

Exploring Parents' Roles in Their Children's Asynchronous Academic Activities: A Phenomenology

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ABSTRACT

This qualitative phenomenological study explored the lived experiences, perceptions, and challenges of parents in supporting their children's asynchronous academic activities during class suspensions caused by natural calamities. Conducted at Manongol National High School in Kidapawan City District 2, the study involved purposively selected parent-participants who had direct experience facilitating asynchronous learning at home. Data were gathered through semi-structured interviews and analyzed thematically. Findings revealed that parents assume diverse and evolving roles, as substitute teachers, emotional coaches, time managers, and resource providers, while navigating the demands of asynchronous learning. Their lived experiences reflected emotional strain, logistical difficulties, limited access to learning materials, and the need to adapt routines amidst disaster-induced disruptions. Despite these challenges, parents demonstrated resilience, learning initiative, and a strong sense of duty in sustaining their children's education. They also identified limitations in their instructional capacity and expressed the need for clearer guidance from schools. Based on the results, the study proposes Project KASAMA (Kabahagi Saan man ang Magulang at mga Anak sa Pagkatuto), a localized intervention that offers parent training, emotional wellness support, improved access to learning resources, stronger school-home communication, and recognition of parental involvement. The study concludes that empowering and supporting parents as co-educators is vital to ensuring learning continuity during times of crisis, particularly in rural and disaster-prone communities.

INTRODUCTION

In recent years, the increasing frequency and intensity of natural calamities such as earthquakes, heavy rains, flooding, and extreme heat, have caused recurring class suspensions that significantly disrupt traditional classroom-based education, particularly in disaster-prone regions of the Philippines. These sudden interruptions not only halt academic instruction but also undermine learning continuity for thousands of students. In response, many schools have adopted flexible learning modalities such as modular and asynchronous education to bridge the gap during these periods of forced school closures. Among these, asynchronous learning stands out as a practical solution, enabling students to engage with academic materials at their own pace without the need for real-time teacher interaction. In this setting, parents have increasingly taken on crucial roles as facilitators, organizers, and motivators of their children's education (Silano et al., 2021).

This reality is particularly evident in institutions like Manongol National High School in Kidapawan City District 2, where recurring environmental disruptions frequently force the suspension of face-to-face classes. As natural hazards, such as heavy rains, scorching temperatures, and seismic activity, continue to interrupt regular schooling, asynchronous learning becomes not only a convenience but a necessity. In these contexts, parents are expected to supervise academic progress, interpret learning content, manage schedules, and keep their children motivated—all while facing their own challenges in disaster-affected settings.

Despite the growing reliance on asynchronous learning during these disaster-induced class suspensions, there is limited research examining how parents actually engage with and support their children in this format. Asynchronous learning, by its nature, lacks real-time teacher presence and immediate feedback, which shifts a substantial portion of the learning responsibility to students—and, by extension, to their parents (Kurum

Tiryakioğlu, 2024). While numerous studies have explored parental involvement in remote or modular learning settings, few have isolated the unique dynamics and burdens associated with asynchronous learning during recurring environmental disruptions (Yamada & Kim, 2022). This oversight presents a significant research gap, especially in rural and marginalized communities where infrastructure, communication, and access to learning resources are often compromised during calamities.

In the Philippine context, several qualitative studies have documented the expanding roles of parents during learning disruptions. For example, Cahapay (2023) highlights the emotional and logistical stress Filipino parents experience as they supervise lessons from home, particularly without structured teacher assistance. Gascon et al. (2023) similarly found that rural parents frequently serve as substitute educators, especially when communication with teachers is hindered during extended class suspensions. However, most of these studies treat remote and modular learning as broad categories and do not distinguish asynchronous formats as a specific experience. This distinction is critical, as asynchronous learning places more emphasis on self-direction and independent learning—conditions that are challenging not only for students but also for parents with limited educational backgrounds and technological access.

The gap is further widened by the lack of phenomenological studies that delve into the lived experiences of parents supporting asynchronous learning under the pressures of disaster-related school closures. Panol et al. (2021) explored how parents facilitated modular learning in science subjects, yet did not focus on asynchronous strategies or the compounding effects of natural disasters.

Villanueva-Jaminal (2024) also emphasized that environmental factors—like floods and extreme heat—add another layer of difficulty for parents who are already struggling with limited connectivity, inadequate resources, and frequent displacement due to calamities. These real-world disruptions make consistent academic supervision difficult, especially when families are dealing with the immediate aftermath of a natural event.

From the global perspective, international research echoes similar concerns. **Zainuddin et al. (2022)** assert that asynchronous learning requires a strong support system at home, as students must develop autonomy, time management, and task completion habits—skills that are not easily nurtured without proactive parental involvement. Likewise, **Rohmatillah et al. (2023)** argue that successful asynchronous learning outcomes depend significantly on how well parents adapt to their roles, especially in households with constrained technological capabilities. Yet most of these studies were conducted in urban or relatively well-resourced settings, making their findings less applicable to the geographically isolated and disaster-prone regions of the Philippines, such as Kidapawan City.

Given these limitations in both local and international literature, there is a compelling need to investigate how parents in calamity-affected communities experience and respond to the unique demands of asynchronous education. As natural calamities continue to increase in frequency and intensity, so too does the urgency to understand how these events shape and redefine the roles of parents in education.

Moreover, by using a phenomenological approach, this study aims to capture the nuanced, real-life experiences of parents at Manongol National High School as they navigate their evolving educational responsibilities during disaster-triggered class suspensions. The findings of this research seek not only to contribute to the growing discourse on flexible learning but also to inform future educational policies that can better support families in environmentally vulnerable contexts.

LITERATURE REVIEW

The global expansion of flexible learning modalities has foregrounded the increasingly central role of parents in supporting children's education, particularly within asynchronous learning environments. While asynchronous learning offers flexibility in pacing and access, it also redistributes instructional responsibility from teachers to learners and, by extension, to families. This shift is most pronounced in contexts where face-to-face instruction is repeatedly disrupted by environmental hazards such as flooding, earthquakes, and extreme weather, conditions that frequently affect rural districts like Kidapawan City District 5. In such settings, asynchronous learning

functions less as an innovation and more as a contingency strategy, positioning parents as de facto learning facilitators in the absence of sustained teacher presence (Zainuddin et al., 2022).

International scholarship consistently emphasizes that parental involvement is not merely supportive but structurally necessary in asynchronous learning. Phenomenological studies indicate that parents are compelled to assume instructional, managerial, and motivational roles without adequate preparation or institutional guidance (Yamada & Kim, 2022). This expanded role often creates cognitive and emotional strain, as parents must interpret academic content, regulate learning schedules, and sustain children's engagement independently of real-time teacher interaction (Silano et al., 2021). These findings suggest a fundamental reconfiguration of parent-school boundaries in asynchronous contexts, where parents are no longer peripheral stakeholders but active co-educators.

Beyond instructional demands, research highlights the emotional and logistical toll of asynchronous learning on families. Parents frequently report stress, fatigue, and role overload as they juggle employment, household responsibilities, and educational supervision, particularly in households with multiple children or limited digital resources (Kurum Tiryakioğlu, 2024). Socioeconomic constraints further intensify these challenges, as parents from lower-income backgrounds must compensate simultaneously for inadequate school infrastructure and limited technological literacy (Rohmatillah et al., 2023). These studies collectively underscore that parental efficacy in asynchronous learning is deeply shaped by structural inequalities rather than individual motivation alone.

Empirical evidence also links parental engagement to student outcomes in asynchronous settings. Zainuddin et al. (2022) demonstrate that active parental involvement—through organizing schedules, clarifying tasks, and providing emotional support—positively correlates with student engagement and task completion. However, this relationship is uneven, as many parents lack the time, educational background, or confidence to provide sustained academic support. This disparity raises critical equity concerns, suggesting that asynchronous learning may inadvertently widen achievement gaps when parental capacity is assumed rather than supported.

Philippine studies echo these global patterns while revealing context-specific vulnerabilities. Cahapay (2023) documents how Filipino parents supervising home-based learning during disaster-related school closures exhibit strong commitment but limited pedagogical and digital competence, especially in rural areas with unstable electricity and internet access. Similarly, Gascon et al. (2023) found that parents in rural Philippine communities routinely perform multiple educational roles with minimal institutional support, resulting in fatigue, role strain, and heightened pressure, particularly among mothers who disproportionately shoulder educational responsibilities. These findings indicate that flexibility in learning delivery does not necessarily translate to flexibility in parental capacity.

Research on modular and asynchronous instruction further illustrates the instructional challenges parents face. Panol et al. (2021) note that parents often struggle to explain technical or subject-specific content, leading to surface-level understanding and learner disengagement. In disaster-prone regions, these difficulties are compounded by disrupted routines, damaged learning materials, and competing survival priorities (Villanueva-Jaminal, 2024). Yet, despite these constraints, parents consistently demonstrate resilience and commitment, revealing an underrecognized dimension of parental agency within crisis-driven learning environments.

Taken together, the literature reveals a critical gap. While remote and flexible learning have been widely examined, few studies have isolated the lived experiences of parents specifically supporting asynchronous learning, and even fewer have situated these experiences within contexts of recurrent environmental disruption. The absence of phenomenological, context-sensitive inquiry limits the development of responsive educational interventions that acknowledge parents as co-constructors of learning under crisis conditions.

Addressing this gap, the present study explores the lived experiences of parents from Manongol National High School in Kidapawan City District 5 as they navigate and support their children's asynchronous academic activities amid natural calamities. By foregrounding parental perspectives, this research contributes to a more inclusive understanding of asynchronous learning and underscores the need for community-responsive and equity-oriented support systems in flexible education.

Research Questions

This study sought to answer the following research questions:

1. What are the lived experiences of parents in supporting their children's asynchronous academic activities during periods of natural calamities or class suspensions?
2. How do parents perceive their roles and responsibilities in facilitating their children's asynchronous learning at home?
3. What challenges and coping strategies do parents encounter while assisting their children with asynchronous academic tasks?
4. What intervention plan can be proposed based on the qualitative data generated/results?

Scope and Limitations

Scope

This study focuses on exploring the lived experiences of parents in supporting their children's asynchronous academic activities during class suspensions caused by natural calamities such as heavy rains, earthquakes, flooding, and extreme heat. The research is anchored within the specific context of Manongol National High School in Kidapawan City District 2, a disaster-prone rural area where school closures frequently disrupt traditional learning modalities.

The study aims to understand the perceptions, roles, challenges, and coping strategies of parents as they navigate asynchronous learning environments. As a qualitative phenomenological inquiry, the research will gather data through in-depth interviews with selected parent-participants who have actively supported their children's asynchronous learning during calamity-related class suspensions.

This investigation is expected to provide insight into how parents interpret their roles in non-traditional learning contexts, the nature of their engagement with academic tasks, and the implications of environmental disruptions on their ability to assist their children.

LIMITATIONS

This study is subject to several limitations. Firstly, its geographical scope is limited to a single public high school in a specific district, which may affect the generalizability of findings to other regions with different demographic, economic, or educational characteristics.

Secondly, the study relies solely on the self-reported experiences of parents, which may be influenced by memory bias, emotional framing, or a desire to present themselves favorably. The absence of direct observation or input from other stakeholders, such as teachers or students, limits the triangulation of data.

Thirdly, this study focuses specifically on asynchronous learning modalities and does not extensively examine other forms of flexible learning such as synchronous online classes or purely modular delivery. Therefore, its findings are most applicable to asynchronous learning settings and may not fully capture parental roles in hybrid or blended learning environments.

Lastly, due to the qualitative and phenomenological nature of the study, the sample size will be small and purposively selected, which means the insights generated aim for depth and richness of experience, rather than statistical representation.

Research Methodology

This study employs a qualitative phenomenological research design to explore and describe the lived experiences of parents who support their children's asynchronous academic activities during class suspensions caused by

natural calamities. The phenomenological approach is most appropriate for understanding how individuals make meaning of shared experiences—in this case, the educational responsibilities parents assume amid environmental disruptions.

Sampling Procedure

The study utilizes purposive sampling, a non-probability sampling technique, to select participants who are most capable of providing rich, detailed information relevant to the research topic. The target population consists of parents or guardians of students enrolled at Manongol National High School in Kidapawan City District 2, particularly those who have had direct experience assisting with asynchronous academic activities during school closures caused by natural disasters such as earthquakes, heavy rainfall, flooding, and extreme heat.

A total of 8 to 12 parent-participants were selected based on the following inclusion criteria: 1) Must be a parent or legal guardian of a currently enrolled student at Manongol National High School; 2) Must have experienced supporting their child's asynchronous learning during disaster-related class suspensions; and 3) Must be willing and able to articulate their experiences through an in-depth interview.

Participants were identified in coordination with the school guidance counselor and teachers, who may recommend parents based on their involvement in home-based learning activities.

Data Collection Procedures

Data were gathered through semi-structured in-depth interviews using open-ended questions designed to elicit detailed responses regarding the participants' roles, perceptions, challenges, and strategies in supporting asynchronous learning.

Interviews were conducted face-to-face or via phone/video call, depending on the availability and preference of the participants and the prevailing weather or safety conditions. Each interview will last approximately 45–60 minutes and will be audio-recorded (with consent) to ensure accuracy in transcription and analysis.

To ensure consistency, an interview guide was used, and probing questions will be employed to deepen responses where appropriate. Field notes will also be taken to capture non-verbal cues, emotions, or contextual details relevant to the study.

Research Protocols and Permissions

Before conducting the study, the researcher will formally seek permission from the following key officials: Schools Division Superintendent of the Department of Education – Kidapawan City Division, Public Schools District Supervisor for District 2, and School Principal of Manongol National High School.

A letter of request was submitted to each of these offices, stating the purpose of the study, scope of participation, and the procedures involved. The researcher will also attach a copy of the proposed interview guide and ethical compliance documents for transparency.

Approval was sought in writing before any communication with potential participants begins.

Ethical Considerations

This study adheres strictly to ethical research standards, particularly in protecting the rights, dignity, and confidentiality of participants.

Informed Consent. All participants were provided with an informed consent form outlining the study's objectives, procedures, potential risks, benefits, and their rights as participants. They will be informed that participation is voluntary and that they may withdraw at any point without any consequences. Written or verbal consent will be secured prior to the interviews.

Confidentiality. All personal information and identifiers were kept strictly confidential. Pseudonyms will be used in all transcripts and published materials. Audio recordings and transcripts will be stored securely in a password-protected device accessible only to the researcher.

Anonymity and Non-maleficence. Participants' identities will not be disclosed, and care will be taken to ensure that no data is presented in a way that could inadvertently identify them or cause harm.

Compliance with Institutional and DepEd Guidelines. The study will be conducted in accordance with the ethical research protocols of the researcher's academic institution and the Department of Education's policy on research conduct.

DISCUSSION OF RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Research Question 1. On the Lived Experiences of Parents Supporting Asynchronous Learning During Natural Calamities

The lived experiences of parents indicate that supporting asynchronous learning during natural calamities involves substantial emotional, logistical, and contextual strain. Parents experienced stress and anxiety due to the responsibility of guiding academic tasks without pedagogical training, compounded by limited resources, unstable internet connectivity, and disrupted household routines. Environmental disruptions such as floods and earthquakes further interrupted learning continuity by damaging materials, displacing families, and heightening learners' emotional distress. Despite these constraints, parents demonstrated resilience by adopting adaptive strategies such as self-directed learning, seeking assistance from older siblings, and improvising learning routines, although these efforts often resulted in fatigue and role overload rather than sustained relief.

This gains support from Cahapay (2023) and Villanueva-Jaminal (2024), who documented similar emotional burdens and resource-related challenges among Filipino parents in crisis-driven learning contexts, and this agrees with Kurum Tiryakioğlu (2024), who emphasized the cumulative stress parents experience when educational responsibilities are added to domestic and livelihood demands.

Research Question 2. On the Parents' Perceptions of Their Roles and Responsibilities in Facilitating Asynchronous Learning at Home

Parents perceived their roles in asynchronous learning as extending beyond supervision to active instructional, emotional, and organizational involvement. Many parents identified themselves as "second teachers," reflecting a shift in parental identity shaped by the absence of continuous teacher interaction. Emotional support emerged as a central responsibility, with parents emphasizing encouragement, patience, and shared perseverance as essential for sustaining children's engagement. At the same time, parents recognized clear boundaries to their competence, particularly in complex subject areas, and continued to rely on teachers for clarification and validation.

This agrees with Gascon et al. (2023), who reported a similar identity shift among Filipino parents acting as learning facilitators in the new normal, and this is congruent with Yamada and Kim (2022), whose cross-cultural findings showed that parents globally assume educator-like roles while acknowledging their instructional limitations.

Research Question 3. On the Challenges and Coping Strategies in Assisting Asynchronous Academic Tasks

Parents encountered multifaceted challenges that required them to function simultaneously as educators, emotional coaches, time managers, and resource providers. They organized schedules, monitored task completion, regulated children's emotions, and secured learning materials under constrained conditions. Coping strategies centered on adaptation and collaboration, including restructuring daily routines, leveraging community networks, and positioning learning as a shared activity with their children. However, parents consistently

acknowledged that these strategies were compensatory rather than sustainable, as they lacked the subject expertise and institutional backing necessary for long-term academic support.

This gains support from Panol et al. (2021), who found that parents often facilitate task completion without deep content mastery, and this agrees with Silano et al. (2021), who highlighted the emotional labor parents perform in sustaining children's motivation during online learning, while this is congruent with Zainuddin et al. (2022), who emphasized that parental involvement is impactful yet uneven and heavily dependent on available resources and support.

Research Question 4. Intervention and Action Plans

- This study adopts a dissemination and advocacy approach that emphasizes knowledge translation, policy relevance, and stakeholder engagement to support parent-inclusive and disaster-responsive asynchronous learning. Guided by the principles of shared responsibility, equity, and resilience, the proposed intervention, **Project KASAMA**, is framed as a conceptual model rather than a prescriptive program.
- The dissemination strategy prioritizes the circulation of research findings among key educational stakeholders at the school, district, and community levels. Findings will be communicated through school-based research forums, policy briefings for district officials, and accessible summary materials for parents and community partners. Visual and narrative formats such as infographics and concise reports will be used to translate phenomenological insights into actionable understanding, while scholarly dissemination through conference presentations or journal submission will situate the study within broader academic discourse. This multi-level dissemination ensures that evidence informs both practice and policy without overburdening local stakeholders.
- Advocacy efforts are conceptually anchored in **Project KASAMA**, which positions parents as recognized co-educators within flexible and emergency learning systems. Rather than detailing specific activities, the model advances four interrelated advocacy priorities: strengthening parental capacity to support asynchronous learning, improving equitable access to learning resources, integrating psychosocial support for families during crises, and institutionalizing parent engagement within school planning and disaster-risk-reduction frameworks. These priorities align with inclusive education principles by shifting parental involvement from an informal expectation to a supported and legitimized component of educational continuity.
- Monitoring and follow-up are framed as reflective and developmental processes aimed at assessing relevance and responsiveness rather than program compliance. Feedback from parents and teachers, combined with school-level reflections, will inform ongoing refinement of parent-inclusive strategies and support their integration into school improvement and contingency planning. Through this approach, dissemination and advocacy function not merely as endpoints but as mechanisms for sustaining dialogue, policy learning, and collaborative action in disaster-affected educational contexts.

Conclusions

1. The findings demonstrate that parents function as frontline educational responders during periods of natural calamities and class suspensions, sustaining asynchronous learning in the absence of regular school operations. Their lived experiences show that learning continuity in disaster contexts is largely maintained through parental resilience, improvisation, and moral commitment rather than through formally established system readiness. While parents adapt by reorganizing household priorities and assuming multiple educational roles, the convergence of emotional strain, resource scarcity, and environmental instability reveals the limits of relying on parental capacity alone. This insight highlights the need for disaster-responsive education policies that formally recognize and support parents as integral actors in emergency learning delivery rather than treating their involvement as an assumed or temporary measure.
2. Parents perceive their roles in asynchronous learning as extending beyond supervision to active co-educators responsible for instructional guidance, emotional support, and learning management. This role expansion

reflects an emergent parent–school partnership in crisis contexts, where parental participation becomes essential to sustaining educational access. At the same time, parents clearly articulate the boundaries of their instructional competence and emphasize the continued importance of teacher guidance and clear learning materials. This dual perception underscores a critical policy implication: parent-inclusive education must be accompanied by structured guidance, consistent communication, and accessible resources to ensure that parental involvement empowers families without displacing professional educational responsibility.

3. Parents' challenges and coping strategies reveal both adaptability and systemic gaps in disaster-responsive education. While parents employ practical measures such as adjusting schedules, leveraging community and sibling support, and engaging in shared learning with their children, these strategies primarily function as compensatory responses to institutional disruptions. Their uneven sustainability underscores that parental coping should not serve as the primary foundation of asynchronous learning during crises. Instead, education systems must shift toward proactive support mechanisms that reduce emotional, cognitive, and material burdens on families, ensuring that parental engagement becomes a supported partnership rather than a crisis-driven necessity.

Recommendations

On the lived experiences of parents in supporting their children's asynchronous academic activities during periods of natural calamities or class suspensions

Educational institutions and local government units should develop localized, disaster-responsive learning support systems that account for the lived realities of parents in vulnerable communities. This includes providing timely distribution of printed modules, establishing safe and accessible learning hubs post-calamity, and integrating flexible academic timelines during environmental disruptions. Schools should also conduct post-disaster assessments to understand the home conditions of learners and adjust learning expectations accordingly.

On how parents perceive their roles and responsibilities in facilitating their children's asynchronous learning at home

Schools should implement structured parent orientation and capacity-building programs that clearly define parental roles in asynchronous learning. These workshops should focus on basic instructional techniques, effective study habits, and task supervision strategies. Additionally, teachers should provide clear, simplified instructions with each module to guide parents and minimize confusion, especially in households where parents may have limited formal education.

On the challenges and coping strategies parents encounter while assisting their children with asynchronous academic tasks

To address common challenges, schools and barangay education committees should establish peer-support systems and communication channels (e.g., group chats, helplines) where parents can share strategies, ask questions, and access real-time support. Schools should also consider rotating digital devices for families without access and partnering with local organizations to provide technical and emotional support resources. Recognizing and addressing both material and emotional needs can reduce stress and promote sustainable parental engagement.

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