

PARENT-TEACHER PARTNERSHIP, COLLABORATIVE NORMS IN PROMOTING ORGANIZATIONAL SUCCESS IN A MODULAR DISTANCE LEARNING

MARY ROSE I. PESIGAN¹, ELISA N. CHUA, Ph.D.²

0000-0003-1920-6511

16-ss-em@lspu.edu.ph

Laguna State Polytechnic University
San Pablo City Laguna, Philippines^{1,2}

ABSTRACT

This study aimed to determine the relationship of parent-teacher partnership, collaborative norms in promoting organizational success in a modular distance learning. Specifically, it sought to know the extent of parent-teacher partnership experienced in school as to: parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. This also found answer to how the respondents perceived the manifestation of collaborative norms in terms of: community, cohesion, communication, camaraderie, commitment, compromise and courage; as well as the perceived level of organizational success as exhibited in the modular distance education as to academic performance, leadership, environmental/cultural, organizational structure, interpersonal and intrapersonal. This study utilized a descriptive correlational study to examine the relationship of parent-teacher partnership, collaborative norms in promoting organizational success in a modular distance learning. In addition, purposive sampling was used to determine the respondents. Results revealed that there was a significant correlation between parent and the teachers' perception. Furthermore, the parent-teacher partnership was correlated to the organizational success. The null hypothesis, of no a significant difference between the perception of the teachers and parents as to parent-teacher partnership, collaborative norms and organizational success was not sustained. The null hypothesis of no a significant relationship between parent-teacher partnership, collaborative norms in promoting organizational success in a modular distance learning was not supported except on teachers' perception because there was a significant relationship on parent-teacher partnership.

Keywords: Parent-Teacher Partnership, Collaborative Norms, Organizational Success and Modular Distance Learning

INTRODUCTION

COVID-19 pandemic has affected everyone that even education has set the traditional learning that takes place in the four corners of the classroom brought the pupils out of it and straight back to their homes. To this, the Philippines has implemented legislative measures for the continuation of education in terms of

alternative learning forms and technology for providing education. It suggests that policy responses and learning advances be based on a deeper understanding of distance education and be responsive to the times. (Joaquin et al., 2020). With this, the Department of Education (DepEd) has come up with distance learning where it involves the physical separation of teachers and students during the teaching process (Simonson, 2002).

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

PESIGAN, M.R.I., CHUA, E.N., *Parent – Teacher Partnership, Collaborative Norms in Promoting Organizational Success in a Modular Distance Learning*, pp.83 - 89



The new set-up of learning now brings the pupils studying in their very own homes under the guidance and support of their parents. This deemed to be important as having a positive partnership between parents and teachers during the distance learning is hoped not to be difficult to implement.

With distance learning, parents are given the chance to choose which modality will be used for the delivery of instruction. Likewise, the school will determine the kind of modality based on what majority of the parents have chosen. Like in the case of Sariaya West, majority of the parents have chosen the modular distance learning wherein the parents will be given modules every week including the supplementary materials.

Conversely, parents are now tapped as para teachers as they will be the ones now to directly oversee the learning of their children, despite of the idea that learners are geared towards self-learning. Aside from tending to the needs of their family, parents are expected to be the ones to guide and help their children to learn. Hence, communication is very important to maintain between the school and the homes. School officials must share the school's instructional information and policies with the parents. School leaders must work cooperatively and share their powers for all stakeholders and ensure that no child is left behind (Paulynice, 2020).

On the other hand, according to Ihmeideha (2020), parents are the most pervasive socializing influence on children's academic competence and school-related functioning. Without them, schools could find it difficult to achieve their goal. In general, parents may find having their children study in their homes the easiest one as they do not need to come to school, particularly for those employed parents who may have difficulty finding time to come to school. However, supporting parents to help their children at home does not mean that parents need to work alone.

Learning at home includes helping children with homework and subject skills, and may involve other skills and talents, attitudes, aspirations, and behaviors. If parents are aware of the teacher's educational goals, they may

provide resources and assistance to help their children achieve those goals at home.

OBJECTIVES OF THE STUDY

This study aimed to know the relationship on partnership, collaborative norms in promoting organizational success in a Modular Distance Learning. Specifically, this study it aimed to 1) determine the extent of parent-teacher partnership experienced in school in terms of parenting, communicating, volunteering, learning at home, decision making and collaborating with the community; 2) evaluate the manifestation of collaborative norms in terms of: community, cohesion, communication, camaraderie, commitment, compromise and courage; 3) examine the perceived level of organizational success as exhibited in the modular distance education as to academic performance, leadership, environmental/cultural, organizational structure, interpersonal and intrapersonal; 4) test the significant difference of parents and teachers as to parent-teacher partnership, collaborative norms and organizational success; and 5) determine the correlation of organizational success as to parent-teacher partnership, collaborative norms.

METHODOLOGY

This study is a descriptive correlational study. The researcher used a purposive sampling. There were 336 parents and 35 teachers of the primary level (kindergarten to Grade 3) because they needed more direct assistance in studying. The researchers secured first the approval letters before conducting the study. After securing the letters needed, permission from the research adviser and statistician were sought to administer the questionnaire to the parents and teachers of Lutucan Central School.

When the approval was granted, the questionnaire was then turned into google form and administered to the respondents through the given platform. Weighted mean was used to determine the parent-teacher partnership and the collaborative norms in promoting organizational



success in modular distance learning that are experienced by the respondents.

RESULTS AND DISCUSSIONS

1. Parent-Teacher partnership experienced in school

Table 1
Parent-Teacher Partnership Experience in School

Indicators	Parent		Teacher	
	Mean	SD	Mean	SD
Parenting	4.54	HP	4.82	HP
Communicating	4.31	P	4.81	HP
Volunteering	4.43	P	4.70	HP
Learning at Home	4.46	P	4.67	HP
Decision Making	4.38	P	4.81	HP
Collaborating with the Community	4.41	P	4.66	HP

Table 1 shows the parent-teacher partnership experience in school. The table shows parent-teacher partnership experience in school as to parenting revealing an overall mean of 4.54 on parents and 4.82 on teachers which suggest that it is highly practiced however the lowest mean of 4.46 with the verbal interpretation is practiced on parents. Results show that teachers have the highest mean and agreed by majority of the respondents to be highly practices between the parents and teachers' perception. It can be inferred that teachers know the best practices and they are guided. They know how to teach and handle pupils even in modular distance learning. Teachers monitor and supervise pupil's progress thru text, call, video chat and home visitations. Due to the disruption of Covid-19 pandemic, pupils get to stay at home and be responsible for their learning and where their parents act as their teachers. They are the ones who teach and guide their child while studying at home. Weekly, parents get the self-learning materials, activity sheets and supplementary materials from the school. However, parents experienced difficulty with the new learning set-up as they do not have enough time to teach their children and at the same time tend to their homes and other family members. They cannot spend much time to explain or guide their children while answering the tasks.

2. Manifestation of Collaborative Norms

Table 2
Manifestation of Collaborative Norms

Indicators	Parent		Teacher	
	Mean	SD	Mean	SD
Community	4.35	M	4.82	HM
Cohesion	4.45	M	4.70	HM
Communicating	4.48	M	4.85	HM
Camaraderie	4.49	M	4.81	HM
Commitment	4.48	M	4.81	HM
Compromise	4.50	HM	4.87	HM
Courage	4.55	HM	4.93	HM

The table shows the manifestation of parents and teachers in collaborative norms. Generally, it shows that teachers have the highest mean with a verbal interpretation of highly manifested between the parents' and teachers' perception.

On the other hand, parents and teachers worked collaboratively, but because of the limited communication, some parents cannot coordinate and collaborate consistently with the teachers. Instead of asking the teachers what do when they have questions in answering modules and guiding their child, they just pass it on the retrieval without any answer.

There were also instances that the parents were the ones who answered the activities. Meanwhile, for those students who have not submitted or have not been performing well, teachers have gone to their homes to check on them and assisted them. This was especially true to those pupils who really needed assistance and cannot really cope with the new normal setting because their parents were working and cannot teach them. But because of the increasing number of positive with Covid-19, teachers were asked to stop for a while doing home visitation for the safety of everyone.

3. Level of organizational success as exhibited in the modular distance education

Table 3 shows the effectiveness of parents and teachers in collaborative norms. Overall, it shows that teachers have the highest mean which has a



verbal interpretation of highly effective between the parents' and teachers' perception.

Table 3
Perceived Level of Organizational Success as exhibited in the Modular Distance Education

Indicators	Parent		Teacher	
	Mean	SD	Mean	SD
Academic Performance	4.58	HE	4.72	HE
Environmental/Cultural	4.54	HE	4.73	HE
Leadership	4.40	E	4.63	HE
Organizational Structure	4.50	HE	4.83	HE
Interpersonal	4.41	E	4.76	HE
Intrapersonal	4.38	E	4.70	HE

To this, since parents wanted to give what is best for their child, they let them continue learning even they sacrifice their work just to make sure that their child will learn even in modular distance learning. Some parents get tutor for their child to ensure that their child will learn and understand their lessons. But because they do not have enough time some, some tutors just answer the modules instead of letting the child answer on his/her own.

4. Significant difference of parents and teachers as to parent-teacher partnership, collaborative norms and organizational success

4.1. in terms of Parent-Teacher Partnership

Table 4
Test of Significant Difference in the Parent-Teacher Partnership

Parent-Teacher Partnership	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Parenting	-2.686	369	.008	-.277	-.480	-.074
Communicating	-4.202	369	.000	-.494	-.725	-.263
Volunteering	-2.534	369	.012	-.272	-.483	-.061
Learning at Home	-1.814	369	.071	-.211	-.440	.018
Decision Making	-4.030	369	.000	-.427	-.635	-.219
Collaborating with the Community	-2.283	369	.023	-.245	-.456	-.034

Findings reveal that there was a significant difference between the perception of the teachers and parents as to parent-teacher partnership in terms of parenting, communicating, volunteering, decision making and collaborating with community while learning at home shows that there was no significant difference.

Since parents are the ones who teach and guide their children, teachers and parents now work together to make modular distance learning possible. Their guidance and support for each other will be beneficial to the pupils. Pupils learn at home for their own safety and because of that some parents do not have enough time to teach their child and there were a lot of distractions that can easily get the attention of the pupils. On the other hand, teachers are knowledgeable about the practices, strategies and approach on teaching the pupils. They were also expected to monitor pupils especially on distance learning. Teachers communicated with the parents thru chat, text, video call and home visitations especially for the pupils who lack gadget and needed more supervision and support. They gave appropriate materials that were suited to the needs of each pupil like in Grade One.

4.2. in terms of Collaborative Norms

Table 5
Test of Significant Difference in the Collaborative Norms

Collaborative Norms	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Community	-4.193	369	.000	-.466	-.684	-.247
Cohesion	-2.283	369	.023	-.252	-.468	-.035
Communication	-3.709	369	.000	-.371	-.568	-.174
Camaraderie	-3.060	369	.002	-.324	-.532	-.116
Commitment	-3.158	369	.002	-.327	-.531	-.123
Compromise	-3.511	369	.001	-.371	-.578	-.163
Courage	-3.574	369	.000	-.378	-.586	-.170

Results reveal that the seven collaborative norms: community, cohesion, communication, camaraderie, commitment, compromise and courage have a significant difference between the



perception of the teachers and parents as to collaborative norms.

Parents usually did collaborative work with the teachers but not all parents even before in traditional education because they just let their child learn on their own. Because of pandemic they needed to collaboratively work with them, for them to better understand and guide their child while learning at home. Teacher's communication with the parents was too limited because of the pandemic. Since collaborative norms talks about how things work together in a parent-teacher partnership since they were in a modular distance learning. As it can be deduced from the results, there was a good collaboration between the parents and the teachers but since the teachers know the best practices, strategies and they are being guided, the teachers have the responsibilities to collaboratively work with the parents by encouraging to teach their children and on the teaching-learning process.

4.3. In terms of Organizational Success

Table 6
Test of Significant Difference in the Organizational Success

Organizational Success in Modular Distance Learning	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Academic Performance	-1.438	369	.151	-.138	-.328	.051
Leadership	-2.162	369	.031	-.230	-.439	-.021
Environmental/Cultural	-1.707	369	.089	-.185	-.399	.028
Organizational Structure	-3.303	369	.001	-.335	-.534	-.136
Interpersonal	-3.118	369	.002	-.348	-.568	-.129
Intrapersonal	-2.729	369	.007	-.326	-.561	-.091

The perception of the teachers and parents as to organizational success in terms of leadership, organizational structure, interpersonal and intrapersonal reveals the significant difference. On the other hand, academic performance and environmental/culture showed no significant difference.

Organizational success in modular distance learning is the result of how effective an organization is at delivering the results that it wants to achieve. When the parents and teachers helped

each other in guiding and supporting their child in studying they will achieve the desired result they wanted because some parents did not have a higher education level, have financial problems and issues with their environment. Even teachers really wanted them to learn if the child is not yet ready to learn, it was really difficult to help them to learn if they did not want to learn. But for those learners were seen to be interested to learn, the progress was seen even in distance learning while the teachers were monitoring them.

5. Correlation of organizational success as to parent-teacher partnership, collaborative norms

5.1. Modular Distance Learning as to Parent-Teacher Partnership

Table 7
Correlation of Organizational Success in Modular Distance Learning as to Parent-Teacher Partnership

Parent-Teacher Partnership	Organizational Success as Exhibited in the Modular Distance Education											
	Academic Performance		Leadership		Environmental/Cultural		Organizational Structure		Interpersonal		Intrapersonal	
	Parent	Teacher	Parent	Teacher	Parent	Teacher	Parent	Teacher	Parent	Teacher	Parent	Teacher
Parenting	.72**	.28	.62**	.24	.66**	.24	.66**	.2	.56**	.3	.56**	.13
Communicating	.58**	.08	.57**	.41*	.58**	.46**	.55**	.40*	.57**	.43**	.57**	.17
Volunteering	.72**	.23	.68**	.1	.72**	.3	.67**	.19	.67**	.16	.64**	.01
Learning at Home	.71**	.29	.62**	.22	.69**	.41*	.68**	.23	.58**	.42*	.58**	.29
Decision Making	.68**	.44**	.69**	.23	.66**	.41*	.71**	.34*	.66**	.41*	.62**	.24
Collaborating with the Community	.72**	.47**	.65**	.50**	.67**	.57**	.71**	.42*	.66**	.49**	.62**	.19

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Results reveal that there was a significant relationship between organizational success in modular distance learning and parent-teacher partnership on parents' perception and there was no significant relationship on teachers' perception.

5.2. Modular Distance Learning as to Collaborative Norms



Table 8
Correlation of Organizational success in Modular Distance Learning as to collaborative norms

Collaborative Norms	Organizational Success as Exhibited in the Modular Distance Education											
	Academic Performance		Leadership		Environmental		Organization		Interpersonal		Intrapersonal	
	Parent	Teacher	Parent	Teacher	Parent	Teacher	Parent	Teacher	Parent	Teacher	Parent	Teacher
Community	.67**	0.29	.72**	.33	.76**	-0.02	.71**	0.02	.72**	-0.13	.68**	-0.12
Cohesion	.77**	.46**	.73**	.63**	.75**	.50**	.78**	.64**	.72**	.45**	.66**	.40
Communication	.74**	.39*	.74**	0.04	.79**	-0.03	.76**	0.1	.72**	0.04	.68**	0.04
Camaraderie	.79**	0.31	.75**	.50**	.82**	.55**	.76**	.55**	.76**	0.3	.73**	0.2
Commitment	.64**	.34*	.68**	.69**	.77**	.60**	.65**	.64**	.70**	.47**	.62**	.56**
Compromise	.68**	0.28	.71**	0.21	.81**	.50**	.71**	.39*	.70**	.36*	.70**	0.03
Courage	.69**	.45**	.70**	0.2	.82**	.34*	.71**	.51**	.69**	.35*	.66**	.40

** Correlation is significant at the 0.01 level (2-tailed).
 * Correlation is significant at the 0.05 level (2-tailed).

As to perception of parents on organizational success in terms of academic performance, leadership, environmental/cultural, organizational structure, interpersonal and intrapersonal showed a significant relationship at 0.01 and the 0.05 level of significance with the collaborative norms as to community, cohesion, communication, camaraderie, commitment, compromise and courage.

CONCLUSIONS

Based on the data gathered, it is inferred that:

1. The null hypothesis, which is there is no a significant difference between the perception of the teachers and parents as to parent-teacher partnership, collaborative norms and organizational success is not sustained.
2. The null hypothesis, that there is no a significant relationship between parent-teacher partnership, collaborative norms in promoting organizational success in a modular distance learning is not supported except on teachers' perception because there is a significant relationship on parent-teacher partnership.

RECOMMENDATIONS

Based on the findings and conclusion, the following are offered;

1. School administrators may include opportunities to the parent's further orientation, programs to explain to the parents the importance of partnership of parents and teachers especially in modular distance learning that may help and assists parents on guiding their child while learning at home and to strengthen the parent-teacher partnership.
2. Since there is a significant correlation between the parents and teachers, the school may consider further promoting and improving the independent variable to be able to promote dependent variable.
3. Since it reveals that the parents-teachers partnership is correlated to the organizational success. Therefore, the school head may provide more opportunities for both parents and teachers to work collaboratively in terms of parenting, communicating, volunteering, learning at home, decision making and collaborating with the community.
4. Other researchers may replicate this study by involving the participation of parents on the intermediate level and the barriers/hurdles faced by the parents and teachers that can affect the pupils' performance.
5. Future researchers may also explore organizational success as measured by SBM in terms of enrolment, drop-out rates, retention rates, completion rates, mean, mps, school profile, class profile and interventions.

REFERENCES

Bartolome, M., Mamat, N., Halim Masna, A. (2017). Parental involvement in the Philippines: A review of literatures
https://www.researchgate.net/publication/325348961_Parental_involvement_in_the_Philippines_A_review_of_literatures

Cole, S. (2017). The Impact of parental involvement on academic achievement.
<https://eric.ed.gov/?id=ED577825>

Gülcan, M., Duran, A. (2018). A cross-national analysis of parent involvement in decision-making: Germany, France and Turkey. *Journal of Education and Training Studies*. 6. 147. 10.11114/jets.v6i11a.3812.

Ihmeideh, F., Alflasi, M., Al-Maadadi, F., Coughlin, C., Al-Thani, T. (2020). Perspectives of family–school relationships in Qatar based on Epstein’s model of six types of parent involvement. *Early Years*. 40. 188–204. 10.1080/09575146.2018.1438374.

Javier, D.R., Jubay Jr, R. (2019). Exploring parent-teacher collaboration to improve students’ vocabulary skills: Action research. *International Journal of Comparative Literature and Translation Studies*. 2. 194-203. 10.32996/ijlt.2019.2.5.22.

Jeremiah J.B., Joaquin, H.T., Dacela, B., Dacela, M.A. (2020). The Philippine higher education sector in the time of COVID-19. <https://www.frontiersin.org/articles/10.3389/feduc.2020.576371/full>

Joaquin, J.J.B., Biana, H.T., Dacela, M.A., (2020). The Philippine Higher Education Sector in the Time of COVID-19. <https://www.frontiersin.org/articles/10.3389/feduc.2020.576371/full>

Newman, N., Northcutt, A., Farmer, A., Black, B. (2019). Epstein’s model of parental involvement: Parent perceptions in urban schools. *language teaching and educational research*. 81-100. 10.35207/later.559732.

Paulynice, R. (2019). A Comparative study on parental involvement. <https://files.eric.ed.gov/fulltext/ED607522.pdf>

Perras, C. (2016). Effective parent-teacher partnerships: Considerations for educators. retrieved from-building parent-teacher partnerships as an effective means of fostering pupils’ success. *Academic Journal of Interdisciplinary Studies* www.mcser.org

Simonson, M., (2002). In case you’re asked: The effectiveness of distance education. *Quart Rev of Dist Ed*. 3.

AUTHORS’ PROFILE



Mary Rose I. Pesigan, is a Teacher at Lutucan Central School, Lutucan Malabag, Sariaya, Quezon. She teaches Grade One pupils. She was a former English and Science teacher at Holy Rosary Catholic

School. She graduated her bachelor’s degree at Southern Luzon State University-Tiaong Campus. She is taking her master’s degree at Laguna State Polytechnic University-San Pablo Campus.



Elisa N. Chua, Ph.D., is an Associate Professor V at Laguna State Polytechnic University, San Pablo City Campus, Philippines, College of Teacher Education, Faculty of Graduate Studies and Applied Research.

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).