

Filipino Mothers' Involvement in Children's Education in the New Normal

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Abstract

Parental involvement is critical to a child's academic success. However, little is known about how Filipino mothers approach their children's education and the challenges and obstacles they face as a result of their participation in the new normal. The current study examines Filipino mothers' involvement in their children's education and the issues that surround it. We used a case study methodology and interpreted the data using Epstein's parental involvement system. Three main themes emerged: (i) reasons for involvement, (ii) home-based involvement, and (iii) school-based involvement. The study's findings indicate that Filipino mothers are aware of their roles as educators of their children. Filipino mothers' involvement practices were consistent with prevalent parental involvement typologies. The pandemic has exacerbated parents' challenges and difficulties, particularly in balancing work and participation in their children's school-related activities.

Keywords: Covid-19, parental involvement, Filipino mothers, Epstein's framework, online-learning

Introduction

Covid-19, a pandemic of the 21st century, has irreversibly altered people's lives and numerous facets of the public and private economies (Xiong et al., 2020). International and domestic travel, agricultural production, and employment have all decreased as a result of the pandemic (Nicola et al., 2020). The threat of a pandemic has precipitated a series of transformations and paradigm shifts, most notably in education (Maqsood et al., 2021). Numerous governments have launched initiatives to stop the spread of infections, including class suspensions, school closures, and a shift to online education (Al Lily et al., 2020). The transition from face-to-face instruction to online instruction has been abrupt. As a result, the online mode of instruction introduces new challenges, increasing the level of stress experienced by educators, students, and parents (Espino-Daz et al., 2020).

The transition from traditional to online education necessitates parents taking on additional roles in their children's learning processes while also assisting the family in unusual circumstances (Harris, 2020). Parental involvement has been emphasized as a critical factor in achieving learning objectives during the online learning mode (Brossard et al., 2020). Parental involvement is defined as parents actively participating in the education and development of their children (Williams et al., 2002). According to Harris and Goodall (2008), parental involvement can take the form of activities conducted by parents for their children, either in or out of school. It is believed that by involving parents in their children's educational processes, a positive and encouraging outcome can be established (Ceka and Murati, 2016). However, this situation can be complicated by a variety of factors. Low parental education and self-efficacy are associated with insufficient parental involvement, which has an effect on the academic performance of the child (Chohan and Khan, 2010). In contrast to other countries, particularly Western countries, homeschooling is typically facilitated by family

members who are knowledgeable about or have received training in the homeschooling mode and act as instructors, conducting primary education at home (Engchun et al., 2018).

Cultural explanations for women's gender and parental roles, as well as their influence on their children's sociocultural values and traditional attitudes, have been reported in the Philippines (Alampay and Jocson, 2011). The educator role of the mother is critical for an individual's identity development (Ceka and Murati, 2016). Mothers, in many cultures, provide primary childcare while also performing other critical functions for the family's well-being and assisting their children at home (Barlow and Chapin, 2010; Walunday and Herlisa, 2018). Mothers today have a variety of options for fulfilling their motherly responsibilities to their children, depending on their socioeconomic, personal, and professional situations (Ceka and Murati, 2016), particularly during this trying time brought about by the pandemic. According to Badrawasi and Khalid (2020), mother involvement may be influenced the mother's educational attainment, socioeconomic status, and language skills. This is especially true for parents with advanced academic credentials, as it enables them to participate more actively in their children's home schoolwork (Wang, 2015).

Numerous factors contribute to mother involvement in remote learning modes, including economic resources (Hohlfeld et al., 2010); ICT resources (Hollingworth et al., 2011); apprehensions about technology use (Beckman et al., 2019); and a sense of incompetence regarding technology use (Beckman et al., 2019; Povey et al., 2016).

Parents spend numerous hours each day assisting, facilitating, and coaching their children in an online mode of learning, according to pre-pandemic research (Hasler Waters & Leong, 2014). Teachers were surveyed regarding their beliefs about the level of parental involvement necessary for virtual learners. Parental activities such as scheduling children's activities, interacting with children, motivating, monitoring, and instructing children about school activities were found to be the most beneficial for learner development (Borup, 2016).

The majority of research on parental involvement is conducted in face-to-face settings (Black 2009; Liu et al. 2010). Unfortunately, there is a dearth of evidence examining the parental involvement of Filipino mothers from diverse socioeconomic backgrounds in their children's homeschooling and the gendered impact of the Covid-19 pandemic, as well as why that involvement may vary across socioeconomic backgrounds.

As such, the purpose of this qualitative case study is to examine the involvement of Filipino mothers in their children's online education during the Covid-19 pandemic. The purpose of this study is to ascertain how and why Filipino mothers in the Philippines get involved in their children's online education, as well as the relationship between their involvement and their personal and socioeconomic conditions. By examining Filipino mothers' practices, we can gain a better understanding of the gendered impact of the Covid-19 pandemic on mothers' parental involvement and identify the deep-seated difficulties and challenges that Filipino mothers face when it comes to their children's learning in the new normal.

Literature Review

The current research is founded on a body of literature about parental involvement and the nature of motherhood gleaned from numerous studies. The theoretical framework for parental involvement is primarily based on the constructs developed by Epstein (1987) and Hoover-Dempsey and Sandler, (1993). While gender-role perspectives on motherhood influence the roles mothers play in child rearing, safety, and education. We argue that the pressure to fit the socially constructed mold of a good mother influences Filipino mothers' parental involvement. Their participation is hampered by socioeconomic factors that either enable or disallow them to be involved in their chil-

dren's education. The new normal continues to embrace mothers' roles in their children, including parental involvement in their children's education.

Parental Involvement Framework

The theoretical framework established by Epstein serves as the foundation for this study (Epstein, 1987). Epstein's framework classified parental involvement into six distinct categories (Epstein, 1987; Epstein, 2001; Epstein et al., 2002). Parental involvement, according to Patrikakou and Anderson (2005), can be classified broadly into two categories based on the processes involved: "at home" and "at school."

Dr. Joyce Epstein asserts with the definition of parent involvement as parents' engagement that extends beyond the home and school, establishing a partnership between the home, school, and community (Epstein et al., 2002). Epstein implied that parents play a critical role in shaping their child's attitude and academic outcomes through his framework of six types of parental involvement (Epstein et al., 2002). The six classifications of involvement are based on their nature. The first is Parenting, which entails meeting a child's fundamental needs in order to facilitate learning. The second is communication, which entails two-way communication between parents and children in order to discuss school events and students' academic or personal growth and development. On the other hand, volunteering entails parents participating in school and community-related activities that benefit students and school programs. The fourth is at-home learning, in which parents provide information, assistance, or guidance to their child in order to assist him or her in completing school-related activities/tasks, thereby supplementing their child's learning. The fifth is Decision-making, in which parents attend school meetings and make suggestions and comments that may have an impact on school policy. Finally, there is Collaborating with the Community, which involves parents in school, student, teacher, and community activities.

Parental involvement is conceptualized as the outcome of the interaction of a variety of internal (inner) and external (outer) beliefs (Hoover-Dempsey et al., 1995). The parent's role belief; the parent's belief that their roles are critical for their children's overall development and that their participation encourages children to learn (Rahman et al., 2019); the parent's belief that they possess the knowledge and skills necessary to contribute to their child's learning outcomes (self-efficacy); and the parent's sense of being wowed (Hoover-Dempsey et al., 1995). Parents' perceptions of their roles, on the other hand, may change depending on socioeconomic variables. Hill and Taylor (2004) and Trotman (2001) assert that a family's low socioeconomic status, parents' demanding work schedules, and low educational level all correlate to low parental involvement. Due to their time and life commitments, parents may be unable to participate in school activities or assist their children with schoolwork at home. Single-parent families have an effect on parental involvement in the education of their children. Watt (2019) says that children living in single-parent households usually lack access to economic and human resources in comparison to children raised in two-parent households. Parental involvement is hampered by parents' employment and health status (for example, parents with full-time, permanent jobs and parents with disabilities) (Patrikakou, 2008).

The shift from face-to-face to fully online necessitated a higher level of support from parents or adult household members. Parental involvement in their child's education is critical for academic success regardless of the mode of instruction. According to Castro et al. (2015), the beneficial effect of parental involvement on a child's schooling has been demonstrated in numerous meta-analyses conducted across grade levels and research populations over the last few years.

The Nature of Motherhood in Child Development and Education

The academic literature is replete with articles on how women perceive their roles as parents (Brunton et al., 2011), roles in child rearing and education (Ritchie, 1982; McCartney and Phillips,

1988), and how women's socially constructed gender roles are changing, resulting in a shift in women's views of mothering from a traditional to a contemporary perspective and ideologies within (Neyer, 2011; Ranjitha and Unnithan, 2017). We argue that motherhood and mothers' roles in their children's lives continue to be heavily regulated and dictated. This includes parental involvement in their child's education. During the COVID-19 pandemic, the "traditional roles" of a mother appear to be widely embraced.

To appreciate mothers' contributions to children's education, it is critical to understand the nature of motherhood, the context of motherhood, and the pressures and influences that mothers face. Motherhood is socially-constructed (Neyer, 2011). Gendered stereotypes in motherhood continue to shape mothers' experiences and knowledge claims (Miller and Prentice, 2016). "Intensive mothering" is one of the motherhood ideologies. Mothers are assumed to be child-centered in intensive mothering, which implies that mothering is exclusive and emotionally draining. This ideology holds that mothers are selfless and applies to situations in which the mother and father cohabit with their children. Other researchers may use this term to refer to mothers who stay at home with their very young children (Ennis, 2014). Thus, intensive mothering is challenged by the fact that, as more women return to work and redefine motherhood beyond traditional definitions, they deviate from the idealized mother figure.

Additionally, mothers face moral and social pressure to adhere to an idealized version of motherhood (Meeussen and Van Laar, 2018). Mothers are portrayed in an idealized light as a result of sociocultural contexts, political discourse, and social programs (Baker, 2010). The "good mother" seeks to promote her children's development and well-being while being nurturing, patient, and generous (Barlow and Chapin, 2010), which explains why mothers have an innate responsibility to be involved in their children's education. Thus, mothers fit into these roles; they educate their children, participate in their children's learning, and view their roles as critical to their children's development, well-being, and academic success. Failure to fulfill the idealized roles portrays a mother as a bad mother, with the demonized version portraying a mother as self-centered, impatient, and callous (Johnston and Swanson, 2006). Inability of the mother to fulfill the roles of a good mother results in shame and guilt (Liss et al., 2012). As a result, mothers strive to live up to society's expectations for a good mother, particularly in child rearing and education, in order to avoid being labeled, identified, or stigmatized as a bad mother to their children.

The Covid-19 outbreak has posed a challenge to parents, particularly mothers, in terms of recognizing and fulfilling their maternal roles toward their children (Whiley et al., 2021). The pandemic has placed a tumultuous burden on women and jeopardized their circumstances. According to the Rapid Gender Analysis Philippines: Metro Manila (2020), women and the most vulnerable groups (4Ps women and solo parents) face compounded burdens as a result of increased work hours for care work, limited income opportunities, and community work as a health worker, and that women are leading the COVID-19 response. The evidence presented emphasized the critical roles women play in society and how pressing circumstances such as the pandemic can shape the gender roles women play.

The current body of knowledge on parental involvement in children's education is heavily weighted toward traditional school-based or face-to-face settings. However, Liu et al. (2010) argue that parental involvement may change in an online learning environment. It is critical to investigate parental involvement in remote learning environments and to understand the challenges and obstacles that parents, particularly mothers, face in embracing their maternal roles in their children's education. The abrupt shift to online or remote learning in response to the COVID-19 pandemic necessitates an examination of Filipino mothers' experiences, difficulties, and challenges. It is worthwhile

to investigate how remote learning affects the parental involvement of Filipino mothers in order to generate valuable data for policy-making that addresses the needs of Filipino mothers in the online learning environment. Thus, this study sought to examine Filipino mothers' involvement in their children's online learning in the new normal in order to ascertain the challenges and difficulties they encountered.

Research Questions

The current study examined Filipino mothers' involvement in their children's education and the obstacles and difficulties they encountered. Specifically, the following research questions were posed:

1. Why are Filipino mothers so vested in their children's education?
2. What involvement practices do Filipino mothers play in their children's education?
3. What challenges and difficulties did Filipino mothers face prior to the pandemic and in the new normal in terms of their involvement in their children's education?

Materials and Methods

Research Design

This study employed a qualitative research methodology. The case study design is deemed appropriate for examining Filipina mothers' parental involvement, with Filipina mothers' with children enrolled in an online mode of education, a case that is unique in its content and character (Yin 2014).

Participants

During the school year 2020-2021, data were collected from Filipino mothers who had at least one child enrolled in an online learning mode or blended learning (modular with online). The study included Filipino mothers who met the following inclusion criteria: Filipina mothers who have at least one child enrolled and learning online or in a blended (modular and online-mode) environment in the school year 2020-2021, and Filipina mothers who are the primary caregivers for the child/children. Purposive sampling was used to select the mothers. The profile of the Filipino mothers in the study is summarized in Table 1. During the school year 2020-2021, data were collected from Filipino mothers who had at least one child enrolled in an online learning mode or blended learning (modular with online). The study included Filipino mothers who met the following inclusion criteria: Filipina mothers who have at least one child enrolled and learning online or in a blended (modular and online-mode) environment in the school year 2020-2021, and Filipina mothers who are the primary caregivers for the child/children. Purposive sampling was used to select the mothers. The profile of the Filipino mothers in the study is summarized in Table 1.

Procedure and Data Collection

Qualitative data were gathered through interviews with Filipina mothers using a semi-structured, open-ended interview guide to ascertain their level of involvement in their child/online children's learning. The interview guide was developed in accordance with the study's objectives. To ensure the validity of the questions, expert opinions were obtained. An audio recorder was used to capture the interview, and the recordings were transcribed for data analysis.

A personal information form was used to obtain the Filipino mothers' personal background/profile. Throughout the study's conduct, ethical considerations were maintained. Informed consent was obtained from participants, who were informed of their right to refuse or withdraw from the study. Additionally, the data collected were held in strict confidence.

Table 1. The profile of the Filipino mothers in the study is summarized

Parent Code	Age	Marital Status	Parental Status	Highest Educational Attainment	Job	Description of the Parents
PARENT A	50	Married	Partnered/ Married	Bachelor's Degree	Accountant	Parent A is a fifty-year-old accountant who is the head of a five-person family. Four of her children have already graduated from college, and her youngest child is still in ninth grade. She is currently working from home as a result of the pandemic.
PARENT B	27	Single	Single parent	Bachelor's Degree	Call Center Agent	Parent B is a single mother of 27 years who works for a business process outsourcing firm. She struggled to assist her daughter during face-to-face classes with her schoolwork.
PARENT C	45	Married	Partnered/ Married	High School Graduate	Online Seller/Buy and Sell	Parent C is 45 years old and a single mother of four children. Her children are all enrolled in school currently. Her eldest child is a college student who is currently enrolled in online classes. Additionally, she has an eighth and ninth-grade student, as well as a kindergarten student. She struggles to keep up with her children's studies, which she attributes to her lack of education.
PARENT D	30	Single	Single parent	Bachelor's Degree	Online Seller	Parent D is a thirty-year-old single mother who is currently experiencing financial hardship. Apart from caring for her child, a Grade 1 student, she also needs to earn money through online sales.
PARENT E	45	Married	Partnered/ Married	Bachelor's Degree	Housewife/ Online Seller	Parent E is a 45-year-old mother of an eighth-grade student. According to her, his son is extremely obedient regardless of the modality, necessitating only minimal assistance from her.
PARENT F	33	Married	Partnered/ Married	Bachelor's degree Graduate	Certified Public Accountant	Parent F is a 33-year-old single mother of two children. She is married and works as an accountant for a private company. Her preschool-aged child-

				ate	coun- tant	ren attend a private school that includes a nursery and a kindergarten. She now has to strike a balance between work and being a hands-on mother to her children.
PARENT G	34	Married	Partnered/ Married	Bachelor's degree Undergraduate	Overseas Filipino Worker	Parent G is a 34-year-old mother who works as an expatriate Filipino in Dubai. Prior to the pandemic, she was living in Dubai with her child, who attended school there as well. She chose to send her child to a private school in the Philippines. Now she must overcome the difficulty of being a mother to a child hundreds of miles away.
PARENT H	33	Married	Partnered/ Married	Bachelor's degree Graduate	Office Staff Worker	Parent H is a married 33-year-old woman. She is a mother of two sons. She works and commutes to her office every day. She faces the challenge of continuing to fulfill her mother's role in her child's education despite her work demands and physical demands of her job.
PARENT I	50	Married	Single parent	Bachelor's degree Graduate	Admini- strative Staff	"Parent I" is a fifty-year-old single mother who works in a public higher education institution as an administrative assistant. She is a mother of four children, three of whom are enrolled in online classes at the moment. Additionally, she is the mother of a seventh grader. As a single parent and self-sufficient mother, she faces the difficult task of providing for her children's needs, all the more so during this pandemic.
PARENT J	50	Married	Partnered/ Married	Master's degree Graduate	School Counselor	Parent J is a married woman in her fifties with one child. She is an elementary school counselor at a Catholic school. She asserts that she is strict with her child. She does, however, consider herself a strict mother and desires that her child adopt her behavior and values.

Data Analysis

The interview data were analyzed using the case study method. The method is divided into four stages: data organization, coding, theme generation, and data interpretation by applying theory to the generated themes (Yin 2014).

Results and Discussion

The Filipino mothers who participated in this study provided critical information about their roles in their children's education. The research sought to determine why Filipino mothers became involved in their children's education, followed by an examination of their participation or involvement in their children's education and the difficulties they encountered as a result of their involvement. The data analysis was guided by Epstein's typology of parental involvement (1987). Three themes emerged from the data: reasons for involvement, home-based involvement, and school-based involvement.

Theme 1: Reasons for Involvement

The educator role of the mother has been deemed necessary for the development of a child's identity. The mother's role construction encapsulates her beliefs, motivations, and justifications for engaging in or participating in her children's education. These factors can be attributed to their awareness of what is best for their children, their inherent role in assisting and honing very young children, and the pressure to maintain the image of a good mother.

1.1 Involvement is Critical in Early Childhood Learning.

Mothers' responses indicated that they are involved with their children for a variety of reasons. A common response from parents regarding their involvement was that they saw their roles as critical in early childhood education, especially when several children are still unable to read, write, or comprehend lengthy instructions from teachers. Thus, parents must be involved if they believe that their involvement will benefit the child. As Parent F put it, "I have two children, one in Kindergarten and the other in Nursery. That is why I am required to intervene, as you cannot give them instructions directly. They are unable to read at the moment. This is why they require assistance with their schoolwork." Parent F's experience is supported by Parent D, who felt that her involvement in her Grade 1 son should be constant, as her child is still struggling to grasp the lessons.

1.2 Maintaining the Image of a Good Mother.

According to the mothers, parental involvement entails meeting a child's basic needs and providing resources for learning, as well as demonstrating their presence and support during their child's education. Parents shared that a mother's natural role is to meet their children's needs while avoiding guilt or being labeled as a bad mother. Parents believe it is their responsibility and obligation to be involved in their children's education. Parent I stated that she is obligated to participate in her child's education. "That is my responsibility as a mother," she stated. This statement is backed up by Parent G's response, who stated, "...it is part of your obligation as a parent to be there for them as they grow, more than for their financial needs." While Parent J stated, "I provide for my child's basic needs in order for her to participate in her learning process." Parent F became aware of her critical role in her children's education "Our children's education is not solely dependent on our teachers. We are also contributing to our children's development in the new normal." Additionally, parents agreed that parental involvement is a way for them to demonstrate their support and that their physical presence is critical during their children's educational activities. Parent C said "I attend all school activities. It benefits both children and parents" and stated that being present for the child contributes to the development of a positive relationship between the child and the mother. Parent H stated that both teachers and parents are responsible for a child's education. "As parents,

we must advocate for our children's education. We must collaborate with teachers to ensure that there is a balance."

1.3 Being Conscious of the Child's Best Interests.

Other parents shared that involvement does not end with meeting basic needs and providing support; it also includes engaging and communicating with school administrators, providing pertinent input regarding the child's and parent's safety, and addressing ineffective policies in the current situation. "I, too, am concerned about this new normal, particularly if our situation conflicts with school policies," Parent F stated. I do communicate my thoughts and suggestions to teachers and administrators." Parent H described an incident in which she spoke up and questioned a school procedure, raising her concerns about her safety, particularly in light of the recent influx of Covid-19 cases. "I don't understand why modules have to be picked up in school when they can be answered online, particularly now that there are restrictions on going out," she explained.

Theme 2: Home-based Involvement.

Home-based involvement refers to activities that parents promote in order to assist their child with schoolwork, such as assisting with homework, monitoring homework completion, and monitoring the child's educational progress (Epstein et al., 2002; Hoover-Dempsey, and Sandler, 2005).

2.1 Meeting the Child's Basic and Educational Needs

Parents mentioned that one way to ensure their children are prepared for school is to cater to their needs. While this may appear to be a basic parental obligation toward their children, the majority of participants stated that parental involvement entails meeting the child's needs. According to the parents interviewed, it is beneficial to provide for their child's basic needs by preparing meals, transporting the child to and from school, and ensuring the child is dressed appropriately for school. Before sending the children to school, Parent I prepares breakfast for them. Parent G followed Parent I's lead and stated, "I prepare her breakfast and lunch. I've even scribbled notes on them." Parents F and H, both working parents, took their children to school before reporting to work. As Parent H put it, "We drop her off at school before we leave for work to give her the impression that we are still with her while she is at school." Parents have consistently mentioned their involvement in terms of providing learning materials and opportunities for learning. Parent J, a school counselor, provided an after-school study space for her child to review, print materials, and work on her homework. "When I was in my office, if she needed a classroom, it would be easier for her to come to my office; whatever she needed, from printing assignments to that sort of thing, she could do in my office," she explained. Due to her hectic work schedule, Parent F relied on the educational technology she purchased "and an internet TV to play educational videos from YouTube to aid my children's letter and number recognition. I purchased 'Talking English' for them," she explained.

Prior to the pandemic, study participants stated that they were able to meet their child's daily needs. It is, however, a little more challenging for working mothers. According to Parent H, "I need to take care of everything my child requires." Working mothers face a unique challenge in that they must divide their time between work and attending to their children's needs, which includes school-related requirements (e.g., provision of learning materials.). In the new normal, parents made every effort to provide the materials/resources necessary for online education. Computers, study tables, internet access, headphones, and a variety of other gadgets and devices must be provided. Numerous school resource provisions are related to information and communication technology. Despite the high cost of these resources and equipment, parents were compelled to provide them in any way possible. Parent I struggled to make ends meet and despite her limited resources, provided her children with a laptop and internet connection. "I was compelled to subscribe to an internet connection despite the fact that it is beyond my financial means," she explained. Parent F added that an internet

connection must be capable of supporting video conferencing features in addition to allowing access to Facebook. Online learning requires the use of a computer and other devices to connect students to virtual classes. Many parents have purchased new computers, laptops, tablets, and computer accessories for their children to use during online classes to interact, attend, and listen to the teacher. "I bought him a computer and a gaming chair," Parent G explained. I ensured that the audio was clear and legible, among other things. Parent I struggled to provide gadgets but did so for the sake of her children's education. "I did my best to provide them with gadgets so they could continue their studies," she explained. Parent F emphasized the importance of her child wearing noise-canceling headphones to avoid being distracted by background noises. "The headset should have a noise-canceling feature," she explained. Parents also downloaded critical applications in preparation for online classes in order to connect their child to synchronous classes and access asynchronous activities via the online learning management portal. Google Classroom was downloaded by Parents F and G. Additionally, Parent F utilized Youtube videos as supplemental resources for her children's education. She asserted that whatever teachers teach online can be accessed via YouTube. Parent G provided means for her child to enroll in tutorial classes despite being an OFW and being away from her child since the beginning of the online classes.

With the abrupt transition from face-to-face to online learning, the majority of participants were forced to spend a significant amount of money on gadget provision. Parent I asserts "I did everything I could to provide them with gadgets that would enable them to continue their studies." Along with the gadgets they purchased, some, particularly mothers of children enrolled in online distance learning, were required to subscribe to an internet provider. Parent B remarked, "I needed to install a wired internet connection to ensure that she does not miss her lesson."

2.2. Supervising and monitoring child's homework, projects, and other school-related activities.

Parents indicated their involvement by checking and monitoring their child's homework, citing its importance. Monitoring ensures that schoolwork is completed on time, that answers are correct, and that the child's lessons are comprehended. Parents keep a close eye on their children through a variety of means. Parents should check their child's books, notebooks, and even assist them in completing homework. Parent D endorsed her child to her relatives despite her hectic work schedule, and when she returned home, she checked to see if the assignments and study routine had been completed. "At times, I get busy," she explained. It's fortunate that her grandmother is present to ensure that the routine is maintained even when I am not. I'll simply verify that everything is completed when I return home." Parent A stated that her involvement is primarily for the purpose of assisting with assignments. "Prior to the pandemic, I was only involved in checking her assignments and purchasing school supplies," she explained. That is the only time I become involved."

Parent F, who has children in nursery and kindergarten, checks her children's school diaries to see if there are any important teacher notes or special instructions for the following day's activity. Parent E revealed that she secretly checked her child's notebook to ensure that the child completed the tasks. Parent A, B, and F had developed a habit of checking their child's assignment notebook to see if the teacher made any notes. Parent A, I, and J simply observed their child as they worked independently on their assignment. Parent G and H sat next to their child, monitoring and guiding them as they completed their homework. Parent G explained that she is the one who reads the instructions to her child, outlining the steps necessary to complete the task. Parent C, on the other hand, requested that her older children monitor their younger siblings' studies on her behalf due to her hectic work schedule.

Prior to the pandemic, a common complaint among participants was that they struggled to convince their children to complete their schoolwork, especially after a long, exhausting day at school. Rather than completing schoolwork, their children engaged in activities such as gaming, watching television, and surfing the web. Concern about homework is a battle for parental control. "Today's generation is unique; you cannot tell them what to do," Parent A asserts. The bare minimum you can do is to supervise and guide them."

Monitoring a child's tasks in the new normal is significantly different than it was prior to the pandemic. At this point, monitoring entails pressuring the child to complete assigned work and meet deadlines. Continuous monitoring until the child completes the assignment is the new normal. "I constantly remind them to complete their work," Parent F stated. Parent I, on the other hand, inquired whether the teacher had already uploaded the online asynchronous requirements. Parent A and B are responsible for module submissions on time. Parent J, who works at a private school, checks in on her child upon her return to her office. She uses online chat to monitor her child's preparation for the online classes. Parent I also shared that she monitors her children's progress in their online classes by providing them with a notebook that serves as a diary for them to jot down notes. This practice is intended to conserve the gadgets' limited memory storage capacity; "I provide them with notebooks." I'm advising them that if there are any critical concepts, they should take screenshots or jot down notes so they don't forget."

Parent G and H each have their own method of surveillance. They were able to monitor their child during their online classes by actually joining in the classes. Parent H stated, "I join Google Meet and observe my child there. That is acceptable as long as I am not visible on the video." Parental monitoring of their child's classwork, assignments, and other school-related activities has become extremely useful and beneficial through the use of online platforms. Parent D relied on email notifications sent directly to her inbox by her child's teacher. While Parent E and C read their child's Facebook group chat in order to stay informed about what is going on and what important information their child may have missed.

According to the majority of participants, their children have become lazier since the pandemic. According to Parent C, "at times, I have a difficult time reminding them because they are already lazy." The participants had to remind their children from time to time to complete tasks, particularly with children enrolled in modular learning, who are often preoccupied with activities unrelated to school.

2.3. Engaging the Child in Discussions About School-Related Activities

The parents discussed with their child their discussions about schoolwork and other school-related activities. Parents expressed that discussions they had with their child mostly revolved around the child's lessons, requested to accomplish the assignment and projects, and asked for essential materials required for a specific school activity. Parents revealed that their children approached them when they needed something, or in some situations, the parents initiated the discussions with their children. Parent F, H, I, and J communicated frequently with their children, requesting items to bring to school and assistance with assignments. Parent F recounted her conversations with the child, stating that when teachers give instructions to the child, the child constantly repeats the message to the parent. Parent I described how her child initiated discussions about school assignments or requirements. "I recall at times when my children approached me to inform me of their needs," she explained. They came to my office to consult with me on tasks that were proving difficult for them. I assisted them in obtaining what they require. Usually, I assisted them when they needed to print something or submit assignments."

Several participants mentioned that some of their children, who are approaching adolescence, are resistant to school-related activities. Some participants even stated that they are unaware of their children's academic progress. Parent E asserts "My child, now that he is an adult, does not invite me to accompany him to school activities. He is already self-conscious about it." The new normal generates new discussion points between parent and child. The majority of parents' discussions focused on online assignments or requirements, the lessons learned in online classes, their child's performance in class, technical issues related to computer use, and the difficulties associated with complying with the voluminous online requirements. Parent I frequently inquires of her children, "I am constantly inquiring about their assignment, what they are supposed to do in the subject, but they do not open up." Parent J discusses how they can complete tasks and discuss the answers to her assignment with her child via messenger before sending it to the teacher. She stated, "If something needs to be checked, I instruct them to send it to me via messenger so that I can view it even if I am not in the office." Parent D is concerned that her child may have missed the lesson and thus confirms and discusses the lesson learned. Parent A discusses with her child that if there are concepts her child does not understand, she should approach the teacher directly, as she is unable to provide adequate responses to the child's inquiry. As she put it, "I tell him that if he has any questions about the lesson, he should approach the teachers. At times, I am unaware of the lesson." Parent H observed that her child speaks excessively during online classes and that he answers the teacher's questions despite not being called. Parent H observed this and discussed it with her child "I'm advising him to give others a chance. It is not always him who is acknowledged." Numerous exchanges between parent and child concern classwork reminders, task instructions, and computer troubleshooting. Parent C and F are constantly reminding their child to complete homework. Parent H discusses methods for completing assignments and book work. She explained to her child, "According to the teacher, you simply need to review the review points and the pages that you need to read." Parent G, who used to live in Dubai, UAE, with her child prior to the pandemic, is now separated from her child. To maintain contact with her child and fulfill her motherly duties, she assists the child in troubleshooting computer-related issues. She mentioned that she calls her child via Zoom to discuss various methods of connecting to the internet or opening computer apps. Surprisingly, parents discussed having too many requirements with their children. The children of parents E and J are complaining about an excessive number of online requirements.

Since the children are studying at home, monitoring became easier compared to face-to-face learning. However, the common concern is that the children are less focused, carefree and need to be reminded constantly of the time, even in actual online classes. Parent F asserts "My child loses focus, especially if she stays in class for an extended period of time." Additionally, they prioritize school activities over other, less important tasks. Parent C mentioned, "My child keeps on procrastinating; he does not even open his module."

2.4. Motivating the Child to Complete Tasks

Encouragement through the use of rewards and explanations of the consequences of certain actions and behaviors were the apparent responses throughout the interview. Parents can motivate their children to complete homework by encouraging them to be more engaged, interested, and motivated. Encouragement is typically accomplished through the provision of food, treats, toys, and additional playtime or leisure time. Other parents motivate their child by citing the consequences of failing to complete the tasks. On rare occasions, parents inspire their children with inspirational messages and stories or share personal experiences in order to motivate them to complete schoolwork. As a school counselor, Parent J recognized the critical nature of reinforcement in motivating children to succeed in school. She stated, "Children require reinforcement. Thus, by informing her

of this, the desire to complete her work is reinforced. I inform her that she may play only after you have completed your activity." On the other hand, Parent G bribes her child to complete schoolwork. Their children requested food treats from several parents. Parents interviewed regard food treats as a form of reward for their child. Parent B, C, F, and H stated that one way to encourage their child is to inform him or her about the consequences of not completing tasks and the manner in which the child will be reprimanded. Parent F and H stated that they tell their children to complete their assignments first; otherwise, they will not be permitted to play with their playmates or use any gadgets.

Parents have frequently used examples, advice, and encouragement to motivate their children to do their best in their studies. The parents' motivations for encouraging the child are centered on developing the child's confidence, emphasizing the value and benefits of education, and assuring the child that their parents will always support them in their endeavors. Parent I, a mother of twins, stated, "I always emphasize the value of education to them." Education can only benefit them if they give it their all." Parent I, on the other hand, encouraged her children in a unique way: by narrating her own childhood stories.

During the face-to-face learning, several participants mentioned that a reward system is necessary to motivate their children to complete assigned school work and to prevent them from being overlooked as they proceed with the tasks. Parent G asserts "For instance, after completing your assignment, you can spend 30 minutes playing and watching YouTube. If you complete the task in 30 minutes, I will give one-hour Youtube time". Additionally, Parent J instructs her child, "You may play only after you have completed your activity."

Parents can motivate their child to complete school-related activities in the new normal by informing them that if one task is not completed, a consequence will follow. This is true for Parents C, F, G, H, and J. For instance, Parent J explained to her child, "If you want your tasks to pile up, then avoid doing them." Do not come to me when there are already so many things that need to be done." Parent F acknowledges that her method of motivating her children to complete tasks is a little harsh. "At times, I become too harsh," she explained. There was a time when my son expressed an interest in becoming a lawyer. I told him he would not be one if he did not follow through on his studies." Parent J, who visits families in their homes as part of her work as a school counselor, explained to her child that her greatest fear is that the teacher will summon her attention for failing to complete tasks on time. Additionally, parents inform their children that if assignments are not completed on time, the teacher will become enraged and will refuse to allow them to rejoin the class the next time. On the other hand, Parent C explained to her children that if they do not assist themselves in their studies, nothing will happen. Parents' manners of encouraging their children may reflect their frustration with the pressures of meeting deadlines.

Additionally, parents may choose to reward their children to encourage them. Rewards can include food, sightseeing, and additional playtime. The pandemic has prevented families, particularly those with children, from visiting certain areas during the quarantine, as the government's interagency task force recommended. Children have been denied access to places. Parent F took advantage of this deprivation by going out to reward her children for completing tasks. "If you complete your assigned tasks, we will go outside," she stated. That has already become their luxury, not the toys."

In the new normal, parents continue to encourage their child with motivational words. Before enrolling in online classes, Parent I encourages her children to dress appropriately and wear proper uniforms. Parent I believes that wearing a uniform indicates that her children are prepared to participate and engage in class activities. "I told him that he needs to prepare himself during class and that

he also needs to be attentive,” she explained. Parent D, who can not explain to her child when the pandemic will be over, presented to her child, "I always tell them that they need to get used with on-line classes because we do not know until when the pandemic will end." Parent H teaches her child to be grateful for whatever resources they have for online classes, despite their difficulties and scarcity. "I'm communicating to my child that he needs to study. She possesses all necessary resources, in contrast to other children who desire to study but lack access to necessary technology. She should be grateful that she has study aids." Parent E teaches her child the value of taking a break or rest after studying or whenever she feels tired, but she never takes the opportunity to learn for granted. Parent G encourages her child to continue, despite the fact that she receives no recognition or awards from her school. She clarified "I am not the type of parent who anticipates my child's success. I'm already content with the knowledge that they're doing their best." Encouragement in the new normal appears to motivate their child to perform well in online classes and meet deadlines. As mentioned, the pressure of meeting online deadlines and the fear of not submitting modules or attending online classes have forced parents to give consequential situations to their children.

Similar to the face-to-face learning, the children would always ask for rewards before accomplishing school works, according to the parents. Some of the parents had a hard time encouraging their children to answer the activities. According to Parent B, she encourages her child by saying that they will give her child her favorite snack. There were times wherein their encouragement does not work. That is why they would rush if it is already the day submission to the point that they answer the modules of their children.

2.5. Integral Roles in Values and Behavior Development

Parents communicated the values, behaviors, and standards that their children are expected to adhere to. Different parents were discovered to motivate their children in a variety of ways and styles. According to the data gathered, parents frequently respond by establishing routine activities. Parent A, D, G, and H establish routines for their child to follow: completing assignments on time, praying, and greeting others, to name a few. Parent G mentioned, "Prayer time, saying "I love you" and "good morning," are all things we do every morning and night."

Parents have a long history of conversing with their children about school-related activities, academic performance, and behavior. Discussions or conversations center on reminding the child of important academic tasks, ensuring that academics take precedence, and reassuring the child that the parent is always available to assist. Parents A, C, and E discussed the importance of exerting effort for studies with their child. "I always tell him that I do not want to see a failing mark," Parent A explained. I want him to earn at least a passing grade." Parent E has the same conversation with her child about studying too hard and putting in too much effort. "I don't tell him to be too focused on his studies," she stated. It's simply that I want him to do the right thing."

Parents stated that they initiated the conversation with their children as a routine. Parents enquired about their children's assignments and engaged in task discussion with them. Parent J stated that her discussion with her child on assignment is an opportunity to teach or hone her child's critical-thinking skills. She mentioned that children nowadays struggle to answer the question "Why."

Several participants mentioned instances when they had to be extremely strict. Otherwise, their children would disregard their instructions. When encouragements fail, some parents resort to authoritarian parenting. Values formation is evident among parents of children enrolled in online education. Valuing their gadget and the resources and setting habits and following routines related to schoolwork have been emphasized by the parents. Exposure to gadgets for a long duration is the concern of Parent G, "I limit my child's screentime." The use of gadgets is unavoidable during a pandemic. Some of the participants expressed their dismay because their children are always on the

computer or using their phones, apart from the online classes. Parent C mentioned, "Sometimes, I am having a hard time to remind since they are already lazy, and they keep playing with their gadgets too." When children are having their classes online, parents find it more challenging to keep their children away from their gadgets even after their actual online classes.

Theme 3. School-Based Involvement

Parent involvement in school refers to parents' participation in school activities or other school-related activities, as well as their communication with school personnel such as teachers, principals, and other school personnel (Epstein, 1987).

3.1. Participation in School Events

Participation in school events was deemed necessary for parents to support their child and for the child to understand that their parents are there for them. Prior to the pandemic, parents took an active role in school events, particularly those that the family was advised or required to attend. When asked about school events she attended, Parent G stated that she attended all of them, including those that parents are not permitted to attend. "I don't care if I lose my job." What matters is that I am available to my child." Parent F and H recalled every event in which they were involved. Parent G cited events that are uncommon in the Philippines because her child was studying in Dubai, United Arab Emirates at the time: "I attended all school events; book parade, first camping, and little scout." Parent J stated categorically that she has never missed a single school event "I have not missed any events. I ensure that I will be present. Parents' day, family day, intramurals, and numerous other school activities in which my child participates. I go on field trips." In the case of Parent A, she attended events exclusively while her child was in elementary school "I attended my child's elementary school events when he was in elementary school. However, as he entered high school, he became apprehensive about my attendance at school events."

Several participants expressed difficulty attending school activities due to their inability to leave work. While some participants make an effort to be physically present to support their children, it is difficult. Parent E stated, "For example, meetings and school events frequently consume an inordinate amount of my time." However, she added that she still makes time for her child despite her busy schedule. Due to the restrictions on physical gatherings, many of the school events parents attended before are no longer allowed in this time of the pandemic. Parents A, B, C, H, I, and G all stated that they were unable to attend any school events. Parent B stated, "There are fewer school events now than there were previously. Students are only required to complete academic assignments." Parent B's statement was supported by Parent I; when asked what events she attended in the new normal, she responded, "None, because everything is done online." While some parents did not attend school events, parents whose children attend private schools agreed that the new normal consists of virtual events such as seminars and meetings. Parent J, who has a child enrolled in a Catholic school, stated, "There is a campus ministry activity." Our family led the rosary prayer, led the advent liturgy, and then attended the campus ministry mass. Everything was accomplished via the internet." Parent F took part in online seminars. There were school events designed to be launched or conducted entirely online. Parent B said "The school had a virtual Christmas Party. We were just asked to wear a red shirt." Parent D mentioned that she watched a Facebook Live launched by the school.

Due to the restrictions and prohibitions on mass gatherings, attendance and participation in school events become limited in the new normal. Despite this, schools were still able to implement or launch events that included parents. Parents deemed that their participation in online events is only for compliance, and those did not give them the enjoyment they had in the traditional school. "It is not as happy as it was before," Parent F stated. Virtual classes, on the other hand, do not provide the same level of happiness."

Parent participation in school activities is not a major concern during a pandemic, even more so if the parent works from home. The participants, on the other hand, are concerned about the lack of school activities. According to Parent C, "My children are no longer involved in school events at the high school level. It's a very different world now." For parents, it is critical that their children participate in activities other than academics. Parent B mentioned, "There are fewer school events now than there were previously." Students are only required to complete academic assignments."

3.2 Participation in Conversations with Teachers and Other School Personnel.

During the card's issuance and parent-teacher conferences, the school provided parents with an opportunity to speak with teachers about their child's performance. When asked about communication with the teacher, Parent I stated, "I speak with the teacher about my child's performance every time a card is issued." That was the occasion for my conversation with the teacher." Parent J stated, "Normally, in school, the children's report cards are released in the second quarter, and in the second and fourth quarters, prior to the parent receiving the report card, there is a parent-teacher conference." Parent F stated that she was looking forward to hearing her children's teacher's assessment of their performance: "There was a conversation with the teacher during the card's issuance. There was discussion about how my child became addicted to this, his strengths and weaknesses, and the activities in which he is most comfortable. All of these points were discussed during the card's issuance." Parents initiated communication with the teacher to inquire about their child's performance or behavior in class, or to inquire about their child's health condition or to inquire about any items they needed to bring or complete. Additionally, parents assert that teachers are communicative, whether in person, over the phone, or via social media. Parent G recalled a time when she called the teacher out of concern for her child's health: "One time, I spoke with the teacher on the phone about my child because she was sick and had a fever."

Parent H was able to communicate with other school personnel, such as the principal, to request documents necessary for planning her child's activities and to check the school calendar. "In reality," Parent H stated, "I only had the opportunity to speak with the principal when I requested the curricula, in order to ascertain the school's activities for the entire year so that I could plan my calendar."

Participants who are working parents view it as a challenge to visit the school on a regular basis to inquire about their child's academic performance. Some parents will need to take time off work to attend to their children's report card distribution.

Communication with the teacher is also established in the new normal to discuss their child's performance. However, parents now communicate primarily through video conferencing, telephone, or social media platforms. The discussions between parents and teachers focus more on the child's participation and behavior in online classes. As Parent B put it, "Report cards were distributed. The same holds true for face-to-face interactions. There is discussion of grades and performance. My teacher is a Facebook friend. When we are online, we communicate via Messenger. When there are concerns, the teacher clarifies." I was surprised that the teacher approached her to discuss her child's performance "I am aware that my children are experiencing difficulties as a result of their teacher approaching me. Occasionally, I was asked about our internet connection, as my children occasionally become disconnected mid-virtual session." Parent A stated that she spoke with the teacher only during the card's issuance. Due to the ease and speed with which social media allows for communication, other concerns can be quickly relayed by the teacher.

Due to the prohibition of face-to-face meetings during the pandemic, participants make extensive use of social media to communicate with their child's teachers. According to Parent G, "I requested a meeting, they told me they would schedule one, but I haven't spoken to anyone yet."

While there is an advantage to not having to travel to school, some participants mentioned that instructions are sometimes directed solely to students. “Teachers should inform us parents as well as the children,” Parent H stated, “because not all information can be retained by students.”

The Filipino mothers who participated in this study provided critical information about their roles in their children's education. The research sought to determine why Filipino mothers became involved in their children's education, followed by their participation or involvement in their children's learning and the obstacles they encountered. The data analysis was guided by Epstein's typology of parental involvement (1987). Three themes emerged from the data: reasons for involvement, home-based involvement, and school-based involvement.

Involvement of parents is critical to children's academic success. It may be especially critical in difficult contexts, such as the transition to a new mode of learning brought about by the pandemic. However, data on parental involvement in their child's education in the new normal are scarce. The purpose of this study was to examine the parental involvement practices of Filipino mothers, as well as the barriers and impediments to involvement. The findings indicate that Filipino mothers' involvement in their children's education followed typical practices as defined by the Epstein parent involvement framework. Additionally, the findings indicate that the challenges and struggles faced by Filipino mothers have changed as a result of the pandemic.

Works of literature have identified several general ways and practices by which parents display involvement in their children's education, and this study's findings reflect many of these categories (Eccles and Harold, 1993). For example, in this study, parents characterized their involvement as providing for their children's basic needs and learning needs; food, transporting the child to school, and providing learning materials and opportunities for education, as well as home-based activities such as monitoring children's studying and participating in other learning activities. They described parent-school-based involvement that included communicating with teachers and attending school events (Wang, 2015).

The current findings are consistent with the general typologies of parental involvement (Eccles and Harold, 1993; Epstein, 1995; Fan and Chen, 2001). Additionally, parents' responses revealed that practices of involvement in the traditional mode differ from those in the new normal context. For instance, participants described their involvement as involving the provision of educational materials. This particular finding emphasizes not only the parents' primary role as nurturers (Zellman et al., 2014),

The Filipino mothers in the study valued their maternal roles in their children's early childhood education. They believe their roles will contribute to the children's success. Parents desire for their children to achieve future success. To assist mothers in assisting their child in succeeding, parents establish expectations and meet children's needs in terms of resources for learning, time, and opportunities to grow and develop. The responsibility of parents to provide for their children's basic needs is recognized as a natural role. Deslandes (2009) stated that parents who believe their roles are critical in their children's development are more likely to participate in school-related activities.

The present study's findings include explanations for parental involvement, experiences, and activities during children's early years of education (Ijalba, 2015; Koralek, 2014). Mothers are frequently the sole caregivers for their children, and their roles are deemed critical to the child's growth and development. Through various interactions, mothers provide opportunities at home that foster a child's literacy and language development (Hannon, 1995).

Parents are aware of and feel for their children's best interests. They have an innate understanding of their children's needs and desires, which they realize through their instincts and constant interaction with the child. The dynamics between parents and child provide an opportunity to direct

and guide the child toward developing into a self-sufficient individual who is prepared for future responsibilities (Strategies for Parents, 2019).

All of the parents have stated that they are involved in their child's education for a variety of reasons. According to the gathered data, many parents' motivations for involvement are centered on what they believe will benefit the early child's learning and development. Given that Filipino mothers are expected to be primary caregivers and responsible for raising their children and managing the household, they may be more likely to be exposed to and attend, if not actively maintain, modern childrearing information such as that presented in mass media, reading materials, and parenting seminars offered in schools and communities (Alampay and Jocson, 2011).

Parents believe they have a natural maternal role of providing for their children's needs, a responsibility that defines a good mother. Mothers' participation or involvement provides an outlet for expressing love, care, and concern for their children outside of the realm of formal education, thereby defining their motherhood (Smrekar and Cohen-Vogel 2001). Motherhood is a status position that requires a mother to exhibit a variety of expected behaviors. While motherhood is clearly still a gendered-driven role in society, the expectations for "good mothering" continue to evolve. Mothers are judged both internally and externally by society based on the expectations placed on motherhood. Even in today's society, where more mothers are entering the labor force, mothers' overwhelming childrearing responsibilities persist (Landeros, 2011).

The parents expressed that their involvement encompasses a broad range of responsibilities, not only in providing for their children's basic needs, but also in engaging in activities that foster encouragement and value formation. Home-based involvement refers to mothers' involvement in their children's education process at home. According to the Epstein framework, home-based involvement is classified as type 1 and type 4, which refer to parenting and home-based education, respectively (Epstein et al., 2002). When parents assist their children in learning, this includes motivating them and providing a conducive environment and resources for learning. Parent involvement, according to El Nokali et al. (2010), includes behavior at home that promotes children's education. Involvement at home has been shown to improve children's behavior and achievement. Parents engage in home-based involvement in a variety of ways, including providing items for the child's health, food, and shelter. It is believed that mothers, rather than fathers, play a significant role in assisting the child at home. (Singh et al., 1995). Parental involvement encompasses the control of learning, in which parents inquire about their children's homework or assignments, reminding them to complete school tasks. Finally, home-based involvement can refer to the ways in which parents educate their children at home in order to improve their academic outcomes (Hayes, 2011).

Filipino mothers described attending to their children's needs in order to prepare them for school. Although this may appear to be a fundamental parental obligation toward their children, the majority of participants described parental involvement as meeting the child's needs. This type of involvement, which is centered on meeting a child's basic and educational needs, is classified as a distinct type of parental involvement. According to Epstein (2001), health and home environment provisions, including educational resources, fall under the Type 1 (Parenting) typology of the Epstein Theoretical Framework of parental involvement. Participants' responses to parental involvement in their children's academics demonstrate culturally embedded notions. The responses of the parents exemplify the traditional role of Filipino mothers as primary caregivers for their children (De la Cruz et al., 2001).

As a method of involvement, discussions about school-related activities, monitoring, and completing homework with parents and children have been frequently mentioned. In accordance with Epstein's typology of parental involvement, parents' homework involvement activities included

interaction with the child regarding homework processes and tasks, as well as interactive processes that aided the child's comprehension of homework. The researchers examined the nature and methods of structured and unstructured parental homework involvement. Structured involvement entails assisting the child with assignments that are focused on completing the assigned tasks. On the other hand, informal involvement is child-centered in nature and is characterized by student-responsive patterns of participation in homework tasks. Parents may use either of these two approaches or a combination of the two, depending on the nature of the homework and the children's learning preferences. The outcomes of these approaches also vary, as evidenced by research; for example, a more structured approach was associated with poorer student outcomes, whereas a less structured approach resulted in better academic outcomes (Delgado-Gaitan, 1992; McDermott et al., 1984; Scott-Jones, 1987; Hoover-Dempsey et al., 1995)

Parents have emphasized motivations by providing advice and rewarding children with tangible items and pleasurable activities as part of their involvement in their children's education. Parents' motivational practices for motivating and encouraging their children to complete school-related activities are classified into two categories: task-intrinsic and task-extrinsic practices. Parental task-intrinsic practices are ways for parents to foster their children's enjoyment and persistence in learning (Gottfried et al., 1994). For instance, when parents motivate their children by emphasizing the benefits and fruits of academic excellence, or when parents motivate their children when they complete tasks and experience a sense of pleasure and engagement in learning, these are task-intrinsic practices. On the other hand, task-extrinsic practices refer to parents providing external rewards or punishments in response to their children's performance on a task (Deci et al., 1999; Gottfried et al., 2009). For instance, when parents observe their children performing admirably on their assignments, they may choose to reward them with treats, toys, or additional screen time on their gadgets.

Parents demonstrated their ability to communicate the values, behaviors, and standards they expect their children to adopt. Different parents were discovered to motivate their children in a variety of ways and styles. According to the data gathered, parents frequently respond by establishing routine activities. Parents are expected to serve as role models for their children, embodying the values and standards they expect their children to adopt. As a result, parents should model positive behavior through communication and by modeling the behaviors they wish to teach their children (DeHass) (2005).

Parents' primary role in their children's education is to enroll them in school. Wilder (2014), on the other hand, explained the positive connection between parental involvement in school and children's academic outcomes. Parent involvement at school can take the form of communication with school personnel, including teachers. The teachers' communication with parents paved the way for discussions about the child's performance, academic difficulties, and classroom attitude. This way, parents become aware of what to do and where to focus their efforts in order to assist their child in performing better in school. Essentially, parental involvement in school refers to the established relationship with the school (Pomerantz et al., 2007). According to Smith et al. (2011), opportunities for parents to participate in school activities, decision-making, and policy formulation empower parents as they recognize their critical role in the school curriculum. Parent communication with the school enables parents to express their perspectives, views, and ideas, which may benefit both students and parents.

Parents believed that their participation in school events was necessary to support their children and to demonstrate to their children that their parents are there for them. Participation in school activities; parent-teacher conferences; extracurricular activities; instilling parental values; and providing motivation all correspond to the numerous constructs of school-based involvement (Martinez,

2015). Parents play a critical role in ensuring children's academic success in virtual environments (Black, 2009; Currie-Rubin and Smith, 2014) by assuming the roles of the teacher in the physical/traditional classroom. When children are exploring online materials and assignments, parents assume the role of assisting them in answering questions and ensuring that children stay on track and at the appropriate pace when engaging in online-related activities (Bicknell, 2014; Currie-Rubin & Smith, 2014).

Parents indicated that they appreciated the opportunity to interact with the teacher during meetings and the issuance of report cards, which provided insight into their children's performance and behavior. Epstein (2001) defined communication partnerships in education as the exchange of information between parents and school personnel in order to benefit children's learning outcomes. It is clarified that when parents and educators communicate, a partnership is formed with the goal of assisting children in improving their academic performance. However, communication barriers may arise as a result of language barriers, work/time demands, previous negative experiences with teachers, and the parents' limited academic background (Dixon, 1992; Epstein, 2001).

Involvement in children's education can be challenging to some of the parents. The challenges and difficulties faced by the parents may be driven by several factors, hindering their involvement. While challenges and difficulties have existed since the inception of conventional education, they have been compounded by the pandemic, adding physical, emotional, and financial pressures to parents. Working mothers struggled to balance their time between work and participation in their children's school-related events. According to Guest (2002), work-life balance is the ability to meet work commitments and at home with perceived balance. Nelson and Lyubomirsky (2015) added that work-life balance varies from one person to another considering parenting and work responsibilities. Diño and Arroyo (2020) mentioned that the pandemic has caused a lot of concern, especially to families struggling financially and cannot afford to provide their children with materials needed for online learning. Magsambol (2020) added that the issue on internet stability is just secondary to the internet bill that they have to pay on top of other expenses.

Engaging the child to do homework and assignment and motivating them to finish their work have been challenging for the parents. Getting children to do school-related tasks is indeed a struggle because as the child arrive from school, it clicks a "free-time" mode wherein they do not see their home as a place to do schoolworks (Lehman, 2021.). This challenge has worsened in the new normal, as parents feel that their children become more complacent, lazy, and distracted by gadgets, and online games, making the children preoccupied, preventing them from accomplishing tasks. According to Balram (2020), the transition from face-to-face learning to online learning due to the pandemic has impacted the adjustments of the teachers and students to the new learning environment. It was also explained that it is very difficult for students to create a distraction-free environment amid the struggle of adjusting to the new normal in education.

Establishing an open relationship has hampered communication and discussion between parents and children, particularly for parents whose children are approaching adolescence. Parents anticipate their children disclosing their activities and concerns to them (Smetana, 2006). According to Frijns et al. (2005), parental secrecy is a significant risk factor for psychosocial well-being and behavioral adjustment, particularly in adolescents. In the new normal, parents express concern about their children's focus on online studies. Paiz (2010) asserts that this is because of available entertainment options and everyday distractions at home. Though not universally true, students' concentration is harmed by the fact that they are learning in their homes. Koshni (2020) explained that because the children's classes are conducted online, parents have a harder time keeping their children away from their gadgets even after their online classes are completed.

Parents' struggles, particularly in the new normal, are with encouraging their child to complete tasks and engage in online activities. According to Dang and Sumaoang (2020), one of the primary challenges of modular learning is students' struggle with self-study. Thus, parental or guardian encouragement is necessary to ensure that the student can keep up with the demands of distance learning. Additionally, parents expressed concern that they were being too strict in their involvement with their children's activities and that their behavior could be interpreted as hostile, negatively impacting their relationship with the child. Psychologists link authoritarian parenting styles to a lower level of parental responsiveness. Additionally, Dewar (2017) defined authoritarian parenting as being strict and stern. Numerous studies demonstrate that this parenting style does not guarantee the development of a more well-behaved and successful child.

Participation in school events became a struggle to some of the parents, linked to their work demands and lack of resources. According to Centers for Disease Control and Prevention (2012), parents play an extremely relevant role in their school engagement. Buzan (2017), mentioned that the non-participation of parents in their child's school activities might not be because of lack of concern but because of lack of resources. According to Finders and Lewis (1994), diverse economic backgrounds and time constraints are few of the many possible reasons parents can't come to school and participate in their child's education.

The new normal has posed a unique concern among the parents: concern about the lack of events that may affect their children's social development. The global health crisis forced schools to adapt to a new system of education. Indeed, the closure of physical schools has impacted the students, teachers, parents, the curriculum, and even the activities being held throughout the school year. According to existing studies, student engagement in school activities encourages socialization, thus, helps develop specific skills and academic competencies among learners. (Vegas and Winthrop, 2020). According to existing studies, the parents' experiences in communication during this time of pandemic present significant gaps. Parents are believed to be more dissatisfied with school communication (Polikoff, 2020). Furthermore, Rohman and Wright (2021) mentioned that everyone is overwhelmed with the new modality of communication amid the pandemic.

Conclusion

The study's findings indicate that the majority of Filipino mothers interviewed are actively engaged in their children's education and are aware of the critical nature of their role in the educational process. The research was focused on Epstein's parental involvement typology. Filipino mothers engaged in a number of activities that adhered to the mainstream patterns of parental engagement as explained and justified in the literature. Filipino mothers appreciate the importance of meeting children's basic and educational needs, tracking homework, discussing school-related activities, encouraging involvement in school events, and communicating with school staff.

Parents view their positions as critical in early childhood education, and as such, they must be involved if they believed their involvement would benefit the child. The Filipino mothers recognized that parental participation entails meeting a child's basic needs and providing educational services, as well as demonstrating their presence and support during their child's education. Parents expressed that a mother's natural function is to provide for their children's needs to avoid shame or being branded as a bad mother, and that it is their duty and obligation to help their children's education.

Additionally, Filipino mothers face a variety of obstacles and difficulties that limit their participation. While difficulties and challenges have existed since the dawn of mainstream education, they have been exacerbated by the pandemic, putting parents under additional physical, emotional,

and financial strain. Working mothers continued to struggle with juggling jobs and involvement in their children's school-related activities.

Future studies should concentrate on parent involvement in single-parent families and married couples. We believe that parental involvement varies according to the parent's marital status. To further our understanding of parental involvement in the Philippines, additional qualitative research will be conducted to elicit information about the underlying reasons for parental involvement among Filipino mothers using other methodological approaches.

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