

Parent-Teacher-Learner Collaboration in Facilitating Modular Instruction

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Abstract— The study aimed to assess the parent-teacher-learner collaboration in facilitating modular instruction in San Juan Daan Elementary School for school year 2020-2021. It used the qualitative research method since a structured interview was utilized in gathering the primary data. Using this method, interviews were conducted to get the needed data from the 40 participants. The participants were the 20 learners with their 20 respective parents of San Juan Daan Elementary School in Bulan District. This method was able to showcase the collaborative efforts of the parents, the learners, and the teacher in ensuring the continuity of the teaching and learning process amidst the new normal.

Keywords— Modular Instruction, Parent-Teacher-Learner Collaboration, Pandemic, Subject Matter Knowledge of the Parent.

I. INTRODUCTION

The physical conduct of classes has come to its closure in schools and community learning center due to the Covid 19 pandemic. This is one of the measures being undertaken aside from health protocols, physical distancing, and community quarantine to contain the spread of this virus.

One of the sectors greatly affected by the corona-virus pandemic is education. The current era is characterized by rapid changes resulting from scientific and technological advances, including information technology. Keeping up with these changes is necessary in the education system to cope with problems that may arise from them, such as the large volume of information and increase in the number of learners, coupled with teacher shortages. These changes in science and technology ushered in many new teachings and learning methods, such as e-learning and blended learning (BL) particularly in research and self-development areas, and a revolution in information technology, which has virtually turned the world into a global village. The former led to a greater need for learners to engage in multivendor environments, and the latter, for people to share experiences with others (DepEd, 2020).

Wong (2021) states that the pandemic challenges the current capacity of the US public education system to

address the widening gap in learning and mental well-being of our diverse student population. There is an urgent need to rebuild an education system that embraces equitable learning opportunity for all. Several actions are critical for the new configuration of the education system. First, state and local leaders must leverage commitment and shared goals on equitable learning opportunities to support student success for all. Second, align and use federal, state, and local resources to implement high-leverage strategies that have proven to accelerate learning for diverse learners and disrupt the correlation between zip code and academic outcomes. In addition, third, student-centered priority will require transformative leadership to dismantle the one-size-fits-all delivery rule and institute incentive-based practices for strong performance at all levels. Fourth, the reconfigured system will need to activate public and parental engagement to strengthen its civic and social capacity. Finally, public education can no longer remain insulated from other policy sectors, especially public health, community development, and social work.

Most countries around the world have temporarily closed educational institutions to contain the spread of the virus and reduce infections (Tria, 2020). Face to face engagement of students and teachers within the school has also been suspended. The Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations of educators and active involvement of other stakeholders are the driving force for its success. For the continuity of education and for every school to still attain its mission and vision which is to provide quality education to every Filipino learner, the Department of Education implemented the Modular Distance Learning.

Given the epidemiological picture, the direction of Department of Education's response and the directive of the Secretary to find ways for learning to continue in a safe and healthy environment amid COVID-19, it is clear that distance learning will be a key modality of learning delivery in the following school years.

Technology solutions are very important in distance learning. Online platforms are regarded to be the most advanced because of its ability to facilitate various

interactive and remote activities and carry a broad range of content to a connected community (DepEd, 2020).

Based on an online survey that DepEd conducted to get a sense of what its immediate stakeholders think about distance learning, these are the results: from 789,690 respondents (53 percent school personnel, 31 percent parents/guardians, and 16 percent learners), overall 46 percent of the respondents said they are open to having lessons and class activities either online or on television or radio. Interestingly, the parents and guardians are the most open with 59 percent responding that they are open to this kind of distance learning. Among the school personnel respondents, 41 percent are open while from the learners, 35 percent of the respondents are open to it. This presents a major communication challenge for DepEd, and a need to improve the degree of openness to technology-based distance learning platforms (DepEd, 2020).

Modular learning is the most popular type of Distance Learning. In the Philippines, this learning modality is currently used by all public schools because according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year (Bernardo, 2020). This is also in consideration of the learners in rural areas where internet is not accessible for online learning.

The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging, among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, n.d.). Printed Modules will be delivered to students, parents, or guardians by the teachers or through the Local Government Officials.

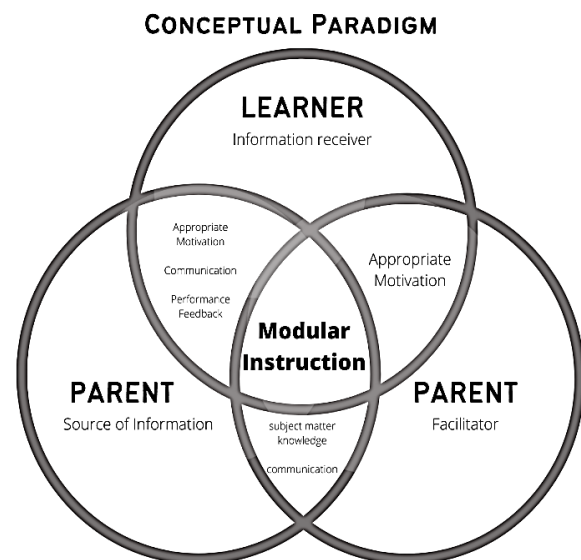
In the Province of Sorsogon, with a calibrated response, Gov. Escudero has issued several Executive Orders, including E.O. 13-2020 which provides the Guidelines on the Management of COVID-19, and E.O. 14-2020 suspending classes in all levels. Furthermore, the Provincial Government has rendered support to its frontliners who continue to sacrifice their own lives and safety in the name of fulfilling their duty to keep Sorsogon COVID free. With this, the province has also adopted the modular instruction with the modules being distributed among the learners within the vicinity which includes the San Juan Daan Elementary School.

II. METHODOLOGY

This paper is a qualitative type of research employing phenomenological research exploring experiences of parents, teachers, and learners regarding modular instruction during the New Normal. Purposive sampling was the most suitable choice for the selection of the participants, specifically, in times of COVID-19 whereby people are more under the global trauma of internalized fear and anxiety. Also, in qualitative research, mostly the sample is purposeful to the need of the research and the phenomenon under study as it allows the researchers to set underlying assumptions related to the context where participants are based and select research samples based on inclusion criteria.

For this research study, a set of 20 parents, all of them mothers of the learners, from Brgy. San Juan Daan with students enrolled as Grade 4 pupils in San Juan Daan Elementary School for school year 2020-2021. They are spending at least 3 hours formally teaching their children, having constant communication with the teacher, and was purposively selected to be a part of this study.

Manual thematic analysis of the data was done. Question wise, documents were prepared the interviews were transcribed appropriately, and query was run to explore the word frequency for each of the questions. Open coding from the acquired data was done at an initial stage and themes and sub-themes were formed. The codes, themes and sub-themes were verified by the researcher to confirm coherence in interpretation.



III. RESULTS

The study used the qualitative research method since a structured interview was utilized in gathering the

primary data as reflected in the problem. The participants were the 20 learners with their 20 respective parents of San Juan Daan Elementary School in Bulan District.

Based on the data collected, the following are the findings of the study:

1. When the parents were asked about their adequate knowledge on the content of the lesson, eighteen out of twenty have confirmed that they have the mastery. However, there were two parents who said that they have only a little idea of the content.

On confidence in facilitating the teaching-learning process, eighteen of the twenty parents affirmed that they can do the teaching process with their children. Meanwhile, two parents mentioned that sometimes they not confident in delivering instruction to their children.

When the parents were asked about their ability in carrying out the process, majority of the parents emphasized that they are capable of teaching the children because they finished their studies and the lessons in the modules are within their capabilities. Similarly, the parents provided additional inputs by means of explaining to their children those items which are unclear and vague to them. Also, they gave further instructions so as the lesson will be fully understood.

All the twenty parents supervise the learners to focus in reading the self-learning modules and answer the learning activities. They do it by watching and monitoring their children and see to it that the activities are done correctly. Also, one parent said that the teacher gave time and that is the instruction that the child if instructions did not follow right that is the time when the teacher is contacted.

The parents agreed that their strategies are effective in helping the learners in completing the modules on time. Similarly, they have the enthusiasm in guiding the learners to read the self-learning modules and answer the learning activities. This enthusiasm is caused by the suspension of face-to-face classes and learning have to be continued at home.

2. A mechanism such as the schedule and instruction to the parents was established prior to the released of the modules. It was agreed upon that the distribution of the module is every Monday of the week and its retrieval is during Friday of the same week. The parents were able to follow the given schedule since they are used to it. Similarly, they devise strategies in keeping with the schedule such as dropping off the school during the

scheduled distribution, schedule the marketing with the module distribution, calling the teacher that they will be delayed in getting the module, and asking for extension especially if there is work.

Majority of the parents agreed that they are in constant communication with the teacher through cellular phone and social media platform. They usually call or send chat messages to the teachers if questions arise or the instructions in the module are not clear. In addition, the teachers are reached through calling using the cellular phone and sending short message services (text message) since their numbers were given to the parents. They made use of social media platforms like group chat box of Facebook messenger and electronic mail. This is usually done because the parents are not always allowed to enter the school due to pandemic. They can only go to school during the scheduled distribution and retrieval of modules other than that they have to coordinate with the teachers for concerns.

3. The learners found the learning assessment easy because they were assisted by their parents. Also, the answer keys for the assessment are usually found at the end of the pages of the module so they have the chance to verify their answers.

The learners mentioned that their teachers regularly visited them at home every week in order to find out if there are difficulties in accomplishing the learning tasks in the modules. Also, the teachers assisted them in the aspects of the modules that their parents cannot understand and explained to them. Then, the teachers with the parents the progress of the learners in the lesson provided in the module.

4. The learners have not encountered any problem collaborating with their teachers because they said that the teachers always inform them. Some teachers are utilizing the group chat created in disseminating the information. Also, the questions raised by the learners are immediately responded by the teachers since they have online communication with them.

Likewise, the learners did not encounter problems regarding collaboration with their parents. The only problem met by the learners if their parents are busy with work and have no time to assist in their modules. Also, the lack of knowledge on the topic by the parents that they cannot facilitate the instruction to their children.

Similarly, the learners have no problems collaborating with their teachers since the parents are the ones contacting them if difficulties are encountered. Then, the availability of the group chat in FB messenger which

made the communication easy provided the internet connection is weak.

5. An action plan may be designed in order to enhance the parent-teacher-learner collaboration in facilitating the modular instruction.

IV. DISCUSSION

The presentation of the data includes the following topic: 1) parent-learner collaboration along subject matter knowledge of the parent and instruction; 2) parent-teacher collaboration along modular distribution and retrieval and online communication; 3) teacher-learner collaboration along learning assessment and home visitation; 4) problem encountered along the identified collaboration and 4) proposed output.

1. Parent-learner collaboration along subject matter knowledge and supervision of the parent

Subject matter knowledge of the parent. This aspect pertains to the efforts of both the parent and the student wherein the parents ensures that the student is learning, and students is making the job of the parent easier by following instructions to the fullest (Simpson, 1996).

When the parents were asked about their adequate knowledge on the content of the lesson, eighteen out of twenty have confirmed that they have the mastery. However, there were two parents who said that they have only a little idea of the content.

On confidence in facilitating the teaching-learning process, eighteen of the twenty parents affirmed that they could do the teaching process with their children. Meanwhile, two parents mentioned that sometimes they are not confident in delivering instruction to their children.

When the parents were asked about their ability in carrying out the process, majority of the parents emphasized that they are capable of teaching the children because they finished their studies and the lessons in the modules are within their capabilities.

Similarly, the parents provided additional inputs by means of explaining to their children those items which are unclear and vague to them. Also, they gave further instructions so as the lesson will be fully understood. However, one parent has the difficulty in assisting the learner in the process of answering the questions in the module.

The parents made use of various sources such as books, internet, and others if the contents in the module are

insufficient which need to be supplemented with additional explanation and instructions. From the interview, two parents just stick to the modules, seven parents utilized the textbooks lent by the teachers to their children, seven parents searched the internet using the search engine, and three parents utilized either module, book or internet. But one parent mentioned that the assistance given to the child is just limited to the knowledge acquired.

According to the Department of Education (DepEd), parents and guardians perform the various roles in Modular Learning such as Module-ator, Bundy-clock, and as Home Innovator. As a Module-ator, they are the ones to get and submit the printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the beginning and end of the week, depending on the agreement between the parents and the school. As a Bundy-clock, they must check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, they must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance.

Lastly, as a Home Innovator, they must provide their child with a productive learning environment to help them focus more on Learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction (DepEd, 2020).

Supervision. This aspect encompasses the purposeful direction of the learning process and is one of the major teacher class activities along with planning and management (Huitt, 2003).

All the twenty parents supervise the learners to focus in reading the self-learning modules and answer the learning activities. They do it by watching and monitoring their children and see to it that the activities are done correctly. Also, one parent said that the teacher gave time and that is the instruction that the child if instructions did not follow right that is the time when the teacher is contacted.

The parents agreed that their strategies are effective in helping the learners in completing the modules on time. Similarly, they have the enthusiasm in guiding the learners to read the self-learning modules and answer the learning activities. This enthusiasm is caused by the suspension of face-to-face classes and learning has to be continued at home.

Moreover, time management was set up in reading and answering the activities in the learning module. Most of the parents mentioned that the teacher usually gives the

schedule for every subject in which the learner has to follow. But one parent said that sometimes the learner did the tasks in the module depending on the phasing as long as the module is accomplished immediately. This means that the schedule is not followed depending on the ability of the learner whether fast or slow.

This implies that the presence of the parents in the teaching and learning process affects the learners' performance. Parents need to monitor the academic standing of the students in school. This also implies that parent involvement has a positive and significant effect to the performance of the learners.

The result ultimately disagrees with Goodall and Vorhaus' (2010) claim that teachers often lack the confidence and knowledge to work with parents, and schools do not always recognize or value the ways in which parents are already engaged with children's learning.

2. Parent-Teacher Collaboration along modular distribution and retrieval and online communication

Modular distribution and retrieval. This aspect covers the obligation of the parent, guardian or the student to claim and pass the modules prepared by the teachers weekly on the designated date and time. A mechanism such as the schedule and instruction to the parents was established prior to the released of the modules. It was agreed upon that the distribution of the module is every Monday of the week and its retrieval is during Friday of the same week.

The members of the family and other stakeholders within the community who are trained as learning facilitators shall be engaged to provide learners with instructional support as needed in the absence of a classroom teacher. The findings reinforce McWayne et al. (2004) research which indicated that learners whose parents are in contact with the school showed higher academic skills than those whose parents did not coordinate with the school at all. A more recent research conducted by Porter (2008) revealed that learner's achievement in reading has improved when parent-teacher collaboration was evident.

Online communication. This aspect includes the about communication between the parent or guardian with the teacher using online or technological devices such as cell phones and internet regarding the facilitation of modular instruction of their children. Majority of the parents agreed that they are in constant communication with the teacher through cellular phone and social media platform. They usually call or send chat messages to the

teachers if questions arise or the instructions in the module are not clear.

In the same manner, the parents always reach the teachers if difficulties are experienced by the learners. This is done by sending messages to the group chat created by the teacher and sometimes the teachers are forced to go to the house of the learners if lessons are really too difficult to comprehend. The parents found it easy to talk or inform the teachers about their children's progress or difficulty with regards to instruction. Also, this is the means of the teacher's monitoring of the learner's development with the modules and the feedback given to the teachers would identify the needed assistance to be extended to the learners so as to cope the challenges encountered.

The parents mentioned that there is no difficulty encountered in communicating with the teacher online because they are kind, easy to deal with through call or chat, and easy to talk to the teacher via cellphone. The teachers were by the school heads that they have to be accommodating and responsive to the needs of the parents as well as the parents. The collaboration between them needed to be sustained so as the facilitation of the modular instruction would be smooth and easy.

3. Teacher-learner collaboration along learning assessment and home visitation

Learning Assessment. This aspect encompasses the types of assessment tasks that the students do to determine how they will approach the learning task and what study behaviors they will use (Queen's University of Canada, n.d.). The course and assignment grading criteria that are communicated clearly in the learning module and the rubrics used which are meaningfully feedbacked to students are discussed in this part.

The learners found the learning assessment easy because they were assisted by their parents. Also, the answer keys for the assessment are usually found at the end of the pages of the module so they have the chance to verify their answers. This means that the teacher provides inputs on how learning shall be assessed at the end of the lesson of the learning module.

Learners shall be provided with the suggested time frame to work on their assigned tasks. Flexibility in finishing each module is accorded to learners with respect to their learning needs, characteristics, and level of understanding to ensure that they have secured mastery of learning contents which is also an essential prerequisite for success in the succeeding modules. Teachers are advised to adopt strategies that respect the

unique contexts and diversity of learners in terms of their readiness, learning interest, and learning profile.

Home Visitation. This aspect presents the activity of visiting the learners at home for the purpose of monitoring the progress with self-learning modules. Home visitation is defined as the opportunity for the child's teacher to come visit him or her in his own home during Modular distribution and retrieval (Spring Montessori School, 2016).

The learners mentioned that their teachers had regularly visited them at home every week in order to find out if there are difficulties in accomplishing the learning tasks in the modules. Also, the teachers assisted them in the aspects of the modules that their parents cannot understand and explained to them. Then, the teachers with the parents the progress of the learners in the lesson provided in the module.

Home visit is a way to bridge the gap between school and home for students, families, and teachers. A growing amount of research points to the importance of parents supporting their children's learning in the home. Coleman (2012) explained that home visit is to socialize and build positive family-teacher partnerships. It includes sharing information about your classroom, completing forms, and reviewing children's educational progress.

4. Problems encountered along the identified collaboration

The learners have not encountered any problem collaborating with their teachers because they said that the teachers always inform them. Some teachers are utilizing the group chat created in disseminating the information. Also, the questions raised by the learners are immediately responded by the teachers since they have online communication with them.

Likewise, the learners did not encounter problems regarding collaboration with their parents. The only problem met by the learners if their parents are busy with work and have no time to assist in their modules. Also, the lack of knowledge on the topic by the parents that they cannot facilitate the instruction to their children.

Similarly, the learners have no problems collaborating with their teachers since the parents are the ones contacting them if difficulties are encountered. Then, the availability of the group chat in FB messenger which made the communication easy provided the internet connection is weak.

The result is partly supported by the study of Dangle and Sumaoang (2020) that several challenges were encountered by teachers in Modular Distance Learning. Most students cannot study independently. 70% of them cannot easily follow instructions in the modules. Thus, modules were often submitted late, and most of the answer sheets are blank. Teachers lack resources for reproduction and delivery of modules. Sometimes, the printer is not functioning well. In worst case, sometimes there's no electricity. Therefore, they experience difficulty in printing and mass production of modules.

Similarly, some learners cannot finish their modules on time because they mostly spend their study time teaching their siblings with their modules and helping their parents in the field. The teachers think that students' answers in their modules have no validity, and most probably, mastery of the lessons is impossible to attain. Parents lack knowledge to assist their child/children. According to some teachers, some parents didn't finish their studies. Some teachers have a weak cellphone signal. Lastly, teachers have a lot of paper works; papers to check and record.

5. Proposed Action Plan to enhance the parent-teacher-learner collaboration

Strong school, home, and community partnerships shall be forged to ensure the effectiveness of any distance learning delivery modality (DLDM) chosen. In the context of the present crisis, dialogue with parents and the wider community is a key step to ensure that the school, parents/guardians and the wider community have reached a degree of shared accountability and responsibility for the learning delivery modality/ies chosen. School administrators, teachers, parents/guardians, and community partners shall provide adequate and appropriate guidance and support for the learners to ensure that their new experience with these learning modalities shall be properly transitioned both at home and in school. While mass gathering is not yet allowed by the IATF, schools shall initiate online orientation program for parents, online trainings for learning facilitators, and webinars on home-school partnership.

GENERAL OBJECTIVE

The main objective of the plan of action is to enhance the parent-teacher-learner collaboration in facilitating the modular instruction.

SPECIFIC OBJECTIVES

1. To improve the subject matter mastery and instructional delivery of the parents.

2. To increase the parent's engagement in the modular distribution and delivery.
3. To enhance the learner's engagement in the assessment and home visitation.
4. To address the problems encountered along the different collaborations.

CONCLUSION

Based on the findings of the study, the researcher arrived at the following conclusions:

1. The parents collaborated with the teachers with regards to subject matter knowledge of the parents and instruction.
2. There were collaborations between the parents and teachers in terms of modular distribution and retrieval and online communication.
3. The learners were engaged in learning assessment and home visitation conducted by their teachers.
4. The problems encountered by the parents and learners regarding the facilitation of the modules were addressed by the teachers.
5. The action plan was designed so as to enhance the parent-teacher-learner collaboration in facilitating the modular instruction.

RECCOMENDATION

In the light of foregoing conclusions, the following recommendations were offered:

1. The school heads may continually support the collaboration between the parents and learners by having a regular dialogue and open communication in order to develop the stakeholder's relationship.
2. The teachers may sustain their collaboration with parents by creating a constant and periodic connection using online communication. They may be accommodating and courteous during the modular distribution and retrieval.
3. The teachers may be considerate, caring, and compassionate with their learners in developing its collaboration in terms assessment and home visitation.
4. The problems encountered by the parents and learners may be given solutions always by the teachers.
5. The action plan may be submitted to the Division Office for implementation. Then, if found feasible it may be adopted.
6. Further study may be conducted which will include other schools having similar distance learning delivery modality and other variables not covered in this research work.

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