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Parent-Teacher Partnership of Grade 11 GAS students of Marigondon Senior High School in the Implementation of Modular Distance Learning Print: Basis for an Action Plan

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ABSTRACT

This study aimed to know and explore the Parent-Teacher Partnership of Grade 11 GAS Students of Marigondon Senior High School in the implementation of modular distance learning print to provide an action plan as the Covid-19 pandemic brought causes to the educational system. The study employed a descriptive-evaluative research design to ascertain the level of involvement of teachers and parents, as well as the issues and challenges they had encountered while using the Modular Distribution System. The study employed both Quantitative and Qualitative Approaches in data collection and interpretation by anchoring Katz's Model wherein it implied that the teacher's role is specific to education, whereas the parents' role is universal in all aspects of the child's life. In addition, the Likert Scale was used in this section of the survey questionnaire – checklist, and the researchers provided open-ended questions in the interview guide to answer the research objectives that were answered by 20 (twenty) parents and 20 (twenty) teachers from GAS 11 in Marigondon Senior High School. The result of the study indicated that in terms of providing communication and instruction to the learners, both teachers and parents are cooperative but in terms of struggles and challenges, teachers did more struggle than the parents. Furthermore, the study found a positive relationship between parents and teachers because they both participated in modular-print setup. With this, parents were advised to reduce the act of tolerating their children by shouldering all responsibilities in terms of complying with such academic requirements. Finally, the effectiveness of modular-print setup was possible with proper engagement and contribution from both parents and teachers.

INTRODUCTION

Due to COVID-19, the school had suspended all face-to-face learning. This pandemic led to Modular Distance Learning to keep academic continuity. The Philippines was moving to a new education standard, and its success relied on educators' innovation and collaboration. Marigondon Senior High School used Modular Distance Learning-Print for 2020-2021 and 2021-2022.

Before implementing the Modular Distance Learning-Print, the school held an orientation on the Parents-Teachers' Role in Modular Distance Education via Online Platforms. The school highlighted to parents and teachers their shared mission: to give learners the finest possible education. When parents and teachers communicated, they might work together. Each party brought their skills and knowledge to the goals.

In 2020-2021, the first year of implementation of Modular Distance Learning-Print, according to records from the attendance of module retrieval and distribution of Grade 11 General Academic Strand (GAS) students of Marigondon Senior High School, 20% of parents acquired modules for their children, while 80% of students personally retrieved modules from the school. More parents participated in Modular Distance Learning-Print this year than in the previous school year.

In this school year, data showed from the attendance of module retrieval and distribution of Grade 11 GAS students that 93% of students under the age of 18 acquired and returned their modules, while the remaining

7% are participated by the parents who received and returned the modules in school. There was an increase in students' involvement in the distribution and retrieval of modules and a decrease in parents' involvement as shared by most of the teachers. With that, the Marigondon Senior High School department experienced a lack of parental engagement in the school system. Since only a few parents took part in the Modular Distance Learning-Print program, the school hoped for a stronger partnership between teachers and parents, especially in these trying times.

The main purpose of this research was to describe the teacher-parent partnership of Grade 11 General Academic Students (GAS) of Marigondon Senior High School in the implementation of Modular Learning – Print. Also, this study aimed to produce an action plan that would address the challenges and concerns in the school modular distribution system.

LITERATURE REVIEW

The COVID-19 pandemic has caused significant disruption to the educational system worldwide, leading to the implementation of various forms of distance learning. In the Philippines, modular distance learning has been adopted as a primary mode of instruction, particularly for Senior High School students. The implementation of modular distance learning has highlighted the importance of parent-teacher partnerships in supporting students' learning and academic success.

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The parent-teacher partnership is a collaborative relationship between parents and teachers that promotes the academic, social, and emotional development of students. Several studies have emphasized the importance of parent-teacher partnerships in supporting students' academic success in various contexts. For instance, a study found that parent-teacher partnerships have a positive impact on students' academic achievement, particularly for students from disadvantaged backgrounds (Jeynes, 2011).

Moreover, research has shown that parent-teacher partnerships can have a significant impact on students' motivation and engagement in learning. A study found that parental involvement in education is positively associated with students' motivation and academic performance (Hoover-Dempsey and Sandler, 1997). Similarly, a study found that parent-teacher partnerships can improve students' attitudes toward learning and increase their academic self-efficacy (Fan and Chen 2001). In the context of modular distance learning, parent-teacher partnerships are crucial for supporting students' learning and academic success. Modular distance learning requires students to work independently and take responsibility for their learning, which can be challenging for some students. Therefore, parent-teacher partnerships can provide the necessary support and guidance for students to succeed in this mode of instruction. Research has shown that effective parent-teacher partnerships involve open communication, mutual trust, and shared goals for student success. Sheldon and Epstein (2005) found that effective parent-teacher partnerships involve regular communication between parents and teachers, including sharing information about students' progress, strengths, and areas for improvement.

In the context of modular distance learning, regular communication between parents and teachers is essential for ensuring that students receive the necessary support and guidance. Teachers can provide parents with information about the curriculum, assignments, and assessments, while parents can provide teachers with feedback about students' progress and challenges.

Furthermore, research has shown that parent-teacher partnerships are most effective when they involve active parent engagement in students' learning. A study by Desforjes and Abouchaar (2003) found that active parental involvement, such as helping with homework, reading with children, and attending school events, has a positive impact on students' academic achievement.

In the context of modular distance learning, active parental involvement can involve helping students with their assignments, monitoring their progress, and providing feedback on their work. This type of involvement can enhance students' motivation, engagement, and academic success. In summary, parent-teacher partnerships are crucial for supporting students' learning and academic success, particularly in the context of modular distance learning. Effective parent-teacher partnerships involve open communication, mutual trust, and shared goals for

student success, as well as active parental involvement in students' learning.

MATERIALS AND METHODS

The study used a descriptive-evaluative research design to determine the level of teachers' and parents' participation in the Modular Distribution System and the issues and challenges they encountered. The study employed both quantitative and qualitative approaches in gathering and interpreting the data. The researchers provided a separate survey questionnaire – a checklist to the parents and teachers so that the researchers would know their point of view about the involvement, issues, and challenges that they encountered in modular learning – print. Likert Scale was used in this part of the survey questionnaire – checklist. The researchers provided answerable statements by a five-point rating system. Researchers gave open-ended questions in the interview guide to answer the research objectives. The data collected from this instrument was analyzed through Thematic Analysis. Analysis of their responses was the basis for developing an action plan. Since the researchers made the questionnaires, they were subjected to content validation by experts. Three academic experts, including the school head and two master teachers, were asked to evaluate the questionnaires' content.

The participants in this study were the parents of Grade 11 General Academic Students (GAS) under the age of 18 who acquired and returned their modules in school, as well as the teachers of Grade 11 GAS subjects at Marigondon Senior High School for the school year 2021-2022. This study involved a total of 20 parents and 20 teachers. Both parents and teachers completed the questionnaires.

The instruments that were used in gathering data were the researcher-made questionnaires. The following elements were included in the questionnaires: Part I: Communication, Part II: Instruction, and Part III: Issues and difficulties faced by teachers and parents in the Modular Distribution System. It was collected, evaluated, and interpreted as to how the participants responded to these questionnaires.

Convenience sampling was used to select the twenty (20) parents. Convenience sampling (also known as "haphazard sampling" or "accidental sampling") is a type of non-probability or non-random sampling where members of the target population who meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate, are included for the purpose of the study. It was also referred to as the "research subjects" of the population because they were easily accessible to the researchers. These twenty (20) participants were the parents of the Grade 11 General Academic Strand students under the age of 18 who acquired and retrieved the distributed modules. This was the reason that, according to the Department of Education (DepEd), only the parents or guardians of the learners were allowed

to acquire and return the distributed modules while observing the necessary health protocols (Tampus, 2020). After distributing the survey questionnaire checklists, the researchers randomly selected four (4) parents and four (4) teachers to conduct a one-on-one interview. The researchers followed the Inter-Agency Task Force (IATF) health protocols for COVID-19 during the interview process. The twenty (20) teachers were the advisers and subject teachers of the Grade 11 General Academic Strand (GAS) students at Marigondon Senior High School.

Ethical Consideration

Ethical standards in the research were considered. The researchers ensured that (a) the questionnaire responses of the participants were kept confidential; (b) the names

of the participants were optional, and (c) consent was obtained from the participants before they were included in the study. Furthermore, this study ensured that no violation of privacy, physical or emotional harm, or plagiarism occurred.

The participants were given enough time to complete the instrument, and the researchers personally gave the survey questionnaires to the participants for them to check if all the items in the survey were answered and to ensure 100% return of the test paper. The researchers followed the Inter-Agency Task Force (IATF) health protocols for COVID-19 during the interview process.

RESULTS AND DISCUSSIONS

Parents' and Teachers' Involvement in Modular Learning – Print Setup

Table 1: Level of Parents' Involvement in terms of Communication

Statements	Weighted Mean	Interpretation
1. I am knowledgeable and well-informed enough about the modular learning print-set up.	4.15	Involved
2. I don't have any problems in assessing my child.	3.95	Involved
3. I am open to accepting queries and concerns about the contents of the modules.	3.90	Involved
4. I can communicate well with my child.	3.80	Involved
5. I am active in guiding my child.	4.25	Involved
6. I am willing to adjust my preferred mode of assessing my child.	3.75	Involved
Total	3.97	Involved

Note: $n=20$, Legend: 4.50 – 5.59 Strongly Agree; 3.50 – 4.49 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree

The highest mean among the six (6) statements in table number 1 was statement number 5 which indicated that parents were active in guiding their students, while the lowest mean was statement number 6 which indicated that parents were willing to adjust their preferred mode of assessing their children. This analysis was contrasted with the study of Francisco (2020) and Dangle & Sumaong (2020), which stated that one of the obstacles for parents is modular learning was lack of comprehension of the substance of the topic being taught because parents found the lessons in the modules difficult to understand due to vague learning content. The findings of the

study demonstrated that parents were active in terms of communication but were not too involved. The study by Miguel, Prudente, & Aguja (2021) stated that the most important factor for parents in carrying out their tasks and responsibilities was communication with school authorities for updates. This mean that during this modular print set up, parents were ready to adjust along with their involvement but were still finding ways to be able to cope as they guided and helped their children with their academic matters in this new mode of learning. With this, it was expected that the parents were still in the process of understanding the concept and how a

Table 2: Level of Teachers' Involvement in terms of Communication

Indicator	Weighted Mean	Interpretation
1. I am knowledgeable and well-informed enough about the modular learning print-set up.	4.85	Strongly Involved
2. I don't have any problems in assessing my students.	3.35	Involved
3. I am open to accepting queries and concerns about the contents of the modules.	4.35	Involved
4. I can communicate well with the students.	4.00	Involved
5. I am active in guiding the students.	4.50	Strongly Involved
6. I am willing to adjust my preferred mode of assessing the students.	4.75	Strongly Involved
Total	4.30	Involved

Note: $n=20$, Legend: 4.50 – 5.59 Strongly Agree; 3.50 – 4.49 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree

modular-print setup should take place.

The highest mean among the six (6) statements in table number 2 was statement number 1 which implied that teachers were knowledgeable and well-informed about this new learning set-up, were active in guiding their students, and were willing to adjust their preferred mode of assessing their students. Because teachers bore the most responsibility in this learning area, they were expected to be competent, well-informed, active, and willing to adapt to this setup. The lowest mean among the six (6) statements was statement number statement number 2, teachers might easily assess their students, responded to module questions, and connected with them. Castroverde and Acala (2021) found that teachers had trouble interacting with parents since some were unresponsive to questions regarding their children's learning. This analysis showed that even with the willingness of teachers to help their students if the students and parents themselves were not interested and inclined in terms of raising their

concerns and questions to their teachers when it comes to their academics, attaining learning goals could not be put into place. This was considered a kind of challenge to the teachers as they involved themselves in the modular-print setup.

In general, both teachers and parents were involved in communication in the modular learning system—print. However, the findings found that teachers were more involved in this setup, with a general weighted mean of 4.30. Involvement was more present in terms of the teachers' willingness to help the students in terms of communication than the parents. This case was already expected since teachers were the ones who were considered the most knowledgeable, particularly in this time of change in education. Somehow, parents were still willing to be more involved in terms of communication, which was why the gathered results within this section were still interpreted and considered positive by the researchers.

Table 3: Level of Parents' Involvement in terms of Instruction

Indicator	Weighted Mean	Interpretation
1. I can fully understand the contents of the modules in each subject.	3.85	Involved
2. I am in favor of the mode of providing and retrieving the modules.	4.25	Involved
3. I am well-oriented with the instructions of the modular learning print system.	3.90	Involved
4. I am a reliable parent to my child by giving clear instructions.	4.00	Involved
5. I am capable of explaining and giving simple instructions to my child.	3.65	Involved
6. I can fully understand how a modular learning-print setup differs from the traditional face-to-face classes.	3.75	Involved
Total	3.90	Involved

Note: n=20, Legend: 4.50 – 5.59 Strongly Agree; 3.50 – 4.49 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree

The highest mean among the six (6) statements in table number 3 was statement number 2 which indicated that parents were in favor of the mode of providing and retrieving the modules while the lowest mean among the six statements was statement number 5 which indicated that the parents were capable of explaining and giving simple instructions to their children.

As per the results in table 1.3, the majority of participants replied 'Involved' to all of the statements, indicating that parents were engaged in delivering instructions to their

children in the modular learning print system. According to the data, parents fully understood the contents of the modules in each subject, were in favor of the mode of providing and retrieving the modules, were well-oriented with the instructions of the new learning setup and were reliable parents to their children in terms of giving instructions, and fully understood how modular learning print setup differed from traditional face-to-face classes. Since the face-to-face connection between teachers and children was prohibited, it was anticipated that parents

Table 4: Level of Teachers' Involvement in terms of Instruction

Indicator	Weighted Mean	Interpretation
1. I can fully understand the contents of the modules in each subject.	4.05	Involved
2. I am in favor of the mode of providing and retrieving the modules.	4.20	Involved
3. I am well-oriented with the instructions of the modular learning print system.	4.75	Strongly Involved
4. I am a reliable teacher to my child by giving clear instructions.	4.60	Strongly Involved
5. I am capable of explaining and giving simple instructions to my students.	4.75	Strongly Involved
6. I can fully understand how a modular learning-print setup differs from traditional face-to-face classes.	4.70	Strongly Involved
Total	4.51	Strongly Involved

Note: n=20, Legend: 4.50 – 5.59 Strongly Agree; 3.50 – 4.49 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree

facilitated and teach their children; therefore, parents must play a major role in this new learning environment. The highest mean among the six (6) statements in table number 4 was statement numbers 3 and 5 which indicated that the teachers were well-oriented with the modular learning print-system instructions, and they were capable of explaining and giving simple instructions. The lowest mean among the six (6) statements was statement number 1 which indicated that teachers can fully understand the contents of the modules in each subject. This hypothesis implied that teachers were engaged in instructing their students in this new learning setup. According to Elbanna (2022), teachers were normally at the center of the learning process; however, in distance education, teachers must be able to play many roles to enhance the students' learning experience. Based on the corresponding responses of the teachers in terms of their involvement in providing instructions to the students in this new mode of learning, they were confident enough to consider themselves reliable authorized persons. Moreover, teachers expressed their willingness and capability to be more engaged in terms of helping and guiding the students.

The results revealed that the teachers were more involved in the modular learning–print system, with a general weighted mean of 4.51. In terms of communication and instruction, the results revealed that the teachers were the ones who were more engaged and were more willing to provide ways of communication and instruction to the students. This was also possible since teachers were more knowledgeable and well-aware of the modular-print setup. Yet, parents still played a big role in the said matter based on their responses indicated above. With the proper involvement of both parents and teachers, the learning and willingness of the students might be possible.

Qualitative Interpretation of Results

This section of the study gave the results together with the conducted interview to know the stories of both teachers and parents (i.e., parents and teachers' involvement in modular learning); the possible factors that made the parents and teachers embraced the modular learning–print setup; the challenges and struggles that the parents and teachers faced along with the modular learning–print setup; and the perceived experiences and insights that the parents and teachers gathered relevant to the modular learning–print setup). The responses to the statements presented by the researchers were summarized in the form of tables. The study focused on four (4) parents and four (4) teachers to supply the necessary stories needed for this study.

Insights of Parents and Teachers Gathered from Modular Learning Setup

Parents' perceived experience was hard and helpful. With regards to the parents' responses, many of their insights indicated that modular learning was still better than having no progress in their children's education.

Modular setup is really hard and helpful at the same time, yet the

parent still wants their child to graduate on time. (Parent no. 1)

It is hard for the parent, but according to him/her, it is better than nothing. (Parent no. 2)

Although there were certain challenges, they still saw the modular learning setup was beneficial. This just implied that even with the parents' difficulties in terms of their involvement in their children's education, they were still somehow thankful because modular distance learning was implemented. This analysis was supported by Trovela's (2021) study, which claimed that insights from parents and learners on modular distance learning were still successful despite many problems and disadvantages. On the other hand, the results, along with the teacher's perceived experiences and insights are full dedication and perseverance.

Teacher needs to take full dedication and perseverance to equate a modular learning setup with face-to-face education. (Teacher no. 1)

It is implied that modular distance learning needed extra dedication and effort, most particularly from teachers who were the ones considered reliable during this setup. This analysis meant that modular learning was effective with the teachers' willingness to engage.

In general, both the parents' and teachers' perceived experiences and insights were almost all the same. They both struggled as they experience the setup of modular learning, yet, at the same time, both the parents and teachers were still willing to continuously involved themselves in this kind of academic setup to fulfill the gaps in the learners' education.

Experiences in Modular Distance Learning Setup

Based on the parents' feedback, many of them had conflicting responsibilities. Parent 1 and Parent 4 said that they struggled with the new academic setup, especially because of their other responsibilities.

Modular learning setup is hard and the parent is lacking in time due to several responsibilities. (Parent no. 1)

Parent's 4 child finds time to learn independently because the parent has lots of responsibilities. (Parent no. 4)

This was seconded by Garbe *et al.* (2020), which reported that parents frequently had inadequate time to complete all their responsibilities, including supporting their children's education, while still making time for themselves and their families.

Additionally, the teachers' feedback indicated that modular distance learning was both a challenge and an opportunity for them.

The teacher finds it hard but at the same time, it is fulfilling. (Teacher no. 1)

It is the most challenging year for him/her. But the struggles made him/her a better teacher and to be adaptive to different circumstances. (Teacher no. 3)

The teachers were being challenged, yet at the same time, they learned and made improvements in their teaching strategies.

In summary, both the parents and the teachers found modular distance learning as an obstacle and a challenge, but somehow it still provided benefits to them. Based

on the parents' end, numerous difficulties were given in this modular distance learning, but with these difficulties, they tend to be more challenged in terms of their parental roles and duties. And for the teachers, the setting of modular distance learning helped them shape themselves as educators and helped them develop their strategic teaching skills. This just simply implied that even though both the parents and teachers struggle, they still appreciated the process of the modular distance learning setup.

CONCLUSION

With the study's gathered data and results, the researchers came up with the following conclusions:

The involvement of both parents and teachers in terms of providing communication and instruction to the learners was being put into place. Both parents and teachers were exerting their efforts and developing their methods for carrying out their duties and responsibilities to assist the learners in this mode of learning being implemented at Marigondon National High School. Yet, despite the parents' and teachers' good character as being responsible, it still clearly showed that the teachers were more advanced in providing help and assistance (using constant communication and instruction) than the parents. Along with this, involvement was more present in teachers than in parents. With the proper involvement of both parents and teachers, proper coordination of modular-print setup might be possible.

In terms of struggles and difficulties (in providing proper communication), teachers were more exposed to challenges than parents. Parents revealed that the only problem they were experiencing was having an internet connection problem, which was not a big deal for them because, all in all, they had no problems in terms of providing support to their children. Unlike the teachers who were encountering serious problems in terms of helping the learners, the teachers were having difficulties aiding both the students and the parents in this new mode of learning. But in terms of the provision of instructions to the learners, both parents and teachers did not consider it a difficult task.

The positive association between parents and teachers was present as they both involved themselves in a modular-print setup. If parents and teachers work together, they were able to help and support the students. During this modular-print learning setup, both parents and teachers were open to the setup, ready to face the challenges and struggles, and willing to offer interventions along with their experiences, feedback, and insights.

Both parents and teachers were hands-on as they involved themselves in a modular-print setup. They were both taking their responsibilities seriously as this kind of learning setup was being put into place. And with the proper engagement and contribution of both the parents and teachers, the effectiveness of a modular-print setup was possible.

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