



HOME AND SCHOOL ACADEMIC COLLABORATION IN THE DELIVERY OF MODULAR INSTRUCTION

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ABSTRACT. The participants claimed that academic collaboration in terms of academic supervision is effective as teachers and parents are mutually engaged in improving the performance of students through active communication utilizing conferences, home visitations, and other technology-based mechanisms. However, there are gaps and issues encountered in terms of instructional support, academic supervision, and feedback and monitoring. A comprehensive training package can be proposed as a process enhancement program to improve home and school academic collaboration in modular instruction. Home and school academic collaboration in modular instruction was effective based on assessments, positive scholastic records, and attendance of parents. However, distance from home, limited time for home visitation, lack of proper training of parents, insufficient learning materials, and economic divide were identified as gaps and issues. Recommendations include collaboration efforts and two-way communication among school heads, teachers, and parents, and the utilization of a comprehensive training package. School heads, teachers, and parents should collaborate as often as needed to ensure effective instructional support, academic supervision, feedback, and monitoring. A comprehensive training package should be utilized to improve home and school academic collaboration. Of school from home and vice versa, limited time for home visitation, lack of proper training of parents in facilitating learning, insufficient learning materials for the learners, and economic divide is the gaps and issues encountered by home and school in academic collaboration in terms of instructional support, academic supervision, feedback, and monitoring. Utilization of a comprehensive training package will improve home and school academic collaboration in modular instruction that leads to a better learning outcome for the students in their educational journey. A comprehensive training package is utilized to improve home and school academic collaboration among school heads, teachers, and parents in modular instruction for the learning progress of the students in their educational journey. Study be undertaken in other divisions or regions to determine further the benefits of home and school academic collaboration in the other aspects of the student's life.

KEYWORDS: *HOME AND SCHOOL ACADEMIC COLLABORATION, DELIVERY OF MODULAR INSTRUCTION*

Introduction

Education is one of the important rights of a child. In response to this crisis and to ensure the continuity of learning while assuring the health, safety, and well-being of all learners, teachers, and other employees, the Department of Education instituted DepEd Order No. Tria2 opined that the DepEd implemented Modular Distance Learning 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. Distance Learning refers to a learning delivery modality, where learning takes place between the teacher and the learners who are geographically remote from each other during instruction.

In the Philippines, this learning modality is currently used by all public schools because according to a survey conducted by the Department of Education, learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled in this academic year as Bernardo's4 claimed. This is also in consideration of the learners in rural areas where the internet is not accessible for online learning. Consequently, Beltan5 claimed that experts generally agree that the modular approach has many advantages for students in terms of flexibility, choice, access, and mobility. For flexibility, the students are given enough time to study and answer all the activities in the module.

Similarly, the use of modules encourages independent study. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning the concepts presented

in the module. Modular learning has been in practice for many decades, but at this moment there exists an incredible opportunity for a remarkable learning process with the power of exploding technological innovation.

As educators and researchers in a leading online university, educators are poised to offer contributions to the next Gutenberg or printing press moment in education, which captures the dramatic way human thinking produces a revolutionary movement. Another stumbling block, some parents play the role of students. They are the ones who read and answer the activities, making the real students idle and having less achievement. Llego8 posited that the teacher takes the responsibility of monitoring the progress of the learners in modular instruction.

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. Teachers themselves become enthusiastic about modular instruction. Since students have varied learning capacities, teachers who use modules can attend to different students who work on varied tasks.

Monitoring students' activities can become more purposeful, especially with students who need more guidance and attention. The modules allow them to be occupied with legitimate activities like preparing for another teaching task. The use of modules also strengthens the overlapping capacity of the teacher to attend to the varying needs of the students without compromising the quality of instruction. That is, the teacher can monitor each student because the failure of the teacher to monitor independent work may mean incorrect learning by the students.

During this pandemic, printed Modules will be delivered to students, parents, or guardians by the teachers or through Local Government Officials. According to the Department of Education, parents and guardians perform various roles in Modular Learning such as *Module-ator*, *Bundy-clock*, and *Home Innovator*. As a *Module-ator*, they are the ones to get and submit the printed Self-Learning Modules 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. Modular instruction needs a home and school collaboration. This partnership aims to improve student's educational status.

Teachers are not only involved in educating students but are increasingly involved in working with parents to improve educational outcomes as Ellis¹⁰ claimed. Collaborative partnerships have valued different skills, experiences, and bits of knowledge that parents and teachers bring to an educated decision on the needs of individual students. Home and school collaboration is an attitude, not simply an activity.

It requires recognition by all involved that educational outcomes are influenced by events in the home, by events in school, and by the continuity between home and school environments. Parents and educators must recognize and embrace the positive contributions each makes to the educational experience of a child. Sheridan¹² also emphasized that home and school academic collaboration is a dynamic process that enables those involved to work together to create solutions. The partnership between home and school can impact students' grades,

behavior within the classroom, attendance, test scores, and self-esteem.

When these differences are not recognized and addressed, a lack of communication between home and school further divides and separates the two most vital support systems available to the student. Effective family-school collaboration needs to move beyond only addressing these barriers to include discussing and determining the rights, roles, responsibilities, and resources of families, school personnel, and students. Open communication is essential for educators and families to understand and respect each other's perspectives. Parents and educators working together toward shared goals with shared power is the essential characteristic of effective home-school collaboration.

The Division of Sorsogon conducted a virtual orientation on the implementation of Learning Delivery Modalities course 2 for teachers under the Basic Education Learning Continuity Plan last September 2020. It was participated by the Teachers as part of the preparation for the 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 implement modular instruction. It was participated by the parents and teachers two weeks before the opening of classes.

It was well discussed that parents must collaborate with teachers in facilitating the work/tasks in the modules assigned to their children. A Series of orientations were conducted for the parents to understand the changes that are taking place in the new

education system. It was clear that for the entire period of modular distance learning, their home will act as the school of the students and the teachers are the parents or older siblings who have the capacity and ability to clarify the substance of the lessons. Modules, learning activity sheets, and other additional materials are given.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

To capture the best results and findings of the research journey, the researcher considers this section of the study significant. Thus, this part of the study highlights the synopsis from the statement of the problem down to the results, discussion, conclusions, and recommendations drawn out of the scrutiny of this academic piece. This part is necessary for the guidance and direction purposes of the readers of this masterpiece.

SUMMARY

This study endeavored to explore home and school academic collaboration in the delivery of modular instruction in selected secondary schools in Bulan, Sorsogon, namely: San Francisco National High School, Cadandanan National High School, Beguin National High School, and J.P. Laurel High School for the School Year 2020-2021. After a thorough analysis of the data, it rolled out insightful answers to the questions hereunder:

1. What academic collaboration between home and school concerning

modular instruction being utilized by the school along:

- a. Instructional Support;
- b. Academic Supervision;
- c. Feedback and Monitoring?

2. What are the insights of the school heads, teachers, and parents on the effectiveness of academic collaboration between home and school in terms of:

- a. Instructional Support;
- b. Academic Supervision;
- c. Feedback and Monitoring?

3. How do school and home manifest the academic collaboration in terms of:

- d. Instructional Support;
- e. Academic Supervision;
- f. Feedback and Monitoring?

4. What are the gaps and issues encountered by home and school in terms of academic collaboration particularly along:

- d. Instructional Support;
- e. Academic Supervision;
- f. Feedback and Monitoring?

5. What process enhancement program can be proposed to improve home and school collaboration?

FINDINGS

Because of the thorough analysis of data, the hereunder findings emerged from this research journey:

1. Academic collaboration being utilized by the school in modular instruction in terms of:

a. Instructional Support

The participants claimed that instructional support is given through weekly distribution of modules, PTA meetings, home visitations, and social media platforms such as messenger and group chats as well as texting and calling the learners and parents at home for technical assistance and guiding the students in answering the module.

b. Academic Supervision

The participants claimed that academic supervision is given by the teachers to improve the quality of teaching that they can offer to the learners in this new learning modality through PTA meetings, home visitations, social media platforms such as messenger, group chats, texting, and calling the learners and the parents.

c. Feedback and Monitoring

The participants claimed that feedback and monitoring are done with the collaboration of the surrounding people in the academic journey of the learners at home and school through PTA meetings, home visitations, social media platforms, texting, and calling the parents and the learners at home.

2. Incites of the school heads, teachers, and parents in the effectiveness of academic collaboration between home and school in terms of:

a. Instructional Support

The participants claimed that giving instructional support in modular instruction is effective based on the results of assessments conducted through the academic collaboration of teachers and parents.

b. Academic Supervision

The participants claimed that academic supervision is effective since the concerns are well monitored and addressed immediately by the school as well as the progress in the learning of the learners is evident with the collaborative efforts of the teachers and parents at home.

c. Feedback and Monitoring

The participants claimed that giving feedback and monitoring in modular instruction is also effective through home and school academic collaboration based on the satisfactory scholastic records of the learners and the attendance of the parents in all the activities conducted by the school.

3. How home and school manifest academic collaboration in terms of:

a. Instructional Support

The participants claimed that home and school academic collaboration in terms of instructional support is manifested through employing two-way communication and sharing equal responsibilities between teachers and parents employing conferences, home visitations, and the use of technology for a better learning outcome for the students.

b. Academic Supervision

The participants claimed that academic collaboration in terms of academic supervision is manifested since teachers and parents are mutually engaged in improving the performance of the students through active communication utilizing conferences, home visitations, and other technology-based mechanisms.

c. Feedback and Monitoring

The participants claimed that home and school academic collaboration in giving feedback and monitoring is effectively manifested as the teachers and parents both shared equal efforts, dedication, and responsibilities in monitoring the progress of the learners in modular instruction through PTA meetings, home visitations, and other technology-based mechanisms.

4. Gaps and Issues encountered by home and school in terms of academic collaboration in terms of:

a. Instructional Support

The participants claimed that the distance of the school from home, lack of academic knowledge of the parents on the lessons, an insufficient supply of the learning materials, and the economic divide between parents are gaps and issues encountered in academic collaboration in terms of giving instructional support to the learners in modular instruction.

b. Academic Supervision

The participants claimed that the lack of proper training of the parents in facilitating learning, limited time for home visitation due to the distance of school to the home of the learners, availability of smartphones at home, negative mindset, and the resistance of some parents to modular learning are the gaps and issues encountered in home and school academic collaboration in terms of academic supervision.

c. Feedback and Monitoring

Participants claimed that the distance of home from school, limited time for home

visitation, travel expenses of the teachers, availability of smartphones at home, and economic divide are the gaps and issues encountered in home and school academic collaboration in terms of feedback and monitoring.

5. Proposed Comprehensive Training Package to Improve Home and School Academic Collaboration in Modular Instruction.

A comprehensive training package can be proposed as a process enhancement program to improve home and school academic collaboration in modular instruction.

CONCLUSIONS

Considering the findings, the following conclusions were drawn:

1. Weekly distribution of modules, PTA meetings, home visitations, and social media platforms such as messenger and group chats as well as texting and calling the students and parents at home are the ways being utilized by the school in giving instructional support, academic supervision, feedback and monitoring the progress and performance of the learners in modular instruction with collaborative efforts of the teachers and parents.

2. Instructional support, academic supervision, and feedback monitoring in modular instruction were effective through home and school academic collaboration based on the results of assessments, positive scholastic records of the students, and attendance of the parents in all the activities held by the school.

3. Home and school manifest academic collaboration in terms of instructional support, academic supervision, feedback, and monitoring through active communication and sharing equal responsibilities between the teachers and parents in different activities conducted by the school for the academic development of the learners in the delivery of modular instruction.

4. Distance of school from home and vice versa, limited time for home visitation, lack of proper training of parents in facilitating learning, insufficient learning materials for the learners, and economic divide is the gaps and issues encountered by home and school in academic collaboration in terms of instructional support, academic supervision, feedback, and monitoring.

5. The utilization of a comprehensive training package will improve home and school academic collaboration in modular instruction that leads to a better learning outcome for the students in their educational journey.

RECOMMENDATIONS

To actualize the results and conclusions of this research journey, the author highly recommends the following:

1. Collaborative efforts and two-way communication among school heads, teachers, and parents must be observed in all activities conducted for effective home and school academic collaboration in terms of instructional support, academic supervision, feedback, and monitoring in the delivery of modular instruction.

2. Effective instructional support, academic supervision, feedback, and

monitoring lies in home and school academic collaboration be institutionalized. Thus, school heads, teachers, and parents should collaborate as often as needed for a better learning outcome for the students.

3. School heads, teachers, and parents be actively purposeful in communicating and sharing equal responsibilities in different activities for a strong home and school academic collaboration.

4. Home and school academic collaboration be given importance to eradicate and solve gaps and issues encountered in modular instruction particularly in giving instructional support, academic supervision, feedback, and monitoring. It is recommended that schools must initiate collaboration for the parents to be more motivated to share the same efforts and dedication for the learning development of the students.

5. A comprehensive training package is utilized to improve home and school academic collaboration among school heads, teachers, and parents in modular instruction for the learning progress of the students in their educational journey.

6. Related study be undertaken in other divisions or regions to determine further the benefits of home and school academic collaboration in the other aspects of the student's life.