The Experiences of the Parents Involved in their Children's Online Distance Learning during the COVID-19 Pandemic: A Phenomenological Study

Clark Dominic Alipasa[1], Marilyn Baroja[2], Criselda Gutierrez[3], Mariano Thomas Ramirez[4], and Leonides Sulse[5]

[1]University of Perpetual Help System DALTA, City of Bacoor, Imus Institute of Science & Technology and Angelicum Primarosa Montessori School, City of Imus, and De La Salle University-Dasmariñas, City of Dasmariñas, Cavite, Philippines
*clarkdominic22@gmail.com

[2]Gov. P. F. Espiritu Elementary School, City Schools Division of Bacoor, and De La Salle University-Dasmariñas, City of Dasmariñas, Cavite, Philippines
*marilyn.baroja@deped.gov.ph

[3]Escuela De Louis Alhanro, Amadeo, and De La Salle University-Dasmariñas, City of Dasmariñas, Cavite, Philippines
*chryss88@yahoo.com and escueladelouisalhanro@gmail.com

[4] Religious Education Department and College of Education Graduate Studies, De La Salle University-Dasmariñas, City of Dasmariñas, Cavite, Philippines
*msramirez@dlsud.edu.ph

[5]School of Deaf Education and Applied Studies. De La Salle College of St. Benilde, Malate, Manila, and De La Salle University-Dasmariñas, City of Dasmariñas, Cavite, Philippines
*leo.sulse@benilde.edu.ph

ABSTRACT

This phenomenological study aimed to provide a description of the parents' experiences, together with the resolutions they undertook to address the challenges during their children's online distance learning, and to draw meaningful insights from them. Ten parents were interviewed online, and individual and composite textural descriptions were derived from their personal life accounts. Results showed that parents experienced struggles in adjusting to the sudden change and coping with multiple tasks, while communication and emotional support, being a responsible parent, and time management effectively helped in overcoming the challenges. The study also highlighted the importance of parental love and parent-child relationship in these challenging times and the need to re-assess the implementation of the remote educational process.

Introduction

The global spread of coronavirus disease 2019 (COVID-19) affected the education systems enormously, triggering a range of public health responses (Bayham & Fenichel, 2020). Schools around the world were compelled to close their campuses in order to stop the virus (Burgess & Sievertsen, 2020). This closure of the schools partook in the different countries' strategy, and it impacted students, teachers, and the society at large (Bayham & Fenichel, 2020). However, this decision led to a major disruption and numerous disadvantages, especially on the part of students, due to the inevitable effects of prohibiting the essential face-to-face class meetings in the teaching-learning processes (Burgess & Sievertsen, 2020). Furthermore, it even exposes the bigger issues in the societies and economies, including but are not limited to student debt,

digital learning, food insecurity, and homelessness, which contributed to the doubtfulness and challenge if distance learning modalities could prosper (Bayham & Fenichel, 2020).

According to Tam & El-Azar, 2020, any changes learning towards online learning education would bring about high degrees and levels of difficulties, but it could also drive educationists and systems towards modernizations and advancements in pedagogy. Also, UNESCO (as cited in Franchi, 2020), one of the many affected sectors is education, and online distance platforms, modalities, and strategies would be the only mechanisms that schools could rely on during this pandemic. Errors would truly be numerous, as expected, as this system would absolutely be peculiar to most of the educational institutions; this would include but not be limited to major adjustments on student assessments and evaluation (Burgess & Sievertsen, 2020). eLearning is another term for this system of education that educators utilized across the globe in order for learners to continue learning at the comforts of their homes.

According to Ellis (as cited in Wooten, 2014), synchronous and asynchronous methods in online learning, which is only one type of distance learning, can effectively help our pupils to learn outside the traditional and conventional methods where they are used to. With the help of the parents, teachers can integrate online learning, resources and activities with face-to-face contexts to connect to students from different locations (Huang et al., 2019).

This present situation of the world brought about by the coronavirus (COVID-19) pandemic has been an issue to all sectors. In the educational context, this crisis made it hard for the Philippine government as to whether to proceed or cancel the opening of classes since everyone's health is the main consideration, as well as, plan, sustain and provide education despite community quarantine and lockdown. With this condition, Philippines' Department of Education issues a memorandum guiding and obliging schools, both public and private to support and adhere to the policies and guidelines to effectively and efficiently carry out the delivery of learning in a "new normal" setup.

Nevertheless, Spenilli et al. (2020) noted that conditions of the children taking online classes at home, together with their parents, were greatly affected and changed by the present setup. Wang, et al (2020) added that it is a benefit if the parents were there for the students, so they could guide and support them, particularly during challenging school tasks, although this also posed notable impacts to parents' and children's well-being, relationship, and emotional health, as well. Because of this situation, parents significantly became more involved in their children's learning.

Undoubtedly, parents play vital roles in the holistic development of their children - spiritually, emotionally, and academically. They have been described as family-centered and have been observed to be close-knit to their children specifically in the Philippines (Tarroja, 2010). Most especially at this time, the participation and involvement of the parents in the studies of their children become more essential and indispensable for the pupils to effectively learn.

As the number of cases of Covid19 continue to rise, the educational sector will remain this way until the situation gets better and becomes normal again. The researchers are convinced that it is vital for the educational sector to look into the present condition of the students and their parents due to the presence of Covid19 pandemic; to provide them with quality education towards becoming the best that they can be, and give them meaningful learning experience amidst this situation.

With the purpose of schools to support the learning process being intimately tied to school leadership, with and without school, (Goodall, 2018), it is necessary for the school leaders to understand the complex relationships of the learners in the wider community. Goodall (2018) furthered that the remit of the school leaders in supporting learning should not be confined within the school as if considering significant learning to be happening only inside the classroom and neglecting the learners' connections to events and persons outside the school. In this time of the COVID-19 pandemic when the parents are now

the school principal and teachers' "co-teachers" at home, understanding their lived experiences, specifically, as regards the online learning of their children will provide information on the status of the student's learning and the factors that affect the learning outcomes. Jeynes (2018) introduced a practical model to guide school leaders into supporting parental involvement and parental engagement in the schools. His research presented how these two programmes can be enhanced. On account of the cited literature, understanding the parents' experiences and the challenges encountered and resolved will provide the school leaders a glimpse of the learning environment and existing support that the learners are currently provided with at home. From here, a better interplay between school leadership and parental engagement/ involvement can be suggested especially for those learners who are at risk of underachievement. The gap on how parents support and get involved in the learning of their children and how managers and leaders in schools look into and address it will be closed (Goodall, 2018). With the material gathered on the parents' lived experiences, the school leaders can be best placed to support student learning in a partnership model of support for learning. It is on these cited premises that this piece of research will find its significance.

In view thereof, this study was conducted mainly for the following objectives: (1) know the experiences of the parents involved in the children's online distance learning; (2) Look into the parents' resolutions to the challenges brought by online distance learning; (3) Identify the themes/learnings/insights from the experiences of parents during the COVID-19 pandemic.

Methods

This qualitative research used phenomenological approach to extract the themes from the lived experiences of the selected parents whose child/ren is/are taking online distance learning. As framed by Moustakas (1994), personal experiences and stories of co-researchers were used in this approach to derive the themes and extract meanings representing and describing the phenomenon. As a phenomenology of practice, this study derived a sense of meaning from the experiences of the co-researchers.

Co-Researchers

The co-researchers are ten (10) parents of elementary students who were enrolled in public and private schools in the Cities of Imus, Bacoor and Dasmariñas in the Academic Year 2020-2021 and were undergoing online due to the extended home quarantine measure in response to the global COVID-19 crisis. To conceal and protect their identity and ensure their privacy and confidentiality, a pseudonym was given to each of the co-researchers or parents.

Preparation of the Questionnaire

The self-made questionnaire centered on eliciting the parents' experiences, stories, and challenges encountered during the online distance learning of their child/ren, together with the impact/s they felt and observed in the situation, and how they addressed the difficult situations they experienced. The questions reflected served as a guide in the semi-structured interview that allowed open discussion and sharing with each co-researcher, and interviews were utilized to draw answers from the co-researchers. According to Gill, et al (2008), interviews were effective to obtain a deeper understanding of phenomena. The questionnaire was also presented to and validated by an expert in the field of education and in conducting phenomenological studies.

Research Methodology

Interview was the main approach used and realized through 1) familiarization with and getting to know, through exploratory encounters and casual conversations to be at ease with each other; 2) explaining the purpose of the research and securing the co-researchers' consent; 3) scheduling of appointment for the consented recorded interview to listen to their experiences; 4) transcribing and consolidating all the co-researchers' experiences; 5) facilitating the whole interview process wherein the co-researchers shared their experiences.

After the interviews, the bracketing process was employed, and the study observed the following process: 1) listening to the co-researchers' experiences; 2) deriving collective themes from the experiences during their children's online classes; 3) formulating insights by the researchers to emphasize the essence of the co-researchers' experiences; and (4) formulating a creative synthesis of the whole experiences.

Results and Discussion

This study made use of Clark Moustakas's method of interpreting comprehensive description; (1) Individual Textural Description which tackles textural themes of each co-researchers, (2) Composite Textural Description where themes are being integrated into groups, and lastly, (3) Textural-Structural Synthesis that discusses the value of each experiences.

Individual Textural Description

This part tackles the individual textural description of each co-researchers' experiences in terms of their personal insight giving weight to the aspect of their child/ren's online learning.

PARENT A: The Workaholic Mom

Parent A is currently working in a private institution located in the city of Dasmarinas. She has three (3) kids currently enrolled both in public and private school. Since she is very hands-on when it comes to the studies of her kids, she needs to sacrifice her time for work to supervise and guide them.

According to her, they usually start at 8:30 in the morning and end nearly at midnight. She worries that her kids might be exposed to too much radiation because of the new school set up. In addition, she noticed that due to so many tasks in school, her children lose motivation in studying.

Despite the condition, she is somehow happy because she gets to have more time with her kids and the whole family. She believes that she is properly guiding her children with their school tasks.

PARENT B: The Dedicated and Dreaming Parent

Parent B is a teacher with four children currently attending online classes, asking her to teach them with their lessons. She dreams of making her children finish their study despite the difficulties she's experiencing with her work. Parent B shared that this new normal set up of learning made her children excited

Nevertheless, like any other new things that we don't know yet, her children experienced confusion since lessons were not taught by the teachers, as well as distractions from toys and other things inside *their house. Parent B narrated:*

She admitted that this new normal is not easy because of her other obligations from work, and that she needs to also participate in their online studying. Aside from that, she noticed that her children experience boredom due to confusion and the present set up of studying. She commented:
Despite this condition, she tries to stay positive. She would always remind her children that the present situation should not hinder them from studying hard. To manage time, a weekly plan is created to guide her children in doing their tasks. So far, everything is being managed well.

PARENT C: A Self-Sufficient Mom

The third co-researcher is Parent C. She is working as a teacher and a registrar in a private educational institution located in Imus City. Parent C is a hardworking solo parent striving to provide the needs of her son, especially things related to his studies. This new normal set up made her feel guilty because she lacks time in guiding and supervising the online classes of her son.

In addition, the numerous tasks to be accomplished in online learning made the situation more challenging and difficult. But then, the present condition did not stop her from being a good mother to her only child. When there are some lessons her son cannot understand, she makes it a point to give help.

She admitted that this situation won't hinder her to provide for her son and to be a good mother to him.

PARENT D: Public School Teacher and Graduate Student

Parent D is a solo parent and a public-school teacher who tries to manage her time and learn how to juggle her tasks in DepEd while supervising and assisting her child in his on-going online classes. She noted:

She apportioned that the needs of her child are her priority. Although the new learning set up is new to everyone, she ensures that the atmosphere during the online class is similar to the traditional classroom set up. She said:

Aside from time management, it is the internet connection that makes the situation hard. In addition, the background noises from students who are unmuted makes it annoying at times. Also, the uniformity of the submission of assignments per teachers are some of the challenges they experienced so far.

One realization she had was about the role of being a parent amidst Covid19 pandemic. Parent D makes sure that she's there along the way to guide her little one.

PARENT E: The College Student and Guardian

The fifth co-researcher is Parent E who is a loving father to his daughter and a promising student at the same time. He explained that they are still in the process of adjusting to the new normal set up of studying. He quoted:

According to him, time management is the most challenging part of this new normal. Aside from his own tasks in school, he needs to attend to his child online learning as well. To ease the load of school tasks, they answer the activities right after the discussion.

The beauty of this situation according to him is that they have ample time together and he can guide his child continuously both in studying and

in his everyday living. With consideration to safety, he likes this new normal. He shared:

PARENT F: *Understanding and Supportive Mom*

Parent F is a hands-on mother to her only son. She works hard, together with her husband to support the needs of their only child especially when it comes to his studies. Although her time is demanding, she still finds time to assist and guide her son in accomplishing school tasks. They enjoy the online learning environment.

What's keeping the situation hard is the unstable internet connection in their area. She considers it as one of the big challenges in this new normal. But her whole family remains calm and understanding because they believe that challenges like this are part of being in an online learning set up. In addition, she mentioned that being a teacher to her pupils, and a teacher to her son makes it more challenging when it comes to accomplishing several school tasks.

According to her, given this situation wherein there is a pandemic, safety is the main priority, and everyone needs to adjust. She is very thankful that the government pushed through with the opening of classes this school year. She opened:

PARENT G: Focused and Adaptive Working Mom

Parent G is a parent who never neglects her daughter's studies even though she is also employed in a distant company, which made online distance learning from a public-school system hard to cope with at first.

According to her, time management served a huge role for her and her kid to meet the expectations and requirements in school. Developing how to work on specific tasks ahead of schedule helped improve the situation despite the notable times, as she shared, wherein they also experienced weak internet connectivity at home:

According to Parent G, they need to manage their time properly in complying with all the requirements since they are also frequently experiencing slow connection sometimes.

PARENT H: Hospital Staff

Parent H is a regular staff in a private hospital with an adopted daughter. She managed to help and support her adopted daughter for her online class.

According to her, numerous modules were being assigned, and some of them were even incomprehensible. In addition, even the instructions themselves were confusing, and no further explanation is being provided for the learners to understand the task.

Parent H, together with her husband, try to manage their time and make sure to focus and analyze properly the question/lesson in the module. It also helps to continuously monitor their adopted daughter's progress.

PARENT I: A Mother: A full-time Housewife

Parent I is a mother and a full-time housewife with two (2) children studying both in public school. The one in Grade 1 and the other one in Grade 6.

According to her, the topics are not being explained properly, and regardless how good the teacher is, there are times that what s/he is saying cannot be understood due to internet connection issues. Also, numerous challenges were being encountered by her child in doing several activities that were being given on a single day. Parent I also observed that these tasks are truly problematic even in face-to-face class. Then these activities will be followed by projects and performance tasks that make things more complicated.

For this reason, Parent I does not have a choice but to comply with all the requirements online. She managed to be stricter and supervise her children in terms of doing their school requirements which in turn they became achievers.

PARENT J: A Busy Master Teacher

Parent J is a female Master Teacher in a public elementary school. Due to the position that she occupies which entails instructional supervision on top of the regular classes, she can be considered to be very busy. Her son is an achiever in a private secondary school who attends online classes.

Among the responses that she shared about their experiences in their son's online learning were the hardship of having limited time in doing the tasks and the adjustments needed at home and the family members in order to lessen the noise in the learner's surrounding that is causing confusion and distractions to him, especially when the people around need to converse.

She also experienced challenges due to the voluminous activities that need to be done and answered. Despite the fact that Parent J is always busy at work, she will still find time to insert helping her child and taking responsibility of her in her schedule just to overcome these trials. Moreover, Parent J also received help from her husband in guiding their child and helping her understand all the lessons. Parent J, together with her spouse, believed that perseverance, patience and vital in this situation and educational system.

Parent J also furthered on the effects of online learning to them by saying that no serious effects were noted and observed in her child during the online learning courses. Furthermore, the child was noticed to be developing more sense of responsibility and diligence and more time to take care of her own self.

Composite Textural Description
This paper aims to know the experiences of parents involved in their child/ren's online distance learning. In this study, six (6) themes and one (1) subtheme emerged answering the three (3) statements of objective.

Statement of Objective No. 1: Experiences of Both Students and their Parent Relating to Online Distance Learning

Co-researchers vary in their response as some had to make major adjustments when it comes to their responsibilities at home, work, and to their child/ren. This present situation that everyone is experiencing due to pandemic made a major difference in their lives, as well as the positive and

the negative effect of this in general. Two (2) themes and one (1) subtheme emerged in the textural-structural synthesis of the data gathered.

Theme One. Adjustment to Sudden Change

In the presence of Covid19 pandemic, in order to continue the education of Filipino children, the government mandated the concept of online distance learning. With this, half of the co-researchers viewed that the situation greatly demands time to guide their child/ren; time management is required.

In the present study, Parents A, B, C, G and I mentioned that it is important to have time in order to have an opportunity to participate in their child/ren's online learning despite their busy schedules at work. They shared that this new normal requires so much in order to do all their responsibilities and that time management is salient.

Although the co-researchers admitted that they experience hardships, still, their aim is to help and guide their child/ren in this new normal way of learning.

Theme Two. Struggle with Multiple Tasks

Given that online distance learning is characterized and composed of synchronous and asynchronous arrangement, numerous tasks have been designed and assigned to the pupils, which greatly caused stress on to the pupils, most especially to parents who have to assist them. Co-researchers A, B, C, D, H, and I described the current as too stressful because of too many assignments.

Since parents are also working to earn a living and survive during this difficult time, they find it more than challenging to handle and manage both helping their children in meeting the requirements and school expectations and working or being employed full-time at the same time. Parent B described her and her children's struggles and suffering as they cope with these obligations simultaneously.

The difficulty and stress have been indeed being aggravated by these multiple tasks that are being required in each of the different subjects in school. Parent C emphasized when she told her experience and hardships in embracing the newly implemented system of online distance learning. Parent D, who is also a public school teacher and graduate student, even needed to approach the officials in the school where her child is enrolled to clarify the matter.

Despite all these, the parents exert their hardest efforts, so their children may comply with these school requirements and tasks accordingly. Parent H attested how they deal with this aforementioned challenge even it would take them to sleep late at night

Subtheme One: Lack of Stable Online Resource
Given the fact that everything is done through the use of the internet, co-researchers shared that aside for the numerous tasks to be accomplished in online learning, internet connection in their respective places is one of the major challenges of this new normal.

Parents D, F, G, H and I mentioned that unstable connection freezes the accomplishment of tasks and the participation of their child/ren in their online discussions and activities.

Statement of Objective No. 2: Resolutions to the Challenges Brought by Online Distance Learning

In the course of the study, the same question yielded the themes for the second statement of objective. Two (2) themes emerged in the textural-structural synthesis of the data gathered. Each theme focuses on the resolutions of the parents on the challenges brought by online distance learning.

Theme Three: Communication and Emotional Support

The new normal set up of studying is not undemanding especially to those parents who are working and at the same time attend to the needs of the whole family. Online learning demands so

much time from the students, up to the one who guides them with the process.

Based on the responses of co-researchers C, B, D, E and H, in order for them to let their child/ren know that they support them in this situation, they give priority in answering their queries and at the same time, give guidance in doing their school tasks despite their hectic schedules at work. Whenever there are lessons that are unclear, and that cannot explain it themselves, co-researchers C, D, and F would ask help from the teachers (of their child/ren) and their friends to ask for clarifications.

Theme Four: Of Being a Responsible Parent

There were concerns about the potential negative outcome of the new normal in the daily lives of the parents and their child/ren. However, this might be a good opportunity for them to show their love and concern. As the school tasks start to file up, co-researchers as well start to worry on how to accomplish them on time. Co-researchers A and E narrated that after discussions, they immediately work on the tasks to lessen the school loads and at the same time, lessen the exposure of their child/ren to computer radiation.

For some clarifications on the lessons and tasks, co researchers A, D, and F would constantly ask the teachers (of their child/ren). In this light, they can easily understand and cope with the topics and activities to be done.

Theme Five: Managing Time Efficiently and Effectively

Time management deemed to be crucial in dealing with and finishing the tasks assigned weekly. Decision making went hand-in-hand on how to handle the academic requirements with the assurance that completeness and a satisfactory output was met.

In the case of all co-researchers, especially co-researcher G, due to the very limited time and heavy schedule, it had been difficult for them to handle synchronous and asynchronous classes and assignments. They learned to adjust slowly with the process and to manage their time well in order

to submit on time the class or subject requirements. He/She emphasizes on the importance of time management to be able to accomplish and get things done as efficiently as possible as they are overwhelmed with multiple tasks at home.

Statement of Objective No. 3: Insights from the Experiences of Parents Involved in their Child/ren's Online Distance Learning

Without a doubt, online distance learning brought challenges not only to teachers and students but to parents and guardians, as well. It is our understanding and expectation that based on the co-researchers (parents) experiences who are involved in their children online distance learning are adjusting to this new scenario. The fact that parents are not fully prepared in this so-called online or distance learning, there are a lot of things to do and prepare on their part most importantly to help their children stay focused on this new platform of learning. Parents can help by providing their children with the needed knowledge, insights and values to persevere and pass.

Essential planning on the part of the parents and their children we believe can relieve the stress in this online learning experience. It is very crucial in this situation also that parents can also collaborate with teachers, administrators, other parents, and most especially, their children the derive the most suitable and effective methods and techniques to use or adapt in their various and unique situations and learning conditions.

Theme Six: Parental Love

Covid19 pandemic brought with it new and different challenges, and highlighted the parent-child relationship through the new normal delivery of learning in the country. In this study, the majority of the co-researchers admitted that what they experience now is a great challenge not just for them but for the entire family, especially when it comes to the education of their child/ren.

Notwithstanding the many responsibilities outside of family, parents continue to come up with many unique approaches to better guide their child/ren

as they navigate new ways of learning. Although some co-researchers like B, C, D, E and I are not delighted to fill the role of being the teacher as they struggle to manage their domestic and professional responsibilities, somehow, this situation gives opportunity to spend more time with their child/ren and bond with the whole family. In addition, the present condition is as well a relief for parents who worry about the health and safety of their child/ren.

The aforementioned themes and subthemes answered the statements of objective of this study, exploring on the different experiences of parents who are involved in the online learning of their child/ren in this time of Covid19 pandemic.

Textural/Structural Synthesis

Despite the difficulties and challenges cited by the co-researchers, this new normal of delivering education is a proof that Filipino parents would still care and support their children no matter what. The online distance learning helped them transform and become more attentive, supportive and understanding parents and teacher-parents to their child/ren. Moreover, several coping strategies were developed by the co-researchers in order to blend and ease the tension brought by this new normal setup.

The situation, on the other hand, made the child/ren of the co-researchers understand what is happening at present; why they need to stay home, and how the pandemic affected the lives of everyone. This may not be their usual way of studying before, but because of the guidance of their parents, they learned how to adjust and cope with the changes.

All the themes that emerged from the narrations were explained using a creative synthesis. The figure is a representation of all the experiences of the co-researchers who are involved in the online distance learning of their child/ren
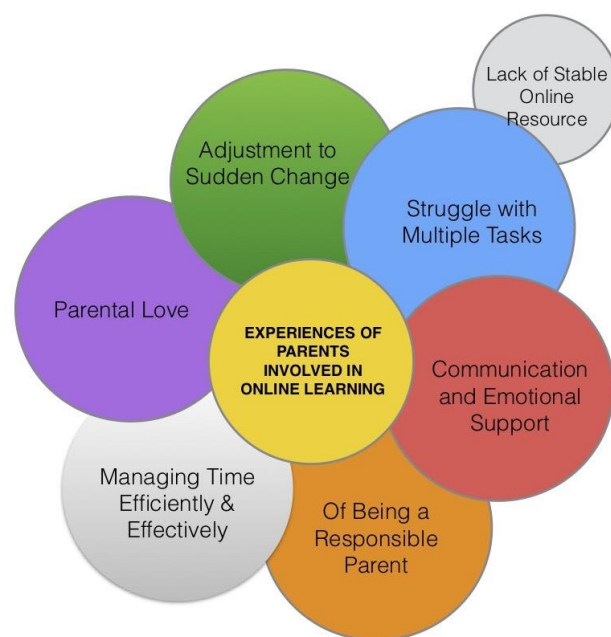

Figure 1: Creative Synthesis

The figure shows the creative synthesis of the study wherein the core is the experiences of parents who are involved in the online learning of their child/ren.

The researcher chose the round shape to show and represent the wholeness of the experiences. Every experience represented by themes are of the same size because they equally contributed positive changes to the lives of both the parents and their child/ren. These experiences are connected with each other, thus, it can also be interpreted as a whole.

The theme "Adjustment to Sudden Change" is represented in the study as an opportunity to explore more on the potential way in which parents can adjust to every change to support the needs of their child/ren especially in their education. It is placed beside the theme "Parental Love" because their care and love will be at all times great, no matter what. The two mentioned themes bridge the challenges, and coping mechanism brought by the current pandemic.

"Struggle with Multiple Tasks" is the study's second theme. This theme represents one of the many difficulties that parents have encountered since the start of online learning. At first, this was treated negatively. But as soon as they manage to

allocate their time in line with work and school tasks, it turns out to be their bonding time and happy time together. Furthermore, a subtheme which is "Lack of Stable Online Resource" was added to theme two to reflect other major difficulties that parents encountered during this new normal.

Themes three "Communication and Emotional Support" and four "Of Being a Responsible Parents", seek regular communication with each other to strengthen their love, as well as their relationship. Constant checking of parents to their child/ren's needs in school and other aspects of their life can ease negative things and make the situation bearable.

The last theme "Managing Time Effectively and Efficiently" shows that in this kind of situation, wherein new delivery of learning is being implemented, managing time efficiently and effectively can surpass problems and challenges. It is drawn beside theme four to give emphasis to parents to be a good example to their child/ren at all times.

Overall, this creative synthesis shows that the experiences of the parents involved in the online learning of their child/ren are not just taken negatively. These experiences helped them to become more responsible and attentive to the needs of their child/ren.

Conclusion and Recommendation

With the current COVID pandemic that affected greatly the education in the country and in the world, we can say that everybody can take full advantage of Online Distance Learning especially those in the education sectors. However, the effect of Online Distance Learning can only be effective to the people that understand its value and the readiness to implement these online learning tools.

It is to be noted that the majority of the parents, educators, and learners display poor preparation (or not fully prepared) and lack of knowledge and awareness about the platforms and media being used. Thus, we do believe that it is necessary to organize refresher courses or pre-training and have a collaborative endeavor for school administrators, teachers, tech specialists and

parents including the learners who are expected to implement Online distance learning beforehand. Relevant points to consider are the conduct an evaluation or assessment among school administrators, teachers, parents including their children. This assessment may pertain to their readiness and competency to implement online distance learning. The conduct of quality evaluation and assessment and the delivery of proper training processes will certainly help in the success of implementing online distance learning and parents including their children will embrace this as a convenient means of approaches to learning at their own pace.

Acknowledgement

References (APA 6th edition)

[1] Bayham, J. & Fenichel, E. (2020). Impact of school closures for COVID-19 on the US health-care workforce and net mortality: a modelling study. https://www.thelancet.com/journals/lanpub/article/PIIS2468-2667(20)30082-7/fulltext

[2] Burgess, S. & Sievertsen, H. (2020). Schools, skills, and learning: The impact of COVID-19 on education. https://voxeu.org/article/impact-covid-19-education

[3] Department of Education (2020). School Calendar and Activities for School Year 2020-2021 https://www.deped.gov.ph/wp-content/uploads/2020/05/DO_s2020_007.pdf

[4] Distance Education - Philippines. https://www.philippineseducation.info/distance-education

[5] Franchi, T. (2020). The impact of the covid-19 pandemic on current anatomy education and future careers: A student's perspective. https://anatomypubs.onlinelibrary.wiley.com/doi/full/10.1002/ase.1966

[6] Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. British dental journal, 204(6), 291-295.

[7] Goodall, J. Guest Editor (2018) Leading for parental engagement: working towards partnership, School Leadership & Management, 38:2, 143-146, DOI: 10.1080/13632434.2018.1459022

[8] Huang, R., Spector, M., Yang, J. (2019). Educational Technology: A Primer for the 21st Century. *Springer Nature Singapore Pte.* ISBN 978-981-13-6642-0 ISBN 978-981-13-6643-7 (eBook). https://doi.org/10.1007/978-981-13-6643-7

[9] Jeynes, W. H. (2018) A practical model for school leaders to encourage parental involvement and

[10] parental engagement, School Leadership & Management, 38:2, 147-163, DOI: 10.1080/13632434.2018.1434767

[11] Llego, M. A. (2020). DepEd School Calendar and Activities for School Year 2020-2021. https://www.teacherph.com/deped-school-calendar-school-year-2020-2021/

[12] Malipot, M. (2020). Some 2.3B Children Affected by Hidden Impact of Covid19-Save the Children. https://mb.com.ph/2020/09/12/some- 2-3-b-children-affected-by-hidden-impacts-of-covid-19-save-the-children/

[13] Moustakas, C. E. (1994). Phenomenological research methods. Sage.

[14] Spenilli, M., Lionette, F., Pastore, M., & Fasolo, M. (2020). Parents' stress and children's psychological problems in families facing the COVID-19 outbreak in Italy.

https://www.frontiersin.org/articles/10.3389/fpsyg.2020.01713/full

[15] Tam, G. & El-Azar, D. (2020). 3 ways the coronavirus pandemic could reshape education. Retrieved from https://www.weforum.org/agenda/2020/03/3-ways-coronavirus-is-reshaping-education-and-what-changes-might-be-here-to-stay/

[16] Tarroja, M. C. (2010). Revisiting the Definition and Concept of Filipino Family: A Psychological Perspective. Philippine journal of psychology, 43.

[17] Tinga, K. (2020) Three Keys to Education in the New Normal. https://mb.com.ph/2020/08/09/three-keys-to-education-in-the-new-normal/

[18] Topor, D. et al. (2010). *Parent involvement and student academic performance: A Multiple Mediational Analysis.* https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/.

[19] Van Manen, M. (2007). The Phenomenology of practice. Phenomenology & Practice, 1(1), 11-30. https://doi.org/10.29173/pandpr19803

[20] Wang, G., Zhang, Y., Zhao, J., Zhang, J., and Jiang, F. (2020). Mitigate the effects of home confinement on children during the COVID-19 outbreak. *Lancet* 395, 945–947. doi: 10.1016/S0140-6736(20)30547-X

[21] Wooten, P. M. (2014). A phenomenological study of online learning for deaf students in postsecondary education: a deaf perspective. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.678.9863&rep=rep1&type=pdf