilitators. This type of instructor does not follow the standard teaching model but rather guides and assists pupils in learning for themselves. Education, organization, and supervision are the responsibility of Learning Facilitators. They are expected to demonstrate the life skills that will benefit students by building on the learners' existing knowledge.

Learning Loss. Thu & Jatturas (2020) explained learning loss is "anything particular or generalized loss of information and expertise or distortions in student learning, most typically owing to lengthy lapses or interruptions in a student's education." This is primarily due to impeded formal education.

Learning Modality. This is a learning style used by students in different learning situations.

Lockdown. This regulation mandates individuals or groups of people to stay put because of specific hazards if they roam and associate openly.

Nationalism. Longley (2021) believed that it symbolizes an idea embodied by citizens who believe their nation is superior to all others.

Online Learning. Stauffer (2020) defined it as a form of learning in which education takes place via the Internet using technology. It goes beyond traditional computer instruction by using the Internet and web platforms. With online learning, the distribution of instructional materials is more accessible as it is available at any time and from any location.

Outbreak. This pertains to an infectious disease that is described as two or more linked occurrences within the same time frame. It is a circumstance in which the reported number of incidents surpasses the predicted frequency or a single instance of infection caused by a significant pathogen. Outbreaks may be limited to individuals within a given family or more prevalent, including domestically, regionally, or worldwide.

Parental Involvement. Goodall & Montgomery (2014) consider parental involvement in students' education to be proactive and significant as student learning can occur in various settings, including early education and academic institutions. Parental involvement in educational institutions such as primary education and daycare represents a greater determination, responsibility of action.'

Policy Maker. This person develops ideas and strategies, particularly for a company or government. A mayor, a school board, and the board of directors of a corporation are just a few examples.

Traditional Teaching Method. Tularam & Machisella (2018) specified that Traditional teaching methods are often teacher-centered that encourage students to sit and listen in a

classroom setting. Teachers in traditional teaching methods require students to repeat and recall the material and recite the lesson's content individually when their name is called. Other kids, except those who are reciting, listen and wait their time.

Undergraduate. This is a student who has not yet completed their education.

CHAPTER 2: METHODOLOGY

This chapter explains the procedures that the researcher will use to conduct the study. It includes the research design, key informants of the study, sampling technique, research instruments, construction and validity of questionnaires as well as the data analysis and statistical treatment of data along with the ethical considerations that were strictly followed and observed in this study.

Research Design

The term "mixed methods" refers to research that uses various methods. In particular, the researchers used sequential exploratory mixed methods to explore the problem for this research. In a sequential exploratory mixed methods design, qualitative data collection and analysis occur first, followed by quantitative data collection and analysis (George, 2022).

According to Fetters et al. (2013), the Qualitative research approach is usually used to describe the nature of a person's experiences, while quantitative research addresses the degree of effect. The quantitative approach provides objectivity, whereas the qualitative method explains a research phenomenon. The underlying principle of this research paradigm is merging both quantitative and qualitative frameworks, which allows for a more thorough and complimentary use of available information in solving open issues and acknowledging complexities, as the mixed methods can advance the academic research discussions by forming a connection on the best attributes of both frameworks. (Fetters & Freshwater, 2015). Researchers can obtain a more significant and more thorough analysis of their discoveries by referencing one set of results to another (Shorten & Smith, 2017) while also enabling them to deepen and significantly improve their analytical understanding of the study. (Mertens et al., 2020).

Key Informants of the Study

The key informants of this study were the undergraduate parents of a Barangay, either male or female, whose educational attainment is high school level with an age range from 20 and above. As this is an exploratory sequential mixed method design, the sample from the population for the first phase was 12. The key informants showed no new information in the data analysis and were considered saturated. Data saturation was reached when adding further key informants didn't give the researchers any further insights. (Fusch & Ness, 2015)

For the second phase of the research, the researchers used Slovin's Formula $n = \frac{N}{1+Ne^2}$. The total number of undergraduate parents found in this Barangay was 83, 30 of which were used for the pilot test. This means that 53

undergraduate parents served as the population with at least 95% of confidence level or an alpha level of 0.05. Once computed, the estimated total number of target samples was 46 but was rounded off to the nearest tens, which was 50.

Sampling Technique

This study utilized the purposive sampling technique for the qualitative phase. As cited by Alkassim et al. (2015), it is the deliberate selection of the key informants based on the individual's attributes. It's a nonrandom technique with no requirement for underlying theories or a certain number of participants. To put it simply, the researchers had set a criterion in selecting the key informants of the study, and the key informants who participated must possess all the criteria.

For the quantitative phase, the researcher employed stratified random sampling. According to Nguyen (2021), when this type of random sampling technique is used, the population is categorized into identified factions known as "strata." The "stratified random sample" is created by combining all per-stratum samples. The identified sections were classified according to essential traits such as age, sex, employment, and educational attainment before being sampled randomly. (Acharya et al., 2013) By using stratified random sampling, it was ensured that all factions in the population were represented. Simply put, the researchers had placed the key informants into subgroups with common factors before randomly selecting them.

Research Instrument

In finding the perspectives, adjustments, and possible solutions to the challenges experienced and the significant effect of being an undergraduate parent who served as the learning facilitator during the pandemic, an open-ended interview questionnaire for the qualitative phase was constructed and used during the interview for data collection. After the researchers gathered the data from the interview, the findings were used to formulate a survey questionnaire for the quantitative phase. The researchers of this study collaborated and combined their knowledge to gather the data needed for this study.

The open-ended interview questionnaire for the qualitative phase consisted of three parts: Part 1 consisted of the perspectives of undergraduate parents as learning facilitators; Part 2 consisted of the circumstances and adjustments that the undergraduate parents have experienced as learning facilitators. Part 3 consisted of the undergraduate parents' solutions as learning facilitators.

On the other hand, the survey questionnaires for the quantitative phase were constructed based on the results collected from the open-ended interview questionnaire. It consisted of 4 parts: Part 1 consisted of the demographic profile of undergraduate parents; Part 2 consisted of the perspectives of undergraduate parents as learning facilitators; Part 3 consisted of the views of the undergraduate parents as learning facilitators on the effectiveness of distance learning; and Part 4 consisted of the significant experiences of undergraduate parents as a learning facilitator during the

pandemic in terms of adjustments, challenges, and proposed solutions.

Table 1. *Reliability Statistics*

Reliability Statistics		
	No. of Items	Cronbach's Alpha
Overall	26	0.864

The reliability statistics of the developed 26-item survey questionnaire on the demographic profile, perspectives, view and significant experiences of undergraduate parents as learning facilitators are shown in Table 1. Based on the calculated Cronbach's alpha, all of the instrument's constructs received high-reliability coefficients, indicating that the instruments have internal consistency.

Three experts were knowledgeable in the research field that validated the instrument for the qualitative phase and four for the quantitative phase. Their comments and suggestions were utilized to make the research instruments accurate and understandable. Their valuable comments were considered so that the interview guide and survey questionnaire were clear and concise for the key informants to understand the questions.

Data Gathering Procedure

After the instrument validation for the qualitative phase, the formal data gathering commenced once the researchers had secured a letter of consent from the key informants to be interviewed. However, before the start of the face-to-face interview using an open-ended questionnaire for the first phase, a letter was provided to the key informants informing them of the purpose of the research and that the researchers would like them to participate in the study. Once they agreed, the researchers gave the key informants a sign that again informed them about the purpose of the study, a notice that they would be recorded for the duration of the interview, and that it was voluntary participation. They were welcome to withdraw anytime, and all data collected will be strictly kept confidential. After completing all the interviews, the researchers transcribed the responses, coded the themes, and sent a conformability form to a data analyst with the proposed themes for analysis and categorization.

Following the collected data, a survey questionnaire for the second phase was constructed based on the results collected from the open-ended interview. Three experts then validated it. After that, the survey questionnaire was pilot tested, and a statistician checked the reliability. Then, the survey questionnaire was administered online via google forms. Likewise, the survey questionnaire was constructed so that the key informants were informed of the purpose of the study and an agreement about data privacy. Afterward, the data gathered from the second phase was statistically calculated before they were interpreted based on the results of the statistical treatment. Lastly, the researchers secured the confidential information to avoid any problems arising during the research process.

Data Analysis

As this was a mixed-method study, the data were analyzed separately. This study utilized the Thematic Analysis by Braun & Clarke (2006) for the qualitative phase. It is the process of determining emerging themes in qualitative data. A thematic analysis' objective is to find and develop themes, or relevant tendencies within the information gathered and then use these themes to examine the study's objectives. This is undoubtedly the most well-known technique since it provides a clear and practical paradigm for theme analysis. There are several methods for approaching thematic analysis (e.g., Attride-Stirling, 2001; Javadi & Zarea, 2016). However, because of this heterogeneity, there is much confusion about the structure of theme analysis, mainly how it varies from content analysis. (Jason & Glenwick, 2016). In this case, the researchers adhere to Braun and Clarke's (2006) 6-phase paradigm, with each phase presenting a unique perspective while remaining true to the data acquired. Detailed first-person descriptions of experience determine the procedure; these can be obtained through face-to-face interviews but might also be provided in various forms, including handwritten testimonies or even video interviews in google meet or zoom.

Table 2. *Stages of Thematic Analysis*

Stages	Descriptions
1. Familiarization	The researcher becomes acquainted with the data by going over all of the key informants accounts numerous times and taking down notes.
2. Generation of Codes	The researcher identifies all the remarks that are directly relevant to the question. It identifies patterns before grouping similar data together.
3. Search for Themes	The researcher examines the codes that form a theme together.
4. Review Themes	The researcher analyzes, revises, and refines the preliminary themes and checks if the data gathered is connected and supported with each theme.
5. Define Themes	The researcher determines the "essence" of each theme and selects a suitable name and definition.
6. Write-up	The researcher composes a narrative that explains the data that is drawn from the themes.

Statistical Treatment of Data

For the quantitative phase, the data was examined first, and descriptive analysis was used to evaluate the quantitative data acquired from the structured questionnaire. The mean interval, numerical response, and interpretation of the key informants are described in Table 3.

Table 3. *The Mean Interval, Numeral Response and Interpretation of Undergraduate Parents as Learning Facilitators' Responses*

Mean Interval	Numerical Response	Verbal Response	Verbal Interpretations
4.51 - 5.00	5	Strongly Agree	Very Highly Practiced Completely True Highly Acceptable Highly Unacceptable
3.51 - 4.50	4	Agree	Highly Practiced Mostly True Acceptable Unacceptable
2.51 - 3.50	3	Neutral	Moderately Practiced Moderately True Moderately Acceptable Moderately Unacceptable
1.51 - 1.50	2	Disagree	Least Practiced Slightly True Acceptable Unacceptable
1.00 - 1.50	1	Agree	Not Practiced Not True at All Highly Acceptable Highly Unacceptable

Ethical Consideration

Data collection from the critical informants without proper approval is unethical. Hence, the researchers ensured that the correct procedures and guidelines were strictly observed. To ensure a standardized protocol for administering survey forms and conducting interviews, the researchers used the following strategy: They informed the potential key informants that it was voluntary participation and that they were not required to participate through pressure and coercion. The researchers emphasized that there would not be any repercussions for their refusal to participate as well as assurances that the identities of the key informants were kept anonymous to ensure that any personally identifiable data would not be linked to other data by anyone else. To provide the key informants with a better understanding of the study, a written description of the purpose and objectives of the study was printed and given to the key informants, along with the notice that the interview was to be recorded for the qualitative phase. All information obtained from the key informants in this study was solely used for this research, and the data gathered was not used in any way that could harm the key informants.

CHAPTER 3: RESULTS, FINDINGS AND DISCUSSION

This chapter dealt with the with the results, findings, and discussion of the study's gathered data from the key informants during the interview and survey.

Five (5) themes emerged after doing an in-depth thematic analysis of the data gathered: (1) perspectives of undergraduate parents as learning facilitators during pandemic, (2) views of parents on the effectiveness of distance learning, (3) adjustments of undergraduate parents as learning facilitators, (4) problems encountered by undergraduate parents as learning facilitators, and (5) possible solutions in dealing with the problems of undergraduate parents as learning facilitators.

1. Perspectives of Undergraduate Parents as Learning Facilitators during Pandemic.

This theme entails two sub-themes: (a) characteristics of parents as learning facilitators; (b) parents' attitudes as learning facilitators.

Characteristics of Parents as Learning Facilitators.

During this pandemic, life as we all know it has been turned upside down. Many parents, no matter their educational attainment, have been granted new roles to play once more as the learning facilitators for their children. It is a challenging responsibility for parents, particularly those who work or constantly seek a livelihood. However, this is the only way their children would acquire the lessons during the COVID-19 pandemic. This responsibility has resulted in the parents spending more time with their children in terms of supervising their education concerning the new learning modality, thus allowing them to acquire skills necessary as a learning facilitator.

The Characteristics of Parents as Learning Facilitators had five (5) categories: Patient, Observant, knows How to Motivate Children, Diligent, and Multitasking Skills.

Patient. Having patience is a key to teaching children. Teaching tests the patience of a learning facilitator because most children are usually not focused on what they are learning. As undergraduate parents, they need to persevere in educating their children for them to know. If they don't have patience, they can do bad things like shouting and whipping wildly when they do not control themselves. The best way to govern ourselves is to practice having long patience. We cannot avoid them being naughty because they are children and don't yet know the importance of learning. The key informants mentioned:

"I have become more patient towards her. It's still because of how the parent teaches the child that the child learns because at home is where the child starts learning first." –U1

"I've learned how to become more patient when it comes to teaching her, of course, you need a lot of patience." –U3

Many years have passed since parents practiced having more patience, which helps them teach their children. To become more effective in their teaching, they always set aside their emotions regarding children's wrongdoings. They always control their temper, but there are times they can't. That is why

they shout for the children to cooperate and listen. According to Carver (2016), it is an understatement to suggest that patience is a virtue. It's more of a skill that must be constantly developed and can be learned. The mentality that exists between an event and a response is called patience. It always appears to include dealing with delays or problems, whether you're trying to be patient with yourself, others, or life. You can live with less tension, anxiety, and irritation by practicing patience that helps you let go of situations beyond your control.

Observant. To be an effective learning facilitator, a parent must be attentive, which means they must give attention to their children to be watchful of their child's needs and actions. A parent must provide the proper care they need most and listen to them. The key informants said:

"I became more observant of her." –U1

"When the pandemic occurred suddenly, I did not prepare myself but because the pandemic has stayed for a long time, of course you learn. You learn how to be observant of the child's needs." –U3

Observation is the best way to motivate children by being mindful and watchful. It plays a significant role for the parents to understand why a child has challenging behavior and how to correct it. As mentioned by the United Nations (1989), when parents can observe the care their children need, they can determine their interests and learning development.

Knows How to Motivate Children. When COVID-19 struck, countless families, parents, and guardians were obliged to adjust to a new manner of teaching. They have to cooperate in their children's learning. One of the most challenging tasks is knowing how to motivate their children to learn, especially now that it is the new normal in the new learning modality. So, most of them have created a way to motivate their children to study. The key informants said:

"It is difficult when a little kid must be entertained first before you can teach her... sometimes I will get her food or we will have short game just to convince her." –U6

"I really motivate her when I teach her, I entertain her so she can keep listening to me." –U8

"I know how to get my child's attention." – U11

In these trying times, parents know they must accept this kind of issue/complication. Even if they are struggling, parents still need to motivate their children to learn and for their future. According to Zaccoletti et al. (2020), this research significantly contributes to our understanding of how students stay motivated academically to cope with the prohibitive measures demanded by the government to contain the worldwide health crisis.

Diligent. As a parent, it is inevitable to feel tired when balancing multiple responsibilities. However, diligence is essential in teaching their children the new learning modality as their learning facilitators. The key informants said:

"You should be diligent so you should teach her because he's your son, isn't it?" – U3

"It's because of pandemic that I was able to experience how hard life can be. I've learned how to become diligent...because I want them to finish their studies. That's why I will continue teaching them because I've gotten accustomed to it." –U4

"Of course, it's pandemic, he couldn't go to school like before, so I'll just be diligent in teaching her so that he knows at least a little bit." –U8

Each parent demonstrated their perseverance and diligence in teaching their children in their education. They also experience difficulties in times of pandemic, but they still do their best to help their children. According to Rodgers (2021), it's common to think that achieving greatness requires discipline, focus, and strenuous effort. Being diligent is the attribute of doing a task effectively and with passion. It entails tackling complex tasks with a spirit of benevolence, and it can foster a sense of reliability and accountability. It emphasizes the value of being attentive. A particular form of personal happiness that comes from doing things with love, care, and accuracy is frequently the result of diligence.

Have Multitasking skills. Long before COVID-19 manifested, parents were already excellent at multitasking. But this skill was fully utilized in this pandemic with the added role of being a learning facilitator in their responsibilities. They manage to do their tasks at home and their job, and even though they are busy, they still teach their children to study because it is their responsibility. The key informants said:

"It became busier. Because of housework, teaching the child, housework, then teaching the child again." –U1

"That's because I'm a salesman, I divide my time between working and teaching her." –U2

"Even if it's going to be face-to-face soon, my teaching them will continue because that's what I'm used to. Even if I'm tired of doing laundry or doing business, when I see what they do well, I feel like I have a reward." –U4

Parents are good at multitasking; that's why they manage to teach their children even when they are so busy. Regardless of how they are with their day, still, they tend to give time to teach their children. According to Badre (2020), During COVID-19, parents constantly multitask as there is no off switch for their children during COVID-19. Though they need room to perform housework and time to concentrate on their duties as parents, finding a strategy to keep the children engaged became a priority. It's a different story when it comes to nurturing their development. Keeping your kids at home while you work necessitates constant multitasking, which is quite difficult.

For the past two years, the key informants have developed skills in teaching their children as learning facilitators. They have been appropriately conditioned to accept this role for the sake of their children, thus giving them the confidence that they will continue to become involved in their children's education regardless of what learning modality might be implemented in the future. As stated by Panaoura (2020) in her study, parents' experiences were meant to be used to reflect

their involvement in their children's learning and development and the influence it has on their children. By realizing their strengths and weaknesses, they could hone their skills that could contribute to their children's learning development which is especially crucial in early elementary as it is a time when children's education requires constant parental assistance.

The Attitude of Parents as Learning Facilitators. In children's academia, the child must feel a support system in learning. Undergraduate parents show a positive attitude towards their children, providing guidance and assistance. As learning facilitators, the parents are companions in learning wherein they must also study their lessons.

The Attitudes of Parents as Learning Facilitators had four (4) categories: Responsible in The Education of Their Children, Giving More Time to Their Children, Letting Their Children See the Relevance of The Lesson, and Direct Guidance and Assistance is given to Their Children.

Responsible for the Education of their Children. When the pandemic started, parents became accountable for their children's education. They have served as learning facilitators responsible for their children's learning and development for over two years. The key informants said:

"I never get tired of teaching my child because that is for her sake. I want her to finish her studies for her to learn." –U1

"I will teach my child even though there's no teacher, the support as they say, I will be able to teach her better that way. In the end, this is for her because I want her to finish his studies." –U3

"Because of the status in life which is the pandemic, we really experienced hardships that is why we strive harder to teach them to have a better future." –U4

"I want her to be successful in the future, that is why until I can continue teaching her, I will." –U9

"In my hopes of having my child finish his studies and not be like me who didn't finish my education, until I know what to teach and I can, I will continue teaching her." –U10

"As a mother, I want my child to finish his education, even though we are experiencing hardships, by being impatient and angry, I look for ways." –U11

"To prevent having no future in their life because they are the ones who will strive for the betterment of their future." –U12

Undergraduate parents became responsible for their children's academics over the last two years. Parents want their children to be successful in the future, which is why they are doing their best to become learning facilitators. They hope for their children's success in the future. According to Jwan and North (2018), Parents have the most impact on their children's education because of their commitment; they provide the best support they need. When a parent is responsible for her children's academia, their children become more engaged in their lessons and achieve the best learning outcomes. For the

underprivileged parents, their children's success is also their success.

Giving More Time to their Children. COVID-19 brought many adjustments to undergraduate parents' lives; many parents have difficulty balancing their responsibilities at home, work, and nurturing their children; in addition, parents need to teach their children. However, the pandemic also brought a good relationship between parents and children because parents gave more time to their children for them to learn. The key informant said:

"The schedule is already scheduled at night; I will teach her. Sometimes, I schedule it in the morning, whenever I quickly finish my business and she ask for my help, I teach her. That became our everyday routine." –U2

"It's hard, not like before you can go outside, unlike now we are just inside the house. So instead of wasting time, I would just teach my son. Of course, I become more focused on the children I was teaching, because it's not like when there's a teacher teaching her, I became more hands-on with her." –U3

"At night I will teach them, it's been 2 years of pandemic so I really need to teach my children, they need to study for their future." –U4

"I will help them learn their lesson this pandemic." –U5

"Like that, I left my chores, then I will focus on them, it's like I'm a teacher too right, because I focus on teaching them." –U7

"In my responsibilities, I need to have time management because I know I need to teach my child. Before I used to go to my friend to talk, now I don't." –U9

"When I come home from work instead of taking a break, I still have to teach my child. My time with her is sometimes divided." –U10

"I used to be just a mother and wife before, but now I am also a teacher to my children. It is also difficult, so we must learn to use the right time." –U11

"I lost my job when the module started but at least I was able to give my child time." –U12

Even though they are not capable enough to teach their children, many parents want to be a part of their children's success. They are also willing to give up everything for their child's learning. Though the pandemic has its negatives, the positive side sometimes outweighs those as they were able to give more attention to their children. Manan et al. (2021). This study sought to learn more about the impact of parental participation on kids' at-home learning preferences during the coronavirus pandemic. In distance learning, parents' roles included supporting, recognizing children's efforts, and leading, monitoring, and enforcing regulations. Teaching kids at home, inspiring them, fostering effective communication with kids and the classroom to learn about how kids are developing, and giving them more attention.

Letting their Children See the Relevance of the Lesson. The involvement of parents in the learning system implies that

educators and parents share the same commitment to teaching learners and work together to attain educational objectives to aid students' progress through significant exposure to higher learning. To this end, the parents should let their children understand the lesson's relevance. The key informant said:

"I always tell her, if she doesn't finish her education, she'll be pitiful. Those people who were able to finish are still struggling, then what about her who didn't finish, right? I just make her understand, though sometimes I scold her." –U1

"Of course, I always tell my children that I want them to finish, that's why they need to focus on their studies, on their lesson, because it's for them in the end." –U3

"I explain to them that they will not learn anything if they ignore their education." –U7

By letting the children see the lesson's relevance, they understand why they need to do it and the effect it may bring in their future. When students perceive what they are studying is relevant to their life, it fosters their intrinsic self-motivation. According to Ferlazzo (2020), keeping educational lessons pertinent to students' experiences is a key strategy for fostering intrinsic motivation to learn. Student engagement may increase, and this strategy will also assist the students by simply providing teachings directly applicable to their feelings and experiences.

Direct Guidance and Assistance are Given to their Children. Parents need to be hands-on with their children to provide everything fully. Teach themselves before they teach their children to ensure they teach correctly. They also practice teaching their children voluntarily at home to know if their child understands what they are studying at school. In addition, it is the parent's responsibility to support and guide their children because that is what they should do as a parent. The key informants said:

"Before I start teaching her, I google everything, so I know how to explain to her. I will teach myself first, because the curriculum is different now. It's harder. So even if it becomes face-to-face in the future, I will still teach. Because I can still explain to her what she is studying." –U1

"I still want to teach her at home what she learned in school. I will continue what the teacher taught at home, so that I can make sure that my child really understands." –U2

"I have to be strong as a mother, the light of the home. My support in his education, the patience should be sturdy, likewise with myself. When I focus on their studies because of their children, they still need the support and guidance of their parents, like that." –U3

"There are some questions that I really can't understand when teaching, I search them on google or I ask for help from my neighbor." –U4

Parents' support and guidance make improvements to their child's academic learnings. If they still don't understand, they find ways to solve the problem they face. As parents, there is nothing they won't find solutions to regarding their children's education. According to Jwan and North (2018), parents' most

immediate and significant influences on children's learning and essential contributors to their educational assistance. Although a parent's role in their child's education changes as they grow older, it's vital to remember that parents always serve as role models. Children can be inspired by and empowered by their views toward education as they embark on their educational journeys. Parents must take an active role in their kids' education and support initiatives to guarantee that all kids get a good education.

The key informants study the lesson inside their child's module to ensure they can provide direct support and assistance. Some undergraduate parents were entertaining their children to get their attention and listen. Therefore, parents must think of the best strategies to engage their children. As stated by UNESCO, children's first educators are the parents who directly support and provide quality education, leading to children's development and learning. Hence, this guidance and assistance were significant to the children's academic success as parents emphasized time management, reading, and comprehension strategies, maintaining focus, and making the children see the lesson's relevance.

2. Views of Parents on the Effectiveness of Distance Learning.

This theme entails two sub-themes: (a) advantages of distance learning; (b) disadvantages of distance learning.

Advantages of Distance Learning. Hamaidi (2021) explained that the easiest way to continue student academia during the COVID-19 pandemic was through distance learning because this is the best way to continue education safely and securely. When distance learning was implemented, many undergraduate parents benefited from being learning facilitators for their children. However, they have many things that hinder them from teaching their children due to their lack of knowledge and experience. Nevertheless, these undergraduate parents want to be part of their children's success in education. They found that distance learning has become interesting yet challenging in teaching their children. As a result, parents had more quality time with their children and easily got their children's attention. In addition, undergraduate parents have gained much knowledge from their children.

The Views of Parents on The Advantages of Distance Learning had four (4) categories: Flexibility of Time / Time is Suited to The Children's Needs, Opportunity to Spend More Time with Their Children, Offer More Attention to Their Children and Learning with Their Children.

The Flexibility of Time / Time is Suited for Children's Needs. When parents are learning facilitators, no matter how busy they are, they must give ample time to teach their children and choose the suitable time to meet their children's needs in academia. The key informants said:

"Nagschedule ako kung ano oras ko sya matuturuan. Nakaschedule na kapag gabi, tuturuan ko sya, minsan naman yung pag maaga ako natapos magtinda, papaturo sya, tuturuan ko. Araw araw yun." / (I make time to teach my child. I always

scheduled it at night. Sometimes, I schedule it in the morning, whenever I quickly finish my business and she ask for my help, I teach her. That became our everyday routine.) –U2

"Pag gabi nun dun ako magtuturo. Dahil sa 2 years na pandemic nga kaya tinuturo ko talaga sa mga anak ko, kailangan magaral sila para sa kinabukasan nila." / (Every night, that is the time when I teach my child because in the 2 years of the pandemic, I have learned to teach my child for the betterment of their future.) –U4

"Ah yung paghahanda ko sa kanila yung katulad nito yung trabaho ko at pagtuturo ko may oras. Mas focus ako sa kanila para maturuan ko yun yung paghahanda ko." / (The preparation I make between my work and my teaching. I always focus on their education, that's my preparation.) –U7

"Tinuturuan ko kasi siya gabi halos e para matutukan ko siya ng Mabuti lalo na may baby ako yun lang." / (When I am teaching my child, it's always at night. This is the best time to teach my child and to focus on her, especially since I have a baby.) –U8

Undergraduate parents have learned to be flexible with their time. They choose a suitable time to teach their children, even at night or in the morning after work. They utilize time flexibility to meet their children's learning needs regardless of their tiredness. As Jones (2017) mentioned, scheduling ample time to recurring quality time for your children is vital as it boosts their confidence and makes their well-being more worthy. When parents and children have quality time together, they become stronger. Moreover, children will become more engaged in healthy relationships, leading to learning development.

Opportunity to Spend More Time with Their Children. Some parents do not have enough time for their children because of their work, but because of the pandemic, many parents lost their jobs and needed to stay home. Since the pandemic occurred, something good has also happened; parents give their children more time. The key informants said:

"Effective siya dahil natuturuan ko ang aking anak at mayroon kami ng madaming oras upang makasama namin ang isa't isa. Kung dati hindi ko tinuturuan ang anak ko, ngayon natututukan ko na." / (It's effective because I can teach my child and we have more quality time with one another. If before, I could not teach my child, now I can teach her.) –U9

"Nawalan na ako ng trabaho ng mag umpisa ang module at least nabibigyan ko ng oras ang aking anak." / (When modular learning started, I already lost my job in that way I had given my time to my child.) –U12

Spending more time with your children makes your relationship intact because we all know that children want to be given more attention by their parents. Though the pandemic has doubled the struggles with their loss of employment, they still found the silver lining in their situation but made the best out of nothing. Malabarbas et al. (2022) showed a connection between parents' engagement in distance learning and their children's educational success. The study also confirms earlier findings that parental involvement significantly influences

children's academic progress. To encourage parents to participate as partners in their children's education actively, the researchers recommend that parents be substantially involved in distance learning activities.

Offer More Attention to their Children. Gaining recognition and attention is especially crucial for children as it is essential for developing their self-esteem, sense of self, and stability. At the same time, it also directly affects their ability to reach new heights and excel. The key informants said:

"I really want her to finish her studies, so she could learn. At least when it becomes face-to-face, she will not be left out by her classmates. That's why I really push her to learn how to read, solve problems in math, because I really don't want her to be left behind. That's why even if it's hard for me, I really try to focus whenever I'm teaching her." –U1

"Of course, I can make time and effort just to teach my child, I became more hands-on to her unlike during pre-pandemic only his teacher teaches her." –U3

"I left my household chores just to focus on teaching my child so that I can gain more knowledge" –U8

As such, there is a need to offer more attention to the children because that is the most important thing to focus on teaching them so that they can learn a lot and be good children who can contribute to the betterment of their future. According to Zhao et al. (2022), when children learn online, parents should provide more educational caregiving given the shift in school instruction from face-to-face to distance learning this COVID-19. The new learning modality, which differs from face-to-face learning, involves parents participating in their children's online education, which includes study materials and psychological counseling. Parental involvement and parental satisfaction with the results of online learning need to receive more focus.

Learning With their Children. Since the advent of the pandemic, the parent has taken on the role of teacher to their children. As they teach, they also learn. That is why they also benefit from it. Furthermore, before parents teach each subject, they look for information that can be used to teach each lesson to their children properly. The key informant said:

"I like teaching my child because I am learning as well... It helps me to learn and have knowledge of those things that were not familiar to me back then." –U2

"Sometimes, I also learn from their lessons." –U5

"That's it, those things that I have learned from my child's modules." –U6

"The result of being a learning facilitator, I saw my elementary days and I remember the things that I had learned back then." –U7

Using technology, undergraduate parents can easily find the information on the subject for them to study and teach it to their children. Also, undergraduate parents benefit from it because they learn how to use technology. According to Schnellmann (2021), Parental participation is significant, particularly in early development. Parents may engage in their

children's education in a range of methods. They can support children with their schoolwork or problems in the classroom; for instance, they can also positively influence a children's mindset towards education. The children's educational conduct, self-esteem, and willingness to learn and study are all undoubtedly affected by the interest and support of their parents.

The researchers found out from the key informants that distance learning is helpful to them by gaining knowledge from their children's learning modules because they were exploring new things, which will give them lots of expertise to become effective learning facilitators. Furthermore, parents and children often devote much more contact when cooperating in the learning process, so they can connect and interact more. As mentioned by Agaton & Cueto (2021), parents exert extra effort and make quality time to teach their children and get their child's attention. They became hands-on in their children's academia which is most significant to them to be part of their children's success. Some parents even agreed that distance learning is effective amid a COVID-19 pandemic.

Disadvantages of Distance Learning. This new challenge has had so much impact on the undergraduate parent for suddenly becoming a facilitator to their children. Playing their role as parents is a big responsibility they must accomplish to give their family's daily needs. When the pandemic started to spread, a new learning modality was introduced, and parents became the learning facilitators of their children while also doing their work at home. This results in the inability to focus on their children because of a lot of work, but they always do their best to help their children in their studies. Parents experience difficulty not just in time but also in handling their children because they do not always cooperate.

The Views of Parents on The Disadvantages of Distance Learning had three (3) categories: Too Much Work and Responsibility, Less Physical Social Interaction of Pupils to Their Teachers and Peers, Difficulty in Teaching the Lesson.

Too Much Work and Responsibility. During the pandemic, parents tend to have too much work and responsibility. Hence, they were able to have a skill which is time management, wherein they became helpful to them. The key informants said:

"Because of household chores, then I need to care for my younger baby which makes me so busy that is why it is really a big adjustment." – U1

"Sometimes they are being stubborn, you teach them the right way they will just ignore it. Whenever I'm tired because of working all day, sometimes they still refuse to listen, when all I want to do is rest. Sometimes, I get angry with them because they think I do not love them anymore, they do not know that I am just doing what I do for their future." –U4

"My responsibilities became too much. I need time management for my responsibilities because I know I need to teach my child." – U9

"The situation is difficult especially if you don't know how to divide time so after I washed clothes that is my time to teach my son." –U11

Based on these disadvantages, undergraduate parents have hardships in their responsibilities due to too much work. They learned time management which enables them to do their duties equally, which plays a significant role for the parents. According to Emadi (2018), Parents who use the skill of time management can balance their responsibilities in their every job, household chores, and activities. When a parent applies time management, they can feel less stressed. Moreover, their time became more stable, leading to quality time.

Less Physical Social Interaction of Pupils to their Teachers and Peers. The COVID-19 outbreak brings about changes to the educational process. This new normal had a difference in the way of teaching; we had what is called modular distance learning, and because of this, many children have lost interest in studying because of too much to do in the module. They also lose interest in talking to their teacher about how or what they need to do. The key informants said:

"In face-to-face, he can pick up even more, but in the module, sometimes he doesn't pay much attention but still he answers it. Sometimes he has a hard time because he doesn't know the subject." –U2

"Professional teachers are better because they are more educated. face-to-face is still really better for children's education." –U3

"The teacher is really different when it comes to teaching, I really like the teacher better, in face-to-face the children study their lesson well." –U4

We need to talk to teachers about what we should do because they are the ones who can help us with what we should do, especially in these trying times. As stated by Cohen et al. (2022), Participants in the study indicated that changes in higher education are required to promote collaboration, networking, peer feedback, and exchange of ideas. At all educational levels, teachers should aim to combine information, skills, and interactions in all face-to-face and online learning modalities.

Difficulty in Teaching the Lesson. This has become one of the challenges the undergraduate parents face after becoming the learning facilitators to their children. As undergraduate parents and the difference between K to 12 Basic Education Curriculum, it is no wonder they find some lessons challenging to teach. Even so, undergraduate parents strive to do their best to educate their children by using different learning resources. The key informant said:

"When I can't explain it to her, even after watching it on youtube, I really can't understand. That's probably the hardest, because I don't know how to teach it. Of course, I am a highschool undergraduate, I find it hard. When I ask the teacher, she answers, it's really hard to explain. What more of me?" –U1

"Of course, the way a teacher teaches is different from how a parent teaches their child. It's hard for us. We don't have

training, especially the questions are hard. We didn't study that before. It's different now so we're really struggling. When I find it hard, I ask for my niece's help, because she understands it." –U2

"When I teach her and it's hard, I compel her to study but she gets tired of it. I need to compel her to focus because it's really hard." –U3

"It's hard for me to teach, because when I was studying, it's the teacher who was teaching, but now I'm the one who teaches my children." –U4

"The hardest is probably the module, I don't know it even if it's elementary because it's been a long time since I've studied, I have long forgotten about it." –U7

Even if the situation is complex, parents can do as much as they can to teach their children. They find ways to solve the difficulties if it means letting their children learn regardless. According to Ariyanti (2022), Although distance learning has its benefits, it also has drawbacks that make it challenging for learning facilitators to deliver lessons. Parents also find it challenging to encourage and direct their children to engage in distance learning. Despite how challenging it is to guide and control their children, parents do their best to accompany their children's education.

This looked into parents' views on the disadvantages of distance learning during times of crisis. The key informants all mentioned long hours spent on teaching and more responsibility as a working adult as negatives. According to Alalwani (2022), the negatives mentioned by the key informants above are not the only drawbacks in the parents' economic, social, and educational circumstances as learning facilitators in the new learning modality. It also includes excessive use of gadgets, continual internet interruption, students struggling with computers, more responsibilities for parents, and a lack of learning enthusiasm for students.

3. Adjustments of Undergraduate Parents as Learning Facilitators.

This theme entails four sub-themes: (a) flexible routine in balancing work and teaching; (b) learning from resources; (c) providing support and encouragement to their children; (d) establishing learning expectations for their children.

Flexible Routine in Balancing Work and Teaching. When COVID-19 occurred, many parents needed to adjust to the new method of instruction. These undergraduate required parents to balance their responsibilities in the house, work, and family while also maintaining a good attitude while balancing their responsibilities. They manage to take more time to teach their children to achieve a better future. The key informants said:

"I scheduled what time I would teach her, I scheduled it at night, sometimes when I finish selling early, she wants me to teach her and then I'll teach her. That is what I'm doing every day." –U2

"At night that is when I'm teaching. Because of the 2 years of pandemic, I really teach my children, they need to study for their future."-U4

"Like this my work and my teaching there's time for that. now I more focus on them so that I can teach them that is my preparation."-U7

"I teach her almost at night so that I can focus on her well, especially since I have a baby."-U8

When the pandemic hit the globe, many undergraduate parents needed to balance and adjust their everyday lives to fit their work, family, and responsibility at home. Teaching their children was also added to their commitment, according to Budhrani et al. (2021). Many parents had to make considerable adjustments in their lives in the sudden transition from face-to-face to distance learning. Parents who struggle to make their daily salary reveal their roles and activities while juggling jobs, family, and supporting children with distance learning.

Learn from Supplementary Resources. Nowadays, undergraduate parents perform their duty as learning facilitators to their children amidst the pandemic. Some of these undergraduate parents' experience difficulty teaching their children because they don't know about it. With the help of technology, parents now understand the subjects they need to prepare. Different supplementary resources like Google, YouTube, and DepEd TV give them a lot of information that will help undergraduate parents facilitate their children like using YouTube easily. The key informants said:

"I actually searched on google. Before I start teaching her, I first google everything, so I know how to explain to her."-U1

"Even if I can't, I do my best. For my daughter. Besides, even though I'm tired from work, I still focus on teaching her. I also search the internet, or actually ask the teacher. Or asking my niece for help."-U2

"The questions that I don't really understand while teaching, I'll just google it or I'll point it out to our neighbor."-U4

"I watched DEPED TV. So, I'm getting a technique on how to make my teaching my child better. and reading on google about their lesson."-U9

"I use my cellphone to search and read on google."-U10

"When I'm not doing anything, I'm always watching youtube."-U12

The epidemic and its ramifications have caused closely associated doors to close, canceled events, and disrupted routines worldwide. Undergraduate parents had to be resourceful in finding supplementary resources they could use to teach their children. According to Gohl & Thorson (2020), Families are straining to find ways to fill their days while providing memorable and enriching experiences for their children. Many individuals, companies, and institutions worldwide have risen to the occasion. They are making materials and opportunities available previously only available for a price or at a specified location and time. Managing distant

learning, children's emotions, basic needs, and ordinary downtime at home is tremendously difficult for children and families these days.

Provide Support and Encouragement to their Children.

One of the parent's responsibilities is to support and encourage their children. Helping children is a way of encouraging them, which will be why they are inspired to study. Also, keeping them is the same as guiding them in learning those academic subjects. The key informants said:

"Because I'm a parent, I have to be strong as a mother, the light of the home. My support in his education."-U3

"Because I'm only at home, I can teach them more."-U5

"Of course, there's nothing left to do, it's pandemic, all I can do is give more support."-U7

"If before, I could not teach my child, now I can teach her."-U9

Parents focus on supporting their children in their studies. They like being at home to teach their children. Also, because of the pandemic, they don't have a choice but to help and support their child. According to Krisbergh (2022), helping your children thrive in school, become competent adults, handle their social interactions successfully, and improve their judgment is part of your duty as a parent. Parents can significantly influence their children's behaviors, attitudes, and habits by gently encouraging them. Conscious parenting is giving specific, heartfelt praise.

Establish Learning Expectations for their Children.

Every child is unique, and each child needs a distinct habitat to achieve their maximum potential learning expectations are used as a guide to outlining what students should understand and be able to accomplish as they aim to attain learning objectives. However, trying to make a child interested in studying as a parent and a learning facilitator is difficult. Often, a child's poor performance is held accountable for their lack of motivation towards studying. To stimulate a child's enthusiasm for self-accomplishment, rewards are sometimes promised. By encouraging the child to develop self-motivation while also using reward systems to increase the development in studying to meet the established learning expectations, children are more likely to study harder. Little by little, a learning habit may contribute to the child's learning development. The key informants mentioned:

"We have a schedule; I tell her to take her cellphone away so she could answer her module. When I tell her to do it because time is running then suddenly the deadline is fast approaching. Well, she answers the module as she was told. After answering, that's when I give her time to use cellphone."-U2

"Sometimes when he gets angry, the solution is to give her a break or a reward, that once he finishes, he'll have snacks or something like that."-U3

"Whenever they ask for money, I tell them that they should finish their module first, then after I will give them. However, I don't always give them money because I want them to

understand that even without money, I hope they know that what I do is for them. I tell them whether there's money or not, they should strive to finish their studies." –U4

"Before they go out and play, they have to do their module first."–U5

"When she finishes her module right away, she can play with her playmates."–U6

"I tell her that if she finishes right away, I'll allow her to play outside." –U10

"I always tell her that once he finishes his module, he'll have twenty (20) from me."–U11

"Whenever my daughter doesn't want to study, I ask her what she wants first and before I give it to her, I tell her that she has to do her module." –U12

The reward is an area of interest taken into account when teaching and studying. It encourages learners to be more active and diligent by instilling a sense of accomplishment and achievement whenever they finish their module. These rewards may come from money, playtime, snacks, etc. This mindset and behavior can lead to improved student performance and outcome. According to Margolang et al. (2019), the reward is considered one of many educational instruments' teachers use. Its goal is to allow children to feel a sense of accomplishment whenever their activities are recognized. It is considered essential and crucial as it encourages enthusiasm in learning and comes in different forms to please the student.

4. Problems Encountered by Undergraduate Parents as Learning Facilitators

This theme entails four sub-themes: (a) inability to teach some topics; (b) stress from balancing work and teaching their children; (c) need for teacher communication; (d) difficulty in getting their children to work on their modules.

Inability to teach Some Topics/ Lessons. Undergraduate parents as learning facilitators were struggling with the failure to introduce the topic, balancing responsibilities, and school assistance like training about being an effective learning facilitator. Due to the impact of the COVID-19 pandemic, it is challenging for an undergraduate parent to be a learning facilitator without any interest in teaching, knowledge, and information about the lesson. During the pandemic, many parents experienced challenges due to grasping the fundamental concepts of the subject matter. As a result, undergraduate parents had difficulty teaching the lesson to their children. Here are the statements of the key informants:

"I cannot explain the lesson even though I already watched it on youtube, I do not understand it well. That is so hard for me that I do not know how to teach the subject."–U1

"Of course, the way of teaching of a teacher is different from a parent. We are having a hard time especially because we do not have any experience in teaching. That is why we do not know how to answer the difficult questions that are in the module. When I am having a hard time, I will ask for help from

my niece with more knowledge about the lesson than when I already understand it, that is my time to teach my child." –U2

"The most difficult of course is in the module. Sometimes I do not understand the lesson even though it is just for elementary because I already forgot our lesson when I was in elementary level."–U7

"I am having a hard time in English subject than math subject that is why it happens that I let my child to have tutor to the future teacher that I know." –U10

"I do not have adequate knowledge to teach my child because I am experiencing lack of motivation but I am thinking about the future of my child. That is why I am making an extra effort to call or ask my friend about the lesson of my child." –U11

Researchers observed the challenges of the undergraduate parents in terms of mastery of the subject matter. They could not teach the lesson due to the lack of knowledge and training about being a learning facilitator for their children. In addition, undergraduate parents also lack the motivation to teach their children, which leads other parents to have their children a tutor. According to Luczon (2020), one factor that impedes the smooth execution of distance learning is that it was discovered that specific learners are unable to go through autonomous learning, and those that have illiterate parents find it extremely difficult to comprehend the core concepts of learning fully; they are unable to teach them since they do not know what is included within the module.

Stress from Balancing Work and in Teaching their Children. As undergraduate parents with many responsibilities to their family, work and children, they feel tired and stressed balancing their work while still trying to educate their children as learning facilitators because they know what is good for them. According to the key participants:

"Sometimes they are stubborn, even if you teach them what is good, the right, it seems like it isn't right for them. Especially when I'm tired during the day, then sometimes they don't listen even though I just want to rest, sometimes I scold them."–U4

"Maybe that's why I don't know much about teaching the subject of math. They lose interest because they want to play. They are lazy and as a mother when you get angry sometimes you will scold them."–U9

In dealing with the responsibility of being an individual and a parent, it is inevitable to experience stress. Parents encounter problems that must be resolved to let their children experience quality education. Although distance learning safeguards their children's health due to limited contact with their peers, increasing their duties as parents sometimes makes them feel overwhelmed. According to Spinelli et al. (2020), Distance Learning could be difficult for parents who are balancing personal affairs, work, and bringing up children while living alone and without any support. In this circumstance, parents are more likely to feel stressed, which may affect their ability to be attentive and effective learning facilitators. The lack of assistance provided to these children during such a stressful

period may cause significant psychological issues that may affect their educational progress.

Need for Teacher Communication. Parent-teacher communication is the best way to make a child's learning development more effective. When there is a conversation with them, the parent knows the learning process that her child needs. However, in a time of crisis, teacher-parent communication losses. Teachers will give the learning materials to the parents without explaining how to integrate the lesson with the students. Parents need teacher communication. The key informants said:

"When the lesson is not in the google, I will ask the teacher when I do not understand the lesson." –U1

"I will ask the teacher." –U2

"And I am asking the teacher everytime I do not know the topic."–U3

"I do not have enough knowledge but I am thinking about my child's future. That is why I will ask my sister who is also a teacher."–U11

For the past two years, undergraduate parents have needed to communicate with the teacher to gain knowledge about the lesson for their children. There must be parent-teacher communication as it promotes quality education. They say two heads are better than one. When a parent and a teacher collaborate, they support a child's learning. According to Merkle (n.d.) The parents and teachers have the same goal: facilitating and becoming part of the child's success. Moreover, they want the best educational experience suitable for a child's needs. Hence, they are supporting each other to achieve the same goal.

Difficulty in Getting their Children to Work on their Modules. Nowadays, many young people are so addicted to gadgets that they are not focusing on school activities. Parents have a difficult time getting their children's attention to study. Also, because of their addiction to devices, they are shouted at and scolded. The key informant said:

"She likes to spend more time in cellphone, he can't focus on me." –U2

"Sometimes the kids love to play more." –U7

"They are losing interest because they want to play. They are inactive and as a mother sometimes you can even shout at them." –U9

As parents, we must limit them to playing with gadgets and enough time to study. We all know kids love to play, so we must manage our time. According to Novindari et al. (2021), The negative influence of distance learning on children is as follows; they can become socially awkward, emotionally uncontrollable, motorically delayed, and significant behavioral changes, the establishment of a sense of waste, and development in school academic performance.

5. Possible Solutions in Dealing with the Problems of Undergraduate Parents as Learning Facilitators.

This theme entails two sub-themes: (a) school assistance to the parents in teaching their children through training; (b) demonstrating patience in teaching the children.

School Assistance to the Parents in Teaching their Children through Training. Parents seek school assistance and training to achieve better opportunities for their children to advance their skills to improve quality education as learning facilitators to their children. We find that though a new learning modality is about to be implemented, parents are eager to get more support or training. Here are the statements of the key informants:

"It's better to have tutors. But sometimes you can't blame them either, you can also understand that the teachers are busy. But it would have been better if there was a professional who taught them. The children really listen more to the teachers, compared to the parents." –U1

"It would be nice if there was support from the government, those in the deped, those who have volunteers to teach in the barangay or free tutors. For when she is weak in that subject, they will focus on her. For example, I don't know how to teach her, when I'm weak in that kind of subject, and at least there is someone willing to teach her. I also prefer that type." –U2

"It would have been more effective if there was government support, if there were books or school supplies that could be given, it would be more approved for me." –U3

"For me, it would have been okay if there was a teacher who teaches. Those who are focused on them, because I only teach them at night, I admit that that was not enough for the child to really learn well." –U4

"School needs to support and have instruction for parents to know better what to do." –U9

"Schools should need to provide free teaching so that we can easily educate our children and not have to struggle."–U10

Researchers found out that the key informants needed support from the government and schools to teach their children easily. They are not capable enough to teach the topic to their children, according to Shallimar (2021). The COVID-19 pandemic's shift from face-to-face to distance learning is a substantial adjustment for all stakeholders, educators, learners, and families. Different obstacles were found, and their required assistance varied depending on their circumstances.

Demonstrate Patience in Teaching the Children. Parents practice patience in teaching rather than beating and shouting for the child to cooperate. When a parent demonstrates patience, they tend to have stronger connections, a better attitude, and more significant potential for achievement. Caring for children helps their growth and development. Here are the statements of the key informants:

"Keep demonstrating patience with the child when it comes to teaching." –U9

"It is really very important that you have patience with the child to avoid spanking and shouting." –U10

This suggests that when teaching the child, the parent must demonstrate teaching to avoid dwindling the child's interest in studying. According to Kiessling et al. (2021), they discovered that parents anticipate and attempt to lessen their children's current bias. We show that more than half of all parents are willing to pay money to overrule their children's choices, using a unique way to quantify parental interference. Parental interference is associated with more intensive parenting techniques and less patience over generations. Interfering parents steer their children's preferences toward more time-consistent choices rather than transferring their own current bias.

Descriptive Analysis of the Key Informants` Profile

4.1. Key Informants` Sex

Table 4. *Frequency and Percent Distribution of Key Informants` Sex*

Sex	Frequency	Valid Percent%	Cumulative Percent%
Male	14	28.00%	28.00%
Female	36	72.00%	72.00%
Total	50	100.00%	100%

The frequency and percent distribution of key informants` profiles in terms of their sex is shown in Table 4. It can be observed on the table that there are 14 out of 50 or 28.00% male key informants, while there are 36 out of 50 or 72.00% female key informants. Thus, these results implied that most of the key informants are female.

Table 5. *Significant Difference Analysis When Grouped According to Sex*

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.

Characteristics	Between Groups	.898	1	.898	4.661	.036
	Within Groups	9.243	48	.193		
	Total	10.141	49			
Attitudes	Between Groups	1.067	1	1.067	6.182	.016
	Within Groups	8.288	48	.173		
	Total	9.355	49			
Advantages	Between Groups	.476	1	.476	2.268	.139
	Within Groups	10.069	48	.210		
	Total	10.545	49			
Disadvantages	Between Groups	.018	1	.018	.048	.828
	Within Groups	17.905	48	.373		
	Total	17.922	49			
Adjustments	Between Groups	.511	1	.511	2.331	.133
	Within Groups	10.525	48	.219		
	Total	11.036	49			
Problems encountered	Between Groups	.438	1	.438	.570	.454
	Within Groups	36.844	48	.768		
	Total	37.281	49			
Possible Solutions	Between Groups	.194	1	.194	.670	.417
	Within Groups	13.931	48	.290		
	Total	14.125	49			

Table 5 presents the significant difference analysis when grouped according to sex. As shown in the table above, there is a significant difference in the characteristics and attitudes of the population (since the p-value is less than 0.05, see the last column of the ANOVA table) when grouped according to sex. This means that in terms of characteristics, females are higher than males. Moreover, in terms of attitudes, females are also higher than males. No significant difference was found in terms of the other components.

4.2. Key Informants` Age

Table 6. *Frequency and Percent Distribution of Key Informants` Age*

Age	Frequency	Valid Percent %	Cumulative Percent %
20-25 years old	16	32.00%	32.00%
26-30 years old	17	34.00%	34.00%
31-35 years old	8	16.00%	16.00%
36-40 years old	4	8.00%	8.00%
41-45 years old	2	4.00%	4.00%
45-50 years old	2	4.00%	4.00%
51-55 years old	1	2.00%	2.00%
Total	50	100.00 %	100.00%

Table 6 presents the frequency and percent distribution of the ages of the key informants. Data revealed that 17 out of 50 or 34.00% of the key informants are 26-30 years old, 16 out of 50 or 32.00% are 20-25 years old, 8 out of 50 or 16.00% are 31-35 years old, 2 out of 50 or 4.00% are both from 41-45 years old and 46-50 years old and lastly, 1 out of 50 or 2.00% are 51-55 years old. In general, the majority of the key informants in the study have ages ranging from 26-30 years old.

Table 7. Significant Difference Analysis When Grouped According to Age

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Characteristics	Between Groups	1.178	6	.196	.942	.475
	Within Groups	8.963	43	.208		
	Total	10.141	49			
Attitudes	Between Groups	1.094	6	.182	.949	.470
	Within Groups	8.261	43	.192		
	Total	9.355	49			

Advantages	Between Groups	1.116	6	.186	.848	.340
	Within Groups	9.429	43	.219		
	Total	10.545	49			
Disadvantages	Between Groups	.979	6	.163	.414	.866
	Within Groups	16.944	43	.394		
	Total	17.922	49			
Adjustments	Between Groups	1.070	6	.178	.370	.598
	Within Groups	9.966	43	.232		
	Total	11.036	49			
Problems encountered	Between Groups	6.512	6	1.085	1.517	.196
	Within Groups	30.769	43	.716		
	Total	37.281	49			
Possible Solutions	Between Groups	1.205	6	.201	.668	.876
	Within Groups	12.920	43	.300		
	Total	14.125	49			

The significant difference analysis, when grouped according to age, is shown in Table 7. Based on the findings, there is no significant difference in all the variables (characteristics to possible solutions) when grouped according to age. This means all the variables are the same across populations regardless of age.

5.1. Perspectives of Undergraduate Parents as Learning Facilitators

Table 8. Descriptive Analysis of Key Informants' Characteristics as Learning Facilitators

Indicators	Weighted Mean	Standard Deviation	Verbal Description
1. I have become more patient when teaching my child(ren) as a learning facilitator.	4.46	0.58	Highly Practiced
2. I have become more observant of my child(ren)'s needs and know how to fulfill the areas they require assistance.	4.46	0.54	Highly Practiced
3. I know how to motivate my child(ren) in order to keep them engaged in studying.	4.40	0.64	Highly Practiced
4. I am diligent in the teaching and learning process of my child(ren).	4.52	0.54	Very Highly Practiced

5. I have acquired multi-tasking skills that allow me to be adaptable to the new normal as a learning facilitator.

4.52

0.58

Very Highly Practiced

Grand Mean

4.47

0.58

Highly Practiced

Table 8 features the key informants' characteristics as learning facilitators. The result shows that the key informants highly practiced patience whenever they taught their children (M= 4.46 SD= 0.58) and became more observant of their children's needs to fulfill the areas where they require assistance (M= 4.46 SD= 0.52). The key informants (M= 4.40 SD= 0.64) also learned tips and ways to motivate their children to keep them engaged in studying. Moreover, the key informants highly practiced diligence in teaching their children after two years into the pandemic (M= 4.52 SD= 0.54). This also allowed them to multi-task and helped them adapt to the new normal. In general, the key informants highly practiced their roles as learning facilitators from the perspectives of undergraduate parents as learning facilitators with a mean score of 4.47 and a standard deviation of 0.58.

Parents as learning facilitators are those who work or seek alternative ways to help their children with their household. According to the study, the role of parents as learning facilitators involves presenting learning material, presenting remote learning, and promoting improved completion of learning goals, evaluating educational activities that contribute to the child's development.

It is a difficult combination for parents who work or seek alternative ways to help their children during the COVID-19 experience in teaching, presenting learning material, and presenting remote learning. The perspectives of undergraduate parents in terms of characteristic indicators that help them to acquire skills that their children need as a quality education.

5.1. Perspectives of Undergraduate Parents as Learning Facilitators

Table 9. *Descriptive Statistics on Undergraduate Parents' Attitudes as Learning Facilitators*

Indicators	Mean	SD	Verbal Description
1. I feel responsible for the education of my child(ren).	4.60	0.54	Very Highly Practiced

2. I have been giving more time to my child(ren) ever since I became a learning facilitator.

Highly Practiced

3. I let my child(ren) understand the relevance of the lesson so learning can be more interesting.

Highly Practiced

4. I give direct guidance and assistance to my child(ren) as their learning facilitator.

0.53

Very Highly Practiced

Grand Mean

4.52

0.54

Very Highly Practiced

The key informants' characteristics as learning facilitators were presented in table 9. The result shows that the key informants highly practiced their roles as learning facilitators from the perspectives of undergraduate parents as learning facilitators with a mean score of 4.47 and a standard deviation of 0.58. In general, the key informants highly practiced their roles as learning facilitators from the perspectives of undergraduate parents as learning facilitators with a mean score of 4.47 and a standard deviation of 0.58. This also allowed them to multi-task and helped them adapt to the new normal. In general, the key informants highly practiced their roles as learning facilitators from the perspectives of undergraduate parents as learning facilitators with a mean score of 4.47 and a standard deviation of 0.58.

The key informants' characteristics as learning facilitators were presented in table 9. The result shows that the key informants highly practiced their roles as learning facilitators from the perspectives of undergraduate parents as learning facilitators with a mean score of 4.47 and a standard deviation of 0.58. In general, the key informants highly practiced their roles as learning facilitators from the perspectives of undergraduate parents as learning facilitators with a mean score of 4.47 and a standard deviation of 0.58.

According to Perez (2019), parents' attitudes about their children's education strongly influence their children's motivation and success. Parents with a favorable attitude toward their children's education at various levels are more likely to be involved in their children's education with favorable attitudes toward learning and school than students with unfavorable attitudes toward learning and school.

6.1. Undergraduate Parents' Perspectives on Distance Learning

Table 10. *Descriptive Statistics on Undergraduate Parents' Effective Views on Distance Learning*

Indicators	Mean	SD	Verbal Description
1. Distance Learning has given my child(ren) the flexibility of giving them the best time for studying that is suitable for their needs.	4.14	0.70	Acceptable
2. Distance Learning has given me the flexibility of giving them the best time for studying that is suitable for their needs.	4.14	0.70	Acceptable

opportunity to spend more time with my child(ren).
 3. Distance Learning has allowed me to offer more attention to my child(ren).
 4. Distance Learning has given me the chance to learn the lesson with my child(ren).

Grand Mean

Table 10 features effectiveness of distance learning. The key informants found it acceptable in all indicators. The findings show that the key informants found it acceptable in all indicators. It demonstrates that the distance learning has given them great opportunity to spend more time with their children (M= 4.40 SD= 0.44 and offered them more attention to their children (M= 4.14 SD= 0.70) and offered them the chance to learn the lesson with their children (M= 4.30 SD= 0.60). Moreover, in general, the key informants found distance learning acceptable, with a standard deviation of 0.63.

Al-Arimi (2014) states that distance learning needs substantial planning and adaptation of methodologies to the learning environment. Distance learning should ensure student comfortability, interaction between parents and the student's adjustment, and a range of student expectations.

6.2. Undergraduate Parents' Views on Distance Learning

Table 11. Description of Ineffective Views on Distance Learning

Indicators	Mean	SD	Verbal Description
1. Distance Learning has given me too much work and responsibility.	4.24	0.59	Unacceptable
2. Distance Learning has minimized the physical and social interaction of learners with their teachers and peers.			Unacceptable

3. Distance Learning has given me great difficulty in teaching the lesson. Unacceptable

Grand Mean 4.22 0.75 Unacceptable

The key informants' views on the ineffectiveness of distance learning were presented in table 11. The findings show that the key informants found the ineffectiveness of distance learning unacceptable in all indicators. It demonstrates that the distance learning has given them great opportunity to spend more time with their children (M= 4.40 SD= 0.44 and offered them more attention to their children (M= 4.14 SD= 0.70) and offered them the chance to learn the lesson with their children (M= 4.30 SD= 0.60). Moreover, in general, the key informants found distance learning unacceptable, with a standard deviation of 0.75.

According to Al-Arimi (2014) distance learning experiences have been negatively affected by the abrupt transition from traditional face-to-face instruction to distance learning. Parents' concerns about the effectiveness of distance learning to safeguard students, only to the teachers' inability to serve as the learning facilitator. The disadvantages include lack of discipline and motivation because excessive leniency is shown to learners without the presence of parents to oversee them. Additionally, parents are not expected to respond to questions about their child(ren) (Al-Arimi et al., 2018).

7.1. Significant Experiences of Learning Facilitators

Table 12. Description of Significant Experiences of Learning Facilitators

Indicators	Mean	SD	Verbal Description
1. I make use of flexible routines so that I can balance my work while still being able to focus on teaching my child(ren).	4.14	0.70	Mostly True
2. I utilize different learning resources that may help me teach my child(ren).			Mostly True

3. I provide support to encourage my child(ren) for their learning development.

4. I established my learning expectations for my child(ren) so that they are aware of the learning outcomes I want to attain.

Mostly True

Mostly True

3. I am in constant need of communication with school faculty / teachers because I require their assistance in teaching my child(ren) with their modules.

4. I experience great difficulty in getting my child(ren) to work on their modules because they have no interest in learning.

Mostly True

Mostly True

Grand Mean 4.38

Mostly True

Grand Mean 3.98

3.98

1.03

Mostly True

Table 12 features experiences in adjustments informants found the adjustment indicators. It shows that the indicators are mostly true when they make use of work and teaching respectively. Informants utilize different learning strategies (M=4.38 SD= 0.70), provide support for development (M=4.38 SD= 0.70), and establish learning expectations for the learning process.

Ndihine (2020) stated that COVID-19 has influenced children's development. Certainly, COVID-19 has involved in their children's learning. Parents have been forced to shut down their schools and have had to step into the role of learning facilitators. Most parents try to figure out how to balance working and ensuring the quality of their learning. These parents prefer distance learning modality, and while it may be challenging, it is vital for the children feel nurtured and supported. This is also a new learning situation.

7.2. Significant Experiences of Undergraduate Parents as Learning Facilitators

Table 13. *Descriptive Analysis of Key Informants' Proposed Solutions*

Indicators	Weighted Mean	Standard Deviation	Verbal Description
1. I do not have the ability to teach some topics / lessons because I experience difficulty in understanding them.	4.02	1.00	Mostly True
2. I feel stressed from trying to balance my work and the difficulty of teaching my child(ren).	4.02	1.00	Mostly True

significant experiences in adjustments, the key indicators, the key indicators are accurate in all indicators and it mostly balance their learning process (M= 4.38 SD= 0.61), provide support for development (M= 4.14 SD= 0.70), and establish learning expectations for the learning process (M= 4.38 SD= 0.54). Informants mostly influence children's development to be more positive. As schools have been forced to shut down (2022), parents have had to step into the role of learning facilitators. Most parents try to figure out how to balance working and ensuring the quality of their learning. These parents prefer distance learning modality, and while it may be challenging, it is vital for the children feel nurtured and supported. This is also a new learning situation.

7.2. Significant Experiences of Undergraduate Parents as Learning Facilitators

Table 13. *Descriptive Analysis of Key Informants' Proposed Solutions*

Indicators	Weighted Mean	Standard Deviation	Verbal Description
1. The school should offer assistance to undergraduate parents who serve as learning facilitators by giving different training seminars or programs.	4.26	0.66	Acceptable

The key informants' significant experiences in challenges were presented in table 13. The findings demonstrate that the key informants found the challenges faced by undergraduate parents as learning facilitators mostly true in all indicators. It shows that the key informants found it mostly true that they cannot teach some learning content because of its difficulty (M= 3.94 SD= 1.06); they feel stressed trying to balance work and responsibilities (M= 4.02, SD= 1.00), they are in constant need of communication with school faculty because they require assistance (M= 3.96 SD= 1.05). They experience great difficulty getting children to work on their modules because of a lack of interest (M= 3.98 SD= 1.00). In general, the key informants found the challenges faced by undergraduate parents as learning facilitators primarily true, with a computed grand mean of 3.98 and a standard deviation of 1.03.

According to Agaton (2021), parents are challenged by distance learning caused by COVID-19. They have inadequate self-regulation and experience a lack of time and professional knowledge in supporting their children's academia. Parents are having difficulties with mastery of the subject, parental and student motivation, emotional aspects, particularly coping with stress and communication with the school.

7.2. Significant Experiences of Undergraduate Parents as Learning Facilitators

Table 14. *Descriptive Analysis of Key Informants' Proposed Solutions*

Indicators	Weighted Mean	Standard Deviation	Verbal Description
1. The school should offer assistance to undergraduate parents who serve as learning facilitators by giving different training seminars or programs.	4.26	0.66	Acceptable

2. The learning facilitators should demonstrate patience so they could deal with the same questions and problems over and over again and try out new ways to help them succeed in school.	4.44	0.61	Acceptable
Grand Mean	4.35	0.63	Acceptable

Table 14 features the key informants' significant experiences with proposed solutions. The result shows that the key informants found the proposed solutions acceptable in all indicators. It demonstrates that the key informants found it acceptable that schools should offer assistance to undergraduate parents who serve as learning facilitators by giving different training seminars or programs (M= 4.26 SD= 0.66). The learning facilitators should demonstrate patience so they can deal with the same questions and problems repeatedly and try new ways to help children succeed in school (M= 4.44 SD= 0.61). In general, the key informants found the proposed solutions acceptable with a computed grand mean of 4.35 and standard deviation of 0.63.

According to Alve (2020) Parents are determined to adapt to this new normal; their concerns are valid; nevertheless, parents need not be anxious since educators will continue to assist children's learning and development by serving as learning advisers. They will also assist parents and students in completing online and offline modules and worksheets. For the upcoming academic year, schools are receiving a large number of applications. Parents are beginning to accept the new educational normal and consider these adjustments an opportunity to keep a closer eye on their children and be more involved in their education. This demonstrates that, despite the Covid-19 situation, parents are concerned about their children's safety, and education is their top priority. Through this, it can be concluded that should the proposed solutions be made available in the future, these parents would be eager to try to let their children achieve quality education.

Mixed Analysis

Through this exploratory sequential research, the researchers were able to gain a much deeper understanding of the experiences of undergraduate parents as learning facilitators. The interview findings served as a building block in comprehending the perspectives, adjustments, challenges, and possible solutions to the undergraduate parents' challenges. The data gathered from the interview has allowed the researchers to gain insights into the circumstances that the undergraduate parents faced which also amplified their understanding in identifying the characteristics and attitudes of undergraduate parents, their views on the effectiveness of distance learning, and the significant experiences in the periods of adjustment, challenge and proposed solutions. The survey findings, on the other hand, immensely contributed to the: key informants' profile; results show that 36 out of 50 key

informants' or 72.00% were female, and there is a significant difference in the characteristics and attitudes of the population when grouped according to sex but not significant difference found in other variables. In terms of age, the majority of the key informants in the study have ages ranging from 26-30 years old, or 34.00%, and according to the significant difference analysis, there is no significant difference in all the variables when grouped according to age. This means all the variables are the same across populations regardless of age.

Moreover, the key informants show that the key informants highly practiced all of the indicators of the perspectives of undergraduate parents as learning facilitators under characteristics with a computed grand mean of 4.47 and standard deviation of 0.58. At the same time, they also very highly practiced all of the indicators of the perspectives of undergraduate parents as learning facilitators under attitudes with a computed grand mean of 4.52 and standard deviation of 0.54. The data also revealed that the key informants found the effectiveness of distance learning acceptable, with a computed grand mean of 4.31 and a standard deviation of 0.61. In contrast, some key informants found the ineffectiveness of distance learning unacceptable, with a computed grand mean of 4.22 and a standard deviation of 0.75. The data indicated that the key informants found the adjustments faced by undergraduate parents as learning facilitators as mostly true with a computed grand mean of 4.31 and 0.61 standard deviations; the challenges faced by undergraduate parents as learning facilitators likewise had the same descriptive interpretation as mostly true with a computed grand mean of 3.98 and standard deviation of 1.03. Lastly, the key informants found the proposed solutions acceptable with a computed grand mean of 4.35 and a standard deviation of 0.63.

CHAPTER 4: CONCLUSION AND RECOMMENDATIONS

Summary of Findings

1. The Perspectives, Circumstances, Adjustments, and Solutions of Undergraduate Parents as Learning Facilitators

Table 10 features the key informants' views on the effectiveness of distance learning. The result shows that the key informants found the effectiveness of distance learning acceptable in all indicators. It demonstrates that the key informants found it acceptable that distance learning has allowed them to have flexibility in their time and schedule when teaching their children that is most suitable for their needs (M= 4.40 SD= 0.61), to give more time to spend (M= 4.14 SD= 0.70) and offer more attention to their children (M= 4.30 SD= 0.60). Moreover, key informants found it acceptable that distance learning has given them the chance to learn the lesson with their children together (M= 4.30 SD= 0.54). In general, the key informants found the effectiveness of distance learning acceptable, with a computed grand mean of 4.31 and a standard deviation of 0.61.

Five (5) themes emerged after doing an in-depth thematic analysis of the data gathered:

(1) Perspectives of Undergraduate Parents as Learning Facilitators During Pandemic with two sub-themes: (a) characteristics of parents as learning facilitators and (b) attitudes of parents as learning facilitators.

The characteristics of parents as learning facilitators had five (5) categories: patience, observance, knowing how to motivate children, diligence, and multi-tasking skills.

The attitudes of parents as learning facilitators had four (4) categories: responsible for the education of their children, giving more time to their children, letting their children see the relevance of the lesson, and direct guidance and assistance were given to their children.

(2) Views of Parents on The Effectiveness of Distance Learning with two sub-themes: (a) advantages of distance learning and (b) disadvantages of distance learning.

The views of parents on the advantages of distance learning had four (4) categories: flexibility of time/time is suited to the children's needs, opportunity to spend more time with their children, offer more attention to their children, and learning with their children.

The views of parents on the disadvantages of distance learning had three (3) categories: too much work and responsibility, less physical social interaction of pupils with their teachers and peers, and difficulty in teaching the lesson.

(3) Adjustments of Undergraduate Parents as Learning Facilitators with four sub-themes: (a) flexible routine in balancing work and teaching; (b) learn from supplementary resources; (c) provide support and encouragement to their children and (d) establish learning expectations for their children.

(4) Problems Encountered by Undergraduate Parents as Learning Facilitators with four sub-themes: (a) inability to teach some topics; (b) stress from balancing work and teaching their children; (c) need for teacher communication and (d) difficulty in getting their children to work on their modules.

(5) Possible Solutions in Dealing with The Problems of Undergraduate Parents as Learning Facilitators with two sub-themes: (a) school assistance to the parents in teaching their children through training; (b) demonstrate patience in teaching the children.

2. Description and Significant Difference Analysis of the Key Informants' Sex and Age

The data implied that 36 out of 50 key informants' or 72.00% were female, and there is a significant difference in the characteristics and attitudes of the population when grouped according to sex. Still, no significant difference was found in other variables. Regarding age, the majority of the key informants in the study have ages ranging from 26-30 years old, or 34.00%. According to the significant difference analysis, there is no significant difference in all the variables when grouped according to age. This means all the variables are the same across populations regardless of age.

3. Descriptions of Key Informants' Perspectives Learning Facilitators in Characteristics and Attitudes

The data showed that the key informants highly practiced all indicators of the perspectives of undergraduate parents as learning facilitators under characteristics with a computed grand mean of 4.47 and standard deviation of 0.58. At the same time, they also very highly practiced all of the indicators of the perspectives of undergraduate parents as learning facilitators under attitudes with a computed grand mean of 4.52 and standard deviation of 0.54.

4. Descriptions of Key Informants' Views on the Effectiveness of Distance Learning

The data revealed that key informants found it acceptable that distance learning has given them the chance to learn the lesson with their children together ($M= 4.30$ $SD= 0.54$). In general, the key informants found the effectiveness of distance learning acceptable, with a computed grand mean of 4.31 and a standard deviation of 0.61. In contrast, some key informants found the ineffectiveness of distance learning unacceptable, with a computed grand mean of 4.22 and a standard deviation of 0.75.

5. Descriptions of Key Informants' Significant Experiences in Adjustments, Challenges, and Proposed Solutions

The data indicated that the key informants found the adjustments faced by undergraduate parents as learning facilitators as mostly true, with a computed grand mean of 4.31 and 0.61 standard deviations. The challenges faced by undergraduate parents as learning facilitators likewise had the same descriptive interpretation as mostly true with a computed grand mean of 3.98 and standard deviation of 1.03. Lastly, the key informants found the proposed solutions acceptable with a computed grand mean of 4.35 and a standard deviation of 0.63.

Conclusions

This study aims to determine the perspectives, adjustments, and possible solutions to the challenges experienced and the significant effect of being an undergraduate parent who serves as the learning facilitator during the pandemic. As stated in the findings of the study, the following conclusions were derived:

1. The Perspectives of Undergraduate Parents as Learning Facilitators during Pandemic were divided into two (2) subthemes, the characteristics and attitudes. Most undergraduate parents acquire skills that allow them to be more involved and responsible in their children's education. As a result, the key informants became patient, observant, diligent, and capable of displaying multi-tasking skills in terms of characteristics, while the key informants became responsible for the education of their children by giving their children more time and direct guidance and assistance; the key informants also let their children see and understand the relevance of the lesson for the children to relate and enhance the retention of the lesson in terms of attitudes.

2. Based on the findings, The Views of Key Informants on The Effectiveness of Distance Learning vary in advantages and disadvantages. The key informants found distance learning to have an advantage in the flexibility of time, being

able to learn the lesson with their children while also being allowed to spend more time and attention on their children. However, it also has disadvantages as it has given the key informants too much work, responsibility, and difficulty in teaching the lesson while also restricting their children's physical and social interaction with their teachers and peers, which may affect their social development.

3. Findings show that in the Adjustments of Undergraduate Parents as Learning Facilitators, the key informants had to create a flexible routine in balancing work and teaching. As they need to teach what they do not know, they had to compensate for the gap by learning from supplementary resources. Through this, the key informants have learned time management and to provide support and encouragement to their children by establishing their learning expectations to cope with the situation. Educate themselves using WEB 2.0, and entertain their children by giving a reward.

4. As undergraduate parent who serves as the learning facilitators for their children during the pandemic, problems are inevitable. The vital problems that these key informants encountered were the inability to teach some topics as they do not master some of the subject matter, stress from balancing work and teaching their children, always in need of teacher communication, and difficulty in getting their children to work on their module due to lack of motivation.

5. Based on the findings of the study, the key informants proposed solutions such as the government should offer training for them to have adequate knowledge in teaching their children and feel the power of patience in teaching and also emphasize patience as a virtue in teaching their children as a learning facilitator during the pandemic. This shows that the undergraduate parents as learning facilitators are eager to become more involved in their children's education regardless of what learning modality may be implemented.

6. Findings show a significant difference in characteristics and attitudes of the key informants when grouped according to sex. Still, there is no significant difference in terms of other components. Meanwhile, there's also no significant difference in all the variables when grouped according to age.

7. Findings revealed that in the perspectives of undergraduate parents as learning facilitators in terms of characteristics, the majority of the key informants highly practiced all of the indicators while the majority of the key informants in attitudes very highly practiced the stated indicators.

8. Based on the findings, the undergraduate parents as learning facilitators describe their views on distance learning as effective, and most of the key informants accepted all indicators. However, some indicators described the views of undergraduate parents on distance learning as ineffective, and the majority of the key informants found it unacceptable. This means that while distance learning has advantages, it also has disadvantages.

9. Based on the findings, the significant experiences of undergraduate parents as learning facilitators during the pandemic. Most of the adjustments and challenges are mostly true, and most of the proposed solutions were acceptable to the key informants.

Recommendations

The following recommendations are made based on the conclusions mentioned above:

1. The government should offer training seminars and accessible learning resources that the parents could utilize to aid their duties as learning facilitators regardless of their educational attainment.

2. The policymakers should consider the data provided in this study as it may bring awareness should a similar situation arise. At the same time, the curriculum developers should consider the curriculum's development to meet the students' changing learning needs to adapt to different learning modalities.

3. The Department of Education should continue its online teaching platform, DepEd TV, and create more projects as it helps the students and learning facilitators understand the lesson and the targeted learning competencies that must be met to let the learners gain quality education.

4. Future Researchers may use this study as a starting point for gathering data and references that may aid related studies involving undergraduate parents as learning facilitators and conduct a study with a larger group of key informants to raise awareness of this matter.

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