

Kaleidoscopic Features of Home Tutorial in Modular Distance Learning: A Confession of Functional Illiterate Parents

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ABSTRACT

With the COVID – 19 school closures, the Department of Education (DepEd) has adopted the modular distance learning modality which paves the way in converting homes to classrooms and necessitating parents to perform as surrogate teachers. In this situation, functional illiterate parents are compelled to tutor their primary graders at home in completing their self-learning modules. Hence, the study stems its enthusiasm from the fact that functional illiterate parents who have literacy problems are now acting as the emergency teachers who cater the needs of learners in meeting their academic requirements. It is in this outlook that the paper aimed to explore the home tutorial experiences of functional illiterate parents confront during this pandemic time. This study utilized a grounded theory design using an in-depth, semi-structured interviews to functional illiterate parents determined through purposive sampling, in order to unveil tutorial experiences, strategies and reflections towards modular distance learning. Employing a thematic analysis method, this paper reveals that functional illiterate parents experienced: (a) strengths; (b) weakness; (c) opportunities; and (d) threats. Moreover, the findings accentuate the need for program design and implementation on enhancing the academic learning of children living with functional illiterate parents.

Keywords

Home Tutorial, Functional Illiterate Parents, Modular Distance Learning

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Introduction

The COVID 19 pandemic has resulted to unprecedented wave of school shutdowns in an attempt to contain the spread of virus across the world. These worldwide temporary closures of educational institutions, both in private and public, are impacting a large percentage of the world's student population. In fact, it was reported that by mid-April 2020, 94% of learners worldwide were affected by the school closures and other learning spaces, representing 1.5 billion children and youth in all academic level in 200 countries (United Nations, 2020). In general, these school closures are hindering the schools obligation in meeting educational demands and providing academic needs and services towards the student clientele.

The largest disruption of our educational system brought by the COVID – 19 pandemic greatly contributes to the reframing of the educational landscape around the globe to ensure that all learners have access to quality education. With that, the education sector in all countries has created global response and a drastic amendment in the educational system which principally involves the provision of varied learning modalities in delivering quality education. In the

Philippines, the Department of Education (DepEd) has designed and crafted self-learning modules (SLMS) and has offered diverse alternative learning delivery modalities such as modular, television-based, radio-based instruction, blended, and online for the school year 2020-2021 (Department of Education, 2020). However, in the context of Schools Division of Biliran where most of the communities don't have access to high quality of internet connectivity, the department had adapted a modular distance learning modality.

In a Modular Distance Learning, it involves learning in the form of individualized instruction through learner's utilization and interaction on the different printed resources or in digital format/electronic copy, whichever is applicable in the learner's context (Llego, 2020). In DepEd Biliran, the basic education teachers have distributed printed resources such as but not limited to learner's materials, learning activity sheets (LAS) and self-learning modules (SLMS) wherein they take the sole responsibility on monitoring the progress of learners, while any member of the family, particularly the learner's parents, need to serve as surrogate teachers.

At present, huge transformation in the educational setting that includes converting homes to

classrooms and allocating parents as emergency teachers are clearly evident. With the adversities of the situation, parents are task by the schools to carry out educational activities like reading books, understand and explain activity directions and helping the child to process correct answers in their respective homes. The parents as surrogate teachers often resorted to personally home tutor their own child in order to scaffold their learning. Hill and Loeb (2020) cited that studies show that tutoring is more effective done by certified teachers, while in circumstances which parents tutor their children with the K-12 academic content often return to disappointing results. In fact, parents struggle on selecting and incorporating best strategies in a home tutor and are expected to simultaneously doing other household chores while tutoring which could actually hamper the learning process. Apparently, most parents' posts in various social platforms relate to their concerns towards home tutoring and the challenge of completing the learning modules. These conditions undoubtedly depict the gaps in learning at-home scenario which occur to be the trend in these unusual times.

As observed, most learners have unequal opportunities in gaining rich learning experiences at home given that there are learners who are living with functional illiterate parents. "A person is functionally illiterate who cannot engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing, and calculation for his own and the community's development (UNESCO, 1978, p. 183)." In addition, such parents are described to obtain language – related deficits, general cognitive deficits and deficits related to numerical abilities (Vagvolgyi, Coldea, Dresler, Scharader & Nuerk, 2016). Thus, a functional illiterate parent or also tagged as low literate adult face trouble in assisting their child's learning which hinders the learner's accessibility to the right and quality education.

"Parent who do not have basic literacy skills are greatly handicapped in meeting the challenge of creating "curriculum of the home" to prepare their children to succeed in school (Meeks & France, 1987, p. 222)." On the other hand, literate parents has the intuitions on how to promote learning of their own child through innovating approaches

and creating rich learning environment and experiences during their home tutorial sessions.

Presently, primary teachers are anxious on the number of existing learners living with functionally illiterate parents and its dreadful effect towards their learning and development. With a limited supply of literature, especially on the investigation of the functional illiterate parents' experiences in scaffolding their child's learning, consequently this paper intends to fill this gap by exploring the tutorial experiences, strategies and reflection of functional illiterate parents in this pandemic time. The knowledge about these will pave the way towards program design and implementation on enhancing the academic learning of children living with functional illiterate parents.

Literature Review

Parents play a vital role in the educational journey of their children from birth onwards. Before receiving formal education at school, it is already evident that learners have acquire non-formal learning experiences at home-environment, with their parents. In fact, Finn (1986, p. 7) mentioned that "parents are their children's first and most influential teachers". From the time that they have delivered their child, they hold key responsibility in positively shaping all aspects of child's growth, learning and development, including its cognitive development. At the time when the learners start learning at school, their parents play a critical role on what the child learns at school, ensuring learning sustainability and engaging on child's after-school activities, thus parents' involvement in education does matter.

Most parents claim that they value the education of their children, but most of them think that education is something that can only be delivered by a professional teacher in a school setting, rather than a shared responsibility (Ligon, 2018). Yet, in this COVID-19 pandemic wherein unprecedented school closures are inevitable, parents are now force to act as surrogate or emergency teachers to their own children in order to support children's learning. Hoover-Dempsey et al. (2005) stated that factors influencing a parent's ability to actively contribute to a child's education are influenced by four constructs: (1) the parental role construction which is shaped by the beliefs, perception and experiences of the parent; (2) the

invitation of parents by the teachers and schools to be active participants in the education of their children; (3) the socioeconomic status of the parent which influences the skill, knowledge, energy and time availability of the parent; (4) and the self-efficacy and confidence derived by the parent from being an active participant.

In the study of Bhamani et al. (2020) which focused on the home learning experiences of parents in times of COVID-19 conveyed that parents were able to adapt quickly on the underlying learning gap of their children that has immersed in these unusual times due to the overwhelming support given by the schools. Though many of them have struggling in engaging their children to learn, still many of them have tried to befriend technology and grapple with online learning. In fact, many mothers have been using Facebook application in order to communicate with social media community on how to help their children get engaged in their learning activities at home.

However, Azubuike and Bisayo (2020) conducted an online survey which seeks to understand how parents and students were adapting to this new reality of remote schooling. Based on the data gathered, 83% of the parents were actively helping their children learn during the pandemic and the remaining percent justified that they have lack of knowledge in supporting their children's learning because they were not teachers. Moreover, it was found out that parents who said they did not know how to support their children's learning were more likely to be parents who had attained secondary education or lower level of education. Thus, the findings revealed the challenges parents have encountered in their ability to assume the responsibility of teachers in educating their children wherein their knowledge, educational background and socioeconomic status all play a vital role in supporting at-home learning.

The study of Ghanny (2018) reveals that most parents were fully aware of the benefits of education yet their educational and literacy challenges greatly affected their involvement towards their children's basic education. In addition, most of them turned to their extended

families and other close community members for help, in order to ensure that the formal education of their respective wards will be supported.

Kaur (2011) focused to study on the academic achievement of school students having illiterate and literate parents. The sample of the study comprised of 100 school students from Hoshiarpur district of Punjab. The findings indicated that students having literate parents scored higher than the students having illiterate parents.

The researcher was motivated to develop a theory that explain the home tutorial experiences of functional illiterate tutor in this time of pandemic using the Modular Distance Learning modality.

Statement of Objectives

The study aims to generate a theory of being a functional illiterate tutor during modular distance learning.

Specifically, this study seeks to answer the following questions:

- a. What are the home tutorial experiences confronted by the functional illiterate parents during modular distance learning?
- b. How do they describe their feelings as a functional illiterate tutor?
- c. How do functional illiterate parents manage to help their primary graders answer the self-learning modules?
- d. What are their reflections in their home tutorial experiences as a functional illiterate during modular distance learning?
- e. Based on the findings, what theory can be generated?

Research Design and Framework

A systematic methodology of Grounded Theory by Glaser & Straus (1967), a qualitative research method, will be employed to generate a theory on being a functional illiterate tutor and their tutorial strategies and reflections in conducting home-tutorial experiences in this COVID – 19 pandemic.

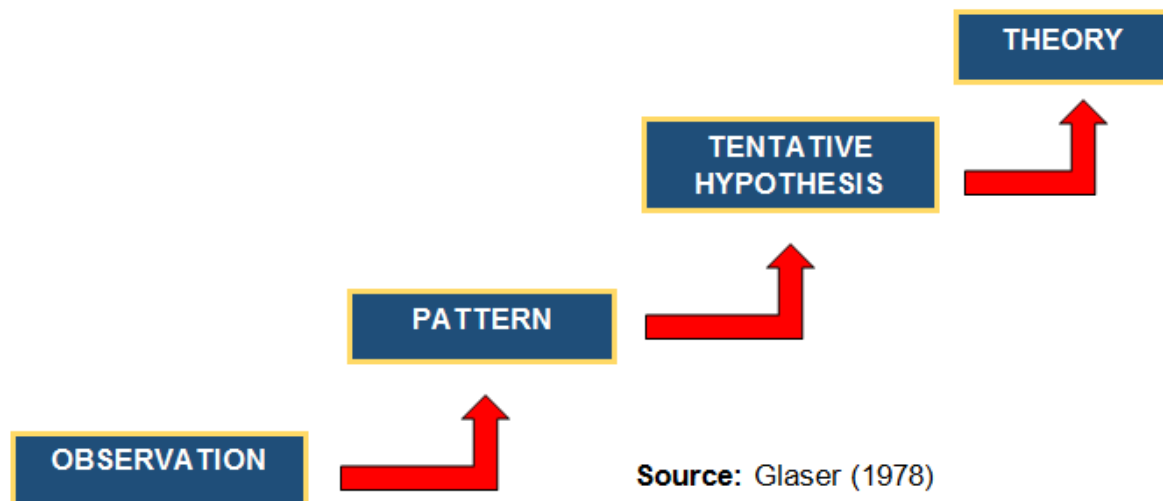


Figure 1. Logical Framework for the Inductive Approach to Theory Development

“Inductive reasoning works the other way, moving from specific observations to broader generalizations and theories. Informally, We sometimes call this a "bottom up" approach in inductive reasoning. We begin with specific observations and measures, begin to detect patterns and regularities, formulate some tentative hypotheses that we can explore, and finally end up developing some general conclusions or theories” (Abadiano, 2014, p. 35).

Research Environment: The study was conducted in the Municipality of Almeria, which is one of the eight municipalities comprising the Province of Biliran. The municipality of Almeria encompasses twelve barangays wherein most of its barangays are situated in a mountainous terrain wherein more adults possess problems on basic numeracy and literacy skills.

Research Participants: A purposive sampling was employed in selecting for the sample of functional illiterate parents. To be eligible for the inclusion of the study, the selection criteria were as follows: a.) He/she has a child/children who is/are currently enrolled in elementary grades; b.) living with no literate housemates; c.) at least attended a maximum of 5 years of schooling; d.) not reliable in performing basic literacy and numeracy skills or activities.

Demographic Information: As shown in Table 1, a total of fourteen parents participated the study wherein only one out of fourteen is a male study participant, and the remaining thirteen are all females. Their corresponding ages ranged from 25 to 72. Six of them have attained primary basic education while eight have attained intermediate basic education.

Table 1. Demographic Profile of Study Participants

Participant	Age	Sex	Educational Attainment	Number of Elementary Children	Occupation
1	48	F	Grade 2	2	Housewife
2	36	F	Grade 1	2	Manicurist
3	25	F	Grade 3	2	Housewife
4	28	F	Grade 2	3	Housewife
5	62	F	Grade 4	1	Dressmaker
6	39	M	Grade 4	3	Helper
7	67	F	Grade 5	1	Housewife
8	49	F	Grade 5	2	Housewife
9	54	F	Grade 5	6	Housewife
10	31	F	Grade 5	4	Housekeeper
11	36	F	Grade 3	3	Housewife
12	29	F	Grade 2	1	Housewife
13	37	F	Grade 4	2	Housewife
14	72	F	Grade 5	2	Housewife

Research Instruments: In order to obtain the objectives set in the study, an in-depth, semi-structure interview was administered to the functional illiterate parents. Semi-structured interviews permit scope for individuals to answer questions more on their own terms than the standardized interview permits, yet still provides a good structure for comparability over that of the focused interview (May, 1997). This was composed of two parts: part I contains the demographic profile of the respondents while part II bear semi-structured questions which aim to determine the home tutorial experiences of functional illiterate parents.

To test the content validity of the interview guide, the guided questions was checked and validated by the research experts, particularly in qualitative-grounded theory design. After conducted revisions and modification, the interview guide was translated to Cebuano (Sinugbuanong Bisaya) for the functional illiterate parents to have better comprehension.

Data Gathering

Data Collection: In data collection, it is deemed necessary to use face-to-face interview to the key informants using the prepared semi-structured interview guide due to the limitations of key informants and unavailability of resources. The participants of the study was pre-determined through the recommendations of basic education teachers in the schools district of Almeria. Throughout the interview, an atmosphere of trust and privacy was established in order to highly encourage the participants to feel free and comfortable in sharing their experiences, thoughts and feelings in the phenomenon under study.

Due to COVID – 19 pandemic, strict compliance to health protocol was observed in the conduct of face – to – face interview. Prior on the start of interview, the researcher briefly informed the participants about the study and its purpose and seek permission for their participation trough an informed consent form. Once the key informants agreed to be part of the study, safety and precautionary measures are highly maintained. The researcher provided each key informant with medical face mask paired with face shield which were properly worn before and after the interview. Further, the key informants were oriented with the safety protocols, such as but not limited to

maintaining 1 meter distance, no handshake, and not removing their masks and shields while the researcher is still in the area. The proper interview started by asking introductory questions, and then followed through probing the participants' answers, which aid circumvent the exploration of non-emergent issues (Geraghty, S. M., 2017). Further, all interviews recorded through using cellular phone and transcribed verbatim to ensure accurate data collection.

Coding and Categorizing Data

Open Coding: Open coding has been described as a process where the data is divided and categorized into clusters of meaning, and the sampling is purposeful and systematic (Kolb, 2012). After data transcription, data were read several times and each line of text was analyzed to identify key words or phrases that would connect to concepts related to the home tutorial experiences of functional illiterate parents.

Axial Coding: Axial Coding intend to develop key categories and link them with supportive subcategories (Strauss & Corbin (1998), p.143). After, breaking the data into several discrete parts in open coding, codes that were developed were organized and grouped into categories known as the “axes”. The Axial Coding process in this study developed an idea of the process of “home tutorial experiences” (as it applies to the functional illiterate parents).

Selective Coding: The objective of selective coding is to link codes to emerging categories that will eventually contribute to the theory (Glaser, 1978). During this analytic stage, when there will be no more open codes found, core category or variable will be identified based on the initial coding and then followed through selectively code any data that relates to the identified core category.

Theoretical Sampling: Glaser and Strauss (1967, p. 45) called for use of “theoretical sampling”—a process of deciding what data to collect next while “jointly collecting, coding, and analyzing data”. Thus, in this stage, an interview procedure of data collection will be guided based on developed concepts and sub-categories from the findings of preliminary gathered data of home-tutorial experiences of functional illiterate tutor. Participant sampling is directed by emerging

constructs and categories. Throughout the data gathering and analysis period, emerging categories or themes will be constantly compared with each other, similar concepts are integrated and contrasting categories will be further explored to identify the solid concepts related to the study topic.

Constant comparative analysis method will be the primary strategy in the integrated coding and analyzing stages of grounded theory (Duchscher and Morgan, 2004). The goal is to clarify concepts and test hypotheses derived from the data while producing precise descriptions (Jeon, 2004). The making of constant comparisons during data analysis and collection, and theoretical sampling occurred simultaneously in order to ensure that the researcher could actually construct a theory that was grounded in the data (Jeon, 2004).

Memo Writing: The researcher will start to write his memo, reflections, analysis of the initial interview and will continue until the theory generation period. Analysis on relationship, variation, links between basic concepts, codes and categories, as well as observations, the investigator's own logic, critical analysis and reflection on categories, the process of integrating the concepts, emerging theoretical categories and core category in the memo will be jotted down. Memo writing is important in grounded theory where the investigator expressed his observations, remarks, reflections, his own ideas, rationale, evaluation and reflections on the phenomena during the study period. If the investigator missed this step and jumped to theoretical writing, then it was missed out and some doubts/questions on the validity would naturally surface.

In the present study, the investigator will use memos as reference to the concepts that emerged from coding and constant comparative analysis of data, selection of number of participants for theoretical sample, development of a focused interview questionnaire for the theoretical sampling, matching of sub-categories and contrast categories to develop theoretical categories and core category, and validate these categories of the study phenomena. Glaser (1978) also suggested that the writing of theoretical memos, which are written reflections of thinking, is the core stage in the process of generating theory, and that if the analyst skips this stage by going directly from

coding to sorting or to writing, then he is not doing grounded theory.

Theoretical Sensitivity: Theoretical sensitivity has been described as an ability the researcher learns to develop whilst conducting research to conceptualize and formulate a theory by constant comparison of the data (Glaser & Strauss, 1967). It will be assumed in this preliminary theory generation process that the study of the phenomenon will be presented by empirical evidence through interview and observations directly from study participants. Data will be analyzed, coded, categorized into emerging themes, using field notes, and memoing of home-tutorial experiences of functional illiterate parents throughout the data collection process and through the review of related literature.

According to Glaser (1992), theoretical sensitivity refers to the researcher's knowledge, understanding, and skill, which foster his or her generation of categories and properties and increase his or her ability to relate them into hypotheses, and to further integrate the hypotheses, according to emergent theoretical codes. Glaser believed that theoretical sensitivity is attained through immersion in the data, line by line, comparison by comparison, memo by memo, and code by code (Walker & Myrick, 2006).

Ethical Standards: "Ethics is the discipline of dealing with what is right and wrong within a moral framework that is built on obligation and duty (Nation, 1997, p. 92)". The researcher will gather the informed participants and assure the consenting participants of strict confidentiality, following the ethical principles during the study period to formulate a preliminary theory of being a functional illiterate tutor during modular distance learning. Prior on the conduct of interview, the researcher will ask for their consent to audiotape the whole interview session.

Rigor of the Study: In the present study, the investigator utilized the Lomborg and Kirkevold (2003) criteria to maintain the rigors of the study which comprised the concepts of fit, work, relevance and modifiability.

The researcher will select the study participants who will meet the inclusion criteria and who will be willing to participate to share their home-tutorial experiences.

Data Analysis – Thematic Approach

Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, it also often goes further than this, and interprets various aspects of the research topic (Boyatzis, 1998). The *range* of different possible thematic analyses will further be highlighted in relation to a number of decisions regarding it as a method (see below).

Thematic analysis is widely used, but there is no clear agreement about what thematic analysis is and how you go about doing it (Attride-Stirling, 2001; Boyatzis, 1998; Tuckett, 2005, for other examples). It can be seen as a very poorly „branded“ method, in that it does not appear to exist as a „named“ analysis in the same way that other methods do (e.g., narrative analysis, grounded theory). In this sense, it is often not explicitly claimed as the method of analysis, when, in actuality, we argue that a lot of analysis is essentially thematic - but is either claimed as something else (such as discourse analysis, or even content analysis (e.g., Meehan, Vermeer, & Windsor, 2000)) or not identified as any particular method at all – for example, data were “subjected to qualitative analysis for commonly recurring themes” (Braun & Wilkinson, 2003: 30). If we do not know how people went about analysing their data, or what assumptions informed their analysis, it is difficult to evaluate their research, and to compare and/or synthesize it with other studies on that topic, and it can impede other researchers’ carrying out related projects in the future (Attride-Stirling, 2001). For these reasons alone, clarity around process and practice of method is vital. We hope that this paper will lead to more clarity with regard to thematic analysis.

Theory Generation Process

Results and Discussions

Grounded Theory research method operates almost in a reverse fashion from traditional social science research. Rather than beginning with a hypothesis, the first step is data collection, through a variety of methods. From the data collected, the key points are marked with a series of codes, which are extracted from the text. The codes are grouped into similar concepts in order to make them more workable. From these concepts,

categories or themes are formed, which are the basis for the creation of a theory (Allan, 2003)

Themes

The generated themes under the home tutorial experiences of functionally illiterate parents during this Modular Distance Learning are as follows:

Theme 1: Difficulties

Theme 2: Emotional Stress

Theme 3: Responsiveness

Theme 4: Fulfillment

Theme 5: Lack of Accountability

Theme 6: Positive Opportunities

Theme 7: Educational Value

Theme 1 Difficulties

All study participants voluntarily shared their home tutorial experiences being a functional illiterate tutor during this pandemic. In fact, all of them admitted that they have faced hardships as confronted by the modular distance learning delivery. Most of the participants described their difficulties in the following terms:

“Lisud jud kaayu, nga, nakaingon gud ko sa kaning, kaning pagklaseha karon, nga, lahi sa kanang mag face-to-face, nga personal jud ang maestra. Kay lahi, kay ngano, kay, ang kini karon na mga modyul kay dili man ta halos makasabot, kay naa poy raba uban nga answers key na dili.. na dili insaktong answer.” (P1)

“Aw kay, gilisdan gyud ko karon, kay module man maam. Mayu man unta tong face to face maam, kay sila tibuok us aka adlaw ka maga leksyon gud. Unya karon kay gilisdan man ang mga ginikanan, bisan kinsa na mga ginikanan tungod sa,, lisud lage nga mga kuan.” (P8)

“Kay OO, mao rman na ahong itudlo s aiyaha kay di man ko katigo musuwat.” (P7)

“Kay ang uban kay di man nako masabtan, kay ang uban ba, kay Waray-waray baya mi. Unya kay lisud ba nga dili nimo maintindihan. Usahay ang uban bitaw sa module dili ko ma answeran kay di ko man masabtan.” (P3)

“Kana lageng mga, English. Kanang pagsabot. Kay kanang pagbasa, makabasa man ko pero

pagsabot ba, di ko kasabot nga mao diay ni kahulugan ana.” (P5)

“Ang problema la lage, para sa ako kay di man nako kaayu masabtan, kay una lag di man gyud nila ayuhon pag pronounce.” (P6)

“Aw pagtudlo, kana gyung pag-answer. Usa gyud ng pag answer, kay ing anang mga parte og mga instructions sa module. Labi nag English and pangutana, kanang instruction sa module. Hala oi, unsani mani oy, unsa may pasabot aning ENGLISH na unsaon mani” (P9)

“Kay sa tinuod la maam, kanang us aka module-lan, di jud na namo mahuman sa us aka adalaw. Kay ag ahong apo, makasuwat la syag pila ka kuan, mutindog napod, magsuroy suroy, mabung napod ko og tawag . ali na Bhe, kay maayu nala nang makahuman tag module usa,sa us aka adlaw. Unya di man nako mapugos, kay human kaon, pakatugon nko aron mahayahay ang utok, unya kay magpalamin pod pahkatog, unya og paansweron, mangutanang unsa naming orasa nay.” (P5)

“Damo kaayu oy. Sama sa ingon na usahay, na dili la sama sa module nga kanang kuan, usahay way pagkaon. Mangita man tag pagkaon gyud. Di, sa kuan pa, aho sa gyud nang maundang pagtudlo sa ilaha kay unahon paman nako mangitag pagkaon. Sama nianang atong tiyan naga kurog kurog na so kinahanglan gyud ato sa undangon kadali ang module aron makakkaon sa ta kadali” (P10)

Theme 2: Emotional Stress

Almost all of the parents boldly described their emotional struggles being a functionally illiterate tutors during modular distance learning which are explicitly reflected below:

“Mura og, ang ahong buhaton, mura og muaksyon kg kapungot gamay. Labi na gayud og lawmlawm napod. Murag muingon ko na, Tabang pog pinsar dili kay ako ra imo pasagdan, basahon ng sentence, unya sabton nimo kung unsa to.” (7)

“Ang ahong gibati ana kanang mag atubang nako anang module no, murag kanang, lisud jud sya kaayu. Labi nag kanang lisud jud sya kaayu, labi nag bata nga di mutubag. Pungot. Pungot jud oi, labi nag imong pangutana nanakit na imong dinhi og yawyaw, KIni unsa mani, dili mutingog, haguie.” (P9)

“Murag naa pod koy kabalaka lage pod, nga ngano , na gihatag ni na obligasyon paras amoang mga nanay.” (P5)

“Oo, akong batiun oi.,kay kuan, makahunahuna ko na kung naka eskwela la kog tarong, nakatudlo unta kos akong anak. Makaana. Makahunahuna man gud ta og ana bahin ba.” (P3)

“Kuan, kanang, medyu nasakitan, kay syempre gusto ta mutabang unya di man gihapon ma. Wa man gyud tay matabang sa ila.” (P6)

“Uo, Muingon ko ana nah ala oi, dili nala unta ni nako usbon, ug usbon pod bangin muingon ang maestro na nanundog rman sguro nis answer key..” (P5)

“Luoy gad pod og di makahuman ang bata, lisud gad pod na maparehas atoa na wa ta kahuman og skwela, tapos ang bata mao pod. Sayang gad pod, kay ilaha ra gud na sa kuan nila, kana makamao pod sila og ilaha ba. Naglisud pod, kay di ta kamao mubasa tapos ang atong anak pod, di pod kamao. Looy gad, kay lisud man pod og di ka kamao muskwela kay, sige la kag tudlo, ang imong anak wa gisud sa utok.” (P2)

Theme 3 Responsiveness

Although the study participants experienced different struggles and challenges as a functionally illiterate tutor, most of them have embraced teaching responsibility in which their responsiveness can be described in terms of the following:

“Bisag para sa akong kaugalingon, mura bag imbis di nato kaya, paningkamutan nakong himuon kay naa naman ta ana na sitwasyon.” (P6)

“So mao to basahon sa iya Ate, unya og di makamao iya Ate, iya ipakuan sa silingan namo, iya ipatuon ba. Kung masakto gani, mubalik sya dire, iya ikuan sa papel. (P2)

“. Mangutana man ko sa akong kaubanan ba, mangutana ko.” (P3)

“Kanang og naa silay project, aho sila papaniguruon, na trabahua na kay kinahanglan na sa inyung skwlehanan” (P1)

“Unya og mag answer name, ako sa sya pabashon, kay wa man pod syay kamauhan og ako ra sigeg basa unya sya dili mukuan..akong tawgon , dire bhe dire, Basaha sa na aron makasabot ka. Unya mao na nga mag lisud pa

tawn sya pagbasa. Kanang mao nato magkuan name sa answer, pananglitan naay answeranan ako syang ipabasa sa iya usa mag answer. Unya karon human niyag basa, ako napod basahon pag usob aron makuan jud sya sa iyang utok ba. Unya muingon ko, halimbawa, letter ABCD ang answer..circle circle. Akong basahon pag usob, unya muana ko, Asa may answer ana bhe? Basaha basaha ha usa ka mukuan, makamao, makatuod man pod siya.” (P5)

“Mao na tudulan, mga mao na, trabahua na, in-ana, kay aron dili maglangan ang inyuhang pagkuan, nga naay pakahuwayan, dili nga hangtod na maghapon magtrabaho , naay diskanso, sa usa aka adlaw, maka duha la ka module, mao na ako gihang - yu sa ila. Kay lisud man jud kaayu og diha - diha dayun ipa ubos na , kay aron naa jud ikapahuway. Unya, kay mag langay langay, dili naho mapanginanuan, tua npod lain trabahuon niya , unya di halos makahuman, unya di na makapahuway.”(P1)

“Ahong pamaagi sa module kanang magsugod mi, basa sa. Basa mga bata, basa. Unya, binasahay na ngare, binasahay. Akong Grade 6 maglisud pa pagbasa, unya naa pay Grade 3 lisud pod pagbasa. Magpinaminaw kos ilang basa, dili mao. Ingon ko, dili man ron mao, kay ahong hunahuna ba mao man gud ron, pag tan-aw nako, aw mao jud. Ingon ko, nakamao man gani kong di ko kakita. Mga Filipino lage, mga tagalog, mga bisaya pero pag-abot sa English, gamay ra gyud ako mamauhan. “ (P9)

“Unya sa pagkuha sa mga dili antiguhan nila, unya naa poy naantiguhan nila, di makakuan ka, kami ra gihapon magpamilya nagtinabangay pag answer sa module. (P10)

“Mao nay ahong gikuan sa ahong mga anak ron nga bisag module, maningkamot mo kay para nis inyu kaugmaon. “ (P9)

Theme 4 Fulfillment

Most of the participants expressed their feeling of satisfaction as they responded to the call of being their own children’s tutor. These were illustrated through the following statements:

“Mura man pod kog, nalipay ko, na nakatabang kos ilaha, na nakamao ahong gitudlo sa ilaha, unya nasud nila, unya na answeran pod nila. “ (P1)

“Ok ra. Ok ra..di man ko ingon maitok kay malipay raman ko kay naa koy nahibaw –an gamay, kontras jud wa kay nasabtan, na kay perteng lisura. Ok ra malipay rako, basta nakatabang kos ako mga anak.” (P10)

“Aw malipay pod, kay makatudlo pod tawn tas ato anak. “ (P12)

“Aw kay ahong pagtudlo sa, iyaha, mura man pod siguro og makasibo kay naa man pod tay gamay gikantiguhan. Unya miingon man pod siya na, Inay sakto man pod ning imo, kay mangutana kong Ate. Pero di la lage ko mususwat, siya ra.” (P7)

Theme 5 Lack of Accountability

Some of the common responses from the participants was that they are lacking of accountability in their determination to help their children answer learning activities and complete their self-learning modules. Highlighted below are the responses united to this theme:

“Ako nla ipasa sa lain na may kabawo kay wa lage ko kabawo lage..” (P3)

“Unya kung dili masabtan, aho nalang ingnaon na paadtuan sa silingan , kay di man nako matudluan pag-ayu.” (P6)

“Mangarisgar nala gad sila, unsaon mana. Mangarisgar nala gyud sila pag answer.” (P8)

“Ang uban pod diha, naa man poy mga example. Mao nang masabtan pod. Naa man poy example sa module, mao nang makasabot pod.” (P13)

“Wa man ko nagtudlo sa ahong mga apo. Nagkuan raman ko, nagcopy raman ko sa answers key. Wa namn ko magtudlo.” (P14)

“Maglabad akong ulo, ingon ko, Da oi ato naman ning, muingon ko na, Da oi, obligasyon na man unta nis maestro. Kanang sa nanay naman hinuon na kuan, unya may rabag bahinan ta sa sweldo, “ (P5)

Theme 6 Positive Opportunities

Most of the valuable insights shared by the parents depicted that they were also benefited in their home tutorial experiences with their own children. They have reported that they were able to have learning opportunities shared with their children and they were having opportunities for parental involvement towards children’s learning.

Most of them described their claimed opportunities in the following terms:

“Pati pod ikaw pod mabal-an sad nimo. Nga, nga hadton nga nawa..na dili ka makuan sa mga kuan.. Pati pod ikaw murag, murag nagskwela pod ka. Oo, murag nagskwela pod ka og nag tudtud sa imo anak pod. Nga nagduha namo nag skwela.” (P3)

“Kay mao lage, ang ako nakuha, mura lage nadugangan ang ako kahibalo ba. Kay mura man mabaid siya kay magbasa ka diha unya kanang ug unsa ni ingon ana, mura mag makuan nimo na unsa kaha, unsa kaha ni. Murag imo gyud masabtan, Kadugayan imo man masabtan ki imo man hunahunaon na unsa kaha ni, unsa kahay kahulugan niani.” (P5)

“Dako kog kalahian maam. Ang ahong nakat-unan karon maam na lagas nako nga, ang akong nakat-unan sa una, mas labaw pa karon ang nakat unan nako nga lagas nako. Tungod sa mga leksyon sa mag bata nga lahi na kaayu sa among mga leksyon sa una og karon.” (P7)

“Sa duha, nahagit pod ko na makabalo pod sa module. Ingon ko mura pog ako ani nag skwela. Dili kay kamo ray nag skwela, ako pod nag skwela.” (P9)

“Malipay man ta og kita pod mutudlo sa ato anak, dili lain „kay og kita pod mutudlo, makuan pod nato og unsay dagan pod sato anak ba, pagbasa.” (P2)

“Kahibawo ka day no, bisag hinay ko, hinay ko mubasa, dili man ingon na ako dili kamao mubasa. Pero bisan unsaon paningkamutan gihapon, naa gihapoy nahibaw-an para sa ako mga anak. Na ipakita sa ila nan aa koy naantiguan gamay. Bisan paman pobre me, maningkamot gihapon ko ipakita nako sa akong mga anak nga nakatabang ko sa ilaha.” (P10)

Theme 6 Educational Value

Based on the blended home tutorial experiences of the participants, they were able to reflect on the significance of education. Some of their profound reflection on the importance of education are stated below:

“Nakuan ko diana sa pag tudlo naho sa mga bata nga, pait na dili, wa jud tay grado pag-ayu..nga way ikatabang og wa tay grado. Nakaingon najud ko na, matay kaniare og gipa eskwela la jud ko ,

makatabang kos ahong mga apo og mga anak. (P1)

“Maoy ahong nakuanan nga, nga dili sila mapareha sa ako na dili kasabot og English, dili kamao mubasa og English. Danay magyawayaw ko sa ila, na paningkamot mo kay ayaw mo panundog sa ako , nga mao rani ako nahuman. Kamo paningkamot mo aron mahuman.” (P9)

“Gusto nako na maningkamot sila na dili sila mapareho nako na gamay rag grado. Gusto ko na mas labaw pa sila sa ako na nahibaw-an, na damo silag nakit-an sa uban nga mas taas pa ang ilahang mga maabtan pa, na gusto nilang maabot. Gusto naho na maningkamot sila. Mao ran a akong pangarap sa ilaha.” (P10)

“Aw kining wa makahuman og skwela , lisud kaayu. Mas maayu gyud to nakahuman og skwela ba, para makakuan pagtudlo sa mga anak.” (P13)

“Manigurog eskwela nga mkatapos para pag-abot, magkapamilya man gyud. Para ang iyang pamilya dili pod maglisud. Makatrabaho sya pag maayu. Mao na, mao na ang pangandoy nahos ahong anak.

“(P13)

In summary, the seven themes generated in this study are the following: Difficulties, Emotional Stress, Responsiveness, Fulfillment, Lack of Accountability, Positive Opportunities and Educational Value.

Hypotheses and Propositions

Theme 1: Difficulties

Theme 2: Emotional Stress

Hypothesis 1: Most parents who are functionally illiterate are experiencing difficulties and emotional stress in conducting home-tutorials with their children.

Propositions 1: Home-tutorial plights are the threats of functional illiterate parents as they assume the role of a teacher in this pandemic time.

Theme 3: Responsiveness

Hypothesis 2: Most of functional Illiterate parents are responsive on helping their children with their self-learning modules.

Propositions 2: Functional Illiterate parents are embracing the responsibility of being a surrogate

teacher in this Modular Distance Learning modality.

Theme 3: Responsiveness

Theme 4: Fulfillment

Hypothesis 3: Functional Illiterate parents are immensely satisfied with the learning assistance provided in their home-tutorial experiences.

Propositions 3: The functional illiterate parents' quality of being responsive greatly affect their level of satisfaction as an emergency teacher.

Theme 5: Lack of Accountability

Hypothesis 4: Functional Illiterate parents are showing lack of accountability in tutoring their own children.

Propositions 4: Functional illiterate parents are confronted with their educational weakness in undertaking the teacher's responsibility.

Theme 6: Positive Opportunities

Hypothesis 5: The home-tutorial experiences of functional illiterate parents create learning opportunities and strengthened parental involvement in this time of crisis.

Propositions 5: Amidst the educational crisis, the home-tutorial experiences greatly benefited functional illiterate parents.

Theme 7: Educational Value

Hypothesis 6: The home-tutorial experiences of functional illiterate parents give a reflection on the significance of education.

Propositions 6: The assumption of functional illiterate parents on the role of teachers in these trying times teaches educational value.

Theory

Functional Illiterate parents are confronted with multicolored home-tutorial experiences. As viewed in a wide perspective, a functional illiterate tutor is concluded to experience *strengths, weaknesses, opportunities and threats* as they combat Modular Distance Learning modality immersed in this pandemic time.

Despite the threats (difficulties and emotional stress) accumulated through home-tutorial experiences, functional illiterate parents are significantly responsive in managing the Modular Distance Learning modality of their children. Thus, create a feeling of fulfillment as emergency teachers in these trying times. Subsequently, given their weakness (lack of accountability), functional illiterate tutors gained positive opportunities such as learning and parental involvement opportunities in assuming the role of the teachers in this time of educational crisis. Hence, growing a reflection on the importance of education in the life of individuals, particularly in trying times.

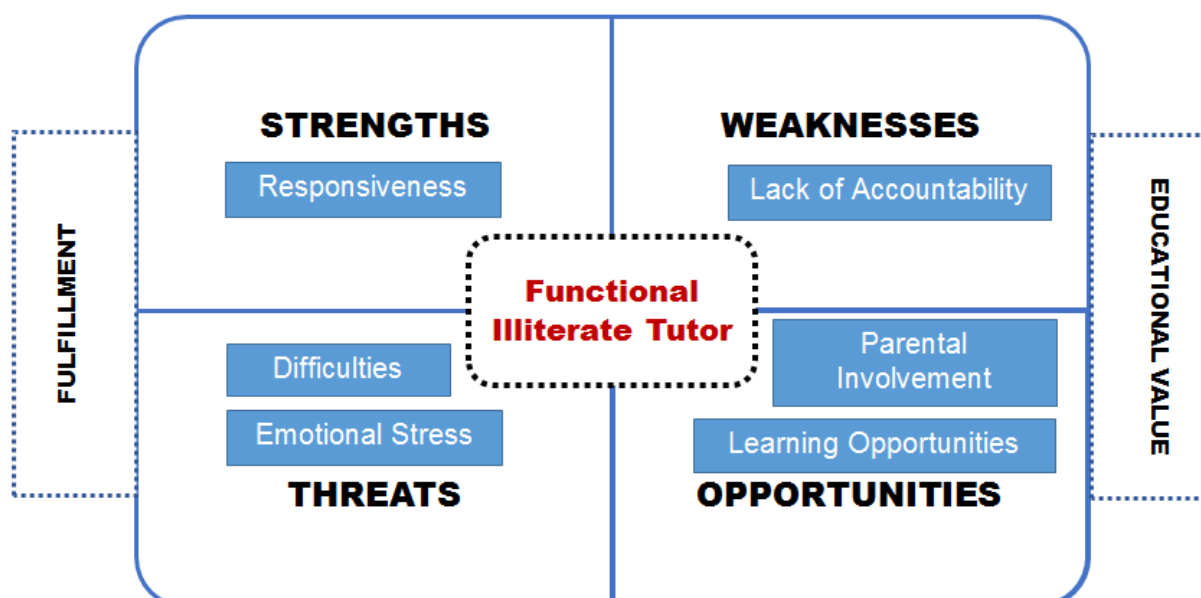


Figure 1 Mercader's Theory of being Functional Illiterate Tutor

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