



Developing Learners Reading Habits: The Journey of Parents as Reading Facilitators

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ABSTRACT

The major concern of the parents was related to children facing the problems due to sudden school closure and also talked about the loss of learning and its impact of reading habit, with the experiential view from the parents towards developing learners reading habits: the journey of parents as reading facilitators. Data were collected from 10 parents, and employed qualitative study with phenomenological approach. The findings of the study disclosed, based on first research objective which was about the experiences of parents in facilitating the learners reading habit, analysis revealed that emerging major themes after the data analyzed; strive to balance parent employment demands and learner needs, strenuous assisting more than one child learning at home, lack of balance, parent capability, and on how parents copes their experiences, like struggles, hardship and challenges on facilitating reading considering themes: maintaining a strict schedule, engaging in creative reading, keeping in reading, organizing daily routine reading, and for the educational insight drawn from the result of this study, themes were considered: tracking academic progress, valuing in reading habits, motivation strategy, and parents and teachers collaboration. Furthermore, the results of study is awareness on how parents can surpass, and would be a strong basis for school administrator as this comes as an opportunity to evaluate the effectiveness of different educational approaches and develop parents and teacher connectivity suited to specific educational needs, create program, and learning method directly to the presented problem.

Keywords: Developing learners reading habits, journey of parents, and reading facilitators.

The Problem and the Setting

“Once you become a parent, everyone starts having an opinion on your parenting style. You'll receive unsolicited advice as often from people with kids as those without. What can you do about it? You're completely allowed to ignore them.”- Jake Schroede –

In my academic years of teaching, I notice that reading habits of learners in the era of globalization and technological evolution, was behind in the demand and it is a last option of learner, nevertheless if we examines it is considered as a first step for every human activity in the respective field of education. In the spring of 2020, schools across the globe closed their doors to decrease the spread of the viral outbreak during the COVID -19 pandemic. This physical closure led to a rapid shift to modular learning, which placed more responsibility for learning on parents, and guardians, experiences of parents with their children during modular learning are worth examining, parent's co-operation, high quality books and the most important is the learners study reading habit. Study habits are learning tendencies that enable students to work privately.

In the global issues according to Yahaghi, E., (2019) describes the reading habit as “the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject”. According to her, “good study habits are good assets to learners because the (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and



achievement leading to failure. Supported by the idea of Paulson, E. J. (2018). Define the term study reading habits as: The student's way of study whether systematic, efficient or inefficient etc". Going by this definition it literally means that good study habit produces positive academic performance while inefficient study habit leads to academic failure.

In Nigeria, there are so many factors influencing the ability of students to cultivate effective and efficient study habit, emphasized the importance of environmental influence as a major factor in the development of students reading habit, submit that the environment of most children is not conducive for studying; it is in the light of this that made some parents to prefer their children to go to boarding school for proper discipline and to inculcate better reading habit (Asika, April, 2017).

In the national scenario, according to Hussain (2016) learners in public schools often come from economically poor and average income families. These families face various problems causing emotional disturbance among their children. They have poor academic performance. This singular factor has caused serious damage to the achievement status to secondary school students.

Achievement is generally a pedagogical terminology used while determining learners' success in formal education and which is measured through reports examinations, researches, and ratings with numerous factors of variables exerting influence. Essentially, the National Policy on education.

In local issues, according to Camp, D. (2017) identified school achievement contents according to school subjects which are classified as core or elective subjects. Good study reading habits are essential ingredients for excellent academic performances for every student. For study to be effective, Freeman and Mors (2018) have observed that it should be regular, intense and should cover long periods. The habits of reading must be a sustainable one, for that matter students must see the need to develop good study habits. Although studies abound on the causative and predictive nature of factors of study habit on students' academic achievement, all factors of the variables tend to focus on poor study habit while the effect is yet to be fully accessed on the nations educational development. Study habits are important as they influence the academic performance of students so parents and teachers must help in improving the study habits of students in the same vein, Adigun, J. A. and Ogundipe, T. C. (2019).

Purpose of the Study

The primary aim of this study is to come up with the insights and experiential view from the parents towards developing learners reading habits: the journey of parents as reading facilitators. It aimed also to collect experiences and assemble details on the challenges and their ways to overcome challenges encountered by the pupils on their study reading habits. Through their experiences, information gathered may clarify the extent of the experiences and challenges of parents in terms of surviving of their child/ children on their academic development amidst pandemic crisis of education.

Research Questions:

Specifically, this study sought to answer on the following questions:

1. What are the experiences of parents facilitating the learners reading habit?
2. How do parents cope with the issues in facilitating reading?
3. What educational management insights are drawn from findings of the study?

REVIEW OF SIGNIFICANT LITERATURE

This chapter presented the aims at providing a strong foundation to this study and literature or references gathered by the researcher that was anchored on. It covers a review of existing relevant literatures which was explained



according to its concern. Such are presented as to connect the varied findings and theories in relation to the independent and dependent variables.

Developing Learners Reading Habits

Reading habit is the daily routine of learners with regards to their academic duties and responsibilities. Each learner has his own reading habits varying on his preferences with the place and time of studying, techniques in studying and more (Kaur, S. &Thiagarajan, R. 2019).

It will depend upon the person if he will not get bored to browse notes and can procrastinate postpone doing something the distractions such as social networking, media exposure, gaming addiction and more. Studying not only prepares a student to excel in a class but reinforces the lessons already taught. Studying reawakens the lectures and reading materials (Greene, B.,2017).

Studying is merely reviewing and committing to memory new information. The extent of student's learning in academics may be on the grades a student earns for a period of learning has been done. It is believed that a grade is a primary indicator of such learning. If a learner earns high grades, it is concluded that they may also have learned a lot while low grades indicate lesser learning. However, the one who facilitated the learning process should be the teacher and the teacher will also help in understanding better the diversity of learning of their students (Henry, 2018).

Elementary school is such an exciting and wonderful time for students and their parents. This is the first real step to their education and their independence, but the problem that the parents faced along these levels of learning were the ways on how they're going to let their children develop a study habit which can help their children in learning as well. The parents let their children follow the rules in the house and let them have their study habits in studying their lessons even a few hours, but the students must study their lessons (Egong, 2017).

According to Caverly,D.C.,Nicholson,S A., & Richard Radcliffe, R. (2019). Suggested that students learning achievement depends on their attitude, motivation performance for success, and reading habit or skills that people employ to pursue the desire outcome.

Moreover, there were some factors like the parental involvement, socio-economic status of the learner, and teacher's personality or approach to students that can affect the learning and as well as their reading habits. It has a big factor of a student's learning the involvement of their parents in their learning process. Whenever the parents get involved in the study-life of their children, there was a great factor that urges the child to learn and be interested in schooling (Richard &Radcliffe, R. 2019).

On the other hand, this way the child will feel supported in any way as much as he can do for his studying. If the parents will always be there to urge their children in their study reading habit, then the child will respond to it positively. Thus, having the parents' child always on their side will have the tendency for a child to always lean onto their parents every time and not standing anymore on their own. So, the advantages and the disadvantages of this factor revealed (Denga, A. M. 2017).

According to the Principles of Teaching 1 book, the teacher serves as the primary mover of the educational wheel while the learners are the key participants in the learning process. The teacher is the role model, the manager, the counsellor, leader, parent surrogate, facilitator, instructor, and a lot more. The students will learn best also depends on the kind of teacher do they have. The teacher has the greatest factor in the learning process and so his attitudes or personality in approaching the students effect on them as well (Camp, D.,2017).

In addition, Edem, M. B. & Ofre. T. E. (2010), pines that intelligence accounts for little variance in academic performance. Therefore, more emphasis had shifted from intellectual factors to non-intellectual factors such as



some personality variables like self-concept and study reading habit. Based on the findings of effective study skills usually come down to two factors: motivation and style. Motivation is the enthusiasm of a person to do something. Learning style is the method used by a certain student/person to study much easier and more efficiently. These two factors also have a role to play in the learning process of a student. Motivation serves as the fuel that keeps the child moving on their studying and learning process. Because of this, aside from gaining incentives, they also gain knowledge. While the learning styles of the student will also help him upon learning for it gives him a reason to learn the things in the way he will learn (Akaike, I. G and Asika, I. E. 2017).

There will be no pressure for a child to understand things if only he will learn everything through the way he wanted to, for instance, if the student is a visual learner, then he can study the lesson through seeing it with the eyes or watching videos that contained related topics to the lesson presented. If a student is an audio learner, he can learn his lesson through listening to it attentively or let the other person discuss to him the topic or lesson talked about by the teacher (Egong, A.,2017).

Lastly, if a student is a kinaesthetic learner, he can learn his lessons through doing it on his own for example in a laboratory session. Hence, learning skills refer to the skills that make teach possible (Henry, P.2018).

Generally, learning is central to all our behavior. Each learner is unique individual with different abilities, interests, and ways of thinking and responding thus these characteristics have a significant influence on ones learning style It is being realized that students use different learning strategies (Henry, P.2018).

They have different methods of reading, interpreting and coding the information. Sometimes these strategies are useful, but some students develop pathological learning strategies. To study effectively the students should be aware of learning process. Nonetheless, success in school is not so much determined by sheer intelligence as knowing how to study. Studying is a skill. Being successful in school requires a high level of study skills and students must first learn these skills, practice them and develop effective study habits in order to be successful (Henry, P.2018).

Everyone cannot be brilliant but everyone can learn how to study. Effective study habits, even highly intelligent student failed due to inefficient work and lack of knowledge on how to study effectively. Important skills for study have to be learned and practiced (Aina, A. J., Ognibene, J. I., Adigun, J. A. and Ogundipe, T. C. (2019).

As a matter of fact, students who work to a more regular program of study have a better academic performance. Study habits tend to be formed in the early grades and in the most instances, do not materially improve after elementary school. Some students often complain about mental inability or strain or lack of interest in studies. Other thinks they are not capable (Adigun, J. A. and Ogundipe, T. C. (2019).

In some cases, Karim, N. S. A. and Hasan, H. (2017) stated that good study habits help the student in critical reflection in skills outcomes such as selecting, analyzing, critiquing, and synthesizing.

While in the local study of Liu, Z. (2017), he added that study habits are learning tendencies that enable students work privately. The study conducted by on the relationship between an individual's amount of caffeine consumption during his/her study session and the individual's study habits showed that the main effect of drinking caffeine on exam preparation was not significant. Unhealthy study habits were operationally defined as low scores on amount of time per study session, time (in days) when preparation began, and amount of information the participants believed they had retained. High scores on anxiety level were included in 'unhealthy' study habits. A Pearson correlation indicated no relationship between amount of caffeine consumed while studying and the individual's effectiveness of studying and preparation (Yahaghi, E., 2019).

While in Dumayag's (2019) point of view, "the effective reading skills are associated with positive outcomes across multiple academic content areas and for diverse learners. This is to describe an information-processing



perspective on the contribution of study skills to academic competence, and to identify evidence-based strategies that are effective in helping students to improve their study skills. Study habit, skill, and attitude inventories and constructs were found to rival standardized tests and previous grades as predictors of academic performance, yielding substantial incremental validity in predicting academic performance (National Endowment for the Arts. 2017).

Academic specific anxiety was found to be an important negative predictor of performance. Overall, study habit and skill measures improve prediction of academic performance, more than any other non cognitive individual difference variable examined to date and should be regarded as the third pillar of academic success". The substantive aim of the study was to examine the effect of study habit on students (Yahaghi, E. 2019).

In fact, recommended some tips in improving study habits and suggested that the student should try not to study all the subjects in just a period. It also added that if you try to do too much studying at one time, you will tire and your studying will not be very effective. Space the work you have to do over shorter periods of time. Taking short breaks will restore your mental energy. Additionally,(National Endowment for the Arts. 2017).

Undoubtedly affirmed to Nssien, F. U (2017) study that other students are able to balance social activities with good reading habit. A diversion from studies will alleviate stress and help prevent from becoming fatigued. He said that a student should make sure that he must take a break for an hour after studies to meet with friends, to play some cards, work out at the gym, or to gab with a new acquaintance.

For this way, that student will find concentration when he does study, if he plans a social activity afterwards. He said, "To develop a healthy social life, develop routine study habits. After supper, lug your books and homework to the library, find a comfortable and quiet niche, and study for two or three hours, taking intermittent 10-minute breaks every 45 minutes or so." Making friends with whom you share similar study habits, and share a table or a study space with them would be a best way in developing study habits as what Mark said(National Endowment for the Arts. 2017).

To give a clearer view of each of the variables in this study, here are the following discussions:

Learners Study reading habit

Owusu-Acheaw, M., and Larson, A. G (2017) said that learning to reading is like learning to ride a bike-once you get it you have the skills for life. Meaning that in steps to learning there are bumps and bruises along the way because the process of learning is sometimes painful. In addition to that learner who excels in school is not an exemption in creating a good study habit because learning is a lifetime process, it does not stop. Moreover, study habit is important to all learners to perform well in school.

There are many factors to be considered in discussing the reasons behind the formed study habit of the learners especially in the adolescent period. This is the stage where critical period begins when they wanted to go out under the custody of their parents. In such it is important to consider the parental involvement of the parents and its influence to the learners. The family monthly income is also one factor to be considered because now a day there is no such thing as free. This means that you don't get something without anything or without money. In addition, it doesn't mean that students that are enrolled in a public school are absolutely free from any expenses Paulson, E. J. 2016).

Aside from the projects and assignment it cannot be missed at school that there are biological needs of a man to be feed. In one way or another, everybody will spend an ample amount for the desired learning. Learners' academic performance must be considered also because it is interrelated to students' study habit(Shen, L. (2016).



However, one of the important considerations is the attitude of students towards studies and these factors serve as a stimulus in motivating them to do certain responses depending on how they perceive the actions of the mentioned factors. The development of positive attitude towards studies must be considered seriously by both parents and teachers. Their actions are important in motivating the learners' performance towards their study habit (Paulson, E. J. 2016).

The journey of parents as reading facilitators can be also the factor that can affect the reading habit of the student for the reason that a one's study habit is also connected with how a student manage his time in accordance to its desired study time. Time management has been described using many different terms including spontaneity, balance, flexibility, and having control over time (Oyewumi, O. and Ebijuwa, A. S. 2019).

Time management has also been characterized as a habit developed only through determination and practice as prioritizing and respecting those priorities, setting priorities and scheduling tasks. Time management can also be considered as the process, by which an individual is more effectively accomplishes tasks and goals, a process by which an individual obtains control over the timing and the content of what he/she does and as what can be accomplished with time (Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C. 2018).

In order to utilize time effectively, individuals must first be able to predict or plan how much time is needed for the activity. An individual will become effective in using their time only when the individual clearly knows what they want to do, what they need to do, and for which specific target date. Individuals need to become more disciplined in their use of time by respecting their established priorities while minimizing distractions from others as well as from situations that have the ability to displace priorities in terms of time and energy (Tella, Adeyinka; & Akande, Samson. 2017).

According to Denga, A.M. (2017), time management involves determining what one should do by setting goals, deciding which events are the most important and realizing that other activities will have to be scheduled around them (prioritizing), making decisions about how much time to allow for certain tasks (time estimation), adjusting to the unexpected (problem solving), reconsidering goals and priorities on a regular basis (evaluation), and observing patterns and trends in behavior. Manages your time can help you study your lesson in a desired time and doing it every time can be a habit for everyone's study habit (Denga, A.M. 2017).

Study techniques can help an individual to study and form his reading habit. Study techniques are how someone studies in a way that he wants to remember what he has studying. They are generally critical to success in school considering the essential for acquiring good grades, and useful for learning throughout one's life Denga, A.M. (2017).

There are arrays of study skills, which may tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. Study techniques include mnemonics, which aid the retention of lists of information, effective reading and concentration techniques, as well as efficient note taking (<http://www.usq.edu.au>). Learning style of a learner contributes to its reading habit formation because there are factors that their learning styles influences their way of studying. Different theorists and educationists have defined learning styles in their own way. They believe that this is an important concept to be studied. The concept of style helps to understand how the learners are same with each other, and how they differ in terms of learning. There are three basic types of learning styles, the three most common are visual, auditory, and kinesthetic Denga, A.M. (2017).

To learn, we depend on our senses to process the information around us. Most people tend to use one of their senses more than the others. However, some theorists or practitioners explained that the learning styles show how one particular individual will react to a specific situation and how he or she will behave in a unique or common learning situation depends on his/her learning style. This leads to a different interaction with the same learning environment by different people and it is a matter of their learning style, (Gordon 2018).



Thus, learning styles are taken as stable individual preferences for receiving and processing information by many of the theorists. Learning styles are the different approaches and ways of learning. First, the Visual Learners, they learn through seeing. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson (Akabuike, I. G and Asika, I. E. 2017).

They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g., people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information. Second, the Auditory Learner, they learn through listening. They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder (Asika, I. E. 2017).

Lastly, the Tactile or the Kinaesthetic Learners, they learn through moving, doing and touching. Tactile/Kinaesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. Parental involvement is needed in adolescent stage in monitoring the performance of their students at school and in home. Parental involvement is the number one reason of the student's motivation and if student will see that their parents pay less attention in their academic performance a usual response of the student is an attitude of procrastination (Chavkin et.al. (2018).

According to the 1st stage of Erik Erikson's theory the parents are the basic source or foundation of trust an individual can create to his/her environment. Parent involvement in school is needed because according to the study of that parent involvement or school and family connections are a component of effective schools that deserves special consideration because it contributes to successful family environments and more successful students. In addition parental involvement are the stimuli that serves so as student will avoid procrastination and contributes to efficient time management, learning skills and study techniques of the students(Akaike, I. G and Asika, I. E. 2017).

Parental monitoring is needed so that student will feel that they need to do their best because their parents put a great value in their studies. Furthermore it is the best influence of the parents to their students to give their best in their studies (Chavkin et.al. (2018).

Academic achievement means how much knowledge the individual has acquired from the school is directly linked to reading habits. Various studies have proven that reading habits, whether academic or non-academic, have an effect on academic performance of students regardless of their level. A good number of children in Ghana are quite privileged to have access to the internet, television, and other electronic devices and thus, most children would prefer to watch or listen rather than read. Many of today's children have little or no interest in reading especially non-academic materials as they may refer to it as boring or time wasting (Adelai 2014).

It is for this reason that majority of the youth would rarely purchase a newspaper, journal or novel, and would prefer to watch the content of the material in books as a film or listen to it. Some academic authors have published audio formats of their manuscripts and textbooks to assist student also has been ineffective (Chavkin et.al. (2018).

Likewise, Doomist (2018) Students with poor reading habits face a lot of challenges if they make it to the tertiary institutions, mostly because they are compelled to read huge volumes of academic books. They may find it even more challenging because they are required to do their own research at the library or online in order to fully understand and succeed in their coursework.



Amber (2018), the poor reading attitude follows individuals from SHS to the Tertiary level and to the professional world, creating a workforce that can hardly read manuals for devices, medication instructions and public notices. Reading habits can be described as a socialization process and needs to be encouraged at all levels and all contexts.

News, the addition has become necessary due to the falling standards of education in the country; a situation he attributed to the bad reading habits of children. Reading literacy in the 21st century As society changes, the skills needed to negotiate the complexities of life also change. In the past, a person who had acquired simple reading, writing, and calculating skills was considered literate (S. White & McCloskey, 2016).

However, in recent years, literacy is not only about decoding and comprehending information but also involves understanding, using and reflecting on written information in a range of situations and for various purposes. Reading literacy is defined in PISA12012 as “understanding, using, reflecting on and engaging with written texts, in order to achieve one’s goals, develop one’s knowledge and potential, and participate in society. In this definition, motivational and behavioral characteristics of reading are recognized alongside cognitive characteristics. It is noted that PISA data focused on what it is thought literate 15-year-old students should be equipped to do. (Thomson, Hillman, & De Bortoli, 2018).

The evolution of how readers communicate through various forms of text requires the notion that literacy should be dynamic and responsive, reported five aspects of reading literacy, including “retrieving information”, “forming a broad understanding”, “developing an interpretation”, reflecting on and evaluating the content of a text” and “reflecting on and evaluating the form of a text”. Not only the traditional form of text but other forms in the 21st century (such as internet- based text or other electronic forms of text) influence the way that literacy should be understood (Leo et al., 2019).

Benefits of reading ((OECD, 2018). The diversity of text forms in the 21st century requires an expansion of the reading skill sets to ensure interactions with these sources of text. The concept of reading literacy has already expanded. This means, to be literate, students in the 21st century require more effort than in the past should develop their abilities to extract information from texts. According to Kirsch et al. (2018), it is universally accepted that, in responding to the increasing demands placed on the educational development of citizens, reading literacy plays a particularly important role as a foundation skill. Reading plays a vital role in the learning process in university classrooms (Bartlett, Gorney, Herschbach, & Lei, 2017).

Students who are well-prepared for their university life with reading comprehension skills will benefit in several ways. First, reading ability is recognized as an important factor that contributes to students’ success in school. Students who read frequently tend to become skilful readers (Krashen, 2019). Their reading skills support them in deeply understanding information and knowledge (Annamalai & Muniandy, 2013; Mohamed et al., 2018).

Students who comply with reading assignments will be advantaged in their exams (Sappington, Kinsey, & Munsey, 2018). According to Kim and Anderson (2017), the more time students spend on reading, the more skilful they become; and the better students are at reading, the more success they achieve in their courses.

Reading activity leads to important cognitive outcomes and may result in habits that affect the rest of students’ academic lives (Schutte & Malouff, 2017). Indeed, students develop their critical thinking, and problem- solving skills through reading processes as a result of regularly using their abilities of thinking such as imagination, analysis, judgment and creativity (Igwe, 2018).

Because regular reading facilitates the development of reading competence students who read frequently become autonomous and independent readers (Tse, Lam, Lam, Loh, & Westwood, 2018).

Reading, therefore, can be seen as an important factor that contributes to the growth of students’ intellect and emotion; and paves the way to life-long learning (Lone, 2011; Tse et al., 2019).

Students' social outcomes such as future employment and community involvement can be predicted through their reading ability (Schutte&Malouff, 2017). People with high levels of literacy seem more likely to participate in voluntary community activities and the higher the level of literacy they have the more job opportunities they get (OECD, 2018).

Reading skills can be seen as a necessary tool for a person to participate effectively in social life. Generally, reading is basic in all academic disciplines. An individual's ability to read and understand complex information is an important factor that contributes to his or her success in academic life, in professional life, and in everyday life. Thus, it can be said that supporting students to read effectively is an important shared mission for parents, educators, managers, policy makers, and the community as whole, reading non compliance among students (Kirsches al., 2018).

Although the importance of reading has been verified, there is an unfortunate trend of poor engagement in reading among university students. They do not comply with academic reading for pleasure; they are more likely to take part in other activities rather than reading (Sappington et al., 2018).

On the other hand, many students are pathetic to academic reading. Park and Kim (2017) summarized from previous studies that university students were frequently found to show a low level of engagement in academic reading. There was a trend of noncompliance with course assigned readings among university students although students perceive the importance of reading, feel pressure from their lecturers to read and understand that reading will influence their academic achievement, most of them still do not read set textbooks (Berry, Cook, Hill, & Stevens, 2019). On the other hand, a large numbers of university students are not motivated to read for recreation.

Based on a literature review, claimed that reading seems not to be a pleasurable activity among university students, they seem to engage in other activities, such as watching television or using the internet, more often and for longer periods of time than reading for pleasure A study by Mokhtari, (Reichard, and Gardner, 2019).

Generally, getting students to read is one of the big challenges of teaching at tertiary level It would be useful to know why university students are noncompliant with reading. What factors influence their reading engagement (Hatteberg&Steffy, 2013)?

Theoretical Lens

In order to explain learners' study reading habits, Ajzen's (1991) Theory of Planned Behavior (TPB) is used as foundation. This theory is a widely accepted socio-psychological model and is used frequently by many scholars to explain human behaviors across the various disciplines including reading (Miesen, 2003; Stokmans, 1999; Van Schouten& De Gloppier, 2002; Van Schouten, De Gloppier, &Stoel, 2004).

According to the Theory of Planned Behavior model, the most proximal determinant of a person's behaviorism their intention to perform the behaviour (Ajzen, 1991). Behavioral intention then is influenced by three direct determinants: attitudes, subjective norms and perceived behavioral control (which can also predict behaviour directly as shown by the broken line. As a general rule, the more positive the attitudes and subjective norms with respect to behavior, and the greater the perceived behavioral control(PBC), the stronger should be an individual's intention to perform the behavior under consideration (Ajzen, 1991).

Literature review conditions of volitional control, it has been found that the intention to perform a particular behavior is the strongest predictor of its actual performance (Ajzen, 1991).The Theory of Planned Behavior model (Ajzen, 1991)Taking the Theory of Planned Behaviors a starting point, a model for explaining students' reading habits is developed. Because this research focuses on the duration and frequency of learners' "reading, reading habits are studied rather than reading behavior.

According to Neal, Wood, Labrecque, and Lally (2018), habits are formed by the “psychological dispositions to repeat past behavior”. In other words, a habit is a routine of behaviour that is repeated regularly. Because the model of reading habits is used to seek explanations for an established pattern of behavior not a projected one, it does not include the component of reading intention. This decision is made based on a point of view by Broader and Stokmans (2018) that reading is an on-going behavior not one that is only in the future.

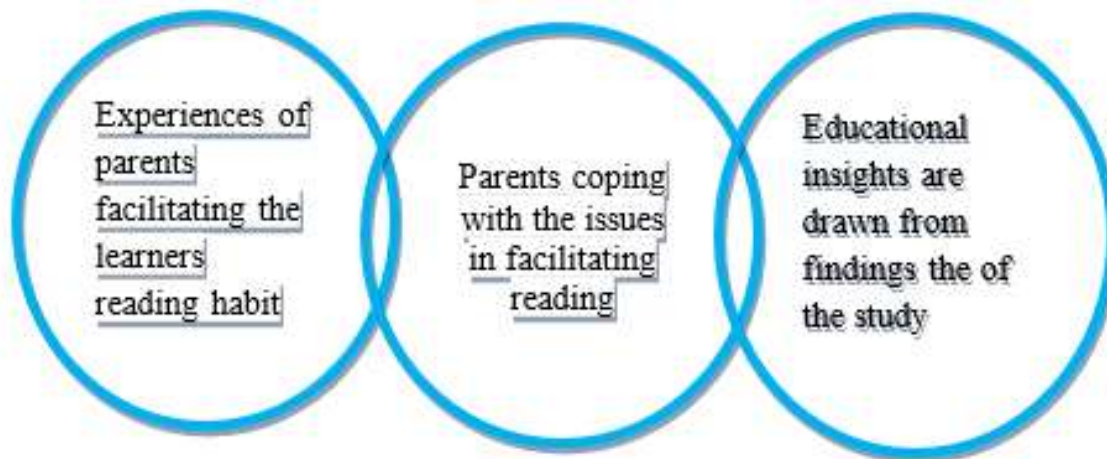


Figure1: Conceptual Framework of the Study

METHOD

This chapter, the researcher introduced the philosophical assumptions, qualitative assumptions, research participants, data collections, data analysis, ethical considerations, role of the researcher, and trustworthiness.

Philosophical Assumptions

According to Creswell (2005), the philosophical assumption was talking about four (4) basic assumptions that researchers made as they undertake a qualitative research, which are ontology, epistemology, axiology and rhetoric.

Ontology of this study are parent’s perception towards learners study reading habit, in new learning system of education, knowing learners ability base on what parents perception from observation. Learners create a good relationship and interaction base on how they practice study reading habit in positive way. However, learners occasionally response to the teachers in negative way as it relates to what they see and towards teachers. Students can create perception towards their teachers depends on the relationship between a teacher and their parents.

Epistemology of this study is that parent perception towards learner study reading habit, ability was depends on how parents interpret and communicate towards their child/children.

Axiology of this study is that parent journey and ability according to what they observed in terms of facilitator pedagogy and evaluation of application the new normal learning modalities on how it affects to child/children reading habit ability to respond.

Rhetoric of this study is focusing on the relatedness of parent perception towards the journey of their child/children in new normal education: learners study reading habit in focus.



Qualitative Assumptions

This study used an In-depth interview where the parents' perception towards their journey as parents and teachers in new normal education, the learners' study reading habit in focus through the process of virtual meeting via Google meet, question and answer using the interview guide made by the researcher, which the participants answered based on their experiences and perceptions that is related in this study.

A Phenomenological approach was used in this qualitative research that focuses on the commonality of a lived experience within a particular group or individual. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013).

Research Participants

This study may consider ten (10) parents participants from private school of Davao City. The purposive sampling technique is chosen for this study. The informants may be purposefully chosen so that the information needed to expedite the study would be the exact data necessary to answer the research questions. The researcher utilized a range of ten (10) parents key informants. The appropriate number of participants in qualitative research is expected to provide thematic saturation (Henson, 2016), for the deliberate choice of an informant due to the qualities informant possesses.

The selection of informants is based on the criteria inclusion of this study, that they must be a parent of private elementary school learners at of Davao City, provided they manifest their willingness to participate in the study as evident in their signing of the informed consent. But only those who meet the criteria may be included as participants of the study.

Their identities may be obscured and each informant is coded as to ensure anonymity. It is a non random technique that doesn't need underlying theories or a group number of informants. Simply put, the researcher decides what must be known and sets bent find people that can and are willing to supply the knowledge by virtue of data or experience.

Purposive sampling is particularly exemplified through the key informant technique wherein one or a couple of individuals are solicited to act as guides to a culture. Key informants are observant, reflective members of the community of interest who know much about the culture and are both able and willing to share their knowledge. In due respect with ethical considerations discussed, the names of participants were not revealed but instead replaced by a code A-J followed as their a pseudonym sign and the letter assigned to each participant which served as pseudonym of the participants (Tongco, 2017).

Data Collection

In obtaining data about how the participants think and feel in the most direct ways. The researcher conducted in-depth interview (IDI), direct participant observation. These methods, in fact, were based on an assumption fundamental to qualitative research. The participant's perspective on the phenomenon of interest should unfold as the participant views it not as the researcher viewed it. The interviewing activities have limitations and weaknesses, and involve personal interaction; where cooperation is essential (Creswell, 2007).

In this study, the researcher personally gathered the data and conducted in-depth interviews with the parents key informants from private school elementary school District 1 Division of Davao City, it may be recorded the interviews through the use of two audio-digital recording devices and it could via virtual, and also using Google form for open ended questions to abide the standard health protocol of Inter-Agency Task Force (IATF). After conducting the interview, the recorded conversations were transcribed. After which, transcripts were translated by the researcher and an English teacher.



In this study, the researcher used the informed consent form with introductory script detailing specifically to the participants the title of the study, purpose of the study, and the importance of their participation. Their participation would be voluntary and confidential and their identification in the study is protected.

They were oriented on what would happen to the information they gave, what would happen to the results, what would be the possible advantages in taking part of the study. In addition, wherever possible, the interviews were conducted in areas free from distractions and the time and locations are most suitable for the study participants (Gill, Stewart, Treasure and Chadwick, 2008).

Interviews are ideal for providing access to participants bringing to the surface meaning and emotions that might not be articulated elsewhere. The group setting design contributed to build a trustful relationship between participants and the researcher. It was also providing a supportive forum for the expression of opinions of that may not be disclosed even in private and allowed the researcher to see how people interact when they are considering a topic and how they reacted when they were disagreed with each other (Bloor, Frankland, Thomas, and Robson, 2018).

Ethical Considerations

Letters and informed consents duly signed by the participants were done to protect their rights. The letters were sent to the School administrator private school of Davao City. Participants were never coerced or forced to do the task they wish to avoid. They were never discriminated. They were assured that it may not in any way affect their duties.

All participants received the same proper treatment. The researcher assured them of the confidentiality of their interviews, to which pseudonyms were used (Lee & Hume-Pratuch, 2015) and the gathered information's were only for the purpose of this study and would not be used as source or reference for another research. Should the participants recall unhealthy experiences during the discussion then psychological assistance may be made available for them.

The used of human as one of the most important ethical consideration in this study was considered by the researcher. The ethical principles are primarily centered on protecting the research participants and the guiding function of "do no harm".

The researcher considered the reliability, validity and objectivity of the research to avoid unethical issues regarding in this study. Further, it ensures that this study is acceptable where the confidentiality of the data was strictly followed by the researcher in gathering the data to be analyzed. The ethical issue in this study also includes voluntary participation of participants and informed consent.

Furthermore, this research is in conformed to the ethical standards set by the Research Ethics Committee of The Rizal Memorial Colleges, Inc. specifically graduate school department, as follows: 1) I understand and may conduct the research according to the approved proposal including any procedures performed on study participants, and any approved research amendments; 2) I may not deviate from the research proposal except where necessary to prevent immediate danger to the participants/respondents; 3) I explicitly agree to provide direct access to all source document pertinent to participants/respondents in the study to the panel of examiners and the Graduate School/College authorities of The Rizal Memorial Colleges, Inc.; 4) I may not interviewed the first participant/respondent in the study until I have received approval from the appropriate Research Ethics Committee of The Rizal Memorial Colleges, Inc. (REC-RMC) until all legal and regulatory requirements have been fulfilled; 5).

The researcher conducted the study in accordance with the moral, ethical, and scientific principles governing researches as set out in the Declaration of Helsinki and its amendments, the International Conference on



Harmonization guidelines, and applicable regulations and laws; 6) I agree to obtain, in the manner described in the approved research proposal, written informed consent or informed assent to participants in this study; 7). I am aware of the requirements for the correct reporting of serious adverse events, and I commit to document and to report such events as required; 8) I agree to supply, upon request, The Rizal Memorial Colleges, Inc. with evidence the name and address of each participant/respondent of the study; 9).I agree with the use of results of the study for the purposes of national and international registration, publication, and information for academic and education professionals; 10) I agree to keep all source documents and case report forms as specified in the research proposal; 11). I provide all required regulatory department forms and permission, curriculum vitae of myself before the study starts, which may be submitted to regulatory authorities or used as attachments to my study.

Role of the Researcher

The researcher personally gathered the data and conducted in-depth interviews with the 10 participants, it may be recorded the interviews through the use of two audio-digital recording devices and it could via virtual and also used Google form. The researcher insured to follow the standards health protocols of Inter-Agency Task Forced (IATF).

Data Analysis

In the analysis of data, three steps were used specifically on data reduction, data display, and data conclusion. The analysis qualitative research notes began in the field, at the time of observation, interviewing, or both, as the researcher identifies problems and concepts that appear likely to help in understanding the situation.

The data for a qualitative study were the notes jotted down in the field or during an interview from which the original comments, observations, and feelings were reconstructed or transcribed from audio recordings. The basic data were the observations and conversations, the actual words of participants reproduced to the best of my ability from the field notes.

Examining relationships were the centrepiece of the analytic process; it allows the researcher to move from simple description of the people and setting to explanations of why things happened with those people in that setting. The process of examining relationships was captured in a matrix that showed how different concepts were connected.

During data reduction, the interview answers of the informants from the audiotape were transcribed and translated which made the necessary decisions on how to code group categories and organize them. During data display, the researcher presented them in a form of a table respectively illustrating the patterns and findings of the data.

During the conclusion drawing and verification, initial thoughts about patterns were developed. The analysis of the qualitative data was exploratory in nature and employed a constant comparison procedure. The categories and the coding of an outline were taken from sources: the data, previous related studies, and theories.

Thematic Content Analysis. This was used in interpreting the responses made by the key participants in determining the developing learners reading habits: the journey of parents as reading facilitators, on the journey of parents reading habit in focus their response was processed and conducted through analysis. Transcripts were coded in considerable detailed with the focus shifting back and forth from the key claims of the participants to the researcher's interpretation of the meaning of the responses and subjectively interpreted.

Meanwhile, the notes that may be obtained from in-depth interview may transcribe immediately. The researcher may be looking for common themes that may be found among the responses to each question. In this phase, the researcher may use the thematic analysis in analyzing the gathered data.

Despite the factors mentioned above and shown in **Figure 2** shown procedures undertaken to analyze the textual data. Collected transcripts were listened and transcribed with list of significant statements was developed from the transcripts and grouped into larger units of information called “meaning tunings” or themes (Creswell, 2007). With the list of non-redundant units of meaning, the researcher must continue to bracket any assumptions in order to remain true to the phenomenon (Groenewald, 2004).

Framework of Analysis

It was shown in analytical frame work in the journey of parents in facilitating reading habit of their child/children, parents is a structure as rational finding, and lastly type of reading habits, to obtain competitive skills in reading competency, carried along of students personality and inclination for growth development which most effective in learning process, also the habits of students were affected from teachers demands, and parents supervision as what their experience to be divulge and bring new insight and hope to upcoming similar situation or case.

The experiences were analyzed to bring out their insight and feelings to make a difference in the educational system. Both aims to provide information on process most effective in affect student’s in their reading habits The data collected during interviews was transcribed, organized and reviewed in searching for patterns and themes. Because this study involved human participants, informed consent was secured for ethical purposes.

Following the signing of consent forms, parent experiences were explored using semi-structured in-depth interviews. Data was organized and analyze. The researcher rigorously examined these units of meaning to elicit the essence of meaning within the holistic context. The entire interview transcript and add anything that might have been left out. The information may be shared with the participants in taking circle to ensure that we interpreted the data correctly using triangulation analysis (Mazuwelics, 2018).

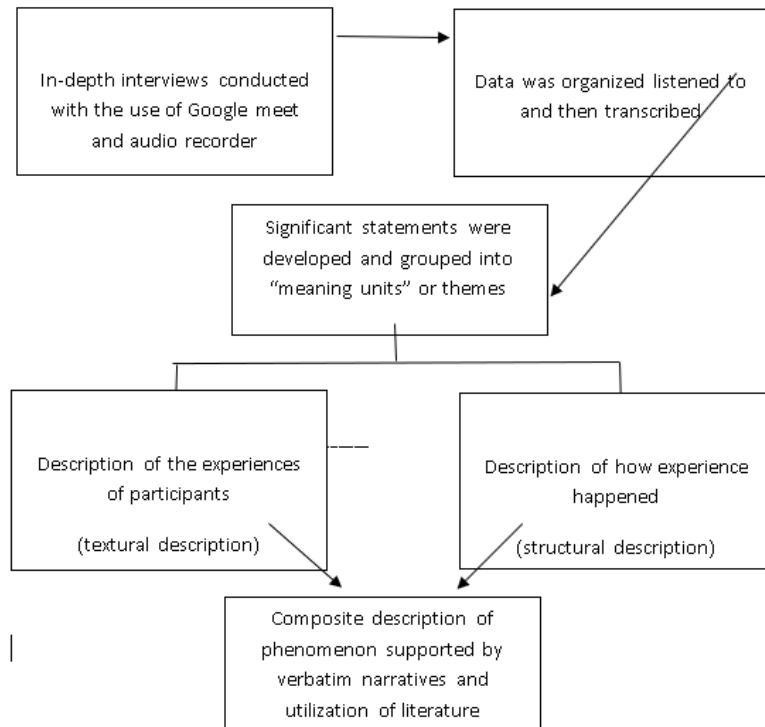


Figure 2: Analytical Framework of the Study

Thematic Content Analysis. This was used in interpreting the responses made by the key participants in determining the lessons and insights derived from the views of the journey of parents and teachers in new normal education: learners study reading habit in focus.



Their responses were processed and conducted through analyses. Transcripts were coded in considerable detailed with the focus shifting back and forth from the key claims of the participants to the researcher's interpretation of the meaning of the responses and subjectively interpreted. Meanwhile, the notes that may be obtained from in-depth interview may transcribe immediately.

The researcher may be looking for common themes that may be found among the responses to each question. In this phase, the researcher may use the thematic analysis in analyzing the gathered data.

Their responses were processed and conducted through analysis. Transcripts were coded in considerable detailed with the focus shifting back and forth from the key claims of the participants to the researcher's interpretation of the meaning of the responses and subjectively interpreted. Meanwhile, the notes that may be obtained from in-depth interview may transcribe immediately. The researcher may be looking for common themes that may be found among the responses to each question.

Environmental Triangulation. Triangulation analysis is a tool developed by Margaret Schuler to help advocates perform a strategic analysis of the issues they are working on. The tool looks at three different aspects: content, structure, and culture. Triangular analysis is a technique for both analyzing and finding answers to a problem, structured around structure, content and culture in the policy system was done through transcribing, member checking and triangulation. The entire interview transcript and add anything that might have been left out. The information may be shared with the participants in taking circle to ensure that we interpreted the data correctly using triangulation analysis. In order to achieve a truthful and productive result in a qualitative study, the researcher must possess trustworthiness and credibility. With this, the researcher religiously followed the requirements (Mazuwelics, 2018).

Trustworthiness

The concepts of validity and reliability are relatively foreign to the field of qualitative research. Instead of focusing on reliability and validity, qualitative researchers substitute data trustworthiness. Trustworthiness consists of the following components: dependability, transferability, credibility, and conformability (Harts, 2016).

Dependability was the core issue that the way in which a study was conducted should be consistent across time, researchers and analysis technique. Thus, the process through which findings are derived should be explicit and repeatable as much as possible. This is accomplished through carefully tracking the emerging research design and its processes on the data collection, analysis and themes as well.

To check the dependability of a qualitative study, one looks to see if the researcher has been careless or made mistaken in conceptualizing the study, collecting data, interpreting the findings and reporting results. The logic used for selecting people and events to observe, interview, and include in the study should be clearly presented. The more consistent the researcher has been in this research process, the more dependable are the result.

A major technique for assessing dependability is the dependability audit in which an independent auditor reviews the activities of the researcher to see how well the techniques for meeting the credibility and transferability standards have been followed.

Transferability is concerned with the extent to which the findings of one study can be applied to other situations. In positivist work, the concern often lies in demonstrating that the results of the work at hand can be applied to a wider population. Since the findings of a qualitative project are specific to a small number of particular environments and individuals. It is impossible to demonstrate that the findings and conclusions are applicable to other situations and populations.



Therefore, to ensure transferability, I acknowledged that it is my responsibility as researcher to ensure that sufficient contextual transformation about the field work sites is provided to enable the reader to make such a transfer.

Credibility contributes to a belief in the trustworthiness of data through observing the attributes of prolonged engagement. To address the issue of credibility, interviewed as many research participants as possible or up to the point of saturation.

Conformability associate's objectivity in science with the use of instruments that is not dependent on human skill and perception. It is however difficult to ensure real objectivity since, as even tests and questionnaires are design by humans, the intrusion of the researcher's biases is inevitable

RESULTS AND DISCUSSIONS

This chapter presented the results of the data analysis and the discussion of the results of the study, focused on developing learners reading habits: the journey of parents as reading facilitators information was gathered to examine how they cope with their struggles, hardship, and challenges on how they can surpass with the two activities, like teaching their children with the modular learning modality and daily ventures for putting foods on their table as parents the demands of time to exert efforts as parents' teachers.

Before I begin my discussion, I would like to establish the symbols I used as I present the quotations based on the responses of the participants of the study. In reference of the transcriptions of the conducted interviews, I used codes to refer to participants of the research question.

Their responses were contained and bounded around the three (3) research questions of the study. Moreover, the responses of both the IDI and the FGD participants were transcribed in verbatim manner, translated into English, encoded and summarized in matrix form, which led to a schema.

The first objective of this study is to discover the experiences of parents in facilitating the learners reading habit to share other parents who also have a problem on this matter. The study would specifically seek to answers the following queries: Parents described having difficulties with three major themes emerged after the data analysis, considered. Based on the interview data gathered from the parents' participants of the experiences of parents facilitating the learners reading habit was coded and the following themes adopted. The transcripts of participants of focus grouped discussion as follows: Answer of research question and connected to first group of essential theme.

The experiences of parents facilitating the learners reading habit

The research questions number 1 merged to the first theme that considered in this study. First, concerns were the experiences of parents facilitating the learners reading habit, with the theme essential for the participants, that occurrence of school closure and modular learning modality, presented a struggle to balance responsibilities. The essential theme mentioned are as follows; strive to balance parent employment demands and learner needs, strenuous assisting more than one child learning at home, lack of balance, and parent capability. Participants frequently expressed the concern for various responsibilities competing for the limited resources of time and energy.

Parents seemed to have a tendency to first "survive and then thrive" (Clark et al., 2020). As noted in Maslow's hierarchy of needs, individuals' most basic needs must be met to achieve higher-level needs (Steere, 1988). Safety and health are basic needs in the hierarchy (Maslow, 1943). That is why parents may have thought about the safety and health of their kids as a priority.



Sigmund Freud first introduced a universal theory of melancholy in his essay “Mourning and Melancholia” (1919), while part two of the article analyses the inherent enigmas and contradictions in Freud’s psychoanalytical distinction between mourning and melancholy in the specific socio-historical context. The binary oppositions in support of Freud’s dichotomy are also exposed. In the conclusion, the author shows how Freud’s paradoxes are deconstructed in contemporary theories in the humanities and social sciences that address various social and political discourses.

Here their narrative statement:

Malisdan ug nagduhaduha gyud ko kung makaya nako na magtudlo pa sa akong tulo ka anak sa ilahang pagbasa lisod gyud kayo kapoy na kayo gikan satrabaho.(I felt difficulties and hesitated if I can teach my 3 children in their reading study habit, I am really tired when came home from work) (A).

Nalisdan gyud ko sa modular learning modality, peronalipay pud ko atleast dili nagastos pamasahi sa akong mga anak perolisod gihapon ky nagtrabaho bya sab ko para sa ilahang adlaw-adlaw na panginahanglan.(I have difficulties in modular learning modality butperhaps I am happy I can save their fare, still not easy for me I need to work for their basic needs also). (B).

Dili lalimi sang parents need namo manginabuhì gyud human magmonitor pa sa among anak sa ilahang learning. (It is not easy being parents we need to provide the needs of our children then also we need to monitor to their learning). (C).

Naguol ko para sa learning sa akong duha ka anak ky kung dili ko motrabaho wala me kaunon unya akong trabaho bug-at ug kapoy unsaon panako sila pagtudlo sa ilahang reading class. (I am sad when imagining the reading and learning of my two kids, I cannot monitor and help them, because I need to work and the nature of job is for grievous and exhausted). (D).

Participants frequently expressed the concern for various responsibilities competing for the limited resources of time and energy. The essential theme mentioned are as follows; strive to balance parent employment demands and learner needs, strenuous assisting more than one child in the home with learning, lack of personal balance, and parent capability. As I analyzed from the narration of other participants the struggle to balance parent employment demands and learner needs was the single-most commonly reported struggle. The 10 parents’ participants noted difficulty with completing job-related tasks and supporting their children in completing schoolwork, and being reading facilitator during the COVID school closures.

Some comments elaborated on the emotions that felt because of the struggle to balance employment and learning of their children. One participant wrote, “Having to make the decision between work and helping/spending time with their children lots of guilt.” Two participants mentioned essential worker status and its impact on the struggle to assist their children with learning.

One participant stated, “I have no wife and that is why the essential duties, responsibilities and struggle, is my concerns to provide at the same time the attention/interaction to my children need along with my time same with my own work. Another participant noted her biggest educational struggle as, working in the hospital setting and maintaining a household while trying to perform as reading facilitator of 3 children.

Here some narrative statement of participants

Bilang isang magulang hangad ko na may matutunan ang aking anak,kaya ‘t binibigyan ko ito ng atensyon. (As a parent I want my child to learn something, so I want to pay attention to it) (E).



Naglisod gyud ko sapagtimbang timbang sa akong trabaho na dapat matapos sabay sa pagsuport usab sa mga school work sa akong anak during this COVID-19 (difficulty with completing job-related tasks and supporting my children in completing schoolwork during the COVID school closures). (F).

Naguol ky gusto nako mahatagan ug pagtagad ug attention akong mga anak bilang ako ang nagatudlo nila sa balay sa ilahang pagtuon unya unsaon nakailangan pud akong time kung unsaon nako pagkuha ilahanga attensyon ug interaction na diin nakita nako gikinihanglan sa akong sarili stratiheya gyud..(Are my concerns to provide time for being facilitator for the learning of my kids at the same time getting the attention/interaction to my children which needed along with my own strategy). (G).

As I analyzed the narrations of some participants experienced some problem of being a parent, they wanted their child to learn something, so they want to pay attention being a reading facilitator. The difficulty with completing job-related tasks and supporting their children in completing schoolwork during the COVID-19 brought school closures, but still their concerns to provide quality time for being facilitator of the learning of their kids at the same time getting the attention/interaction to their children need along with their own strategy which is very difficult for them.

Strenuous assisting more than one child learning at home; The second scenario based on the second essential theme, that presented a strenuous assisting more than one strenuous assisting more than one child learning at home; was not easy as what others thought it was. "Try to help 2 kids at once with different subjects," was how one participant described his struggle. Other participants stated her biggest struggle was, "Three children at different skill levels with a different motivation and ability to focus on tasks at hand." 5 male participants noted that meeting the needs of more than one child in the home was a struggle. This included the struggle of facilitating in reading for the needs of preschool-age children while supporting of the senior high school.

Here some narrative statement of participants

Sad to mention po wala akong asawa mao na need nako ma sustain tanan need nila ug usab need nako panindigan tanan responsibilidad bilang ama't ina sa tatlo ko pong anak. (I have no husband and that is why the essential duties, responsibilities and struggle is my responsibilities to my kids). (A).

Napakalungkot kasi ang pagkakaroon po ng panahon na need nako priority ang work nako ky reading and learning sa akong mga anak. (Having to make the decision between work and helping/ spending time with their children lots of guilt). (B)

Naglisodg yud ko ug balance sa akong situation isip parents sa tulo ka anak na elementary ug senior high school, unya nagtrabaho pa ko kydili man sab gud pwde dili ko motrabaho wala me kaonon. (Finding balance has been my biggest struggle for me as being single parents with my three kids, elementary and senior high school, then I need to have my job for us to have foods in our table).(C)

As I analyzed the narrations of some participants experienced some problem of being a parent, as being no husband and that is why the essential duties, responsibilities and struggle were their total burden. Having to make the decision between works and helping/ spending time with their children lots of guilt and confusing to decide every day. Finding balance has been their biggest struggle for them as being parents with my three kids, elementary and senior high school, and then I need to have my job for us to have foods in our table.

This result indicates that parents were aware of the importance of dedicating some time to children in reading. It is worthwhile to mention that parents indicated that the quality of the devoted time is more significant than the quantity of time.

Based in responses of parents shared about their struggles, hardship and challenges on how to cope with developing learners reading habits: the journey of parents as reading facilitators as having two major activities daily like being responsible for the learning of their children as primary role is being a reading facilitator for



learning and second, major responsibilities daily venture as parents are to always making sure that foods and other basic needs of their children is always be sustainable.

Lack of Balance. The struggle to find personal balance was reported by five participants. These participants described having insufficient time to meet all their responsibilities, including facilitating in reading habit of children's schooling, while maintaining personal time for self-care. One participant simply responded, "Not a lot of 'me' is time.

Here some narrative statement of participants

Bilang isang magulang mahalaga sa akin na may matututunan ang aking anak lalo na sa pagbabasa kaya't naglalaan ako ng oras na turuan sya. (As a parent it is important to me that my child learns something especially in reading so I take the time to teach him.). (B)

Bilang isang magulang, hindi ko na nabibigyan ng oras na turuan ang aking anak dahil sa aking trabaho. (As a parent, I no longer have the time to educate my child because of my job.). (C)

Bilang isang magulang nagbibigay ako ng schedule time para sa aking anak ng sa gayon ay magabayan ko sya sa kaniyang ginagawa. (As a parent I provide schedule time for my child so that I can guide him in what he is doing). (D)

Bilang isang magulang na nagtataguyod sa aming pamilya sabuongaraw, ay wala na akung maibigay na oras para turuan ang aking anak.(As a parent who supports our family all day, I have no time left to teach my child.). (E)

Bilang isang magulang nilalaan ko ang aking rest day sa pagtuturo sa aking anak ng sa gayon ay magabayan ko ito. (As a parent I dedicate my rest day to teaching my child so that I can guide it.). (F)

As I analyzed the narrations of some participants experienced some problem of being a parent, as a parent it is important to them that their child learns something especially in reading so they take the time to teach as reading facilitator to their kids, but in contrast with other parents narration that they do not have longer time to educate their child because of their job, supported with another participants, stated that as a parent they provide schedule time for their child so that they can guide him in what they're doing, but they need to supports their family all day, they have no time left to teach their child, as a parent they dedicate the rest day to teaching their child so that they can guide them.

Parents want a high-quality education for their children. They expect instructional level material and appropriate pacing because the students' academic progress will not be as great if these factors are not present, parents stated their concerns about the accessibility of achievement as well. Responses in this essential theme indicate dissatisfaction with the amount of work being assigned.

Here some narrative statement of participants

Bilang isang magulang responsibilidad ko na gabayan ang aking anak kaya't nagbibigay ako ng oras talaga para sa kaniya kahit na nagtatrabaho na ako. (As a parent I have a responsibility to guide my child so I really give time for him even when I am already working) (G)

Bilang isang magulang nahihirapan ako na bigyan ng oras na turuan ang aking anak dahil sa aking trabaho na gabi na ko nakakakuwi at sila ay tulog na ng oras na iyon.(As a parent I find it difficult to give time to teach my child because of my work night I get home and they are already asleep by that time.) (H)

As I analyzed the narrations of some participants experienced some problem of being a parent, as a parent it is important to them as a parent they have a responsibility to guide their child so that they really give time for them even when they're already working. As a parent they find it difficulties to give time to teach their child because



of their working at night when they got home and they are already asleep by that time, hence the problem arises in their side as parent facilitator.

Parents submitted responses indicating the teachers were assigning both too much work and not enough time to work. Parents who are tasked with an overwhelming number of other responsibilities might interpret the work sent home as too much or the teacher could simply be sending too many assignments at home.

If the state limits the number of standards teachers cover, this could provide a more appropriate amount of work. Having optional enrichment work may appease families who struggle to complete learning at home, activities while balancing other responsibilities, but also meet the needs of learners who believe there is too little work being assigned. Some parents' participants had a socio-emotional development concern.

Here some narrative statement of participants

Bilang isang magulang mas nagbibigay ako ng oras na turuan ang aking anak lalo pa't nag-aaral na ito. (As a parent, I spend more time teaching my child, especially since he is already studying) (I)

Bilang isang magulang kaunti lang ang naibibigay kung atensyon sa pagtuturo sa aking anak dahil mas nakatuon ako sa aming negosyo. (As a parent very little attention is given to teaching my child because I am more focused on our business.) (J)

As I analyzed the narrations of some participants experienced some problem of being a parent, as a parent it is important to spend more time teaching their child, especially in facilitating the learning of their kids, but some parent very little attention were given to their child in teaching because they're more focused on their business

The last essential theme, category of comments that falls under balancing responsibilities is parent feels overwhelmed. Nine participants noted they, as adults, were feeling overwhelmed due to a factor or circumstance. One participant cited the number of resources to be an overwhelming factor: "Feeling overwhelmed as a parent with the number of resources offered.

Here some narrative statement of participants

Bilang isang magulang gusto ko na mabihasa ang aking anak sa pagbabasa kaya't gumagawa ako ng paraan para turuan sila. (As a parent I want my child to become proficient in reading so I create a way to teach them). (A)

Bilang isang magulang nahihirapan akong bigyan sila ng instraksyon dahil hindi sila nakikinig. (As a parent I find it hard to give them instruction because they don't listen). (B)

Bilang isang magulang binibigyan ko ng buhay ang aking binabasa ng sa gayon ay excited sila na makinig at matuto. (As a parent I give life to what I read so they are excited to listen and learn). (C)

Bilang isang magulang isa sa aming responsibilidad ay turuan sila ngunit nahihirapan ako dahil hindi nila gusto ang aking itinituro sa kanila. (As a parent one of our responsibilities is to teach them but I have a hard time because they don't like what I teach them). (F)

As I analyzed the narrations of some participants experienced some problem of being a parent they wanted their child to become proficient in reading so they create a way to teach them. But other participants felt hardship in doing that such things they stated that find it hard to give them instruction to their child because their kids refuse to listen to them as reading facilitator, some parent stated they give life to what they read so they're will be excited to listen and learn, they believed that one of their responsibilities is to teach their kids though they felt hard time because they didn't know how to motivate their child to participate.



They aren't all expected, but it's overwhelming to sift through." Other comments reflect the cumulative impact of responsibilities. "Finding balance has been my biggest struggle. Trying to manage time for my kids learning while working, how does quality time with my kids, housework, getting, and keeping my own mental health strong.

According to Bower and Griffin's (2019) study revealed that through Epstein's approach of supporting parents' involvement in their children's education no matter what the family's ethnic background, education level, or income, children are likely to earn higher grades and improve on tests. From which states that, the strength with which a response will be connected with a situation depends upon the number of times the response has occurred in that situation; In other words, if a response is practiced for a certain situation. It will tend to be permanently established.

Here some narrative statement of participants

Bilang isang magulang masaya ako at ng aking mga anak dahil na eenjoy namin ang pagbabasa ng mga iba't ibang story books. (As a parent, my children and I are happy because we enjoy reading different story books). (G)

Bilang isang magulang isa sa hirap na gawin ay pilitin ang anak na mas ilaan ang oras sa pagkatuto kaysa sa paglalaro. (As a parent one of the hardest things to do is force the child to devote more time to learning than to playing). (H)

Bilang isang magulang masaya ako dahil hindi ko na kailangan pang pilitin ang aking anak na mag-aral magbasa dahil isa ito sa kanyang paboritong gawin. (As a parent I am happy because I no longer have to force my child to learn to read because it is one of his favorite things to do). (I)

Bilang isang magulang nahihirapan ako na bigyan ng motibasyon ang aking anak na bigyan ng pansin ang pagbabasa dahil mas nakahiligan niya na maglaro ng online games. (As a parent I find it difficult to motivate my child to pay attention to reading because he is more inclined to play online games). (J)

As I analyzed from the responses of participants stated that as a parent, were happy because they're enjoying reading different story books, one parent declared the hardest things to do is force the child to devote more time to learning than to playing as a parent I don't want to force my child to learn to read because it is one of his favourite things to do, some parent insinuate their difficulties to motivate their child to pay attention for reading because he is more inclined to play online games Parents Capability. During the corona virus crisis, parents and guardians have suddenly become responsible for managing their children's education at home. With everyone at home together and teachers facing new challenges too, promoting learning can feel impossible. teachers cannot see if students are engaged in the task at hand or distracted by online games or videos.

They opined:

Bilang isang magulang na elementarya lang ang natapos ay medyo nahihirapan ako sa pagturo sa aking anak dahil kaunti lang ang aking alam. (As a parent who just finished elementary I have a bit of a hard time teaching my child because I know so little). (A)

Bilang isang magulang, nahihirapan akong magturo ng english books sa kaniya dahil hindi ako masyadong magaling sa english. (As a parent, I find it difficult to teach english books to him because I am not very good at english). (B)

Bilang isang tutor teacher na magulang masaya ako na natuturuan ko ang aking anak ng mga ibat ibang libro. (As a tutor teacher-parent I am happy that I am teaching my child different lessons) (C)

I analyzed from the responses of participants stated that they just finished elementary and have a hardship time teaching their children because they know so little thing in reading and other parent participants find it difficulties to teach english books because they're not very good in english. But on the other hand some parents feeling happy as a tutor teacher-parent they're happy when facilitating and teaching their child with different lessons.



According to the 1st stage of Erik Erikson's theory the parents are the basic source or foundation of trust an individual can create to his/her environment. Parent involvement in school is needed because according to the study of that parent involvement or school and family connections are a component of effective schools that deserves special consideration because it contributes to successful family environments and more successful students. In addition parental involvement are the stimuli that serves so as student will avoid procrastination and contributes to efficient time management, learning skills and study techniques of the students(Akaike, I. G and Asika, I. E. 2017).

They opined:

Bilang isang magulang medyo nahihirapan akung turuan ang aking anak sa pagbabasa dahil kahit ako ay hiram din.(As a parent it is quite difficult for me to teach my child to read because even I am also difficult) (D)

Bilang isang magulang responsibilidad ko na turuan ang aking anak kaya't pinagsisikapan ko na turuan sya sa mga bagay na bago sa kaniya. (As a parent I have a responsibility to teach my child so I try to teach him things that are new to him). (E)

Bilang isang magulang hangad ko na maging bihasa ito sa pagbabasa ngunit hindi sapat ang aking kaalaman para turuan ito. (As a parent I aspire to be proficient in reading it but I don't have enough knowledge to teach it). (F)

Parental monitoring is needed so that student will feel that they need to do their best because their parents put a great value in their studies. Furthermore it is the best influence of the parents to their students to give their best in their studies (Chavkin et.al. (2018).

Academic achievement means how much knowledge the individual has acquired from the school is directly linked to reading habits. Various studies have proven that reading habits, whether academic or non-academic, have an effect on academic performance of students regardless of their level. A good number of children in Ghana are quite privileged to have access to the internet, television, and other electronic devices and thus, most children would prefer to watch or listen rather than read. Many of today's children have little or no interest in reading especially non-academic materials as they may refer to it as boring or time wasting (Adelai 2014).

They opined:

Bilang isang magulang kasiyahan ko na turuan ang aking anak sa paraan na komportable sila. (As a parent I pleasure to teach my child in a way that they are comfortable with).(G)

Bilang isang magulang na tinuturuan ang sariling anak ay minsan nahihirapan akong ipa intindi ang ibang salita dahil hindi ito pamilyar sa akin. (As a parent teaching my own child I sometimes find it difficult to understand other words because they are not familiar to me.) (H)

Bilang isang magulang isa sa ginagawa ko para mas ma enjoy ng aking anak ang pagbabasa ay binibigyan ko sya nang reward. (As a parent, one of the things I do to make my child enjoy reading more is to reward him). (I)

Bilang isang magulang mahirap sa akin na turuan silang lahat dahil hindi naman gaano karami ang aking mga alam sa pagbabasa. (As a parent it is difficult for me to teach them all because I don't know much about reading.) (J)

As I analyzed from the responses of participants stated that as a parent, were pleasure to teach their child in a way that they are comfortable with they're teaching own child that sometimes find it difficult to understand other words because they are not familiar to different terminology, one parent declared the hardest things to do is force the child to devote more time to learning than to playing, don't want to force my child to learn to read because it

is one of his favourite things to do, some parent insinuate their difficulties to motivate their child to pay attention for reading because he is more inclined to play online games

However, parent it is quite difficult for them to teach their child to read even for themselves they cannot do it, parent has a responsibility to teach their child so, they always trying to facilitate the learning of their children special in reading but the big question mark to themselves aspire to be proficient in reading it but they don't have enough knowledge to teach or facilitate it!

Further discuss, that parent sometimes they find it difficult to teach their child, specially their child not listening. On the other hand some parent contrasted that they were happy because their son always following their instructions given. But many parents have a hard time in facilitating reading and getting their children to understand the instruction because doesn't listen.

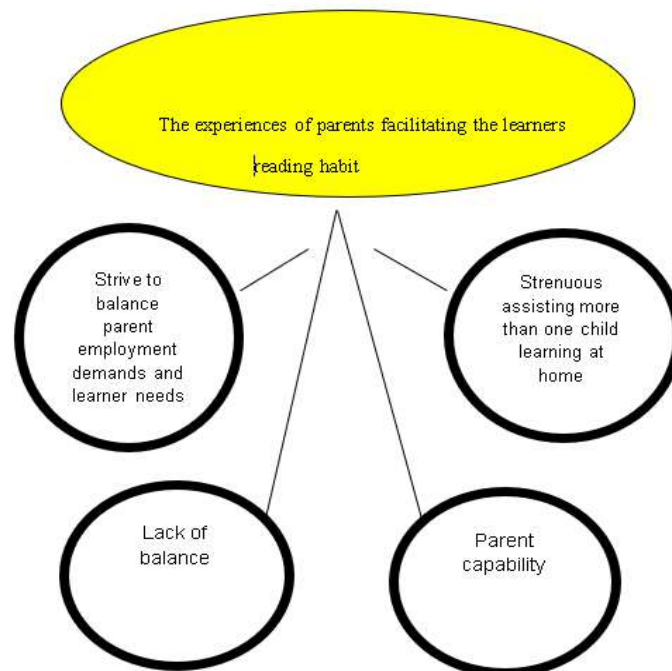


Figure 3. The experiences of parents facilitating the learners reading habit

Parents coping mechanism with the issues in facilitating reading

The second research objectives merged to the theme we considered in this study. Researcher concerns were how the parents copes their experiences, like struggles, hardship and challenges, on how they can surpass as reading facilitator in the reading habit of their children was considered also the essential themes, developing learners reading habits: the journey of parents as reading facilitators.

In Davao City, Parents will then guide their children so that they can complete their lessons at home. This is the learning option for parents. Aside from seeing this as a way to keep their children safe, also sees this as an opportunity to form an even stronger bond with their children.

Presented on how parents copes their experiences, like struggles, hardship and challenges the first essential theme is as follows: maintaining a strict schedule, engaging in creative reading, keeping in reading, organizing daily



routine reading. The concern for various strategies was competing for the theme entails the following essential theme or sub-themes.

Maintaining a strict schedule. The researcher analyzed the responses narrations, based on the research questions number two on how the participants cope up with their experiences, like struggles, hardship and challenges on how they can surpass being reading facilitator, essential theme considered this study was maintaining a strict schedule for parents around the world are rightfully concerned about how their children's routines are disrupted extensively.

To combat this issue, they have designed homemade time-tables according to which children should have something to do at most times and should have a normal sleep-wake cycle. Implementing a schedule helps children feel less restless and more productive. It can also prevent unnecessary internet and computer time. One of the parents wants to begin and end her child's day just like normal school days and commented.

Here are their responses:

Bilang isang magulang gusto ko na mabihasa ang aking anak sa pagbabasa kaya't gumagawa ako ng paraan para turuan sila. (As a parent I want my child to become proficient in reading so I create a way to teach them). (A)

Bilang isang magulang nahihirapan akong bigyan sila ng instraksyon dahil hindi sila nakikinig. (As a parent I find it hard to give them instruction because they don't listen). (B)

Bilang isang magulang binibigyan ko ng buhay ang aking binabasa ng sa gayon ay excited sila na makinig at matuto. (As a parent I give life to what I read so they are excited to listen and learn). (C)

As I analyzed from the responses of participants stated that parent wanted their child to become more proficient in reading so they create a way to teach them. Though they find it hard to give them instruction because they don't listen, but as a parent they give life to what they read so they are excited to listen and learn as their coping mechanism.

Likewise, Doomist (2018) Students with poor reading habits face a lot of challenges if they make it to the tertiary institutions, mostly because they are compelled to read huge volumes of academic books. They may find it even more challenging because they are required to do their own reading at the library or modular reading to fully understand and succeed in the academe.

Here are their responses:

Bilang isang magulang nahihirapan ako na turuan sila ng pagbabasa dahil mas gusto nila ang maglaro ng mga laruang robot. (As a parent I have a hard time teaching them to read because they prefer to play with toy robots). (D)

Bilang isang magulang gumagawa ako ng mga palarong may kinalaman sa pagbabasa ng sa gayon ay mag-enjoy sila. (As a parent I make reading-related games so they can enjoy). (E)

As I analyzed from the responses of participants stated that a parent have a hard time teaching them to read because they prefer to play with toy robots, that is why as a parent they make reading-related games so they can enjoy as coping mechanism.

According to Vygotsky (1978), social learning precedes development. He hypothesized that community is an essential factor in the process of students making sense of their world. Vygotsky's (1978) academic framework for comprehending academic achievement is relevant to this study. Vygotsky emphasized that crucial learning by the child happens through social interaction, indicating the need for an involved community and family.



Here are their responses:

Bilang isang magulang isa sa aming responsibilidad ay turuan sila ngunit nahihirapan ako dahil hindi nila gusto ang aking itinituro sa kanila. (As a parent one of our responsibilities is to teach them but I have a hard time because they don't like what I teach them). (F)

Bilang isang magulang masaya ako at ng aking mga anak dahil na eenjoy namin ang pagbabasa ng mga iba't ibang story books. (As a parent, my children and I are happy because we enjoy reading different story books). (G)

Bilang isang magulang isa sa hirap na gawin ay pilitin ang anak na mas ilaan ang oras sa pagkatuto kaysa sa paglalaro. (As a parent one of the hardest things to do is force the child to devote more time to learning than to playing). (H)

As I analyzed from the responses of participants stated that as a parent one of their responsibilities is to teach them but they have a hard time because they don't like what they teach them, but some parent, said that their children and were happy because they enjoy reading different story books. In contrast some narrations of other parent participants said that the hardest things to do are force the child to devote more time in reading than to playing.

Ecological Systems Perspective The ecology of human development involves the scientific study of the progressive, mutual accommodation between an active growing human being and the changing properties of the immediate settings in which the developing person lives, as this process is affected.

Here are their responses:

Bilang isang magulang masaya ako dahil hindi ko na kailangan pang pilitin ang aking anak na mag-aral magbasa dahil isa ito sa kanyang paboritong gawin. (As a parent I am happy because I no longer have to force my child to learn to read because it is one of his favorite things to do). (A)

Bilang isang magulang nahihirapan ako na bigyan ng motibasyon ang aking anak na bigyan ng pansin ang pagbabasa dahil mas nakahiligan niya na maglaro ng online games. (As a parent I find it difficult to motivate my child to pay attention to reading because he is more inclined to play online games). (J)

As I analyzed from the responses of participants stated that as a parent they were happy because they no longer have to force their child to learn to read because it is one of his favorite things to do, but some parent find it difficult to motivate their child to pay attention to reading because their children were more inclined to play online games.

Therefore, it will not be easy, but with an entire community supporting the cause, parents are joined by DepEd, teachers, local government units, and education advocates at the frontlines of education. In the aforementioned scenario of collaboration, it warrants the involvement of the concerned stakeholders to possibly solve encountered predicaments as these could hamper the attainment of development goals.

Here are their responses:

Ako isa ka single parent working dili gyudlalim eh handle ang situation karun, akong ginabuhay naga assigned ko daan daily 1 to 1.5 hrs. na magfocus sila sa READING but the learning sessions are difficult to manage as we have a grandmother to take care of the kids at home and she was not facilitator of reading oriented. (As a working parent, it is very difficult to manage nowadays. We assign daily 1 to 1.5 hours to studying at home with worksheets, workbooks, and module, but the learning sessions are difficult to manage as we have a grandmother to take care of the kids at home and she was not facilitator of reading oriented.). (C)

Malisda ug nagduhaduha gyud ko kung makaya nako ang magtudlo pasaakongtulo ka anak sa ilahang reading class lisod gyud kayo kapoy na kayo gikan satrabaho, that is why I want my kids enrolled in online learning skills (I felt difficulties



and hesitated if I can teach my 3 children in their modular class, I am really tired when came home from work, that is why I want my kids enrolled in online learning skills for to engage different creative

As I analyzed from the responses of participants stated that as a working parent, it is very difficult for them to manage nowadays. They assign daily 1 to 1.5 hours for reading at home with worksheets, workbooks, and module, as coping mechanism to maintain the learning of their kids, but the learning sessions are difficult to manage as we have a grandmother to take care of the kids at home and she was not facilitator of reading oriented, that is why they wants their kids enrolled in online learning skills for to engage different creative reading habit.

The main lesson insinuated of this figure offers a thematic overview of early modern discussions of coping mechanism, essential themes maintaining a strict schedule to lead devoted the topic, as well as to some of the most important individual narration in recent situation.

This narrations and its supplements are designed for readers browsing for specific information, as well as those hardy souls who may wish to read it straight through. Because of the breadth of the topic, this can offer only an overview, but perhaps it would be enough to give some idea how do parents cope with the issues in facilitating reading and challenging the conception of the emotions was in this period.

Most attention devoted to the familiar figures of essential themes lead to figures devoted to the pre-history of the topic, as well as to some of the most important individual figures in recent situation. How they conceived of the emotions as valuable, even indispensable aspects of embodied human life, which were largely constitutive of the self and identity that matter to us practically.

The Key informants expressed their feeling experiences, and views in coping with their experiences like struggles, hardship and challenges on how they can be a good reading facilitator amidst school closures.

Engaging in creative reading. The researcher analyzed the respondents narrations, based on the research questions number two on how they participants cope up with their experiences, like struggles, hardship and challenges on how they can surpass the COVID -19 in putting school closures considering this theme as coping mechanism: engaging in creative reading

They stated:

Bilang isang magulang sa tuwing tinuturuan ko sya, palagi kung pinapaalala sa kanya na malaking bagay sa isang tao na syay marunong magbasa. (As a parent, every time I teach him, I always remind him that it's a big thing for someone who can read). (A)

Bilang isang magulang na elementarya lang ang natapos sinisigurado ko na marunong itong magbasa (As a parent who just finished elementary I make sure it can read). (B)

Bilang isang magulang na walang natapos sinasabi ko sa aking anak na magiging katulad sya sa akin kung hindi sya magpupursiging magbasa. (As an unfinished parent I tell my son that he will be like me if he does not persevere in reading). (C)

As I analyzed the narrations from the parents participants, they were agree that the lockdown has brought with it seemingly limitless time and this could be a unique opportunity to try out new things and ideas through the essential theme which is they believe in engaging creative reading with their kids, which positively affects both the parties and makes the days look fruitful. Parent participants came up with this mechanism, every time they teach their kids, they always remind them that it's a big thing for someone who can read, and as a parent who just finished elementary only they make sure that their children can read, as an unfinished parent they always told to their kids that they will be like them.



According Paulson, E. J. (2018). Define the term study reading habits as: The student's way of study whether systematic, efficient or inefficient etc". Going by this definition it literally means that good study habit produces positive academic performance while inefficient study habit leads to academic failure.

They stated:

Bilang isang magulang tinutulungan ko ang aking anak sa pagbabasa ng sa gayon ay maramdaman niya na karamay niya ako sa lahat. (As a parent, I help my child read so that he can feel that he sympathizes with me in everything) (D)

Bilang isang magulang mahalaga sinusuportahan ko ang kaniyang paghilig sa pagbabasa. (As a parent it is important I support his passion for reading) (E)

Bilang isang magulang binibigay ko lahat ng kailangan niya para sa pagbabasa. (As a parent I provide everything she needs for reading) (F)

Bilang isang magulang binibigyan ko sya ng award sa tuwing binabasahan niya ako ng mga iba't ibang kwento, ng sa gayon ay maramdaman niya ang aking suporta. (As a parent, I give her an award every time she reads me different stories, so that she can feel my support) (G)

As I analyzed the narrations from the parents participants as a parent it is important to support his passion for reading and they were willing provide everything needs for reading their kids in reading ang learning despite of an award every time their kids reads the different stories, so that she can feel my support.

Camp, D. (2017) identified school achievement contents according to school subjects which are classified as core or elective subjects. Good study reading habits are essential ingredients for excellent academic performances for every student. For study to be effective, Freeman and Mors (2018) have observed that it should be regular, intense and should cover long periods. The habits of reading must be a sustainable one, for that matter students must see the need to develop good study habits.

They opined:

Bilang isang magulang masaya ako't tinuturuan ng guro ang aking anak habang akoy nagtatrabaho. (As a parent, I am happy that the teacher is teaches my child while I'm working). (H)

Bilang isang magulang sinisigurado ko na makapagtapos ng pag-aaral ang aking anak, kaya't kahit hindi kami mayaman ay pinapapasok ko ito sa paaralan ng sa gayon ay may matutunan ito sa kaniyang guro. (As a parent I make sure that my child can finish school, so even if we are not rich I send him to school so that he can learn something from his teacher). (J)

As I analyzed the narrations from the parent's participants as a parent, they were happy if teacher teaches their child even online while they were at work and as a parent they make sure that their child can finish school, so even if they are not rich they were practically send their kids to school so that can learn something from teacher but now more on learning at home They prepared to be superhero for the learning of their kids.

Although studies abound on the causative and predictive nature of factors of study habit on students' academic achievement, all factors of the variables tend to focus on poor study habit while the effect is yet to be fully accessed on the nations educational development. Study habits are important as they influence the academic performance of students so parents and teachers must help in improving the study habits of students in the same vein, Adigun, J. A. and Ogundipe, T. C. (2019).

They opined:

Bilang isang magulang ginagabayan ko ang aking anak sa pagsagot sa kaniyang aralin na ibinigay ng kaniyang guro. (As a parent, I guide my child in answering his lesson given by his teacher). (M9)



Bilang isang magulang na walang alam sa pagbabasa, masaya ako't ginagabayan at tinuturuan sya ng kaniyang guro. (As a parent who did not know how to read, I was happy to be guided and taught by her teacher). (A)

Bilang isang magulang na walang oras dahil busy sa trabaho ay masaya ako't may tutor ang aking anak ng sa gayon ay may gumagabay sa kaniya. (As a parent who doesn't have time because I'm busy with work, I'm happy that my child has a tutor so that someone can guide him). (B)

Bilang isang magulang nakikita ko ang aking anak na mas naging mahusay ito sa pagbabasa dahil nasa tabi niya ako na gumagabay habang nagtuturo ang kaniyang guro (As a parent I see my child getting better at reading because I am by his side guiding while his teacher teaches). (H)

As I analyzed the narrations from the parent's participants stated that as a parent, they guide their child in answering lesson given by their teacher and also stated that as a parent who did not know how to read, they were happy if the learning and reading habit to be guided and taught by teacher some parents participants who doesn't have time because they were busy with work, they were happy that their child has a tutor so that there are someone can guide their kids. On the other hand, one parent participant stated that they're happy seeing their child getting better in reading because they're the one who will be facilitating in reading with guidance of teacher.

Reading habit is the daily routine of learners with regards to their academic duties and responsibilities. Each learner has his own reading habits varying on his preferences with the place and time of studying, techniques in studying and more (Kaur, S. &Thiagarajan, R. 2019).

It will depend upon the person if he will not get bored to browse notes and can procrastinate (postpone doing something) the distractions such as social networking, media exposure, gaming addiction and more. Studying not only prepares a student to excel in a class but reinforces the lessons already taught. Studying reawakens the lectures and reading materials. Studying is merely reviewing and committing to memory new information (Greene, B.,2017).

Keeping in Reading. Although parents are trying to the best of their abilities to keep their children engaged in meaningful activities like reading, there are some challenges that they recognize as well. A number of children are considering this time as a vacation from school; hence, they want nothing to do with a normal school-like routine. Instead, they want to sleep and wake up according to their own wish and spend the rest of the time playing video games and watching cartoon/movies. These some sentiments by parents are relevant to give attentions to be solved.

This is a potential threat to their social, educational as well as physical development. Their lifestyle is becoming sedentary with limited outdoor access and they are not used to physical activities inside their house, probably because of the lack of space. It is especially challenging if the parents are working from home or offices, and have their own schedules to follow. Keeping their children in check all the time, now that house help is not available has become cumbersome and parents end up allowing the children to do things their way.

Here are some responses:

Bilang isang magulang binibigyan ko ng oras para turuan ang aking anak. (As a parent I give time to teach my child). (A)

Bilang isang magulang isa sa ginagawa ko para mabigyan ng sapat na oras na turuan ang aking anak ay binibigyan ko ito ng schedule time. (As a parent one of the things I do to give my child enough time to teach is I give him schedule time.). (B)

As I analyzed the narrations from the parent's participants stated that as a parent, they give time to teach their child by giving enough time to teach and facilitate specially in reading habit of their kids.



There will be orientations and capacity building for parents and guardians to prepare them for the new role/responsibilities that they will do. DepEd needs the support and partnership of the LGUs to maximize and align their Special Education Fund in providing resources and assistance for the LCP.

DepEd endeavour to have strong engagement by national government agencies, private organizations, and other stakeholders in contributing to educational needs, especially at this critical time. While there may be challenges down the road, it is through the efforts of parents and teachers that learning continuity can be achieved. (Secretary Leonor Magtolis Briones, May 8, 2020).

They opined:

Bilang isang magulang nabibigyan ko ng sapat na oras na turuan ang aking anak sa oras ng aking day off. (As a parent I am given enough time to educate my child during my day off). (P5)

Bilang isang magulang isa sa kaligayahan ko ay maturuan ang aking anak kaya't araw-araw kaming nagbabasa. (As a parent one of my happiness is teaching my child so we read every day). (P6)

Bilang isang magulang isa sa aming bonding time ay ang pagbabasa. (As a parent one of our bonding times is reading). (P7)

Bilang isang magulang nilalaan ko ang aking oras sa aking anak para sya ay gabayan at turuan. (As a parent I devote my time to my child to guide and teach him). (P8)

Bilang isang magulang sinasabay ko ang pagtuturo at pagtatrabaho ng sa gayon ay matutukan ko ito pareho. (As a parent I combine teaching and working so that I can focus on it both). (P9)

Bilang isang magulang may mga panahon na hindi ko sya nabibigyan ng atensyon dahil mas nakatutok ako sa mga problema naming mag-asawa. (As a parent there are times when I don't pay attention to him because I'm more focused on my marital problems). (P10)

As I analyzed the narrations from the parent's participants stated that as a parent, they were given enough time to educate their child during they're day off only, in contrast by other parent stated that one of their happiness is teaching their child so they're preferred to read every day as one of their bonding times is reading, they devote time to teach their kids to guide and facilitate, but other parents stated that managing time by combining teaching and working so that they can focus on it both. But one parent participant highlighted that there are times when she don't pay attention to her kids due to her marital problems.

As a parent sometimes they find it difficult to teach their child, specially their child not listening. On the other hand some parent contrasted that they were happy because their son always following their instructions given. But many parents have a hard time in facilitating reading and getting their children to understand the instruction because doesn't listen.

Moreover, interest in the emotions links philosophy with work in other, sometimes unexpected areas, such as medicine, art, literature, and practical guides on everything from child rearing to the treatment of subordinates. Most attention will be devoted to the familiar figures of early modern philosophy and how they conceived of the emotions as valuable, even indispensable aspects of embodied human life, which were largely constitutive of the self and identity that matter to us practically (Greene, B., 2017).

They opined:

Bilang isang magulang gumagawa ako ng mga bagay na exciting para sa pagtuturo sa kanya. (As a parent I do exciting things for teaching her). (A)



Bilang isang magulang isa sa paraan ko sa pagtuturo saaking ay binibigyan ko sya ng kalayaan para sabihin ang kaniyang opinyon. (As a parent one of the ways I teach mine is I give him the freedom to express his opinion). (B)

As I analyzed the narrations from the parent's participants stated that as a parent they do exciting things for teaching and facilitating the reading habit of their kids they're assuring it could be exiting every doing the task, they were letting their kids express the way has freedom as democratic learning.

Organizing daily in routine reading. It was revealed that parents found sudden closure of the schools extremely disturbing and they were concerned about their children's routine. Parents believed that through schools, a formally structured routine is followed on most days of the week and this helps children to understand the importance of time, scheduling and doing assignments on a given timeline. All these elements of systematic routine help them shape their future work and reading habits.

They stated:

Bilang isang magulang hangad ko na may matututunan ang aking anak kaya't nag hire ako ng isang tutor para sya ay turuan ng tama. (As a parent I want my child to learn something so I hired a tutor to teach him correctly). (C)

Bilang isang magulang, importante sa akin na may matututunan ang aking anak kaya't itinuturo ko sa kaniya ang mga nilalaman ko. (As a parent, it is important to me that my child learns something so I teach him my contents). (D)

Bilang isang magulang unang una kung itinuturo sa aking anak ay ang mga basic learning. (As a parent first and foremost when teaching my child is the basic learning). (E)

As I analyzed the narrations from the parent's participants stated that as a parent they wants their child to learn something so they hired a tutor to teach their kids correctly, for them it is important to them that their child learns something so they need to practice reading more time and contents. Some parent particular the basic learning of their considering reading.

According to a few parents, school plays a significant role in disciplining children. To this one of the parents mentioned. On the other hand, parents also expressed that they feel children are now more responsive to their health and hygiene practices and religiously follow hygiene routines without reinforcement. However, a scheduled learning routine is still a major gap in times of COVID according to a few parents. Many felt that children were deprived of their access to schools, friends, exams and sports due to countrywide closure and lockdown.

They stated:

Bilang isang magulang tinuturuan ko ang aking anak na intindihin ang kanyang mga takdang aralin. (As a parent I teach my child to understand her assignments). (F)

Bilang isang magulang binibigyan ko ng mga instraksyon ang aking anak ng sa gayon ay maintindihan niya ito. (As a parent I give instructions to my child so that she understands it). (G)

Bilang isang magulang hindi ko gaano natuturo sa kanya ang mga bagay na itinatanong nya sa akin. (As a parent I don't teach him much the things he asks me). (H)

Bilang isang magulang, binibigyan ko ng oras na ipaintindi sa kanya ang kanyang takdang aralin. (As a parent, I give her time to understand her homework). (I)

Bilang isang magulang mas mainam na bigyan natin ng atensyon ang ating anak sa mga bagay na kailangan nila ng gabay. (As a parent it is better that we give our child's attention to the things they need guidance on). (J)

As I analyzed the narrations from the parent's participants stated that as a parent they teaches their child to understand the assignments, some parent give instructions to their child so that can understands, but in contrast the statement given from other parent participants, other stated that they didn't taught their children any ways, but other parent expressed their side that it is better they give attention to their children, and instructing some things they need guidance.

A parent wishing to have this proper timetable is set where his child wakes up at 8:00 am as he has Zoom classes. Until 2:00 pm he has to complete his given task of each subject, during that they both sit together to give support in completing the school task. They also wanted to work from home so that he can be busy with his child. He added his wish that right after lunch and nap in the evening, he also watches movies or cartoon sometimes and at night some board games with the whole family, but all of this is only wish for a parent experiencing the effect of COVID 19 pandemic that brought to all of us a new normal situation. It will depend upon the person if he will not get bored to browse notes and can procrastinate (postpone doing something) the distractions such as social networking, media exposure, gaming addiction and more (Greene, B.,2017).

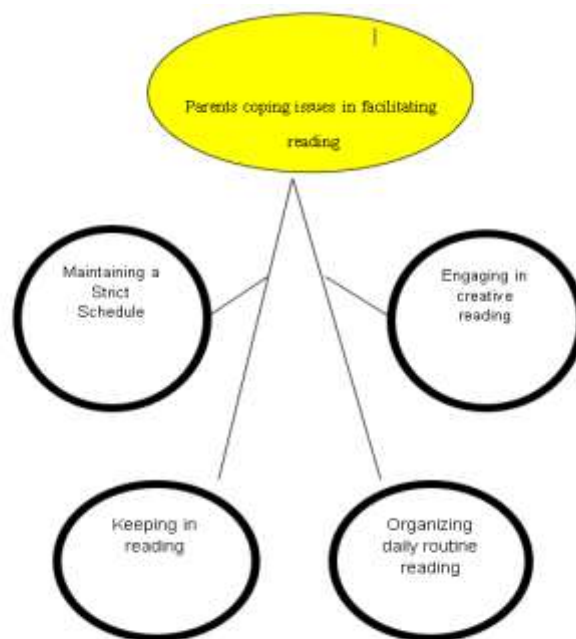


Figure 4. Parents coping issues in facilitating reading

Educational Insight Drawn from the study

The researcher concerns of this problem; what is educational management insight that can be drawn from the developing learners reading habits: the journey of parents as reading facilitators. I merged with the third researcher questions of this study the following essential theme presented: Tracking Academic Progress, valuing in reading habits, motivation strategy, and parents and teachers collaboration. Parents revealed a concern for quality or quantity of content and/or general concern about the developing learners reading habits: the journey of parents as reading facilitators

Tracking Academic Progress. This would help in improving the education systems at large and reassure learning attainment in home settings. Such programs can also yield benefits in student's reading learning development to get a sense of responsibility towards self-growth and development. Very recently, the government has launched official education via its national television broadcasting. However, the impact of the education and the quality of curriculum delivery is yet to be researched (Saeed, 2020).



Here are some responses:

Hindi ko po ma feel, that they are getting enough or everything they should be. Not everything is at their level so it is not challenging enough. They aren't getting enough in one day. I am worried about making a year progress or any at all. (I don't feel that they are getting enough or everything they should be. Not everything is at their level so it is not challenging enough. They aren't getting enough in one day. I am worried about making a year progress or any at all). (A)

Akong mga anak are very active and are not getting enough physical activity. I also don't believe all the screen time is helping basic skills like writing and communication (Both children are very active and are not getting enough physical activity. I also don't believe all the screen time is helping basic skills like writing and communication). (B).

Dili nako gusto makita akong pinakamatanda na anak na mas achiever sa una unya karun wala nay nakatunan, that I have nothing can do as of the moment facing new normal education system like learning at home.(I do not want to see my oldest child, when she's an average student at best while at school, that I have nothing can do as of the moment facing new normal education system like learning at home). (C).

As I analyzed the narrations from the parent's participants stated that as a parent they don't feel that they are getting enough or everything they should be. Not everything is at their level so it is challenging enough. They aren't getting enough in one day as reading facilitator they're worried about making a year progress for their children. Both children are very active and are not getting enough physical activity; they also don't believe all the screen time is helping basic skills like reading. On the other hand one participant worried that he doesn't want to see their oldest child, when she's an average student at best while at school, that he have nothing can do as of the moment facing new normal education system like learning at home due to hectic schedule of his work he cannot guide well for the reading skill.

The other one stated that do not feel that they are getting enough or everything they should be. Not everything is at their level so it is not challenging enough. They are not getting enough in one day and worried about making a year progress or any at all.

The researcher analyzed, the narrations of participants more sentiments about their vision in the near future for their children, parents' participants concern about a student making adequate academic progress or being fully prepared for the future is very important for them, that is why they are trying their best to have educational views they shared to make this study reliable basis for the educational program must be proposed for educational development.

Here are some responses:

Dili nako gusto isipon na my children are getting enough or everything they should be. Not everything is at their level so it is not challenging enough. They aren't getting enough in one day. I am worried about making a year progress or any at all. (I don't feel that they are getting enough or everything they should be. Not everything is at their level so it is not challenging enough. They aren't getting enough in one day. I am worried about making a year progress or any at all). (D).

Ang masasabi ko po na hindi po madali pala or to replace the social development via peer interaction done from the actual setting of classes session, with physical classroom set up, the learning varies the environment of the learners. (I can say that it was not easy to replace the social development via peer interaction done from the actual setting of classes session, with physical classroom set up, the learning varies the environment of the learners)(P.5-M).



Makita nako sa akong mga anak unsa ka importante ang general concerns about my child's social and emotional development as a result of the decreased level of interactions with peers(I described general concerns about my child's social and emotional development as a result of the decreased level of interactions with peers).(E).

As I analyzed their narrations, the participants expressed their ideas. An equal number of single parent's participants described concern for the socio-emotional development as those that described an academic progress concern. Three parent participants described general concerns about their child's social and emotional development because of the decreased level of interactions with peers.

The parent of a young learner explained, that was not easy to replace the social development via peer interaction done from the actual setting of classes session, with physical classroom set up, the learning varies the environment of the learners. Because the researcher were unsure if this comment represents the struggles of the survey participant or were meant to be representative of typical struggles during modular learning/or learning at home.

However, the response highlights the struggles that the data shows many families are experiencing the struggles during modular learning/or learning at home of their children. Besides assuming their normal responsibilities of work and family, single parents participants now have been placed in a primary teacher role, which has created additional hardships on most parents and social based, but still participants concerns is the quality learning for their children, they wanted to measures by considering some factors for the learning outcomes of their children while embracing the new educational system by adapting the learning at home or so-called modular learning modality.

Valuing In Reading Habits .The third identified essential theme is valuing in reading habits. Many participants described barriers preventing students from fully engaging valuing in reading habits as learning opportunities. These concerns were grouped under the essential theme of valuing in reading habits, identified that in impacted valuing in reading habits: learner special needs, lack of parent content knowledge or pedagogy, need for teacher communication.

Here are some responses:

Bilang isang magulang mahalaga na matutunan ng aking anak ang pagbabasa. (As a parent it is important that my child learns to read). (A)

Bilang isang magulang si nusuportahan ko ang aking anak sa kaniyang hilig sa pagbabasa kaya't binibilhan ko sya ng mga iba't ibang aklat. (As a parent I support my son in his love of reading so I buy him different books). (B)

Bilang isang magulang naglalaan ako ng oras para turuan ang aking anak sa pagbabasa. (As a parent I take the time to teach my child to read) (C)

As I analyzed their narrations, the significant in valuing in reading habits that parents reported because of supporting students during modular learning modality/ learning at home was coded into an essential theme within, which are the learning outcomes. Researcher defined this essential theme as a strong emotional response implying the valuing in reading habits parents are going through during school closures.

They stated:

Bilang isang magulang na nagtatrabaho, kulang ang aking oras para sa pagtuturo sa aking anak. (As a working parent, I lack the time for teaching my child) (D)

Bilang isang magulang mahalaga sa akin na marunong syang magbasa kaya't araw araw akong naglalaan ng oras para dito. (As a parent it is important to me that he can read so I make time for it every day). (E)



Bilang isang magulang isa sa paborito naming ginagawa ay ang magbasa ng mga iba't ibang kwento. (As a parent one of our favorite things to do is read different stories). (F)

On the other hand, some of the participants stated how difficult this situation can be for children of any age. We offer these guidelines and strategies from our experts to help families support their children's education at this time, Reading Habit Facilitator.

Elementary school is such an exciting and wonderful time for students and their parents. This is the first real step to their education and their independence, but the problem that the parents faced along these levels of learning were the ways on how they're going to let their children develop a study habit which can help their children in learning as well. The parents let their children follow the rules in the house and let them have their study habits in reading their lessons even a few hours, but the students must study their lessons (Egong, 2017).

Here are their responses:

Bilang isang magulang sinisigurado ko na marunong magbasa at mag-unawa ang aking anak kaya't tinuturuan ko ito. (As a parent I make sure my child can read and understand so I teach them) (B8)

Bilang isang magulang tinutuan ko ang aking atensyon sa aking anak para gabayan sa pagbabasa nito. (As a parent I focus my attention on my child for guidance in reading it) (B9)

Bilang isang magulang naging mahirap sa akin na gabayan ang aking anak sa pagbabasa dahil elementary lang ang aking natapos at kaunti lang din ang alam ko sa pagbabasa pero gusto nako mahabit sa akong anak ang pagbasa. (As a parent it has been difficult for me to guide my child in reading because I only finished elementary school and I also know very little about reading but i want my child value reading and make it a habit). (B10)

As I analyzed their narrations, the significant in valuing in reading habits that parents participants as reading facilitator they're ensuring that their child can read and understand of what they have been discussed, They focus on getting attention to their child for them to be guided in reading activity and make it a habit. But on the other hand there are parent participants having difficulties but still they valued quality time for reading and to make it habit.

According to Caverly,D.C.,Nicholson,S A., & Richard Radcliffe, R. (2019). Suggested that students learning achievement depends on their attitude, motivation performance for success, and reading habit or skills that people employ to pursue the desire outcome.

Moreover, there were some factors like the parental involvement, socio-economic status of the learner, and teacher's personality or approach to students that can affect the learning and as well as their reading habits. It has a big factor of a student's learning the involvement of their parents in their learning process. Whenever the parents get involved in the study-life of their children, there was a great factor that urges the child to learn and be interested in schooling (Richard &Radcliffe, R. 2019).

Motivation Strategy.The most predominant issue affecting motivation strategy of parents towards their children, the individual education programs co-created by district staff and parents are legally binding and responsible for executing the plans regardless of learning mode of Education, (IEPs,2020)

Prior to COVID school closures, extended school closure was not a common occurrence and only rarely occurred due to natural disasters (Wong, et. al, 2019). The capacity of parents and the infrastructure of resources, including



parent full-time reading facilitator to provide the instruction outlined in yet to be built during the first wave of COVID school closures.

As a parent continue communicating socially as well as professionally. Being reading facilitator can be difficult, sometimes more so for extroverted personality types. Regardless, keeping up social communication that is not centered on motivation strategy of parents is important and valued.

Here are their responses:

Bilang isang magulang lagi kung sinasabi na importante ang pagtuto sa pagbabasa. (As a parent it is always said that learning to read is important) (A).

Bilang isang magulang sinasabi ko sa aking anak na mahalaga na marunong kang magbasa ng sa gayon ay makakuha ka ng matinong trabaho. (As a parent I tell my son that it is important that you can read so that you get a sensible job). (B)

Bilang isang magulang importante na marunong kang magbasa dahil parte na ito sa ating buhay (As a parent it is important that you know how to read because it is part of our lives). (C)

As I analyzed from the responses of participants, as a parent it is always said that learning to read is important to my kids. They tell us that their son being motivated by saying that the important of reading habit is needed to be valued so that their child can get nice job in near future, one parent participants highlighted also the important to know how to read it is part of our lives, that is how our some participants motivates their children in reading habit.

This way the child will feel supported in any way as much as he can do for his studying. If the parents will always be there to urge their children in their study habit, then the child will respond to it positively. Thus, having the parents' child always on their side will have the tendency for a child to always lean onto their parents every time and not standing anymore on their own. So, the advantages and the disadvantages of this factor revealed (Denga, A. M. 2017).

They stated:

Bilang isang magulang sa tuwing tinuturuan ko sya, palagi kung pinapaalala sa kanya na malaking bagay sa isang tao na syay marunong magbasa. (As a parent, every time I teach him, I always remind him that it's a big thing for someone who can read). (D)

Bilang isang magulang na elementarya lang ang natapos sinisigurado ko na marunong itong magbasa (As a parent who just finished elementary I make sure it can read). (E)

Bilang isang magulang na walang natapos sinasabi ko sa aking anak na magiging katulad sya sa akin kung hindi sya mag pupursiging magbasa. (As an unfinished parent I tell my son that he will be like me if he does not persevere in reading). (F)

On the other hand, few participants believed that since they're not finishing in schooling all they have to do is to let them read no matter in what way, they're ensuring the best assurance to their children to embrace reading habit.

In addition, Edem, M. B. & Ofre. T. E. (2019), pines that intelligence accounts for little variance in academic performance. Therefore, more emphasis had shifted from intellectual factors to non-intellectual factors such as some personality variables like self-concept and study habit.

Based on the findings of Egong, A. (2019) effective study skills usually come down to two factors: motivation and style. Motivation is the enthusiasm of a person to do something. Learning style is the method used by a certain student/person to study much easier and more efficiently.



These two factors also have a role to play in the learning process of a student. Motivation serves as the fuel that keeps the child moving on their studying and learning process. Because of this, aside from gaining incentives, they also gain knowledge. While the learning styles of the student will also help him upon learning for it gives him a reason to learn the things in the way he will learn (Akaike, I. G and Asika, I. E. 2017).

They stated:

Bilang isang magulang tinutulungan ko ang aking anak sa pagbabasa ng sa gayon ay maramdaman niya na karamay niya ako sa lahat. (As a parent, I help my child read so that he can feel that he sympathizes with me in everything) (G)

Bilang isang magulang mahalaga sinusuportahan ko ang kaniyang paghilig sa pagbabasa. (As a parent it is important I support his passion for reading) (H)

As I analyzed from the responses of participants as a parent, they help their child read so that he can feel that they're really supporting their children, it is important that parent must support the passion of their kids in reading.

There will be no pressure for a child to understand things if only he will learn everything through the way he wanted to, for instance, if the student is a visual learner, then he can study the lesson through seeing it with the eyes or watching videos that contained related topics to the lesson presented. If a student is an audio learner, he can learn his lesson through listening to it attentively or let the other person discuss to him the topic or lesson talked about by the teacher (Egong, A.,2019).

They stated:

Bilang isang magulang binibigay ko lahat ng kailangan niya para sa pagbabasa. (As a parent I provide everything she needs for reading) (I)

Bilang isang magulang binibigyan ko sya ng award sa tuwing binabasahan niya ako ng mga iba't ibang kwento, ng sa gayon ay maramdaman niya ang aking suporta. (As a parent, I give her an award every time she reads me different stories, so that she can feel my support) (J)

As I analyzed from the responses of participants with in their challenges how they cope with this, they implied that as a parent they need to provide everything needed materials for reading as showing their support, they give an award every time their kids can read a different stories, so that the child can feel my support.

One of the explanations of the result would be that parents, though not being ready for the developing learners reading habits as their journey as being reading facilitator, to process and utilize those resources and would feel that they should be dependent on what school provides them. This result also may indicate that schools were able to support parents in terms of resources for modular learning or learning at home.

Although parents thought they had enough interest, stated they spent more than one hour per day supporting their child's learning at home doing such motivating strategy to make the reading habit of their kids possible, the school never forget to look forward more stances of their many parents not doing the same due the different and logical and illogical reason as what the parents experiencing in our current situation in education.

They have different methods of reading, interpreting and coding the information. Sometimes these strategies are useful, but some students develop pathological learning strategies. To study effectively the students should be aware of learning process. Reading is a skill. Being successful in school requires a high level of study skills and students must first learn these skills, practice them and develop effective study habits in order to be successful (Henry, P.2018).



Parents and Teachers Collaboration. This study was an effort to investigate the experiences, struggles and challenges of parents towards reading facilitator, learning during school closure due to COVID-19. In response to 'flatten the curve', states have enforced school closures until further notice.

To explore the educational insight from the parents considering the third objectives of the and the theme constructed from their responses which is focus on the teacher and parents collaboration, they were first asked as how they were feels about the school closure and then what their main struggles were while they were helping their children with schoolwork at home. It is noted and worthy that, this study was one of the first studies about the immediate impact of developing learners reading habits: the journey of parents as reading facilitators here in Rizal Memorial Colleges, Inc. at the current time of the pandemic on education.

The survey was given to parents both male and female, during the school year while modular learning modality was occurring. Thus, this study revealed significant preliminary findings on the impact of the pandemic on one of the stakeholders of education, which are parents.

Almost all of the parent's participants in the study supported the school closure policy. Parents seemed to have a tendency to first "survive and then thrive" (Clark et al., 2020). As noted in Maslow's hierarchy of needs, individuals' most basic needs must be met to achieve higher level needs (Steere, 1988). Safety and health are basic needs in the hierarchy (Maslow, 1943). That is why parents may have thought about the safety and health of their kids as a priority. At the time this study was conducted, the pandemic was still spreading fast. This initial and chaotic stage also could affect parents' experience as reading facilitator.

School closures put more responsibilities on the shoulders of parents. Most of the parents in the study shared that they thought that they had enough resources available. In addition, a large majority of the parents surveyed were satisfied with the amount of support their child's school provided during the COVID-19 closure. In line with this study recent, research by (Pew Research Center 2020). Also revealed that parents were somewhat satisfied with the way their children's school has been handling instruction during the closures.

They opined:

Bilang isang magulang masaya ako't tinuturuan ng guro ang aking anak habang akoy nagtatrabaho. (As a parent, I am happy that the teacher is teaching my child while I work). (A)

Bilang isang magulang ikinagagalak kung naging pangalawang ina na ng aking anak ang kaniyang guro at ito ang nagtuturo sa kaniya. (As a parent I am happy when my child's second mother has become his teacher and it is he who teaches him). (B)

On the contrary, few participants believed that flip grid is a free tool that allows teachers to create grids by academic topics and are a safe space for learners to record and showcase their short videos. This feature allows educators to lift up all the diverse voices in their digital classrooms, with the parent who incorporated Flip grid into some of their reading activity lesson activities at home

There are many factors to be considered in discussing the reasons behind the parents and teacher collaboration in reading habit of the learners especially in the adolescent period. This is the stage where critical period begins when they wanted to go out under the custody of their parents. In such it is important to consider the parental involvement of the parents and its influence to the learners.

The family monthly income is also one factor to be considered because now a day there is no such thing as free. This means that you don't get something without anything or without money. In addition, it doesn't mean that students that are enrolled in a public school are absolutely free from any expenses Paulson, E. J. 2016).



They opined:

Bilang isang magulang sinisigurado ko na makapagtapos ng pag-aaral ang aking anak, kaya't kahit hindi kami mayaman ay pinapapasok ko ito sa paaralan ng sa gayon ay may matutunan ito sa kaniyang guro. (As a parent I make sure that my child can finish school, so even if we are not rich I send him to school so that he can learn something from his teacher). (C)

On other hand some participants stated that in engaging in different creative activities done by teachers as collaborative ways in facilitating the learning of their children. As a parent, during activities or work in project teams has been an integral component, the participants stated he do not want to lose the possible strategy for developing learners reading habits as his best journey as reading facilitators, and debriefing time varies between projects and the important instruction from teachers to make frequent check-ins, as participant stated that wanted to make all things possible to make his kids finish in schooling despite of new normal system of education. However, one of the important considerations is the attitude of students towards studies and these factors serve as a stimulus in motivating them to do certain responses depending on how they perceive the actions of the mentioned factors. The development of positive attitude towards studies must be considered seriously by both parents and teachers. Their actions are important in motivating the learners' performance towards their study habit (Paulson, E. J. 2016).

They opined:

Bilang isang magulang ginagabayan ko ang aking anak sa pagsagot sa kaniyang aralin na ibinigay ng kaniyang guro. (As a parent, I guide my child in answering his lesson given by his teacher). (D)

Bilang isang magulang na walang alam sa pagbabasa, masaya ako't ginagabayan at tinuturuan sya ng kaniyang guro. (As a parent who did not know how to read, I was happy to be guided and taught by her teacher). (E)

Bilang isang magulang na walang oras dahil busy sa trabaho ay masaya ako't may tutor ang aking anak ng sa gayon ay may gumagabay sa kaniya. (As a parent who doesn't have time because I'm busy with work, I'm happy that my child has a tutor so that someone can guide him). (F)

Bilang isang magulang nakikita ko ang aking anak na mas naging mahusay ito sa pagbabasa dahil nasa tabi niya ako na gumagabay habang nagtuturo ang kaniyang guro (As a parent I see my child getting better at reading because I am by his side guiding while his teacher teaches). (G)

As I analyzed from the responses of participants stated that in engaging in different creative activities, today's distance learning environment, now a day teachers have more to juggle than ever before. With such little time to spare, it can be easy to say that making time for creative collaboration to parents as reading facilitator of their own kids while busy, teacher's must mind it. However, the participants stated that as a parent, they're ready to guide their kids in answering his lesson given by teacher teachers. But in the other hand those participant who did not know how to read, they're relying to the teacher they're happy with the guidance and willingness of teacher to teach their kids, also parents who're busy at work they were asking help to the teacher of their kids and participants hiring tutor. As a parent they're happy to see the best for their child and knowing that through their open-minded mind through asking collaboration from teachers their kids getting better in reading habit. Today's challenging environment have compelled educators, in a way that many have not previously done, to engage in conversations and collaboration to determine how, and with what resources, they can counter systemic racism, and build their classrooms (both in person, remote, or blended) into anti-racist environments where students are engaging with history and the present world in ways that are authentic, reflective, and honest.

To celebrate the idea that school can be anywhere, and that learning happens everywhere, we asked educators of all kinds to illustrate their unique approaches to remote learning! See how these teachers are motivating their students by showcasing their own creativity. The journey of parents as reading facilitators can be also the factor that can affect the reading habit of the student for the reason that a one's study habit is also connected with how

a student manage his time in accordance to its desired study time (Oyewumi, O. and Ebijuwa, A. S. 2019). Another barrier existed for some in that they experienced a need for teacher communication. The eight participants that reported this need articulated a variety of underlying scenarios that spawned the need for communication. One participant simply noted the struggle of “unclear expectations.” Another comment implied the need for teacher communication that stemmed from the desire for guidance on using the online resources and clarification on procedures, figuring out what they are supposed to do, how to use the many different websites, and how to submit to the teacher.

Parent and teacher collaboration has also been characterized as a habit developed only through determination and practice as prioritizing and respecting those priorities, setting priorities and scheduling tasks. Time management can also be considered as the process, by which an individual is more effectively accomplishes tasks and goals, a process by which an individual obtains control over the timing and the content of what he/she does and as what can be accomplished with time (Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C. 2018)

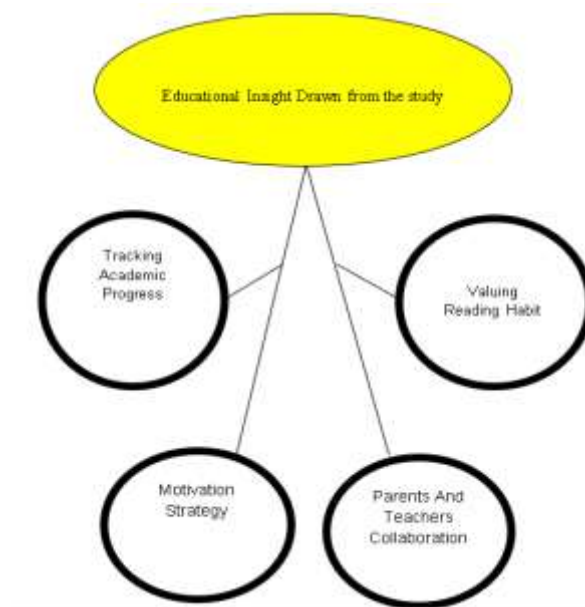


Figure 5. Educational Insight Drawn from the study

Implications and Future Directions

Presented in this chapter is a brief overview of the study was followed by implications based on the findings of the study. Future directions in the field of education directly focused on developing learners reading habits: the journey of parents as reading facilitators

The findings revealed that the major concern of the parents was related to children facing the problems due to sudden school closure and a complete lockdown on social gatherings. Many newspaper opinions and notifications also talked about the loss of learning and its impact on students. All things considered, the entire nation and academicians around the world have come forward to support learning at home mostly known modular learning modality, offering a wide range of free online avenues to support parents and children. Moreover, parents too have adapted quickly to address the learning gap that has emerged in their children’s academic lives in these challenging times.

Based on first research objective which was about the experiences of parents facilitating the learners reading habit, the participants frequently expressed the concern for various responsibilities competing for the limited resources of time and energy. The analysis revealed that emerging with three major themes after the data analyzed:



The theme mentioned are as follows; strive to balance parent employment demands and learner needs, strenuous assisting more than one child learning at home, lack of balance, and parent capability.

Presented on how parents copes their experiences, like struggles, hardship and challenges the theme constructed as follows: maintaining a strict schedule, engaging in creative reading, keeping in reading, organizing daily routine reading. The concern for various strategies was competing for the theme entailed.

I merged with the third researcher questions of this study on what the educational insight drawn from the result of this study, the following theme presented from the different responses and narrations from the respondents the following themes were constructed: Tracking Academic Progress, valuing in reading habits, motivation strategy, and parents and teachers collaboration.

The developing learners reading habits: the journey of parents as reading facilitators was now having a more dynamic solution and idea as strong bases for the improvement of the parent's side and the school duties as known of quality education providers. Hence, the journey of parents as reading facilitators is now be highlighted and answered through the result of this study.

In addition to it, the participants of this study were parents both male and female who are already vulnerable to the consequences of global lockdown and school closures and learning of their child on how to be a good reading facilitator to their elementary learners, to adapt to the new routine of work from home and learning of their children at home. The findings highlighted above are true reflections of their lived experiences of parents.

Implications

The different information's and scenarios of real situations to participants responses, with the help of analyst and researcher adviser. That results of this study was really cleared and directed to the future directions of the study, implied that many students' special learning needs were left unmet due to the lack of capacity and time of the facilitator.

Learning at home or modular learning modality, internet access, and diverse students' special needs and also left unmet by parents because of a lack of time, content knowledge or pedagogy, communication, and/or resources and that's the big barriers of learning outcomes during new normal system specifically learning at home set up.

Parent expressed ideas and experiences towards learning at home and being reading facilitator, their struggles, hardship, and challenges on how they can surpass with the two activities, like facilitating the learning of their children and daily ventures for putting foods on their table as a parent obligation, the demands of time they need to exert an extra effort as parents,' facilitator, and breadwinner.

Being parent and direct teacher or knowledge provider in the certain topic, without preparation on how to inculcate the knowledge to their children on how to help their children in learning under over fatigue physically and mentally drain was not easy as they stated but they still coping the circumstances that no one could ever be there except their strategy on how to surpass the current situation of education

To address these challenges, schools have played a phenomenal role in flipping the conventional model of teaching and learning. While they have provided induction and paraphernalia for teachers to conduct online learning, they have also persevered in inducting parents and students to use the online apps.

The above-mentioned strategies were disruptive innovations in the education delivery system in the long term, which will further require feasibility testing, quality control and regulation. Thus, the government or school administration should establish regulating bodies to keep a check. Similarly, adjustments to the current educational budget should be made to incorporate such educational reforms in the time of emergency.



However, things have not been as easy as they may seem. Many teachers' students and parents had to speedily overcome camera consciousness and be able to deliver 'live' classes. Special content had to be created in the form of audio notes, PowerPoint presentations, use of digital whiteboards and online learning tools. Moreover, conventional methods of communicating with parents included circulars and notes in diaries, few schools have short messaging service and messenger or email communication channels with parents. While those few schools that seem to have utilized technology as best as possible the seamless communications to parents via videos, graphics, online guides and support, it was a first time and a unique challenge for many schools.

They may have to evaluate how effective their outbound communication has been and whether parents and students are able to get the help they are intending to give in the first place. Home learning or modular learning modality has emerged as a substitute to the conventional schooling methods, which should be made effective to provide essential learning skills to children at home.

Future Directions

The result of this study would be a strong basis for school administrator as this comes as an opportunity to evaluate the effectiveness of different educational approaches and develop their own model of teaching and learning suited to specific educational needs. Input from families should be sought to create a learning environment that benefits to everyone.

Centralized data dashboards, an adaptive interactive educational technology can be used to measure, monitor, organize and analyze data to keep the students, teachers, parents and principal, focused on the beneficiary of the following:

Principal. The results may provide to the school principal and administration reliable bases in improving their supervisory services.

Rizal Memorial Colleges, Inc. The results of this study can be used as a basis for enhancing the educational systems on developing the new normal learning modalities for the parents being reading facilitator of their kids and learners for the quality education in general, and propose program to develop the learning and educational capability of parents.

Teachers. The findings would make them become aware of the strengths and weaknesses of parents in handling and teaching their children, which will encourage them to exert effort and devote quality time in helping parents with guidance, and assistance provided by their superiors. Teachers holding this view emphasize facilitating parents' inquiry, prefer to give parents the chance to develop solutions to the problem on their own, and allow parents to play an active role in instructional activities specifically in facilitating reading habit of their children.

Parents. The result of this study for the parents being aware how to manage their time, struggles, hardship and challenges to cope with their experiences as reading facilitator in their children, and challenges on how they can surpass the difficulties. The strengths manifested from this study serve in recognizing their efforts thus, motivating the parent to gain effective skills in helping the learning of their children at home. Also, can be used for parents who live in remote areas that have no reception can still empower their children using education through alternative options like modular learning, and they are willing and able to guide their children in the reading habit.

Learner, as the direct recipient of the view of learning, and this could be a notification to the learners that parents' role now a day's not just merely a parent, also to communicate knowledge in a clear and structured way, to explain, and facilitate correct solutions, to give clear and resolvable problems, and to ensure calm and concentration in studying and learning of their children.



Lastly, Future researchers. This study may be used as a reference for future researchers if they have to venture this kind of research.

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DEDICATION

This piece of Academic accomplishment is a product of sacrifice and love.

The researcher is lovingly and humbly dedicating this work to:

The schools, and teachers, of their open arms

My family serves as my inspiration.

And most to our Almighty father,

who bestowed wisdom to us?

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