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The Accidental Educator: Role Transformation in Home-Based Learning

Yvette L. Sardido
Cebu Technological University – Argao Campus
yvette.llegunas@deped.gov.ph

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ABSTRACT

This transcendental phenomenological study examined the lived experiences of parents who became frontline instructional facilitators during the implementation of Alternative Delivery Modalities (ADM) at Tabayag Elementary School, Argao, Cebu, in School Year 2025–2026. Guided by Husserlian phenomenology and Epstein's framework of parental involvement, the study explored parents' daily experiences, transition into para-teacher roles, perceptions of instructional competence, and proposed forms of institutional support. Fifteen purposively selected parents or primary caregivers of Grades 1–3 learners participated in individual, semi-structured interviews conducted in Cebuano. Interview accounts were transcribed, reviewed with participants, and analyzed following Moustakas' procedures of epoche, horizontalization, clustering of meanings, and synthesis of textural and structural descriptions. The findings identified competing caregiving, livelihood, and instructional responsibilities; emotional and pedagogical strain; and constraints involving content knowledge, time, learning resources, and children's behavior. Parents nevertheless adopted time-management routines, simplified or translated lessons into Cebuano, sought help from teachers and neighbors, and developed greater confidence and appreciation of shared educational responsibility. These experiences informed a proposed Parent Support and Empowerment Program emphasizing instructional training, accessible learning resources, communication, psychosocial assistance, community partnerships, monitoring, and early literacy support. The study concludes that parents acted as indispensable linguistic and instructional bridges in home-based learning, although sustained participation requires structured and context-responsive school support.

Keywords: *alternative delivery modalities; home-based learning; parental role transformation; para-teachers; transcendental phenomenology; home–school partnership*

INTRODUCTION

Effective partnerships between families and schools support educational continuity by connecting classroom expectations with the learning conditions children encounter at home. Parental involvement has been associated with sustained engagement and constructive relationships among families, educators, and communities (Đurišić & Bunijevac, 2017; Epstein, 2009). Under Alternative Delivery Modalities (ADM), however, parental participation extends beyond supervising homework or encouraging attendance. When instruction is delivered through printed modules or other flexible arrangements, parents may have to interpret learning tasks, explain concepts, monitor activities, and respond to difficulties that would ordinarily receive direct teacher guidance.

This expansion of responsibility was especially consequential for families with children in Grades 1–3. Early-grade learners rely on adults for reading instructions, managing tasks, maintaining attention, and understanding unfamiliar materials. Philippine research on distance learning has documented the practical difficulties parents experience when the home becomes a major learning site (Agaton & Cueto, 2021). Related

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studies described problems with balancing paid work and teaching responsibilities, securing suitable materials, and responding to children's learning needs (Bhamani et al., 2020; Garbe et al., 2020). These pressures complicate assumptions that learning support can be transferred to households without corresponding guidance.

At Tabayag Elementary School, an upland public school in Argao, Cebu, home-based ADM activities operated within a rural context marked by transportation, connectivity, and economic constraints. The thesis documents households using printed self-learning modules while parents simultaneously managed caregiving, domestic tasks, and livelihood responsibilities. Studies of young children's remote learning similarly found that parents' attitudes and participation were influenced by limitations in time, technological access, and preparation for instructional support (Dong et al., 2020). These structural conditions make parental capacity an equity concern rather than solely a question of motivation.

Although scholarship has examined home learning and parental involvement, less attention has been directed to the meaning parents attach to an unanticipated transformation into para-teachers, particularly in rural Philippine early-grade settings. The central gap addressed by this study was not simply whether parents assisted their children but how they lived through the shift in responsibility, managed its emotional and instructional demands, and reconstructed their sense of competence and partnership with the school. A phenomenological perspective makes it possible to foreground the meanings shared by those directly experiencing this transition (Moustakas, 1994; Creswell & Poth, 2016).

Accordingly, the study examined four connected concerns: parents' lived experiences during ADM implementation; the meaning of their transition into frontline home-based instructional facilitators; the influence of school expectations on their perceived educational competence; and the support program that could be proposed from their accounts. The contribution lies in showing how instructional burden, adaptation, identity, and family–school collaboration coexist within a specific rural learning environment and in translating those insights into an actionable, context-responsive school-level proposal.

Literature Review

Parental involvement and home–school partnership

Parental participation is often characterized as a shared responsibility among families, schools, and communities. Epstein's (2009) framework describes interconnected forms of involvement, including parenting, communicating, learning at home, decision-making, volunteering, and collaboration with the community. In the present study, learning at home was especially salient because responsibilities previously centered on classroom instruction were mediated directly by caregivers. The framework therefore served as an interpretive lens for understanding changes in parents' participation, not as a predetermined set of themes imposed on their accounts.

Đurišić and Bunijevac (2017) emphasized that meaningful parental involvement depends on active cooperation with schools rather than occasional participation alone. In ADM settings, this cooperation becomes practical and immediate: parents require comprehensible module instructions, timely clarification, and a dependable means of communicating difficulties to teachers. Philippine evidence also indicates that a rapid move to home-based learning exposes limitations in resources and creates new responsibilities for parents (Agaton & Cueto, 2021). Effective partnerships therefore involve institutional provision of guidance as well as parental effort.

These accounts suggest that parents' willingness to support their children does not automatically translate into instructional confidence. When school requirements are delivered into households without sufficient orientation, parents may become de facto facilitators while remaining uncertain about teaching methods and expectations. The literature thus supports examining parents as educational partners whose roles, capabilities, and support needs develop through continued interaction with teachers (Epstein, 2009; Garbe et al., 2020).

Role transformation and the experience of teaching at home

The movement from caregiver to instructional facilitator is a meaningful change in social role. Parents may be asked to interpret lessons, pace activities, check outputs, and motivate children while continuing their

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obligations as wage earners, homemakers, and family members. Garbe et al. (2020) documented difficulties relating to responsibility balancing, access to learning resources, and learner motivation during remote learning. Bhamani et al. (2020) similarly illustrated how the organization of family life changed when educational activities were brought into the home.

Within Bronfenbrenner's (1979) ecological perspective, home and school are interacting settings that shape the child's developmental experience. When ADM makes the household the primary setting for learning tasks, educational expectations become deeply intertwined with family schedules, livelihood, and relationships. This insight does not mean that all parents respond similarly: personal educational experience, access to assistance, and material circumstances influence how the role is experienced. A phenomenological approach is suitable for distinguishing these different textures of the same broad transition (Moustakas, 1994).

A further dimension of role transformation is the meaning parents derive from their efforts. Parents may encounter anxiety and exhaustion but also satisfaction from helping children understand a lesson or from spending more time with them. Family resilience literature highlights the importance of adaptive processes under shared stress (Prime et al., 2020), while stress-and-coping theory describes how individuals respond through practical problem-solving and emotional adjustment (Lazarus & Folkman, 1984). Together, these ideas help contextualize the coexistence of burden and fulfillment within home-based learning.

Instructional demands, resource constraints, and adaptive practices

Home-based instruction requires adults to explain content using language and examples accessible to young learners. Where printed materials are dense or instructions are unclear, limited content mastery can produce insecurity about teaching accurately. Dong et al. (2020) reported that parental concerns in young children's online learning included preparation, time, and confidence. Studies of parental home learning also highlighted access to devices and materials as persistent obstacles that could constrain learning opportunities (Agaton & Cueto, 2021; Bhamani et al., 2020).

Parents may respond by adapting schedules, breaking tasks into manageable parts, seeking clarification, or translating explanations into the child's more familiar language. These forms of informal instructional scaffolding are compatible with Vygotsky's (1978) emphasis on assisted learning through social interaction. They also draw attention to cognitive demands: when tasks are difficult to interpret or contain too much unfamiliar information, parents and children may struggle to manage them effectively (Sweller, 1988). Accessible guides and teacher support can reduce unnecessary difficulty without treating parents as professional substitutes for teachers.

The literature also underscores the emotional character of these efforts. Stress may accumulate when adults must maintain income and domestic responsibilities while addressing a child's frustration or lack of motivation. Research on parental and family adjustment indicates that supportive relationships and manageable expectations are relevant to sustaining engagement (Chung et al., 2022; Prime et al., 2020). In geographically isolated settings, shared resources and peer or community support may be particularly important complements to formal school communication.

Perceived competence and context-responsive parent support

Instructional competence in this study concerns parents' perceptions of being able to explain lessons, encourage learning, and adjust when difficulties arise. Bandura's (1997) account of self-efficacy provides a useful lens for understanding why successful attempts to guide a child may strengthen confidence even while subject-matter limitations remain. Perceived competence should not be confused with formal teacher qualification, nor should increased confidence be taken as evidence of measured gains in student performance.

School–family collaboration can support this developing confidence through clear instructions, short demonstrations, parent-friendly learning materials, and consultation channels. Epstein's (2009) partnership framework situates these supports within regular communication and collective responsibility. The study also considered the importance of emotional and social assistance, since resilience depends not only on individual effort but also on the relationships and resources families can mobilize (Prime et al., 2020).

Taken together, the literature indicates a need to study the parent-as-facilitator role as a lived, context-dependent experience. It also suggests that a school-based intervention should be based on parents' expressed

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needs rather than a universal assumption about readiness or resources. For this reason, the current research connected phenomenological descriptions of parents' experiences to a proposed Parent Support and Empowerment Program, with particular attention to early-grade instruction and the rural language and learning environment of Tabayag.

METHODS

Research Design

The study employed Husserlian transcendental phenomenology to describe and synthesize the shared essence of parents' experiences as frontline instructional facilitators under ADM. This design was appropriate because the inquiry focused on what parents experienced and how they made sense of the transformation from ordinary caregiving to direct learning support. The analysis followed Moustakas' (1994) approach, emphasizing epoche, significant statements, thematic clustering, and the synthesis of textural and structural descriptions. The researcher drew on Epstein's (2009) involvement framework as a guiding interpretive perspective while seeking to privilege participants' own accounts.

Research Locale

Research was conducted at Tabayag Elementary School, an upland public elementary school in Argao, Cebu, during School Year 2025–2026. The locale was selected because many households used printed self-learning modules and encountered challenges associated with distance, transportation, limited internet access, livelihood requirements, and restricted instructional resources. The rural context enabled close examination of how educational expectations were negotiated within everyday family life.

Participants and Sampling Technique

Fifteen parents or primary caregivers of learners in Grades 1–3 were selected purposively. Eligible participants directly guided children in completing modules and learning activities, participated in module distribution or submission routines, and voluntarily agreed to discuss their experiences. The early-grade focus reflected the greater dependence of these learners on adult assistance with instructions and learning tasks. The thesis reported that the final sample of 15 was guided by saturation, with no further significant meanings emerging from the interviews (Creswell & Poth, 2016; Etikan et al., 2016).

Research Instrument

The researcher used a self-developed semi-structured interview guide with open-ended questions and follow-up prompts. The instrument explored everyday experiences, role transition, teaching challenges, time management, coping strategies, communication with teachers, perceptions of competence, and suggested forms of support. Expert reviewers assessed the guide for clarity, relevance, coherence, and alignment with the research objectives; revisions were made to questions and prompts. The thesis reported an acceptable Content Validity Index but did not specify its numerical value. Semi-structured interviewing allowed participants to narrate their experiences while maintaining coverage of the research concerns (Adeoye-Olatunde & Olenik, 2021; Knott et al., 2022).

Data Gathering Procedure

Permission from relevant school authorities was obtained before interviews were arranged. Each participant was oriented on the aims, procedures, confidentiality safeguards, and voluntary nature of participation, and informed consent was secured. Interviews were conducted individually in Cebuano to support clear and comfortable expression. With consent, conversations were audio-recorded; the researcher also maintained reflexive notes and limited contextual documentation. The recordings were transcribed and translated when needed. Participants reviewed their transcripts and thematic summaries through member checking to confirm whether the accounts and interpretations conveyed their intended meanings.

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Data Analysis

Analysis followed the transcendental phenomenological sequence described by Moustakas (1994). The researcher first engaged in epoche by bracketing assumptions informed by experience as both a teacher and parent. Significant nonrepetitive statements were then identified through horizontalization, grouped into meaning units, and clustered into themes responsive to the study questions. Textural descriptions documented what participants experienced; structural descriptions examined the conditions through which the experiences occurred. Their synthesis yielded the shared essence of parents' changing roles in ADM. A reflexive journal, thematic records, and an audit trail supported transparency, while member checking strengthened credibility (Alhazmi & Kaufmann, 2022; Cleland, 2017).

Ethical Consideration and Trustworthiness

Ethical procedures included informed consent, voluntary participation, respect for withdrawal, confidential treatment of recordings and transcripts, and the use of participant identifiers such as P1 and P15 in reporting illustrative accounts. Interview encounters were deliberately non-evaluative so that parents would not perceive their responses as judgments of their teaching ability. Credibility was supported by member checking and sustained engagement; dependability and confirmability by documented procedures, bracketing, reflexive journaling, and an audit trail; and transferability by detailed description of the locale and participant experiences (Orb et al., 2001; Moustakas, 1994).

RESULTS AND DISCUSSION

The participants' accounts were organized according to the study's four concerns. The results are qualitative themes rather than frequency estimates or statistical comparisons. The tables retain the thematic structures and representative voices in the thesis, with participant labels used in place of names.

Parents' lived experiences during ADM implementation

Three thematic clusters summarized the first research concern: negotiating parental roles and responsibilities, navigating emotional and instructional challenges, and sustaining commitment through adaptive and meaningful engagement. Parents reported that work, caregiving, and household duties frequently competed with the time needed for learning activities. P10 captured this overlap in the phrase "Mama pa ka then maestra pa gyud ka" (you are both a mother and a teacher), while P1 explained limited availability because of work. Such accounts are consistent with studies describing responsibility balancing as a major obstacle in home learning (Agaton & Cueto, 2021; Garbe et al., 2020).

Emotional and material difficulties operated together. Participants referred to fatigue, unfamiliar topics, children's behavior, and shared devices: P12 described topics not previously learned, and P1 reported that the household had only one cellphone. However, parents also described adjusting to the situation, prioritizing the child's learning, planning routines, and seeking clarification from teachers. The accounts resemble forms of coping involving both emotional regulation and practical problem-solving (Lazarus & Folkman, 1984). The same experiences could be exhausting and personally meaningful, including the satisfaction of shared learning and strengthened parent–child connection (Bhamani et al., 2020; Prime et al., 2020).

Table 1. *Thematic analysis of parents lived experiences during ADM*

Thematic cluster	Theme	Illustrative parent account
Negotiating roles	Balancing multiple roles and responsibilities	"Mama pa ka then maestra pa gyud ka" [Mother and teacher] (P10).
Negotiating roles	Prioritizing children's educational needs	"Unahon sa nako og tudlo usa ko magbuhat sa mga buluhaton sa balay" [Teach before chores] (P9).
Emotional and instructional challenges	Emotional strain and resilience	"Lisod, kapoy" [Difficult and exhausting] (P11); adjustment over time (P15).

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Emotional and instructional challenges	Teaching and learning difficulties	"Lisod ang uban nga topics kay wala naagian sauna" [Unfamiliar topics] (P12).
Adaptive and meaningful engagement	Adaptive home-learning strategies	"Importante ang time management" [Time management is important] (P10).
Adaptive and meaningful engagement	Meaning and value in participation	"Maka bonding mi samtang mag-answer siya" [We bond while doing work] (P2).

The findings indicate that parental involvement was not a single stable activity but a continually negotiated arrangement within the household. Through the ecological lens of home and school as interacting settings, the demands of ADM converged in family routines and influenced how parents could provide assistance (Bronfenbrenner, 1979). This suggests that schools should recognize differing parental circumstances when scheduling learning tasks, designing modules, and organizing consultations.

Transition into para-teacher roles and the meaning of participation

The second research concern highlighted a shift in identity: participants no longer saw themselves only as caregivers but increasingly as the immediate educators who helped translate school expectations into practical learning tasks. P13 described feeling like a "proxy educator," while P4 referred to being the child's "second teacher at home." Parents also recognized that instruction was a shared undertaking rather than a responsibility left entirely to teachers. At the same time, this new identity generated pressure and anxiety where professional preparation was lacking.

Parents did not simply replace teachers. Their everyday practices included guiding rather than completing tasks, using Cebuano explanations, monitoring progress, and asking teachers, neighbors, or online resources for clarification. P7 explained, "Akoa siyang i-guide dili ako'y mo buhat" (I guide, I do not do the work), and P5 described simplifying lessons by translating them into Bisaya. These practices exemplify social mediation of learning through familiar language and supportive interaction (Vygotsky, 1978). The role was therefore instructional, linguistic, motivational, and relational, often performed under substantial constraints.

Table 2. *Thematic analysis of parents' transition into para-teacher roles*

Thematic cluster	Theme	Illustrative parent account
Reconstructing parental identity	Role transition and identity reconstruction	"I feel like a proxy educator" (P13).
Reconstructing parental identity	Shared educational responsibility	Parents are important partners of teachers in children's learning (P15).
Emotional and instructional demands	Pressure, anxiety, and self-doubt	"Pressured kay dili man ko teacher" [I feel pressured because I am not a teacher] (P2).
Emotional and instructional demands	Emotional struggle and fulfillment	"Exhausting but meaningful" (P12).
Emotional and instructional demands	Constraints in performing the role	Children may not listen or stay focused (P11).
Collaborative and adaptive engagement	Instructional support and active engagement	"Akoa siyang i-guide dili ako'y mo buhat" [I guide without doing it for the child] (P7).
Collaborative and adaptive engagement	Resourcefulness and help-seeking	"Moadto sa silingan para magpatabang" [Ask neighbors for help] (P8).

The para-teacher label thus describes an experienced role transition, not a credential or a claim that parents achieved professional teaching competence. It identifies the considerable instructional labor families contributed to ADM and the need to make this labor sustainable. Epstein's (2009) partnership perspective implies that parents' intensified role should be met with accessible school communication and reciprocal support rather than the transfer of responsibility without guidance.

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School expectations and parents' perceptions of instructional competence

The third concern focused on how school demands influenced parents' views of their own capacity. Several participants described growing confidence as they repeatedly helped children understand lessons. P15 stated, "Nadiskubre nako nga kaya nako motudlo bisan lisod usahay" (I discovered that I could teach even when it was sometimes difficult). Parents also expressed increased patience, empathy, and appreciation of the work of teaching. Repeated experiences of handling learning tasks help explain the development of self-efficacy as a belief in one's capability to perform particular actions (Bandura, 1997).

These gains did not eliminate substantive limitations. Parents continued to struggle with unfamiliar content, reading-related difficulties, children's resistance, distraction, and competing work schedules. P1 regarded time as the greatest challenge; P15 identified complex explanations as particularly difficult. This contrast is central to the findings: greater confidence and a stronger educational identity coexisted with continuing constraints in knowledge, resources, and time. The study therefore does not demonstrate that parents became equivalent to professional teachers or that student achievement improved as a result of their participation.

Table 3. *Themes concerning parents perceived educational competence*

Thematic cluster	Theme	Illustrative parent account
Educational self-efficacy	Developing teaching confidence	"Nadiskubre nako nga kaya nako motudlo bisan lisod usahay" (P15).
Educational self-efficacy	Appreciating parental educational roles	Parents have an important role alongside teachers (P15).
Educational self-efficacy	Patience and emotional regulation	"Gi-test ang akoang patience" [My patience was tested] (P2).
Instructional limitations	Subject knowledge and explanation	"Lisod ang pag explain sa lisod nga lesson" [Difficult lessons are hard to explain] (P15).
Instructional limitations	Behavior and time constraints	"Time ang pinakadako nga challenge" [Time is the biggest challenge] (P1).
Adaptive learning and resilience	Problem-solving and shared learning	"Dungan mi nga nakasabot sa leksyon" [We learned the lesson together] (P14).
Adaptive learning and resilience	Coping mechanisms	Patient explanation (P2) and task prioritization (P9).

The tension between emerging confidence and persistent instructional uncertainty suggests that schools should provide developmental rather than evaluative support. Demonstrations of scaffolding, clear instructions in a language parents readily understand, and brief teacher consultations can help caregivers assist appropriately without assuming full curricular responsibility. Such supports also acknowledge cognitive demands that arise when unfamiliar information must be interpreted under time pressure (Sweller, 1988).

Parents' proposed support needs and the PSEP intervention

The fourth concern asked parents what forms of support would strengthen ADM implementation. Their suggestions clustered around instructional capacity, collaborative learning environments, and institutional mechanisms for sustained participation. Participants called for teaching orientations, complete and simplified modules, foundational reading support, active communication channels, psychosocial sharing, local peer assistance, monitoring, and encouragement or recognition for participation. P12 requested guidance on how to teach children, P2 proposed short teacher voice messages, and P15 proposed a support group for parents.

These responses provided the basis for the proposed Parent Support and Empowerment Program (PSEP), a context-responsive school intervention rather than an evaluated treatment. The proposal integrates Cebuano/Bisaya-based orientations and guides, parent scaffolding workshops, teacher mentoring, wellness circles, purok-level collaboration, adaptive scheduling support, and literacy activities for early-grade learners. Its design aligns with the need for reciprocal home–school communication in parental involvement (Epstein, 2009) and the importance of family resilience and local support networks (Prime et al., 2020; UNESCO, 2020).

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Table 4. *Thematic analysis of suggested parental support measures*

Support cluster	Suggested measure	Illustrative parent account
Instructional capacity	Parent training and orientation	"Kinahanglan mi nga i-train unya orientation" [We need training and orientation] (P10).
Instructional capacity	Accessible contextualized resources	"Kinahanglan og klaro nga instructions" [Clear instructions are needed] (P2).
Instructional capacity	Foundational literacy support	A program so that children can read well (P6).
Collaborative ecosystem	Home–school communication	Teachers could send short voice messages (P2); active group chat (P11).
Collaborative ecosystem	Psychosocial and peer support	"Support group alang sa mga ginikanan" [Parent support group] (P15).
Collaborative ecosystem	Community-based support	"Pa tapukon sa purok ang parents" [Gather parents in the purok] (P1).
Institutional mechanisms	Monitoring and guidance	Teachers should monitor and guide parents (P7).
Institutional mechanisms	Recognition and incentives	Certificates or small rewards (P12); possible subsidy (P1).

PSEP was framed as an eight-component proposal, with responsibility shared among school heads, teachers, guidance personnel, parents, and barangay stakeholders. The original implementation plan included monthly scaffolding workshops, weekly instructional mentoring, quarterly community coordination, continuous literacy practice, and printed or translated materials as needed. The thesis also proposed a PHP 35,000 indicative budget covering handbooks, training aids, refreshments, communication materials, reading resources, documentation, transportation, and contingency; this amount is a proposed allocation, not an expenditure or an assessed cost-effectiveness result.

Table 5. *Condensed implementation plan for the proposed Parent Support and Empowerment Program*

Program component	Principal activity	Proposed delivery
Parent orientation	Clarify ADM roles; distribute Cebuano/Bisaya handbook	First quarter; school head and teachers
Scaffolding workshops	Demonstrate step-by-step teaching and early-grade support	Monthly; teachers and parents
Parent-friendly module guides	Prepare simplified explanations and learning aids	Quarterly/as needed; teachers and resource team
Wellness support circles	Support sharing and stress-management activities	Monthly; guidance personnel and parents
Teacher–parent mentoring	Provide consultation, module clarification, feedback	Weekly/ongoing; teachers and parents
Community partnerships	Organize purok-level groups and volunteer assistance	Quarterly; school and barangay officials
Time-management support	Support feasible study schedules around family work	Quarterly; teachers and parents
Home-based literacy	Guide reading, comprehension, and independent habits	Continuous; parents, learners, reading teachers

The program proposes monitoring through parent feedback, workshop attendance, teacher observations, consultation records, learner-task tracking, and periodic reflection on parental confidence. These indicators are prospective and were not measured as intervention outcomes in the present study. The findings support piloting and evaluating the program, not concluding that it has already improved parental competence or learner performance.

Across all concerns, the phenomenological essence was a transition marked by expanding duties, emotional and instructional strain, adaptive agency, and growing recognition of shared responsibility. The study is confined to 15 purposively selected caregivers at a single rural elementary school and relies on self-reported

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interview accounts. It therefore supports contextual understanding and potential transfer to comparable settings through thick description, not statistical generalization or causal claims about PSEP effectiveness.

CONCLUSION

The study revealed that parents at Tabayag Elementary School experienced ADM as a transformative expansion of their educational role. While continuing to work, provide care, and manage households, they became the immediate facilitators of instructional tasks for young children. Their accounts described fatigue, anxiety, uneven content knowledge, limited resources, and difficulties balancing responsibilities; they also described resilience, adjustment, closer engagement with their children, and a growing sense of capability and partnership with teachers.

A central contribution of the study is the identification of parents as linguistic and instructional bridges between school modules and learners' comprehension. Translating lessons into Cebuano, simplifying explanations, establishing learning routines, and seeking support represented practical ways of sustaining home-based learning. Nevertheless, greater self-efficacy did not remove the need for school guidance or the unequal conditions in which families supported learning. The proposed PSEP consequently reflects a shift from relying on parental improvisation to creating a deliberate, responsive partnership among schools, families, and communities.

Because the research captured qualitative experiences in one rural setting, its conclusions describe the meaning and structure of parental participation rather than measured academic effects or generalized outcomes. The intervention remains a proposed output for subsequent piloting, implementation, and evaluation.

Recommendation

School administrators and district supervisors may pilot PSEP as a school-level parent-engagement initiative and allocate suitable resources for orientation, teacher mentoring, localized instructional materials, and accessible communication. Teachers may provide short Cebuano/Bisaya explanations, simplified module guidance, scaffolded examples for early-grade reading and numeracy, and consistent avenues for questions. Families and parent groups may establish feasible learning routines and peer-support arrangements, while barangay leaders and community stakeholders may support purok-based meetings, learning assistance, and access to printed resources.

At the system level, education offices may consider the practical burdens that home-based instruction places on families when preparing flexible-learning guidance, resource provision, and continuity plans. Future studies may examine parents' experiences in other settings and include teachers and learners to broaden contextual understanding. A subsequent evaluation should assess PSEP implementation, acceptability, feasibility, parental confidence, and learner-related indicators before making effectiveness claims.

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