



**THROUGH THE KALEIDOSCOPIIC FEATURES OF  
LIFELONG LEARNING: A MULTI-FACETED EXPLORATION  
OF FUNCTIONAL ILLITERATE PARENTS' EXPERIENCES  
IN MODULAR DISTANCE LEARNING**

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**Abstract:**

This multiple case study described functional illiterate parents' lived experiences in Modular Distance Learning through their struggles, coping mechanisms, and realizations as supervisors of their children's learning. The data from each of the functional illiterate parents was checked to discover similarities and differences between cases for a more in-depth understanding of the phenomenon. Specifically, this study examined five functional illiterate parents who were purposively chosen in one of the rural areas in General Santos City, Philippines. The findings showed that the key informants struggled with their incapability to supervise learning, emotional stress, difficulty in handling young learners, difficult modules, irresponsible children, and prioritizing other responsibilities. In order to deal with these struggles, their coping mechanisms were calls for assistance, positive thinking, avoiding overthinking, problem avoidance, trusting children's ability, and parent as a student. Their realizations were modular distance learning is difficult, education is pivotal, parents' involvement is important, children learn better face-to-face, and children become responsible. The results of the cross-case study revealed that while some emerging themes were carried out by all functionally illiterate parents, others were carried out by specific functionally illiterate parents. Nevertheless, it was found out that all functionally illiterate parents have struggled, learned to cope with the struggles, and gained realizations as surrogate teachers in modular distance learning.

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## 1. Introduction

COVID-19 instances broke records daily, causing global concerns and generating a slew of questions for businesses, education, agriculture, import-export, and supply chains on a local and global scale (Casero-Ripollés, 2020). Moreover, the educational services sector was among the most affected in the Philippines and worldwide, particularly Department of Education, in providing quality education. In the desire to continue education, Secretary Leonor Magtolis Briones emphasized that education must continue. With this mantra, new teaching-learning procedures arose due to the worldwide pandemic's alterations. These new teaching-learning procedures paved the way for the acceptance of modular distance learning (DepEd, 2020). This decision allowed using homes as classrooms with parents as teachers, but some learners had functionally illiterate parents, resulting in unequal learning opportunities at home (Bendijo, 2020; Bhamani et al., 2020; Oppus & Abadiano, 2021; Weaver & Swank, 2021).

In the Philippines, parents struggled to teach their children because many were illiterate and needed education and support. Their lack of knowledge made it difficult for parents to help their children with modules and Learning Activity Sheets, leading to unanswered modules and disinterest in learning if children felt unsupported (Albor et al., 2021). Similarly, In Nigeria, 83% of parents who responded to a survey helped their children learn during the pandemic. Since discovering that they had lower levels of education, they were more likely to feel unsure about supporting their children's distance learning, constituting the remaining 17% (Azubuike & Aina, 2020).

Furthermore, Modular Distance Learning in one case study restored the critical role of parents in their children's education. It enabled parents to teach and support their children's academic growth, providing a means for them to achieve their life objectives (Paco et al., 2021). However, the existence of functionally illiterate parents was discovered and has been an issue in implementing MDL. Furthermore, grounded theory research discovered that functionally illiterate parents faced diverse home tutoring opportunities, particularly in Modular Distance Learning during the pandemic. However, they also encountered various strengths, weaknesses, possibilities, and risks (Oppus & Abadiano, 2021).

Currently, educators are worried about the increasing number of students with functionally illiterate parents and its impact on learning. Understanding the experiences of functionally illiterate parents in modular distance learning can contribute to developing a program design and implementation that aims to improve education, especially in rural areas of General Santos City, where functional illiteracy is prevalent.

With this outlook, the paper aimed to understand deeply the lived experiences of functionally illiterate parents in modular distance learning. Due to a scarcity of research, particularly on the examination of functional illiterate parents' experiences in scaffolding

their children's learning, this paper aimed to address this gap by examining the struggles, coping mechanisms, and realizations of functional illiterate parents as supervisors to their children's learning in Modular Distance Learning during this pandemic period in a rural area. The present study utilized a multiple-case study approach to achieve an in-depth understanding of the phenomenon. Furthermore, I examined each case in detail while looking for similarities and differences between instances.

This study was anchored on Jean Piaget's theory (1981) of cognitive development. The theory highlighted the beneficial effects of peer and family experience. He based his thesis on the notion that young children are active learners who constantly strive to align their internal constructions (their perspective of reality) with external constructions (the external realities they encounter in their environment). Moreover, Children who were more actively engaged with the people and things in their environment were better able to assimilate new information and alter their erroneous worldviews. Children learn best when interacting with their surroundings, particularly their parents, who are crucial to their environments.

This research, influenced by Piaget's ideas, also analyzed Lev Vygotsky's Sociocultural Theory in 1978, emphasizing the link between humans and their physical and social environment in his sociocultural theory. He stated that social and cultural variables significantly impact growth and learning, as human beings are surrounded by family members and influenced by their environment. Because their first teacher was their family and their first learning occurred in the community, children's engagement with their family members was critical for their learning and development. As a result of this connection, youngsters develop information about the world. At one level, he believed, children could learn and succeed independently. However, he established a new level related to a child's abilities when working with an adult or a more capable peer. Riding a bicycle, for example, was a tool of society, not only for the child, which was why it could be taught by working with more skilled peers or an adult. As a result, his theory supported the concept that a child's home life was essential and that parents had a significant role in a child's growth and academic performance by stressing interconnectedness and dependency in learning and development (Vygotsky & Cole, 1978).

Additionally, the Zone of Proximal Development introduced by Lev Vygotsky also provided a particular viewpoint that guided the research process. This theory explained the difference between the learners' current level of ability to perform a task and their potential ability to perform the same task with the assistance of an expert or more knowledgeable other. Furthermore, Zone of Proximal Development is the range of skills and knowledge that a learner can achieve with the guidance, support, or collaboration of someone who is more experienced. In other words, it is the gap between what a learner can do on their own and what they can achieve with guidance and support (Margolis, 2020).

Furthermore, when talking about functionally illiterate parents, the study also considered the premise of Oppus & Abadiano (2021) that illiterate functional parents

encountered a rainbow of home-tutorial experiences. Furthermore, when evaluated from a broad perspective, a functional illiterate tutor experienced strengths, limitations, possibilities, and risks when confronting the Modular Distance Learning mode in this pandemic. Despite the dangers, difficulties, and emotional stress of home tutoring, functionally illiterate parents were far more responsive in managing their children's Modular Distance Learning mode. As a result, in these challenging circumstances, they developed a sense of fulfillment as emergency teachers. Specifically, functional illiterate tutors had benefited from positive opportunities such as learning and parental participation in adopting the role of teachers during this educational crisis. Indeed, there was a growing awareness of the importance of education in people's lives, particularly during difficult times.

## **2. Literature Review**

### **2.1 COVID-19 Epidemic**

The COVID-19 epidemic wreaked havoc on the world, starting in China and spreading worldwide. The COVID-19 pandemic health catastrophe harmed the country's economic growth and caused disturbances in regular daily life. Governments pursued a variety of steps to combat the spread of COVID-19, and the majority of governments around the world proclaimed a nationwide lockdown to encourage social separation, causing havoc across the educational system. Policymakers faced several challenges while developing educational policies (Batubara, 2021; Ngwacho, 2020; Tadesse & Muluye, 2020; Tarkar, 2020).

Furthermore, the COVID-19 outbreak prompted an unprecedented wave of school closures worldwide to halt the virus's spread (Engzell et al., 2021). These widespread temporary closures of private and public educational institutions impacted many student populations worldwide (Buonsenso et al., 2021). By mid-April 2020, 94% of learners globally, or 1.5 billion children and youth from all academic levels in 200 nations, were affected by school closures and other learning spaces as predicted (United Nations, 2020).

In the study about Features of Home Tutorials in Modular Distance Learning it was stated that school closures obstructed schools' ability to satisfy educational expectations and provide academic requirements and services to student clients. Their study supports this notion. Similarly, the present study's enthusiasm relates to the fact that school closures impacted the structure of learning and schooling, teaching, and assessment methods. Children in private schools took online classes, while low-income public schools were closed and could not access e-learning solutions, interfering with students' learning. Because of the changes in the educational system, parents dealt with a variety of issues (Oppus & Abadiano, 2021).

### **2.2 New Normal Education**

In the educational context, a flexible learning had to be considered in the formulation and execution of the new normal educational policy to preserve and offer excellent education

despite lockdown and community quarantine (Tria, 2020). Consequently, there was no choice but to embrace the post-COVID-19 age. "New normal" was the state of being after a significant change. After a given incident, it replaced the accepted, habitual, and typical condition (Cahapay, 2020). This new educational landscape elicited a worldwide response and a significant change in the educational system, which primarily entailed the supply of various learning modalities to deliver high-quality education. For the school year 2020-2021 in the Philippines, DepEd created and crafted self-learning modules and offered a variety of alternative learning delivery modalities such as modular, television-based, radio-based teaching, blended, and online (DepEd, 2020).

Notably, the Department of Education (DepEd) adopted the Learning Continuity Plan (LCP) in basic education, which went into force last School Year, 2020-2021, with courses beginning on August 24, 2020, rather than June 2020 (DepEd, 2020). The Commission on Higher Education granted academic independence to HEIs in the higher education sector, requiring them to offer students distance learning, e-learning, and other alternative delivery modes (CHED, 2020). Many colleges established their regulations concerning instruction and the commencement of classes beginning in August 2020. It was the new normal in education, and improving educational planning and health was a priority to deliver quality, inclusive, and accessible education to all students (Tria, 2020).

### **2.3 Modular Distance Learning**

To cope with the challenges in the educational system brought by COVID-19, beginning in May 2020, designated teaching personnel and Education Program Supervisors created modules in all topics for all grade/year levels throughout four quarters based on the "Most Essential Learning Competencies". These self-learning modules were already learning packages, including a pre-test, discussion, and evaluation/assessment questions. The modular distance learning class schedule dispersed them to all learners. Teachers in public schools throughout the Philippines adopted this type of educational strategy (Bagood, 2020; De Villa & Manalo, 2020; Guiamalon, 2021).

Comparing modular instruction to traditional teaching methods, it was more effective in teaching-learning since it allowed students to learn at their own pace. The direct self-learning method, which included quick reinforcement and comments added to practice exercises, stimulated the pupils and captivated their interest. As a result, this learning modality strengthened the student-centered learning strategy. Using modular training created several difficulties for parents, students, and instructors. However, studies showed that the primary issues were school money needed to develop and deliver modules, students' difficulties with independent study, and parents' need for more expertise in academic guidance for their children. As a result, using modular distant learning for education presented challenges (Ambayon, 2020; Castroverde & Acala, 2021; Dangle & Sumaoang, 2020; Kintanar et al., 2021).

Most students were modular (print) learners, especially in rural regions where internet access was not always available. They studied at home with the assistance of

their parents or guardians, who took on the role of instructors (Daniela et al., 2021). A summary of basic education enrollment (K to 12) in the Philippines, as of July 2020, revealed that 7.2 million learners preferred modular distance learning, whereas only 2 million preferred online distance learning. These results indicated a 5.2 million difference in modality mode selection, which was a significant disparity (Hernando-Malipot, 2020). On the other hand, teachers assisted parents in teaching their children at home, particularly those in kindergarten through grade three. Like the elementary grades, where students received greater attention and supervision, Grades 4 to 6 also exhibited this trend, albeit with comparatively less guidance (Anzaldo, 2021).

#### **2.4 Role of Parents in the Modular Distance Learning**

Consequently, without a classroom instructor, family members and other community stakeholders functioned as para-teachers/learning facilitators to offer learners instructional help as needed (Anzaldo, 2021). Teachers and parents or guardians worked together in the classroom. They acted as home facilitators and para-teachers, assisting and guiding students in responding to the modular lessons given to them during the modular learning process (Manlangit et al., 2020).

Specifically, following Department of Education Order No. 018, Series of 2020 on Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan, parents, and guardians had a variety of roles in modular distance learning, including Module-ator, Bundy-clock, and Home Innovator (CLP). As a Module-ator, they were obliged to gather printed Self-Learning Modules (SLMs) and present them to schools or barangay halls at the beginning and end of each week, as the parents and the school decided. Moreover, as a Bundy clock, parents could use their child's schedule or weekly schedule to check it. Moreover, as a Bundy clock, parents could see that the schedule was being followed, thereby preventing delays in the submission that could potentially impact the child's performance due to the numerous tasks and topics that needed completion. Lastly, parents could create a positive learning atmosphere for their child as a Home Innovator, allowing them to concentrate more on learning (Kintanar et al., 2021).

Modules, in general, were meant to help instructors and students learn information, values, and competencies. These could be in either text or video form. Even online distance learning requires a module before implementing synchronous, asynchronous, or hybrid approaches (DepEd, 2020). Indeed, the module was for teachers and students, and it is essential to recognize that parental involvement, school administrators, and the wider society's engagement are also necessary. A webinar titled "Using Vibal MDL Materials: A Walkthrough and Practical Reminders for Teachers and Parents", discussed that during this era of Modular Distance Learning, the students were in a homeschooling environment, the parents could build, practice, enhance, or refine their child's socialization skills as they spent substantial time together. This preparation enabled the child to interact effectively with people from diverse cultures and situations when they eventually went out into the world (Pascual, 2021).

## 2.5 Functional Illiterate Parenthood and their Challenges in Modular Distance Learning

Due to the country's current COVID-19 issue, parents were more aware of their involvement in their children's learning and education. However, some parents needed help educating their children at home, particularly those in upper grades and secondary students, for whom the lessons were more difficult than those in lower grade levels. No one was more qualified to educate than the instructor. Some parents needed to learn how to read or write, which made teaching their children lessons in their subject areas more challenging (Anzaldo, 2021).

A study discovered the existence of functionally illiterate parents and the difficulties they faced in modular distance learning. According to the school consolidation of the Learner Enrollment and Survey Form, many learners lived with functionally illiterate parents. As a result, many students needed more access to good learning experiences at home. In fact, a 2.25% decrease in learners' GWA was noted during the implementation of MDL, indicating a significant difference in their academic performance (Dargo & Dimas, 2021).

The challenges parents had in fulfilling their role as instructors in teaching their children were made clear by studies. Their expertise, educational history, and socioeconomic level frequently all played a significant influence in promoting at-home learning. They conducted an online poll to understand better how parents and children were adjusting to the new reality of distance learning. 83% of parents actively supported their children's learning throughout the pandemic, according to the data acquired. At the same time, the remaining percent gave the excuse that they lacked the necessary skills because they were not instructors. Parents with secondary or lower education levels were likelier to lack the knowledge necessary to assist their children's development (Azubuike & Aina, 2020).

Additionally, families with low socioeconomic status may have experienced increased financial and emotional stress due to the pandemic's economic impact. The struggle could have affected children's well-being and academic performance since parents with financial challenges may not have provided the necessary support and attention (Bacatan et al., 2022; Bauyon et al., 2022; Malabarbas et al., 2022). Indeed, it was challenging for parents working from home or workplaces with strict timetables. It was tough for them to keep their children under control at all times. Only a few parents could devote their entire time to directing and aiding their children in answering their modules because parents had to work to earn a livelihood, especially during the global crisis. Some parents also mentioned lessons they struggled with or had difficulty explaining and educating their children (Dargo & Dimas, 2021).

Despite the parents' efforts to assume their new responsibilities as substitute teachers in Modular Distance Learning, obstacles remained (Tan et al., 2022). A study on parents' impressions of the rapid shift to home learning during the acute phase of the COVID-19 crisis discovered that most American parents were overwhelmed by the obligation of educating their children at home. It was also tricky since some parents

thought they needed more essential means to educate their children. Findings revealed that many parents were experiencing severe melancholy, worry, and stress during the Coronavirus outbreak (Lee, 2020).

Moreover, researchers found that parents of children aged 2 to 14 faced challenges independently managing their personal life, careers, and children's development while in lockdown. Additionally, they discovered that more anxious parents' ability to manage their emotions appropriately was limited by their lack of participation in their children's activities (Spinelli et al., 2020). They contended that parents and children could get through this challenging stage and avoid negative long-term impacts if they received the proper assistance from medical professionals and other social networks, such as the school setting (Tan et al., 2022).

Furthermore, studies on parents' experiences with remote education indicated that parents struggled to balance their obligations, student motivation, accessibility, and learning results (Garbe et al., 2020). Meanwhile, another study found that implementing Distance learning during the epidemic was problematic and challenging. Because of their negative opinions about the values and benefits of distance learning, the parents usually preferred traditional learning over distance learning. They opposed, if not outright rejected, Distance learning for three reasons: its shortcomings, young children's lack of self-regulation, and their lack of time and professional expertise to aid children's distance learning (Dong et al., 2020).

Indeed, families and parental engagement were significant in many triumphs and problems in today's education, according to societies in general and educators in particular. Education is a long-term endeavor. Academic success in school is critical for gaining more educational chances. As a result, it is critical to investigate how a child's parental history influences their academic success. Parents' conduct and educational assistance could influence their children's learning habits and academic achievement. The primary reasons for a child's educational failure were negative family characteristics such as illiteracy, poor engagement in their education, low socioeconomic position, and a lack of time for their children. Parents' educational achievements often reinforce good learning behavior in their children. Researchers found a link between parents' self-assurance, mastery of specific cognitive skills, and positive experiences in their past general and educational life. Parents with successful educational experiences and high cognitive abilities were able to increase their children's confidence levels and assist in the development of their cognitive skills. Conversely, parents with unsuccessful educational experiences and low cognitive abilities could not assist their children in developing cognitive abilities and increasing their confidence levels (Cahapay, 2021; Dargo & Dimas, 2021; Gumapac et al., 2021; Idulog, 2022; Llames, 2021; Malabarbas, et al., 2022).

## **2.6 Coping Strategies during the Modular Distance Learning**

The study also took into account parenting difficulties and coping mechanisms. The parents determined that the best way to cope with the distant learning situation was to improve their children's learning environments and address their family's and children's



problems (Maniquiz et al., 2021). The study also suggested providing parents with instructions on emotionally supporting their children during uncertain times. Additionally, research revealed that facing life's challenges head-on, making plans, taking specific actions, getting practical and emotional help, evaluating the situation positively, and accepting it might improve feelings, outlook, and attitude toward the circumstances (Mazzella-Ebstein et al., 2018).

Furthermore, a study also emphasized that if parents struggle to understand some concepts in their children's modules, they should try to ask for assistance and help from others who are more capable than them (Paco et al., 2021). Functional illiterate parents could ask for help from family or friends who could read and write to assist them in understanding the modules and providing guidance to their children. During this educational crisis, siblings were crucial for supporting younger siblings in academics as they offered minimum supervision. Also, this could strengthen the bonds between family members (Agaton & Cueto, 2021).

Another coping mechanism that parents applied during modular distance learning was to stay positive. According to a study, parents' attitudes toward new, routine learning were crucial. Parents and guardians said that they had to make sacrifices for the benefit of their children. Even though students may have faced additional challenges in the past days due to the learning environment, they had to maintain their optimistic attitude (Manlangit et al., 2020). Furthermore, having a positive outlook increases the probability that one will succeed in reaching their goals, speeding up the process, and strengthening one's ability to overcome obstacles and continue pursuing one's objectives, such as educating children (De Ramos, 2022).

Unfortunately, parents exhibited a problem-avoidance attitude when they tended to avoid situations or tasks that they perceived as difficult, uncomfortable, or challenging. If a parent felt that they were not capable of helping their children with their schoolwork, they might have avoided the task altogether or become frustrated and given up easily (Parczewska, 2021). Consequently, the parent's avoidance problem attitude might have prevented them from engaging in their children's education, such as helping with homework or attending parent-teacher conferences. This attitude could have resulted in children falling behind in school and struggling academically (Gumapac et al., 2021).

## **2.7 Realization during the Modular Distance Learning**

Parents have shown excellent responsiveness to the current educational crisis since the implementation of modular distance learning, and they believed that distance learning was the most suitable method of instruction during the pandemic (Agaton & Cueto, 2021). As a result, parents were more aware of the value of involvement in their children's education. Also, students who lived in supportive homes were more likely to succeed academically. Furthermore, one of the critical determinants of children's academic achievement was the parent's willingness to support their engagement in their education (Erdener & Knoepfel, 2018). Nevertheless, parents were also aware of how challenging modular distance learning was, particularly for functionally illiterate parents. According

to research, most parents said that their children's literacy learning during this period of modular distance learning was complex and problematic due to their lack of academic preparation (Llames, 2021).

Moreover, it was clear that distance learning was quite challenging. The prevalence of psychosocial disorders was rising, especially among youngsters. Learning in youngsters deteriorates with time in terms of motivation and cognitive abilities (Lase et al., 2021). As a result, students agreed that face-to-face learning was essential and beneficial. However, they disagreed with the modular distance learning strategy (Salamuddin, 2021). This preference indicated that most students and parents still believed that face-to-face learning in the four corners of the classroom was more successful for them. The classroom setting gave greater motivation, encouragement, and guidance. To boost student retention, F2F instructors might have been able to change the structure and teaching style of the class. Indeed, students learn better through interaction with peers and teachers in the learning environment (Agaton & Cueto, 2021).

However, realizing the importance of education for their children could be a transformative experience for a functionally illiterate parent. As a parent, they might have wanted the best for their children and recognized that education was essential for their future success. They might have realized that providing their children with a solid educational foundation was an essential investment in their FutureFuture (Oppus & Abadiano, 2021). A study stressed that a parent would have tried her best to support her children's academic endeavors. Parents should learn their children's lessons and be firm with them regarding their routines and assignments. Consequently, a parent should give them all since they are a child's first instructor (Manlangit et al., 2020).

Generally, societies and educators, in particular, considered that family and parental involvement were the main factors responsible for many successes but also for many ills in education today. Education was an ongoing process. Academic performance in education plays a crucial role in obtaining further educational opportunities. Thus, examining how family background affected children's academic achievement at an early stage was necessary. Parenting behavior and educational support for their children could cultivate children's learning habits and affect academic performance (Davis-Kean et al., 2019; Li & Qiu, 2018; Xiaolin et al., 2018).

### **3. Material and Methods**

This study utilized a qualitative multiple-case study research design. The study utilized this research design to learn more about the experiences of functionally illiterate parents, emphasizing their struggles, coping mechanisms, and realizations as supervisors of their children's learning in modular distance learning. In addition, to see any parallels or differences across instances, I compared the data from each of the functionally illiterate parents to gain a better understanding of the phenomena. Thus, the study was qualitative in approach and multiple-case in tradition.

I used a purposeful sample approach to base the sampling strategy in this multiple case study. Since I aimed to achieve a homogeneous sample, I utilized homogeneous sampling as a type of purposive sampling. To achieve this, I employed particular criteria that served as a basis for the selection of functionally illiterate parents within the population of one of General Santos City's rural districts.

The United States Bureau of the Census defined illiteracy as anybody over ten who could not read or write in any language. The next census introduced the idea of "functional" illiteracy. Anyone with less than five years of schooling was deemed functionally illiterate or incapable of participating in social activities that require literacy (Qamar, 2017).

This study was purposefully looking for five functional illiterate parents who could represent the population of 15 elementary-level parents recorded by Florence M. Santos High School (Datu Andiam Manza National High School-Annex) situated at Purok 6, Lower Labay, Barangay Tinagan, General Santos City. Mainly, the selection of the key informants was based on the inclusion criteria. Specifically, the key informants had to be Cebuano mothers between 35 to 60 years old. Furthermore, they had to have acquired five years or less of schooling to be considered a functionally illiterate parent. Moreover, the key informants had to have children enrolled in Modular Distance Learning. Lastly, the key informants had to belong to a low socioeconomic background and live in a rural area.

Conversely, the study excluded mothers from other minority groups and those who do not meet the specified age range, educational background, enrollment status, and socioeconomic status. These criteria were established to focus on functionally illiterate Cebuano mothers aged 35 to 60, who are facing distinct difficulties in supporting their children's education during Modular Distance Learning because of their limited literacy and economic status. Using a participant from a different minority group or not following the inclusion criteria may lead to varying challenges and experiences, affecting the study's reliability and validity. Additionally, language barriers could cause problems as the participant may misunderstand and misrepresent the data. As a result, the findings may not reflect the actual difficulties and experiences of the target participants.

Moreover, in the conduct of this study, I kept in mind that participant withdrawal is a common occurrence in qualitative research due to various reasons. With this foresight, I have to respect their decision, protect their confidentiality and privacy, and document the withdrawal to maintain transparency and accuracy. Identifying the reasons behind the withdrawal can also help address the issues in future studies.

Data collection began with identifying the problem or area of interest, then identifying the research's objectives, and finally, collecting research participants' lived experiences with the phenomenon. Firstly, I sent a Protocol Application to the Ethics Review Committee. After receiving the Ethics Review Committee Certification as an indication of their approval, I immediately communicated my intentions of conducting my research to the Graduate School Dean. Then, presenting the goals through a communication letter sent to the Department of Education-General Santos City Division

superintendent, school head, and the barangay captain followed. Because administrative authority was necessary to access informants followed. The letter to the key informants and Informed Consent Form was explained to the key informants at the interview's outset. I translated it into their local dialect for better understanding. Potential participants were asked to sign a Participants Agreement form to inform the key informants of all other terms and conditions applicable to their participation.

After that, data-gathering methods were employed. As customary with case studies, multiple case studies are designed to collect multiple forms of data to build the most thorough picture of the phenomena (Yin, 2018; Hancock et al., 2021; Thomas, 2021). This research was able to evaluate the case from several viewpoints by gathering data from various sources to acquire a better understanding of the occurrence. I used Documents, observations, interviews, and data from the demographic survey to collect data for this study.

Document review is a recommended data collection method for case studies, often providing necessary information on the context within which research participants operate (Yin, 2018). I first used a document review of the Parent's Handbook for the New Normal in Basic Education of the Bureau of Learning Delivery Teaching and Learning Division, some DepEd Memorandum about distance learning, and other substantial documents to better understand the present context of the functional illiterate parents. Document review helped corroborate the preliminary findings in subsequent data collection phases as I connected information from interviews and observations to review documents.

Another data source was gathered through interviews with each of the key informants using a semi-structured questionnaire that I designed with the help of the research consultant, which was also validated by experts. The questions were translated into a local dialect that enabled the key informants to understand better and answer the questions. The necessary equipment, such as a tape recorder and writing notes, was prepared before the administration of the semi-structured questionnaire to collect and preserve data for future use. The critical informant's preferences determined the location and time of the interview. The interview assisted in explaining, understanding, and investigating functional illiterate parents' ideas, behavior, and experiences during modular Distance learning as supervisors of their children's learning.

Observations are an essential data-gathering strategy for case studies because "*often the most straightforward answers come from seeing the action*" (Yin, 2018). As a result, observations were a critical data-gathering approach for this investigation. One advantage of observations is that they put the researcher in immediate contact with the event under consideration (Merriam & Tisdell, 2016). Furthermore, observations enabled the Researcher to pay great attention to the setting and surroundings of the scenario in which the participants interacted. The Researcher acted as a nonparticipant or observer as a participant. In this type of observation, the researcher was an outsider of the group under study, watching and taking field notes from a distance. The researcher could record data without directly involving activity or people (Creswell & Creswell, 2017).

I also secured the participants' verification form to check all the data gathered in the observation and transcriptions. The key informants confirmed the study's correctness regarding descriptions, themes, and interpretations through this verification method. Thus, this ultimately contributed to ensuring validity and reliability and, in turn, the study's rigor.

This qualitative research applied data source triangulation involving different sources to increase the study's validity. This study compared the data from the semi-structured face-to-face interview to the observation results. Lastly, data collected from the interview and observation were compared to the reviewed documents to determine areas of agreement and divergence. Triangulation helped increase confidence in research data and helped create innovative ways of understanding a phenomenon. Triangulation also revealed unique findings and provided a clearer understanding of the phenomenon by integrating theories. Thus, these benefits primarily resulted from the diversity and quantity of data that could be used for analysis (Natow, 2020).

I with the data analyst expert rigorously and systematically analyzed the data. The study applied thematic analysis to identify and investigate critical patterns related to the research objectives. Thematic analysis was divided into six stages: got to know the data, annotated transcripts to generate initial codes, looked for themes, reviewed themes, defined and labeled themes, and wrote an analytical report (Wilde et al., 2019).

Based on the discussions of McMullin (2021), transcription, at its most basic, refers to the conversion of recorded audio (usually spoken word) into a written form. This transcription enabled the analysis of the specific phenomenon or event. With the raw data collected from the one-on-one interview, I started the analysis by transcribing the collected data from the audio recorder in a verbatim way. Since I translated the interview guide into Cebuano, the participants' answers were expected to be in Cebuano. After transcribing the responses in Cebuano, I translated the transcripts into English.

Before coding, I read and re-read the transcripts to get to know the data. I reminded myself of the overarching research questions, as these questions guided the thinking about the data and what was considered worthy of a theme. Accordingly, a theme should show some level of structured meaning or response within the datasets and convey something meaningful about the data regarding the research questions. The amount to which a theme conveys the theoretical perspective or the overall research questions represents its prominence or significance in qualitative analysis (Evans & Lewis, 2018).

The following step was coding. Coding is the process of fragmenting and categorizing text to create explanations and extensive themes in data. It is the process through which researchers collect or 'label' content linked to a given theme or idea (Akinyode & Khan, 2018). In coding the data, I assigned labels or codes to different sections of text that represented the struggles, coping mechanisms, and realizations of functionally illiterate parents in Modular Distance Learning. I did this in Microsoft Word, creating a table with three columns. The first column was for the participants' responses. The second was for the code, and the third was for the emergent themes. In the first

column, I went through the transcript of every interview and highlighted everything that jumped out as relevant or potentially interesting. In the second column, I put the shorthand labels or codes to describe their content. In the third column, I collated all the codes into groups. Next, I looked over the codes created, identified patterns among them, and started developing themes. Moreover, I made sure that the themes were valuable and accurate representations of the data and made changes to make the themes work better.

The data analysis analytical report began by assessing individual cases and discussing themes from their interview responses. I created tables highlighting the key themes that emerged from the participant's interview responses concerning the struggles, coping mechanisms, and realizations of a functional illiterate parent engaged in modular distance learning. The study discussed and compared core ideas based on responses to the observation notes. After analyzing individual cases, I performed cross-case analysis to determine similarities and differences between cases to acquire a more comprehensive understanding.

## **4. Results and Discussion**

### **4.1 Individual Cases**

#### **Case Number 1: The Strong Mother**

##### **a. Background and Character**

The first informant is a 41-year-old Cebuano mother. This participant has a coded SM1. She is a mother of 4 children in various grade levels. She has children in Kindergarten, Elementary, Junior High School, and Senior High School. She is a functional illiterate parent because her highest educational attainment is at the Grade 4 level (Unfinished). She supervises learning for her four children enrolled in Modular Distance Learning. Her only source of income is charcoal burning, wherein she earns less than P5,000, which makes them a family with a low socioeconomic background.

Based on the field notes and demographic profile, the key informant lives at Purok 6, Lower Labay, Barangay Tinagacan, General Santos City. Furthermore, she lives in a dilapidated house where she must travel on a long, rough road and cross a river to reach their house. The distance from school to her house is approximately 1 kilometre. Coconut trees surround their house. Considering the distance from her house to the school, it is a challenge to get and pass the modules of her children regularly. SM1 is a full-time mother who supervises her children's learning while her husband works the whole day in the city as a public motorcycle driver to earn a living.

As a functional illiterate parent to her children, especially during the pandemic, she said she has no choice but to teach her children despite her lack of education. She needs clarification about how she can supervise her children's learning, considering that she cannot do so. However, she still chose to be inspired by the situation in order for her to inspire her children in a problematic educational crisis. She is a strong mother who never shows her vulnerability and weak emotion to her children, even confronted with

difficulties in Modular Distance Learning. After all, she realized the importance of education to her and her children. SM1 needs to support her children in modular distance learning because education is a crucial aspect of her children’s development and future success. Even if SM1 cannot read or write proficiently, she can still provide support in other ways, such as helping her children organize their materials, monitor their progress, and help them realize the importance of education, even during difficult situations. No matter what it takes, she will keep on fighting, as she said.

As a Functional Illiterate parent, she is subjected to various home-tutorial situations, as evidenced by her struggles, coping mechanisms, and realizations in the Modular Distance Learning as provided in the succeeding pages.

**b. Struggles**

The table below summarizes the essential themes from SM1's interview responses about her struggles as Functional Illiterate Parent in Modular Distance Learning. I also discussed the core ideas based on SM1's interview responses.

**Table 1: Struggles Confronted by SM1 in Modular Distance Learning**

<b>Core Ideas</b>	<b>Emergent Themes</b>
Children do not follow their mother as she supervises their Learning in MDL. Children do not answer their modules.	<b>Irresponsible Children</b>
Because of a lack of education, the mother cannot supervise her children's learning.	<b>Incapability to Supervise Learning</b>
Young learners show no interest in learning Young learners need more attention than those in higher grade levels because they understand poorly. Young learners do not listen to their parents. They listen more to their teacher.	<b>Difficulty in Handling Young Learners</b>
Too much anger towards her children because her children do not answer. Felt in trouble when the modules are unanswered.	<b>Emotional Stress</b>

- **Irresponsible Children**

Irresponsible Children are one of the struggles that SM1 faces in Modular Distance Learning. SM1, who has taken on the instructor role, had problems encouraging her children to complete the modules. Because her children ignore the modules, it is already piling up. As a result, she was unable to pass it on time. SM1 expressed concern and frustration with her children's lack of responsibility in learning, as evidenced by her interview responses, in which she stated:

*"Pigado jud kay di jud kasabot ang mga bata kayma stress pud ko mag huna huna unya sige kog ingon nga answeran nnyo ang modules kay ipasa kinaugmaan pero di gyud maansweran. Mao nang mag tambak ang modules kay di man sila mag answer. Kay ako di pud ko ka answer sa ilang modules kay daghan kaayu"* (SM1-1.1.3)

It is challenging because my children cannot understand. It stresses me so much every time I remind them to answer their modules, for it is needed to be passed in the morning, but they do not really answer. That is why the modules pile up because they don't even answer. Even I cannot answer their modules because there are so many.

*"Di lalim mahimong maestro uie kay daghan ilang tudluan. Di nako kaya. Unsaon nalang kung ana nalang pirmente"*. (SM1-1.1.3)

It is not easy to be a teacher because they have so many students to teach. What can we do if it is always like this?

The observation supports the observation notes that the mother frequently became angry with her children when she asked them to complete their modules. The mother struggled to motivate her kindergarten and elementary children to complete their modules as they were unwilling to do so.

- **Incapability to Supervise Learning**

As parents took over the role of teachers in supervising their children's Learning, SM1 is having difficulty supervising because she lacks education. SM1 kept asking about how she could teach her children, considering she lacked knowledge. She also has difficulty reading, making it more difficult for her to teach. Even her husband cannot help her teach the lessons to their children because her husband, too, lacks education. Being illiterate burdens them in fulfilling their roles in Modular Distance Learning. Illiteracy is a burden for them in fulfilling their roles in Modular Distance Learning. The mother's educational limitations were evident in her interview responses, where she expressed her struggle.

*"Libog uy. Labad akong ulo sigeg huna-huna sa module kay unsaon nalang ni pag tudlo sa mga bata kay di pud ko kabalo. Ako makabasa ko ginagmay pero di pud ko katiwas kay elementary rapud. Lisod uie mao nang maglibog akong huna-huna ba."* (SM1-1.3.3)

Really confusing. My head hurts at the thought of the module and how I will teach my children that even I don't know. I can read a little, but I don't finish because I'm also elementary level. It's tough, so I'm confused.

*"Naa, akong bana. Wala pud siya kahuman. Ang tambag man pud niya na, ang uban ana di ko kasabot. Sabta nalang na. Pero utro man pud ko di kasabot kay elementary raman"*



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*pud ko. Sa mga bata nalang kay basig kabalo. Sa mga bata nalang daw kay ako wala man ko kabalo kay wala man ko kahuman elementary. Nalisod pud mi sa module kay illiterate parent mi.” (SM1-1.2.4)*

Yes, my husband. He also didn't finish. His advice is that I don't understand others. Just understand that. But I also don't understand because I'm also at the elementary level. Only children may understand. It's just the kids because I don't even know because I didn't finish elementary school. We also have difficulty with the module because we are illiterate parents.

Based on the observation, SM1's children often asked questions from the modules, but the mother hardly answered. This observation indicates that SM1's educational limitations added to her burden as a parent supervising her children's learning during this educational crisis.

- **Difficulty in Handling Young Learners**

SM1 struggled in supervising her young children in the kindergarten and elementary levels. She revealed that her young children at kindergarten and elementary level followed their teachers more than her. She said that she is having difficulty supervising the learning of her young children because they still have poor understanding. Less supervision has been given to her children at the junior high and senior high school levels, for they can already understand. She said:

*“Sa akong elementary na estudyante kay di man gud kasabot gud. Lahi jud ba kay inahan jud ang ma apiki sa pagtudlo sa mga bata kay ang mga bata di man mutu-o sa inahan sa maestra man jud. Pati pud ang sa kindergarten nako na anak. Sa akong high school, wala man problema na kay kasabot naman sila pati pud sa senior high school.” (SM1-1.2.2)*

To my elementary son because he doesn't really understand. It's really different for a mother who has a hard time teaching her child because they don't follow their mother, unlike how they follow their teacher. Just like my son in kindergarten. My high school daughter has no problem because she understands as well as my senior high school.

*“Ang akong elementary, og kanang kinder. Mao jud na akong problema kay di paman gud kasabot.” (SM1-1.2.3)*

My elementary son and the kindergarten. That's really my problem because they don't really understand yet.

*“Gihinay-hinay rajud nako sila og storya nga makasabot jud sila kadugayan.” (SM1-1.2.3)*

I slowly told them that they would understand eventually.

The field notes show that the mother struggles to supervise her kindergarten and elementary children, who are often disobedient and difficult to manage. This difficulty in handling young learners poses a challenge for SM1, who plays the role of a teacher in Modular Distance Learning.

- **Emotional Stress**

Emotional stress was the agony she felt when she believed she could not manage as a parent. The Modular Distance Learning expectations imposed on her were challenging, particularly when supervising her children's learning. Her children's disobedience made it more difficult for her to meet those demands. She shared:

*“Isa-isahon nako silag tawag. Ihan-ay nako ang modules tapos ingnan nako sila na answeran ninyo inyong modules kay para mana sa inyuha kay ako di man ko ka answer ana inyong modules. Ansera jud ninyo na inyong modules kay ako di jud ko katubag ana. Ma stress ko maghuna huna sa modules sa mga bata. Maayu lang ang mga dagko kay makasabot naman sila pero ang mga gagmay nako na mga anak di najud kasabot.” (SM1-1.1.4)*

I will call them one by one. I will arrange the modules, and then I will ask them to answer because it's for their excellence, and I can't answer their modules. Answer your modules because I can't answer that. It stresses me so much thinking about my children's modules. The older ones are good because they can understand, but my little ones don't understand.

*“Naay isa ka beses na nitukar akong asthma. Nahighblood pud ko ba kay sa mga bata man gud nisaka akong dugo sa kalagot kay di man jud sila mag answer murag ako ang nagproblema. Di ko kahinga sa akong kalagot.” (SM1-1.1.6)*

There was a time that I had asthma. My blood pressure went up, triggered by my anger towards my children because they were not answering. It is like I was the one in trouble every time they were not answering their modules. I couldn't breathe because of anger.

### **c. Coping Mechanisms**

The table below summarizes the essential themes from SM1's interview responses about her coping mechanisms as a functional illiterate parent in Modular Distance Learning. I also discussed the core ideas derived from SM1's responses.

**Table 2: Coping Mechanisms of SM1 in Modular Distance Learning**

Core Ideas	Emergent Themes
She avoids overthinking the thought about the modules.	<b>Avoids Overthinking</b>
The functionally illiterate parent asks for assistance from a more knowledgeable family member.	<b>Calls for Assistance</b>
Stay inspired amidst the difficulties of her children  Continue fighting while still alive.  Acceptance of the responsibility  Acceptance of the situation	<b>Thinks Positively</b>

- **Avoids Overthinking**

In order to avoid getting paralyzed by anxieties and difficulties in making decisions or taking action, SM1 avoids overthinking the thought about the modules. She avoids overthinking the difficulties she has been through in MDL because if she does, she might go crazy. She just relaxed to free herself from stress.

*“Ako rajud gina hinay hinay na di nako ibutang sa akong huna-huna kay basi ma stress ko, mabuang ko ani og huna-huna sa ilang modules. Ako-a rajud gihinay-hinay rajud nga di lang ko magproblema ba.” (SM1-1.2.6)*

I really slowly don't put it in my mind because I might be stressed or I might be crazy about their modules. I really slow down to think in a way that I don't get stressed out.

- **Calls for Assistance**

Because of a lack of education, it is not effortless for SM1 to supervise her children's learning, especially in her kindergarten and elementary level children. To cope with this struggle, she kept asking for assistance from her children in junior high school and senior high school since they have a better understanding and need less attention than younger learners.

*“Maglibog pud ko uy. Malu-oy ko sa bata unya maglibog ko kay maunsa nalang ni kay di man sila kasabot og di pud ko kasabot. Mao nang mangutana jud ko sa mga magulang nila kay di man ko kasabot pud.” (SM1-1.2.5)*

I'm perplexed. I feel sorry for the children because how can it be if they don't understand? I don't understand, either. So, I really ask their older siblings because I don't understand.

These findings corroborate the results of the observations conducted. It was noted that the mother kept asking her junior high school and senior high school children to help her supervise her children's learning at the kindergarten and elementary levels.

- **Thinks Positively**

Despite the struggles SM1 faced in Modular Distance Learning, she has remained optimistic about the situation. She remained hopeful and chose to see the positive side of the problematic situation. Looking at the brighter side of the educational crisis was one of her ways to avoid discouragement. She has remained inspired so that her children will be inspired too. After all, she wholeheartedly accepted the responsibility as a parent in MDL.

*"Oo, wala namay choice na mabuhay nga tudluan jud ang mga bata kay wala man klase ang mga bata sa module man. Tudluan jud nato ang mga bata." (SM1-1.2.1)*

Yes, there is no choice but to really teach the children because the children have no class and are only in the module. Let's really teach the kids.

*"Sa akong nagpadasig pud sa akong kay lu-oy man ang bata. Kung magluya-luya ta wala napud ang mga bata. Nagpadasig jud ko. Wala jud ni nagpaluya nako. Laban lang mintras buhi pa." (SM1-1.3.4)*

It inspires me because I feel pity towards my children. If I get discouraged, my children will also be discouraged. I should be inspired. Just fight while still alive.

*"Oo, kay mao man ang gi hatag karon sa panahon, tumanon jud siya, kayanon jud na siya nimo kay para pud na sa amoa pud og para sa mga bata. Kayahon jud na siya para makahuman sila og eskwela. Bahala naning pandemya basta makahuman lang sila og pageskwela og para makabalo sila sa kinabuhi." (SM1-1.3.7)*

Yes, because that's what time has given. It has to be followed. We can handle it because it's also for the children and us. We can handle this so that they can finish their studies. Never mind about this pandemic for as long as they are able to finish their studies and learn in life.

The observations also agreed with these findings. SM1 kept on smiling as the interview went through. Her expression did not reflect the difficulty she had been going through. I felt the positivity from SM1. She kept fighting amidst the difficulties she had been facing for the good of her children.

**d. Realizations**

The table below summarizes the essential themes from SM1's interview responses about her realizations as a functional illiterate parent in Modular Distance Learning. I also discussed the core ideas based on SM1's responses.

**Table 3: Realizations of SM1 in Modular Distance Learning**

Core Ideas	Emergent Themes
MDL is difficult because of the undereducated parents. Children learn less in MDL.	<b>Modular Distance Learning is Difficult</b>
Learners learn better in school. feel pity for the children who are stunned by the situation	<b>Children Learn Better in Face to Face</b>
Parents should support children's learning during this time of educational crisis. Support children in the best way that she can.	<b>Parent Involvement is Important</b>
The frustration of being an under-educated parent Education is the key to a better life in the future.	<b>Education is Pivotal</b>

- **Modular Distance Learning is Difficult**

SM1 realized that it is difficult for functionally illiterate parents to supervise the learning of children enrolled in Modular Distance Learning. She said that it is ultimately a different story for her children in MDL because, as the one who took over the role of teacher, she lacks the knowledge to play the role efficiently and effectively. She said that it is pitiful for parents like her who lack education.

*“Sa akoo, lahi jud ang module labi na kitang inahan walay grado, luuy kaayu. Akong huna-huna na naa jud face to face nga normal nga pagekwela sa mga bata. Sa akong huna huna lu-oy kaayu ang walay grado pareha nako na walay grado. Lu-oy kaayu ang mga bata kay magtanga ba. Pareha anang di kabasa kay di man sila kabalo unsa ang letter ang gi text dira o gi message. Wala gid sila ba, zero gid sila. Lahi jud ang module kesa sa kanang muadto sila sa eskwelahan kay naa jud sila matun-an. Kaning Modular Distance Learning kay lisod. Kulang kaayu ilang natun-an, mawala pa.” (SM1-1.3.1)*

For me, the module is really different, especially when mothers are undereducated. It's really pitiful. My thinking is there is normal face-to-face learning for kids. I think it's pitiful for those who lack education like me. I feel pity for the children who are stunned by the situation. Like those who can't read, they don't know what letter was texted or massaged. Nothing really, really zero. The module is really different from when they go to school because they really learn something. Modular Distance Learning is complex. They lack what they should learn, and it is easily lost.

- **Children Learn Better in Face to Face**

After all the struggles that SM1 faced amid Modular Distance Learning, she realized that MDL is difficult and learners learn better at school. It is more advantageous for her children to attend school regularly than learn at home only. She said that in MDL, her children learned nothing. She hoped that everything would return to normal so her children could learn.

*“Sa akong mas bentaha jud tung nay klase kontra anang module kay iba jud di jud kabasa, luuy jud kaayu. Sa akong kabahin di man maayu ning modular distance learning. Ok lang lage ang kabalo mubasa pero ang di kabalo mubasa, lu-oy pud kaayu.” (SM1-1.3.2)*

For me, having a class is more of an advantage than just a module because they can't really read. Really pitiful. For me, modular distance learning is not really good. Suitable for those who can read, but for those who can't, it's pitiful.

*“Mas maayu nang mabalik sa dati. Kay kung huna-hunaon lang nimo, perti jud lisura kay wala jud mahibal-an ang mga bata. Naamgohan nako na unta mabalik na sa normal ang tanan.” (SM1-1.3.8)*

It's better to go back to the past. Because if you think about it, it's tough because the kids didn't learn anything. I realized that I wished everything would go back to normal.

- **Parent Involvement is Important**

Parental participation offers schools a vital chance to enhance present school programs by integrating parents into the educational process. Accordingly, greater parental involvement improves student success. This type of involvement boosts student achievement. This parental participation is something that SM1 realized in Modular Distance Learning. Since she took over the role of the teacher in supervising her children's learning, she said that it is vital to accept the changes in the learning process brought about by the pandemic. What comes along with the acceptance of difficulties is being ready to deal with them. As a parent, her support is significant nowadays because, after all, it is for her children to finish their studies. She said she would support her children as best as she could.

*“Akong ingon sa ila apil sila para naa pud sila makatun-an pud. Para makasabot sila ba. Sa akong pagka inahan, matudluan nako sila sa kung unsa lang makaya nako para rapud sa ilang kaayuhan. Kailangan jud suportahan ang mga anak. Kay kung magpaluya-luya ka, wala kay pagkadasig, lu-oy ang mga bata.” (SM1-1.3.5)*

I told them to join so they could learn something so they could understand. As a mother, I can teach them based on what I can only do, just for their own good.

Children really need to be supported. Because if you are weak, you are not inspired. It's sad for the children.

- **Education is Pivotal**

Children should comprehend the broad picture and realize why their school years are some of the most significant they will ever experience. As a parent, SM1 realized that her children would become more effective and efficient community citizens through education. SM1 wanted her children to acquire an education and not be uneducated like her. For her, education is something that she can only provide for her children. She can do this by supporting them to the best of her ability.

*“Sa akua mas maayyu jud na may kahumanan ang mga bata kay di pareha sa akua na walay kahumanan na walay ikatubag dayun ba, walay ika answer dayun kung unsay mga question dira o mga permahunon. Mga pagutana na di ta katubag kay wala man ta kabalo. Nindot jud ning na-ay kahumanan ba. Kanang nay iniskwelahan ang mga bata kay makatu-on jud sila kung gusto nila makahuman. Hangyo jud nako na ang akong mga anak di mapareha namo na wala kahuman og eskwela og mapareha sa akua na broken family mi sauna. Di nako gusto na ing-anaon nako akong mga anak kay lu-oy kaayyu kung di makahuman.” (SM1-1.3.6)*

For me, it's really better that the children finish their studies because, unlike me, they didn't finish my studies, which resulted in the inability to answer the questions or the documents that needed to be signed. I can't answer questions because I really don't know. It's really nice to finish their studies because they will be knowledgeable if and only if they want to finish their studies. I just wish that our children will not be like us, who did not finish their studies and that we were a broken family before. I don't want to do this to my children because it's a pity if they don't finish their studies.

## **Case Number 2: The Passive Mother**

### **a. Background and Character**

The second informant is also a functionally illiterate parent with only the educational attainment of the Grade 4 level. She is a Cebuano mother who is 55 years old and supervises the learning of her three children in various grade levels in Modular Distance Learning. She has one child at the elementary level and two at the junior high level. She is coded as PM2 and belongs to a family with a low socioeconomic background. She just earned less than P5,000 through charcoal burning and farming.

They live in one of the remote districts of Barangay Tinagacan. The observation notes and demographic profile revealed their difficult life status. Their family belongs to the low-income families of the barangay. The distance from her house to the school is approximately 2 kilometers. A corn plantation surrounds their house. Observation showed that taking up and passing the modules was challenging because of the distance

between her home and the school. They were seven people living in a small house made of light materials. Only 3 of her 11 children—one in elementary and two in junior high—are now enrolled in modular distance learning. Because her husband is constantly at the farm, PM2 is the one who monitors her children's educational progress.

She perceived MDL differently from PM2 as a functional illiterate parent in Modular Distance Learning. She stated that her children are now more accountable for their learning, as opposed to before when her children had little time to learn. However, she is concerned about taking over the function of the teacher. She should have someone more competent in managing her children's learning. According to her, it is advantageous for her kids to be in school to receive supervision since if they are at home, they may act disrespectfully toward her. Her educational deficiencies added to the difficulty. Her lack of knowledge prevented her from teaching her children. Due to her illiteracy, she decided to leave her children to learn on their own. The observation showed that the mother did not receive assistance from other family members. As a result, she chose to avoid stressing herself in supervising. As a result, she is passive over difficulties she and her children have been facing for her to avoid getting stressed.

The themes that emerged from PM2's interview replies represent her life experiences. Her problems, coping methods, and realization were discovered and thoroughly discussed to understand how she deals with her current educational situation thoroughly.

**b. Struggles**

The table provided summarizes the essential themes from PM2's interview responses about her struggles as Functional Illiterate Parent in Modular Distance Learning. I also discussed the core ideas based on PM2's responses.

**Table 4:** Struggles Confronted by PM2 in Modular Distance Learning

<b>Core Ideas</b>	<b>Emergent Themes</b>
Children are not answering the modules immediately. Children are unapproachable.	<b>Irresponsible Children</b>
Whenever her children ask questions from the modules, she apologizes right away because she cannot answer.	<b>Incapability to Supervise Learning</b>
Felt self-pity as she felt a sense of dissatisfaction with herself and her issues about her being a parent who lacks education She was discouraged over children's irresponsibility. She thought of giving up on her children	<b>Emotional Stress</b>
Stunned by the difficulty of the modules Modules were left unanswered, especially in math and science. As a result, modules are piling up.	<b>Difficult Modules</b>



- **Irresponsible Children**

Despite PM2's significant effort, her children still refused to follow her guidance and be responsible for their schoolwork, which is typically the parent's responsibility to instill in their children. She said it took two months for her children to answer all the modules. Moreover, her children were unapproachable at times. This misbehavior among her children made it more challenging for her to take over the role of the teacher in supervising her children's learning. She said:

*“Di jud nako masabtan akong gibati ato. Kay katung naa pa sila sa Tinagacan, gihatud sa ilang kuya sa ilaha mga enero, nag sige kog ingon sa ila na anseran hantud nalang nag March wala lang gihapon. Diri najud sa balay na anseran. Nag sige kog yaw yaw gikan sa buntag hantod alas jis sa gabii. Gi anseran jud to nila sir. Akong gibati ato kay nalagot ko og nalu-uy sa ilaha sir. Gusto jud unta nako na inig hatod sa module na ma answeran jud dayon nila di padugayon og simana kay maulaw pud ta sa inyong teacher. Nalu-uy ko sa ilaha kay kapuy na sila.” (PM2-1.1.6)*

I couldn't understand how I felt when they were still in Tinagacan when my older brother delivered their modules in January. I kept telling them to answer them, but when March came, they didn't answer. Here at home, they answered. I nag them non-stop from morning up to 10 pm. They really answered that, sir. What I felt then was anger and pity for them. I wish they could answer the delivered modules immediately, and it won't take a week because I'm ashamed of their teachers. I feel sorry for them because they are tired.

*“Dili gid okay sa akoo na ako ang nipuli sa maestro kay nindot jud na naay maestro. Kay kung kung diri sila sa balay mag sinuplada sila. Mas maayu na sila sa eskwelahan kay para ma disiplina kay kusog kaayu na sila magtubagtubag. Nindot jud naa sila sa eskwelaha.” (PM2-1.1.3)*

It's not really ok for me to take over as the teacher because it's really nice to have a teacher. Because if they are here at home, they are very unapproachable. It is good that they are at school so that they can be disciplined. Because if they are here at home, they have the strength to answer me disrespectfully. It's good that they're at school.

The observation revealed that her son in elementary spent too much time watching TV. She never saw her son in elementary school complete the homework. This being said this indicates that her son in elementary shows no interest in answering the modules.

- **Incapability to Supervise Learning**

As PM2 took over the role of the teacher in supervising her children's Learning, PM2 has been struggling to fulfill the role because she lacks the knowledge to do so. Whenever

her children ask questions from the modules, she immediately apologizes because she really cannot answer the questions. Her poor educational background was also the reason why she just let her children answer the modules on their own. She said:

*“Kanang ako lang silang gina ingnan nga mu answer na sila sa ilang modules human nako kuwa sa eskwelahan. Kung malisdan sila unya naa silay pangutana sa akong bahin sa ilang modyul, nagapangayo nalang kog pasaylo kay di jud ko katabang kay kulang akong kaalam. Gina pasabot jud nako sa ila na kaylangan nila na anseran ilang modyul kay para man pud na sa ilaha. Para pud na di sila mapareha nako na kulang sa grado.” (PM2-1.1.4)*

I tell them that they will complete their modules after I take them to school. If they are having difficulty and if they have a question for me about their modules, I just apologize because I can't help them because I lack knowledge. I make them understand that they need to answer their modules because that is also for them so that they will not be like me, who lacks knowledge.

*“Akong ika ingon ana sir kay nalisdan jud ko sir kay kanang sa akong pageskwela sauna wala man ko kasabot sa akong maestro mao nang kulang akong kaalam ba. Mao nang karon nalisdan ko kay kulang akong kaalam.” (PM2-1.1.7)*

All I can say, sir, is that I'm having a hard time, sir, because before I didn't even understand my teacher, so now I lack knowledge. That's why now I'm struggling because I lack knowledge.

These findings corroborate the observation results wherein PM2 lets her children do whatever they want. The mother does not exert effort in supervising her children's learning and relies on instructing them to complete their modules independently while preoccupied with housework and other tasks.

- **Emotional Stress**

PM2 experienced self-pity due to her lack of education, making her unable to assist her children's learning. Irresponsibility among her children also adds to her stress as she supervises her children's Learning in MDL. The mother's shame of being late in submitting modules led her to suggest that her children stop schooling, as they were unresponsive in completing the modules. These findings were apparent in her interview responses.

*“Naa koy mahuna hunaan na problema sa bata nganung ingana sila. Tungod sa akong kalagot na makabunad sa ila. Ma ana gud ko sa ila na naunsa naman mo uie, pangudang nalang mog eskweal kay galabad na akong ulo sa inyuha. Naay usahay na mu-answer sila naa pud dili sila mu answer. Na-ay kaisa na giingnan nako sila na last na ninyo ni na eskwela ha, kung matapos gani ni na di na nako gusto na mueskwela pamo. Naay kaisa na*

*nangutana akoang anak, nganong di daw nako siya paeskwelahon. Akoa rapud siyang ingnan na makalagot kay makalagot man gud ka gud kay ako na maulaw na dugay kaayu mabalik sa eskwelahan ang inyong module. Ako baya ang tigkuwa og tigpasa.” (PM2-1.1.5)*

I remember having a problem with kids and why they were like that. Because of my anger, I beat them up. I ask them why they are like that; just stop studying because I have a headache with you. I once told them that when they finish their studies now, this would be their last. I don't want you to study anymore. My daughter once asked me why I didn't want her to study anymore. I just told her that you are annoying because I am the one who is ashamed that the modules have been passed in school for so long since I am the one who takes and passes.

*“Sakit sir uy. Kanang di jud ko katubag. Kanang muingon akong anak na naunsa mani si mama uie di man makatabang sa atua. Ingnan nako sila na pasensya rajud mo nak kay grade 4 ra baya ko nak kamo nag grade 8 namo og grade 10. Kamo unta na makasabot pud unta mo. Ingnan nako sila na pag bright pud mo uie. Kanang ako silang ingnan pud na nganong ako man inyong pangutan-on na grade 4 ra baya ko. ” (PM2-1.2.5)*

It really hurts, sir. I can't really answer. What my daughter says is, what's happening? Because my mom can't help us. I tell them to be patient because I'm only in grade 4. You're in grades 8 and 10. Hope you understand. I tell them they will learn. I also told them why you were asking me that I only finished grade 4.

- **Difficult Modules**

PM2's children were stunned by the difficulty of the modules. Her children had difficulty because no family member could explain those complicated modules. As a result, M2's children left those complicated modules unanswered.

*“Kanang ilang pag modyul sir kay maghinuktok sila kay lisod. Ingon ko nga, inyu nalang nang basahon gud. Pero muingon man sila na makabalo na sila ani. Kanang gina baliwala nalang nako kay kung akong isipon ma stress pud ko. Di man gud ko katulog sa gabii gud kung akong gina isip. Lisdan jud ko og tulog kay sigeg huna-huna.” (PM2-1.2.3)*

It's their modules because they are stunned by the difficulty. I tell them to just read it. However, they tell me that they are learning eventually. I just ignore it because if I think I will get stressed. I also cannot sleep at the thought of their modules. I have trouble sleeping because of overthinking.

The observation notes to support these findings. Several of her children's modules, particularly math and science, were unanswered. The complex modules are one reason

the family struggles to complete them, as the children have no one to explain the content to them. This results in a buildup of unfinished modules.

### c. Coping Mechanisms

The table below summarizes the essential themes from PM2's interview responses about her coping mechanisms as Functional Illiterate Parent in Modular Distance Learning. I also discussed the core ideas based on PM2's responses.

**Table 5:** Coping Mechanisms of PM2 in Modular Distance Learning

Core Ideas	Emergent Themes
Trying to avoid stressors rather than dealing with them.  PM2 chose to ignore those problems because she could not sleep at night if she dwelled too much on them.	<b>Problem Avoidance</b>
Believing that children can accomplish the modules on their own.	<b>Trusting Children's Ability</b>

- **Problem Avoidance**

Trying to avoid stressors rather than dealing with them was the coping mechanism of PM2 when confronted with her struggles in Modular Distance Learning. Since PM2 has no one to talk to about her struggles supervising her children's learning, she ignores all her problems. She said she keeps silent about her problem and believes her children can do it. She ignored those problems because she could not sleep at night if she dwelled too much on them.

*“Kanang ilang pag modyul sir kay maghinuktok sila kay lisod. Ingon ko nga, inyu nalang nang basahon gud. Pero muingon man sila na makabalo na sila ani. Kanang gina baliwala nalang nako kay kung akong isipon ma stress pud ko. Di man gud ko katulog sa gabii gud kung akong gina isip. Lisdan jud ko og tulog kay sigeg huna-huna.” (PM2-1.2.3)*

It's their modules because they are stunned by the difficulty. I tell them to just read it. However, they tell me that they are learning eventually. I just ignore it because if I think I will get stressed. I also can't sleep at the thought of their modules. I have trouble sleeping because of overthinking.

*“Usahay gud sir pasagdan lang nako kay makatabang man pud ko ginagmay. Ma stress jud ko ba unya di jud ko katingog mao nang di nalang ko mutingog. Masakitan jud ko. Mao nang ingnan nako sila na muskwela jud sila kay para man japun na sa ila kay inyong mama grade 4 rajud. Kanang para di sila mapareha sa akua na kulang og kaalam.” (PM2-1.2.6)*

Sometimes I just let it go because I can also help a little bit. I get stressed and just keep quiet. I'm really hurt. So, I tell them to study because it's also for them because their mom is only in grade 4, so they will not be like me, who lacks knowledge.

The observation showed that PM2 did not receive assistance from other family members. The absence of assistance from other family members leads her to choose not to stress herself in supervising by simply avoiding the problem.

- **Trusting Children's Ability**

Since PM2 cannot teach her children because she lacks knowledge, trusting them to accomplish the modules on their own is one of her coping mechanisms. She listened to her older child that instead of nagging her children why not trust them that they could do it? She said:

*"Wala jud koy maestoryahan. Ako rajud ginahilom. Kay mutu-o ko na makaya rajud na nila. Muhilom lang ko. Kay ilang kuya muingon man na kanang ayaw nalang sigeg yawyaw. Isipa lang gud na maka answer sila sa modyul. Ako nalang jud ginabalewala bisag naa koy hinakit."* (PM2-1.2.4)

I do not have anyone to talk to. I just keep silent because I really believe they can do it. Their older brother tells me to stop nagging them. Just imagine that they can answer their modules. I just ignore it even if I'm offended.

The observation notes corroborate these findings. PM2's children were the only ones doing their modules. The mother is busy with housework and other chores. The mother simply tells her children to answer the modules.

#### **d. Realizations**

The table provided summarizes the essential themes from PM2's interview responses about her realizations as Functional Illiterate Parent in Modular Distance Learning. I also presented the core ideas based on PM2's responses.

**Table 6:** Realizations of PM2 in Modular Distance Learning

Core Ideas	Emergent Themes
MDL is difficult for parents who lack education.	<b>Modular Distance Learning is Difficult</b>
Children learn nothing from a parent who lacks education.	
Children learned to be responsible in their Learning in MDL.	<b>Children Become Responsible</b>
Education is the key to a better future.	<b>Education is Pivotal</b>
The teacher should supervise children at school.	<b>Children Learn Better in Face to Face</b>

She can still support her children by doing her best to get and pass the modules.	<b>Parent Involvement is Important</b>
Doing her best in disciplining her children	

- **Modular Distance Learning is Difficult**

PM2's lack of education is something that is challenging her. She cannot help her children answer the modules because she cannot read and write efficiently. Because of her weaknesses, she realized that her children could not learn from her. Because of this realization, she told her children to work hard independently.

*“Sa akong lang pud sir, lisod jud kaayu para sa akong kay kulang akong kaalam bilang isa ka ginikanan. Wala jud makuha akong mga anak nako.” (PM2-1.3.1)*

As for me, sir, it is challenging for me because I lack knowledge as a parent. My children have nothing to take from me.

*“Masakitan ko sir. Kay kung mangutana sila unya ako silang ingnan na grade 4 rako. Ako silang ingnan na ako pajuad inyong pangutan-on na kulang kog kaalam. Kalo-oy sa akong anak na mangayo silag tabang nako pero ako lang silang ingnon na maningkamot nalang mog inyuha nak bi.” (PM2-1.3.3)*

I'm hurt, sir. Because if they ask, then I will tell them that I only finished grade 4. I will tell them why they are asking me, knowing that I lack knowledge. It's a pity for my children that they ask for my help, but I just told them to just work hard on their own.

- **Children Become Responsible**

A student will have a far better understanding of what they are good at and what they need to work harder on if they take responsibility for their learning. This behavior is something that PM2 observed in her children. She said that in Modular Distance Learning, her children have been working hard to accomplish their modules compared to before. Because of Modular Distance Learning, her children learned to be responsible for their learning. She said:

*“Murag arang arang na ron sir. Maayu karon sir kay magkugi naman gud sila og answer sa ilang module. Sauna mag sige kog kasuko sa ila, mabunalan nako sila kay inig uli nila magdula dayon sila pero karon mag anser sila. Ako silang ingnan na hinay-hinayun ninyog answer inyong module.” (PM2-1.1.2)*

Seems better now, sir. It's good now because they are working hard to answer their modules. I used to always be angry with them, and I beat them because when they

came home, they played right away, but now they answered right away. I tell them to slowly complete their modules.

*"Nagbadlong ko sa ila. Na magpadayon sila sa ilang pag eskwela. Karon magkuha ko sa ilang module og mag brigade. Paguli, akong ihatag sa ila ang module og ingnan na ilang anseran. Pero ingnan nako sila na di lang jud nila anseran tanan. Naay usahay na muingon sila na di sila kasabot. Pero ingnon nako sila na mangayo sila og kaalam sa Ginoo."* (PM2-1.1.2)

I reprimand them. They need to continue their education. Now I'm going to take out their module from the school and attend brigada. When I get home, I give them the modules and tell them to answer them. But I tell them not to answer everything. Sometimes they say they do not understand, but I tell them to seek knowledge from the Lord.

*"Matutu jud sila na mag tu-on sa ilaha. Nahimo silang responsible sa ilang pagtu-on."* (PM2-1.3.2)

They will learn to learn on their own. They become responsible for their Learning.

- **Education is Pivotal**

After all that PM2 has been through during modular distance learning, especially those struggles she has been enduring, she was still able to realize the importance of education to her children. She said that through education, her children would be able to achieve their desires and better their lives in the future. She said:

*"Importante ang edukasyon para makalab-ot nila ilang pangandoy. Gusto nako na di sila mapareha sa akoo. Na magpataas sila ba."* (PM2-1.3.6)

Education is essential for them to reach their desires. I want them not to be like me. They elevate themselves.

- **Children Learn Better in Face to Face**

PM2 realized that it was better to go back to normal. This Modular way of learning is difficult for her as a functional illiterate parent. She wanted her children to be supervised by the teachers at school because sometimes her children disobeyed and disrespected her. She shared:

*"Gusto jud nako na mabalik na sila eskwelahan. Nang ma settle jud sila sa teacher. Naa man gud usahay na magpabadlong sila nako. Mao jud na akong pangandoy na mabalik na unta ang pageskwela sa mga bata sa eskwelahan."* (PM2-1.3.8)

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I really want them to go back to school for the teacher to settle them. Sometimes they are so disobedient to me. So, I wish the children could go back to school.

- **Parent Involvement is Important**

For PM2, her lack of education is a struggle for her in supervising her children's Learning in Modular Distance Learning. However, her support for her children does not end there. She can still support her children by doing her best to get and pass the modules. Moreover, she is also doing her best in disciplining her children regarding their responsibilities in accomplishing their modules. Her parental support for her children is expressed in her responses when she said:

*"Importante para sa ilang kaayuhan. Ginabuhat jud nako ang akong makaya para lang masuportahan sila sa panahon sa modular. Tinu-od jud na dili ko katabang sa ila sa pag answer sa module pero dili man dira mahuman ang akong pagsuporta sa ila. Nagapaningkamot man sad ko na makuwa og mapasa ilang modules. Wala pud ko nagkulang sa pagdisiplina sa ila bahin sa pagatiman nila sa module. Mao nang makaingon ko kung wala ko, magunsa nalang kaya ni akong mga anak sa modular."* (PM2-1.3.5)

Necessary for their good. I really do my best to just support them in Modular. It is true that I do not help them in answering the module, but my support for them does not end there. I am trying my best to get and pass their modules. I also did not slack off in disciplining them, especially in their attention to their modules. So, I can say that without me, what would be the condition of my children in modular?

### **Case Number 3: The Emotional Mother**

#### **a. Background and Character**

The third informant is a 38-year-old Cebuano mother. This participant has code EM3. She is a mother of 2 children in various grade levels. She has children in Elementary and Junior High School. She is a functional illiterate parent because her highest educational attainment is in the Grade 5 level. She supervises learning for her two children enrolled in Modular Distance Learning. With less than P5,000 a monthly income through working as a housekeeper, she also belongs to a family with low socioeconomic background.

EM3 lives in a tiny house made of light materials. Her house is just approximately 50 meters away from the school. They were only 3 of them living in the house, specifically the mother, her son and her daughter. She has no husband, and her job is unstable, so they live a difficult life where there is not enough or, worst, zero income, making it hard for her to support her family's daily needs.

Her experiences in Modular Distance Learning are like a roller-coaster ride full of ups and downs, as reflected by her struggles, coping mechanisms, and realizations as a functional illiterate parent. She said that MDL is difficult for her considering that she lacks education. Through this struggle, she felt guilty for being a functionally illiterate



parent. She remembered not following her parents when she was still studying. She regretted that she did not prioritize education before.

Consequently, she realized how difficult for her to support her children's learning during this educational crisis. From her struggles, she learned to deal with them by asking assistance from her older child, who has higher educational attainment than her, positive thinking, and strengthening her involvement in her children's learning. Though she has adapted to the current educational crisis, she hopes everything will return to normal.

Further discussions were held on the interviewee's experiences with Modular Distance Learning, focusing on Emergent themes that reflected her challenges, coping strategies, and realizations.

**b. Struggles**

The table below summarizes the essential themes from EM3's interview responses about her struggles as Functional Illiterate Parent in Modular Distance Learning. The core ideas are also present based on EM3's responses.

**Table 7: Struggles Confronted by EM3 in Modular Distance Learning**

Core Ideas	Emergent Themes
Not capable of understanding and explaining the Modules to her children.	<b>Incapability to Supervise Learning</b>
Guilty for not prioritizing education before. Nervous about too many modules.	<b>Emotional Stress</b>
Some modules are complicated for them to accomplish and understand.	<b>Difficult Modules</b>
Young learner shows no interest in answering the modules.  The young learner asks his mother to answer the modules for him.	<b>Difficulty in Handling Young Learners</b>
Her attention was largely diverted from her children's education by other home duties.	<b>Prioritizing Other Responsibilities</b>

- **Incapability to Supervise Learning**

Parents' educational background plays a vital role in Modular Distance Learning, especially since parents took over the role of teachers in supervising their children's learning. Taking over the role of the teacher is a struggle for EM3. Her poor educational background disabled her from fully supporting her children's learning. She said that she is having a hard time teaching her children simply because she is not capable of understanding and explaining the modules to her children. The statement she made in response is shown below.

*“Didto ko naglisod sa pagtudlo sir kay wala man koy mahibaluan.” (EM3-1.2.2)*

I had a hard time teaching sir because I lack knowledge.

*"Lisod, di masabtan, di nako masabtan, dili nako ma explain. Mao rajud na sir mao rana akong malisdan."* (EM3-1.1.7)

Complicated, incomprehensible, I can't understand, I can't explain. That's it, sir. That's what I'm having a hard time with.

- **Emotional Stress**

EM3's emotional stress came from her guilt for becoming a functional illiterate parent. She always remembered that when she was studying, she chose not to prioritize her studies and not to obey his parents. As a result, she finds it difficult to fulfill her duties as a home teacher. Adding to her emotional stress is her intense nervousness whenever she sees the modules pile up because they cannot finish them all on time. Her emotional stress can be felt in her responses when she said:

*"Nalisdan lang jud kog maayu. Nga dili nako ma realize kaayu. Mao na ang lisod sa modyul. Sauna mahuna hunaan katung nag eskwela pako kanang di ko musunod sa akong ginikanan dako jud akong pagmahay kay wala ko ni eskwela og tarong."* (EM3-1.1.5)

I'm just really struggling that I don't understand too much. That's what's hard about the module. I remember that when I was still studying, I did not follow my parents. I really feel guilty because I didn't go to school then.

*"Tungod sa kapigaduhon eskwela gyud sila sir. Naningkamot pud ko para sa ilang kaugmaon. Kung ingani pako nakahuman nako sa akong pageskwela. Giingnan nako akong mga anak na magtarong og skwela para sa inyong kaugmaon."* (EM3-1.1.5)

Because of the difficulty, they are really studying, sir. I also work hard for their future. If I had been like this before, I would have finished my studies. I told my children to do good in their education for their future.

*"Kakulba og kanang wala nako sa oras. Makulbaan ko maglantaw sa modules kay daghan naman gud kaayu. Kay di man gud nako ma answeran tungod sa kulang ko og pag eskwela."* (EM3-1.3.3)

I was nervous that I didn't have the time. I was nervously looking at the modules because there were so many. I can't even answer because I don't have enough knowledge.

The observation notes corroborate these findings. During the interview, the mother was crying when asked questions about her being a functional illiterate parent to

her children. I realized that EM3 was very sorry for herself and guilty of her current situation. She keeps mentioning her life before and that she would have a better life if she chose to finish her studies. She also felt sorry because she sometimes could not help her children, especially with the modules, because of a lack of knowledge.

- **Difficult Modules**

It was found out that EM3 and her children had difficulty accomplishing their modules in Math, Science, NSEP, and Mother Tongue subjects. She said that these modules were complex for them to accomplish. EM3 was having a hard time understanding these subjects, so those modules were left unanswered. She said:

*“Ang malisdan lang nako sa iyang module kay kaning science og math. Kaning Filipino og English makaya raman nako na siya. Ako nalang gatudlo sa akong mga anak. Kanang sa akong ikaduwa muingon ko na magmodule ta nak unya muingon siya na ikaw nalang mang kay di nako siya makaya tanan iyang module. Sa akong high school makaya naman niya to.” (EM3-1.1.8)*

The only difficulty I have in his module is this science and math. I can handle this Filipino and English subjects. I just teach my children. In my second child, I tell him that we will do a module, and then he will say, please do it for me, Mom, because I can't handle all his modules. In my high school, she could do it.

*“Wala nakoy time sa pahulay. Katong NSEP og kaning mother tongue nila na subject kay di masabtan kaayu og dili klaro ang letra. Usahay di jud ko kasabot tungod sa kalisod. Di jud ko katabang usahay kay kulang jud ko sa pageskwela.” (EM3-1.3.1)*

I have no time to rest. I do not understand very well the NSEP and their mother tongue subjects, and the letters are not clear. Sometimes I don't understand because of the difficulty. I can't really help sometimes because I lack knowledge.

- **Difficulty in Handling Young Learners**

EM3 is having difficulty supervising her youngest child's learning. EM3 was giving her all just to encourage her young child to answer his modules, but there were instances when he refused to do so. Her young child always asked her mother to answer the modules for him. As a result, much of her time is consumed by supervising her youngest child than her older child, who needs less supervision.

*“Ang malisdan lang nako sa iyang module kay kaning science og math. Kaning Filipino og English makaya raman nako na siya. Ako nalang gatudlo sa akong mga anak. Kanang sa akong ikaduwa muingon ko na magmodule ta nak unya muingon siya na ikaw nalang mang kay di nako siya makaya tanan iyang module. Sa akong high school makaya naman niya to.” (EM3-1.1.8)*

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The only difficulty I have in his module is this science and math. I can handle this Filipino and English subjects. I just teach my children. In my second child, I tell him that we will do a module, and then he will say, please do it for me, Mom, because I can't handle all his modules. In my high school, she could do it.

The observation notes corroborate these findings. It was noticed that the child of the key informant was often causing trouble in the family. He was not focusing on answering his modules. This observation indicates that her son shows no interest in answering his modules.

- **Prioritizing Other Responsibilities**

It is a mother's job, as well as her traditional duty, to serve her family. Cooking food, purchasing food, cleaning, and filling the stomachs of family members are just some of the responsibilities of a mother. These responsibilities challenged EM3 in a way that took much of her time. Instead of focusing on supervising her children's learning, she was very busy attending to many household chores. She said:

*"Na amgohan nako na super jud siya kalisod. Wala nako sa oras kay nagsige kog laba og limpyo. Kung unsa rajud akong makaya. Unta kung mabalik sa normal para ang teacher na ang magtudlo sa mga bata. Dili jud nako makaya ning modyul labi na sa akong pangduwa. Agwantahon nalang ni mao man ang gihatag sa taas. Dawat nako ang kalisod karon. Kung wala lang ning pandemic ma explain na unta og tarong sa mga bata kung unsa man ilang nalisdan."* (EM3-1.3.8)

I realized that it was challenging. I didn't have the time because I kept on washing and cleaning. Just what I can really do. I wish it would return to normal for the teacher to teach the children. I can't handle this module, especially with my second child. I will just endure this since this is what was given above. I accept the difficulty now. If it weren't for this pandemic, it would have been explained to the children whatever difficulties they are encountering.

These findings corroborate the observation notes. It was noted that when I arrived at their house, EM3 was very busy doing all the household chores while her son was not around the house to answer his modules. These findings indicated that other responsibilities of the mother took much of her time. The time intended for supervising her child's learning was not used for its purpose.

### c. Coping Mechanisms

The table below summarizes the essential themes from EM3's interview responses about her coping mechanisms as Functional Illiterate Parent in Modular Distance Learning. In addition, core ideas based on EM3's responses were discussed.

**Table 8:** Coping Mechanisms of EM3 in Modular Distance Learning

Core Ideas	Emergent Themes
The mother answers the module instead of her youngest child.	Parent as Student
The functionally illiterate parent asks for assistance from a more knowledgeable family member.	Calls for Assistance
She remained encouraged so that her children would be encouraged too.  Happy to help her children Learning	Positive Thinking

- **Parent as Student**

EM3 is responsible for answering her son's challenging modules as he struggles with them. She finishes them herself because she only has a limited time to ensure they are done. EM3 helps her elementary-level child with modules by answering them herself, as her son struggles with writing. However, she cannot finish them all due to the excessive modules, insufficient rest, and limited knowledge. She shared:

*“Nangita nalang kog paagi nga para matabangan nako sila sa ilang mga modules kutob ra sa akong makaya. Ga pokus lang jud ko sir para ma answeran lang jud nako ilang modules. Ako ga answer kay di paman gud kaayu na siya kasulat. Dili pud nako ma answeran tanan tungod sa kakapuy og nagtambak na ang modules.” (EM3-1.2.6)*

I'm just looking for a way to help them with their modules as much as I can. I just focus so I can answer their modules. I'm the one answering because he can't write much yet. I also can't answer everything because of tiredness, and the modules are piling up already.

The observation notes showed that the mother was the only one who responded to the modules. Her child at the elementary level keeps on roaming around instead of focusing on his modules.

- **Calls for Assistance**

Since EM3 struggles with supervising the learning of her son at the elementary level, she always asks for the assistance of her daughter at the junior high school level. Fortunately, EM3's daughter realized her mother's lack of education and took it upon herself to supervise her younger brother's Learning since she has more advanced educational qualifications than her mother. She said:

*“Kami lang jud duwa sa akong panganay. Tabangi rajud ko nak kay di nako makaya. Ikaw mang kay wala man kaagi og skwela unya ako Grade 10 naman ko mang, ako nalang mag atiman sa akong manghod”. (EM3-1.2.4)*

We are really just two of my eldest. Help me my daughter because I can't do it. You mother, even if you didn't go to school, I'm in grade 10, I'll just take care of my brother.

These findings support the observation notes that the mother sought help from her older child with a more advanced educational background. This coping mechanism of EM3 shows that she cannot assist her son in learning certain subjects, as her daughter is the only one in the family with the necessary expertise.

- **Positive Thinking**

EM3 is struggling with modular distance learning, but EM3 is still optimistic. She chose to be encouraged because if she did not, her children would be hopeless too. EM3 found happiness in being able to help her children learn through MDL, despite the difficulties. She embraced her responsibilities in the process.

*"Oo, gidawat lang jud nako bilang inahan sa akong mga anak gidawat nako." (EM3-1.2.1)*

Yes, I just accepted. As the mother of my children, I accepted.

*"Nagpadasig sir kay di nako kaya na Makita akong mga anak na mawalaan pud og paglaom. Maayu nang magpadasig ko sir para magpadasig pud sila maski pag lisod." (EM3-1.3.4)*

Encouraging, sir, because I can't bear to see my children lose hope. It's good for me to be encouraged, sir so that they will also be encouraged, even if it's hard.

*"Nalipay jud ko og maayu kay makatabang ko sa ilang pagtu'on kay sauna dili ko katabang." (EM3-1.2.7)*

I'm delighted because I can help them with their studies because before I could not help them.

#### **d. Realizations**

The table below summarizes the essential themes from EM3's interview responses about her Realizations as Functional Illiterate Parent in Modular Distance Learning. The core ideas are also discussed based on EM3's responses.

**Table 9: Realizations of EM3 in Modular Distance Learning**

Core Ideas	Emergent Themes
Because of MDL, EM3 has more time to help her children to learn	<b>Parent Involvement is Important</b>
No matter how difficult the situation is, education continues  Education is the key to a better life.  If EM3 had prioritized education, she would have had a better life.  Her children will help her in the future when they finish their studies	<b>Education is Pivotal</b>
MDL is difficult for EM3 to handle  Go back to normal wherein teachers teach her children.	<b>Modular Distance Learning is Difficult</b>

- **Importance of Parent Involvement**

EM3 realized that because of the educational crisis, she was able to have quality time to take care of her children. The educational crisis also enabled her to help her children in the best way that she could in learning. She must teach her children even how difficult the situation is.

*“Sa pagkakaran sir medyo masabtan na nako ang uban naa pud uban na dili. Ang bentaha pa kay naa ko na magasikaso sa mga bata.” (EM3-1.3.2)*

By now, sir, I can quite understand some and some still not. The advantage is that I can take care of the children.

*“Importante na matudluan jud nako sila.”(EM3-1.3.5)*

It is important that si teach them.

*Nalipay jud ko og maayu kay makatabang ko sa ilang pagtu'on kay sauna dili ko katabang.*

I'm delighted because I can help them with their studies because before I could not help them.

The observation notes noted that during the interview, her employer, where she worked as a maid, kept calling her on her phone, but she refused to answer all the calls. She told me she would no longer return to her previous job. She wanted to focus on supervising her children's learning. That is how significant her involvement as a parent is to her children.

- **Education is Pivotal**

EM3's experiences in modular distance learning were never accessible, considering she is a functionally illiterate parent. However, in the darkest moments of the educational crisis, she still realized how important education is. She said that she wanted her children to finish their studies so that her children would be able to help her in the future. She also realized that she would have had a better life if she had prioritized education before. Generally, no matter how challenging the current situation is, she is still grateful that education for her children continues.

*"Importante jud ang pagedukar sa mga anak para sa ilang kaugmaon hantud sa makahuman 148l ana college. Para pagabot sa panahon ako napud ilang tabangan. Mas gusto unta nako sir na makahuman unta ko sa akong pageskwela. Maalala unta nako na nakagraduate na unta ko og college, tawhay na akong pagpuyo."* (EM3-1.3.6)

It is essential to educate children about their future until they finish college. In time, they will help me. I preferred, sir, that I could have finished my schooling. I remembered that if I had graduated from college, I would have lived a better life.

*"Mas maka abri jud na siya og bag-ong oportunidad. Para makaeskwela japun akong mga anak para sa ilang kaugmaon hantod makahuman sila sa pageskwela kung unsa man gusto nila na kurso. Galantaw jud ko sa ilang kaugmaon na makahuman sila. Makaisip ko nga lisod ning krisis pero wala nalang nako ginadibdib og ginaisip kay kung akog isipon musamot og kalisod. Kung ginabutang sa isip og sa dughan musamot og ka krisis."* (EM3-1.3.7)

This will open up new opportunities. So that my children can still learn for their future until they finish school, whatever course they want. I look forward to their future when they finish. I think this crisis is challenging, but I do not care about it because I think it will get worse. If I put it in my brain and in my heart, it will aggravate the crisis.

- **Modular Distance Learning is Difficult**

EM3 realized that Modular Distance Learning is difficult for her to handle, especially with her child at the elementary level. Moreover, she wanted the education system to go back to normal because it would be better for her children to have a teacher who teaches them.

*"Na amgohan nako na super jud siya kalisod. Wala nako sa oras kay nagsige kog laba og limpyo. Kung unsa rajud akong makaya. Unta kung mabalik sa normal para ang teacher na ang magtudlo sa mga bata. Dili jud nako makaya ning modyul labi na sa akong pangduwa. Agwantahon nalang ni mao man ang gihatag sa taas. Dawat nako ang kalisod"*



*karon. Kung wala lang ning pandemic ma explain na unta og tarong sa mga bata kung unsa man ilang nalisdan.” (EM3-1.3.8)*

I realized that it is complicated. I did not have the time because I kept on washing and cleaning. Just what I can really do. I wish it would return to normal for the teacher to teach the children. I cannot handle this module, especially with my second child. I will endure this since this is what was given above. I accept the difficulty now. If it were not for this pandemic, it would have been explained to the children whatever difficulties they are encountering.

#### **Case Number 4: The Smiling Mother**

##### **a. Background and Character**

The fourth informant has a code SM4, a 47-year-old Cebuano mother. Her poor educational achievement, which is barely grade 3 level, is why she has low reading and numeracy levels. She has two children in elementary and two in junior high school enrolled in Modular Distance Learning. Her family also has a low socioeconomic background because her only source of income is charcoal burning. Her monthly income is just less than P5,000 only.

The key informant is a resident of Purok 8, Cabuling, Barangay Tinagacan, General Santos City. The location of her house is approximately 2 kilometres away from the school. She needs to take a long walk to get to and pass the modules. They live in a small concrete house yet already dilapidated. They were 9 of them inside the house. To survive daily, each family member should also work hard in burning charcoal. Indeed, their family belongs to the low-income families of the barangay.

Despite the bright smiles on SM4's face, she is still struggling with Modular Distance Learning. The pandemic and educational crisis have brought challenges not only for her but also for her children. Life in rural areas has become even harder due to the pandemic. The situation worsened as her children had to stop schooling to prioritize earning a living. Despite the challenges of Modular Distance Learning, she encouraged her children to resume their studies. As an uneducated parent, teaching her children is challenging and frustrating. She questions her ability to teach lessons she does not understand herself. Although struggling to teach her children, their determination to answer their modules makes her smile. Going to school to submit the modules makes her happy and optimistic about their bright future.

I uncovered her struggles, coping mechanisms, and realizations by analyzing the themes from her interview responses about her experiences with Modular Distance Learning.

##### **b. Struggles**

The table below summarizes the essential themes from CM5's interview responses about her struggles as Functional Illiterate Parent in Modular Distance Learning. I also presented the core ideas based on CM5's responses.

**Table 10: Struggles Confronted by SM4 in Modular Distance Learning**

Core Ideas	Emergent Themes
Incapable of teaching because of lack of knowledge Children are left answering on their own	<b>Incapability to Supervise Learning</b>
SM4 must be angry first before her children will answer their modules	<b>Irresponsible Children</b>
Stressed over children's irresponsibility  She cannot sleep because of wondering what to do with her disobeying children.  Silently crying because her children no longer obey her	<b>Emotional Stress</b>
Difficulty in accomplishing English and Mathematics Modules.  Modules are already piling up.	<b>Difficult Modules</b>
Making a living takes priority over children's education because of poor life.	<b>Prioritizing Other Responsibilities</b>

- **Incapability to Supervise Learning**

SM4's problem with Modular Distance Learning is that she is a substitute teacher to her children. As a functional illiterate parent incapable of supervising learning, she does not know how to teach different lessons. So, she tells her children to work hard on themselves because they will not get anything from her. Furthermore, she said it would be different if a teacher were teaching her children. This struggle can be seen in her answers in the interview, as she said:

*"Lisod jud sir kay lahi man ang maestra. Lahi lahi jud sir kay di man ka katudlo kay lahi lahi ang leksyon. Lisuran jud ko kay dili ko katudlo kay di man ko kabalo, sila may makahibalo. Di man ko katudlo sa ilaha mao nang muingon ko sa 150l ana maningkamot mo kay di man ko kabalo anang English, usaon ko mana? Di man ko kabalo."* (SM4-1.1.3)

It's difficult because the teacher is different from me. It's really different, sir, because I can't teach due to various lessons. I'm really struggling because I can't really teach because I don't know how. Because I can't teach them, I tell them to work hard because I don't know English. What can I do about that? I really don't know.

*"Dili lage ko katudlo sir uy. Sila raman gatu'on sa ilang module. Wala jud ko gatudlo kay dili jud ko kabalo. Sila rajud, maningkamot rajud sila og ilaha."* (SM4-1.1.4)

I really can't teach, sir. They are the only ones really trying to learn in their module. I don't really teach because I don't really know how. It's just them. They really work hard on their own.

Similarly, the observation noted that the children sometimes question their functionally illiterate parents about their modules, but the parent cannot respond, especially regarding the English and Math subjects. Thus, the functionally illiterate parent lacks knowledge, which makes understanding the modules difficult. As a result, she is having difficulty supervising her children's learning.

- **Irresponsible Children**

One of the things that make SM4 suffer is the irresponsible behaviour of her children. SM4 hates it sometimes because she has to get angry before her children can answer their modules. They will only really answer their modules if SM4 yells at them first. This irresponsibility among her children is indeed a big problem for SM4 during this Modular Distance Learning. She expressed frustration with her interview responses when she said:

*"Wala jud nagbag-o sir. Walay nagbag-o kay wala man matun-an sila. Ang module usahay tu-a sa TV. Di na sila magkuan sa ilang module kung di nimo anaan, yawyawan mao nang dili sila ka kuan sa ilang module. Mao nang usahay magsipok akong ulo kay di naman sila mag answer. Magsige nalang kog yawyaw. Sige nalang kog mandar og istorya sa ila kay dili naman jud sila muanser. Og di nimo ingnan mag answer mo, wala jud."* (SM4-1.1.2)

Nothing really changed, sir. Nothing changed because they didn't learn anything because the modules were only on the TV. They won't answer the module if you don't yell at them. So sometimes, I get annoyed because they don't really answer. I keep ordering them and telling them because they really don't want to answer. If you don't tell them, they won't really answer.

These findings corroborate the observation notes that SM4's children do not listen to her whenever she calls them to finish the modules. Furthermore, it is tough for the mother to discipline her children, especially when they answer the modules. Because of this, the mother experiences so much stress because they are chasing the deadline of passing the modules.

- **Emotional Stress**

Because of the difficulties and other problems that SM4 experiences, she also experiences different emotions. SM4 feels anger and sadness during Modular Distance Learning. SM4 always tells her children to answer their modules. Her children only respond if she yells at them. So, the result is that she cannot sleep well, wondering what she will do to get her children to respond since her children are no longer obeying. Her children do not know she is sad and sometimes cries because they no longer follow her. Below is how she expressed her anger and sadness in the interview responses.

*"Dili jud nako malimtan na kanang magyawayaw tungod sa kanang magmodyul sila pero di naman jud sila mag modyul. Kung di nimo paagian og yawyaw, di jud sila mu-anser."*

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*Mao bitaw nang ang uban nila na modyul sir kay wala jud napasa kay tungod anang muingon sila na gikapuy najud daw sila. Pagkagabii modyul lang og pila ka oras, tulog dayun. Gakonsumisyon ko sa ila, usahay di ko katulog maghunahuna kung unsaon nalang nako ni, nganong di naman ni sila magmodyul. Labi na akoang grade 6 nako, wala napud siya kapasa karon kay imbis unsaon nako pagtudlo di jud muanser. Mao nang Lisod jud ang modyul, kay lahi rajud nang sa maestro kay sa ginikanan di man mutu-o. Mao nang usahay di jud ko katulog maghunahuna kung unsaon.” (SM4-1.1.5)*

I yell at them because they don't answer the modules. If you don't yell, they won't really answer. So, their other modules are not passed because they are tired of answering. At night, they will only answer for a few hours, then go to sleep. They really frustrate me. I can't sleep anymore, wondering what I should do and why they don't answer. Especially with my son, in grade 7, he is not passing today because no matter what I do to teach, he doesn't really respond. That's why the module is challenging because the teacher is really different from the parents because the parents don't really follow. So sometimes I can't really sleep, wondering how.

*“Kanang makahilak ko, tungod sa kaning magmodyul sila, muhilak lang ko ug hilom kay di naman sila mutu-o sa akua mao nang pasagdan nalang nako sila.” (SM4-1.1.6)*

Every time they answered their modules, I just cried silently because they didn't believe in me, so I just let them be.

These findings were also similar to the observation notes that show that the functionally illiterate parent becomes enraged whenever SM4 calls her children to accomplish their answers to the modules. Furthermore, the children do not seem to care about responding to the modules. The functionally illiterate parent becomes worried as a result. Moreover, the mother sat outside their house while her children were left to answer their modules. The mother leaves their house instead of being tired and stressed by her children's stubbornness. The tiredness and Stress on SM4's face were noticeable whenever her children did not listen to her.

- **Difficult Modules**

Adding to the difficulty of SM4 are the difficult modules. She said it was one of the reasons why her children could not answer. These modules are consequently piled inside their house. They struggle with their English quizzes, especially the math ones. Her interview comments reveal this difficulty, as she noted:

*“Di man mahulagway sir uy kay lisud kaayu jud. Kana bitaw di jud mi kasabot sa modules labi na sa math. Unsaon mana namo pagsabot nga perti man jung lisura. Sa English palang*

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*gani malisdan mi og sabot, mas maglisod jud sa math. Mao nang usahay dili jud sila kahuman sa ilang module. Nagtapok tawon ilang modules sa balay.” (SM4-1.1.7)*

I can't even describe it because it's so hard. That's because we don't understand the modules, especially math. How can we understand that, knowing that it is complicated? Even in English, it's hard for us to understand. It will be more difficult in math. That's why sometimes they don't finish their modules. Their modules are already piling up at home.

These results support the observation notes that specific modules are left unaddressed and are already stacking up. It was their modules in science, math, and a few English modules. These are the subjects that they find difficult to answer because no one in the family can teach them properly so that they will be able to understand them.

- **Prioritizing Other Responsibilities**

SM4's family belongs to low-income families in the community. Their only source of income is charcoal burning, so sometimes, their income of P2,000 a month is not enough for their needs. Given this, their situation is much more challenging during the pandemic. She decided to halt her children's schooling initially when Modular Distance Learning was adopted since they were assisting him in burning charcoal so that they could bring food to their home. Because her children's schooling was affected, this is truly a challenge. Fortunately, SM4 eventually decided to enrol her children again so that they could continue their education. This struggle is clearly expressed in her interview responses, as she said:

*“Gi kuan, gipaskwela nako sila. Sige lang gihapon nako sila og pa skwela. Tapos na istop man gud to sila. Pag graduate nila og grade 6, nag istop na sila og skwela kay nagsugod naman tung COVID. Dapat grade 10 na sila. Mao tung nakaisip ko na paundangon sa sila kay mao to modular naman. Unya kani laging di nata ka gawas gawas paano ta makakita ani atong income. Tapos, pagsugod na sa module, magmodule nalang mo para makapadayon mo. Mas giuna namo ang pagpangita og pagkaon. Gina tabagan ko sa akong mga anak sa among panguling para lang jud naa mi makaon.” (SM4-1.1.1)*

I just sent them to school. I always sent them to school. They already stop studying. When they graduated from grade 6, they stopped going to school when COVID started. They must be in grade 10. That's when I thought of letting them stop because learning is done through modular. Then, we can't go out anymore; how can we find income? Then, when Modular Learning starts, just do the module so you can continue. We prioritize finding food. My children are helping me with charcoal burning so that we have something to eat.

Similarly, the observation notes that the whole family spent the whole day burning charcoal, including the children currently enrolled in modular distance learning. It just shows that because of the hardships of their lives, especially during the pandemic, their priority is to make a living so that they can eat. Because they are in the coals all day, the mother and her children ignore accomplishing the modules. So, it is no wonder the modules are piled up in their house.

**c. Coping Mechanisms**

The table provided summarizes the essential themes from CM5’s interview responses about her coping mechanisms as Functional Illiterate Parent in Modular Distance Learning. I also discussed the core ideas based on CM5’s responses.

**Table 11: Coping Mechanisms of SM4 in Modular Distance Learning**

Core Ideas	Emergent Themes
Accepted difficulties in modular distance learning	<b>Positive Thinking</b>
Endure difficulties for a better future.	
Believing that children can answer the modules because they finished higher than the functionally illiterate parent.	<b>Trust Children’s Ability</b>

- **Positive Thinking**

Her outlook remains positive through all the trials that SM4 continues. She thinks that even though we are in the middle of the pandemic, her children’s studies continue. She is also optimistic that the day will come when all their suffering will be over, and COVID-19 will also be over. She stopped complaining because it only made him more stressed. Now she will endure all the hardships because it is for the good future of her children. This positive outlook can be felt from her interview responses when she said:

*“Ma stress jud kaayu ko sa kahintang sa akong mga anak karon sir nang walay ga tudlo sa 154l ana maestro. Murag paminaw nako wala jud sila matun-an. Naa man pero gamay rajud. Para dili ko ma stress ga isip nalang kog positibo. Kanang isipon nako na maayo nalang ni kesa wala sila nagpadayon sa ilang pageskwela. Positibo pud ko na tanan kalisod namo kay mahuman ra ni. Mahuman raning COVID og mubalik na sa normal ang tanan. Kay kung magsige kog reklamo og isip aning kalisod ma stress lang ko og samot.” (SM4-1.2.3)*

I am very stressed about the situation of my children now, sir, without their teachers. It seems to me that they will never learn. Yes, they are learning but just a little. So that I don’t get stressed, I just think positively. I think that it’s better that they will not continue their schooling. I am also optimistic that all of our difficulties will be over. This COVID will be over, and everything will be back to normal. Because if I keep complaining and thinking about this difficulty, I will only get more stressed.

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*“Wala jud koy mabuhat sir. Pero gidawat ko nalang ning akong mga kalisod sa modular distance learning. Gina isip nalang nako na ang importante wala sila naundang sa ilang pageskwela. Gina isip nalang nako namahuman raning COVID og makabalik na sila sa eskwelahan. Sa karon akoa sa ning antuson ang mga kalisod para sa akong mga anak na maka eskwela og makahuman para sa ilang maayung kaugmaon.” (SM4-1.2.6)*

I can't do anything, sir. But I just accepted my difficulties in modular distance learning. I think the important thing is that they didn't stop their studies. I just think that COVID will stop, and they can go back to school. Right now, I will endure the difficulties for my children to be able to go to school and finish their excellent future.

- **Trust Children's Ability**

Because of SM4's lack of knowledge, it became difficult for her to teach her children. This inability is one of SM4's significant challenges. However, she is happy seeing his children working hard for themselves. She sees her children answering modules without asking for help from anyone. Because of this, she has much confidence in her children that they can answer their modules. Her trust in her children is expressed in her interview responses when she said:

*“Malipay ko nga ga modyul sila sir. Usahay naga modyul sila sir, magtapad sila apat na ga answer. Malipay ko nga ga answer sila. Malipay ko nga naa koy ipasa sa skwelahan. Malipay ko nga gapaningkamot sila na muanser sa ilang modyuls. Sila sila rajud ang ga paningkamot sir kay kabalo ko na makaya nila na.” (SM4-1.2.7)*

I am glad that they are answering their modules. Sometimes they answer their modules, and they answer side by side. I'm glad they are responding. I am glad that I have something to pass to school. I am glad that they are working hard to answer their modules.

*“Aminon jud nako sir na dili man jud ko kaayu makatabang bahin sa pagkatu-on sa akong mga anak kay dili man ko makatudlo. Mao nang sila sila lang jud ga answer sa ilang modules. Ga tu-o man pud ko na kaya nila to anseran kay dako paman sila og grado nako.” (SM4-1.2.8)*

I'll admit, sir, that I don't really help my children learn much because I can't teach. So, they are the only ones who answer their modules. I also believe that they can answer that because they finished higher than me.

The observation supports these findings notes wherein the children were left answering the modules independently. SM4 leaves her children to complete their modules without her help. If we understand the situation, it is challenging for SM4 to

help her children answer the modules considering that she lacks knowledge. She just let her children because they finished higher than her in education. This coping mechanism shows her confidence in her children to complete the modules independently.

**d. Realizations**

The table provided summarizes the essential themes from CM5's interview responses about her realizations as Functional Illiterate Parent in Modular Distance Learning. In addition, core ideas based on CM5's responses were discussed.

**Table 12:** Realizations of SM4 in Modular Distance Learning

Core Ideas	Emergent Themes
Education is vital to prevent children from becoming illiterate.  Education is essential to prevent children from becoming illiterate.  Education is vital for a better future	<b>Education is Pivotal</b>
She must always be by her children's side during this educational crisis.  She will support in the best way that she can.	<b>Importance of Parent Involvement</b>
The distance from her house to school is far, which makes it more difficult for her to pass and pick up the modules.  No one in the family is capable of teaching, especially those who are difficult to understand.	<b>Modular Distance Learning is Difficult</b>
Children will learn a lot in school.  Children will have a difficult time learning from a functionally illiterate parent.  Better that the children's learning is supervised by a teacher at the school.	<b>Children Learn Better in Face to Face</b>

- **Education is Pivotal**

As a functionally illiterate parent in Modular Distance Learning, she experienced the hardships of lack of education. Because of his lack of knowledge, it became difficult for her to fulfil her teaching responsibility. She then remembered that her parents did not support her education, so she did not want to do the same to her children. Her children must get an education to not be like her, who became a functional illiterate parent. Also, because of the difficulty of their lives now, she sees that her children's education will be the way to improve their lives in the future. If her children can finish school, they will find a good job to help her and the whole family. This realization can be seen in her interview responses when she said:



*"Makaingon ko nga kung kabalo lang ko mubasa ani, ako nalang ang magtudlo. Galing kay katung akong mga ginikanan di pud magpaeskwela sa amua mao tung wala mi ka eskwela mao pud nang karon di ko katudlo sa akong mga anak. Sakit jud kaayu sir uie hunahunaon na di ko kabalo mao nang maningkamot rapud akong mga anak og ilaha. Sakit hunahunaon ba na ing ana. Mao nang naamguhan nako kung unsa ka importante ang pageskwela sa akong mga anak. Ang ilang pageskwela kay para mana sa ilaha na di sila mapareha nako na kulang jud sa kaalam."* (SM4-1.3.3)

I can say that if only I knew how to read it, I would be the one to teach it. It's because my parents didn't send us to school, and we didn't really go to school anymore. That's why I can't teach my children. It hurts so much, sir, that I don't know. That's why my children are trying too hard. It is excruciating to think about that. That's when I realized how important education is for my children. Their education is for them because they are not like me, who lacks knowledge.

*"Maningkamot akong mga anak na mueskwela para sa pagabot sa panahon makatabang sila sa akoo. Makakita sila og maayo na trabaho. Dili mapareha sa akoo na illiterate og walay trabaho. Maski pag lisod ning Modular Distance Learning ang importante ga padayun sila pageskwela para makahuman og makakita og trabaho og makatabang sa amoa."* (SM4-1.3.7)

My children will try to study so that when the time comes, they can help me. They will find a good job. Not like me, who is illiterate and unemployed. Even though Modular Distance Learning is complex, the important thing is that they continue to go to school so that they can finish and find a job that will help them.

- **Parent Involvement is Important**

Even though SM4 is a functional illiterate parent, her lack of knowledge did not prevent her from supporting her children. During Modular Distance Learning, her children are struggling, so she must always be by her children's side. Even if she does not significantly help her children learn, she makes up for it by reminding them that their education is essential. She also makes up by checking and passing her children's modules and reminding them to complete them. For SM4, she can still support her children in the way she can. This realization is supported by her interview responses when she said:

*"Importante jud na makabalo sila. Importante na makaskwela sila. Ako silang gina ingnan na muskwela jud sila. Dapat naa jud ko sa ilang tapad permi. Oo, mag lisod kog tudlo sa ila kay kulang ko sa kaalam pero dili ibig sabihin ana nga di najud ko musuporta. Pwede gihapon ko musuporta sa lahi nga pamaagi. Pareha anang magkuwa og magpasa ko sa ilang modyuls og permi magpahinumdom sa ila nga anseran na ilang modyules. Makatabang man pud ko gamay sa paganser ilang modyuls. Ang importante naa ko sa ilang tapad permi."* (SM4-1.3.5)

It is essential for them to know. It is vital that they go to school. I tell them that they should go to school. I should always be at their side. Yes, it will be difficult for me to teach them because I lack knowledge, but that does not mean that I will not support them. I can still support a different approach. That's the same way I'll get their modules and pass them and constantly remind them that to answer the modules. I can also help a little in answering their modules. The important thing is that I am always at their side.

These findings corroborate the observation notes wherein it is noted that the mother continues to remind her children, especially about their responsibilities in their modules. Furthermore, the mother does her responsibilities in passing and getting the modules even though she has to walk a long way to get to school. This positive attitude shows that her incapability to supervise learning does not stop her from supporting her children in Modular Distance Learning because she can still support her children in the best way possible.

- **Modular Distance Learning is Difficult**

The distance from SM4's house to the school is approximately 2 kilometres. Because of the distance, picking up and passing the modules is also a sacrifice since she must walk a long, rough road to reach the school. Adding to the difficulty of Modular Distance Learning is her lack of knowledge where she cannot teach her children effectively. No one teaches her children correctly, especially the modules that are difficult to understand. This realization is expressed through her interview responses, as she said:

*"Una lisod mag kuwa og modules kay layo. Naglisod kog basa kay di ko kaayu kabalo mubasa. Lisod jud ang modular distance learning. Akong grade 5 sauna mangutana, maglisod pud kog anser kay wala man ko kasabot."* (SM4-1.3.1)

First, it's challenging to get modules because it's far away. I had a hard time reading the modules since I had difficulty in reading. Modular distance learning is challenging. Before, my son in grade 5 asked questions, but I had a hard time answering because I didn't understand.

*"Nagpaluya sir, kay lisuran jud ko sa ila. Nawalaan kog gana kay di ko kabalo. Mas maayu jud na kabalo ko para ako nalang mag tudlo. Lisod jud kaayu ning Modular Distance Learning kay walay gatudlo og sakto sa akong mga anak. Lisod sabton ang mga modules mao nang di nako matudlo sa ila."* (SM4-1.3.4)

It's discouraging, sir because I'm tired of them. I lost my appetite because I didn't know. I know better, so I can teach. Modular Distance Learning is challenging because no one is teaching my children correctly. The modules are hard to understand, so I can't teach them.

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- **Children Learn Better in Face to Face**

SM4 is struggling with their situation in Modular Distance Learning. With all their hardships, she realized that his children needed to return to school because she thought they would learn better at school. For her, her children must be monitored and taught by teachers because her children do not listen to her anymore. They will learn more at school than at home. SM4's desire for her children to finally go back to school is expressed in some of her interview responses, as she said:

*“Unta makabalik na sa eskwelahan akong mga anak kay mas makatu-on sila ddto. Unta mag face to face na kay mas matutukan sila sa teacher og matudluan og tama. Kay kung diri lang sila permi sa balay magugtas ko kay usahay dili sila mu-anser sa ilang modules. Maayu nang naay teacher kay mas mutu-o man sila sa teacher kesa sa akoo. Sa eskwelahan mas mapasabot sa ila ang mga lesan. Diri sa balay wala jud mapasabot sa ila ana kay kulang ko sa kaalam.” (SM4-1.3.8)*

I wish my children could go back to school because they can study better there. I wish it would be face-to-face because there is a teacher who will monitor them and will teach them correctly. Because if they're always at home, I'll be upset because sometimes they don't answer their modules. It's good to have a teacher because they believe in the teacher more than in me. In school, they can explain the lessons better. At home, it will not be explained to them because I lack knowledge.

## **Case Number 5: The Considering Mother**

### **a. Background and Character**

The fifth informant is a 53-year-old Cebuano mother. This participant has the code CM5. She has nine children, but only three are enrolled for the school year 2021-2023. She has two children in elementary and 1 in junior high school. She is considered a functional illiterate parent because her highest educational attainment is at the Grade 4 level. She supervises learning for her children enrolled in Modular Distance Learning. She also belongs to a low-income family with a P5,000-P10,000 monthly income.

This key informant lives at Purok 6, Lower Labay, Barangay Tinagacan, General Santos City. Specifically, the location of her house to school is approximately 100 meters. They live in a small house made of light materials besides a river. The observation notes, and demographic profile reveals their difficult life status. Their family only relies on a minimal income from her husband, who is a tricycle driver, which they try to fit into their large family.

The educational crisis we are experiencing now is a big test for CM5. For her, Modular Distance Learning is even more difficult for parents like her who lack education. However, she understands that it is even more difficult for her children, who are new to this way of learning. That is why she extends her patience to her children when sometimes they do not answer their modules. She would rather understand that her children are struggling than force and beat them. However, despite the hardships they

are going through, she is optimistic because she is happy to see her children continue their studies and work hard despite the difficulties. She is also optimistic that their suffering from COVID-19 will end and everything will return to normal. For her, they can overcome the challenges brought by the educational crisis if they work together. However, she hopes that everything will return to normal so that her children can learn better under the guidance of a school teacher.

It was clear from the themes in CM5's interview responses how she had been addressing the difficulties of modular distance learning. The following section goes into great detail on her problems, coping techniques, and realizations.

### b. Struggles

The table provided summarizes the essential themes from CM5's interview responses about her struggles as Functional Illiterate Parent in Modular Distance Learning. In addition, core ideas based on CM5's responses were discussed.

**Table 13: Struggles Confronted by CM5 in Modular Distance Learning**

Core Ideas	Emergent Themes
Children are too lazy in answering their modules. Children are not following their parents.	<b>Irresponsible Children</b>
Angry towards children's irresponsibility. Crying instead of hurting the child. Frankly says that her children have nothing to learn from her. Sad for being a functional illiterate parent.	<b>Emotional Stress</b>
Incapable of teaching children because of lack of knowledge.	<b>Incapability to Supervise Learning</b>
Modules are difficult to understand. Modules have too many tasks.	<b>Difficult Modules</b>

- **Irresponsible Children**

Irresponsible Children is just one of those who torment CM5 in her performance as a substitute teacher to her children in Modular Distance Learning. According to her, during the education crisis where face-to-face learning was banned, her children became lazier, especially when they finished their Modules. She had to get angry to complete their modules. CM5's real problem is her children's disobedience to her, which she still experiences. CM5's interview responses support this struggle as she said:

*Gi atiman ra sir. Maningkamot pud baya akong mga bata. Ang akoa lang muasikaso sa mga bata. Kaluy-an man pud na nakagraduate sila og hayskul. Pero mas sayun sauna kay gaadto sila og school kontra sa karon nga gitamad naman sila mu answer. Masuko pako usa sila mu answer sa ilang modules. Mas lisodan ko karon sa pagdumala kontra*

sauna kay sauna muatiman raman ko sa ilang mga kinanglan bago muadto sa eskwelahan. (CM5-1.1.1)

I take care of them. They are also working hard. Mine is that I take care of them. It's good that they graduated from high school. But before is better because they go to school as compared to now when they are too lazy to answer. I will get angry first before they answer some modules. Now, it's more difficult for me to manage compared to before because before, I only had to take care of their needs before going to school.

*Kung mag modyul sila sir maggabii, ingnan nako sila na asikasuhon nila ilang modyul pero usahay di jud sila mu anser. Mao nang mudako jud akong tingog sa ilaha. Naglisod jud ko sir sa tinu-od lang. (CM5-1.1.4)*

Whenever they answer modules at night, I tell them to answer their modules, but they don't really answer. So, my voice really modulates to them. I'm really struggling, sir, to be honest.

The observation notes also proved that children show no interest in accomplishing their modules. The modules are already piling up because many of their modules still need to be answered.

- **Emotional Stress**

Emotional stress is also one of the struggles that CM5 is going through. It was mentioned that his children sometimes become irresponsible when they answer their modules. Because of this, she is always angry with her children. Her children will not move if she does not get angry first. Nevertheless, she could not do anything but cry all her anger because she did not want to beat her children. She thinks that if she beats her children, they will lose their desire to study. In her sadness, she told her son that he could not learn anything from her because she had only a low level of education. Thus, she repeatedly tells her children, especially her son, to study because it is also for him. In addition, she is sad because she is a functionally illiterate parent in this educational crisis. Her struggle with Emotional Stress is very evident in her responses below.

*"Di jud nako malimtan ang mga adlaw nga grabe ang akong kasuko sa ila. Perti nakong sukua nga ako nalang ginahilak kay di man pud ko mangelata sa akong mga anak. Gasakit akong ulo usahay nang sigeg ingon sa ila na anseran nila ilang modyuls pero di jud sila muanser. Wala jud koy mabuhat kundi ihilak nalang sir kay mas lalo mana sila mawalaan og gana kung ako silang bon-ugon." (CM5-1.1.5)*

I really can't forget the days that I was so angry with them. I was so angry with them that I just cried because I didn't want to beat my children. My head hurts

every time I tell them to complete their modules. I can't really do anything but cry because they will lose their appetite even more if I beat them.

*“Grabe jud ka emosyunal sir eh kay di man ko kabalo sa modyul. Nashak ko sir eh kay labaw pa ang ilang grado sa akoo. Ihilak nako sir uy si Isidro. Gi pranka nako na akong anak sir na Grade 4 rako wala koy ika hatag sa imoha. Giingnan nako na maningkamot ka kay ako ginikanan wala koy ikatudlo sa imuha. Sakit jud kaayu sir. Maningkamot mo para sa inyuha. Giingnan nako siya na kinanglan nimo na imong pageskwela para makatrabaho ka kay lalaki bay aka.” (CM5-1.1.6)*

It is very emotional, sir, because I don't really know the modules. I was stunned because they finished higher than me. I will cry more, especially for Isidro. I told my son that I had only finished grade 4, and I couldn't give him anything. I told him to work hard because I couldn't teach him anything. It really hurts, sir. Work hard for yourselves. I also told him that you need his education to get a job because you are a man.

The observation supports these findings notes wherein it was noted that CM5 tend to get emotional every time she is asked questions about her experiences as a functional illiterate parent to her children. She is sad about the fact that she is not capable of teaching the lessons to her children.

- **Incapability to Supervise Learning**

The inability to Supervise learning is a significant struggle for CM5 during Modular Distance Learning. She understands her responsibilities as a parent who is a substitute teacher to her children, but she also knows this will be a big challenge for her. The fact that her children have finished higher than her will tell if she can fulfil her responsibilities, especially in matters of her children's learning. Her weakness in understanding lessons translated into the English language made it even more difficult for her. She realizes that her children would learn better with proper teaching in school. She is unsure how to teach her children when she does not understand the lessons. This struggle is evident in her interview responses, as shown below.

*“Mas nindot sauna sir eh kay di kaayu gasto. Mas lisod jud karon sir kay hadlok mi mga ginikanan og mga bata sa sakit. Nalisdan jud ko og akong mga anak kay lahi jud ang modyul sa personalan. Gamay lang ang matun-an sa mga bata kontra sa personal. Kay dili man mu-answer sa modyul. Maglisod pud ko og tudlo sa ila kay mas labaw pa sila og grado nako. Siyempre, og lalum na English di man ko kasabot. Maayu rag mga tagalog kay makasabot man ginagmay pero pag English na gani di najud.” (CM5-1.1.2)*

The old one is better because I don't spend much. It is more difficult for us now because we are afraid of getting sick. It was difficult for my children and me

because the module was really different from face-to-face. My children learned very little compared to face-to-face because they did not answer the module. I also have difficulty in teaching because they finished higher than me. Of course, I don't understand those profound English words. It's good if it's Tagalog because I still understand a little. The English, not really.

*“Sa akong mga kalisod, murag malipay nalang ko kay wala naman jud ko mahimo. Lahi man jud na naa sila didto sa eskwelahan. Pero, nalisdan jud kaayu ko sa Modular Distance Learning kay malisdan kog sabot sa modyul. Unsaon man nako na pagpasabot sa akong mga anak kung ako mismo dili kasabot. Mas nindot jud sa eskwelahan kay na-ay maestro na mutudlo sa ila og sakto.” (CM5-1.1.7)*

In all my hardships, I seemed to be happy because there was nothing I could do. It's really different when they are in school. But, I had a tough time with Modular Distance Learning because I had a hard time understanding the modules. How can I make my children understand this if I don't understand it myself? It is really better that they are in school because there are teachers who will teach them correctly.

These findings corroborate the observation notes. It was noted that the children ask questions to their functionally illiterate parents about their modules. However, the functionally illiterate parent cannot answer the questions, especially in English and Math. Therefore, the functionally illiterate parent lacks knowledge, which makes it difficult for her to understand the modules.

- **Difficult Modules**

The complicated modules are adding to the problems faced by CM5 and her children. CM5 noticed that modules are difficult to understand. Even her older children have difficulty understanding those modules. The numerous activities in each module also make it difficult for them. Because of this, the modules of her children are already piling up. Thus, CM5 and her children have difficulty accomplishing the modules. This struggle is noticeable in her answers to the interview questions, as indicated below.

*“Mapansin pud nako usahay sir na murag lisod sabton ang modyuls. Maski akong mga magulang na anak malisod pud sila og sabot. Sa kadaghan ginapabuhat sa modyul murag usahay di jud kasugakod akong mga anak.” (CM5-1.1.8)*

I sometimes notice, sir, that it is difficult to understand the modules. Even my older children have difficulty understanding. With the number of tasks that the module requires, sometimes my children can't really handle it.

These findings corroborate the observation notes where it was noted that the modules are already piling up because children have difficulty answering the modules. Furthermore, modules have too many activities they cannot understand and perform.

- **Coping Mechanisms**

The table below summarizes the essential themes from CM5's interview responses about her coping mechanisms as Functional Illiterate Parent in Modular Distance Learning. In addition, core ideas based on CM5's responses were discussed.

**Table 14: Coping Mechanisms of CM5 in Modular Distance Learning**

Core Ideas	Emergent Themes
The functionally illiterate parent accepted her responsibilities in Modular Distance Learning.  She is happy to see her children working hard for their education.  Happy to see that education continues amidst the educational crisis  Positive that COVID-19 will end and children can go back to school.	<b>Positive Thinking</b>
Asking for assistance from a more knowledgeable member of the family to assist the learning of the younger ones.	<b>Calls for Assistance</b>
Avoid problems encountered in Modular Distance Learning to avoid stress  Considers children difficulty in Modular Distance Learning	<b>Problem Avoidance</b>

- **Positive Thinking**

COVID-19 is a big test for CM5, especially the changes it brought to how her children learn. However, CM5 is making a way to ease the struggles that she and her children are experiencing. One of her methods is positive thinking. First, she wholeheartedly accepted her responsibilities as a parent during the educational crisis. Furthermore, CM5 is happy because even though they are in an educational crisis, her children's education continues more so that she sees them persevering in their studies. She keeps encouraging her children to continue even when they struggle. She remains positive that COVID-19 will end and her children can return to school. This coping mechanism is evident in the interview responses of CM5, as indicated below.

*“Oo, sir, gidawat nalang jud nako kay sugo man sa DepEd. Mao pud jud na dapat para sa mga bata. Bisag kulang ta sa grado dawat nako akong responsibilidad. Go lang gihapon. Bilang usa ka ginikanan kailangan nako ni dawaton kay kinanglan ko sa akong mga anak. Kinanglan nila akong suporta para magpadayon pud sila sa ilang pageskwela. Unsaon nalang ni kung dili nako dawaton ang responsibilidad, mas musamot og malisdan akong mga anak sa modular distance learning. Musuporta ko taman sa akong makaya.” (CM5-1.2.1)*



Yes, sir, I just accepted it because it was ordered by DepEd, also for children. Even though I lacked education, I accepted my responsibilities. Let's continue. As a parent, I have to accept this because my children need me. They need my support to continue their studies. How can this be if I don't accept my responsibilities? They will have more difficulty with Modular Distance Learning. I will support you as much as I can.

*"Maskipag nagkalisod mi sa akong mga anak sa pagatubang sa modyular learning, positibo gihapon ko og nalipay ko nga bisag lisod kaayu ang panahon ron gapadayon japun ang akong mga anak sa pageskwela. Makita man sad nako usahay na gapaningkamot sila bisag lisod najud kaayu. Gina-ingnan nako sila na padayon jud mo kay mahuman raning kalisod nato sa COVID. Ang importante gapadayon mo karon. Ayaw mog kaluya kay lapit namo mubalik sa eskwelahan."* (CM5-1.2.7)

Even though my children and I are having a hard time dealing with modular distance learning, I am still optimistic and happy because even though the times are difficult now, my children are still continuing their studies. I can see that they are still working hard even though it is challenging. I tell them to keep going because our suffering from COVID-19 will be over. The important thing is that you keep going. Don't be discouraged. You will return to school very soon.

- **Calls for Assistance**

It was noted that one of the struggles of CM5 is her inability to supervise learning. To help her in this struggle, she asks for help from her older children, who have completed higher than her education, to teach their younger siblings. This coping mechanism is very evident in her responses when she said:

*"Gidawat lang nako kay wala man jud koy mabuhat kay gamay raman jud akong grado. Ako nalang silang gina ingnan na maningkamot nalang sila hatud na mahuman sila. Nang mangayo sila og tabang sa ilang magulang na tudluan silag tu-on sa ilang modyul. Kay kami sa akong bana musuporta raman mi sa ila. Musuporta mi taman sa among makaya."* (CM5-1.2.6)

I just accepted it because I couldn't do anything because I had only finished so little. I just tell them to work hard until they graduate. They can ask their older siblings for help to teach them to learn their modules because my husband and I will support them. We will support you as much as we can.

*"Mao raman to sir. Basta kay gatinabangay mi sa akong mga anak labi natong mga nakahuman og hayskul para sa pagtu-on sa ilang mga manghod. Pasitib rajud si kay walay mahitabo kung magluya-luya mi."* (CM5-1.2.8)

That's all, sir. My children and I really help each other, especially my children who finished high school for the learning of the younger ones. We just remain positive, sir, because nothing will happen if we are discouraged.

These findings corroborate the observation notes wherein I noted that CM5 has been calling for the assistance of her children who have higher educational attainment than her to assist the learning of the younger ones. These children are considered the more knowledgeable and capable of teaching or assisting learning.

- **Problem Avoidance**

Another way for CM5 to avoid the stress of managing her children's learning is to avoid the problem. She accepted her lack of knowledge and could not teach her children properly. Furthermore, teaching them wrong is unacceptable, so sometimes she avoids the problem to avoid stress. Sometimes she can do this because she lacks the knowledge to complete other tasks, especially in teaching. If her children are not sometimes able to perform their tasks in the modules, she considers it because, first of all, the first ones who have difficulty with the change in the way of learning are her children. The interview responses support this coping mechanism, as she said:

*"Dili nako masabtan. Unya di ko kabalo. Sakit sa akong dughan nga di ko katudlo og maayu sa akong mga anak. Akoa nalang jud siyang gina pabay-an sir kay para dili pud ko ma stress. Kay unsaon taman di man jud ko kabalo sa ilang modyul. Dili pud pwede na magpataka ko og tudlo."* (CM5-1.2.3)

I do not understand. I do not know how. I feel bad that I can't teach my children properly. I just let it go, sir, so I don't get stressed. Because what can I do if I don't know their modules? It is also not acceptable that I teach them wrongly.

*"Akong bana, ingon niya na maningkamot nalang daw. Ingon siya nga kung di nako makaya og tudlo pabay-an nalang daw kesa bun-ugon ang bata samot nga di sila maganahan na magtu-on. Unsaon man daw nako na kay ana naman jud na. Mao nang usahay ako nalang ginaiwasan ang mga problema na isipon sir kay ma stress ko maghuna huna. Ginsabot nako sila sir kay kabalo ko naglisod sila. Kung unsa rajud ilang makaya kaya."* (CM5-1.2.4)

My husband said, just work hard. He said if I can't teach, I should let it be instead of beating them. They will lose the desire to learn even more. What can I do? That is how it is. That's why sometimes I avoid thinking about problems, sir because I will get stressed if I keep on thinking about it. I understand them because I know that they are struggling. Only what they can really handle.

- **Realizations**

The table provided summarizes the essential themes from CM5's interview responses about her realizations as Functional Illiterate Parent in Modular Distance Learning. I also discussed the core ideas based on CM5's responses.

**Table 15:** Realizations of CM5 in Modular Distance Learning

Core Ideas	Emergent Themes
Admitted that she has difficulty managing her children in Modular Distance Learning.  She is incapable of teaching because of a lack of knowledge.  Children do not follow their parents.	<b>Modular Distance Learning is Difficult</b>
Despite the lack of knowledge, she will still support her children as much as she can.	<b>Parent Involvement is Important</b>
Education is essential to prevent children from becoming illiterate.  Education is essential for a better future.  Enduring the present educational crisis for this will open opportunities for a better life in the future.	<b>Education is Pivotal</b>
Children will learn a lot in school.  Children will have a difficult time learning from a functionally illiterate parent.  Instructors at school should be in charge of a child's education.	<b>Children Learn Better in Face to Face</b>

- **Modular Distance Learning is Difficult**

With all that CM5 has been through, she has realized a lot. One of the things she realized was that MDL is Difficult. She said this because she is having a hard time managing her children. She is struggling because she cannot teach appropriately due to a lack of knowledge. Modular distance learning is challenging, especially for parents who lack education. Added to this is her children's disobedience to him. So, it is clear that she wants her children to go back to school. This realization is revealed by her interview responses, as indicated below.

*“Aminon nako sir na nalisdan jud kaayu ko sa pagdumala sa akong mga anak sa Modyular. Lisod jud kaayu ning Modular Distance Learning kay di man ko katudlo. Kulang jud ilang matun-an sa akoa. Dili ko kasabot sa mga modules. Perting lisura jud kay kami pajud ginikanan ang magtudlo na kulang man mi og ineskwelahan. Maugtas pajud ko kay di man mutu-o usahay akong mga anak sa akoa kung ingnan nako sila na mu anser na sila sa ilang modyules. Basta sir lisud jud kaayu. Unta mabalik na sa dati ang tanan kay murag*

*di najud makaya kung magdugay paning ani na kahintang. Kinanglan jud na makabalik na ang mga bata sa eskwelahan.” (CM5-1.3.8)*

I have to admit, sir, that I really had a hard time managing my children in Modular. Modular learning is difficult because I can't teach. They really didn't learn from me. I don't understand the modules. It's tough because we parents are the ones who teach, considering that we lack education. I have problems because my children are not following me every time, I tell them to answer their modules. It's just too difficult, sir. I hope everything will go back to the way it was before because I really can't handle it if this situation continues. The children really need to go back to school.

- **Parent Involvement is Important**

With the hardship that CM5's children are going through, she understands more fully that her children need her. Even if they are not in school, their studies continue, so for her, she must be beside her children all the time. She said that her children could not handle the educational crisis by themselves only. She lacks knowledge, but this does not hinder her from supporting his children. She will support as much as she can. She said:

*“Importante pud sir aron makatu-on japun sila maski pag wala sila sa eskwelahan. Bilang isa ka inahan magsuporta jud ko sir aron makatu-on jud sila. Sa kalisod sa panahon karon sir, nasabtan jud nako kung unsa ka importante ang akong pagsuporta sa akong mga anak. Dili nila ni kayanon nga sila lang. Dapat naa ko permi sa ilang gilid. Oo, kulang ko sa kaalam pero dili na rason para muundang ko sa pagsuporta sa akong mga anak sa ilang pagtu-on. Musuporta ko taman sa akong makaya.” (CM5-1.3.5)*

It is also essential, sir, so that they can still learn even if they are not in school. As a mother, I will really support them in learning. In these challenging times, sir, I really understand how crucial my support is to my children. They can't even be alone. I should always be by their side. Yes, I lack knowledge, but that is no reason for me to stop supporting my children in their learning. I will support you as much as I can.

- **Education is Pivotal**

Even though they are struggling with the challenges brought by the educational crisis, they still do not lose sight of the importance of education. As a functionally illiterate parent, she struggles to teach her children because she lacks knowledge. Because of this, she does not want her children to be like her, who grew up lacking education. Indeed, they are going through a difficult time with COVID-19, but for CM5, it will open up opportunities for them, especially for his children, to continue their studies. Yes, it is hard, but they will endure the hardship for a better future. Education is pivotal, as expressed by her responses as she said that:

*"Nashak ko sir. Sakit sa akong kaugalingon na dili ko kabalo, na kanang di ko katudlo sa akong mga anak og tarong. Mao nang di jud ko gusto na mapareha sila nako sir. Dapat jud makaeskwela sila sir para pagabot sa panahon dili sila maglisod sa ilang panginabuhi."* (CM5-1.3.3)

I was shocked, sir. It hurts me that I don't know, that I can't teach my children properly. So, I really don't want them to be like me. They really should be educated, sir, so that when the time comes, they will not have difficulties in their lives.

*"Importante jud ang pageskwela sa akong mga anak. Bisag pag nagmodyul sila ang importante naa sila matun-an. Importante ang edukasyon aron naa sila maayung kaugmaon. Makahuman sila og dili sila mapareha sa amoa na walay grado."* (CM5-1.3.6)

My children's education is vital. Even if they are in a module, it is important that they learn something. Education is essential for them to have a promising future. They can finish and speak like us who lack education.

*"Lisod jud kaayu ning krisis sa edukasyon sir, mao nay tinu-od. Pero kung imong isipon, dapat malipay ta kay nagpadayon japun ang pageskwela sa akong anak. Nakita nako na nagapaningkamot jud akong mga anak para sa ilang kaugmaon. Mao nang kaning krisis nagpasabot na dapat magpadayon dapat gihapon kay muabot ang panahon na makalingkawas mi sa among kalisod sa kinabuhi."* (CM5-1.3.7)

This education crisis is complicated, sir. That's the truth. But if you think about it, we should still be happy because my children continued to study. I saw that my children are really working hard for their future. So, this crisis means that we must continue because the time will come when we will be able to get out of our difficulties in life.

- **Children Learn Better in Face to Face**

As CM5 continues to face the challenges brought by the present educational crisis, CM5 sees even more that her children will learn better if they are in school. If her children are being supervised and taught by a teacher, then there is no fairness, no matter how hard she tries to do her duties as a substitute teacher. Her interview responses, which are included below, make this point quite evident.

*"Mas gwapo ang personal kontra sa Modyular. Mas daghan matun-an ang mga bata sa eskwelahan kontra sa modyul. Lisod jud ning Modyular na pagtu'on sir kay malisdan kog tudlo jud. Mao nang akong mga anak malisdan nalang pud og tu-on usahay. Pero kung sa face to face sure jud na makatu-on akong mga anak kay naa may teacher na ilang tu-uhan. Naay teacher na magtudlo sa ila og sakto."* (CM5-1.3.1)

Face-to-face is better. Children learn more in school than in modules. This modular learning is complicated, sir because I have difficulty in teaching. So, my children have difficulty learning sometimes. But if it's face-to-face, I'm sure that my children can learn because there is a teacher who can teach them. There is a teacher to teach them correctly.

**4.2 Cross-case Analysis**

The cross-case analysis of all the outcomes in connection with the research questions is presented in this section.

The data explained the similarities and differences between the struggles, coping mechanisms, and realizations of Functional Illiterate Parents in Modular Distance Learning. Results were based on the responses to the first three research questions. Each identified case is related to the emerging themes.

Furthermore, the variables indicated in the table represent how these functionally illiterate parents struggle and cope with these struggles and their realizations. The table has three columns: the first column contains the emerging themes, the second column contains the core ideas gleaned from the informants' responses, and the third column has the identified cases, which are coded as SM1, PM2, EM3, SM4, and CM5. Furthermore, table 16 shows the similarities in the Struggles confronted by functionally illiterate parents in Modular Distance Learning. Table 17 shows the Similarities in the realizations of functionally illiterate parents in Modular Distance Learning. Table 18 shows the differences in the struggles of functionally illiterate parents in Modular Distance Learning. On the other hand, table 19 shows the differences in the coping mechanisms of functionally illiterate parents in Modular Distance Learning. Table 20 shows the differences in the realizations of functionally illiterate parents in Modular Distance Learning.

**Table 16:** Similarities in the Struggles Confronted by Functional Illiterate Parents in Modular Distance Learning

Category	Core Ideas	Identified Case
<b>Struggles</b>		
<b>Incapability to Supervise Learning</b>	Because of a lack of education, functional illiterate parents cannot supervise her children's learning.	SM1
	Whenever her children ask questions from the modules, she immediately apologizes because she cannot answer.	PM2 EM3 SM4 CM5
	Not capable of understanding and explaining the Modules to her children.	
<b>Emotional Stress</b>	Too much anger towards children because they do not answer.	SM1
	Felt in trouble when the modules are unanswered.	PM2 EM3 SM4 CM5
	Felt self-pity because of sense of dissatisfaction with herself and her issues about her being a parent	

	who lacks education.	
	Discouraged over children's irresponsibility.	
	Thought of giving up on children.	
	Guilty for not prioritizing education before.	
	Nervous about too many modules.	

Table 16 describes the similarities between each Functional Illiterate Parent's struggles in Modular Distance Learning. Out of 6 key themes that emerged for this category, the common emergent themes for all key informants were Incapability to Supervise Learning and Emotional Stress. Further explanations of the data are provided below.

- **Incapability to Supervise Learning**

Because of a lack of education, all the functionally illiterate parents struggle to supervise their children's learning. The findings showed that low literacy levels among parents represent a significant obstacle in monitoring and supervising their children's school works. There were instances when children asked questions from the modules, and a functionally illiterate parent immediately apologized for failing to answer. Moreover, their incapability to understand and explain the Modules contributed so much to their incapability to supervise learning.

- **Emotional Stress**

Another common emergent theme among all of the key informants is Emotional Stress. The functionally illiterate parents felt various emotions as they supervised their children's learning in Modular Distance Learning. Too much anger towards children was felt because their children did not answer their modules. As a result, they felt in trouble when the modules were left unanswered since they needed to be passed on time. Moreover, by being discouraged by children's irresponsibility, it came to the extent of giving up on children's education.

Furthermore, a functionally illiterate parent felt self-pity because she was dissatisfied with herself and her issues about her being a parent who lacks education. As a result, a functionally illiterate parent felt guilty for not prioritizing education before.

**Table 17:** Similarities in the Realizations of Functional Illiterate Parents in Modular Distance Learning

Category	Core Ideas	Identified Case
<b>Realizations</b>		
<b>Modular Distance Learning is Difficult</b>	MDL is difficult because of undereducated parents.	SM1 PM2
	Children learn less in MDL.	EM3 SM4
	Children learn nothing from a parent who lacks education.	CM5

	<p>MDL is difficult to handle</p> <p>Go back to normal wherein teachers teach her children.</p>	
<b>Education is Pivotal</b>	<p>The frustration of being an under-educated parent</p> <p>Education is the key to a better life in the future.</p> <p>No matter how difficult the situation is, education continues.</p> <p>Education is the key to a better life.</p> <p>If education had been prioritized before, a functionally illiterate parent would have a better life.</p> <p>Children will help functionally illiterate parents in future when they finish their studies.</p>	<p>SM1</p> <p>PM2</p> <p>EM3</p> <p>SM4</p> <p>CM5</p>
<b>Parent Involvement is Important</b>	<p>Parents should support children's learning during this time of educational crisis.</p> <p>Support children in the best way that they can.</p> <p>Because of MDL, a functionally illiterate parent has more time to help her children to learn.</p> <p>She is still able to show her support to her children by doing her best to get and pass the modules.</p> <p>Doing her best in disciplining her children</p>	<p>SM1</p> <p>PM2</p> <p>EM3</p> <p>SM4</p> <p>CM5</p>

Table 17 describes the similarities between each Functional Illiterate Parent's realizations in Modular Distance Learning. The key informants' common emergent themes were that Modular Distance Learning is Difficult, Education is Pivotal, and Parents' Involvement is Important. Further explanations of the data are provided below.

- **Modular Distance Learning is Difficult**

This theme emerged from the responses of all key informants. These parents realized that MDL is difficult because they are undereducated parents who took over the role of teachers in supervising their children's learning. For them, children learn less in MDL or worse; children learn nothing from a parent who lacks education. In this case, these functionally illiterate parents wanted to return to the normal set-up where teachers teach their children. These functionally illiterate parents feel pity for their children who are stunned by the problematic situation, especially for their children who cannot read, wherein they learn less. It was more difficult every time their children asked for help, but sadly they could not. One functionally illiterate parent told her children to work hard independently. Moreover, if it were not for this pandemic, it would have been explained



to their children whatever difficulties they are encountering with the help of more capable teachers.

- **Education is Pivotal**

The functional illiterate parents saw the advantages of finishing their studies and wanted those advantages for themselves or their children. They see that by persevering in the educational journey, they can achieve their goals for a more stable and secure life. Setting goals, such as educational attainment, can lead to a lifetime of parents setting and meeting high expectations for their children, especially that in the future, their children can help them. This is something that they realized even amid an educational crisis. Moreover, given the situation in which they took over the role of teachers in supervising their children's learning, they also realized that it would have been better if they had prioritized education before. They were frustrated by being a parent who lacked education. This is why they want their children to finish their studies because they do not want their children to be like them, who lack education. After all, no matter how difficult the situation was, they were delighted that education continued.

- **Parent Involvement is Important**

SM1, PM2, EM3, SM4, and CM5 realized the importance of parents' involvement. These functionally illiterate parents emphasized that Children's Learning should be supported by parents, especially during this educational crisis. As parents, their support is significant nowadays because, after all, it is for their children to finish their studies. They said they would support their children the best way they could despite their lack of knowledge. A functional illiterate parent also focused on supervising her children's learning over her job. With that being said, this functionally illiterate parent realized how significant her involvement is to the learning of her children over other matters. After all, these functionally illiterate parents were given more time to supervise their children's learning because their children needed them to cope with the educational crisis.

Furthermore, their support for their children continues even after their incapability to supervise learning due to a lack of knowledge. These functionally illiterate parents can still support their children in Modular Distance Learning by exerting effort in getting and passing the modules and disciplining these children in their responsibilities to accomplish the modules.

**Table 18:** Differences in the Struggles Confronted by Functional Illiterate Parents in Modular Distance Learning

Category	Core Ideas	Identified Case
<b>Struggles</b>		
<b>Difficulty in Handling Young Learners</b>	Young learners show no interest in learning.  Due to their limited comprehension, young students require greater attention.	SM1 EM3

	<p>Young learners do not listen to their parents. They listen more to their teacher.</p> <p>The young learner asks his mother to answer the modules for him.</p>	
<b>Difficult Modules</b>	<p>Stunned by the difficulty of the modules</p> <p>Modules were left unanswered, especially in math and science.</p> <p>As a result, modules are piling up.</p> <p>Some modules are complicated for them to accomplish and understand.</p>	<p>PM2</p> <p>EM3</p> <p>SM4</p> <p>CM5</p>
<b>Irresponsible Children</b>	<p>Children do not follow their mother as she supervises their Learning in MDL.</p> <p>Children are not answering the modules immediately.</p> <p>Children are unapproachable.</p>	<p>SM1</p> <p>PM2</p> <p>SM4</p> <p>CM5</p>
<b>Prioritizing Other Responsibilities</b>	<p>Much of the time supervising children's learning was consumed by other household responsibilities.</p> <p>Making a living takes priority over children's education because of poor life.</p>	<p>EM3</p> <p>SM4</p>

Table 18 describes the differences between Functional Illiterate Parents' Struggles in Modular Distance Learning. Difficulty in Handling Young Learners emerged from the responses of SM1 and EM3, while the Difficult Modules only emerged from the responses of PM2, EM3, SM4, and CM5. Furthermore, the theme of Irresponsible children only emerged from the responses of SM1, PM2, SM4, and CM5, while Prioritizing Other Responsibilities is the theme that only emerged from EM3 and SM4's responses. Further explanations of the data are provided below.

- **Difficulty in Handling Young Learners**

It was found that functional illiterate parents, particularly SM1 and EM3, had difficulty supervising young learners, particularly those in kindergarten and elementary levels. These parents spend much more time supervising their young learners than those at higher levels. Young learners show no interest in learning. Moreover, young learners need more attention because they have poor understanding. However, young learners do not listen to their parents. They listen more to their teacher. One elementary-level learner always asks his mother to answer the modules for him.

- **Difficult Modules**

Difficult Modules were one of the emergent themes under the category of struggle. This emergent theme came from the responses of PM2, EM3, SM4, and CM5. Children were stunned because of the difficult modules. As a result, modules were left unanswered and already piling up. Furthermore, some modules were complex for the students and their parents to accomplish and understand. Mainly, they were having difficulty in accomplishing Mathematics and Science modules. One parent is also struggling with the NSEP and Mother Tongue Subjects because it is hard for them to understand.

- **Irresponsible Children**

SM1, PM2, SM4, and CM5 were the Functional Illiterate Parents who had difficulty convincing their children to answer the modules. Since their children ignore the modules, they pile up in volume. As a result, parents failed to pass it on time. This irresponsibility from the children was a problem for these functionally illiterate parents. Their children do not accept responsibility for a task or chore in such a way that it never becomes an obligation to them. Their children lack initiative since they must be reminded repeatedly. Regardless of how much these functionally illiterate parents encourage their children to complete all the modules, they remain irresponsible in their obligation as students.

- **Prioritizing Other Responsibilities**

Only EM3 and SM4 express their struggle in prioritizing other responsibilities. Much of their time supervising their children's learning was consumed by attending to other household responsibilities. Because of this, their children were left to accomplish their modules independently. Furthermore, the poor socioeconomic status of a functionally illiterate parent also affected their motivation to participate in Modular Distance Learning. Because of poor life, a functional illiterate parent decided to stop her children's education so that they could focus more on charcoal burning since it is their only source of income.

**Table 19:** Differences in the Coping Mechanisms of Functional Illiterate Parents in Modular Distance Learning

Category	Core Ideas	Identified Case
<b>Coping Mechanisms</b>		
<b>Calls for Assistance</b>	The functionally illiterate parents ask for assistance from more knowledgeable family members.	SM1 EM3 CM5
<b>Positive Thinking</b>	Stay inspired amidst the difficulties of her children. Continue fighting while still alive. Acceptance of the responsibility Acceptance of the situation	SM1 EM3 SM4 CM5

	She remained encouraged so that her children would be encouraged too.  Happy to help her children learning.	
<b>Avoids Overthinking</b>	A functional illiterate parent avoids overthinking the thought about the modules.	SM1
<b>Problem Avoidance</b>	Functional illiterate parents try to avoid stressors rather than deal with them.  Chose to ignore those problems because she could not sleep at night if she dwelled too much on them.  Considers children difficulty in Modular Distance Learning	PM2 CM5
<b>Trust Children's Ability</b>	Believing that children can accomplish the modules on their own.	PM2 SM4
<b>Parent as Student</b>	The mother answers the module instead of her young child.	EM3

Table 19 describes the differences between each Functional Illiterate Parent' Coping Mechanisms in Modular Distance Learning. The theme Calls for Assistance only emerged from the responses of SM1, EM3, and CM5, while Thinking Positive only emerged from SM1, EM3, SM4, and CM5. Furthermore, Avoids Overthinking emerged only from the responses of SM1, while Problem Avoidance emerged from PM2 and CM5. From the responses of PM2 and SM4, the theme of Trust in Children's Abilities emerged, while Parents as Students only emerged from the responses of EM3.

- **Calls for Assistance**

The functionally illiterate parents asked for assistance from more knowledgeable family members. SM1, EM3, and CM5 asked for assistance from their older children, particularly those in junior high school and senior high school level, since they have higher educational attainment than them. These findings mean that functionally illiterate parent sometimes cannot help their younger children in learning, especially in those topics that no one can explain in the family except their older children, who happen to be the only ones who are more knowledgeable.

- **Positive Thinking**

SM1, EM3, SM4, and CM5 chose to stay inspired amidst the difficulties. They said that they would continue fighting while still alive. Their positivity also can be seen as they accepted their responsibility as a parent in Modular Distance Learning. They should accept the current educational crisis, for this was what the global pandemic had given to them, and it is their responsibility to teach their children. They also remained encouraged so that their children would be encouraged too. Therefore, they chose to see the positive

side of the problematic situation. After all, these functionally illiterate parents were delighted to help their children learn as best as possible.

- **Avoids Overthinking**

This theme only becomes evident in SM1's responses. SM1 avoids overthinking the thought about the modules. This coping mechanism of SM1 helped her to avoid getting paralyzed by anxieties and difficulties in making decisions or taking action as she supervises the learning of her four children in Modular Distance Learning.

- **Problem Avoidance**

PM2 and CM5's coping mechanisms in Modular Distance Learning were avoiding stressors rather than dealing with them. These functionally illiterate parents ignore those problems because they cannot sleep at night if they dwell too much on it. A functionally illiterate parent claimed that she just let their problems with modular distance learning go and kept silent about it. Furthermore, a functional illiterate parent extends her considerations to her children. Modular distance learning presented several challenges for a functionally illiterate parent, both for herself and her kids. It will get increasingly difficult if a functionally illiterate parent does not comprehend how tough it is for her children.

- **Trusting Children's Ability**

Because PM2 and SM4 cannot teach their children due to a lack of knowledge, one of their coping mechanisms was to trust their children to complete the modules independently. This advice comes from a functionally illiterate parent's older child who suggested that she trust them to do it instead of nagging her children. As a result, her children were independently completing the modules without help from her or other family members.

- **Parent as Student**

The role of the parents in Modular Distance learning is to supervise their children's learning in a way that should provide enough time for support and guidance. However, EM3 went beyond her responsibilities. She answered the modules instead of her young child since she could not wait for her son to do the work. This is the way EM3 handles the challenge of parenting her young child. She answered them since she wanted the modules finished on schedule.

Moreover, she has no choice but to do it simply because her son asks her to accomplish the modules since her son has difficulty writing. Considering that she lacks knowledge, a functionally illiterate parent still has difficulty accomplishing all the modules. Too many modules and a lack of rest also made it difficult to do so.

**Table 20:** Differences in the Realizations of Functional Illiterate Parents in Modular Distance Learning

Category	Core Ideas	Identified Case
<b>Realizations</b>		
<b>Children Learn Better in Face to Face</b>	Learners learn better in school.  Feel pity for the children who are stunned by the situation.  The teacher should supervise children at school.	SM1 PM2 SM4 CM5
<b>Children Become Responsible</b>	Children learned to be responsible in their Learning in MDL.	PM2

Table 20 describes the differences between Functional Illiterate Parents' Realization of Modular Distance Learning. The theme Children Learn Better in Face to Face emerged from the responses of SM1, PM2, SM4, and CM5. On the other hand, Children becoming Responsible emerged only from the responses to PM2. Further explanations of the data are provided below.

- **Children Learn Better in Face to Face**

For SM1, PM2, SM4, and CM5 schoolchildren learn better in face-to-face classes. They realized that it is better if their children are supervised by teachers at school because the teacher will settle and discipline their children more. Furthermore, their children can concentrate harder on their learning because there will be fewer distractions than at home. In a familiar, traditional classroom setting, their children may feel more at ease and learn more easily.

- **Children Become Responsible**

PM2 wants her children to accept responsibility for a task or chore in such a way that they do it because it must be done and accept that they must do so. They may eventually start a task on their initiative rather than being ordered. A responsible attitude is what is meant by this. PM2 recognized this in the Modular Distance Learning program. She realized that her children are now more responsible for their learning than they were previously. Due to the prohibition of face-to-face learning, her children learned to be responsible because their mothers could not assist them in their learning. PM2 has a different perspective compared to other informants.

### 4.3 Summary of Cross-case Analysis

The tables above show how the key informants vary in their lived experiences in Modular Distance Learning as functional illiterate parents. Indeed, Functional Illiterate parents were subjected to various home-tutorial situations, as evidenced by their struggles, coping mechanisms, and realizations in Modular Distance Learning.

Concerning their struggles, six themes emerged from the responses of the key informants. Furthermore, the common emergent themes were Incapability to Supervise Learning and Emotional Stress. On the other hand, the theme of Difficulty in Young Learners only emerged from the responses of SM1 and EM3. Complicated Modules emerged in the responses of PM2, EM3, SM4, and CM5. Irresponsible Children emerged from the responses of SM1, PM2, SM4, and CM5. Finally, only EM3 and SM4's replies prioritized other responsibilities.

In the category of coping mechanisms, six themes emerged from the responses of the functionally Illiterate Parents. Call for assistance was the first theme which only emerged from the responses of SM1, EM3, and CM5. Thinking Positive was the theme that emerged from SM1, EM3, SM4, and CM5 responses. Additionally, it is only from SM1 responses that Avoid Overthinking emerges. Avoidance of the Problem emerged from the responses of PM2 and CM5—lastly, Trust Children's Ability for PM2 and SM4 while Parent as Student for EM3.

Lastly, in the category of realizations, five key themes emerged for this category. The key informants' common emergent themes were that Modular Distance Learning is Difficult, Education is Pivotal, and Parent Involvement is Important. On the other hand, Children Learn Better in Face to Face emerged in the responses of SM1, PM2, SM4, and CM5. Children become Responsible emerged of the responses of PM2 only.

## 5. Discussion

The present study has three research questions. The first research question has six emergent themes. Six themes emerged from the participant's responses to research question number 2. For research question number 3, there were five emergent themes. Results also showed that the key informants have similarities and differences in their struggles, coping mechanisms, and realizations as functionally illiterate parents in Modular Distance Learning.

Functionally illiterate parents must cope with a wide range of home-tutoring situations. When participating in this pandemic phase, a functionally illiterate educator may experience the Modular Distance Learning modality's strengths, disadvantages, possibilities, and problems (Oppus & Abadiano, 2021).

### 5.1 Struggles of Functional Illiterate Parents

- **Incapability to Supervise Learning**

In line with the study of Oppus & Abadiano (2021) they emphasized that because of a lack of education, all the functionally illiterate parents struggle to supervise their children's Learning. The findings show that low literacy levels among parents represent a significant obstacle in monitoring and supervising their children's school works. In taking on the teacher's responsibilities, functionally illiterate parents are confronted with their educational limitations.

Furthermore, in the study conducted by Lase et al., (2021) about Parents' Perceptions of Distance Learning during the COVID-19 Pandemic in Rural Indonesia, participants were asked if they could or were competent to provide learning support to children at home. 37.5% believe they can and will help their child with their schoolwork at home. Another 62.5% appear reluctant and make attempts with weak abilities.

According to Manlangit et al. (2020), parents do not need to be highly educated, although it might still give them an advantage. As a result, parents must be able to lead their children, particularly in responding to their children's demands and questions concerning their modules. Thus, this new learning environment did not fit them well, particularly those who were employed, less privileged, or for those who are considered illiterate.

- **Emotional Stress**

Another common emergent theme among all key informants is Emotional Stress. The functionally illiterate parents felt various emotions as they supervised their children's Learning in Modular Distance Learning. Garrote et al., (2021) discussed that teachers created expectations for student academic success improvements in this new learning environment where parents took on the role of teachers in supervising their children's Learning, which in turn influenced the opportunities for students to learn. While assisting their children's Learning, parents now face new challenges. According to parental stress models, such unexpected occurrences can be a source of stress for parents, affecting their children's adjustment.

- **Difficulty in Handling Young Learners**

In the study conducted by Garbe et al. (2020), one parent described her greatest struggle in the study about parents' experiences with remote Learning with children as motivating a reluctant learner while balancing the needs of other children in the home having the time to motivate her high schooler while still providing much needed one on one attention to her 5th grader and adequately caring for her 3-year-old.

Similarly, the present study found that functionally illiterate parents had difficulty supervising young learners, particularly those in kindergarten and elementary levels. These parents put much of their time into supervising their young learners than those young adult learners. Thus, Anzaldo (2021) found out that kindergarteners in Grades 3 and 4-6 get greater attention and parental supervision.

- **Difficult Modules**

Complicated Modules were one of the emergent themes under the category of struggle. Children were stunned because of the difficult modules. As a result, modules were left unanswered and already piling up. Key informants stated they struggle with their Mathematics, Science, NSEP, and Mother Tongue modules. Similarly, the study conducted by Dangle & Sumaoang (2020) revealed that most learners struggle with this new learning mode. In their study, 90% of the participants struggled to complete their



modules. Half of them do not have enough time to complete their modules in a week. They frequently receive at least eight modules in all areas, with 3-5 activities each. Mathematics is the topic in which they are having the most trouble, followed by History, Entrepreneurship, and Applied Economics. As a result of the challenging modules, most pupils cannot study independently. Furthermore, most of them find it difficult to follow the directions in the modules. As a result, modules were frequently late, and most answer sheets were blank.

- **Irresponsible Children**

Functional Illiterate Parents have difficulty convincing their children to answer the modules. Since their children ignore the modules, they pile up in volume. As a result, parents failed to pass it on time. This irresponsibility from the children was a problem for these functionally illiterate parents. Teachers find it challenging to assess outputs with no responses since they have nothing to note about the pupils' performance.

Furthermore, Castroverde & Acala (2021) discussed that pupils' lack of responses indicates uninterest in learning. Therefore, Agaton & Cueto (2021) highlighted that the responsibility of the parents to encourage their children to answer the module is crucial in achieving more learning outcomes. Students who are irresponsible in their tasks in Modular Distance Learning affect their Learning. Therefore, students' attitudes, learning methods, and lifestyles impact their learning outcomes.

- **Prioritizing Other Responsibilities**

A functional illiterate parent also expressed her struggle to prioritize other responsibilities as a mother. Much of the time supervising her children's Learning was consumed by attending to other household responsibilities. Children had to complete their modules on their own as a result. These worries are related to the parents' preparedness levels. Parents were caught off guard by the abrupt and unexpected onset of the pandemic. They struggle to balance their career, home responsibilities, and teaching obligations.

Furthermore, Caturianas and Užpelkienė (2017) discussed that low-income households must also put in more effort to support their family's needs. Several parents' employment was lost as a result of the epidemic. They so had to find alternative means of support. Parental income was mentioned as mediating the economic benefits of a person's educational success. Similarly, the study found that the functionally illiterate parent's low socio-economic status affected her children's education. They prioritized charcoal burning over their education to provide for the family's daily needs.

Generally, Garbe et al. (2020) and Gumapac (2021) concluded that balancing home responsibilities as a mother and as a home tutor immersed in Modular Distance Learning challenges a functional illiterate parent. Unsurprisingly, taking on more obligations caused people to struggle. As a result, U.S. Bureau of Labor Statistics (2020) found out that most families do not have someone to take on the full-time role of supporting remote

education. Unsurprisingly, shouldering additional responsibilities resulted in struggles for adults.

## 5.2 Coping Mechanisms of Functional Illiterate Parents

- **Calls for Assistance**

The functionally illiterate parents tried to get help from a more knowledgeable family member. They sought the assistance of their older children, particularly those in junior high and senior high school, who have a better educational level than they have. This coping mechanism implies that a functionally illiterate parent may be unable to help their younger children learn, especially in subjects that no one else in the family can discuss than the older siblings, who were the only ones in the house with more knowledge.

Similarly, in the study conducted by Agaton & Cueto (2021), it was found that a parent who took over the role of a teacher in supervising the Learning of her children found the importance of her older children. The presence of siblings in this time of education crisis is significant in assisting younger siblings in their studies as they provide minimal supervision. Furthermore, this may also build stronger relationships among the family members.

- **Positive Thinking**

Deped (2020) discussed that parents must offer their children adequate time for learning assistance and direction, especially during this educational crisis. Furthermore, parents should provide motivational aspects to spark their children's attention. This is something that functionally illiterate parents showed as they faced the challenges of Modular Distance Learning. Despite the hardships, functionally illiterate parents opted to stay inspired. They stated that as long as they are alive, they will fight. They embraced their parent-parent position in the Modular Distance Learning program, indicating optimism. Furthermore, they embraced the current educational catastrophe because the worldwide pandemic brought it on, and it is their job to educate their children.

Similarly, in the article written by Manlangit et al. (2020), one of their key informants emphasized that as a parent, she will do her best to help her children in their studies. She is willing to learn her children's lessons and be strict when it comes to her children's assignments and schedules. She will also try her best because she believes parents are the child's first teachers. In the present study, this is how they cope with their struggles, simply by being positive amidst the difficulties. As revealed by De Ramos (2022), even though students may face additional challenges in the next few days due to the learning environment, parents must maintain an optimistic attitude.

- **Avoids Overthinking**

Rose and Ishak (2019) emphasized that overthinking leads to exhaustion. They also discussed that this exhaustion has an impact on one's quality of life. It has been said that overthinking is like carrying a heavy burden. Thus, a functional illiterate parent avoids overthinking the thought about modules. A functional illiterate parent used this coping

method to avoid becoming paralyzed by concerns and difficulty making judgments or taking action when supervising her children's Learning in Modular Distance Learning. Therefore, try to remain calm by relaxing your mind to see the problem more positively. That is the moment to be reasonable and avoid taking action in haste. Similarly, this is how a functional illiterate parent deals with her struggles in Modular Distance Learning, as shown by the findings.

- **Problem Avoidance**

In Modular Distance Learning, a functional illiterate parent's coping mechanism decided to avoid stressors rather than deal with them. A functional illiterate parent neglects those problems since she cannot sleep if she thinks about them too often. With all of the challenges she has encountered in Modular Distance Learning, she stated that she has simply let it go and has been silent about it. This indicates that a functionally illiterate parent lacks accountability over her responsibilities in modular distance learning. This will indeed affect the academic performance of her children.

Similarly, Parczewska (2021) found out that parents during the educational crisis have an avoidance-oriented attitude, which avoids direct engagement with the issue. This proportion of responders tends to avoid challenging circumstances and their thoughts about them. It may be inferred from these parents, who served as their children's teachers that the coping mechanisms available to the group primarily consist of a style centred on avoiding and underestimating challenging situations. However, it was revealed by Gumapac (2021) that parents' behaviour and educational aid for their children may influence children's learning patterns and academic progress. Negative family qualities such as inadequate engagement in their children's education and a lack of time for their children are cited as the fundamental causes of their children's educational failure.

- **Trusting Children's Ability**

Because functionally illiterate parents could not teach their children owing to a lack of knowledge, one of the coping techniques was to believe that her children could complete the modules independently. However, this may be difficult for part of the students. Gumapac et al. (2021) stated that Learners are tired of studying because they have much schoolwork. It was difficult for a child to complete all the tasks without the supervision of parents or home tutors because there were so many school activities, such as answering the modules.

Furthermore, Olivo (2021) revealed that several parents could not understand certain concepts in the module and could not assist their children in answering the learning exercises. As a result, the present study found out that functional illiterate parents choose to trust their children that they can answer the modules on their own without receiving assistance

- **Parent as Student**

DepEd, (2020) stressed that the parents' responsibility in Modular Distance Learning is to supervise their children's Learning and to offer adequate time for assistance and guidance. On the other hand, a functionally illiterate parent went above her responsibilities. A functional illiterate parent answered the modules instead of her little child since she could not wait for her son to finish the task. A functionally illiterate mother manages to keep an eye on her little student in this way.

Similarly, in the study conducted by Anzaldo (2021), a parent does not teach their children using the modules since they do not have the time. As a result, they are the ones who must answer on behalf of their children.

### 5.3 Realizations of Functional Illiterate Parents

- **Modular Distance Learning is Difficult**

According to Oppus and Abadiano (2021), functional illiterate parents struggle with educational weakness in undertaking the teacher's responsibility. Consequently, these parents recognized that MDL is difficult since they are uneducated parents who assumed the role of teachers in regulating their children's Learning. For them, children learn less in MDL or, worse, learn nothing from illiterate parents.

In the study conducted by Lase et al. (2021), considering the parents' concerns about the influence of the COVID-19 pandemic on their children's education, most parents do not want this distance learning to be extended and anticipate the government to reopen schools for the remainder of the 2020/2021 school year. As a result, distance learning is extremely difficult. Psychosocial Disorders are on the rise, particularly among children. Learning in children Motivation and cognitive capacities deteriorate over time.

- **Education is Pivotal**

The functional illiterate parents saw the advantages of finishing their studies and wanted those advantages for themselves or their children. This is something that they realized as they faced difficulties in Modular Distance Learning. They see that by persisting in their educational endeavours, they will be able to reach the goals set for a more stable and secure life. Similarly, the participants in the study conducted by Oppus & Abadiano (2021) functional illiterate parents could reflect on the importance of education based on their mixed-home tutorial experiences. The findings showed that functionally illiterate parents realized that if they had been able to study, they would have been able to help their children better now in their education, especially in this educational crisis. These functionally illiterate parents committed not to let their kids struggle with reading. Since education would help their children have better lives in the future, functionally illiterate parents have been urging their children to value education.

- **Parent Involvement is Important**

In this crisis, Oppus & Abadiano (2021) realized that functionally illiterate parents' home-tutoring experiences provide learning opportunities and promote parental involvement.

Furthermore, Anzaldo (2021) discussed that parents could recognize their importance in their children's education. As a result of the country's current covid-19 issue, parents have become more aware of their involvement in their children's Learning and education. They now understand that teaching is a difficult task. Parents adaptable to the current environment do not criticize teachers if they are their children's teachers at home these days.

Similarly, Agaton and Cueto (2021) emphasized that parents must also serve as the student's learning supervisor, tutor, and homeschooling teacher due to distance learning. This supports earlier research showing that during the COVID-19 epidemic, parents are actively involved in implementing child education at home. As a result, even when providing for the family, parents should be as prepared to teach their children at home. This is because parents who are actively involved in their child's homeschooling can accomplish good academic outcomes without the help of a teacher or school.

- **Children Learn Better in Face to Face**

The study conducted by Anzaldo (2021) concluded that Modular Distance Learning is problematic since not all parents/guardians know how to teach their children utilizing modular distance learning. As a result, the participants in this study understood that having their children supervised by teachers at school is preferable—teachers who are better at teaching and disciplining their students. Furthermore, according to a study conducted by Salamudin (2021), students agreed that face-to-face Learning is essential and beneficial to their Learning, but they disagreed with the modular distance learning strategy.

Furthermore, as cited by Espeña (2022), Paul & Jefferson (2019) stressed that learners favoured face-to-face learning over modular Learning (MDL). This indicates that most students still believe face-to-face learning in the four corners of the classroom is more successful. The classroom setting gives greater Motivation, encouragement, and guidance. To boost student retention, Agaton and Cueto (2021) found out that F2F instructors may be able to change the structure and teaching style of the class. Indeed, students learn better through interaction with peers and teachers in the learning environment.

- **Children Become Responsible**

Añoda, (2022) emphasized that during this time of educational crisis, it was clear that students, despite their difficulties, worked hard to learn during this pandemic. They were more committed to completing the activities to continue learning and needed to adopt the New Normal approach to instruction. They become more responsible and ready to do their homework assignments at home. This is how the educational crisis made learners responsible for their Learning. These children don't need to be reminded of their responsibilities repeatedly.

- **Confirmation of Theoretical Lens**

According to Piaget's theory, children learn best when interacting with their surroundings, particularly their parents, who are essential to daily life. He also emphasized the relevance of family experience in children's cognitive development (Tamboto et al., 2021). Despite the educational weaknesses of functionally illiterate parents, the present study found that they have been encouraged to provide a rich, supportive environment for their child's natural propensity to grow and learn. These functionally illiterate parents understood the importance of their involvement in their children's Learning. This theory also highlighted the findings wherein functionally illiterate parents created an engaging and interactive learning environment for their children in relation to children's developmental stage and adjust their approach to teaching accordingly.

Piaget's thesis is linked to Vygotsky's theory in a way that children's first teacher is their family, and their initial Learning occurs in the community, particularly at homes where more skilled adults may help them learn (Tamboto et al., 2021). Because their first teacher is their family and their first Learning takes place in the community, children's engagement with their family members is critical for their Learning and development. Similarly, in the study context, functionally illiterate parents played a huge role in the Learning of their children immersed in Modular Distance Learning. They took over the role of teachers in teaching and supervising. Despite the difficulties, functionally illiterate parents accepted the challenge, for they understood it was their responsibility since they were their children's first teachers.

Furthermore, according to the Zone of Proximal Development theory, a learner can acquire a variety of skills and information with the assistance, collaboration, or direction of someone who has more knowledge and experience. It implies that learning happens most successfully when people are given the opportunity to work just a bit beyond their current level of competence while receiving the necessary assistance and direction. The ZPD is a crucial idea that represents the variety of learning opportunities that a child can acquire with the assistance of a more educated person. According to sociocultural theory, learning is a social process that happens via interactions with others. In this regard, the study's results supported the aforementioned idea in that functionally illiterate parents are aware of their limitations in terms of assisting their children's learning and are making use of the available resources to do so. This support refers to parents who are functionally illiterate asking family members who are more educated to help assist young learners' learning.

However, the present study's key informants expressed how difficult their lived experiences in Modular Distance Learning were. Their struggles, coping mechanisms, and realizations were evident regarding how they dealt with the current educational crisis. These findings corroborate the theory developed by Oppus and Abadiano (2021) wherein a functional illiterate tutor is concluded to face strengths, limitations, possibilities, and risks as they face Modular Distance Learning mode immersed in this pandemic moment.

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## 6. Recommendations

Base on the findings, the study came up with practical recommendations, further research ideas, new approaches, suggestions and concerns.

This discussion aimed to highlight some of the most important implications for practice that emerged from all of the findings, as demonstrated by how the participants addressed them and how often these themes emerged during the data-gathering process. From the key informants' responses, six themes emerged from the category of struggle: *Incapability to Supervise Learning, Emotional Stress, Difficulty in Handling Young Learners, Difficult Modules, Irresponsible Children, and Prioritizing Other Responsibilities*. The Functional Illiterate Parents' Coping Mechanisms category had five emerging themes: *Calls for Assistance, Positively Thinking, Avoids Overthinking, Problem Avoidance, Trust Children's Ability, and Parent as Student*. Lastly, for the category of Realizations, the functionally illiterate parents realized that *Modular Distance Learning is difficult, Education is Pivotal, Parent Involvement is Importance, Children Learn better Face to Face, and Children Become Responsible*.

### 6.1 Struggles of Functional Illiterate Parents in Modular Distance Learning

- **Incapability to Supervise Learning**

Functional illiteracy can make it difficult for parents to oversee their children's modular distance learning. These parents may struggle to understand the information and resources provided in the modules due to their inability to read and write effectively. Thus, these parents should strengthen their collaboration with their children's teachers so they to ask for assistance. These parents should understand that the success of their children's education also lies in the cooperative effort of the teacher and the children's parents. In order to develop better programs and opportunities for learners, parents and schools collaborate in recognition of the common interests and responsibilities of students (Guan & Benavides, 2021). The critical duty of guaranteeing education quality without compromising a child's safety falls now on teachers and parents. In order to prepare children spiritually, socially, emotionally, physically, and academically, parents, teachers, and schools should collaborate (Gevero, 2021).

- **Emotional Stress**

Functional illiterate parents in modular distance learning may experience emotional stress as a struggle for various reasons. These parents may feel inadequate or embarrassed about their lack of literacy skills, leading to shame and low self-esteem. They may also experience frustration and anxiety when trying to assist their children with their Learning, particularly if they struggle to understand the instructions and materials provided in the modules. To address this struggle, schools, educators, and the government must offer more assistance and resources to functionally illiterate parents to solve these issues. A few examples are offering counselling or mental health services and

supplying and providing technical resources and training (Agaton & Cueto, 2021; Garrote et al., 2021; Tocalo, 2022).

- **Difficulty in Handling Young Learners**

Parents may experience difficulty handling young learners for various reasons, such as limited experience, lack of knowledge or resources, or personal and family circumstances. Government, schools, and other stakeholders should train parents to assist their children's learning at home to deal with this challenge by offering help and resources to functionally illiterate parents. Seminars on fundamental literacy techniques or methods for teaching and communicating effectively are some examples of this (Garbe et al., 2020). Also, teachers should simplify materials and instructions so parents with low reading levels can more easily understand them. This may entail the use of visual aids, the deconstruction of complex ideas into simpler ones, or the provision of resources that have been simplified (Anzaldo, 2021).

- **Difficult Modules**

Difficult modules can be a struggle for parents and students in modular distance learning. These modules may contain complex concepts or challenging tasks that are difficult to understand or complete without additional support. Added to the struggle is the number of tasks the students must accomplish. To promote mastery, the Department of Education should reduce activities and eliminate unnecessary subjects, as many parents suggest. Time constraints are a significant concern for students completing weekly modules, so if DepEd cannot extend the time, they should decrease activities. To minimize errors, teachers should evaluate modules and ensure they are appropriate for the learners (Dangle & Sumaoang, 2020). Parents need to look at their child's timetable or workweek plan. Because there are so many courses or tasks, they must ensure that everything is done precisely to avoid cramming or submission delays, which might impact the child's performance (Gevero, 2021).

- **Irresponsible Children**

Parents may struggle to manage irresponsible children in modular distance learning as it requires self-discipline and accountability. Children may need constant reminders and Motivation to complete their modules, leading to frustration for parents. For successful and efficient Learning in modular distance learning, parents, educators, and students must understand their roles and responsibilities. Teachers can assign follow-up activities to aid comprehension, while parents must show patience while assisting their children. Ultimately, students need to take responsibility for their Learning and may require additional support to stay engaged (Anzaldo, 2021; Castroverde & Acala, 2021; Garbe et al., 2020).



- **Prioritizing Other Responsibilities**

While monitoring their children's remote Learning in modules, parents may find it difficult to balance other obligations. Parents are expected to balance taking up household duties and going to work with keeping an eye on their children while they study at home. To overcome this obstacle, parents should establish priorities and schedule time for their commitments, including their employment and household duties, and monitor their children's academic progress. Parents could also make a schedule with periods set aside for specific responsibilities, like assisting their kids with their modules. Parents can achieve this by routinely reviewing their children's weekly schedules. They can balance priorities this way (Anzaldo, 2021; Gevero, 2021; Kintanar et al., 2021). Other family members can assist parents with home chores and monitoring their children's education (Agaton & Cueto, 2021).

## **6.2 Coping Mechanisms of Functional Illiterate Parents in Modular Distance Learning**

- **Calls for Assistance**

Functional illiteracy hinders parents from supporting their children's education due to difficulty with reading, writing, and comprehension. This affects their ability to assist their children with schoolwork or educational activities such as reading. This must be the coping mechanism that functional illiterate parents should practice. Indeed, strengthening collaboration among family members in the teaching and learning process can lead to a more comprehensive and supportive learning environment for children and promote stronger relationships among family members (Agaton & Cueto, 2021).

- **Positive Thinking**

Functional illiteracy can challenge parents in supporting their children's education, especially in modular distance learning. Nevertheless, parents should stay optimistic despite these obstacles. It is encouraged that a functional illiterate parent should remain positive in modular distance learning challenges because a positive attitude promotes resilience, models good behaviour, fosters a growth mindset, and helps maintain a supportive environment. These factors can ultimately lead to more successful learning outcomes for children (De Ramos, 2022; Gevero, 2021; Oppus & Abadiano, 2021). Furthermore, to support parents, policymakers should provide counselling or mental health services so they feel they are not alone and promote a positive outlook (Agaton & Cueto, 2021; Garrote et al., 2021; Tocalo, 2022).

- **Avoids Overthinking**

Findings showed that it might be advantageous for parents who are functionally illiterate to refrain from overthinking their children's schooling. As a result, the children may experience less tension and worry, avoid inactivity, keep their confidence, and have a more productive learning environment. It is also critical to remember that refraining from overthinking does not entail disregarding a child's education or potential pressing situations. Instead of being unduly consumed with worrying about what may go wrong,

it involves concentrating on alternatives and taking constructive action (Rose & Ishak, 2019; Susilowati & Azzasyofia, 2020).

- **Problem Avoidance**

It may be difficult for parents who lack functional literacy to participate in their children's remote learning modules. As a result, some parents may use coping strategies that involve problem avoidance. Thus, it is encouraged that these functionally illiterate parents should not be passive in responding to the challenges brought by the educational crisis because if they do, it can further exacerbate the problem. A study revealed that some participants' typical replies were that they lacked responsibility in their commitment to assist their children with their learning activities and finish their self-learning modules (Oppus & Abadiano, 2021). Parczewska (2021) suggested that eliminating this type of coping mechanism requires a complex strategy that involves emotional support, boosting self-esteem, encouraging good behaviour, offering positive feedback, providing personalized help, using alternate communication channels, establishing a feeling of community, and giving precise instructions.

- **Trust Children's Ability**

It seems reasonable that functionally illiterate parents should be concerned or uncertain about their capacity to help their children with their modules. However, it is critical to remember that, as a parent, it is crucial to continue to be an invaluable asset and source of support for children. While allowing children to complete the modules independently may be an option, ensuring they still get the support and instruction they need to do well in school is crucial. Parents and teachers should know their roles and responsibilities in teaching learners to learn efficiently and effectively. Parents and teachers play important roles in assisting the Learning of children. Working together can create a supportive learning environment that helps children achieve their full potential (Erdener & Knoepfel, 2018; Guan & Benavides, 2021; Pascual, 2021).

- **Parent as Student**

Distance learning's primary goal is to give students the tools they need to become independent, self-directed learners by giving them a chance to take ownership of their education (Ambayon, 2020). However, the current study revealed that the parents are responsible for answering the modules. Students must be accountable for completing their courses to continue their education. Parents should only instruct their children on how to respond to specific modules. They cannot just complete their duty instead (Anzaldo, 2021). The teacher can mistakenly assess the student's knowledge and understanding based on the finished modules if they are unaware that the parents are finishing them. This false assessment could give the pupil a misleading impression of their skills. Also, if the instructor is aware that the parents are finishing the modules, they might be unable to objectively evaluate the student's knowledge and Learning (Castroverde & Acala, 2021; Damao & Nabalawag, 2021).

### 6.3 Realizations of Functional Illiterate Parents in Modular Distance Learning

- **Modular Distance Learning is Difficult**

Functionally illiterate parents may find it difficult to oversee their children's modular distance learning, including reviewing materials, assisting with comprehension, and tracking progress through assignments and evaluations. This is particularly challenging when parents struggle with reading, writing, and unresponsive children (Oppus & Abadiano, 2021). During the COVID-19 pandemic, the Philippine government and the Department of Education must collaborate to support the educational system's success. Adequate funding and assistance are necessary for all schools (Dangle & Sumaoang, 2020). Support that will provide assistance and resources to functionally illiterate parents. Examples of these include workshops on basic literacy concepts or ways of teaching and communicating successfully (Garbe et al., 2020)

- **Education is Pivotal**

The pandemic has changed our perspective and understanding of everything. While challenging for some, these changes are now the new reality and the future. The shift to new standards of learning in schools presents both opportunities and challenges. Although functional illiteracy can hinder access to education, parents struggling with literacy can still understand its importance for themselves and their children. The shift to modular distance learning can also offer a chance for them to improve their literacy skills and appreciate the education. Most importantly, functional illiterate parents realized that education could empower parents to lead fulfilling lives and provide a strong foundation for their children's future success (Bacatan, et al., 2022; Cahapay, 2021; Gevero, 2021; Oppus & Abadiano, 2021). Furthermore, Parents necessitate a particular form of assistance from teachers and schools, which involves recognizing their daily struggles and actively aiding their children to the best of their capabilities (Garbe et al., 2020).

- **Parent Involvement is Important**

In their child's general growth and education, parents are crucial. Along with meeting their basic needs and educating their children, parents nurture them by showing them love, care, support, and a basic understanding of the world. As a result, the family and parents are seen as the child's educational partners and supports (Gevero, 2021). For the parents to effectively execute their involvement in their children's Learning, the school, teachers, and other stakeholders must constantly provide and teach parents about the system and platforms for remote Learning, including the tools, fundamental pedagogical principles, and teacher-student-parents communication possibilities, is essential for future remote learning endeavours (Garbe et al., 2020).

- **Children Learn Better in Face to Face**

In the Modular Distance Learning Era, parents frequently home-tutored their children as surrogate teachers to scaffold their Learning (Oppus & Abadiano, 2021). However, according to Hill and Loeb (2020), studies demonstrate that tutoring by trained teachers

is more beneficial than tutoring done by parents who are not trained teachers. Situations in which parents educate their children in K-12 academic subjects provide disappointing outcomes. Given that some students live with functionally illiterate parents, the Department of Education should note that students have uneven opportunities to have rich learning experiences at home (Oppus & Abadiano, 2021). Therefore, the Department of Education should initiate a Face to Face instruction provided that the safety of the teachers and students is the top priority.

- **Children Become Responsible**

Modular distance learning promotes student accountability by requiring them to take charge of their education, be self-directed, assume greater responsibility for their academic success, and establish their own goals and learning approach due to less direct supervision from instructors (Añoda, 2022). However, most students were still concerned about everyday living after an abrupt transition from formal study to remote Learning. Uncertainty about when things will return to "normal" causes anxiety (Daniel, 2020). With this being said, children should not be left to accomplish all the tasks independently without assistance from parents and teachers. Parents should consistently provide love, care, and support (Gevero, 2021).

The findings also impacted future research, policy decision, and relevant field of interest of the study. Further discussions on its implications for future research were presented in the succeeding pages.

For future Researchers, it is recommended to address the scarcity of research on the analysis of functional illiterate parents' experiences in supporting their children's Learning not just in times of educational crisis but also in a normal educational setup. Specifically, the degree to which functionally illiterate parents are involved in their children's education and how well those children do academically might be the subject of research. This implication can entail looking into the different parental assistance offered and how it connects to academic results. Since technology is employed in education progressively, it is crucial to comprehend how functionally illiterate parents may use it to promote their children's Learning. This study could focus on identifying the most helpful technologies for these parents and how they can effectively use them to enhance their children's Learning. Future researchers could also explore practical strategies for functionally illiterate parents to support their children's Learning, including visual aids, practical exercises, questioning, and feedback. Future studies should also look at the cultural values and beliefs that represent parental engagement and how they are manifested in parenting practices to see how cultural influences alter the support of their children's Learning by functionally illiterate parents.

This study can inspire an action research project to address real-world challenges, such as the growing number of students living with functionally illiterate parents. The resulting solution can be implemented and evaluated in the real world. Policymakers, organizations, and individuals seeking to improve their work can benefit from the

planned programs and interventions of the action research on functionally illiterate parents as supporters of their children's Learning.

## 7. Conclusion

It has been observed that the persistence of illiteracy is rooted in poverty and attitude towards education. Families living in poverty may struggle to afford necessities such as food, shelter, and education. Moreover, functionally illiterate individuals fail to realize the advantages that a person will gain through educating themselves. With the sudden changes in the educational system brought forth by COVID-19, where learners engaged in Modular Distance Learning were discovered living with functionally illiterate parents. Because of the restriction on face-to-face Learning, parents need to supervise their children's Learning. As a result, students did not have the same learning opportunities as others since their parents' capacity to supervise Learning was limited. With this outlook, it is crucial to recognize that functional illiteracy can present significant challenges for parents in supporting their children's education. The government, Department of Education, schools, and communities must work together to provide resources and support to help these parents overcome these challenges and ensure their children receive the best education possible.

Specifically, conducting research on functional illiterate parents as supervisors to their children's learning in modular distance learning provided me valuable insights and best learning opportunities that I can use in my field of work. As a language teacher, this research significantly put an impact on my understanding of the challenges this group of parents experiencing. Additionally, I gained insights into how difficult language is acquired and learned, particularly for those with limited literacy skills. With that being said, I realized that I should provide instructions beyond what the modules provided to make my pedagogy more responsive to learners' needs and interests. Moreover, this research also helped me become more aware of the social and cultural factors contributing to functional illiteracy, leading to more informed and empathetic teaching practices. Overall, the impact of research on functionally illiterate parents can develop my professional development, teaching effectiveness, and ability to connect with and support their students.

This real-world issue calls for the collaborative effort of the government, the Department of Education, Schools, Teachers, and Communities. The government and the Department of Education can offer adult literacy programs to help parents improve their reading, writing, and numeracy skills. Moreover, Teachers can organize parent education workshops focusing on strategies and techniques for supporting their children's learning at home. Furthermore, teachers can create a collaborative learning environment where parents are encouraged to participate actively in their children's education. This can involve regular parent-teacher conferences and open communication channels. Teachers can also provide instructional materials that parents can understand and use at home. Moreover, the government and the Department of Education can partner with

community organizations to support parents struggling with literacy. These organizations can offer tutoring services.

With the support that the government, Department of Education, schools, teachers, and communities could provide, functional illiterate parents from marginalized groups in the community will be able to feel that they are not alone in facing the sudden changes in the educational system as well as their struggles in life. Most importantly, these parents will be able to gain confidence in justifying their involvement in their children's overall development.

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### Conflict of Interest Statement

The authors declare no conflicts of interest.

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