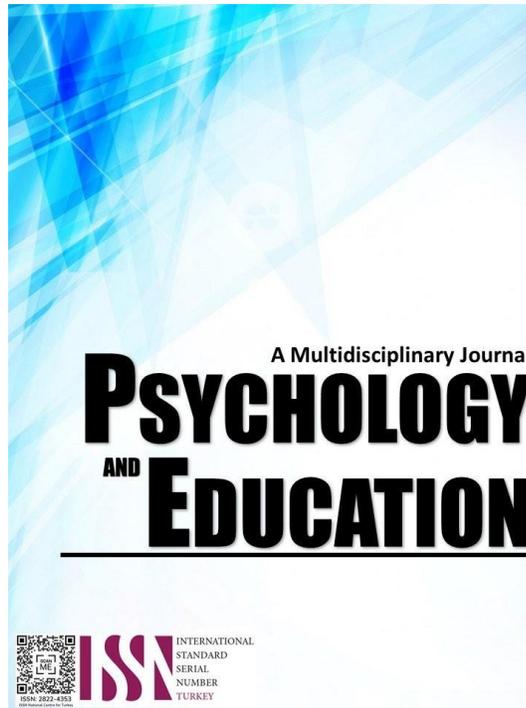


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Preparations of Parents for the New Normal Classes: A Cross-Case Analysis

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Abstract

The study examined how parents from varying educational backgrounds prepare their children for the new normal classes. Using a qualitative cross-case analysis, it investigated the preparations of the parents. The informants were chosen using purposive sampling. It was revealed that parents were involved in assisting their children in the new educational landscape. The college-graduate parents emphasized providing learning materials and resources to help their children. Furthermore, parents prioritized their children's overall physical well-being. Also, parents assisted, gave constant reminders, and established direction when handling their child's emotions. Parents have experienced utilizing technology to support their children. Meanwhile, it was revealed in the cross-case analysis that college graduates prioritized using learning resources and materials, while elementary and high school graduates focused on support and advice. In addition, parents prepared by providing gadgets; however, college-graduate and high-school graduate-level parents highlighted the guidance on using the gadgets. Parents concurred that their children need preparations and assistance and that their primary concern should be their health. High school and college graduates showed similarities as they highlighted making friends with others. On the other hand, elementary-level parents enforce a positive attitude. Thus, it is recommended to conduct workshops or seminars to parents on how to support learning at home, provide social-emotional development training for parents, intensify and enhance safety and health standards, and enhance parents' technical knowledge and skills.

Keywords: *Parents, Preparations, Experiences, New Normal, Cross-case*

Introduction

The global shift in education caused by the COVID-19 pandemic has borne challenges not only for teachers and students but also for the parents who continue to assist, albeit being ill-prepared and under-resourced (Prime et al., 2020; Adams et al., 2021; Sonnenschein et al., 2021), in their children's education, on top of their other employment, child rearing, and home building responsibilities. Now that the pandemic has become a familiar part of Filipino learners' lives and academic institutions consider it a part of living onward, students and parents are expected to transition as generally as possible into another phase of the new normal of education. The impact of this shift on parents from diverse educational backgrounds adds another layer of complexity to their roles as supporters and facilitators of their children's learning. Understanding how parents from different educational backgrounds experience and respond to these challenges is crucial for educators, policymakers, and stakeholders in designing strategies on how to support and empower parents.

According to the study findings by McClain et al. (2021), most American parents were pleased with the changes in the learning modalities. 62% of parents believed online instruction during the pandemic had gone very well or somewhat well, and 70% say that supporting their children's use of technology for learning has been simple. American parents engaged in their children's learning activities by monitoring, teaching, and providing technical support (Sonnenschein et al., 2021).

Moreover, a survey by Azubukie and Bisayo (2020) revealed that 83 percent of parents in Nigeria are aiding their children's education despite the pandemic. Parents encourage their children to read books and attend online classes. Nevertheless, this has not been without its challenges and disadvantages. Parents reported examining a variety of instructional instructions for their children, including traditional and cutting-edge techniques and tools. In China, parents assume the roles of facilitators and supervisors of their children's learning (Zhang, 2021). However, some parents see and feel that implementing online learning during the COVID-19 pandemic is a problem, especially since some are unprepared, lack skills, and need training (Dong et al., 2020).

In the context of Filipino parents, a survey by the Philippine Normal University revealed that parents experienced many problems with the new normal classes. For example, they had difficulties getting online, needed to learn how to utilize technology well, and needed more money to support their children's education in the new normal (Cahapay, 2020). The study also found that parents needed help acquiring pedagogical skills to assist their kids during distance learning. Additionally, some parents experience problems in helping their kids navigate online resources because they need access to the internet or technological devices or because it is difficult for them to balance their work and household duties with helping their kids with schoolwork (Ricafort, 2020).

However, a study by Bhamani et al. (2020) revealed that the inability to provide adequate financial support for their children is one of the most significant challenges for remote-teaching parents. Many parents face hurdles while assisting their children during distance learning. The American Journal of Qualitative Research (AJQR) revealed that parents need help teaching their children remotely due to a lack of financial resources and the inability to personalize learning content (Garbe et al., 2020). Despite the hurdles, parents need

to prepare themselves and their kids for the new normal of classes by ensuring they have the appropriate technology and resources, setting up routines and schedules, and reinforcing a positive outlook (De Leon, 2020).

The parents of students in the Municipality of Lebak are learning facilitators in the Modular Distance Learning mode. Parents consider themselves ill-prepared as facilitators of learning. However, parents' limitations in assisting their children in the new normal classes result in low confidence. Notwithstanding these obstacles, parents in Sultan Kudarat displayed a great deal of dedication to their children's education and were willing to support it in any manner possible.

The study's significance lies in its potential to provide valuable insights into parents' experiences in preparing for the new normal classes. The findings of the study can provide policymakers with crucial information regarding the knowledge and skills parents need to support their children's learning. In addition, the study can also offer significant insights to a wide range of education sector stakeholders, enabling the development of effective strategies for facilitating children's learning at home.

Research Questions

This research aimed to determine parents' preparations for the new normal classes from different educational levels. Specifically, the researcher answered the following questions:

1. What are the experiences of parents in supporting the education of their children in the new normal?
2. How do parents prepare their children for the new normal education?
3. What policy recommendations can we develop as instructional leaders for parents for the new normal?

Methodology

Research Design

The study employed a multiple-case study design to examine the experiences and preparations of parents with different educational backgrounds regarding the new normal education of their children. Yin (2017) suggests that selecting multiple cases enables the researcher to provide more evidence than the single-case study by comparing and replicating the findings. Additionally, Creswell (2013) discussed that through multiple-case studies, there would be a detailed and in-depth exploration of the study from multiple sources of information.

Specifically, this study employed a cross-case analysis. The cross-case analysis is a method that involves the in-depth exploration of similarities and differences across cases to support empirical generalizability and theoretical predictions (Pare, 2019). Also, it is a method that facilitates the comparison of commonalities and differences in the events, activities, and processes, the units of analysis in case studies. In this context, the experiences of parents from varying educational levels in supporting their children and their preparations for the new normal classes were compared.

Participants

The participants in this survey were the parents of students currently enrolled at Don Marcelino Concha Memorial Elementary School. Three respondents from each educational level, elementary level/graduate, high school level/graduate, and college level/degree were chosen to answer the interview questions prepared by the researcher. All parents have experienced assisting their children during new normal classes. For triangulation purposes, nine students were interviewed about their exposure to new normal classes. The nine students were the children of the participants of the study. This supported the responses shared by their parents.

Instruments

For the study, the researcher developed an open-ended questionnaire to guide the interviews conducted with parents regarding their experiences and preparations for the new normal classes. The questionnaire contained five questions to explore the parents' experiences supporting and preparing their children for the new normal classes. The approach for the subsequent questions was open-ended and conversational, making the questionnaire function as an interview guide, allowing exploratory questions to be asked. The questionnaire underwent validation by a group of professionals consisting of a university professor, a public school teacher, and faculty members from Don Marcelino Concha Memorial Elementary School.

Results and Discussion

This section presents the presentation, analysis, interpretation, and discussion of the gathered data. This highlights discussion about the themes of parents' experiences in supporting their children's education. A presentation on parents' preparation for the new normal is also elaborated. The end of the presentation highlights a policy recommendation for instructional leaders to parents in the new normal.

Experiences of Parents in Supporting the Education of Their Children in the New Normal

This section presents parents' experiences in supporting their children's education during the new normal classes. The participants are parents with varying educational backgrounds. Table 1.0 displays the themes of college graduate parents' experiences teaching their children in the new normal education. The themes are presented and discussed below.

Table 1.0 *Themes on Experiences of College Graduate Parents in Supporting the Education of Their Children in the New Normal*

Themes	Sub Themes	Responses
Providing learning materials and resources	Purchasing writing and reading materials	"Bumili lang kami ng mga writing materials at reading materials." (P2) "We bought writing and reading materials."
	Getting a tutor	"Gikwaan ko siyag tutor." (P1) "We really tried to hire a tutor."
Close Monitoring	Making follow up	"May ara giyapon sang follow-up" (P1) "There is still a follow up."
	Assisting struggling child	"Ti, i explain ko sa ila ilang module..." (P2) "I explain to them their modules."
	Subjecting children to COVID-19 vaccines	"Pwede na sila mavaccinan, gi allow ko na." (P1) "They can be vaccinated, so I allowed my child."
Ensuring child's well-being	Observing safety and healthy practices	"Gina remind lang giyapon sang proper hand washing..." (P4) "I remind her about proper handwashing." "Ginapakaon ko lang siya sang mga gulay..." (P1) "I fed my child vegetables."
	Directing child's emotion by giving advice	"Gina explain lang namin sa kanya..." (P1) "We explain things to our child." "Pillion mo ang tao nga istoryahon mo..." (P2) "Be selective on whom you talk to."
Managing the socio-emotional experiences of the child	Reminding their child on their social media activities	"Gihambalan ko siya na chat lang na; indi na sila pag isipa. Chat kag text lang na." (P4) "I just told her that those were just text messages or from chat, do not mind them." "Provide gid dapat..." (P2)
	Providing technological tools Setting	"We must provide." "Giproveydan namun sang tab." (P4). "We provided our child with a tablet."
Integrating technological tools in the learning process	Setting rules	"May rules and regulation kami..." (P4) "We have rules and regulations." "Ginatudluan ko sila maggamit sang selpon." (P4)
	Assisting on operating technological tools	"I taught my children how to use cellphone." "Ginatudluan ko siya pano pag research..." (P1) "I taught her how and where to search."

Providing learning materials and resources. The transition to new normal classes was challenging for parents, for they needed to demonstrate various ways to support their children. In the survey by Lee et al. (2020), the educational shift to remote learning prompts parents to be actively involved in their child's learning process.

Purchasing writing and reading materials. This refers to the effort of parents to buy and provide additional learning materials for reading and writing. One college degree holder participant shares that:

"Sa akin naman po, bumili lang kami ng mga writing materials atsaka reading materials." (P2, L23-24)
"For me, we bought writing and reading materials."

Using learning materials aids children in their studies in the new normal. Parents have provided materials for their children to manipulate. In this instance, their role is to facilitate and guide their children. This is one of the experiences by parents where they must assist their children in their academic activities by providing learning materials.

The manifestation above is affirmed by another parent, where she shared:

"So mga reading materials, tung abakada, ginatudluan tapos gadgets, watch lang sya YouTube or ano nga related sa reading amo lang to." (P4, L30-32)

"With reading materials, such as ABAKADA, then gadgets, watch reading-related videos."

Additionally, parents' experience in their children's studies is focused on providing reading materials. They bought charts and reading books and utilized educational sites like YouTube. This is a trend in the new normal where parents must bring their children to YouTube since some have difficulties teaching them. The dependence on technology is evident in the new normal, where face-to-face communication was prohibited at that time. This supported the study of Jaiswal (2017) that parents play a crucial role in fostering the educational development of their children by providing financial support and facilitating learning resources.

Getting a tutor. The unfamiliar role of facilitating the children's learning process at home presented a challenge for the parents. Hiring a tutor became an option to ensure the child's academic growth.

"Dahil sa lockdown, gipaningkamutan ko na mag-ano siya, gikwaan ko siyag tutor." (P1, L7)

"Because of lockdown, we hired a tutor."

In this context, the parent has had trouble teaching his child since the child would not believe in them. This scenario made the parent secure the assistance of a tutor for his child. This affirms the study by Guryan et al. (2023) that tutoring programs can increase student's academic achievement.

Close monitoring. Parents want to ensure that their children are learning and that they have completed the assigned tasks by the school. Parents exert more effort in monitoring their children's learning progress.

Making follow-up. In order to address the challenges of balancing work and household responsibilities, parents seek assistance from others in educating their children. However, parents remain committed to following up to ensure their child acquires knowledge. Despite having a tutor, the participant claimed she followed up on what the child learned during the tutorial session. The parent narrates that:

"May ara gyapon sang follow-up kay iba gid man abi kung ipa tutor mo siya didto lang siya mag learn tapos wala follow-up." (P1, L13-17)

"We still make follow-ups. It makes a difference when someone tutors him, and then there is no follow-up."

According to Aram and Levin (2011), a significant factor in developing early literacy skills, including writing, is social interactions with and observations of caregivers and other adults, especially parents (NICHD-ECCRN, 2004).

Assisting struggling child. Parents make themselves available whenever their children encounter difficulties in studying their modules. Even though parents encourage their children to learn independently, they continue to extend their support whenever their children face difficulties in learning

"Kung mabudlayan sila sa topic, gapamangkot sila sa akon. Ti, I explain ko s ailailang module." (P2, L28)

"If she has difficulties with the topic, she asks me. Then, I explain the module."

Parents ensure they are ready to provide teaching assistance to their children during modular distance learning. If their children encounter difficulties while answering their modules, they are ready to teach them. Similarly, the research of Riberio et al. (2021) indicates that parents, particularly elementary school children, must devote a substantial amount of time to their children's education. In the first level of education, the monitoring of attention in classes and task completion is widespread, although support in the completion of tasks is also prevalent. In the second and third levels of education, the most popular types were monitoring classroom attention and task completion and ensuring deadlines were met (Riberio et al., 2021).

Ensuring child's well-being. The threat of the COVID-19 pandemic is still a major concern for the parents. Parents expressed that keeping their children healthy was their top priority during the difficult times.

Subjecting children to COVID-19 vaccine. To ensure that children are well-protected from COVID-19, parents allow their children to get vaccinated. Parents agree that vaccination helps children enhance their chances of not getting the disease. Thus, parents encouraged or motivated their children to subject themselves to vaccination.

As parents shared:

"So ngayong gi allowed na sila mga bata nga 5-11 years old pwede na sila mavaccinan. So gi allowed ko akonanak." (P1, L76-78)

"Since children ages 5-11 are allowed to be vaccinated, I allowed my child to be vaccinated."

"Sa akon, fully vaccinated nasya" (P4, L-95)

"My child is fully vaccinated."

The statements above confirmed that their children are already vaccinated. They subjected their children to vaccination after it was made available to them.

The study of Naam et al. (2020) and Gebasor et al. (2021), cited by Onget al. (2022), indicates that vaccines are used to prevent the severity of diseases such as COVID-19. As supported by Motta (2021) and Baldolli et al. (2020), consumers emphasize their safety regarding vaccination. The choice of whether to vaccinate a child belongs to the parent. Therefore, it is important to understand parents' readiness to give their children the COVID-19 vaccine and the challenges and facilitators of COVID-19 immunization. Vaccination is one of the most compelling scientific interventions that has been proven to control many infectious diseases and aid in eradicating some diseases (Miron et al., 2022).

Observing safety protocols and healthy practices. Parents ensure their children are safe and healthy when they go out or at home. They give constant reminders on the minimum health protocols mandated by the national and local governments. They also go the extra mile by ensuring that children are fed nutritious food.

"Kabalo na gyapon siya sang proper hand washing kag kabalo gid siya nga importante magdala sang mask kag alcohol. Ginapakaon ko lang siya sang mga gulay kag ginatagaan meryenda pag break." (P4, L82-88)

"She knows proper hand washing and the importance of bringing a face mask and alcohol. I feed her vegetables and give her snacks."

In this context, the child knows how to take good care of himself. The parent has fed him leafy vegetables, which are helpful to strengthen his body defense. Therefore, parents ensure their child is strong and protected from the virus due to vaccination and proper food intake.

Another parent shared that:

"Gipa vaccinan na siya. Wala man sya problema sa foods mahilig naman siya sa gulay-gulay. Yun lang tapos aware naman siya sa mga social distancing." (P4, L96-100)

"My child is vaccinated. She eats vegetables. She is also aware about social distancing."

Similarly, this parent has subjected her child to vaccination, and she feeds them nutritious foods essential to the child's strong immune system and body defense. Also, to protect his body from viruses, he should observe the health and safety protocols like wearing a face mask and observing social distancing.

Parents are not together with their children the whole day. They have no whereabouts on what their children have been doing or holding. To prevent the transmission of the virus, parents constantly expose their children to health routines like washing their hands before eating.

Parents frequently check their children's bedrooms to ensure they are not still playing games that could keep them up late. They want to ensure that their children maintain a safe and healthy lifestyle. In a study conducted by Philips et al. (2014), it was suggested that many factors of parenting style play a significant role in children's health-related behavior development.

Managing socio-emotional experiences of the child. The restrictions implemented during the COVID-19 pandemic forced parents and children to stay home most of the time. Children had limited interaction with their friends and other family members. As a result, parents explain the situation to their children to prevent adverse psychological consequences (Dalton et al., 2020).

Directing child's emotion by giving advice. As students navigate the new normal classes, they face difficulties. Hence, parents need to provide emotional support by advising their children. Parents play a significant role in guiding the emotional responses of their children to the challenges posed by the pandemic.

For college graduate parents, one parent shared that:

"Di man siya bullying pero gina explain lang namin sa kanya." (P1, L132-136)

"It is not really bullying. Though, we just explain it to him."

Children's emotions vary from time to time. It is proper if there is someone who can attend to their emotions. In this instance, the parent's child is usually attended to by their aunt, uncle, or dad. The pandemic requires a personal touch from people the child feels important. They could get this affection from their relatives like their uncle and aunt. Therefore, it is every parent's prime duty to ensure their children's emotional state to avoid emotional stress.

Additionally, to ensure the child's emotions will not be controlled or played by other people, one parent shared that:

"Ang ginahimo lang sa kaniya is ginapaintindi sa iya na pillion mo ang tao nga istoryahon mo kay indi tanan ara sa internet nami, mayad." (P2, L145-146)

"What we do is make her understand that she needs to choose whom she talks to on the internet because not all people on the internet are good."

Parents should always remind their children not to engage with people they do not know. In this instance, they will communicate only to people whom they trust and whom they know at all. Additionally, parents should continue to check how their children are doing in their class and their interaction with their friends or classmates.

Further, the emotions of children are secured when parents are always at their side, as the other participant shares:

"...*may guidance pa rin ka pag makipag-usap sya. Oo didto lang sa silingan, bal an niya man japon iya limits.*" (P4, L150-154)

"There is still guidance if she talks to others. She plays in the neighborhood; she knows her limits."

Guiding children is an exemplary manifestation of parents' actions. An indication that they are always present on their children's side. It is also an avenue to check students' feelings and behavior constantly. In this regard, students' emotions are known to their parents. Thus, if a problem arises, the parents can quickly know how to console their child. The findings of the research conducted by Poon and Knight (2013) pointed out the significance of the emotional support of one's parents during significant life transitions. Parents must discuss the situation with their children and explain why changes occurred and what they must endure (Dalton et al., 2020).

Reminding their child regarding social media activities. This refers to the parents' knowledge of their children's social media activity. Parents encourage their children to share their experiences when interacting with others on social media. As one parent narrates what her child shared:

"*Gihambalan ko siya, "Chat lang na; hindi na sila pagisipa. Chat kag text lang na.*" (P4, 270-273).

"I just tell her that it is just a text or chat. She should not mind."

Parents believe that they should be aware of their children's social interactions because this can lead to serious problems if not attended to. It was also mentioned that it was an advantage that their children shared their experiences so that they could guide their children on how to respond.

Parents find it helpful that their children trust them and share their experiences with them. Since they are unaware of everything that happens to their children when they make friends online, they must share their good or bad experiences. They want to guide and support their children so they will not be harmed. O'Keeffe and Clarke-Pearson (2011) assert that parents must understand the nature of social media sites, as not all provide a healthy environment for children and adolescents.

Integrating technological tools in the learning process. Parents recognize the benefits of using technological tools to supplement their children's learning. It is a common experience among other parents and students, that is why they support their children's education by integrating educational technologies into the learning process.

Providing technological tools. Parents provide technological tools like Android phones and tablets. They are optimistic that these tools will help their children learn better. A parent claims that since technology is essential during distance learning, purchasing one is a must.

A parent shared:

"*Technology wise, provide gid dapat.*" (P2, 209)

"Technology wise, we need to provide."

Similarly, the need of having a technology is also evident to the other participant where she shared:

"*Giprovidan kami sang tab.Tapos subong selpon ko na lang gamit nya pero may limit. May screen time lang siya. May rules and regulation kami.*" (P4, L213-220).

"We provided a tablet. Now, he uses a cellphone, but there is a limit. There is a screen time. We have rules and regulations."

Parents observed that gadgets are helpful during distance learning. That is why they are prompted to buy one for their children. This supports the claim of Akram et al. (2022) that incorporating technology in the learning process improves instructional practices that result from positive student responses.

Setting Rules. Most of the parent's role is to provide their students with gadgets for their studies. However, it resulted in some unexpected results. Still, parents have provided conditions for the use of technology. There are restrictions and limitations. In this context, parents must guide their children on how to use the technology available.

"*May guidance lang talga dapat.*" (P1, L197)

"There should be guidance."

“*Tapos subong selpon ko na lang gamit nya pero may limit. May screen time lang siya. May rules and regulation kami.*” (P4, L217-218)

"And now, cell phone only, but there is a limit. There is a screen time. We have rules and regulations."

Based on the previous transcripts, parents know their children are knowledgeable enough to manipulate the available technology, like cell phones. However, parents should remind their children of some adverse effects of technology if not used properly. Parents should always guide their children when using technology at home.

This supports the study by Hollingworth et al. (2011) that many parents, regardless of their background, viewed technology as harmful before seeing the educational benefits. Parents explored limiting, rationing, and regulating their children's use in response to these perceived dangers. However, the specific tactics employed by parents and their confidence in employing them differed based on the resources or assets they possessed.

Assisting on operating technological tools. This refers to parents' experiences teaching their children to utilize educational technologies to support their education in the new normal classes.

The use of educational technology in learning at home is familiar, but it is an unfamiliar experience for parents and children. The closure of schools and the transition to distance learning prompted parents and students to rely on technology to support their education. I deemed parents' role in helping their children utilize technology for educational purposes important. One parent shared that:

“*Oo, ginatudluan ko sila mag gamit sang selpon kag kung diin mag research.*” (P4, L444)

“I teach them how to use cellphones and where to search.”

Most parents want their children to be familiar with using the internet effectively to find information. Because not all websites can be trusted, parents need to direct their children to reliable educational websites that can assist them in completing their assignments. In a study by Zhang and Livingstone (2019), it was discussed that parents with a higher socioeconomic status and level of education report more online harm for their children and engage in more parental mediation, such as recommending ways for their children to use the internet safely and discussing their online activities. Another parent confirmed this by saying:

“*Ginatudluan ko siyaanopag research kag diin mangita sang answers kung hindi namun bal an ang answer.*” (P1, L422-423)

Parents must know to provide appropriate guidance to the technological use of their children.

Presented in table 1.1 are the themes on experiences of high school graduate/level parents in supporting their children in the new normal education. These themes are presented and discussed below.

Table 1.1. *Themes on Experiences of High School Graduate or Level Parents in Supporting the Education of their Children in the New Normal*

Themes	Sub Themes	Responses
Providing learning support	Helping on accomplishing learning activities	“ <i>Ginapakita namun amon suporta.</i> ” (P3) “We show our support.” “ <i>Ginatabangan... kung nabudlayan..</i> ” (P7) “I help my child with it’s difficult for her.”
	Asking older child to teach his/her younger sibling	“ <i>Nalipay siya kay ara iya ate nagatabang sa iya...</i> ” (P7) “I was happy because her older sister helps her.”
Experiencing difficulties in providing teaching assistance	Reviewing the lessons before teaching	“ <i>Kinahanglan pa studyhan balik para tama matudlo mo...</i> ” (P3) “We need to study again to teach our children.”
	Lack pedagogical knowledge	“ <i>Iba gid nga maestra gid ang gatudlo saila kaysa ginikanan...</i> ” (P5) “It’s really different if it’s the teacher who teaches them compared to the parents.”
Observing health protocols	Following COVID-19 protocols	“ <i>Mask kag alcohol amo lang na usually..tapos social distancing kag handwashing</i> ” (P3) “Parents remind about masks, alcohol, social distancing, and handwashing.”
	Reminding child to sleep on time	“ <i>Gina remind ko sila namatulog sang aga.</i> ” (P3) “I remind them to sleep early.” “ <i>Matulog sang aga kag saktó.</i> ” (P5) “Have enough sleep and sleep early.”

Giving psychological and socio-emotional support	Encouraging children to make friends and socialize	<i>"Ginahambalan ko sila na bisan layo sila hindi man kinahanglan na mawala ilang amigo."</i> (P5)
	Socializing at home	"I tell them that even though they are from each other, they should not lose their friends." <i>"Makipag socialize sila, makipag friends."</i> (P3) "They can still socialize and make friends."
Utilizing Educational Technologies	Reinforcing positive behavior	<i>"Kung mag away, dugaydugay magbati mana japon."</i> (P5) "Whenever they fight, they need to make up."
	Providing technological tools	<i>"Maningkamot para makabakal selpon..."</i> (P3) "We worked hard to buy a phone."
	Leveraging DepEd TV	<i>"Ginabalhin namun sa DepEd TV"</i> (P3) "We change the channel to DepEd."

Providing Learning Support. The closure of schools and the absence of teachers necessitated the parents to take on pedagogical responsibilities to support their children's distance learning.

Helping in accomplishing learning activities. Parents have noticed their children's struggles during distance learning. This experience prompts them to provide learning assistance by teaching their children and helping them accomplish their modules and projects.

"Labi na gid kung mabudlayan sila sa projects nila, gina pakita namun amon suporta. Amo na amun role as parents na suportahan ang batasa projects kag requirements sa eskwelahan." (P4) (Especially when they have difficulties in their project, we show our support. That is our role as parents, to support our children's projects and requirements in school.)

The parent's statement above emphasized that it is their role to help their child in any school-related work, especially when their child is struggling. The dilemma starts when the shift from face-to-face to modular has taken effect. The changes in routine activities have affected the child. Thus, parents claimed that modular instruction makes it difficult for their children to read due to the absence of teachers. In this regard, parents are essential to their child's academic success. They should only depend a little on the teachers. Therefore, they must exert time teaching their child to acquire the necessary competencies or skills. This has similar findings to the study of O'Connor Bones et al. (2022), emphasizing that parents implemented pedagogical roles to support their child's remote learning due to the closure of schools in response to the COVID-19 pandemic. The study also reported that parents scaled down their work to support their child's diverse needs.

Asking older child to teach his/her younger sibling. Parents utilize their older children to assist in teaching their younger siblings. Parents view this as an effective way of managing their time while ensuring that their children are learning. Meanwhile, one parent shares on the implementation of modular instruction where she narrates that:

"Ara iya ate nagatabang sa iya. Kis a ako man gatudlo sa iya. Gina encourage ko lang gid siya na hindi mag untat eskwela." (P7) (Her sister is there. Sometimes, I also teach her. I encourage her also not to stop.) Having support in the house, like a family member, unloads some of the burdens experienced by a parent. In this regard, a parent may partner with her older sister or brother in teaching their younger brother. This proves that support in the family is meaningful in times of crisis. This confirms the previous study by Gaylord (2016) anchored to the Sociocultural Theory by Lev Vygotsky that quality interactions between a child and a More Knowledgeable Other (MKO) contribute positively to students. When older siblings serve as MKOs along with literacy-based activities, it offers a rich learning experience (Gaylord, 2016).

Experiencing difficulties in providing teaching assistance. This refers to the challenges parents experienced while supporting their children during the new normal classes.

Reviewing lessons before teaching. Parents are compelled to review the lessons before they can effectively teach them to their children. As they indicated, their incomplete higher education prompted them to revisit the lessons they learned in the past.

One parent shared that:

"Ok lang kung taas ang iniskwelahan sang nanay. Mahambal ko gid nga as parents, kinahanglan pa studyhan balik para tama matudlo mo sa bata mo." (P3) (It is okay if the mother has high educational attainment. I can say that as parents, you need to study again so that you can teach your child.)

The difficulty manifests in how they teach their child since they could not finish their education. However, they must learn or force themselves to teach their child. This experience is challenging for parents who need more confidence to teach their children to acquire basic literacy skills. The COVID-19 pandemic has further highlighted the importance of parental support, as parents have had to join

the front-line teaching and learning process (Winthrop et al., 2020). Parents' lack of education and ability to support homework may affect child learning outcomes, especially during school closures (Brossard et al., 2020).

Lack pedagogical knowledge. The shift to distance learning posed challenges to parents, particularly those lacking formal training in teaching or pedagogy.

A parent shared her experience with the difficulty of teaching her child. She narrated:

“Para naman saakon kay grade 3 naman akon bata, kabalo naman siya mag basa pero sa English lang, nalipatan niya na gid kay tungod sa pandemya. Iba gid ngamaestra gid ang gatudlo saila kaysa ginikanan.” (P5) (For my grade three child, she knows how to read, but she forgets how to read in English because of the pandemic. It is really different when it is the teacher who teaches the child compared to parents.)

The dilemma starts when the shift from face-to-face to modular has taken effect. The changes in routine activities have affected the child. Thus, parents claimed that modular instruction makes it difficult for their children to read due to the absence of teachers. Parents admitted they experienced pedagogical difficulties since they have limited knowledge of instructional strategies compared to teachers (Cahapay 2021).

In this regard, parents are essential to their child's academic success. The findings of a study by Riberio et al. (2021) show the necessity for a significant commitment of time from parents, particularly elementary school children, making it challenging to cohere work with activities at school.

Observing Health Protocols. Parents understand the importance of protective and risk factors that can significantly help promote the well-being of their children in these difficult times. Evidence suggests that when children are out of physical school, they encounter health challenges like fewer physical activities, longer screen time, irregular sleep patterns, and an unhealthy diet (Wang et al., 2019).

Following COVID-19 protocols. This refers to the observance of minimum health and safety standards due to the emerging threat of COVID-19. One high school graduate participant shared:

“Sa akon kung sa preparation, mask kag alcohol amo lang na usually ang ginakwan sang parents tapos social distancing, yun lang tapos handwashing. Amo lang mana usually tapos mga healthy foods.” (P3) (For my preparation, same with what parents usually do, reinforcing bringing of mask and alcohol, social distancing, and hand washing.)

Parents agree that observance of minimum health and safety standards is the best way to protect their children from viruses. The use of masks and alcohol is one way to defend oneself from the threat of COVID-19. Parents are well aware of the threat; thus, they remind their children to use masks and observe social distancing.

Another parent supported the above claim where she narrates that:

“Para sa akon, pareha man japon naka vaccine na ang bata tapos ginatudluan man sila na mag-alcohol, hand washing.” (P5) (For me, same with others, my child is vaccinated, and I also teach my child proper hand washing.)

They subjected their children to vaccination to ensure complete protection from the virus. The use of masks and constant hand washing are means of virus prevention. Parents succeed in reminding their students to do such actions since these will protect them from the virus. These activities will strengthen their physical appearance or physique, and they will not acquire COVID-19.

Parents remind their children and ensure that safety protocols are followed, and that their children are in healthy condition (Gumapac et al., 2021). In addition, Klass and Ratner (2021) also explain that children's COVID-19 vaccine has personal and community benefits.

Reminding to sleep on time. Children's health and overall well-being become parents' top priorities. Parents emphasized their children getting sufficient sleep to promote their overall health and well-being while studying in the new normal setup.

“Gina remind ko sila na matulog sang aga.” (P3) (I remind them to sleep early.)

The parents recognize the importance of keeping their children healthy by making them sleep on time. They believe that this will help boost their children's immune systems. Dawkins's study (2022) points out that everyone's daily routine and healthy lifestyle depend on getting enough sleep. Kids who regularly get enough sleep have better attention, behavior, learning, memory, and general mental and physical health (Dawknis, 2022).

Keeping their children healthy is one of parents' priorities during this pandemic. They want to provide everything they can to support their children's health.

Giving psychological and socio-emotional support. Parents observed that their children became sensitive during the prolonged period of confinement caused by the COVID-19 pandemic. Effective parenting skills are essential when children are confined at home (Andrew, 2020).

Encouraging children to make friends and socialize. Parents noticed that their children became uneasy and emotionally unstable due to confinement at home. As a result, it affected their motivation and attitude toward their studies. Parents allow their children to socialize with their classmates and friends who live nearby.

“Ginahambalan ko sila na bisan layo sila hindi man kinahanglan na mawala ilang amigo. Pwede sila makipag friends kag mamansin sa ilang mga amigo.” (P5) (I tell them that even though they are far from each other, it doesn't mean that they will lose their friends. They can make friends and socialize with them.)

This implies that parents value their children's socio-emotional need to make friends and spend time with them. However, the restrictions brought by the spread of coronavirus made it difficult for their children. It was mentioned that parents feared allowing their children to go to different places where they could play with their friends. Friendships are vital for children's social and emotional development (Hafen et al., 2012). In addition, Chan Tack and Small (2017) referenced Parker and Asher (1987), who imply that failing to build good, enriching friendships throughout childhood can result in adult maladjustment, low educational attainment, and criminal behavior.

Reinforcing positive behavior. The new landscape in the education system made children vulnerable to emotion. Parents expressed that they try to process those emotions and reinforce positive behavior in their children.

Another parent shared that children, when they are still young, often engage in a fight just like his child. She narrates that: *“Indi ged maiwasan nga mag away sila. Amo na ginasingganan ko lang na kung mag away, dugay dugay magbati.”* (P5) (It cannot be avoided that there will be a time where they will fight. That is why I tell them that if they fight, they need to make up later.)

Parents' job in maintaining positive emotions in their children is crucial. They should be the first to inform their child about the negative effects of fighting a neighbor and remind them that it will not bring good in their relationship as neighbors. When parents and children collaborate in learning activities, bonding between parents and children increases as they can spend much more time together. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help them alleviate their anxiety. It has been recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty (Wang et al., 2020).

Moreover, another scenario is evidence about a child's emotions. Purchasing a phone when it is not needed is what parent should remind their children. Children should value the significance of gadgets for addiction; this kind will affect their emotions. Complex situations, such as social and economic circumstances, provoke strong emotions in children (Zhang & Gatzke-Kopp, 2020). Thus, parents' job to remind is essential for their child's emotional development. Parents must explain the situation to their children and make them understand to avoid negative consequences (Dalton et al., 2020).

Utilizing Educational Technologies. Using technology has been a trend in the education system. The shift to distance learning and the desire to help their children learn better during the new normal classes prompted the parents to adopt the technology. Rizk and Hillier (2020) suggest that educational technologies can offer new learning opportunities for students.

Providing technological tools. This refers to parents' extra effort in purchasing the needed gadget for their children's schooling.

One parent shared that:

“Para sa akon, bisan nga wala, mangita. Mangita, maningkamot para makabakal sang selpon kay kasi nagamodule. Kung wala, kay kinahanglan man nila i Google ang mga answer.” (P3) (For me, even if we do not have, we still find ways. We find ways and strive to buy a cellphone to be used in answering modules. They need to search for answers on Google.)

Indeed, parents go the extra mile. They find means to provide for their children's needs. However, if children are not monitored, they tend to abuse using gadgets or technology. Thus, the role of parents in teaching their children about technology is to remind them constantly of the appropriate usage of gadgets. Examples of well-designed educational software for young children are available (Hirsh-Pasek et al., 2015). However, Goodwin (2013), as cited by Papadakis and Kalogiannakis (2017), explained that the choice of the application is crucial since it might be the difference between a "digital babysitter" and a tool to promote children's learning and development.

Other parents cannot afford to buy their children a phone, but the parent lends her phone to their child. The parent narrated that:



“Sa akon naman, wala man siya namon gibaklan selpon. May selpon kami pero kwaon niya.” (P5) (For me, we did not buy our child a cellphone. We have a cellphone and my child borrows it.)

Leveraging DepEd TV. This refers to parents’ experiences supporting their children's educational and technological needs by letting them watch DepEd TV. One parent shared:

“Ginabalhin namun ang channel sa DepEd TV kag ginahambalan na maglantaw kay makabalo sila kag matudluan sila.” (P3) (We change the channel to DepEd TV, and we tell them to watch, for they will learn from it.)

Another parent confirms that aside from smartphone, she lets her children watch DepEd TV for learning. She said that “Gagamit kami sang selpon kag galantaw sa DepEd TV, Sir..” (P5) (We use cellphone and watch DepEd TV, Sir.)

It was found that parents are aware of DepEd TV and how it can aid learning. DepEd TV has been of great help to parents in supporting their children's education during the new normal classes. In a study conducted about the utilization of radio and television, Pontane (2022) asserts that the lessons were broadly accepted, applicable, and beneficial among stakeholders and students. With supplementary learning tools, learners might continue to advance their knowledge and abilities while remote learning.

Presented in table 1.2 are the themes on experiences of elementary school graduate/level parents in supporting their children in the new normal education. These themes are presented and discussed below.

Table 1.2. Themes on Experiences of Elementary Graduate or Level Parents in Supporting the Education of Their Children in the New Normal

Themes	Sub Themes	Responses
Facing pedagogical problems in facilitating learning	Sharing teaching responsibility with other family member	“Gabulig sa iya kay manang niya...” (P6) “The one that helps her is her older sister.” “Nagapabulig sila sa magulang nila.” P9 “They ask help from their older sibling.” “...kung kami waay gid.” (P8) “If it’s just us, we can’t.”
	Doubting teaching skills	“Ako man gani wala katapos sa eskwela.” (P6) “I myself did not graduate.”
Maintaining healthy lifestyle	Reminding child to follow the safety protocols	“Mag facemask sila, social distancing...” (P6) “Wear a face mask outside and social distancing.” “Ginapilit sila pakaunon gulay...” (P8)
	Feeding their child with healthy food	“I make them eat vegetables.” “Ginatagaan ko sila vitamins kag prutas kag gulay.” (P9) “I give them vitamins, fruits and vegetables.” “Diri lang man sa balay gahampang, tapos sige lang sila lagawlagaw.” (P6)
Encouraging socialization	Permitting to play along with playmates	“My child plays at home then go to his friends.” “May mga kahampang...” (P8) “She has playmates.”
	Ensuring safety while playing	“Okay lang man sila makihampang, hindi lang nila limtan nga kinahanglan safe.” (P9) “It’s okay to play, but they should be safe.” “Ako naman, binaklan ko sang selpon” (P6)
Using gadgets to support distance learning	Purchasing mobile phone to supplement modular learning	“For me, I bought my child a phone.” “Gibaklan ko siya selpon kay ginagamit niya sa module nya...” (P8) “I bought my child a cellphone since she uses it in answering module.” “Sa iba siya gapamangkot.” (P8)
	Asking assistance from others on how to operate the technology	“My child asked others.” “Ang mga mas tigulang niya na utod kag mga pakaisa ang gatudlo sa iya.” (P9, L483) “The older sibling or cousin taught my child.”

Facing pedagogical problems in facilitating learning. One of the challenges parents faced was difficulty providing effective instruction due to a lack of familiarity with the subject matter and insufficient experience facilitating their children's learning. Parents experienced challenges adapting to the new learning mode, including issues with delivering instruction, concerns about the child's learning style, poor learning outcomes, and financial constraints (Agaton & Cueto, 2021).

Sharing teaching responsibility with other family member. This centers on parents' experiences sharing teaching responsibilities with other family members because of their various challenges in providing support.

“Ang gabulig sa iya kay manang niya nga grade 9, pati ako gaalalay man saiya. Syempre ako lang man isa sa balay, wala ang upod ko da, ang ate nagatudlo, kung gab-e ako naman.” (P6) (The one who helps her is her grade nine sister. I also assist. Of course, I am the only one at home, the sister teaches her, and at night I also help her.

Assistance given by a family member to their sibling's studies is a big help for a parent. Working collaboratively to ensure a child's academic success shows good family bonding and communication. In this pandemic, it is evident to most households that a younger learner is taught by her/his parents and their older brother or sister.

One parent asked her older child at a higher level to teach their younger sibling, for she admitted that she lacked knowledge on the subject matter. Learning has been a challenge to students during the pandemic. This supports Dangle and Sumaoang's (2020) study that parents' educational backgrounds are one of the challenges of modular distance learning, as some parents did not complete their education and lacked the knowledge to assist their children.

Doubting teaching skills. The parents tried to aid their children by assuming the roles of tutors. However, this took work. As parents shared, they experienced difficulties in supporting their children academically. Parents feel their children do not trust their abilities to teach them. A parent shared:

“Ako naman no, gusto ko gid mag F2F para mapati gid akon mga bata. Kay kung ako, inde gid sila mapati. Lain gid abi maestro ang magtudlo kay mapati gid sila kay kung kami waay gid.” (P8) (I really want face to face classes because my children do not listen to me. It is really different when their teachers teach them. If it is just parents, nothing happens.)

This parent's experience is also evident during the new normal where their children would not trust their parents.

In addition, parents feel they need more capability to teach their children because even they have yet to finish their education. As a result, there are times when they just let their children study on their own.

“Hindi ko gid siya ginatudluan kay ako man gani wala katapos sa eskwela. Gapaningkamot lang sila sang ila,” a parent shared. (P6) (I don't really teach my child because I did not finish my education. They just work hard on their own.)

Education is a hindrance in this situation, yet this can be remedied by engaging students in other options like presenting an application that aids them in their activities or seeking assistance from their older brothers or relatives. Parents' dilemma is how to teach their children since they need help to reach a higher level of education. This lends support to the findings of a study conducted by Clarke (2001) and cited by Garcia (2018), which state that parents with a low level of education report feeling limited in their ability to meet the educational requirements of their children and may be unable to offer support and assistance in this area.

Maintaining healthy lifestyle. Parents believe that their children will learn better if they are physically healthy. That is why they continue to support their children by guiding them and ensuring they live a healthy lifestyle. Clark et al. (2020) suggest that close attention and substantial effort are crucial to address health emergencies.

Reminding child to follow safety protocols. Adherence to the health and safety protocols is still a crucial concern for parents. Parents emphasize that it is essential their children still observe health protocols. One participant shared that:

“Sa akon, amo man lang giyapon tung mga hambal nila nga vaccine sila tapos kwan mag facemask sila, social distancing tapos isa pa inang ginakwan ko mayo man lawas nila japon.” (P6) (For me, the same with others, my child is vaccinated then they use face mask, follow social distancing, and I ensure my child's physical well-being.)

In this instance, the observance of minimum health and safety standards is still in effect for this group of parents. This is one effective way of ensuring that children have healthy bodies and are disease-free. Following such guidelines or protocols keeps the child's body healthy and strong.

Children's health and safety are ensured by parents and caregivers, who also give them the tools and resources they need to succeed as adults and teach them fundamental cultural values. Children receive love, acceptance, praise, encouragement, and guidance from their parents and other caregivers. They offer the most private setting for nurturing and safeguarding children as they grow physically, mentally, emotionally, and socially, as well as their personalities and identities are formed (American Psychology Association, 2009).

Feeding their child with healthy food. This refers to the food parents provide their children to keep them safe.

Some children are selective about food. They will not eat leafy vegetables, but knowing the effect of this food on the body, they should be forced or explained to them the significance of eating leafy vegetables for their body to become strong and their immune system.

A parent shared that,

“Ginatagaan ko sila vitamins kag gina pakaon prutas kag gulay.” (P9) (I give vitamins and feed my child with fruits and vegetables.) Aside from fruits, parents also try to set aside a budget for purchasing vitamins. They want to ensure their children receive the correct number of vitamins that their bodies need. The parents emphasized the importance of having a healthy body, for the coronavirus and other diseases still harm their children's health.

Children require vitamins and minerals for healthy growth and development. Children can obtain vitamins and minerals by consuming various foods from the five food groups. Lack of vitamins and minerals in children's diets might affect their growth and development. Doustmohammadian et al. (2022) claim that there is a positive relationship between healthy eating behavior and academic performance.

Encouraging Socialization. Parents encourage their children to communicate with their close family members and friends. They believe that if their children are emotionally stable, children will display a positive disposition toward their education. The alterations in the lifestyle during the new normal can result in psychosocial stress and may exacerbate the adverse impacts on the physical and mental well-being of the children (Sprang & Silman, 2013).

Permitting child to play along with playmates. This talks about how the parents showed socio-emotional support for the needs of their children.

Parents should always guide their children on every action they take so that they will not fail or fall, which might affect their emotions. Parents' guidance is critical in how the child may develop their emotions towards things, people or during an interaction with peers or friends. Seemingly, parents should nurture the emotional development of their children. To support this, the findings of a study that was carried out by Stan (2012), the parenting approach that the parent utilizes affects the behavioral mode of response exhibited by the kid on both the social and emotional levels.

A parent shared the activities of his child as she narrated:

“Ako naman no, may mga kahampang pero mga pinsan niya lang, tapos naga selpon, pero nagaTiktok sila mga pinsan niya man japon.” (P8). (My child has playmates, mostly her cousins, then they use Tiktok.)

In this regard, parents should set the proper action for their children regarding using phones for TikTok. The parent should see that their children are aware of the consequences of doing TikTok. They might be bashed; hence, they should be ready with comments bashing. In this instance, their children's emotions are prepared and ready for unexpected words.

Ensuring safety while playing. Parents have to navigate the challenges of keeping their children safe while still allowing them to socialize with their peers. A parent mentioned that:

“Okay lang man sila makihampang basta hindi lang gid magpalayo. Hindi lang nila limtan nga kinahanglan safe gihapon.” (P9) (It is okay to play as long as they will not go far. They should not forget also that they need to be safe.)

Parents recognize their children's need to establish relationships with others, mainly while confined to their homes most of the time due to the possibility of COVID-19 infections. However, parents continue to perceive the threat, which causes them enormous concern. This causes them to permit their children to play with others, but only in proximity. Their children often play with their neighbors or relatives who live nearby.

In support, Rogers (2012) implies that children's social relations, particularly their acquaintances and friendships, were crucial to their sense of happiness and the opportunities for physically active movement and play provided by the neighborhood environment. Children view friends and friendships as fundamental to their well-being, and play is how they develop this crucial relationship. The children consistently cited "space" and "friends" as their favorite aspects of their neighborhood.

Using gadgets to support distance learning. Parents have observed that the use of gadgets has been a great help to students during distance learning. This observation has led them to a decision that they also need to provide their children with a gadget like an Android phone, which they can use during modular distance learning. Parents have now become aware of the use of educational technologies to enhance student learning (Hollingworth et al., 2011).

Purchasing mobile phone to supplement modular learning. This refers to the purchase of gadgets by parents for their children's needs in their studies. One participant shared:

"Ako naman, binaklan ko sang selpon, ang budlay naman karon nga may selpon na siya, parang hindi na siya maka pag-aaral kasi sa selpon, amo gani siling ko 'kwaon ko ang selpon para kwan naman maka konsentrate sa pag-aral,' Ti kung kwaon ko naman, kaluoy naman sya kay kwan pa sa pandemic, ning modular, pinabay an ko nalng." (P6, L244-L247) (I bought my child a cellphone, but now my child cannot focus on studying because of too much use of the gadget. I told my child that I will confiscate it so that she will focus on studying. However, If I will get it, she will suffer because she needs it in modular learning. I just let her have the cellphone.)

The provision of gadgets may affect the children's focus on their studies. Thus, reminders and restrictions should be clearly emphasized to children who are using phones. This is to avoid laziness and lack of focus. Children grow up surrounded by digital devices; they pervade their home and school lives (Zaranis, 2013). Therefore, modern society pressures educators and parents to provide young children with digital literacy (Pearsall, 2014). On the other hand, the other parent narrates that:

"Akon naman wala problema, kay gibaklan ko sya selpon, karon na pandemic lng kay ginagamit niya sa module nya, sa mga gc nila." (P8) (I do not have problem since I bought my child a cellphone this pandemic because they use it in their module and in communicating in their GC.)

The parent has indicated that she hasn't encountered problems using technology because she has already purchased a mobile phone for her child. More importantly, parents should continue to remind their children of the limitations of using phones.

Asking assistance on how to operate the technology. Due to their limited ability to use an Android phone to support a child's education during distance learning, parents direct their children to ask for assistance from other family members or neighbors. Osorio-Saez et al. (2021) have reported a comparable result that parents become less engaged in their children's learning process when the technological tools are complex or beyond their knowledge.

A parent shared that her child asked other students at the high school level because she was also having difficulty using a mobile phone.

"Sa iba siya gapamangkot kay hindi man ko kabalo maggamit selpon, mabudlayan ko. Gapamangkot siya sa mga kakilala niya na high school." (P8) (My child asks others because I do not know how to use it, it's difficult for me.)

Another parent expressed that her older child assists her child in elementary, for she does not know how to use a mobile phone for educational purposes.

"Ang mga mas tigulang niya na utod kag mga pakaisa ang gatudlo sa iya. Kay kung ako, hindi man ko kabalo maggamit selpon." (P9) (The older siblings and cousins teach my child. If it is just me, I do not know how to use, cellphone.)

Cross-Case Analysis of Experiences of Parents in Supporting Their Education of Their Children in the New Normal

This section discusses similarities and differences in parents' experiences with varying educational levels. These differences and similarities are assessed based on how parents support their children during the new normal classes.

Table 1.3 presents the cross-case analysis of parents' experiences in supporting their children in the new normal education. Indicated below are the emerging themes for each case. Case 1 focuses on parents' experiences of college graduate/degree holders, case 2 on high school graduate/degree holder parents, and case 3 on elementary graduate/level parents.

Table 1.3. Cross-Case Analysis of Parents' Experiences in Supporting Their Children in the New Normal Education

Elementary Level/Graduate Parents	High School Level/Graduate Parents	College Graduate Parents
Providing learning materials and resources	Providing learning support	Facing pedagogical problems in facilitating learning
Close Monitoring	Experiencing difficulties in providing teaching assistance	Maintaining healthy lifestyle
Ensuring a child's well-being	Observing health protocols	Encouraging socialization
Managing the socio-emotional experiences of the child	Giving psychological and socio-emotional support	Using gadgets to support distance learning
Integrating technological tools in the learning process	Utilizing Educational Technologies	

The results revealed similarities in parents' experiences supporting their children in the new normal education. The theme of ensuring the child's well-being by observing health and safety protocols was common in the three cases. Seemingly, parents are favorable to



subjecting their children to vaccination since this will give an immune boost to the health of their children. The COVID-19 situation has brought fear to every parent; hence, vaccination is the appropriate measure to protect their children.

Aside from COVID vaccination, they would always remind their children to observe the protocols like using alcohol, physical distancing, and wearing face masks. These are the minimum health and safety protocols set by health agencies. Children and parents also follow the protocols. On a specific note, most parents have instructed and reminded their children to follow the protocols. This kind of experience is one of the unforgettable among parents since COVID-19 is new and a threat to everybody. This supports the prevailing legislation in Philippines, which asks parents to foster the enhancement, protection, preservation, and maintenance of their children's physical and mental well-being (Family Code of the Philippines, Articles 220-221).

Another observation is that all parents from all educational backgrounds have displayed similarities in encouraging their children to socialize. Parents would encourage their children to play with their playmates as a form of socialization. They permitted their children to play with other children to eliminate boredom. However, they set boundaries in playing, and protocols should be observed. In this regard, children are playing but with reminders to protect themselves. Rousoulioti et al. (2022) explained in their study that one of the concerns that confronted the parents amidst the lockdown pertained to their children's mental health, emotional and overall well-being.

The three cases demonstrated the provision of gadgets and assistance in navigating educational and technological tools and the utilization of DepEd TV, as well as encountered challenges in effectively assisting how to operate technology devices. They agreed on the effect of technology, which is beneficial in aiding the needs of their children, like accessing virtual platforms and use of gadgets in the submission of tasks or activities. High school level or graduate parents have also accessed the use of DepEd TV, where they can watch lessons or demonstrations of teachers in different subjects. This helps their students grasp the lesson and acquire significant learnings. Chang et al. (2016) assert that new technologies can foster a constructive learning environment that can positively influence student education both within home and school settings.

On the other hand, technology has brought difficulties to some parents, who have shown difficulties in assisting their students in operating the technology. Elementary graduate parents have provided technology to their students. However, they have experienced difficulty in manipulating these technologies. Their lack of exposure or orientation has resulted in such difficulties. This finding is aligned with the research conducted by Shek (2021), which suggests that older people, especially those who are not familiar with contemporary internet technologies, may experience difficulties in exploring and using internet technology.

Furthermore, high-school-level or graduate parents and elementary-level or graduate parents have demonstrated similarities in terms of experiencing challenges in providing learning support to their children. Both parents have aided their students in the completion of tasks. However, they have demonstrated difficulty in aiding their children. Their doubts about their teaching skills, lack of pedagogical knowledge, and the need to review the lessons they will teach their children were identified as the common challenges. As a result, parents seek assistance from their older children to teach their younger children. Cahapay (2021) explained in his study that parents encountered multifaceted difficulties, which illuminated the various areas of difficulty experienced in parental involvement.

Moreover, there were unique themes that were present in each case. For college graduate parents, they emphasized the importance of providing learning materials and resources and closely monitoring their children's learning activities, such as the modules. These parents are more particular on their students' performance since they have to track their students' module submission progress. They ensure by closely monitoring the number of modules submitted to the teacher. Parents are tasked with assuming the roles of teachers, mentors, and supervisors of learning (Sari & Maningtyas, 2020). In addition, Jaiswal (2017) claims that parents contribute to the children's development.

Preparations of Parents for the New Normal Education of Their Children

This section presents parents' preparations for the new normal education. The parents are classified as college graduates, high school graduates/level, and elementary level.

Table 2 presents the themes of college graduate or degree-holder parents' preparations for the new normal education of their children.

Table 2. *Themes on the Preparations of College Graduate or Degree Holder Parents in the New Normal Education of their Children*

<i>Themes</i>	<i>Sub Themes</i>	<i>Responses</i>
Providing educational resources and necessities	Providing instructional materials	"May blackboard sa gilid, ara giyapon sang mga pictures parehas sa eskwelahan." (P1) "There is a board and pictures, same in school."
	Giving assistance	"Paghatag sang mga kinahanglanon nila" (P2)

Ensuring child's health	Serving of healthy foods	"I provide their needs." "..ginatabangan ko niya mag study." (S1). "My mother helps me in my studies." "Ginapakaon sila sang gulay..." (P4) "I feed them vegetables." "Maglimpyo kag maghugas kamot ..." (P1)
	Following safety protocols	"They need to clean and wash their hands." "Gamit sang alcohol kag face mask" (S1) "Use alcohol and wear face mask." "Limitado nga oras para mag hampang." (P2)
	Allowing limited socialization	"I give them limited time to play." "Hindi sila makihampang sa hindi kilala." (P4) "I told them not to play with strangers." "Ginahambalan na sa umpisa kay budlay pero sa huli kay magbunga giyapon..." (S2)
Preparing child psychologically and socio-emotionally	Motivating child to overcome hurdles	"They tell us it's hard but will pay off." "Hindi mag untat." (S3) "My mother tells me not to stop." "Ginatudluan ko sila mag research." (P2)
	Teaching how to operate mobile phone	"They taught me how to research." "Ginatudluan ko ni nanay." (S6) "My mother teaches me." "May ara giyapon dapat limit." (P4)
Imparting technological knowledge	Establishing rules on using gadgets	"The must be a limit." "Giremind lang gid sila paano gamiton.." (P1) "I just remind them how to use."

Providing educational resources and necessities. Parents gained essential lessons from their experiences supporting their children and used this knowledge to identify how they can prepare their children for the continuation of modular distance learning and the gradual transition to a limited face-to-face setup.

Providing instructional materials. This refers to using available materials intended to develop a child's competencies or skills. Modular instruction has paved the way for parents to use materials that they think are useful for their child's mastery and development.

"May blackboard sa gilid, ara giyapon sang mga pictures parehas sa eskwelahan para dali lang nila ma memorize." (P8) (There's a blackboard, then pictures same with the school so that they can memorize easily.)

A parent disclosed that she bought a blackboard and pictures in the child's learning space. The parent wanted her child to feel like she was in her actual classroom to stimulate the learning process and favorable disposition toward learning. According to Cahapay (2021), parents adjusted spaces and established routines to facilitate the child's learning process, which aligns with this study's findings.

Giving Assistance. Even though students have adjusted to the new normal education setup, parents believe their children still need assistance.

"Gina prepare ko pinagi sang pagsuporta sa ila nga pag eskwela parehas sang paghatag sang mga kinahanglanon nila adlaw-adlaw para hindi sila mabudlayan kag ma discourage." (P2) (I prepare them by giving all their needs every day so that it will not be difficult for them, and they will not be discouraged.)

In developing skills, most parents have utilized materials to support their children's academic studies. This serves as a reinforcement aside from the availability of learning modules. Additional references or materials may support the ideas or concepts not presented in the modules. Regarding reading, speaking, and calculating, the online application may be helpful in helping their children. This supports the similar study of Puspita (2021), which explains that parents can assist their children in correctly answering modules by explaining the question, providing examples of the proper response, correcting their children's incorrect answers, "Googling" the answer, or immediately delivering the answers themselves.

Further, the manifestations above have been affirmed by 6 out of 9 students that their parents help them in answering their modules where they share that:

"Sa academics, ginatudluan ko sang nanay ko kag ginatabangan ko niya mag study." (S1). (In academics, my mother helps me in studying.)

“Kung may mgahindi ko bal an, gapamangkot ko kay nanay ko. Pirmi niya ko ginatudluan sang mga answer.” (S2) (If there is something that I do not know, I ask my mother. She always teaches me the answer.)

Indeed, the role of parents during the pandemic is immeasurable, especially in teaching elementary learners where foundation or basic skills should be achieved. Thus, parents should stay with their children in teaching the basic skills or competencies.

Ensuring child’s health. Despite the improving situation of the COVID-19 pandemic, parents are still concerned about the health and safety of their children. They wanted to ensure their children were healthy and protected, especially when they went to school for limited face-to-face classes. The responses of the participants support the study by Wang et al. (2020), which suggests that parents promote the well-being of the family when they have a clear understanding and knowledge about COVID-19 and the protective measures.

Serving of healthy food. This refers to securing the complete protection of every child in school. As parents, it is good to see that they are particular about their child's health status. A parent reported that her child is healthy, but she still maintains to feed her child with nutritious food.

“Okay man ila panglawas kay wala man sila gasakit kay gina pakaon sila sang gulay adlaw-adlaw.” (P4) (In terms of physical health, they are fine because I feed them vegetables every day.)

A student confirmed this by stating that her parent fed them fruits and vegetables.

“Ginpakaon nila kami sang prutas kag gulay.” (S2) (They feed us fruits and vegetables.)

The statements above state that parents serve their children healthy foods, such as fruits and vegetables, to boost their immune systems. Aman and Masood (2021) maintain that improving immunity relies heavily on adequate nutrition. The immune system is the part of the body that defends itself against bacteria and viruses.

Following safety protocols. Learners are always protected due to the observance of minimum health and safety standards. They always follow protocols and use alcohol and masks, resulting in a healthy body and lifestyle.

“Kinahanglan nila mag limpyo kag maghugas kamot kung magbalik sila sa balay kung maskin diin lang sila halin. Naka prepare na daana ng mga sabon kag alcohol.” (P1) (They need to wash their hands when they arrive at home since they came from different places. Alcohol and soap are prepared already.)

A parent emphasized that children still need to observe safety protocols. The parent implemented a protocol that whenever her child comes home, the child must wash his hands before entering the house. The parent added that she wanted her child to make it his routine whenever he went. That is why she always ensures her child has alcohol with him.

This confirms the findings of Saxena and Saxena's (2020) study, which concluded that there is a requirement to place a greater emphasis on the health-related concerns of children through efficient planning and the endorsement of appropriate measures.

Preparing child psychologically and socio-emotionally. Parents acknowledge that the pandemic-induced stress has affected them and their children. Brooks et al. (2020) state that the fear of infection, boredom, and lack of in-person contact with teachers, classmates, and friends can harm children.

Going back to normalcy may take some time. Parents wanted to equip their children with mental and emotional fortitude to navigate the new normal educational landscape.

Allowing limited socialization. Children stayed at home for an extended period during the onset of the COVID-19 pandemic. Parents observed that children missed interacting with their friends and classmates. In response, parents allowed their children to socialize with the hope that this would positively impact the children's disposition toward learning; however, protocols must still be followed.

“Pwede sila maggawas makipagkita sa ilang friends. Kis a ginahtagan ko sila limitado nga oras para mag hampang.” (P2) (They can go outside and meet their friends. Sometimes, I give them limited time to play.)

The parent's statement above expressed how they allowed their children to interact with others but with restrictions like playing within a limited time and with only people they know. Guiding children, especially when making friends outside, needs close monitoring so that parents may know what kind of friends their children are mingling with. Parents need to know their children's friends. Giving time to play releases complex emotions among children since that will make them relax and interact with their peers. Indeed, parents should

provide time for their students to make friends with others. However, they must set a condition to not abuse their time or freedom. They have to be reminded that they also have to ensure their studies. Similarly, Zhu (2020) points out that Updegraff et al. (2001) suggest that parents can influence children's understanding of friendships and coping mechanisms in daily interactions with friends through indirect socialization and direct involvement.

Motivating child to overcome hurdles. The shift to distance learning was difficult for both parents and children. Spinelli et al. (2020) imply that the absence of support in these trying times can negatively affect children's psychological health.

Parents encouraged their children to persevere and surmount the obstacles that come with the new normal education for their benefit. They also provided guidance and support whenever necessary. The students confirmed this; one student stated that:

"Ginahambalan ko sang parents ko na magtarong eskwela. Sa umpisa kay budlay pero sa huli kay mag bunga giyapon amon kabudlay." (S2) (My parents tell me that I need to study well. At first it will be difficult, but at the end our difficulties will bear something good.)

According to the students, their parents persist in rendering guidance and encouragement as they pursue their education in the new normal. Filgona et al. (2020) claim that highly motivated learners will likely learn readily. In contrast, learners who are not motivated are likely to learn very little, which generally makes teaching difficult and frustrating.

Imparting technological knowledge. Parents recognize that using technology to support their children's education is beneficial. The new educational landscape necessitates the use of technology more. Parents shared that they prepared their children by equipping them to use the technology appropriately for educational purposes. This affirms the study by Manches and Plowman (2017), who stated that enhancing children's knowledge of technological use for educational purposes can enhance performance.

Teaching how to operate mobile phone. According to parents, mobile phones are the most accessible and affordable technology they can provide to support their children.

"Ginatagaan nila ko sang selpon para sa pageskwela ko." (S8) (They gave me a cellphone for my studies.)

A parent shared that she taught her child to utilize online resources using a mobile phone. In a study by Neumann, and Neumann (2015), they claim that using mobile technology for learning can improve children's literacy skills.

Establishing rules on using gadgets. Alongside the advantages of technology, parents also consider the disadvantages. Parents coach their students or children on effectively using their gadgets, particularly when searching for an assignment or topic. However, there are limitations imposed on the use of cell phones so that students may focus on their academic tasks.

"May ara giyapon sang limit kay kay hindi mayo sa ila nga pirmina lang ga selpon, makaguba sang mata. May ara giyapon dapat limit." (P4) (There is still a limit. It is not good that they are always on their phone, it can damage their eyesight. There's should be a limit.)

According to the parent, they constantly remind their child how to use mobile phones correctly. The parent also stresses the significance of responsible use of technology for educational purposes.

Parents should constantly guide their students in using technology. They have to set limitations on gadgets to avoid getting addicted; more importantly, they have to monitor their children's gadget usage. This reinforces the findings of Dias et al. (2016) that parental perceptions of the usefulness of digital technologies as responsible entertainment and educational tools influence the home technologies available and accessible to children. In turn, these beliefs affect parents' mediation tactics about their children's use of digital technology, with restrictive mediation — of time and less content — and supervision being employed most frequently.

Table 2.1 highlights the themes of high school level/ graduate parents' preparations for the new normal education of their children.

Table 2.1. *Themes on the Preparations of High School Graduate or Level Parents in the New Normal Education of Their Children*

Themes	Sub Themes	Responses
Providing Guidance	Guiding children in accomplishing learning tasks	"Ginatudluan kag ginaguide ko sila." (P7) "I teach them and guide them." "Kung mabudlayan sila gapangayo man sila tabang sa amon." (P3) "If they have difficulties, they ask help from us."
	Providing guidance on technological use	"Ginatudluan ko sila kung paano gamiton ang gadget." (P5) "I teach them how to use gadget."

		<p><i>“Kinahanglan gid nga kabalo sila maggamit sang selpon...” (P7)</i> <i>“It is important that they know how to use cellphone.”</i></p>
	Provision of healthy foods	<p><i>“Ginapakaon ko sila sang masustansiya na pagkaon.” (P3)</i> <i>“I feed them healthy food.”</i></p>
Implementing health practices		<p><i>“Gina prepare ilang health kag gina monitor para sa protocols.” (P5)</i> <i>“I prepare their health and monitor them.”</i></p>
	Teaching safety protocols	<p><i>“Hindi gid magsige palapit kayo...” (P7)</i> <i>“They should not stay close.”</i></p>
Addressing social needs	Supporting play and leisure	<p><i>“Ginaprepare ko ila gamit para sapag abri sang klase..Kag gina monitor man kung gasunod sila sa health protocols.” (P5)</i> <i>“I also prepare their health and monitor if they follow health protocols.”</i></p> <p><i>“Ginasugtan ko akon bata maghampang upod iya mga amigo, kag gina encourage ko giyapon siya na makipag friends. Pero kinahanglan giyapon sundon ang health protocols.” (P5)</i> <i>“I allow them to play with her playmate and encourage her to make. However, they still need to follow health protocols.”</i></p>

Providing Guidance. Parental involvement was highly evident in preparing the child for the new educational landscape. Since the experiences were novel for the children, parents provided them with proper guidance and equipped them as they embarked on the new normal classes. Similar experiences were observed in a related study by Godall and Montgomery (2014), which highlighted that parents actively teach their children.

Guiding children in accomplishing learning tasks. This refers to the assistance given by parents to their child in his/her academic studies. As one of the parents shared that:

“Gina buligan ko sila sa ilang module. Kung mabudlayan sila gapangayo man sila tabang saamon. Bilang isa ka ginikanan, kung makit an ko na daw hindi na gid nila makaya, tabangan kag suportahan gid sila.” (P3) (I help them in answering their module. If it is hard for them, they ask help from us. As a parents, if you see that your children can't do it anymore, you need to help and support them.)

Parents ensure that their learners are learning despite the pandemic. In this regard, they are forced or may be encouraged to do largely the job of the teacher. They must assist their children, especially in modular activities. They should bear and manage the difficulties that they may experience. Similarly, Abucejo et al. (2022) point out that parents can always continue their efforts to develop novel learning opportunities for their children. Some parents emphasize their crucial role, noting that most always appreciate providing guidance and time for their children, even when the educational system is undergoing rapid change and things may be more complex.

Providing guidance on technological use. This refers to the mentoring and support the parents give their children. These parents share:

“Ginasuportahan ko lang sila. Ginatudluan ko sila kung paano gamiton ang gadget.” (P5) (I support them, I teach them how to use a gadget.)

“Kinahanglan gid nga kabalo sila maggamit sang selpon kung mag research para ka answer sila sang ila modules.” (P7) (They really need to know how to use cellphone in answering their module.)

Providing a session on how to use their phones makes them familiarize themselves with the gadget's use. However, they should be limited only to research and not to play games. Furthermore, Hollingworth et al. (2011) cite sociologists of education such as Reay (1998), Lareau (2003), and Divine (2004), who, in the last decades, recognized the role of parental practices, attitudes, and dispositions in the intergenerational transmission of educational and social advantage. Furthermore, these studies have shown how social class disparities, in particular, impact how parents engage with their children's schooling and the diverse resources they can bring to bear in enabling their children's educational trajectories.

Implementing health practices. All parents agree that their children must continue their education despite the disruption of the pandemic—nevertheless, the priority of keeping their family healthy remains. The fear of contracting the virus and losing a family member propelled them to take necessary measures to prepare their children as they continue their education. In consonance, Shek (2021) explains that to mitigate the negative impact, there must be an understanding of what the COVID-19 pandemic is and how to prevent it.

Provision of healthy food. Parents consider it crucial to prepare their children with nutritious meals for the new normal education setting. This approach has been highlighted as one of the important measures taken by parents.

“Ginapakaon ko sila sang masustansiya na pagkaon. (P3) (I feed them healthy food.)

A parent shared that they serve healthy food to their children. Food plays a crucial role in promoting healthy well-being. Additionally, Mishra and Patel (2020) claim that our body requires a variety of micro and macronutrients to synthesize different kinds of immune cells. Our immune system is the body's protection against diseases and viruses.

Teaching safety protocols. Parents expressed that children must also know how to protect themselves from the COVID-19 virus and other diseases in these uncertain times. They imposed health protocols at home and trained their children to practice minimum health protocols wherever they were, especially if limited face-to-face classes would resume.

“Gina prepare ilang health kag gina monitor para sa protocols. Gina ubra namon tanan isip is aka ginikanan para ma prepare namon amon mga bata.” (P5) (I prepare their health and monitor the protocols. We do everything as parents to prepare our children.)

“Ginaprepare ko ila gamit para sapag abri sang klase. Gina prepare gihapon ilang panglawas kag gina monitor man kung gasunod sila sa health protocols. Gina ubranamuntanan para ma preparesila.” (P7) (I prepare their things for the opening of the classes. I also prepare their physical health and monitor if they follow the protocols.)

The transcript above contains statements of parents who shared their preparations to ensure their children are healthy while continuing their education, such as providing masks and alcohol and monitoring their children if they follow protocols. They added that as parents, they did everything to prepare their children.

The results of a study by Miller et al. (2020) also suggest that parents wanted their kids to "feel safe, protected" on all fronts, including physically, emotionally, and culturally. For some parents, providing for a child's fundamental material requirements, such as shelter, protection, and food, was paramount to their well-being.

Addressing social needs. Their children being confined at home for an extended period worries the parents. In response, they allow their children to play with their friends. However, safety protocols must still be observed. Wong et al. (2020) state that physical isolation from peers and support networks may aggravate underlying behavioral health issues.

Supporting play and leisure. Parents acknowledge that the onset of the COVID-19 pandemic has affected the children's play and leisure activities, as they are forced to remain at home. Parents play a critical role in supporting their children's play and leisure activities, as they have been linked to overall well-being and development.

“Ginasugtan ko akon bata maghampang upod iya mga amigo, kag gina encourage ko giyapon siya na makipag friends kung sa eskwelahan siya. Pero kinahanglan giyapon sundon ang health protocols.” (P5) (I allow them to play together with her friends, and I also encourage her to make friends in school. However, safety protocols must be followed.)

The parent's statement above shared that their child can play with his friends, but they must still observe the health protocols.

To note, socialization strengthens a child's emotional intelligence. This reinforces the findings of Miller et al. (2020), who explain that guardians want children to have a positive support network that includes friends, family, and the community to provide physical, emotional, and spiritual support and ensure that children have people to talk to. However, restrictions are imposed during the pandemic, like observing social distancing. Making friends could be done by using social media applications.

Observing Proximity. This refers to a limited association or bonding with friends due to an area's prevailing COVID alert system. Participants shared that:

“Okay lang man kung gusto nila makipag friends basta kinahanglan giyapon nila sundon ang social distancing kag bawal sila magbully.” (P3) (It is okay if they want to make friends as long as they will follow social distancing, and there must be no bullying.)

“May ara giyapon sang limitasyon kung makipag amigo sila kay ara pa kitasa pandemic.” (P5) (There is also a limitation in making friends because we are still in the pandemic.)

Although they support their children's social activities, parents are still cautious because the threat of COVID-19 infection is still present. In addition, they emphasized that social distancing is essential. The parents' experiences correlate to the research study by Wu et al. (2020), which maintains that social distancing helps mitigate the spread of the COVID-19 virus.

Table 2.2 highlights the themes of elementary-level/graduate parents' preparations for the new normal education of their children.

Table 2.2. Themes on the Preparations of Elementary Graduate or Level Parents in the New Normal Education of Their Children

Themes	Sub Themes	Responses
Coaching and assisting	Teaching children but limited to basic skills	<p>“Ginatudluan ko man sila pero hasta lang sa pagsulat sang ilapangalan.” (P6)</p> <p>“I teach them, but up to writing their names only.”</p> <p>“Ginahambalan ko lang sila na makadto sa kapitbahay namun kag magpatudlo...” (P8)</p> <p>“I just instruct them to ask for help from our neighbor.”</p> <p>“Ako gakuha module nila sa eskwelahan, kag ako gatudlo saila mag answer.” (P8)</p>
	Equipping children for the continuation of distance learning and gradual shift to limited face-to-face class	<p>“I get their module from schools then teach them how to answer.”(P6)</p> <p>“Ginatudluan ko sila para hindi na sila mabudlayan mag module kag mag face to face.” (P9)</p> <p>“I tutor them so that it will not be hard for them to answer their module and if face-to-face classes resume.”</p> <p>“Gina remind ko lang gid sila maghugas sang kamot bag o magkaon...Kag magsuksok sang mask kung magawas sila.” (P6)</p>
Reinforcing Health and Sanitation Application	Training child to follow health protocols	<p>“I just remind them to wash their hands before they eat. Then, wear face mask.”</p> <p>“Gina remind ko man sila sang health protocols Ginapatulog ko giyapon sila sang aga.”(P9)</p> <p>“I remind them about health protocols. I also let them sleep early.”</p>
	Giving vitamins	<p>“Ginapainom ko sila vitamins, ginapakaon gulay kag prutas.” (P9)</p> <p>“I give them vitamins and feed them fruits and vegetables.”</p> <p>“Ginatudluan ko lang bata ko na hindi mangaway sang iban.” (P6)</p>
Developing Positive Attitude	Imparting good values	<p>“I teach them not to bully others.”</p> <p>“Kung may pagkaon kamo, I share niyo sa iba, hindi kamo mag dinalok” (P8)</p> <p>“If they have food, I told them to share it with others, they should not be greedy.”</p>
	Giving encouragement	<p>“Budlay gid, pero gina encourage ko lang siya na hindi mag surrender.” (P9)</p> <p>“It is hard, but I encourage her not to surrender.”</p>

Coaching and Assisting. Since their children are still young, parents assist so their children are prepared for the new normal educational setting. Jaiswal (2017) stated that parents play an essential role in nurturing a child's development.

Teaching children but limited to basic skills. This refers to the support given by parents in preparing their children for learning instruction. Elementary-level parents noted that:

“Kis a ginatudluan ko man sila pero hasta lang sapagsulat sang ila pangalan.” (P6) (Sometimes, I teach them but just writing their name.)

In addition, another parent shared that when the child would ask about how to use a mobile phone for educational purposes, and it is beyond her knowledge, she would ask the child to go to their neighbor and ask for help.

This corroborates the findings of Dangle and Sumaoang's (2020) study, which highlighted that parents' low educational level poses challenges in modular distance learning due to a lack of necessary knowledge to support their children's learning process.

Equipping the children for the continuation of distance learning and a gradual shift to limited face-to-face classes. Parents identified their assistance in getting their children's module, helping them answer it, and providing teaching assistance as their preparations to ensure their children's acquisition of knowledge during the implementation of modular distance learning. Additionally, parents

expressed their anticipation for the resumption of face-to-face classes. As a result, they prepared their children by helping them learn to ensure their readiness for school.

“Ginatudluan ko sila para hindi na sila mabudlayan mag module kag mag face to face.” (P9) (I teach them so that it will not be hard to answer module and when face to face classes will resume.)

Parents shared that for their children to be ready for their education in the new setting, they assist with their children's modules. They are the ones who get the modules from the schools. Then, they help their children answer them. They explained that by helping their children learn during modular distance learning, they will be prepared for the reopening of the schools.

Parents acted as their children's second teachers. During modular instruction, where students depend on modules, their parents serve as the teacher. The parents' responses have indicated that they function as teachers. They teach their children depending on the skill required. The teaching process requires patience and commitment since the pandemic could last long. Still, parents have done a remarkable job of attending their children's academic studies. In support, Kazeem (2018) claims that the participation of parents in completing the modular assignment demonstrated that it could improve the beneficial association between student engagement and cognitive capacities. Further, Gecolea and Gecolea (2021) emphasize that parents do their best to help and aid their children by giving inputs and opinions and providing for their requirements.

Reinforcing health and sanitation application. Like other parents, participants from this group, elementary graduate/level parents, shared that keeping their children healthy is their priority during the COVID-19 pandemic. Furthermore, parents want their children to be healthy while studying because they believe their well-being can affect their academic performance.

Training children to follow health protocols: This pertains to the effort of the parents to promote cleanliness and protection of their children's bodies by teaching them how to adhere to health protocols. As one of the participants shared that:

“Gina remind ko man sila sang health protocols parehas sang hand washing, pagsuksok sang face mask, kag ginabawalan ko sila magkadto sa mga lugar na damo tao. Ginapatulog ko giyapon sila sang aga.” (P9) (I remind them about health protocol, such as hand washing, wearing of face mask, and not allowing them to go to crowded places. I also make them sleep early.)

Parents constantly remind their students to wash their hands and wear masks all the time. In addition, they are not allowed to roam around since the virus is just around the corner. Parents would love to remind their children to follow the safety protocols that the local and national government implements, eat nutritious foods, and sleep early. In doing so, this makes their body strong and free from diseases. This support agrees with the study of Saxena and Saxena (2020) that the fight against the pandemic must begin at the grass-roots level, involving the home, community, local bodies, national and international organizations.

Giving vitamins. Parents shared that aside from reminding their children to follow the protocols, they gave vitamins as a food supplement to bolster their children's health. A similar observation was reported by Gumapac et al. (2021) that parents give their children vitamins to protect them during their activities.

A parent shared that aside from fruits and vegetables, they also give vitamins to their child. *“Ginapainom ko sila vitamins, ginpakaon gulay kag prutas.” (P9) (I give them vitamins and feed them fruits and vegetables.)*

According to Aman and Masood (2020), vitamin C intake is one of the best ways to improve the immune system.

Developing positive attitude. Parents wanted to mitigate the possible psychological and emotional impact of the COVID-19 pandemic on their children. As they continue their education, parents teach their children values that will help them thrive and survive the challenges posed by the pandemic. Findings by Zhou et al. (2020) support the significance of developmental assets, such as resilience, emotional competence, spirituality, and self-efficacy, in promoting the well-being of young people.

Imparting good values. As the parents anticipate the resumption of limited face-to-face classes, they wanted their children to be ready in socializing with their classmates and friends whom they have not seen for a long period. Parents aim to instill positive behavior in their children.

“Ginatudluan ko lang bata ko na hindi mangaway sang iban. Kinahanglan nila sang mga amigo kag masinabtanay sang ilang mga pinsan. Kinahanglan nila iwasan mangaway.” (P6) (I teach my child not to fight with others. They need friends, and they need to understand each other. They need to avoid fighting.)

The remark mentioned above by parents highlighted the values they imparted to their children, such as amicability and generosity.

These manifestations will develop children's or students' positive interaction with their peers in the learning environment. The constant reminder not to bully others and avoid being selfish would enhance the child's emotional development.

Giving encouragement. The parents admitted that the transition to the new educational landscape was difficult for them and for the students. However, they do not want their children to stop their education.

A parent shared:

“Budlay gid, pero gina encourage ko lang siya na hindi mag surrender. Kinahanglan niya ipadayon iyang pageskwela. Kinahanglan niya maka graduate para makatabang sa iya pamilya.” (P9) (It is hard, but I encourage my child not to surrender. She needs to continue her education. She needs to graduate so that she can help her family.)

The parents constantly encouraged their children to continue their studies and overcome the challenges brought on by the pandemic. This supports the claim of Yamaguchi et al. (2020), which implies that a resilient mindset that embraces challenges and views them as opportunities for growth can contribute to the positive well-being of individuals under COVID-19.

Cross-case Analysis on Preparations of Parents in the New Normal Education of Their Children

Table 2.3 presents the cross-case analysis of the preparation of parents in the new normal education. Indicated below are the emerging themes for each case. Case 1 focuses on parents' experiences of college graduate/degree holders, case 2 on high school graduate/degree holder parents, and case 3 on elementary graduate/level parents

Table 2.3. Cross Case Analysis on the Preparation of Parents in the New Normal Education of Their Children

<i>College Graduate/Degree Holder</i>	<i>High School Graduate/Degree Holder</i>	<i>Elementary/ Graduate/Level</i>
Providing educational resources and necessities	Providing Guidance	Coaching and assisting
Ensuring child's health	Implementing health practices	Reinforcing Health and Sanitation Application
Preparing children psychologically and socio-emotionally	Addressing social needs	Developing Positive Attitude
Imparting technological knowledge		

Parents who are college and high school graduates have displayed similarities in preparing their children in terms of their social and emotional needs. Parents guide their children emotionally; thus, they encourage them to make friends with others. Guidance is essential in a child's emotional development. They would feel that they are loved and supported by their parents. This will result in children's better development in socializing with others. This finding aligns with the research conducted by Sprang and Silman (2013), which asserts that understanding children's reactions and emotions, as well as identifying factors that may pose risks or offer solutions, is crucial for addressing their needs and tailoring effective interventions.

Further, the provision of guidance and technical assistance is expected in three cases. Elementary, high school and college graduate parents highlighted the assistance and guidance they have provided to their children in studying and manipulating technology while learning and accomplishing their activities. Consistency in assisting their children may result in better performance of students in their academic lessons. Guidance and coaching are essential to a child's success in the classroom. This is supported by Bozkurt et al. (2020), who discussed that parents have assumed a novel responsibility of serving as primary educators for their children. Nonetheless, elementary graduate parents expressed that there are circumstances wherein their own limited knowledge constrains their ability to provide guidance and assistance. This finding is supported by Garbe et al. (2020), wherein it was revealed that parents identified their lack of training or knowledge to assume the role of a teacher as one of their challenges.

Additionally, all parents from all levels have agreed on being health-focused. In this regard, the parents have ensured that their children eat nutritious foods so that their body is healthy and free from sickness or diseases. They would remind their children to observe the minimum health and safety protocols to prevent COVID-19 infection.

On the other hand, there were unique themes from each case. For college graduate parents, their preparation focused on utilizing learning materials and resources. Most parents must ensure that their children are learning. They would love to provide them with the necessary learning resources for their students to keep track of the activities or tasks given by the teachers. As illustrated in the study of Bhamani (2020), despite encountering challenges in managing multiple responsibilities, parents readily embrace the new normal of learning in order to address educational gaps.

Moreover, elementary graduate parents highlighted developing a positive attitude. These parents, as exemplified in this study, from this case inculcate good values in their children by giving them advice. With the resumption of face-to-face classes, they wanted their children to exhibit appropriate behavior and demonstrate kindness to their peers. The COVID-19 pandemic posed a significant risk to the welfare of children and families due to the adverse effects of social disruption (Prime et al., 2020). Therefore, adopting a resilient mindset becomes crucial, which includes perceiving the pandemic as an avenue for personal growth and development (Yamaguchi et al., 2020).

Conclusion

The following conclusions are drawn based on the study's findings stated herein. Despite the challenges posed to the educational system by the COVID-19 pandemic, parents from all educational backgrounds were actively involved. Parents provided pedagogical, technological, psychological, and emotional support to prepare their children for the new educational landscape. Parents with lower educational levels experienced more difficulties facilitating home learning, such as limited knowledge and doubts about their teaching skills. Thus, they needed support and assistance from other family members or neighbors. Furthermore, parents with higher educational levels employed strategies while facilitating their children's learning.

Parents wanted their children to continue their education during the pandemic; however, their overall well-being is still their top priority. Thus, parents implemented various safety and health measures to protect their children from the threat of COVID-19 infection and other viruses. They supported them by serving healthy foods. Additionally, parents from all educational backgrounds prepared their children by educating them about the health protocols. Parents also consider their children's psychological and socio-emotional well-being during the pandemic. As a result, parents from all educational backgrounds allowed their children to socialize as long as they followed safety protocols. All parents motivated their children to overcome their struggles in learning in this new normal setup. Moreover, elementary graduate or level parents imparted values to their children to foster good relationships with friends and classmates. Parents from all educational backgrounds acknowledged the crucial role of technology during the new normal education setup. All parents tried to provide technological tools, most commonly mobile phones, to support their children's learning process. However, elementary graduate or level parents asked their children to seek assistance from their older siblings or neighbors to operate mobile phones for educational purposes. Meanwhile, college and high school graduates or level parents assisted their children in using gadgets for educational purposes.

The following recommendations were offered based on the findings and conclusions of the study. Adequate training and seminar workshops may be provided to elementary and high school graduate parents to prepare their children for the new normal. Training and seminars can be provided to parents who may need to gain experience with the new educational setting. This can help parents equip their children with the necessary skills and knowledge for distance or home learning. Teachers may track parents' assistance to their children. The data can help teachers monitor the assistance parents give their children. Then, teachers can provide feedback and suggestions accordingly. Involve parents in guidance and counseling activities in school. This will help parents better understand their children's needs and support students regarding their social and emotional well-being.

Train parents on how to facilitate their children's learning at home effectively. To support children's home learning effectively, it is recommended that parents receive training on the necessary knowledge and skills to facilitate their children's learning effectively at home. Engage parents in technology utilization. This recommendation suggests that educational institutions should involve parents in technology utilization by providing them with training on using technology for their children's learning. This can help parents identify and understand the technological tools and platforms used by their children so that they can assist them in navigating any challenges that may arise in utilizing educational technologies. Conduct a similar study to validate the findings. This recommendation emphasizes the importance of validating the current study's findings by conducting further research. This will help confirm the results and identify different experiences and preparations of parents for the new normal classes.

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