

# Parent-Teacher Collaboration in Modular Learning Approach

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**Abstract**— The study determined the parent-teacher collaboration in modular learning approach in C.M Recto Elementary School during the School Year 2020-2021. The study used mixed method of qualitative and quantitative research design. Survey and unstructured interview were utilized in gathering the necessary data from the respondents. 28 parents and 5 teachers were involved in this study. The data collected were analysed using weighted mean to determine the parent-teacher collaboration along instructional support, supervision and monitoring as well as the effectiveness of modular instructional material and learning outcomes of the pupils. Frequency and ranking were used to determine the challenges encountered by the parents in modular instruction.

**Keywords**— Parent-Teacher Collaboration, Modular Learning Approach.

## 1. INTRODUCTION

Millions of students across the world shift from traditional instruction to blended learning because of the coronavirus threat, teachers and parents alike are scrambling to understand their new roles as mentors and surrogate teachers, respectively.

The Department of Education (DepEd) issued the DepEd order 018, s. 2020 dated July, 20, 2020 otherwise known as the POLICY GUIDELINES FOR THE PROVISION OF LEARNING RESOURCES IN THE IMPLEMENTATION OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN. The Rationale for this is in response to the public health brought about by the COVID-19. It calls the DepEd to be responsive, innovative and resourceful in delivery of quality, accessible relevant, and liberating education. It would like to ensure that learning opportunities are provided to our learners in safe manner. Likewise, it also highlighted that the collaboration of the parent and teacher is very vital in this present situation (Briones, 2020).

Teacher-parent collaboration is a burgeoning academic partnership that aims to improve students' educational status. In fact, teachers are not only involved in educating students, but are increasingly involved in working with parents to improve educational outcomes. Collaborative partnerships between parents and teachers

have valued different skills, experiences, and knowledge that parents and teachers bring to educational decision on the needs of individual students (Ijalba,2015).

Since the pandemic started, parents are now taking on a more support-oriented role by supporting their children as they take on assignments and home projects. Teachers and parents require active communication with each other for shared decision-making and ideas to discuss ways of improving students' performance. Effective communication between teachers and parents happens when both parties are honest and supportive of each other's responsibilities and roles (Uner, et.al, 2011).

Division of Sorsogon conducted a virtual orientation on the implementation of Learning Delivery Modalities (LDM) course 2 for teachers under the Basic Education Learning Continuity Plan (BE-LCP) last September, 2020, which was participated by the Teachers. This is in preparation for the upcoming opening of classes for the School Year 2020-2021, wherein they are going to adopt the modular learning approach. This was followed by the dry run of selected schools in the division that will adopt the modular learning approach and was participated by the parents and teachers two weeks before the opening of classes. It was well discussed that parent must collaborate with teachers in facilitating the work task in the modules assigned to their child.

In view of these, the researcher is motivated to conduct this study to ascertain the Parent-Teacher Collaboration on Modular Learning Approach. Likewise, while the future remains unknown, the researcher would like to find out the effectiveness of parent and teacher working together to support and empower the education of the learners and can help establish the structures that our learners will need to receive the quality education they deserve, and bring stability in a time of uncertainty in C.M Recto Elementary School, Bulan, Sorsogon.

## 2. METHODOLOGY

Mixed method of qualitative and quantitative were utilized as research design of this study. Survey and in-depth interview were utilized in gathering the necessary data from the parents and teachers. The researcher utilized all the teachers and all the parents in C.M. Recto

Elementary School. This is a total enumeration and sampling is not needed.

The data collected were analyzed using weighted mean to determine the parent-teacher collaboration along instructional support, supervision and monitoring as well as the effectiveness of modular instructional material and learning outcomes of the pupils. Frequency and ranking were used to determine the challenges encountered by the parents in modular instruction.

The analysis using themes was employed to capture or understand the data gathered. Thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts; such as interview transcripts. The researcher closely examines the data to identify common themes – topics, ideas, and patterns of meaning that come up repeatedly Caulfield (2019).

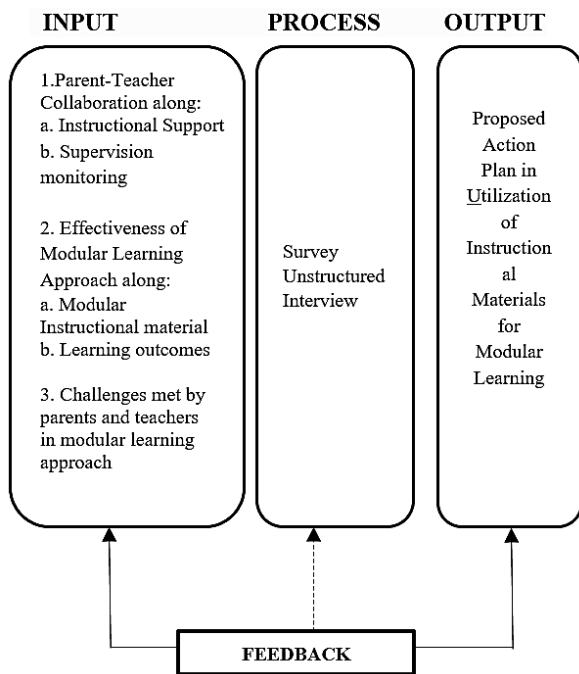


Fig. 1: Conceptual Paradigm

## 2.1 Parent-Teacher Collaboration in Modular Learning Approach

### 2.1.1 Parent-teacher collaboration in modular learning approach

This section presents the parent-teacher collaboration on modular learning approach along instructional support, supervision, and monitoring.

**Instructional Support.** The weighted mean of parent was 4.35 with the verbal interpretation of “Very satisfactory” and teacher was 4.25 with verbal interpretation of “Very Satisfactory”. It means that the parent-teacher collaboration had significantly exhibited in an observable manner. It implies that parent and

teacher are working together in C.M. Recto Elementary School.

The result of the study is also consistent with the result of the study conducted by Nicdao (2020) which found out that the strong partnership between teachers and parents influence the progress of learners. In this time of pandemic, the parent-teacher collaboration is very much needed. Pupils will study at home where parents will guide them while they are learning. Teachers will provide instructional support to the parents through communication via chat or a phone call. Supervision of parents is highly needed in doing the activity of their children at home. Likewise, monitoring of teachers is also vital to give technical assistance to the pupils, monitor their performance and progress as well as to find out if the delivery of education through modular approach is effective.

However, out of the fifteen (15) indicators it is the statement that says “I ask teaching assistants or para teachers to help parents who cannot monitor and guide their children” got the lowest mean of 3.32 for parents and 2.00 for teachers with verbal interpretation of “Satisfactory” and “Fair” respectively. This also reveals that the response of parents and teachers in this particular statement differ from each other. Reason of getting a low rating maybe because teaching assistants or para teachers are not available in the community. Most of the residence in the barangay did not finish highschool and only few had a chance to enter college. There is also a noticeable difference between parents and teachers in the weighted mean of some statements. “I discuss with parents what new normal education is” for parents 4.21 with verbal interpretation of “very satisfactory” and 4.80 for teachers verbally interpreted as “outstanding”. “I encourage parent participation in educating their children” for parents 4.04 interpreted as “very satisfactory” and 4.60 for teachers verbally interpreted as “outstanding”. “I communicate with parents as an essential part of teaching” for parents 4.57 interpreted as “outstanding” and for teachers 4.00 verbally interpreted as “very satisfactory”. “I teach parents on how to work with their pupils at home” for parents 4.50 interpreted as “outstanding” and 4.00 for teachers interpreted as “very satisfactory”. Though most of the weighted mean in the statements were outstanding and very satisfactory, there is still a slight contradiction of the responses of parents and teachers maybe because the parents were already satisfied by the instructional support given by the teachers because of their incapacity to teach or guide their child while the teachers on the other hand are still looking for other ways to strengthen parent and teacher collaboration.

The result of the study, particularly in parent-teacher collaboration is in contrast with the view of (Teachers' vision, 2020) which stressed that parents desired to collaborate to teachers on their child's education but yet they are hesitant to do it because they are not equipped due to illiteracy. Some have not graduated from elementary education or some have not gone to school formally. In line with this, parents can tap any members of the family, neighbours, or other persons in the community to act as para teacher with their support and supervision.

**Supervision.** The overall weighted mean of parent-teacher collaboration in C.M Recto Elementary School as a whole of the parent was 4.20 with the verbal interpretation of "Very satisfactory" and for teacher was 4.20 with verbal interpretation of "Very Satisfactory". It means that the parent-teacher collaboration on supervision of parent display positive result in terms of supervision as shown in table 2B.

However, of the fifteen (15) statements there are some statements that shows disparity on the weighted mean of parents and teachers. In the statement "Parents will turn their house into classroom environment" parents got the weighted mean of 3.96 interpreted as "very satisfactory" while 4.60 for teachers interpreted as "outstanding". This shows that parents are hesitant if their houses are really conducive to learning while the teachers are satisfied with the setup of their houses. In the statements "I supervise week lesson, assessment, etc. and give enhancement and remediation" for parents 3.96 with verbal interpretation of "very satisfactory" and for teachers 4.20 interpreted as "very satisfactory", " I ensure that their children receive quality education without compromising their safety" for parents 4.18 interpreted as "very satisfactory" and 4.80 for teachers verbally interpreted as "outstanding". Parents in this two statements has a lower weighted mean compared to the parents. This maybe because they are not fully satisfied with the supervision given to their child and the quality of education they receive compared to the teachers.

However, in the statements "Parents find themselves as frontlines of their education" weighted mean for parents is 4.36 interpreted as "very satisfactory" and 3.60 for teachers verbally interpreted as "very satisfactory". And in the statement " I use the different media flat form in communicating with the parents and pupils" for the parents 4.25 and 3.40 for the teachers both verbally interpreted as " very satisfactory". The teachers in the mentioned statements had the lower weighted mean compared to the parents. This maybe because the teachers understand well that still there are other media

flat forms that can be used in supervision but are not available in the community due to lack of internet connectivity and unavailability of gadgets to use by the parents and pupils.

Result of the study supports the report of Llego (2021) which states that in the midst of pandemic the DepEd assure the continuity of the education. Objective of the DepEd can be carry out with the supervision and guidance of parents. The teacher will develop the instructional materials and the parent supervise her child to perform the activity in the printed module (Llego, 2021).

**Monitoring.** The overall weighted mean of the parent of parent-teacher collaboration in C.M Recto Elementary School of the parent was 4.22 with the verbal interpretation of "Very satisfactory" and for teacher it was 4.61 with verbal interpretation of "outstanding". It means that the parent-teacher collaboration in terms of monitoring display a positive result as shown in table 2C.

However, the overall weighted mean of parents and teachers shows significant difference. In the statements "I help parents who cannot monitor and guide their children." for parents 3.86 interpreted as "very satisfactory" and for teachers 5.00 interpreted as "outstanding". And in the statement "I give learners my feedback" for parents 4.04 interpreted as "very satisfactory and for teachers 4.60 interpreted as "outstanding".

This shows that the teachers are satisfied with their monitoring maybe because they exceed to the weekly monitoring plan which requires only to monitor a learner at least once a week while the parents are still hoping for more intense monitoring and home visitation.

The result implies that teachers were well-versed with monitoring. They had been doing this to establish positive relation with parents and pupils. Therefore, almost all of the teacher-respondents demonstrated monitoring in an observable manner.

Result of the study is consistent with result of Sejpal, (2013) which presented that the modules provide resources to teachers that will allow them to transform their classrooms into active, pupil-centered learning environments, following common characteristics of a module can be distinguished that it is self-contain, independent instruction unit, systematically organized, well defined have a means of evaluating the work. Moreover, this can be more encouraging when the teachers monitor the strategy to assure its effectiveness.

### **2.1.2 Effectiveness of Modular Learning Approach**

This section presents the effectiveness of modular learning approach along modular instructional materials and learning outcomes.

**Modular Instructional Material.** The overall mean of the effectiveness of modular instructional in C.M Recto Elementary School as a whole of the parent was 4.08 with the verbal interpretation of “Very satisfactory”, for teacher was 3.97 with verbal interpretation of “Very Satisfactory”. It means that the parent-teacher collaboration on supervision of parent demonstrated positive result in terms of monitoring as shown in table 3A.

However, of the fifteen (15) statements for parents, it was the statement which says “Modular instructional material can be easily understood by parents” got the lowest mean of 3.18 verbally interpreted as “Satisfactory” followed by the statement “I expect that the use of modular learning materials will keep the teachers and learners safe in this time of crisis” with the mean of 3.97 verbally interpreted as “very satisfactory”. While the statement which says “I expect that the administration will provide modules for modular learning approach” was on the top with an obtained mean of 4.64 verbally interpreted as “outstanding”. Therefore, Modular instructional material is very effective on Modular learning approach.

However, of the fifteen (15) statements for teachers, it was the statement which says “Modules are the only source of information” got the lowest mean of 3.00 verbally interpreted as “Satisfactory” followed by the statement “Modular instructional material can be easily understood by parents” 3.20 verbally interpreted as “satisfactory”. While the statement which says “I expect that Modular instructional materials will be distributed to one is to one ratio” was on the top with an obtained mean of 4.60 verbally interpreted as “outstanding”. Therefore, Modular instructional material is very effective on Modular Learning Approach.

The inclusion of effectiveness of modular learning approach as one of the major concern of this study was premised on the belief of (Sejpal 2013) that teachers, parents and pupils should realize that change is part of growth. It needs their collaboration for the effectiveness of the new learning paradigm in new normal. Modular learning approach which is preferred approach in remote areas, needs a printed Instructional material in order to be more effective. Likewise, instructional materials is to deliver quality education to the learners.

Result of the present study conforms to the result of the survey conducted by Magsambol (2020) about the preferred alternative learning mode to be used for the School Year 2020-2021. It shows that parents preferred the modular learning approach for the conduct of distance learning. It simply shows that parents are after the continuity education of their children. Using the modular instructional materials their children can continue study at home with their assistance wherein they are assuring for their safety against the covid 19. It was assumed that delivery of effective education will be achieved using the modular instructional material.

**Learning Outcomes.** The overall mean of the effectiveness of modular learning approach along learning outcomes in C.M Recto Elementary School as a whole of the parent was 3.80 with the verbal interpretation of “Very satisfactory” and for teacher was 3.28 with verbal interpretation of “Satisfactory”. It means that the effectiveness of modular learning approach along learning outcomes is very effective as shown in table 3A.

However, of the fifteen (15) statements for parents, it was the statement which says “I can expect that learning became more effective” got the lowest mean of 2.86 verbally interpreted as “Satisfactory” followed by the statement “I can expect that learning became more effective” with the mean of 3.89 verbally interpreted as “very satisfactory”. While the statement which says “I am sure that the modular learning approach will benefit all types of learners” was on the top with an obtained mean of 4.32 verbally interpreted as “very satisfactory”. Therefore, according to parents the Effectiveness of Modular Learning Approach on Learning Outcome is very effective.

However, of the sixteen (16) statements for teachers, it was the statement which says “I can expect that parents and learners will not be bored in doing activities in modules.” got the lowest mean of 2.20 verbally interpreted as “Satisfactory”. It is followed by the statement “Modular instructional material can be easily understood by parents” 3.20 verbally interpreted as “satisfactory”. While the statement which says “I expect that Modular instructional materials will be distributed to one is to one ratio” was on the top with an obtained mean of 4.20 verbally interpreted as “very satisfactory”. Therefore, learning outcomes in modular learning approach must be given more attention.

Nevertheless, the assumption of Vygotsky’s theory of scaffolding (1978) assumed that teaching method helps students learn more is by working with knowledgeable

individual to achieve their learning goals. The instructional scaffolding is compared to learning independently, students learn more when collaborating with others who have a wider range of skills and knowledge than the students currently does. Thus, it will produce an outstanding learning outcomes (Sadia, & Zamir, 2014).

In like manner, the result of the study is in consonance with the result of the study of Bhamani, et. al (2021) which found out that when a partnership approach between parents and teachers is evident, children's work habits, attitudes about school activities, and perform good learning outcomes. They demonstrate better social skills, fewer behavioural problems and a greater ability to adapt to situations and get along.

### **2.1.3 Challenges met by the parents and teachers in modular learning approach.**

This section presents the challenges met by the parents and teachers in modular learning approach. Qualitative data was obtained from the unstructured interview of 28 parents and 5 teachers from C.M. Elementary School.

**Parents.** There were 28 parents of C.M. Recto Elementary School interviewed and almost all the parents signified the same challenges met in the modality of learning.

More than half of all parents surveyed conducted by DepEd last April and May said they experienced “significantly higher levels of stress” due to shift of learning modality. Although most of the parents preferred the modular learning approach, yet several challenges surrounded them. Parents often withdraw at least 8 modules in all subjects and each module has 3-5 activities. Some parents are not capable of guiding their child in doing the activities due to educational background.

Further, 28 (100 %) parents identified “Shift of Learning Modality”, followed by, “Difficult activities in the module to perform” 26 (93%), and 20 (71%) Distance of houses of pupils from school.

Result implies that parents were very much affected with the shift of learning modality, they send their children to school for the reason that they are not well equipped to teach their children, and parents find difficulty in getting and submitting the modules on time due to the reason that their houses are far from school. During face-to-face, their child was eating their lunch at school.

Moreover, parents encountered the parental involvement in modular learning approach, 28 (100%) parents revealed that “Health threat” was the number one challenges they meet due to the fear that they might be infected with the covid19. They preferred to stay at home to keep themselves safe in this pandemic. Followed by “Difficulty in getting and submitting the module”, 21 (75%). Most of the parents have baby’s or little child left in their house which could not be entrusted to their older child. They could not withdraw and submit the module as scheduled. The last is the “Hectic schedule looking for basic needs”, 20 (71%). It shows that parents are busy looking for their basic needs. Some are working as helper in the houses, and they cannot absent to get the modules of their child.

Result of the study is very relevant to the study of Francis (2020) which found out that no one expected a pandemic to ruin education system in 2020. And whether individual like it or not, situation can never go back to the way things were. COVID-19 changed the way people’s in more ways than one, learners’ way of studying, full parental support. So much so that people all forced to live “the new normal.” As this time, pupils have familiarized themselves with these changes. Much more with the parents that encountered several challenges in this modular learning in new normal.

Further, in modular learning approach, parents would have to play an active role in the learning process. They would be the one to facilitate and guide their children through the modular lessons that would be sent to pupils while doing remote learning. Parents are partners of teachers in education.

However, the Department of Education has been firm on its stand that “Learning must continue”. Different learning modalities have been considered and explored making sure each will be the best fit for pupil’s needs and interests in continuous learning. (Arias, 2020).

**Teachers.** Education plays an important role in shaping the lives of pupils. In the process, teachers are one of the essential instruments in delivering quality learning. Due to the emergence of COVID-19 in the Philippines, a lot of changes happened in the educational landscape. One of these is the mode of instruction that was implemented by the Department of Education. The current COVID-19 crisis has obliged most education systems to adopt alternatives to face-to-face teaching and learning. Many education systems moved activities online, to allow instruction to continue despite school closures (OECD, 2020).

The shift of the teaching-learning delivery in schools to modular distance learning made more challenging on the part of the teachers, the delivery of basic quality education. That is why DepEd leaders are always finding avenues to solve the problems and capacitating its teachers and school heads to become more effective in the field of modular distance learning.

There were 5 teachers of C.M. Recto Elementary School interviewed and almost all them signified the same challenges met in the modality of learning. Teachers encountered common challenges in modality of learning in terms of; Shift of Learning Modality, Different preparation, and Distance of houses of pupils from school.

All of the 5 teachers signified the same challenges in Modality of Learning in new normal. Result implies that the teachers in C.M Recto Elementary school have comparable challenges met in this pandemic.

Teachers also met challenges similar challenges towards the parental involvement of the parents in terms of; Health threat, Difficulty in getting and submitting the module, and lack of Parental Involvement.

Further, teachers want to keep themselves safe by staying in their houses due to covid19. But since it is call for the service they have to report to school as needed. The distribution and retrieval of module affects the checking of worksheets on time. Some parents could not get and submit the module as scheduled by the teacher. Likewise, due to some factors, teachers could not get the full parental involvement of the parents.

Result of the study is in consonance with the report of Llego, (2020) which highlighted that teaching has increasingly become more difficult and very challenging on the part of the teachers. Teachers are having a tough time getting pupils to be more self-directed. Likewise, having the parents informed and involved is one major area that teachers and admins are having a hard time to keep up with. Teachers are looking for an easy way to have parents be a part of their child's journey and have a good understanding of their skills and monitoring their performances on a regular basis. But some parents are not fully aware of their responsibility in their child's education in new normal. The additional preparation of teachers is additional burdens on their part.

### **3. CONCLUSION**

On the light of the findings, the following conclusions were drawn:

1. Parents and teachers in C.M. Recto Elementary School are closely working together in the delivery of modular instruction to the learners. They believe that working together will produce good output.
2. Effectiveness of modular learning approach along modular instructional material and learning outcomes has been carried out because of close collaboration between parents and teachers in C.M. Recto Elementary School.
3. The challenges met by parents in modular learning approach made them uncomfortable and for the teachers have difficulty in delivering quality education. But still, teachers being innovative and resourceful embrace the challenges brought by the covid19,
4. Proposed action plan in utilization of modular instructional material for modular learning to intensify parent-teacher collaboration.

### **RECOMMENDATIONS**

Based on the conclusions, the following recommendations are made:

1. Modular Learning Approach needs more parents and teacher's collaboration to assure the delivery of quality education to the learners.
2. Teachers should encourage the parents to support and participate in the education of their child so as to create a system or routine that allow pupils to develop an independent learning to enhance their skills and potentials.
3. Teacher should intensify their linkages and communication through "virtual seminar" among other teachers to discuss ways on a strong partnership between home and school. Proper coordination and communication is recommended for the efficient delivery of the program. Teacher should maximize parent-teacher collaboration through home visits, phone calls, send letters to monitor and supervise pupil's progress in learning. Parents' involvement in their child's education should be enhanced through constant reminders and assistance to make a routine in order to develop learners' capacity in doing.
4. School administrator and teachers should make a comprehensive intervention plan intensifying the use of instructional materials in modular learning. The school administrator should allocate fund for the program needs in terms of facilities and equipment, support instructional materials and program needs for trainings and workshops. Teachers and school administrator should collaborate in the development of activities for modular learning approach.

5. Further study research related to the study may be undertaken in other divisions or regions so us to determine further if it has beneficial.

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