

Modular Home-Based Instruction in Mathematics for Primary Grades During the COVID-19 Pandemic: Experiences of Parent-Teachers

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Abstract

The key purpose of this research is to explore the experiences of the parent-teachers on teaching Mathematics of Grade 1 and 2 learners who undergone modular distance learning in Magallanes, Sorsogon. The descriptive qualitative research design was used to describe the experiences of parent-teachers in teaching Math with the use of modules; identify the strategies used to teach and manage learning; and determine the support provided by the school in teaching Math. Validated questionnaire and semi-structured interview were utilized to gather data from five parent-teachers who were in early adulthood, college graduate, employed, and spending at least thirty minutes in teaching their child. With the use of deductive approach of thematic analysis, the experiences of the parent teachers were categorized into learning environment and child's motivation and attitude towards learning, instructional time and resources, content of the learning modules and being an effective teacher. As to the strategies used, the parent-teachers considered the child's readiness for learning, classroom setup at home, use of instructional materials and techniques, and review of the previous lesson and reteaching. It was also found out that a teacher's home visit and evaluation of student's learning and conduct of meeting with the teacher were the support received by the parent-teachers. The findings of this study may serve as basis for providing a comprehensive and inclusive education policies and as inputs on formulating strategic interventions on the implementation of modular distance learning.

Keywords – modular home-based instruction, pandemic, parent-teachers, primary grades

INTRODUCTION

Affecting almost all countries and territories, the global outbreak of the COVID-19 pandemic has spread worldwide which was first identified in December 2019 in Wuhan, China. It has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries [1]. This has brought changes in all aspects of our lives in which lockdown, social distancing and restrictive movement policies have significantly disturbed traditional educational practices. To examine the continuous impact of the pandemic on schools, the International Association for the Evaluation of Educational Achievement (IEA) and UNESCO, together with the European Commission, have launched a study which aimed to draw a more comprehensive picture of the pandemic's impact on global education for teachers, principals, system leaders and policymakers. According to UNESCO, more than 90% of all learners were affected by school closures caused by COVID-19 at the peak of the disruption. The report noted that education systems around the world have varied in their responses to the crisis. Some are delivering paper-based assignments to students' homes or using public TV and radio broadcasting channels while others have introduced home schooling programs and remote learning, offering free online resources [2]. These implies that there is sudden transition from traditional and face-to-face teaching-learning paradigm to online and offline distance learning paradigm in order to have continuity on education at all

levels. This transition has brought a new set of challenges to many children, parents and teachers considering the required paradigm by the school or their preferred learning modalities.

In the Philippines, online/face-to-face surveys and interviews were conducted to determine the learning modality suited to their available resources at home, signal strength based on their location and other factors affecting their preference. Based on the Philippine [3], as to the parents preferred learning modality for their children, its data show that 8.8 M parents preferred modular, 3.9M blended, 3.8M online, 1.4 M educational TV, 900K radio based instruction and around half a million preferred other modalities. LESF was the main enrollment tool used for the remote and dropbox enrolment for SY 2020-2021 which captures not only the basic profile of learners but also relevant survey questions for parents designed to profile the household in terms of their readiness for distance education. Particularly, in a public secondary school in San Carlos City, Pangasinan, modular learning also emerged as the most preferred learning mode. According to their local LESFs, learners cited the lack of available gadgets and internet connection as the main reasons why they preferred modular learning over online learning [4]. Similarly, most of the parents and students at elementary, secondary and tertiary schools in Magallanes, Sorsogon preferred modular distance learning because of poor or no internet connection in most of the barangays and no available cellular phones and laptops or computers at home to be used for online classes.

In the article of [5], Modular Distance Learning (MDL) involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC, or smartphone. CDs, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline E-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging, etc. and where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community needs to serve as para-teachers. According to DepEd, parents and guardians perform the various roles in Modular Learning such as Module-ator, Bundy-clock, and as Home Innovator. For this reason, parents can be considered as partners of teachers in education in which their primary role in modular learning is to establish a connection and guide the child. With these roles and as they went through the preferred learning modality for their children, different views and concerns were raised and varied challenges were experienced.

According to the research entitled "Parents' Perceptions of Distance Learning during Covid-19 Pandemic in Rural Indonesia" conducted by [6], despite their concern over the negative impact of the Covid-19 pandemic on children's education, most parents do not want this distance learning extended and expect the government to reopen schools for the rest of the 2020/2021 school year. Furthermore, they hope that if distance learning is still going on for some time to come, there needs to be attention and support from the school to (1) reduce the cost of education (especially private schools); (2) provide books and teaching materials that students or parents/guardians can take home; and (3) so that teachers are more creative than just distributing modules to students, but still maintain contact and communication with students and parents, so that children's learning motivation is maintained.

On the other hand, in the study conducted by [7], the challenges encountered by the parents in the implementation of modular distance learning in selected Philippine secondary schools are (1) difficulty on understanding and answering the modules of their child/children; (2) have no enough time to guide their kids due to work and other responsibilities; (3) modules having no clear instructions and explanation and having a lot of exercises; and (4) students who lack motivation and focus. In addition, [8] found out in their study on lived experiences of the parents who act as learning supervisor, tutor, and home-schooling teacher for modular learning during the pandemic that delivery of instruction, unsatisfactory learning outcomes, financial difficulties while working for the family during lockdown, struggle with the use and availability of technology, and personal problems on health, stress, and learning style are the various challenges faced by the parents brought by the new mode of learning.

With these viewpoints perceived and challenges met by the parents, there is a need for strong collaboration and more support among teachers, parents, and learners for the continuity of quality education in the new normal. As given emphasis on the study conducted by [9], the parents collaborated with the teachers with regards to subject matter knowledge of the parents and instruction. There were collaborations between the parents and teachers in terms of modular distribution and retrieval and online communication. The learners were engaged in learning assessment and home visitation conducted by their teachers. The problems encountered by the parents and learners regarding the facilitation of the modules were addressed by the teachers.

Based on the aforementioned related studies, there were quantitative and qualitative researches have been conducted on the perceptions and experiences of teachers, students, and parents on modular distance learning on both secondary and elementary levels in global, national, and local settings although no qualitative researches have been conducted yet on experiences of parents in a specific learning area or subject in primary grades, and in a particular rural area in Sorsogon, namely, Magallanes. With these research gaps, the researcher opts to conduct a qualitative study to explore the experiences of parent-teachers in Magallanes, Sorsogon on modular home-based instruction in elementary mathematics during COVID-19 pandemic. It focuses on parent-teachers since they have the direct contact with the learners and with emphasis on Mathematics in the primary grades since it is important for a learner to have a strong foundation in Mathematics at the early stage especially during pandemic with the guidance of their parents as facilitator of learning. This study may serve as basis for providing a comprehensive and inclusive education policies considering the experiences of the learners' parents during the pandemic and beyond. Also, findings of this study may provide inputs on formulating strategic interventions by the teachers, school administrators and curriculum planners as to the implementation of modular learning.

This study aimed to explore the experiences of parent-teachers on modular home-based instruction in elementary mathematics during COVID-19 pandemic. Specifically, it aimed to:

1. describe the experiences of parent-teachers in teaching Math with modular learning;
2. identify the strategies used by parent-teachers at home to teach and manage learning; and
3. determine the support to the parent-teachers provided by the school in teaching Math.

METHODOLOGY

According to [10], the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. It needs to be the design of choice when a straight forward description of a phenomenon is desired. It is an approach that is very useful when researchers want to know, regarding events, who were involved, what was involved, and where did things take place. In this study, the qualitative descriptive design was used so that relevant responses could be sought to get insights into parents' real-life experiences in teaching Math with the use of modules amidst COVID 19 pandemic.

Purposive sampling was used for the selection of the participants. As cited in the article of [11], it is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest. In addition to knowledge and experience, importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner should be noted. In this research study, the participants were five (5) parent-teachers of learners under primary grades, namely, three (3) parent-teachers of Grade 1 learners and two (2) parent-teachers of Grade 2 learners at Magallanes, Sorsogon, spending at least thirty minutes formally teaching Mathematics their children with the modules provided by the teachers.

The researcher prepared an interview schedule and questionnaire consists of two sections: demographic profile of the parent-teacher which includes their age, occupation and educational attainment; and a set of five (5) open-ended questions related to their experiences in teaching Mathematics. To validate the developed questionnaire, dry-run was administered to the selected parent-teachers in Sorsogon City and as a result, few changes were made in the questionnaire based on their responses. Then, the researcher distributed the developed questionnaire personally to the five parent-teachers in Magallanes, Sorsogon along with the letter for the conduct of interview and the consent form. Questions were asked in English and their responses were in English, Filipino, or Bicol. After the retrieval of the questionnaire, the researcher conducted semi-structured interview in the preferred schedule of the parent-teachers to further substantiate their responses on the questionnaire. Interview transcripts were made based on the recorded responses of the parent-teachers with the use of cellular phone.

In this study, deductive thematic analysis of the data gathered through interview and questionnaire was used. Based on the article by [12], it is a good approach to research about people's views, opinions, knowledge, experiences or values from a set of qualitative data from interview transcripts, social media profiles, or survey responses. A deductive approach involves approaching to the data with some preconceived themes you expect to find based on theory or existing knowledge. Open coding from the gathered data was done at the initial stage and themes and sub-themes were formed. The codes, themes and sub-themes were reviewed and verified by the researcher to confirm coherence in interpretation.

RESULTS

The selected parent-teachers in Magallanes, Sorsogon are 30-42 years of age, college graduate, and having distinct present job, namely, school nurse, campus registrar, administrative aide, project development officer, and a graduating college student. All of them have only one (1) child under primary grades which are 1st and 2nd graders. As to the number of hours, they have spent 30 minutes to two (2) hours for teaching Math after their work schedules at office and at home, particularly starting at 1:00 PM or 6:00 PM during weekdays while others are every Saturday and Sunday, morning and afternoon. Child's attention and focus on learning, other responsibilities at home and at work, free time, and difficulties met in dealing with the modules in terms of its content and language used are the reasons why they have allotted such time and schedule for teaching Math.

Theme 1: Experiences of Parent-teachers in Teaching Math with Modular Learning

This theme entails four (4) sub-themes: (a) learning environment and child's motivation and attitude towards learning, (b) instructional time and resources, (c) content of the learning modules and (d) being an effective teacher.

Learning Environment and Child's Motivation and Attitude towards Learning

It was revealed that parent-teachers have encountered difficulties on their child's motivation and attitudes towards learning before and during teaching the lesson in Mathematics with the use of module. Parent-teachers believed that learning environment at home is very much different at school, particularly, in the classroom. They have their teacher who can do varied ways to motivate their children to listen attentively in class discussion and to participate actively on class activities. Also, they have their classmates who can talk to whenever they need help on their seatwork and assignments. Lastly, the classroom itself with bulletin boards, reading corner, or learning area center can add up in arousing the interest of their children towards learning.

In particular, most of the parents felt that their children do not see them as their teacher in the classroom. As a result, their children don't listen to them to what they have taught about even some parents have told their child of the consequences once they don't focus on their studies. One of the parents said that her daughter is more interested listening to her nephews and nieces every time they have their group study and

the other parent said that her son cried when she told that they will start the lesson. In addition, one of the parents mentioned:

“Often children do not obey their parents because they are complacent. It's still different when the teacher really teaches. There are times to be lazy and supposedly sleepy.” (PT1)

On the other hand, there are other few distractions at home before and during teaching encountered by the parent-teachers such as gadgets and television, noises from neighbors and pets, and emergency calls and texts from their officemates or heads.

Instructional Time and Resources

Limited time for teaching their child, especially in Mathematics was one of the concerns of the parent-teachers since four out of them are employed and one of them is a graduating student. They have allotted 30 minutes to two (2) hours during night time and weekend for teaching because they were busy at work and with their other duties at home including answering the modules in her class. With longer time for teaching, their child got easily bored and focus on learning decreases. Although, for some parents, they have allotted more time in Mathematics compared to other subjects since they need to explain well the mathematical processes and solutions. Considering the nature of Mathematics as a subject in giving time allotment, one of the parents remarked:

“It takes a while because there are terminologies in the modules that are difficult to apply in mathematics. This is the subject that needs to be focused on especially and the others are not applicable in grade 1.” (PT3)

As to the instructional resources, two of the parent-teachers stated that there is a lack of learning materials that can be used during teaching of the lesson. Even there is a module provided by the teachers for a particular lesson, it is still not enough for better understanding of the concepts by both the parent-teachers and their children especially when the lesson is quite difficult. They have to find some other readings in the Internet through the use of cellular phones to study the lesson to be taught to their child and some of them have to look for available and relevant videos in Youtube that could be used for teaching.

Content of the Learning Modules

Based on the interview conducted, parent-teachers have worries on the content of the modules provided by the teachers. One of them found out that there were some errors in the modules being distributed and two of them stated that the given examples in the modules are too difficult to understand. With emphasis on the appropriateness of the language used, they have encountered Bicol terms which are different in dialect used in Magallanes, Sorsogon which results to difficulty on translation of the terms for better understanding of the lesson. As commented by one of the parent-teachers:

“There are terms that are not appropriate for grade 1 and are difficult to translate into a language that the child can better understand. There are local dialects that are too deep, used in Math for reasons that are less understood by children and sometimes even parents.” (PT5)

Being an Effective Teacher

Parent-teachers have shared their insights and learnings gained from teaching their children with the use of modules. Three of them stated that teaching Mathematics requires patience, dedication and perseverance to make learning effective and these are some of the personal qualities of a teacher that should be possessed by all of the parents who are also experiencing the challenges brought by modular distance learning. On the other hand, one of them emphasized that parents should give more attention with their child in dealing with the modules in which he/she should have content knowledge on the lessons to be taught similarly to a classroom teacher with mastery of the subject matter. Additionally, positive feedbacks on being a Math teacher were given by one of the parent-teachers such as monitored child's learning, learning from teaching,

knowing the child's ability in problem solving, and opportunities to strengthen parent and child relationship. As stressed;

"I assessed the extent of my daughter's ability. I am also reviewed and reminded of simple mathematical terms. I see the child's ability better when it comes to problem solving. It serves as a time for mother-daughter bonding" (PT5)

Theme 2: Strategies Used by Parent-teachers in Teaching and Management of Learning

This theme entails four (4) sub-themes: (a) child's readiness for learning, (b) classroom setup at home, (c) use of instructional materials and techniques, and (d) review of the previous lesson and reteaching.

Child's Readiness for Learning

Before starting to teach, the parent-teachers see to it that their child is ready to listen. They always remind their child of the schedule of studying their lessons on the modules and as part of their routine at home. They have observed that there were times that their child was not interested to listen especially during night time when they felt sleepy and tired of their activities for the whole day. As a result, two of them shared that they let first their child talked about the things happened on that day or new stories they have heard or watched from television. On the other hand, two of them said that they give enough but limited time for their child to play as part of their physical activities at home and they allow their child to make use of their cellphone although those were limited to offline games and to Youtube videos related their lesson especially in Mathematics. One of them let her child do health and hygiene practices as part of their routine before they go on with the modules such as eating meals or snacks on time and taking a bath. Particularly, one of the parents emphasized:

"She needs to be conditioned first. I let her borrow my cellular phone for at least 10-15 minutes to watch videos on Youtube. She also needs to be full so as not to be irritable. I make sure he had a snack. I show her the results of the previous modules checked by her class adviser and let her know the scores to motivate her" (PT5)

Classroom Setup at Home

To arouse more interest of their child for learning, parent-teachers have provided an area at their home in which modular instructions are to be conducted. Study table and chair were provided including small whiteboard that are used for mathematical computations as answered by two parent-teachers: *"I arranged her learning area like a classroom."* (PT2) and *"I used the whiteboard in teaching the topic."* (PT4). Based from their observation, having a classroom setup at home is a big help for their teaching especially in facilitating learning in Mathematics. Their children were motivated to study during their modular class. Although, they sometimes can't do away with few distractions during their home-based instruction especially with her younger children who needs attention and with neighbors who play Videoke during parties.

Use of Instructional Materials and Techniques

According to parent-teachers, they have used pictures and videos as instructional aids for better understanding of the lesson in a module. They prepared printed pictures and downloadable videos from Internet for selected topics which are quite difficult to explain to their child. Based from their observation, their child listened attentively and understood clearly the lesson being discussed as response to these instructional materials being used. Moreover, one of the parent-teachers use both independent learning and guided practice as teaching strategies including the use of simple techniques and shortcuts in mathematical computations. Here is one response that captures the gist of this sub-theme:

“When it's just simple problem solving and I think he can do it, I let her do it. When it's a bit difficult, we pass and come back only when the modules are finished. The child enjoys solving when in condition, so there should be extra sheets for computation. When I notice that he is tired, we stop and we return to it the next day. Although there are examples given when it is complicated, we think of an easier way to explain it to the child. We use shortcuts” (PT3)

Review of the Previous Lesson and Reteaching

Based from their responses, it was revealed that they have conducted review of the previous lesson before they discussed the new lesson. There were lessons that need mastery and retention of the concepts and skills from previous lesson necessary for the next topic. They also reviewed some parts of the lesson and provide simple and more examples in which their child found it difficult or not clearly understand. The parent teacher responded:

“When I have extra time like holidays or weekends, I review previous lessons. In the parts where she struggled, I make other examples so that she can understand better.” (PT5)

On the other hand, for the submitted and checked activities with low scores, the parent-teachers retaught the lesson.

Theme 3: Support to the Parent-Teachers Provided by the School in Teaching Math

This theme entails two (2) sub-themes: (a) teacher's home visit and evaluation of student's learning and (b) conduct of meeting with the teacher.

Teacher's Monitoring and Evaluation of Student's Learning

Three parent-teachers answered that no monitoring of their child's learning and performance through home visit have been conducted by the teacher. As a result, they asked help from their husband for some lessons which they found confusing or difficult. One of them responded that the teacher sometimes monitored her child through chat in which videos were sent to better understand the lesson. On the other hand, the other parent-teacher said that the teacher did not conduct home visits although she initiated to communicate through Messenger to discuss her concerns on the lessons in the module as mentioned below:

“The teacher does not have a home visit but we communicate thru Messenger. When I don't understand something in the modules and when I see something wrong with the modules, I will consult with him. She can explain my concerns to me and I can teach my daughter well” (PT5)

Regarding the evaluation of student's performance, the teacher conducted limited face-to-face assessment according to one of the parent-teachers.

Conduct of Meeting with the Teacher

Based on the responses of two parent teachers, teachers have conducted monthly meeting with the parents at the school observing social distance and wearing facemask and face shield. The purposes of the meeting were to determine the difficulties encountered in dealing with the modular learning of their students, to distribute the succeeding modules, to distribute the report cards, or to answer the concerns on the modules being distributed. For other parent-teachers, no meetings have been conducted by the teacher because of the risk of being infected of COVID-19.

DISCUSSION

The aforementioned findings of these study indicate that the shift from face-to-face learning at school to distance learning at home have caused more challenges to all stakeholders of educational institutions primarily the teachers, students, and parents. This shift was brought by the continuous threats of COVID-

19 pandemic to health and safety of children and adults all over the world. With the implementation of modular distance learning, additional roles and responsibilities were given to the parents and other members of the family having the direct contact with the learners at home. Some of these responsibilities include receiving and submitting the modules to the school, guiding and teaching the learners with the modules, and communicating with the teachers regarding their concerns along with the other responsibilities at home and at work. With this study, lived experiences of parents were recorded including the teaching strategies they have used and the support they have received from the school. Varied recent literature and studies were conducted and published regarding the experiences of parents in modular home-based instruction which are found relevant and similar to the findings of this study and as support to the major implications derived and discussed on the succeeding themes.

Experiences of Parent-teachers in Teaching Math with Modular Learning

Based from the findings regarding experiences of parent-teachers in teaching Math, one of the implications that can be derived is having a conducive environment for learning at home and developing positive attitudes towards learning for learners under home-based instruction are the major gaps during COVID-19 pandemic. Learning environment at school is very much different at home which may affect the student engagement and achievement. Some of the learners are active and challenged to study hard if they were with their teacher and classmates in the classroom. Some of them are motivated to listen and participate if they are engaged with different and new class activities that creates meaningful learning for them. Similarly, on the study conducted by [13], some of the struggles met by the parents is the lack of learner motivation specifically related to remote learning related to home learning environment and the lack of learner motivation not specifically related to remote learning related to boredom, motivation, attention span, engagement, attitude, behavior, cooperation, and focus.

In terms of instructional time and resources, it can be implied that effective teaching in Mathematics requires time, effort, and resources to achieve quality learning outcomes which can be considered as one of the challenges to both teachers and parents with the implementation of modular distance learning. Limited time for teaching due to other responsibilities at home and at work including lack of supplementary learning materials were the struggles by the parents. Although, they have still managed to guide and teach their children by setting schedules and time allotment and using available resources at home to support teaching and learning. This role of parents as routine builder was emphasized on the study conducted by [14] in which teachers require the help of parents to ensure that their students participate consistently in remote learning programmes and complete their assigned tasks on time and to the best of their ability. In particular, it falls to parents to manage their child's timetable of lessons and to ensure that they keep up with their schoolwork.

From the findings of the third sub-theme, it can be reflected that developed modules should be reviewed or be modified at first by the teachers in terms of its content particularly on the level of difficulty suited to the learners' abilities and on the language appropriate to their level of understanding before its production and distribution. These problems are brought by having a single version of each module to all learners in a class, in a school, or in district/province/region regardless of language used, learning styles and abilities, and level of comprehension. However, it would very difficult for teachers to create modules for a certain lesson that will cater the diversity of his/her learners considering the time and resources. Unlike in face-to-face instruction, the teacher can manage to give appropriate activities and interventions for students with similar/varied way/s of understanding and learning the lessons. These implications mean that parents are committed of their role as facilitator of learning who are truly aware and have read the content of the modules. The last sub-theme is related to personal qualities of a teacher that should also be possessed by the parents in dealing with their child's learning such being patient, persevere, committed, and dedicated. With home-based learning, parents were given the opportunities on how to become a teacher as facilitator, counselor, and innovator as well as build strong relationship with their children. This is similar to the conclusions made by [15] that parents still value education and want their children to continue to study and excel at school. They still manage to provide high academic support to their children during this time and parents have an overview of all the events their children face at school.

Strategies Used by Parent-teachers in Teaching and Management of Learning

Child's readiness for learning should be considered in home-based instruction by the parents similarly to the teacher having classroom-based instruction. This can be one of the major challenges brought by the pandemic in which both parents and teachers as curriculum implementers should address with to achieve effective learning particularly in Mathematics. With the experiences of the parent-teachers stated on the preceding discussion, not all parents and learners were prepared of the implementation of distance learning. Although, some strategies on having good learning conditions were used by the parents with the help of teachers to make their learners ready for this type of learning modality such as setting schedules and reminders for modular study, use of related educational videos, and proper health and hygiene practices. In addition, the study of [16] found that the strategies used by the parents to support learning are maintaining a strict schedule and engaging in different creative activities. Implementing a schedule helps children feel less restless and more productive while creative activities provide a unique opportunity to try out new things and ideas.

The second sub-theme highlighted that the parents' strategy to provide classroom setup at home may increase child's engagement to learning. Generally, not all families can allot a learning space with study table and chair, blackboard, books, and other learning materials at home. On the other hand, the third sub-theme, relating to content and pedagogical knowledge, parents have different ways to teach the lessons, easier for their children to understand the concepts and to practice the skills. These teaching strategies include the use of pictures and videos, independent learning and guided practice. They are also aware of the importance of conducting review of the previous lesson and the value of reteaching. The preceding significant findings indicate that parents who are successfully finished in college and with professional jobs have the advantage of guiding and teaching their children properly. In contrast with the research done by [17], despite the threats such as difficulties and emotional stress accumulated through home-tutorial experiences, functional illiterate parents are significantly responsive in managing the Modular Distance Learning modality of their children. Moreover, given their weakness such as lack of accountability, they gained positive opportunities such as learning and parental involvement opportunities in assuming the role of the teachers in this time of educational crisis.

Support to the Parent-Teachers Provided by the School in Teaching Math

Due to the threats of COVID-19 pandemic with increasing number of active positive cases, most of the teachers do their best to monitor the student's learning through the use of different means with minimal face-to-face interaction. Everyone can't expect of having home visits regularly from the teachers because of the risk of being infected with the virus. As a result, parents also do alternative ways to let the teacher know their concerns on modules as well as on their child's learning. On the other hand, the pandemic has brought restrictions on mass gatherings like meetings and orientation at school for safety and prevention which lead to minimal or no interactions among teachers and parents to discuss matters concerning their student's learning. These findings were evident on the responses of the parent-teachers as to the support provided by the school. This implies that parent-teacher collaboration should be given emphasis for continuity of an effective instruction to their learners. Likewise, three recommendations were made from the key findings of the report Supporting Learning in the COVID-19 Context by [18], which suggests a framework for educators to use in their preparation to provide quality instruction through distance and blended models. These includes (1) prioritize interaction and collaboration in synchronous learning opportunities; (2) conduct regular formative assessments and provide prompt feedback to students and families; and (3) provide regular, individualized contact for each student.

CONCLUSIONS

Based on the findings of the study, the researcher arrived at the following conclusions:

1. The experiences of parent teachers in teaching Math involves providing a conducive learning environment, maintaining child's motivation and attitude towards learning, allotting enough instructional time and resources, understanding the content of the learning modules and being an effective teacher.
2. Focusing on child's readiness for learning, having classroom setup at home, use of instructional materials and techniques, and review of the previous lesson and reteaching are the strategies used by the parent-teachers to teach and to manage learning.
3. As support to their teaching, the teacher conduct home visit for limited face-to-face assessment, online monitoring of student's learning and parent's concern on modules, and monthly meeting at school.

RECOMMENDATIONS

1. In the light of foregoing conclusions, the following recommendations were made:
2. The teachers may continue to differentiate their instructional approaches and practices including their teaching and learning interventions for each family; some of which are experiencing significant struggles, while others have none.
3. Teachers and school administrators may organize some training programs on effective modular learning at home for parents considering their experiences. Educating parents about the system for modular distance learning, including the learning materials, key teaching strategies, and teacher-student-parents communication options are important for future modular distance learning efforts.
4. Collaboration with parents may be strengthened by the school administrators and teachers in evaluating the effectiveness of preferred educational approach and in developing strategic interventions suited to the learners' educational needs.
5. Other studies may be conducted which will include parent-teachers from other municipality/city in Sorsogon having similar type of distance learning and other variables not covered in this research.

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