**SOLO PARENTS’ INVOLVEMENT IN THE LITERACY INSTRUCTION OF THEIR CHILDREN IN MODULAR DISTANCE LEARNING: CHALLENGES AND OPPORTUNITIES**

**Joshua Eriberto Miguel G. Llames**

*Graduate Student*

Emilio Aguinaldo College

joshuaeribertomiguelllames.mnl@eac.edu.ph

The world has been struck by an invisible enemy—the COVID-19. In effect, the lives of parents and their children have changed radically especially in the implementation of modular distance learning where parents have been passed on the daunting task of guiding and educating their children. It has been found difficult for two-parent families because of various factors but how much more for single-parent families. Thus, this qualitative study explored the lifeworld and lived experiences of four (4) solo parents in the conduct of literacy instruction to their children during the implementation of modular distance learning in the Philippines. Furthermore, this study utilized the phenomenological case study design and analyzed the data gathered through in-depth unstructured interviews using thematic analysis. The study discovered three themes on challenges: (a) time constraints, (b) insufficient and limited knowledge, and (c) tough task. Moreover, three themes were also discovered on opportunities: (a) bonding activity, (b) learning experience, and (c) strategic learning. The findings further revealed that the solo parents found literacy instruction a difficult task to do because of inadequate time due to work and other responsibilities and insufficient and limited knowledge to academically guide their children. However, in spite of the challenges, the solo parents saw the conduct of literacy instruction as a bonding activity where they also learned and be able to apply strategies to motivate and maximize the learning of their children. It is then recommended that the Department of Education formulate and launch programs to aid the parents on their predicament in literacy instruction amidst the implementation of modular distance learning.