

# ***Diskarte* Skills Utilized by Parents and Caregivers Engaged in Home-Based Teaching During the COVID-19 Pandemic**

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This research identifies the levels of *diskarte*, a Filipino word denoting creative problem-solving with the aim of proposing a parent support program among 193 parents of students enrolled in different elementary public schools in Rizal, Philippines. These parents were engaged in home-based teaching during the COVID-19 pandemic. Using a descriptive-correlational design, the findings show that, generally, the parent participants in the study rated themselves to have a high level of *diskarte*. There is a significant difference in the levels of *diskarte* when grouped according to educational level. A Scheffe post hoc test revealed that there is a significant difference in the level of *diskarte* among parents who are elementary school graduates and those who have attained some college units, and parents who are elementary school graduates and college graduates. *Diskarte* skills seemed to enable the parents to have decreased stress in addressing the educational needs of their children engaged in modular learning. Among the *diskarte* skills mentioned was resourcefulness on where to get information when they could not understand the contents of the modules. They also demonstrated *diskarte* skills whenever they were faced with financial limitations on procuring devices and materials needed for their children's remote learning.

**Keywords:** *diskarte*, parents assuming teacher roles of students engaged in modular learning, parental support, creative problem-solving

## Introduction

The COVID-19 pandemic has brought forth extraordinary challenges in various areas (Athique, 2020). Given this, there is a need to creatively solve the extraordinary problems it poses (Tria, 2020). This pandemic has created economic, social, and educational difficulties. Statistics show that the pandemic has impacted the education system in the world, as more than 1.5 billion students have been affected (UNESCO, 2021). The pandemic warranted that alternative solutions to face-to-face classes be done for learning continuity (Dwidienawati et al., 2020; Daniel, 2020). Most developed countries with established infrastructure for online learning found it easy to implement online learning (Tadesse & Muluye, 2020; Coppola, et al., 2020).

Worldwide, schools employed various remote learning modalities during the onslaught of the COVID-19 pandemic. Globally, schools that had internet capabilities resorted to online learning, and those that had online connectivity issues utilized modules (Agaton & Cueto, 2021; Fadare, et al., 2021). In the Philippines, Structured Learning Modules (SLM) had to be given as an alternative for students without devices for online learning (Philippine Department of Education, 2020). In most developing countries, many parents were forced to teach students in their homes during the COVID-19 pandemic (Budhrani et al., 2021). In this setup, parents are viewed to be co-teachers of their children, as they are primarily engaged in teaching them at home. However, a number of students in public schools, where no tuition fee is required, come from lower-income brackets. The parents of these students may not be college-degree holders, thus making teaching more difficult for them. Reports show that, perhaps because of this, there are parents who are even more stressed out and frustrated with modular learning (Marquez et al., 2020; Tria, 2020). Besides these difficulties of the remote learning setup, parents also face problems such as food shortage, work suspension resulting in loss of income, and the inability to pay for the educational expenses of their children (Vessey & Betz, 2020). What is clear from previous studies is that parents from lower-income

groups find it difficult to address the educational needs of their children (Tria, 2020). Parents who serve as homeschool teachers during the COVID-19 pandemic face the challenge of teaching well in order to prevent their children from feeling bored and to create a homeschool environment that is comfortable and safe for their children (Ilmanto et al., 2021). Moreover, the need to multitask in co-teacher functions at home, work, and housekeeping tasks resulted in difficulties in teaching their children effectively (Choi et al., 2020). While parents generally support their children's learning endeavors despite the difficulties encountered, they lack the necessary skills, teaching experiences, beliefs, and self-efficacy for homeschooling during the pandemic (Petts, et al., 2020).

The Filipino Psychology construct of *diskarte* can be utilized to address the problems encountered during remote learning. *Diskarte* is loosely called an approach or strategy to solve problems (Yacat, 2005). It can also be referred to as a creative problem-solving strategy (Morales, 2017) or resourcefulness in solving problems (Yacat, 2005). During the COVID-19 pandemic, some Filipinos utilize it in order to survive (Conoza, 2020). *Diskarte* is a Filipino word that does not have a direct English translation but is what Filipinos resort to in times of crisis (Vanzi, 2020; Romerosa et al., 2021). It is a means by which Filipinos ingeniously survive or flourish in difficult times (Vanzi, 2020).

Noting this, the present researcher identified *diskarte* as an essential construct in problem-solving, particularly problems brought by modular learning. Having *diskarte* is essential in order to thrive in this learning set-up. Knowledge of *diskarte* can also be an essential input in program development for parents who engage in homeschooling endeavors during the COVID-19 pandemic.

*Diskarte* is considered to be a part of Filipino personality. Despite this, there is a lack of reference materials on this topic. This study aims to describe the different levels of *diskarte* among parents who are engaged in teaching their children who are enrolled in modular learning. It seeks to identify significant differences in *diskarte* across the different demographic

variables. The results serve as baseline information to help develop a parent-support program for those engaged in homeschooling their children who are enrolled in modular programs.

### Statement of the Problem

This study identifies the levels of *diskarte* and whether there are significant differences in the levels of *diskarte* when grouped according to demographic variables such as age, work status, and educational attainment. A qualitative discussion on how parents utilized *diskarte* to address issues in remote education is also shown as a supplement. Specifically, this research seeks to answer the following research questions:

1. What is the level of *diskarte* among the parent participants who are engaged in remote teaching of their children who are enrolled in modular learning?
2. Are there significant differences in the level of *diskarte* skills when grouped according to the following demographic variables?
  - a. Age of parents
  - b. Number of children
  - c. Educational level
  - d. Occupation Status
3. How is *diskarte* applied by the research participants to address the educational issues and concerns faced by their children?
4. What inputs for a parent support program can be drafted based on the findings of the study?

### Significance of the Study

This study is deemed important for the following reasons. Parents will be able to understand and utilize *diskarte*-related skills in addressing the educational concerns of their children during the advent of remote learning. Via *diskarte* skills, parents will be able to use creativity, resourcefulness, and flexibility when solving problems. Hopefully, when *diskarte* skills are applied, they will be better co-teachers to their children. They will also experience less stress whenever they are faced

with difficulty understanding the lessons to be taught or when they need extra resources to purchase devices or materials for educational purposes. Parents will have the agency to address various educational problems encountered during remote learning.

In addition to learning *diskarte* skills, the difficulties faced by the parents who homeschool their children engaged in modular learning can be given support programs by the school or the guidance office. It is reported that there are parents who perceive the workload of modular learning as unreasonable or overwhelming (Tus, 2021). In this situation, relevant educational and counseling support programs can be drafted and given to such parents.

Teachers may also benefit from this study because it will help them assess whether the use of *diskarte* skills at home helps address the students' difficulties with the remote learning setup. They can, for example, check whether student achievement improves as a result of the parents' application of these skills.

Students engaged in remote learning will benefit from the study because their parents will be able to teach them more effectively. News and even social media memes have called attention to the difficulties of remote learning encountered by students (Navarette, 2020). Some students also complain that their parents cannot deliver instruction effectively. The *diskarte* skills learned by their parents, can lead to the improvement of teaching skills and, consequently, the students' better learning of concepts in modular learning.

This research is also beneficial to researchers in the field of Sikolohiyang Pilipino. Though the construct *diskarte* has been researched in various fields, there is no research on *diskarte* in the context of parents engaged in teaching their children enrolled in modular learning during the COVID-19 pandemic as this is a novel phenomenon. Research on *diskarte* during the pandemic is necessary in theory building in order to demonstrate that this construct is utilized by a specific group of individuals — the parents who serve as co-teachers during the COVID-19 pandemic.

### Scope and Delimitation of the Study

The participants of this research are parents whose children belong to an organization focused on empowerment, welfare, and character development of female students. The study made use of purposive sampling, as the research aims to develop relevant training programs for this group. The parent participants in the study were parent volunteers who regularly attended meetings and webinars, and had children enrolled in public elementary schools. The data was gathered during a webinar to identify potential programs for parents with children engaged in modular learning. The research instrument was limited to a five-point Likert survey that measures *diskarte* that is written in Filipino, as some parents have educational attainment at the elementary and high school levels and may therefore not have access to the English language. The data was conducted during a parent meeting, followed by a webinar on parental wellness during the pandemic last February 18, 2021. Responses from the open forum of the webinar were integrated into the qualitative discussion.

The results serve as baseline data for a parent support program. It is recognized that parents who teach their children deal with frustration and stress because they are not educationally equipped to homeschool their children and/or to understand the modular lessons prescribed. A program to help them cope with the various problems would help them teach their children more effectively. In this research, inputs to the parent support program are mentioned. The parent support program's development is beyond this study's scope.

### Educational Issues and Challenges Faced by Homeschooling Parents

Various issues and challenges have confronted parents around the globe, such as documentations from Poland, China, and the Philippines, who are engaged in remote learning of their children during the COVID-19 pandemic (Parczewska, 2020; Chuanmei et al., 2020; Tria, 2020). The primary problem is how to teach their children lesson-related concepts, as they have not been trained to be teachers (Parczewska, 2020). Parents who

can demonstrate creative problem-solving skills during this pandemic reported that they have less stress and enable their children to achieve better in remote learning (Parczewska, 2020). Some parents reported having increased levels of stress, anxiety, social isolation, and conflict at home (Thorell et al., 2021). It was found that difficulties in coping with the academic demands of their children engaged in remote learning brought psychological distress to both parents and their children (Eales et al., 2021; Panaoura, 2020). In addition, some parents argued that the demands of the school are unreasonable (Fontenelle-Tereshchuk, 2021). They claimed that roles were not clearly defined, and they had to take on the challenge of co-teaching (World Bank, 2020). Moreover, they noted that school tasks were not aligned with the students' needs and teachers seemed to poorly guide their students as they could not be contacted regularly (Koskela et al., 2021).

Given these problems, there is a need for creative problem-solving and resourcefulness among parents. Practical problem-solving of educational issues experienced by parents who homeschool their children during the COVID-19 pandemic lockdowns resulted in positive adjustment and better subjective well-being (Postigo-Zegarra et al., 2021). Resourcefulness is not exclusively a mechanism of coping in the advent of a lack of resources such as during this pandemic. Instead, it can be a character virtue that enables one to have a better sense of achievement (Baldoni, 2010). *Diskarte* can be a mechanism to solve such problems creatively (Morales, 2017).

### Strategies Utilized by Parents to Cope with Homeschooling Concerns of Their Children

During the COVID-19 pandemic, social media and technology were utilized by some parents to relieve the stress brought about by the situation that they were facing. The study by Drouin et al. (2020) identified that parents and their children used social media to express anxiety and quell anxiety through social support. This strategy might effectively address anxiety caused by remote learning, it does not necessarily solve the issues and concerns related to remote learning for their children.

Another strategy utilized by some Korean parents was the use of arts and crafts to address the stressors of lockdowns and the tasks of educating their children at home. Choi et al. (2020) showed an increase in the parents' purchase of arts and crafts materials. Together with their children, parents identified fun and creative ways to cope with the stressors of the COVID-19 pandemic. However, while this can have an effect on mood, this strategy does not necessarily address the educational issues of remote learning.

Family resiliency contributed to the ability to cope with the educational concerns of parents who are teaching their children at home. Koskela et al. (2021) showed that families could pool their efforts together to solve the various issues brought forth by the pandemic. Cooperation in doing tasks at home and in remote learning enabled families to thrive despite the difficulties (Ying, et al., 2020). Further, proactively collaborating with the school lessened the concerns associated with remote learning.

Filipino parents had difficulties with explaining the lessons to their children, had to cope with their children's inattentive behavior, and adjust to either modular or online learning modalities and these were addressed by finding people who can support them (Eguico et al., 2022). Homeschooling problems during the COVID-19 pandemic also created conflict between mothers and children, and this was addressed by providing more structure when it came to scheduling tasks (de Jong et al., 2022). Parents also noted difficulties in educating students with autism at home, and the whole family had to work as a team to address the difficulties (Cahapay, 2020). The problems Filipino parents encountered when they were homeschooling their children during this season also enabled them to create a specific study schedule to answer modules, support each other, and strengthen their partnership with the teachers in delivering lessons, which eventually led to the acceptance of their plight (Eguico et al., 2022).

### ***Diskarte* as a Problem-Solving Strategy Among Filipinos**

Literature on Sikolohiyang Pilipino shows the significance of *diskarte*. *Diskarte* is considered an important cultural behavior (locally termed *asal*) and a Filipino cultural trait (Morales, 2017). The construct, *diskarte*, is believed to be a central aspect of Filipino personality, and is known to be a strategy, a method, or an approach to solving problems (Yacat, 2005). It is also known to be "resourceful strategizing" such as knowing where to ask for help and cooperating with other people to receive the help needed (Nario-Lopez, 2021). Lack of resources and unequal social positions warrant the use of *diskarte* (Morales, 2017; Antonio et al., 2006).

*Diskarte* goes beyond situational parameters to ensure survival (Gaerlan et al., 2011). *Diskarte* enables one to keep safe from perceived threats (Lasco, 2018). Urban poor communities extensively use *diskarte* in order to get food and survive the challenges of poverty (Alejandria & Smith, 2020). It is used to cope with many business challenges during the COVID-19 pandemic in order for them not to shut down (Rivera, 2022). *Diskarte* also helped Filipinos become productive at home during the pandemic lockdowns in the Philippines (Montefrio, 2020). Habaradas (2020) showed various *diskarte* skills of national and local government officials to address the COVID-19 health crisis despite limited funding.

*Diskarte* is not exclusive to those who have received higher levels of education. Resourcefulness in addressing needs can be utilized by those in poverty-stricken situations or those with relatively lower educational attainments. Contractual construction workers used *diskarte* skills to work odd jobs when there was no construction-related work (Bernardo et al., 2014). Young utility men and those with non-stable occupations happen to apply *diskarte* more than those with stable jobs as they have to constantly look for sources of income (Galam, 2018). Older adults not qualified for work in informal urban settlements utilize *diskarte* to secure food (Martinez, 2021). Garbage collectors also demonstrate *diskarte*, as they can care for

their health despite the numerous daily hazards (Nicanor et al., 2021). College students utilize *diskarte* to be resourceful and pass their course requirements (Yacat, 2005).

Morales (2017) identified how *diskarte* is related to other constructs. It was determined that *diskarte* is related to strategy because there is a plan of action to meet an objective. It is related to style, as *diskarte* involves unique ways of expressing behaviors and can include original perspectives. *Diskarte* is also related to resourcefulness, as it includes the ability to use various means and resources to find solutions. It is related to fluid reasoning, as there can be flexibility in solving novel problems by developing new strategies, and is connected to practical intelligence, as it shows the capacity to succeed in one's natural environment, enabling the individual to move towards his goal. Lastly, *diskarte* is related to everyday creativity, as it can be used to adapt to life's circumstances.

*Diskarte* skills are examined in this research in order to identify how independent variables affect them. Age, number of children, employment status, and educational levels were examined. In the findings, it can be seen that there is a significant difference in the levels of *diskarte* among those who have college degrees compared to those with elementary school degrees. Further, the parents also voiced out in the discussion various ways by which they coped with their concerns regarding educating their children. The parents were able to utilize some *diskarte* skills mentioned in the literature.

## Methodology

### Research Design

This research is primarily quantitative in nature. It follows a descriptive correlation design as One-Way Analysis of Variance was utilized to analyze data. Further, some responses made by parents about *diskarte* during the webinar's open forum were also used as inputs to the study.

### Participants

The research participants were 193 parents and guardians with children or wards enrolled in a self-learning module program in various public schools in Rizal. Guardians were included in the study because of the parental role they play while their wards' parents reside in a different location for work. This research was done in coordination with an organization that caters to the welfare and character development of young girls who are enrolled from preschool to grade 12. This organization would like to create programs for parents who send their children to various public schools.

Initially, all the 250 parents and guardians participants answered the research instrument administered via Google Forms. All of them had been involved in previous school-based activities of the organization that sponsored the webinar, so there was 100% participation of the members of the group. However, some participants gave incomplete responses, so their answers could not be included in the data analysis. Of the 250 respondents, 193 parents and/guardians (grandparents and aunts for children of overseas workers) were counted as participants in the study. There was a response rate of 77.2%, which is within the response rate of 68% to 80% that is said to resemble the population (Bryman, 2012). The frequencies, parental role, age groups, highest educational level, and employment status are shown in Table 1.

**Table 1**

*Profile of the Participants*

Parental Role	<i>n</i>	%
Father	3	1.6
Mother	166	86.0
Guardian	24	12.4
Total	193	100.0

Age	<i>n</i>	%
25–30	22	11.4
31–35	34	17.6
36–40	38	19.7
41–45	49	25.4
46–50	20	10.4
51 above	30	15.5
Total	193	100.0

Highest Educational Attainment	<i>n</i>	%
Elementary graduate	10	5.2
High school level	3	1.6
High school graduate	13	6.7
College level	11	5.7
College graduate	156	80.8
Total	193	100.0

Employment Status	<i>n</i>	%
Employed	146	75.6
Got laid off	38	19.7
Unemployed	9	4.7
Total	193	100.0

From the table, it can be seen that majority of the participants are mothers ( $n = 166, 86\%$ ), belong to the age range 41–45 years old ( $n = 49, 25.4\%$ ), are college graduates ( $n = 156, 80.8\%$ ), and are employed ( $n = 146, 75.6\%$ ). It can also be seen from the table that there are participants who were either laid off from work (19.7%) or unemployed (4.7%).

### Research Instruments

The researcher, in coordination with a senior Statistics professor who has a research h-index of 9 and who has been a consultant to various government and non-government researches, created a simple survey to identify the levels of *diskarte* of the parents and guardians in the study. In the research, there were parents who had lower educational attainments. Given this scenario, the research instrument was constructed in coordination with the teachers who knew the parents in the sample. The researcher was advised to create a Likert-type question that allows the participants to describe their level of *diskarte* and check for significant differences across independent variables such as age, number of children, educational attainment, and employment status. Aside from crafting the scale, the researcher was also recommended to flash the question being answered while reading it orally to guide the participants who were answering. Of the independent variables noted, only educational attainment had a significant difference. The discussion was then supplemented by some of the participants' verbatim responses during a question-and-answer forum.

The research instrument was encoded in Google Forms for ease of administration, as the parent participants were already knowledgeable in accomplishing forms in that format, like most surveys in the schools where their children were enrolled. This was also done as the research was conducted on an online basis as there were quarantine restrictions during the period that this study was conducted. The informed consent for the research was included in the form. All items were written in Filipino. Permission to gather data was obtained from the sponsoring organization.

Demographic information on the parental role, age, highest educational level, and employment status comprised the first part of the research instrument. The second part of the research instrument allowed the participants to rate their resourcefulness level, termed *diskarte*, based on a five-point Likert scale. For ethical considerations, aside from asking permission from the organization, an informed consent form in Filipino was created. The informed consent form that is written in Filipino was included in the preliminary portion of the research instrument.

Initially, the researcher wanted to administer a resourcefulness scale for parents. However, she was informed that there are participants who have elementary and high school grade educational attainments and would have difficulties comprehending this. In fact, when the questionnaire was flashed on the screen and read, there were some parents who voiced out their requests to reread the items pertaining to demographic profile, and the question on *diskarte*. Some of them also asked the researcher to read the sentences describing the values of the Likert scale even if all the questions were in Filipino. Due to this scenario, the researcher just let the participants rate their level of *diskarte*. The question given was “*Gaano kataas ang antas ng iyong paniniwalang madidiskartehan mo ang sitwasyon ng pag-aaral ng inyong anak ngayong panahon ng pandemya?*” (How would you rate your belief that you can utilize *diskarte* skills in helping your child’s education during the pandemic?) The respondents had to choose their responses on the Likert scale. A single question to measure a construct can also be seen in the research of Ochoa et al. (2016) where they measured university students’ political beliefs and attitudes towards same-sex marriage as variables, respectively using only one Likert-type question. In the multiple regression research done among adolescent boys, Cafri et al. (2010), a single question determined both substance use and sports participation.

During the course of the webinar, questions on difficulties and instances when *diskarte* was used were identified during the online breakout group work and the open forum. The researcher asked, “*Paano ninyo*

*natutugunan ang mga pangangailangang pang-edukasyon o pagtuturo sa inyong anak?*”

(How do you address the educational or teaching needs of your children?) It was observed that the parents who had much difficulty when it came to modular learning verbalized their sentiments about this.

### Method of Data Analysis

For descriptive statistics, frequency distributions, the mean level of *diskarte*, and its standard deviation were obtained. A One-Way Analysis of Variance identified if there were significant differences in the levels of *diskarte* when grouped according to age, education, and employment status. The Scheffe post hoc test was used to identify which groups of parents had statistically significant differences in levels of *diskarte*. All computations were done via SPSS version 22. Qualitative responses on *diskarte* coming from the participants during the breakout and open forum sessions were also identified to supplement the discussion.

### Results and Discussion

This research identifies the levels of *diskarte* among the parent participants engaged in remote teaching of their children who are enrolled in modular learning. The mean was computed to get the *diskarte* level of the parents. The second research question calls for significant differences in *diskarte* levels when grouped according to the demographic variables of age of parents, number of children, educational level, and occupational status.

One-Way Analysis of Variance was used to compute significant differences. A Scheffe Post Hoc Test was used with educational level as it showed a significant p-value. The third question identified how *diskarte* skills were applied by the participants to address educational issues and concerns faced by their children was answered by getting verbatim responses during the webinar’s open forum. The findings of the study served as inputs for a recommended parent support program.



### Levels of *Diskarte* among Parents Who Have Children Engaged in Modular Learning

Generally, the parent participants in the study rated themselves to have a high level of *diskarte*, with a relatively more homogenous variability ( $M = 4.10$ ,

$SD = .899$ ) when it comes to helping their children who were engaged in modular learning. Table 2 presents the levels of *diskarte* among parents who were engaged in home-based teaching of their children who received modular instruction.

**Table 2**

*Levels of Diskarte of Parents Engaged in Home-Based Teaching of Their Children Receiving Modular Instruction*

Numerical and Descriptive Values	f	%
1 – “ <i>Wala akong diskarte sa pagtugon ng mga suliranin tungkol sa aralin sa modyul ng aking anak.</i> ” (I do not have <i>diskarte</i> or creative problem-solving skills to address the problems in modular learning of my child.)	5	2.6
2 – “ <i>Kakaunti lamang ang aking pamamaraan ng diskarte sa pagtugon ng mga suliranin tungkol sa aralin sa modyul ng aking anak.</i> ” (I can hardly apply <i>diskarte</i> or creative problem-solving skills to address the problems in modular learning of my child.)	3	1.6
3 – “ <i>May nailalapat akong pamamaraan ng diskarte sa pagtugon ng mga suliranin tungkol sa aralin ng modyul ng aking anak.</i> ” (I can apply <i>diskarte</i> or creative problem solving skills to address the problems in modular learning of my child.)	30	15.5
4 – “ <i>Marami-rami ang pamamaraan ng aking diskarte sa pagtugon ng mga suliranin tungkol sa aralin ng modyul ng aking anak.</i> ” (I can apply relatively a lot of skills in <i>diskarte</i> or creative problem-solving skills to address the problems in modular learning of my child.)	85	44.0
5 – “ <i>Napakarami ng pamamaraan ng aking diskarte sa pagtugon ng mga suliranin tungkol sa aralin sa modyul ng aking anak.</i> ” (I can apply a lot of skills <i>diskarte</i> or creative problem-solving skills to address the problems in modular learning of my child.)	70	36.3
Total		
Overall Mean = 4.10	193	100.0
Standard Deviation = .899		

The table shows that the majority ( $f = 85, 44\%$ ) of the parents rated themselves to have a lot of *diskarte* skills to address their children's problems in modular learning. Five parents (2.6%) said that they could not apply *diskarte* skills to address the modular learning problems of their children engaged in modular learning. These parents have completed only their elementary education.

Some parents stated that they would ask the teachers about lessons in the module that were unclear. These parents were observed to come from various age groups and educational backgrounds. These parents verbalized that they cooperated with their children's teachers. They maintained good and harmonious relationships with the teachers in order for them to get access to needed information. Some of them also asked their relatives or their friends for help with academic concerns that they felt they could no longer manage. This relates to the research of Veloro (1999), and Nario-Lopez (2021) that maintaining harmonious interpersonal relationships is a form of *diskarte*. In fact, this is a skill utilized by small-scale Palawan fisherfolk in order to endure difficult times when they cannot fish, as resources can be given to them by neighbors (Veloro, 1999). Another example, provided by Nario-Lopez (2021), is how officers at the Bureau of Jail Management and Penology used *diskarte* and relational skills among inmates to minimize trouble in jail among gang members.

On the other hand, some parents who had difficulty addressing academic concerns of their children told their children to ask their classmates about the answers to module-related questions. "*Magtanong sa kaklase.*" (Ask a classmate), said Lorna (not her real name), a mother who works as a laundry woman. She herself confessed that she was having difficulty with her daughter's lessons and believed that she could not help her child answer the questions in the module. However, her child would ask classmates for answers. In instances when her child had to ask classmates about lessons that were not understood, the student herself should show *diskarte*. Some parents claimed that their children could respond to questions in their modules by making friends with students on the honor roll.

In this situation, their children showed *diskarte*. These students developed a strategy (identifying classmates to ask for help) in order to address their concerns. Using a strategy to solve problems is discussed by Morales (2017) as a form of *diskarte*.

Filipino psychologists have equated *diskarte* to practical intelligence (Antonio et al., 2006). Sternberg and Grigorenko (2000) define practical intelligence as possessing a wide array of skills related to shaping, selecting, or adapting to their physical and social environments. It involves adapting to the environment (Morales, 2017). An example of the demonstration of practical intelligence among parents would be searching for information online if they do not know the answers to the questions in the module. In the literature, parents who effectively homeschool their children can provide devices used for learning and could source the information needed by their children (Huang et al., 2020).

Filipino parents faced challenges in homeschooling their children as most of them were unfamiliar with teaching strategies. However, due to the fact that their children needed to pass requirements and tests, the parents needed to look for ways and means to solve their problem and use *diskarte* skills. Filipinos have an inherent value for *diskarte* (Yacat, 2005). Filipinos can generally act and react creatively in addressing problems. In the open forum, the parent participants said they suffered from more stress because of the remote learning set-up but shared that *diskarte* can be applied by being resourceful in terms of knowing where to get information when they cannot understand the module's contents. Some parents got information online, while some asked relatives for information. When it comes to addressing financial resources needed for the projects or material necessary for remote learning of their children, they got loans, asked for money from relatives, or even asked for the help of local politicians for sponsorship. These findings support the study of Morales (2017) that *diskarte* has a strategy and a resourcefulness component. The parents in the study were able to find alternatives to solve their problems and alleviate some of their stressors.

When mean levels of *diskarte* were computed across the various educational attainments, the data shows that those who have completed only up to elementary education had the lowest mean ( $f = 10, M = 2.70, S.D. 1.418$ ). Table 3 presents the SPSS-generated output of *diskarte* levels across the various educational attainments of the parent participants.

**Table 3**

*Frequency, Mean, and Standard Deviation of Diskarte Levels Across Educational Levels of Parents Engaged in Home-Based Teaching of Their Children Receiving Modular Instruction*

	<i>n</i>	Mean	Std. Deviation
Elementary graduate	10	2.70 (Low)	1.418
High school level	3	4.00 (High)	.000
High school graduate	13	3.77 (Average)	.832
College level	11	4.55 (Very High)	.688
College graduate	156	4.19 (High)	.802
Total	193	4.10 (High)	.899

The table shows that college graduates ( $M = 4.19$ ) and those who reached the college level ( $M = 4.55$ ) had the highest level of *diskarte*. People with higher levels of educational attainment can have higher levels of *diskarte* perhaps because of greater exposure to more ideas and problem-solving scenarios than those who have not reached college. Parents who have advanced educational attainments can also manage their personal and family concerns better (Bacal et al., 2019).

The findings reveal that there is a significant difference in the levels of *diskarte* when grouped according to educational level but not age and employment status. The following table shows the

SPSS-generated output for the Analysis of Variance on the significant differences of *diskarte* when grouped according to educational level. Further, One-Way Analysis of Variance can be run as the Levene's Test of Homogeneity of Variances is significant ( $p = .000$ ).

Table 4 shows that there is a significant difference in the levels of *diskarte* when grouped according to educational level [ $F = (4,188) = 8.766, p = .000$ ]. Table 5 shows that there are no significant differences in the level of *diskarte* when grouped according to number of children [ $F = (3,189) = .546, p = .651$ ], age [ $F = (5,187) = .827, p = .532$ ], and employment status [ $F = (2,190) = 1.958, p = .144$ ].

**Table 4**

*Levene's Test/Statistic and One-Way ANOVA Table on Significant Differences of Diskarte Across Educational Levels of Parents with Children Engaged in Modular Learning*

Levene's Test of Homogeneity of Variances					
Diskarte					
Levene Statistic	df1	df2	Sig.		
6.292	4	188	.000		

  

One-Way ANOVA					
Diskarte by Educational Level					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24.386	4	6.096	8.766	.000
Within Groups	130.744	188	.695		
Total	155.130	192			

**Table 5**

*One-Way ANOVA Grouped According to Number of Children, Age, and Employment Status*

<i>Diskarte by Number of Children</i>					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.334	3	.445	.546	.651
Within Groups	153.776	189	.814		
Total	155.130	192			

  

<i>Diskarte by Age</i>					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.354	5	.671	.827	.532
Within Groups	151.775	187	.812		
Total	155.130	192			

	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Between Groups	3.133	2	1.567	1.958	.144
Within Groups	151.996	190	.800		
Total	155.130	192			

A Scheffe post hoc test revealed that there is a significant difference in the level of *diskarte* between the group of parents who are elementary school graduates and those who have attained some college units ( $p = .000$ ), and the group of parents who are elementary school graduates and college graduates ( $p = .000$ ). There is no significant difference in the levels of *diskarte* when grouped according to age [ $F = (5,187) = .827, p = .532$ ] and employment status [ $F = (2,190) = 1.958, p = .144$ ].

**Table 6**

*Multiple Comparisons Using Scheffe Post hoc Test*

(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Elementary Graduate	High School Level	-1.300	.549	.235	-3.01	.41
	High School Graduate	-1.609	.351	.058	-2.16	.02
	College Level	-1.845*	.364	.000	-2.98	-.71
	College Graduate	-1.486*	.272	.000	-2.33	-.64

High School Level	Elementary Graduate	1.300	.549	.235	-.41	3.01
	High School Graduate	.231	.534	.996	-1.43	1.89
	College Level	-.545	.543	.908	-2.24	1.14
	College Graduate	-.186	.486	.997	-1.70	1.33
High School Graduate	Elementary Graduate	1.069	.351	.058	-.02	2.16
	High School Level	-.231	.534	.996	-1.89	1.43
	College Level	-.776	.342	.275	-1.84	.29
	College Graduate	-.417	.241	.560	-1.17	.33
College Level	Elementary Graduate	1.845*	.364	.000	.71	2.98
	High School Level	.545	.543	.908	-1.14	2.24
	High School Graduate	.776	.342	.275	-.29	1.84
	College Graduate	.360	.260	.752	-.45	1.17
College Graduate	Elementary Graduate	1.486*	.272	.000	.64	2.33
	High School Level	.186	.486	.997	-1.33	1.70
	High School Graduate	.417	.241	.560	-.33	1.17
	College Level	-.360	.260	.752	-1.17	.45

\* The mean difference is significant at the 0.05 level.

The findings on age and employment status seem to be the opposite of the findings of Galam (2018), Veloro (1999), and Nicanor et al. (2021).

In order to show the significance of educational level vis-à-vis the level of *diskarte* skills, a simple linear regression was run to predict the changes in *diskarte*. The following shows the simple linear regression outputs generated by SPSS version 22:

**Table 7**

*Model Summary for Linear Regression*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.334 <sup>a</sup>	.111	.107	.850

a. Predictors: (Constant), Education

The table shows that education, as a predictor, explains 11.1% (R Square=.111) of *diskarte*. This also implies that there are other predictors that are contributory to *diskarte*. In the following table, it is noted that there are significant differences in *diskarte* scores as education levels increase ( $p=.000$ ).

**Table 8**

*ANOVA Table*

ANOVA <sup>a</sup>						
Model		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
1	Regression	17.272	1	17.272	23.931	.000 <sup>b</sup>
	Residual	137.857	191	.722		
	Total	155.130	192			

a. Dependent Variable: Diskarte

b. Predictors: (Constant), Education

The linear regression model also shows that for every level of increase in educational level, there is a 0.286 increase in *diskarte* scores ( $p = .000$ ).

Table 9

Coefficients

Model		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.797	.273		10.251	.000
	Education	.286	.058	.334	4.892	.000

a. Dependent Variable: Diskarte

The simple linear regression computation identifies how education level increases the parents' *diskarte* skills for addressing their children's homeschooling education needs.

Beyond the quantitative descriptors of *diskarte*, the parents in the study also identified various ways that they demonstrate *diskarte* as a practical application. This supports the study of Morales (2017) where *diskarte*, is manifested in practical intelligence. The parents noted that they showed *diskarte* in working with financial resources. Effects of the lockdowns in the Philippines were the bankruptcy of some business establishments and an increase in unemployment rates. In the midst of these financial woes, *diskarte* enabled many Filipinos to earn a living despite job loss. Without *diskarte*, they would not have been able to purchase school supplies for their children. Without school supplies such as paper and pens, their children would not have been able to accomplish their assignments.

Though there are no statistically significant differences in the levels of *diskarte* based on employment status, the parent responses coming from the open forum stated otherwise. It was observed that some parents who lost their jobs were able to find a way to make ends meet. Some parents in the study were affected by job loss and financial difficulties. If there were financial difficulties, parents who had high levels of *diskarte* said that they had to think of ways to earn during the strict community quarantines. Marita (not her real name), a mother of two, lost her job during the pandemic. She knew that she would not easily land

a good-paying job with her educational attainment. She decided to cook and sell food in order for her to cope with the expenses and buy the materials needed for the school projects of her children. "*Diskarte lang sa pagluluto at pagbebenta ng pagkain noong nawalan ako ng trabaho para makabili ako ng pang-project ng anak kong nag-aaral para makapasa siya.*" (I just used *diskarte* by cooking and selling food when I lost my job so that I could buy materials to be used for my children's projects in order for them to earn passing grades.) Some fathers applied as delivery couriers to have the finances to pay for utilities and support their children's education.

Still, other parents would solve their financial worries by getting loans from their friends and other family members. *Pangungutang* (obtaining loans) is seen as a way to survive financial difficulties. Aside from being a practical solution to a problem, *pangungutang* is also seen as part of relational skills (Aleta, 2020). A loan cannot be made if the person enabling the loan does not have a relationship with the borrower. This is a response done by those who have relatively lower educational backgrounds. Aside from getting a loan, they also mentioned that they waited for the local government support (*ayuda*) for the family to have food on the table during the hard lockdowns. They needed financial resources to put food on the table and purchase school supplies for their children. Perhaps, the parent participants of the study demonstrated *diskarte* in addressing the problem of financial need but have yet to learn how to apply this to modular learning.



### Conclusion

The study identified that, according to the One-Way ANOVA findings, there is a significant difference in the levels of *diskarte* when grouped according to educational level [ $F = (4,188) = 9.766, p = .000$ ]. There were no significant differences in the level of *diskarte* when grouped according to number of children [ $F = (3,189) = .546, p = .651$ ], age [ $F = (5,187) = .827, p = .532$ ], and employment status [ $F = (2, 190) = 1.958, p = .144$ ]. A Scheffe post hoc test revealed that there is a significant difference in the level of *diskarte* among parents who are elementary school graduates and those who have attained some college units ( $p = .000$ ), and parents who are elementary school graduates and college graduates ( $p = .000$ ). The linear regression model also shows that for every level of increase in educational level, there is a .286 increase in *diskarte* scores ( $p = .000$ ).

### Recommendations

Given the results of the study, the following are recommended:

1. Programs on parental support should be developed for parents in public school settings. Particularly, parents who have not obtained college degrees must be taught skills for guiding and teaching their children who are engaged in modular learning. Even if the schools are gradually re-opening, there is always a threat of a surge in COVID-positive cases in the Philippines that would force schools to revert to remote learning.
2. The parents themselves, perhaps, should also understand the lessons that they teach their children. When handing the modules to the parents, the teacher could explain the lessons to the parents and give a short learning check on whether they understand what was taught or not. The teachers could also organize sessions for the parents to demonstrate how the materials may be taught to their children. The Division of City Schools-Valenzuela introduced a *Nanay* (Mother) Teacher Enhancement Program to help mothers teach their children (Schools Division Office-Valenzuela, 2021). Schools can establish similar parenting support programs wherein parents could be guided through workshops and demonstration activities.
3. A list of possible resources could be given to parents, including websites of learning resources where parents may easily find information about the lessons that they are having difficulty with. Teachers could also develop videos of the lessons that they can upload on various social media such as Facebook and YouTube. Instructions on how to access the teaching materials can be written in the modules. The teachers may also anticipate questions that may arise among the parents. To address this concern, the teachers can create a list of frequently asked questions.
4. Some parents might not be able to express their difficulties in teaching. Given this situation, the teachers can utilize simple check-in sessions to see if the parents need support. Stress management strategies could also be utilized in order to address parental stressors as the parent participants expressed that they are under a lot of stress.
5. Teachers could also look into the way that the modules are constructed. There might be an overload of materials presented per lesson. There also might be too many items for the assessment. The teachers could review the skills that they have learned on test development during their pre-service training to make assessment materials that are answerable within a given time period.
6. Research on *diskarte* skills among parents, teachers, and students could be examined. Focus group discussions and interviews can be done to cite examples of how *diskarte* skills are utilized during the COVID-19 pandemic. This kind of research would help schools identify best practices on how to address educational problems brought by this pandemic.

### ***Implications on Program Development for Parents with Children Engaged in Modular Instruction***

The study's results indicate there is a significant difference in *diskarte* skills based on the level of education. *Diskarte* is a trait that Filipinos possess when solving unique and difficult problems. Given that the COVID-19 pandemic is a novel and difficult phenomenon, it would be best to support parents in assuming teacher roles at home.

Based on the findings of the study, academic support should be the first priority. The parents need to understand the lessons that they are going to teach their children. Teachers must ensure that the parents can teach the material clearly. Problem-solving skills can also be discussed with the parents so that these teaching activities will not cause undue stress. The teachers and school administrators can guide the parents in the academic support domain.

Skills in helping parents use technology can also be beneficial. If parents know how to use key search terms, they will be able to obtain the information needed. They could be trained on how to use the Department of Education Learning Resource Portal and have access to the information that they need.

For parents who have limitations in educational attainment, there is a need to create programs in adult literacy. Some of the parents who have difficulty teaching their children lack the necessary reading skills and have completed elementary school. Since reading is an essential component of learning, schools can create reading programs in Filipino and English for parents who have limited educational attainment. In addition to this, schools can offer Alternative Learning System programs in order for such parents to complete their basic education.

Second, psychosocial support can be given to parents as they are stressed. Balancing the roles of parenting, working, and maintaining the household can indeed be exhausting and stressful. Techniques in

efficient household management, making work easier, and addressing parent issues would increase the skills of parents. If these parents are exposed to various skills, then their *diskarte* skills of addressing various concerns may be enhanced. Such support can be given by guidance counselors or guidance designates in public schools.

Third, though not a direct offshoot of the study, livelihood and employment opportunities can be given to parents in coordination with the barangay unit, the city social work office, or non-government organizations. In the study, there were parents who lost their jobs because of the pandemic. The lack of finances can add stress to them, and this might indirectly affect their teaching styles in remote instruction. Some parents who lack finances can get easily irritated or overwhelmed as they would not know where to get resources to pay the bills. This can result in them shouting at their children or punishing them for not being able to understand what is being taught. To enhance teaching effectiveness, sources of income can be identified. The school guidance counselor, guidance designate, or school administrators can lead such projects.

The COVID-19 pandemic may have generated a lot of issues and concerns in the educational sector. Using the Filipino problem-solving skill of *diskarte*, school administrators, teachers, guidance counselors, and officials can find creative ways to solve the problems brought forth by the pandemic.

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