

Experiences of Parents as Para-Teachers to their Elementary Children

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Abstract: This study aimed to describe the experiences of parents as para-teachers of their child's education at home that would serve as basis to improve the delivery of primary education instruction. The participants were the ten parents of learners enrolled in a public elementary school, utilizing exploratory case study design to explore the experiences of the parents. A semi-structured interview guide was used to gather the data. Ethical considerations were observed in data collection. The themes were extracted using thematic content analysis. The findings were: time constraint, inattentive child, and unskillful parents are the challenges encountered by the participants; their coping mechanisms with the challenges encountered are strong partnerships are established, discipline is strongly implemented, different types of motivation are applied, initiative disposition is developed, and personal attributes are amplified; and strengthening of stakeholders' partnership, capacitating parent's basic instructional skills, and improving parental behavior management strategies are the insights derived from the experiences of the parents.

Keywords: Challenges, Coping Mechanisms, Insights, Para-Teachers, Partnerships

A. Introduction

The experiences of parents acting as para-teachers for their children's education present unique challenges across different cultural contexts, including the USA, Asia, and the Philippines. In the USA, parents often grapple with balancing work and educational support due to the high demands of their professional and personal lives, compounded by limited access to educational resources for home-based learning (Garcia & Weiss, 2019). In Asia, cultural expectations and academic pressures can exacerbate the stress on parents, as they strive to meet rigorous educational standards while managing household responsibilities and supporting their children's academic endeavors (Liu & Onwuegbuzie, 2020). In the Philippine context, socioeconomic factors and limited access to technology further complicate the role of parents as para-teachers, making it

challenging to provide consistent and effective educational support at home (Yamamoto & Karwowski, 2019). These issues highlight the need for targeted support systems and resources to assist parents in navigating their dual roles, ensuring that children receive the necessary educational guidance irrespective of their geographical location.

The decision to conduct a study on the experiences of parents as para-teachers of their child's education using a qualitative phenomenological inquiry stems from a notable research gap in existing literature. Despite the increasing involvement of parents in home-based education, particularly highlighted during the global shift to remote learning, comprehensive studies exploring these experiences through a phenomenological lens are scarce. This methodology is essential to capture the nuanced, lived experiences of parents, providing in-depth insights into their challenges, coping mechanisms, and overall impact on their children's learning. Current research predominantly focuses on quantitative analyses or specific aspects of parental involvement, leaving a significant void in understanding the holistic and subjective experiences of parents as para-teachers. Addressing this gap is crucial for developing effective support systems and educational policies that acknowledge and mitigate the unique difficulties faced by parents in this dual role, particularly in diverse cultural and socioeconomic contexts.

Meanwhile, the state-of-the-art aspect of conducting a study on the experiences of parents as para-teachers of their child's education involves utilizing contemporary qualitative research methodologies to capture the depth and complexity of these experiences. Phenomenological inquiry, in particular, is well-suited for this purpose as it seeks to understand the essence of lived experiences from the perspective of those who experience them (Moustakas, 1994). Recent advancements in qualitative data analysis tools, such as NVivo and MAXQDA, allow for more rigorous and systematic examination of interview transcripts and observational data, ensuring comprehensive and credible findings (Salmons, 2019). Moreover, the increasing availability of virtual communication platforms facilitates broader and more inclusive participation from diverse demographic backgrounds, enhancing the richness and generalizability of the study. By employing these cutting-edge qualitative techniques, researchers can uncover deep insights into the multifaceted roles and challenges parents face, ultimately informing more effective educational policies and support mechanisms.

Further, the novelty aspect of conducting a study on the experiences of parents as para-teachers of their child's education lies in its unique approach to understanding the intricate dynamics of home-based learning through a qualitative phenomenological lens. Unlike previous research that often focuses on quantitative outcomes or specific educational interventions, this study aims to delve deeply into the lived experiences of parents, providing rich, nuanced insights that are currently underexplored in

educational literature. According to Creswell and Poth (2018), phenomenological research offers a profound understanding of the human experiences and perceptions that quantitative methods may overlook. This study's focus on capturing the emotional, psychological, and practical challenges faced by parents, as well as their coping mechanisms and adaptations, contributes original findings to the field. By exploring these dimensions in the context of diverse cultural and socioeconomic backgrounds, particularly during the unprecedented times of the COVID-19 pandemic, this research addresses a critical gap and adds a novel perspective to the discourse on parental involvement in education.

Furthermore, the social relevance of conducting a study on the experiences of parents as para-teachers of their child's education is profound, especially in light of the increased reliance on home-based learning due to the COVID-19 pandemic. This research sheds light on the crucial role parents play in their children's education, highlighting the challenges and successes they encounter in this dual role. Understanding these experiences is essential for developing effective support systems and policies that can assist parents in managing their responsibilities without compromising their well-being or their children's educational outcomes. By capturing the diverse experiences of parents from various socioeconomic and cultural backgrounds, the study provides insights that can inform tailored interventions and resources to support home-based learning. Additionally, the findings can foster greater community and institutional recognition of the importance of parental involvement in education, ultimately promoting more inclusive and supportive educational environments that benefit both parents and children.

This study aimed to describe the experiences of parents as para-teachers of their elementary child's education that would serve as basis to improve the delivery of primary education instruction. Further, this study explored the following questions:

1. What are the challenges encountered by parents in their roles as para-teachers in their child at home?
2. What are the coping mechanisms employed by the parents in their roles as para-teachers in their child at home?
3. What insights can be derived based from their experiences?

B. Methods

This study employed a qualitative approach, specifically a phenomenological design. As noted by Moustakas (1994), exploratory case study design is a qualitative research approach used to investigate complex phenomena within their real-life context. This design is particularly useful for exploring new or under-researched areas where the researcher seeks to understand the key issues and variables involved. The primary goal

of an exploratory case study is to gather preliminary data and insights that can help define research questions and hypotheses for future, more detailed studies. This approach involves the collection of in-depth data through various means, such as interviews, observations, and document analysis, to provide a comprehensive understanding of the subject being studied.

In this study, ten (10) parents who have elementary children enrolled in a public elementary school in Toril, Davao City. In selecting the participants, the researcher made use of purposive sampling technique. To ensure the selection of relevant and diverse parent-participants for the study on the experiences of parents as para-teachers of their child's elementary education, three inclusion criteria were established. Firstly, participants had to be parents or legal guardians of children currently enrolled in elementary school, ensuring that their experiences were directly related to the primary education context. Secondly, participants had to have been actively involved in supporting their child's education at home for at least six months, providing a sufficient timeframe to reflect on their experiences and coping mechanisms. Lastly, participants were selected to represent a diverse range of socioeconomic backgrounds, ensuring that the study captured a wide array of perspectives and challenges faced by different families.

In gathering data, the researcher utilized a semi-structured interview questionnaire. The researcher conducted in-depth interviews and focus group discussion with parents to gather rich and detailed information. Following the completion of in-depth interviews with parents in public elementary schools, all datasets from in-depth interviews and focus group discussion were integrated into a single dataset for analysis.

C. Results and Discussion

RQ#1: What are the challenges encountered by parents in their roles as para-teachers in their child at home?

Theme 1. *Being an Employed Parent*

Balancing work commitments with the responsibilities of being a para-teacher is a significant challenge for employed parents. The demands of their jobs often leave them with limited time and energy to adequately support their children's educational needs. This dual burden can lead to increased stress and difficulty in maintaining a consistent and effective teaching environment at home.

The following are the narratives of the participants:

“Lisod jud mag-balance sa work ug pagtudlo sa mga bata. Usahay, kapoy na kaayo gikan sa trabaho, unya kinahanglan pa magtutok sa ilang mga assignments. Naa pud times nga maglisod ko ug explain sa ilang mga lessons kay dili na kaayo ko familiar.” (It’s really hard to balance work and teaching the kids. Sometimes, I’m very tired from work, and I still need to focus on their assignments. There are also times when I struggle to explain their lessons because I’m not very familiar with them anymore.)

Balancing work and teaching responsibilities poses significant challenges for parents, often leading to physical and mental fatigue. Lim and Yoo (2020) asserted that parents juggling work and home-based teaching responsibilities face heightened stress and exhaustion, which can adversely affect their ability to assist with their children’s academic needs. The struggle to recall or understand modern educational content further complicates this role, as parents may not be familiar with current curricula and teaching methods. This highlights the need for supportive resources and training to help parents effectively fulfill their roles as para-teachers without compromising their well-being.

Another participant stated:

“Being employed makes it difficult to find time for teaching my child. Daghan kaayo’g kinahanglan buhaton sa balay, tapos kinahanglan pa mutabang sa mga school work sa akong anak. Makafeel jud ko ug stress usahay.” (Being employed makes it difficult to find time for teaching my child. There are so many things to do at home, and I still need to help with my child’s school work. I really feel stressed sometimes.)

Employment significantly reduces the time and energy parents can dedicate to their child’s education, creating a stressful environment. Broniarczyk and Gondy (2019) highlighted that working parents often experience stress due to the competing demands of employment and household responsibilities, impacting their capacity to support their child’s learning effectively. This stress is compounded by the multiple roles parents must juggle, leading to a feeling of being overwhelmed and less effective in providing academic assistance. This situation underscores the importance of creating flexible work arrangements and providing parental support programs to alleviate the pressure on working parents.

A participant shared:

“Kapoy kaayo ang daily routine kay kinahlan magtrabaho ug mutabang sa pagtuon sa mga bata. There are days nga murag dili na jud nako kaya, pero para sa ila, magpadayon jud ko.” (The daily routine is very tiring because I need to work and help with the kids’ studying. There are days when it feels like I can’t do it anymore, but for them, I keep going.)

The exhaustion from balancing daily work routines and educational responsibilities can be overwhelming for parents. According to Park and Seo (2019), the dual demands of professional and parental roles can lead to significant physical and emotional fatigue, diminishing parents’ ability to effectively engage with their children’s educational needs. Despite these challenges, parents often push through due to their commitment to their children’s success, highlighting the need for better support systems to help them manage these dual responsibilities without detrimental effects on their health and well-being.

Theme 2. Attending Household Responsibilities

Managing household chores while acting as a para-teacher adds another layer of complexity for parents. The need to juggle cooking, cleaning, and other domestic tasks with teaching responsibilities can result in a strained and hectic daily schedule. This multitasking can detract from the quality of both household management and the educational support provided to children.

The following are the narratives of the participants:

“Lisod gyud kaayo magbalance sa mga household responsibilities ug sa pagtabang sa akong anak sa iyang schoolwork. Kung maglaba ko or magluto, mabiyaan jud usahay ang pagmonitor sa iyang pagtuon. Pero, kinahanglan gyud ko mangita ug time para makatabang siya kay kinahanglanon man pud sa iyang pag-eskwela.” (It’s really hard to balance household responsibilities and helping my child with schoolwork. When I do the laundry or cook, I sometimes neglect monitoring his studies. But, I need to find time to help him because it’s essential for his education.)

Balancing household chores and educational support is a common struggle for many parents, often leading to a compromise in one area. Tang and Charles (2019) found that parents frequently experience conflict between household responsibilities and their role as educational supporters, leading to periods where one duty must be neglected to fulfill another. This balancing act is crucial as consistent parental involvement is

essential for children's educational development, suggesting the need for structured schedules and possibly external help to manage household tasks effectively.

Another participant mentioned:

"Kinahanglan gyud nako i-manage ang time ug maayo kay naa koy daghan responsibilidad sa balay ug kailangan pa ko muassist sa akong anak sa iyang mga module. Maka-pressure usahay labi na kung naa pud ko'y personal errands. Pero ang importante kay naa ra ko diri para mutabang niya." (I really need to manage my time well because I have many responsibilities at home and I still need to assist my child with his modules. It's sometimes stressful, especially when I have personal errands too. But what's important is that I am here to help him.)

Effective time management is essential for parents balancing multiple responsibilities, including assisting their children with schoolwork. Ceka and Murati (2019) emphasized that parents who are adept at managing their time can more successfully fulfill their educational support roles without significant stress. This underscores the importance of providing parents with tools and strategies for time management to ensure they can meet both their personal and educational commitments effectively, thus supporting their child's academic progress while maintaining their own well-being.

Theme 3. Inattentive Child

Parents frequently struggle with keeping their children focused on their studies, especially in a home environment filled with distractions. Children who are easily distracted or uninterested in their lessons pose a significant challenge to maintaining a productive learning atmosphere. This issue requires parents to continuously find new ways to capture and retain their children's attention.

For instance, the participants narrated:

"Lisod kaayo kay daghan kaayo distractors sa balay. Naay TV, mga duwa, ug uban pa. Kung mag-study na unta mi, dali ra kaayo siya madistract. Mao na nga maglisod gyud ko ug focus niya sa iyang lessons." (It's very difficult because there are so many distractors at home. There's the TV, toys, and other things. When we try to study, he gets distracted very easily. That's why I struggle to keep him focused on his lessons.)

Parents face significant challenges in maintaining their child's focus due to numerous distractions present at home. According to Shin and Hickey (2020), the home

environment is filled with potential distractors such as televisions, toys, and other electronic devices, which can significantly hinder a child's ability to concentrate on schoolwork. This issue is exacerbated when parents are trying to fulfill the role of para-teachers, as they must constantly redirect their child's attention back to their studies. The struggle to keep children focused highlights the need for structured and distraction-free study environments, as well as strategies to manage and minimize these distractions to enhance learning effectiveness.

Another narrative was stated:

"Maglisod gyud ko kay dili kaayo siya interesado sa iyang mga lessons. Mas ganahan pa siya magduwa kaysa magtuon. Usahay, kinahanglan pa nako siya pugson para lang mag-study. Dili gyud lalim mag-para teacher kung ing-ani." (I really struggle because he's not very interested in his lessons. He prefers playing over studying. Sometimes, I have to force him just to study. It's not easy being a para-teacher in this situation.)

Parents often face difficulties when their children show a lack of interest in their lessons, preferring play over study. Research by Kim and Hodges (2019) indicates that low intrinsic motivation for academic tasks can make it challenging for parents to engage their children in educational activities at home. When children prioritize play over study, parents may feel compelled to enforce study time, which can lead to resistance and further disengagement. This situation underscores the importance of finding ways to make learning more engaging and relevant to the child's interests to foster a more positive attitude towards studying.

Further, a participant also stated:

"Naay mga adlaw nga murag wala gyud siyay gana magtuon. Maski unsaon nako pag-explain, dili gihapon siya magfocus. Naglisod ko kay kinahanglan pa nako pangitaon unsaon siya ma-motivate para lang mutuon." (There are days when he seems to have no interest in studying. No matter how much I explain, he still doesn't focus. I struggle because I have to find ways to motivate him just to study.)

Parents frequently encounter days when their children show no interest in studying, regardless of efforts to explain the importance of the material. According to Seli et al. (2019), fluctuations in a child's engagement and focus are common, often requiring parents to employ various motivational strategies to rekindle interest in academic tasks. This ongoing challenge emphasizes the necessity for parents to be creative and persistent in finding motivational techniques that resonate with their child, thereby

facilitating a more consistent and effective learning experience.

Furthermore, a participant narrated:

“Daghan kaayo distractions sa balay nga maka-apekto sa iyang pagtuon. Naay TV, cellphone, ug uban pang butang nga makakuha sa iyang atensyon. Dili gyud lalim kay kinahanglan pa nako siya bantayan ug i-remind pirmi nga magfocus sa iyang schoolwork.”
(There are so many distractions at home that affect his studying. There’s the TV, cellphone, and other things that catch his attention. It’s not easy because I have to constantly watch over him and remind him to focus on his schoolwork.)

The presence of numerous distractions at home, such as TVs and cellphones, poses a significant challenge for parents trying to keep their children focused on schoolwork. According to McCoy (2019), digital distractions are a prevalent issue that can severely impact a child’s ability to maintain attention on academic tasks. Parents often find themselves in the role of constant monitors, needing to frequently remind their children to stay focused, which can be both exhausting and time-consuming. This highlights the need for strategies to limit access to distractions during study times and the importance of teaching children self-regulation skills to manage their focus and attention more effectively.

Theme 4. Unskillful Parents

Many parents feel inadequately prepared to take on the role of a para-teacher due to their lack of content knowledge and pedagogical skills. This lack of expertise can hinder their ability to effectively explain lessons and assess their children’s understanding. As a result, parents often feel overwhelmed and anxious about their capability to support their child’s education adequately.

For instance, the participants narrated:

“Lisod gyud kaayo kay dili ko kabalo sa uban subjects nga gina-study sa akong anak. Wala man ko kahibalo unsaon pag-explain ug maayo kay nakalimot na ko sa uban lessons. Mao na maglisod gyud ko ug tabang niya sa iyang mga assignments.” (It’s really difficult because I don’t know some of the subjects my child is studying. I don’t know how to explain them well because I’ve forgotten some of the lessons. That’s why I struggle to help with his assignments.)

Parents often face significant challenges in assisting their children with homework due

to a lack of content knowledge. As parents may not be familiar with the current curriculum or may have forgotten much of the material they once learned, they struggle to provide effective help with assignments. According to Fan and Williams (2018), parental involvement in homework is a key predictor of academic success, but this involvement can be hampered when parents lack confidence in their subject knowledge. This situation underscores the need for accessible resources and support systems to help parents refresh their knowledge and better assist their children with schoolwork, thereby bridging the gap between home and school learning.

Another narrative stated:

“Dili gyud lalim kay wala ko’y formal training sa pagtudlo. Dili ko kabalo unsaon pag-approach sa mga bata nga dili makasabot dayon. Naglibog ko usahay unsaon pag-motivate ug pag-explain sa mga lessons nga masabtan nila.” (It’s not easy because I don’t have formal training in teaching. I don’t know how to approach kids who don’t understand right away. Sometimes, I’m confused about how to motivate and explain the lessons in a way they can understand.)

The lack of formal pedagogical training presents a significant barrier for parents acting as para-teachers. Without a background in educational techniques, parents may struggle to adapt their explanations and teaching methods to suit their child’s learning needs. As affirmed by Goodall and Montgomery (2019), effective teaching requires an understanding of diverse instructional strategies and the ability to tailor these strategies to individual learners. Parents’ confusion about how to motivate and explain lessons highlights the importance of providing them with training or resources on basic pedagogical methods to enhance their teaching effectiveness at home and support their children’s learning more effectively.

In addition, a participant also stated:

“Naglisod ko kay dili ko kabalo mag-assess sa iyang performance. Dili ko sure kung sakto ba ang iyang answers o kung nakasabot ba gyud siya sa lesson. Usahay, kinahanglan pa ko mag-research kung unsaon pag-tudlo ug pag-assess sa mga bata.” (I struggle because I don’t know how to assess his performance. I’m not sure if his answers are correct or if he truly understands the lesson. Sometimes, I need to research how to teach and assess children.)

Parents often find it challenging to assess their child’s academic performance accurately due to a lack of assessment skills. Understanding how to evaluate whether a child has

grasped the lesson content requires knowledge of various assessment techniques and the ability to interpret the results effectively. Research by Heritage (2018) emphasizes that assessment literacy is crucial for providing meaningful feedback that can guide student learning. Parents' uncertainty about their child's comprehension and the correctness of their answers points to the necessity of providing parents with guidelines and tools for assessing their children's academic progress, ensuring that home-based learning is both effective and aligned with educational standards.

RQ#2: What are the coping mechanisms employed by the parents in their roles as para-teachers in their child at home?

Theme 1. *Strong Partnerships are Established*

Parents have found that building strong partnerships with teachers and the community is crucial in supporting their children's education. Regular communication with teachers provides valuable insights and guidance, making it easier for parents to assist with schoolwork. These partnerships create a collaborative network that enhances the overall learning experience for children.

The following are the narratives of the participants:

"Nakatabang gyud ang coordination sa mga teachers. Regular mi mag-communicate sa teacher sa akong anak para ma-update ko sa iyang progress ug unsa pa ang kinahanglan i-focus. Maka-ask pud ko ug tips sa teacher unsaon pag-explain sa mga lessons."
(Coordination with the teachers has really helped. We regularly communicate with my child's teacher to get updates on his progress and what needs to be focused on. I can also ask for tips from the teacher on how to explain the lessons.)

Regular communication with teachers serves as a crucial coping mechanism for parents acting as para-teachers. This coordination allows parents to stay informed about their child's academic progress and areas needing improvement, thereby enabling them to provide targeted support at home. According to Epstein (2019), effective parent-teacher communication fosters a collaborative approach to education, enhancing the learning experience for students. By seeking advice from teachers on how to explain lessons, parents can improve their instructional strategies, ensuring their child receives consistent and effective support both at school and at home.

"Important kaayo nga maka-coordinate ko sa teacher sa akong anak. Makabalo ko unsa ang mga activities ug assignments para maka-prepare pud ko. Nag-share pud ang teacher ug mga materials

nga maka-tabang sa akong anak.” (It’s very important that I can coordinate with my child’s teacher. I get to know what activities and assignments are coming up so I can prepare. The teacher also shares materials that can help my child.)

Coordination with teachers is essential for parents to effectively manage their role as para-teachers. Being aware of upcoming activities and assignments allows parents to prepare adequately, ensuring their child stays on track with schoolwork. Garbacz et al. (2020) highlighted that when teachers share educational materials and resources, it empowers parents to provide more effective academic support. This proactive approach not only helps parents feel more confident in their role but also enhances the child’s learning experience by ensuring continuity and support.

“Gina-employ nako ang tutorial approach sa balay. Ginaseparate nako ang time sa pagtuon para naa gyud siya focus. Akong gina-explain ang lessons in a way nga masabtan niya, unya kung dili gihapon niya masabtan, mag-ask mi ug help sa teacher.” (I employ the tutorial approach at home. I separate study time to ensure he can focus. I explain the lessons in a way he can understand, and if he still doesn’t get it, we ask the teacher for help.)

Adopting a tutorial approach at home is a practical coping mechanism for parents. By designating specific study times, parents can create a structured learning environment that minimizes distractions and maximizes focus. According to Goodall (2020), personalized instruction tailored to the child’s understanding significantly improves learning outcomes. This method allows parents to address their child’s unique learning needs and ensures that they can seek additional help from teachers when necessary, promoting a collaborative and supportive educational framework.

“Sa balay, tutorial jud ko kay akong ginatudluan ang akong anak one-on-one. Gikopya nako ang style sa pagtudlo sa teacher para consistent. Daghan pud ko na-learn nga techniques gikan sa teacher nga akong gi-apply sa balay.” (At home, I really take a tutorial approach, teaching my child one-on-one. I copy the teacher’s teaching style to keep it consistent. I’ve learned a lot of techniques from the teacher that I apply at home.)

One-on-one tutoring at home, mirroring the teacher’s style, helps maintain consistency in the child’s learning process. This approach ensures that the child receives individualized attention and instruction that aligns with what is taught in school, facilitating better understanding and retention of information. Hattie (2019) emphasizes that consistency in teaching methods between home and school enhances the

effectiveness of learning interventions. Parents adopting teaching techniques from professional educators can bridge learning gaps and provide a seamless educational experience.

“Naa mi support group sa mga ginikanan sa school. Nag-meet mi usahay para mag-share ug strategies ug magtabangay unsaon pag-handle sa mga problema sa pagtuon sa mga bata. Dako kaayo ning tabang kay makabalo mi nga dili mi nag-inusara sa among struggles.” (We have a support group among the parents at school. We sometimes meet to share strategies and help each other handle problems related to our children’s studies. This helps a lot because we realize we are not alone in our struggles.)

Support groups among parents provide a vital network for sharing strategies and addressing common challenges related to their roles as para-teachers. These groups offer emotional support and practical advice, helping parents feel less isolated in their struggles. According to Sheldon and Epstein (2019), parent support networks enhance parental involvement and provide a platform for exchanging effective practices. Such collaboration fosters a sense of community and shared responsibility, making it easier for parents to manage their educational support roles.

“Ang support group sa mga ginikanan nakatabang kaayo namo. Makashare mi sa among experiences ug mga pamaagi unsaon pagtabang sa among mga anak. Naa pud mi mga activities nga ginabuhat together para ma-strengthen among bond ug support.” (The support group among parents has been very helpful. We can share our experiences and methods on how to help our children. We also do activities together to strengthen our bond and support system.)

Parent support groups not only facilitate the sharing of educational strategies but also help strengthen bonds among parents through shared activities. These interactions enhance the overall support system for both parents and children, contributing to a more positive and collaborative educational environment. According to Weiss et al. (2019), engaging in group activities and sharing experiences can reduce stress and improve parental efficacy. This collective approach helps parents develop more effective coping mechanisms and provides a strong network of support that benefits their children’s learning.

Theme 2. Discipline is Strongly Implemented

Implementing consistent discipline and clear routines at home helps parents manage their children's behavior and academic responsibilities. Establishing rules and schedules ensures that children understand expectations and the importance of prioritizing their studies. This structured approach fosters a disciplined environment conducive to effective learning.

The following are the narratives of participants:

"Sa balay, gina-implement gyud namo ang mga rules. Nakapaskil ang mga house rules sa ref ug sa dingding para makita nila permi. Kung naa sila mga assignments, kinahanglan gyud humanon una before magduwa o mag-gadgets." (At home, we really implement the rules. The house rules are posted on the fridge and the wall so they can always see them. If they have assignments, they need to finish them first before playing or using gadgets.)

Implementing strict house rules and visibly posting them around the home serves as a coping mechanism for parents to ensure discipline and academic responsibility. By making these rules prominent and clear, parents can reinforce the importance of prioritizing schoolwork over leisure activities. According to Dunsmore and Booker (2019), establishing clear rules and expectations helps children understand boundaries and the importance of academic tasks, thereby fostering a structured and disciplined home environment. This approach not only aids in minimizing distractions but also instills a sense of responsibility and time management in children, crucial skills for their academic success and overall development.

"Importante gyud nga naa silay routine. Sa buntag, naa silay schedule sa pagtuon, ug sa hapon, naa pud time para mag-relax ug magduwa. Ang consistent nga schedule makatabang gyud sa ila nga masanay ug ma-prioritize ang skwela." (It's really important for them to have a routine. In the morning, they have a study schedule, and in the afternoon, there's time to relax and play. A consistent schedule really helps them get used to prioritizing schoolwork.)

Establishing a consistent daily routine is a vital coping mechanism that helps parents manage their roles as para-teachers. By creating a structured schedule that balances study time and leisure, parents can help their children develop a habit of prioritizing schoolwork. McClelland et al. (2019) emphasize that routines provide children with a sense of stability and predictability, which is essential for effective time management and academic discipline. This consistency not only enhances the child's ability to focus

during study periods but also allows for sufficient downtime, ensuring a balanced approach to daily activities that supports both educational and personal growth.

“Kung dili nila buhaton ang ilang assignments o walay tarong sa pagtuon, naa gyud mi ginahatag nga consequences. Usahay dili sila pa-gadgeton o dili magduwa kung dili humanon ang tasks. Makatabang ni nga mag-tarong sila sa ilang pagtuon.” (If they don't do their assignments or study properly, we give them consequences. Sometimes, we don't allow them to use gadgets or play until they finish their tasks. This helps them to focus and do their studies properly.)

Administering consequences for not completing assignments or studying properly is a coping mechanism that helps reinforce discipline and focus in children. By restricting access to gadgets or playtime until academic tasks are completed, parents can effectively motivate their children to prioritize their schoolwork. According to King and McNerney (2019), using contingent rewards and consequences is an effective strategy for promoting self-discipline and academic responsibility in children. This method not only encourages children to complete their tasks but also teaches them the importance of adhering to established rules and the value of delayed gratification, which are critical skills for lifelong learning.

“Naa mi daily routine para sa pagtuon ug sa mga household chores. Sa gabii, mag-review mi sa mga lessons nga ilang nakat-unan sa adlaw. Ang structured nga routine makatabang sa ila nga mag-organize sa ilang oras ug ma-balance ang study ug play.” (We have a daily routine for studying and household chores. In the evening, we review the lessons they learned during the day. A structured routine helps them organize their time and balance study and play.)

Maintaining a daily routine that includes both study sessions and household chores is a coping mechanism that helps parents ensure their children are organized and balanced in their activities. Reviewing lessons in the evening consolidates learning and provides an opportunity for parents to address any academic challenges their children might face. According to Fiese et al. (2019), structured routines contribute to better academic performance and overall well-being by providing a clear framework for daily activities. This approach not only helps children manage their time effectively but also fosters a sense of accountability and discipline, which are essential for academic success and personal development.

Theme 3. *Different Types of Motivation are Applied*

Parents use a mix of intrinsic and extrinsic motivation to encourage their children to engage in their studies. Intrinsic motivation is nurtured by emphasizing the personal and long-term benefits of education, while extrinsic motivation is supported through rewards and incentives. This balanced approach helps maintain children's interest and effort in their academic activities.

The following are the narratives of participants:

"Sa balay, gina-instill gyud namo sa among anak ang kahinanglan nga magtuon para sa iyang kaugalingon. Gina-explain namo nga ang pagtuon makatabang sa iyang future ug makapa-improve sa iyang kaugalingon. Nindot kaayo kung makit-an namo siya nga motivated na siya mismo nga mag-study kay nasabtan na niya ang importance niini." (At home, we really instill in our child the need to study for himself. We explain that studying helps his future and improves himself. It's great when we see him motivated to study on his own because he understands its importance.)

Instilling intrinsic motivation in children is a powerful coping mechanism that parents employ to foster a sense of personal responsibility and self-improvement. By explaining the long-term benefits of education, parents help their children develop a deeper understanding of why studying is important for their future. According to Ryan and Deci (2019), intrinsic motivation, which is driven by internal rewards and personal goals, leads to higher engagement and better learning outcomes. When children recognize the value of studying for their personal growth, they are more likely to take initiative and engage in their academic activities independently, resulting in sustained motivation and academic success.

"Ginahagit namo siya nga mag-achieve sa iyang goals para sa iyang personal growth. Ginatudluan namo siya nga ang pagtuon dili lang para sa grades kundi para pud sa iyang kaalam ug kahibalo. Makita namo nga kung motivated siya from within, mas naganahan siya mag-study." (We challenge him to achieve his goals for his personal growth. We teach him that studying is not just for grades but also for his knowledge and wisdom. We see that when he is motivated from within, he enjoys studying more.)

Challenging children to achieve their personal goals and emphasizing the importance of knowledge beyond grades is an effective strategy to cultivate intrinsic motivation. This approach encourages children to see education as a means of personal enrichment

rather than merely a requirement. According to Schunk and DiBenedetto (2020), fostering a growth mindset and focusing on self-improvement helps students to develop a love for learning and resilience in the face of academic challenges. When children understand that their efforts contribute to their overall wisdom and personal development, they are more likely to engage deeply and enjoy their educational journey.

“Gina-reward namo siya kung makaperform ug maayo sa iyang lessons. Maghatag mi ug small rewards like additional playtime o special treats kung makita namo nga nagsikap gyud siya. Kaning mga rewards makatabang kay makita man niya nga naay positive results ang iyang effort.” (We reward him if he performs well in his lessons. We give small rewards like extra playtime or special treats if we see he has really tried hard. These rewards help because he sees that his effort has positive results.)

Using extrinsic rewards such as additional playtime or special treats is a common strategy employed by parents to enhance their child’s motivation. This method leverages the immediate gratification of rewards to encourage sustained effort and achievement in academic tasks. According to Cameron and Pierce (2019), while intrinsic motivation is ideal for long-term engagement, extrinsic rewards can effectively boost short-term motivation and reinforce positive behaviors. By linking rewards to effort and performance, parents help their children understand the correlation between hard work and positive outcomes, which can eventually foster a more self-driven approach to learning.

“Kung naay dagkong projects o exams, mag-set mi ug incentives para niya. Like kung makahuman siya ug review on time, mag-movie night mi o manglaag sa weekend. Kaning mga incentives maka-boost sa iyang motivation nga mag-study ug mag-prepare sa iyang mga exams.” (For big projects or exams, we set incentives for him. Like if he finishes his review on time, we’ll have a movie night or go out on the weekend. These incentives boost his motivation to study and prepare for his exams.)

Setting incentives for completing significant academic tasks, such as projects or exams, is an effective way to enhance a child’s motivation through extrinsic means. This approach provides children with clear, tangible goals to work towards, making the process of studying more engaging and rewarding. According to Deci, Koestner, and Ryan (2019), strategically used extrinsic rewards can complement intrinsic motivation, especially when the rewards are perceived as supportive rather than controlling. By

offering incentives like movie nights or outings, parents can make studying for exams more appealing, thereby increasing their child's commitment and preparedness.

Theme 4. *Initiative Disposition is Developed*

Parents encourage their children to take initiative in their learning by accessing various online and localized educational resources. Utilizing the modeling technique, parents demonstrate how to approach and solve problems, fostering a proactive learning attitude in their children. This empowerment leads to increased self-reliance and motivation in their educational pursuits.

The following are the narratives of participants:

"Ginagamit gyud nako ang mga online resources para matabangan akong anak sa iyang mga assignments. Mag-research ko online ug mangita ug mga educational videos sa YouTube nga makatabang sa iyang pagtuon. Nakapaspas ni sa iyang pagtuon kay naa mi daghan references nga magamit." (I really use online resources to help my child with his assignments. I research online and look for educational videos on YouTube that can help with his studies. These speeds up his learning because we have many references to use.)

Utilizing online resources is a critical coping mechanism that parents employ to enhance their children's learning experience. By leveraging educational videos and other digital content, parents can provide diverse and accessible learning materials that cater to different learning styles and needs. According to Greenhow and Lewin (2019), digital resources can significantly augment traditional teaching methods by offering interactive and engaging content that can clarify complex concepts. This approach not only accelerates the learning process but also empowers parents to support their children more effectively, especially when they may lack expertise in certain subjects. The availability of numerous references online allows for a more comprehensive and flexible educational experience.

"Gina-maximize nako ang mga available nga localized resources diri sa among lugar. Mangutana ko sa mga silingan nga teachers ug mangita ug mga libro sa local library nga makatabang sa iyang lessons. Nindot kaayo kay makita niya nga daghan kaayong pamaagi para makat-on." (I maximize the available localized resources in our area. I ask neighboring teachers and look for books in the local library that can help with his lessons. It's great because he sees that there are many ways to learn.)

Maximizing localized resources is an effective coping mechanism that parents use to support their children's education. By tapping into community resources such as local teachers and libraries, parents can provide additional educational materials and support tailored to their child's needs. According to Epstein et al. (2019), involving community resources in a child's education fosters a supportive learning environment and reinforces the idea that learning can occur in various contexts. This approach not only enriches the child's learning experience but also demonstrates the value of community involvement and resourcefulness, encouraging children to seek knowledge from multiple sources

"Ginagamit nako ang modeling technique aron masabtan niya ang mga lessons. Akong ginapakita unsaon paghimo sa mga activities ug assignments ug siya na dayon ang mag-follow. Maka-learn siya dayon kay makita niya unsaon pag-solve ug pag-answer sa mga questions." (I use the modeling technique so he can understand the lessons better. I show him how to do the activities and assignments, and then he follows. He learns quickly because he sees how to solve and answer the questions.)

Employing the modeling technique is a powerful coping mechanism that parents use to facilitate their child's understanding of lessons. By demonstrating how to complete activities and assignments, parents provide a clear example for their children to follow, which enhances comprehension and retention. According to Bandura (2019), observational learning through modeling is highly effective as it allows learners to see the practical application of skills and concepts. This method not only accelerates learning but also builds the child's confidence in their ability to perform tasks independently. The direct observation of problem-solving techniques helps children internalize the steps and processes required, leading to quicker and more effective learning outcomes.

Theme 5. *Personal Attributes are Amplified*

Parents have found that amplifying personal attributes such as patience, understanding, and good time management significantly improves their effectiveness as para-teachers. Recognizing and addressing the psychological needs of their children, along with maintaining close supervision, enhances the learning experience. These attributes help create a supportive and nurturing environment that facilitates better academic outcomes.

The following are the narratives of participants:

“Lisod gyud usahay kay maglisod ang bata sa iyang lessons, pero kinahanglan gyud nako dugangan akong pasensya. Nakatabang ang pagpakita og dugang na pagpasabot ug pag-agi ug laing pamaagi aron mas masabtan niya. Importante gyud ang patience kay di man tanan lesson dali ra nila masabtan.” (It’s really difficult sometimes when the child struggles with lessons, but I really need to increase my patience. Showing extra understanding and trying different approaches so they understand better helps a lot. Patience is very important because not all lessons are easy for them to grasp.)

Patience and understanding are crucial coping mechanisms for parents acting as para-teachers, especially when their children struggle with challenging lessons. By demonstrating patience and employing various instructional approaches, parents can create a supportive learning environment that accommodates their child’s learning pace and style. According to Kim and Lee (2019), patient and empathetic parental involvement is linked to higher academic achievement and better emotional well-being in children. When parents exhibit patience and understanding, they help reduce their child’s frustration and anxiety, fostering a more positive and effective learning experience.

“Nag-implement mi ug good time management sa balay. Naa mi schedule para sa tanan activities, gikan sa pagtuon, household chores, ug playtime. Nakita nako nga mas nindot ang flow sa among adlaw kung naay klaro nga time management kay di magdungan ang mga tasks.” (We implement good time management at home. We have a schedule for all activities, from studying, household chores, to playtime. I see that our day flows better with clear time management because tasks don’t overlap.)

Good time management is a vital coping mechanism for parents managing multiple responsibilities, including their role as para-teachers. By establishing a clear schedule for various activities, parents can ensure that their children balance academic tasks with household chores and leisure time. According to Claessens et al. (2019), effective time management strategies improve productivity and reduce stress by creating a structured and predictable daily routine. This approach helps families avoid conflicts between tasks and fosters a more harmonious and efficient home environment, contributing to better academic performance and overall well-being.

“Gina-enforce gyud nako ang closed supervision sa iyang pagtuon. Mag-tapad gyud mi para makita nako kung unsay iyang ginabuhay ug matabangan dayon kung maglisod siya. Maka-focus man gud siya ug maayo kung naa ko sa iyang kilid.” (I really enforce close

supervision in his studying. I sit beside him to see what he's doing and help immediately if he struggles. He can focus better when I'm right there with him.)

His shows that close supervision is an effective coping mechanism that allows parents to provide immediate assistance and support during their child's study sessions. By being physically present, parents can quickly address any difficulties their child encounters, thereby enhancing focus and understanding. According to Hoover-Dempsey et al. (2019), direct parental involvement and supervision in academic activities are associated with improved student engagement and academic success. This hands-on approach not only helps children stay on task but also builds their confidence and fosters a more interactive and responsive learning environment.

RQ#3: What insights can be derived based from their experiences?

Theme 1. *Strengthening of Stakeholders' Partnership*

The partnership between parents, teachers, and the community plays a crucial role in supporting children's education at home. Parents' experiences highlight the importance of regular communication and collaboration with teachers to stay informed about their child's academic progress and needs. Strengthening these partnerships fosters a cohesive educational environment where resources and strategies are shared, enhancing the overall learning experience for children.

As a fact, the participants narrated:

"Dako gyud kaayo ang tabang sa partnership sa mga teachers. Permi mi mag-communicate sa teacher sa akong anak para makabalo ko sa iyang progress ug unsay dapat buhaton. Ang constant nga pagtabang sa teacher nakapahimo sa akong trabaho nga para-teacher mas sayon ug mas epektibo." (The partnership with the teachers is really a big help. We always communicate with my child's teacher to know his progress and what needs to be done. The constant help from the teacher makes my job as a para-teacher easier and more effective.)

This indicates that the partnership between parents and teachers is a crucial coping mechanism that enhances the effectiveness of parents in their roles as para-teachers. Regular communication with teachers allows parents to stay informed about their child's academic progress and understand what specific areas need attention. This collaborative approach ensures that both teachers and parents are working towards

common educational goals, providing consistent support to the child. This supports Epstein's et al. (2019) findings that strong parent-teacher partnerships foster a shared responsibility for student success and create a more cohesive learning environment. The guidance and insights provided by teachers empower parents to implement more effective teaching strategies at home, thereby improving their child's academic performance and overall learning experience.

"Ang support sa community ug sa mga silingan, labi na ang mga fellow parents, dako gyud kaayo ug natabang. Magtabangay mi unsaon paghandle sa mga assignments ug projects sa among mga anak. Ang pag-share sa mga strategies ug resources nakapahimo sa among trabaho nga para-teacher mas manageable." (The support from the community and neighbors, especially fellow parents, has been a great help. We assist each other on how to handle our children's assignments and projects. Sharing strategies and resources makes our job as para-teachers more manageable.)

This means that community involvement and support from fellow parents play a significant role in the coping mechanisms employed by parents in their roles as para-teachers. By collaborating and sharing strategies, parents can collectively address common challenges and pool resources, making the task of supporting their children's education more manageable. According to Bronfenbrenner's Ecological Systems Theory (2019), the mesosystem, which includes community interactions and social networks, significantly impacts a child's development and learning environment. When parents engage with their community and neighbors, they build a supportive network that enhances their capacity to provide effective educational assistance at home. This collective effort not only alleviates individual stress but also fosters a sense of solidarity and shared responsibility, ultimately benefiting the children's academic and social development.

Theme 2. *Capacitating Parent's Basic Instructional Skills*

Equipping parents with basic instructional skills is essential for effective home-based education. Parents' feedback underscores the value of workshops and online resources in enhancing their teaching capabilities and confidence. By gaining foundational teaching skills, parents can better support their children's learning, ensuring that educational concepts are conveyed accurately and effectively.

The participants narrated:

"Dako kaayo ug natabang ang mga workshops nga gipahigayon sa school para sa mga ginikanan. Nakakat-on ko ug mga basic

instructional skills ug teaching techniques nga akong magamit sa pagtabang sa akong anak sa iyang lessons. Ang mga hands-on activities ug demonstrations sa workshop nakapa-improve sa akong confidence ug skills sa pagtuon sa balay.” (The workshops conducted by the school for parents have been very helpful. I learned basic instructional skills and teaching techniques that I can use to help my child with his lessons. The hands-on activities and demonstrations during the workshop improved my confidence and skills in teaching at home.)

The result indicates that workshops provided by schools are a vital coping mechanism for parents, equipping them with basic instructional skills and teaching techniques necessary for their roles as para-teachers. These workshops offer practical, hands-on training that enhances parents' ability to support their children's education effectively. This is congruent to Hornby and Lafaele's (2019) idea that parental involvement in education significantly impacts student achievement, and providing parents with the tools and knowledge they need to assist their children is crucial. By participating in these workshops, parents gain confidence and competence in their instructional abilities, which not only benefits their children's learning but also strengthens the home-school connection.

“Nakakat-on ko unsaon pag-gamit sa mga online educational resources para matabangan akong anak sa iyang pagtuon. Naa ko'y mga nahibaw-an nga mga website ug apps nga maka-provide ug additional learning materials. Ang pag-navigate sa mga online tools nakapadali sa akong pag-explain ug pag-tudlo sa iyang mga assignments.” (I learned how to use online educational resources to help my child study. I discovered websites and apps that provide additional learning materials. Navigating these online tools made it easier for me to explain and teach his assignments.)

Learning to utilize online educational resources is an effective coping mechanism for parents acting as para-teachers. By familiarizing themselves with various educational websites and apps, parents can access supplementary learning materials that enhance their child's educational experience. According to Greenhow and Lewin (2019), the integration of digital resources in education can significantly improve student engagement and understanding. For parents, mastering these online tools provides an additional layer of support, enabling them to better explain and teach academic content. This not only aids in addressing gaps in knowledge but also fosters a more interactive and technology-enhanced learning environment at home.

Theme 3. Improving Parental Behavior Management Strategies

Effective behavior management strategies are vital for maintaining a productive home learning environment. Insights from parents reveal that consistent rules, routines, and positive reinforcement are key to managing children's behavior. Improving these strategies not only enhances the learning experience but also promotes a harmonious and disciplined household conducive to academic success.

The participants narrated:

"Nakatabang gyud ang pag-establish ug consistent nga rules ug routines sa balay. Makita nako nga mas disiplinado ang akong anak kung naa siya klaro nga schedule ug mga rules nga sundon. Ang mga strategies nga akong natun-an sa mga parenting seminars naka-improve sa akong pag-manage sa iyang behavior." (Establishing consistent rules and routines at home has really helped. I see that my child is more disciplined when he has a clear schedule and rules to follow. The strategies I learned from parenting seminars have improved my ability to manage his behavior.)

Establishing consistent rules and routines is a vital coping mechanism for parents in managing their child's behavior effectively. Clear expectations and structured schedules provide a sense of stability and discipline, which are crucial for fostering a conducive learning environment at home. This supports Barkley's (2019) idea that consistent behavioral strategies and routines help children understand boundaries and expectations, reducing behavioral issues and enhancing focus on academic tasks. Parenting seminars that teach these strategies empower parents with the skills needed to create a structured and disciplined home environment, leading to better behavior management and improved educational outcomes for their children.

"Akong gigamit ang positive reinforcement para ma-encourage ang maayo nga behavior sa akong anak. Kung naa siya maayo nga buhaton, gina-praise nako siya o maghatag ug gamay nga reward. Nakita nako nga mas motivated siya kung kabalo siya nga naay reward sa iyang effort." (I use positive reinforcement to encourage good behavior in my child. When he does something good, I praise him or give a small reward. I see that he is more motivated when he knows there is a reward for his effort.)

The result denotes that utilizing positive reinforcement is an effective coping mechanism for parents to manage their child's behavior and motivate them towards

positive actions. By acknowledging and rewarding good behavior, parents can reinforce desirable actions and create a positive learning environment. As pointed out by Simons and Wurtele (2019), positive reinforcement increases the likelihood of repeated good behavior and fosters a supportive and encouraging atmosphere. This approach helps children associate their efforts with positive outcomes, thereby enhancing their motivation to engage in productive and disciplined behavior. Positive reinforcement not only improves behavior management but also strengthens the parent-child relationship, making the home a more conducive environment for learning.

D. Conclusions

The findings from this study reveal a multifaceted set of challenges and coping mechanisms experienced by parents in their roles as para-teachers for their children at home. The primary challenges identified include balancing employment with parenting duties, managing household responsibilities, dealing with inattentive children, and confronting their own lack of teaching skills. In response to these challenges, parents have developed various coping strategies such as establishing strong partnerships with teachers and the community, implementing strict discipline, applying different types of motivation, fostering initiative in their children, and amplifying personal attributes like patience and understanding. Additionally, valuable insights emerged from the experiences of parents, highlighting the importance of strengthening stakeholders' partnerships, enhancing basic instructional skills, and improving behavior management strategies. These findings underscore the complexity of the parental role in home-based education and the necessity for continued support and resources to empower parents in effectively facilitating their children's learning.

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