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## Research Article

### Home-School Collaboration: Maximizing Resources and Efforts to Support Students' Independent Learning

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#### ABSTRACT

Home-school collaboration is a valuable strategy for fostering independent learning. Hence, it must be explored in the context of the new normal where the printed modular learning modality is the widely chosen learning delivery among public schools across the country. This study explored how home-school collaboration cultivates and fosters students' independent learning in the new normal across the districts of Bilar, Batuan, Carmen, and Sierra Bullones, Division of Bohol, as of the school year 2021 – 2022, with the end goal of proposing a home-school program initiative. A descriptive qualitative research design was employed through an open-ended survey method and semi-structured interview to gather the required data. Thematic Analysis was used in making sense of the data. The results revealed that home school collaboration involves providing the necessary learning resources and exerting efforts to support independent learning. Learning resources were key instructional or supplemental in nature. Efforts exerted by the people behind this collaboration include parent-teacher partnerships, the provision of learning resources, and remedial instruction. The themes that emerged from the discussion showed that the collaborative efforts between teachers and parents fostered independent learning, which has a facilitative effect on their cognitive, affective, and psychomotor domains. Thus, the learners evidently showed clear manifestations of independent learning, such as an optimistic attitude towards answering modules, eagerness to learn, enhanced reading performance, and a clear indication of integrity in answering their self-learning modules. However, some identified factors could hinder school-school collaborative efforts based on the participants' narratives, such as family, school-related, learning resources, and personal factors. In capsule, home-school collaboration is a valuable strategy for fostering independent learning through its facilitative effect on the learner's mind, emotion, and behaviors.

#### Keywords:

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## Introduction

Collaboration between parents and teachers in homeschooling occurs when teachers involve parents in school-related activities and when parents volunteer at school. This leads to a commitment where parents agree to prioritize their child's educational objectives, while teachers agree to listen to parents and provide opportunities for collaboration. Encouraging parental involvement is essential in creating a positive learning environment for all students.

The collaboration involves parents sharing their knowledge of their children's academic and behavioral strengths and limitations outside of school, while teachers share their knowledge of students' relative strengths and limitations within the classroom and other educational settings. Ultimately, the collaboration between parents and teachers is guided by a focus on achieving specific outcomes for students through mutually established academic and behavioral goals. (Cowan et al., 2014).

The pandemic has changed the course of human history more than ever. This change also heavily affected the educational sector. Research revealed that school closure and learning loss due to the pandemic negatively affect the children's cohort survival rate (Cho, Kataoka, and Piza, 2021).

For this reason, developing countries around the globe were forced to implement education in the new normal despite meager resources. Considering the essentiality of education in social and economic transformation, the Department of Education firmly implemented education in the new normal. Despite limited resources and technological infrastructure issues faced by the government, public schools shifted from traditional face-to-face classes to other learning modalities that almost everyone, especially in the provincial areas, is not yet ready to implement. This phenomenon caused tension and distress among school administrators, teachers, learners, and significant school stakeholders (Talidong and Toquero, 2020; Alea et al., 2020).

Good education does not happen by chance. It is an outcome of effective teaching and learning, synergized by the efforts of the teachers,

the school, the students, parents, and their various home environments (Obeta, 2014). Whatever the modality of lesson delivery is, home and school collaboration is a necessary component of the education process. Because children are society's valuable assets, parents and teachers have the social duty to provide them with an environment filled with care, support, and nurturance for them to grow and reach their optimum potential (Cuomo, 2014). Parents and teachers representing home and school share a responsibility to help their children learn and meet educational goals.

To better understand how home-school collaboration strengthens, cultivates, and fosters students' independent learning in the new normal, the researcher used Epstein's Theory of Overlapping Spheres of Influence. Unlike quantitative research, theory in qualitative research serves as a theoretical lens that allows the researcher to examine a phenomenon from a theoretical perspective.

Reeves et al. (2008) suggest that in qualitative research, a theory serves as a useful tool to guide the research process and shed light on the findings. It allows researchers to view complex issues and social problems through different perspectives or lenses, directing their attention to various aspects of the data and providing a framework for analysis.

In a similar vein, Epstein advocated for parental involvement that extends beyond the school and home, promoting a partnership between homes, schools, and communities (Wright, 2009 as cited in Caño et al., 2016). This model emphasizes the family, school, and community, with the child at the center.

In this study, the researcher used Epstein et al.'s (1997) framework of parent-school collaboration that emphasizes the overlapping spheres of influence of the school and its significant stakeholders in the child's learning and development (as cited by Newman et al., 2019). According to the theory, teachers need to create a family-like environment for learning. Six (6) typologies of involvement are outlined in the framework, and for each kind, it discusses potential outcomes for parents, students, and schools as well as various obstacles and

methods. These typologies include raising children, communicating, giving back to the community, studying at home, making decisions, and cooperating with others (Newman et al., 2019). These typologies were used, particularly during the data collection and analysis phase, to analyze and make sense of the participants' responses.

According to Epstein's six forms of parental engagement theory, parents who are involved in and knowledgeable about their children's education may have an impact on their kids' attitudes and performance (Cao et al., 2016). The six categories of involvement interactions serve as a framework for categorizing actions taken by school staff, family members, and community members. Together, they strengthen involvement and student accomplishment within the context of the theory of overlapping spheres (Epstein et al., 2002 as cited by Reblora, 2016).

According to Epstein's conceptualization of parenting, it involves educating and supporting families in parenting and child-rearing techniques, comprehending child and adolescent development, and creating a home environment that supports kids as students at every age and grade level. Communication refers to successful school-to-home and home-to-school communication with families on educational initiatives and student development. To support children and school programs, volunteering involves enhancing recruiting, training, work, and schedules to include audiences and families at the school or in other areas (Newman et al., 2019).

Learning at home involves families with their children's learning activities at home, including homework and other curriculum-linked activities and decisions. Decision-making refers to the inclusion of families as participants in school decisions, governance, and advocacy through Parent-Teacher Association (PTA), school councils, committees, and other parent organizations. Lastly, collaborating with the community is about coordinating resources and services for families, students, and the school with businesses, agencies, in other

groups and providing services to the community (Newman et al., 2019).

Collaborative efforts among schools, families, and communities to enhance student academic achievement communicate the value of education and underscore the significance of students' success not only within their school and family but also in their community. When one party fails to meet the expectations of the other, it can create tension between schools and parents (Hourani et al., 2012). Without a strong partnership with parents, schools cannot offer all the support that students require to succeed.

Epstein's model of parental involvement supports the study because it captures the strategies or efforts of how parents can effectively engage with the education of their learners and make them self-directed. With the implementation of printed modular distance learning modality in public schools, there is a necessity for parents to be active in the six typologies to attain positive learning outcomes. These typologies will serve as guides for teachers on how to collaborate with parents. It will also widen the horizon of the researcher concerning the roles of parents in the education of the learners.

Home-school collaboration has two forms: school-based and home-based involvement (Hindman et al., 2012). Whether home-based or school-based, such involvement could not be possible without establishing a solid and collaborative relationship between these two parties: home and school. An effective relationship between family and school requires mutual trust and respect (Epstein, 2013). It needs schools to accept parents and family members as partners in their mutual collaboration (as cited by Ihmeideh et al., 2020).

Schools that welcome families in their setting promote teachers' competencies and improve children's achievement, as well as contribute to the school having a better reputation within the larger community. In contrast, parents who work closely with schools develop more confidence in the schools and themselves as partners and become more involved in their

children's learning at home (as cited by Ihmeideh et al., 2020).

For learners to succeed, parents must exert a lot of influence on their child's cognitive development in the early years. Thus, the contact between home and school should be maintained, especially during the primary school years. Although family background appears to be a powerful determinant of parental involvement, most parents, if duly encouraged, can devote extra time and effort to assisting with their children's education, both in the home and school settings. Parent support and participation are well defined if the principal, teachers, and parents go hand in hand in achieving the pupils' progress and the total school community (Bartolome et al., 2020).

Peters (2012) noted that when schools have reputations for success, they would have lots of engagement from parents. According to Mwai Kimu (2012), society needs to increase its level of educational involvement, starting with the parents' support. He claims that parent-school linkages can be enhanced through the teacher/parent relationship because teachers are the primary linkage of parents to the school.

Parents must be considered a constant and principal component of the curriculum (Şad and Gürbüztürk, 2013). They add that success at school is guaranteed if parents' involvement at home supports school-based instruction. Involving parents in education has yielded positive outcomes in many aspects, including increased student attendance to and satisfaction with school, better academic achievement, motivation, school attachment, responsibility and confidence, better social adaptation, and fewer discipline problems.

To strengthen the collaboration between parents and school, they should have mutual trust, which is a belief in openness, honesty, and reliability towards the role of others (Santiago, Garbacz, Beattie, & Moore, 2016). Despite the different views that parents and teachers have and whatever is the socioeconomic status of parents, they need to have a partnership wherein both sides have equally harmonious participation towards a goal.

Any school that seeks maximum parental involvement must take into consideration the barriers and work to develop measures and strategies to counter their effects (Mathekga, 2016). According to Shang and Xing (2021), parents play their role in learning by participating in making their assignments. However, because of a lack of teaching experiences, parents face various problems in education and teaching. They do not have sufficient pedagogical knowledge, so they cannot effectively facilitate their children's learning.

Moreover, teachers in schools should strive to develop communication with parents, invite parents to plan educational goals for their children, and offer school counseling program services (Sari and Iyas, 2021). For parents, they must be aware of their roles and responsibilities in the educational process of their children because their involvement in the provision of education and monitoring of children's development affects children's learning outcomes.

Some of the issues faced by learners in distance learning include lack of learning facilities such as data packages and teaching materials. In rural areas, only some of the students have gadgets and internet signals which are necessary for online research. These things are roadblocks to home – school collaboration and independent learning (Sari and Iyas, 2021). According to Azad et al. (2018), effective communication between parents and teachers is a vital element of successful collaboration between home and school. Partnerships between families and schools have been proposed as a means of increasing collaboration between the two systems, which are critical to children's development. In the context of the Philippines, Bartolome and Mamat (2020) found that parental involvement in school activities is primarily limited to interactions between parents, teachers, and school administrators, in-school participation, and organized learning support from home.

Independent learning is a learning approach where learners take control of their own learning process, making decisions, and assessing their own progress. Independent learners set their own learning goals, make choices about how to meet their learning

needs, take responsibility for constructing and carrying out their learning plans, monitor their progress, and evaluate their learning outcomes (Livingston, 2012).

To cultivate independent learning, it is important for teachers to regularly monitor the progress of learners and be available to provide assistance through various communication channels like e-mail, telephone, and instant messaging. Additionally, teachers may even make home visits to help students who need extra help. Parents also have a critical role as facilitators of learning at home, providing guidance and support to their children.

Independent learning involves students being guided by the curriculum, pedagogy, and assessment while taking an active role in their learning. They can work independently or collaborate with peers and are supported by learning resources like libraries, online materials, and physical learning spaces. Two key components of independent learning are independence and directedness. Independence refers to self-directed or self-regulated learning, while directedness involves the presence of some structure or support, such as electronic platforms that provide learning resources (Thomas et al., 2015)

Madrazo and Dio (2020) noted that learning modules that are contextualized are useful in filling learning gaps on their own as they provide additional support and complement the teacher's verbal instructions. The use of contextualized learning modules can also aid in the clarification, reinforcement, and enhancement of instruction, which helps in transmitting knowledge, skills, ideas, and attitude to the learners (Oladejo et al., 2011).

Interestingly, the incorporation of contextualization in learning modules facilitates the transfer of knowledge and ideas relevant to the students' surroundings, which enhances their engagement in independent learning (Anwar, Budayasa, Amin, & Haan, 2012). Research shows that independent learning, where students take responsibility for their learning, has a significant impact on academic achievement (Chingos & Whiteburst, 2012; Olayinka, 2016),

and contextualized learning modules can facilitate this process (Field, Duffy, & Huggins, 2015; Livingston, 2012). According to Lai and Hwang (2016), contextualized learning modules are user-friendly and can promote independent learning, which positively affects learning outcomes (Hendriana et al., 2019). Therefore, it can be inferred that using contextualized learning resources can promote independent learning.

To provide an adequate learning environment in the new normal, it is necessary for every family to have internet access. However, the study of Baker et al (2016) shows that Filipino families face various obstacles such as poverty, lack of access, financial resources, time, and awareness, making it difficult to connect to the web.

Meyer (2010) emphasized that there are internal and external factors that contribute to independent learning. The external factors include the creation of a positive relationship between teachers and students and the establishment of an environment that supports learning. The internal factors include the acquisition of additional learning skills such as time management, teamwork, and critical thinking. Building a strong relationship between teachers and students is essential to foster trust and mutual responsibility for learning, which is based on clear communication about learning goals and relevant learning opportunities.

Meyer (2010) also suggests that creating an 'enabling environment' for independent learning involves not only providing physical and material resources such as libraries and online learning resources, but also social interaction and support from teachers and peers. To successfully promote independent learning, careful attention must be given to the learning environment, which includes the relationship between teachers and students, as well as the wider physical environment and available resources, such as ICT. In addition, providing clear and directed opportunities for independent learning, with a clear structure for learners on what is expected of them, including step-by-step guidance and examples, is crucial.

Studies have demonstrated that effective collaboration between parents and schools has a significant effect on learning outcomes. There are numerous factors that influence student achievement, with teacher skills and communication being critical. However, several other factors that occur outside of the school environment also play a role in student success. Research indicates that supportive behaviors from parents or guardians are positively correlated with academic achievement (Scharton, 2019). While there may be differing opinions among scholars regarding the benefits of parental involvement for all age groups (Ferrara, 2015), most agree that it is academically beneficial for children's education (Newman et al., 2019).

The study of Beltran-Almazan et al. (2020) showed that parents' views on literacy and education play a vital role in home-school collaboration. These views are shaped by two demographic factors: parents' level of education and socioeconomic status. Research indicates that parents with lower literacy levels and those from a lower socioeconomic status tend to prefer traditional and direct teaching methods. In contrast, parents with higher levels of education and from a higher socioeconomic status tend to prefer more unstructured and diverse approaches to literacy. Therefore, well-educated parents can effectively facilitate their children's learning at home.

Likewise, Fitriansyah (2021) found that during the COVID-19 pandemic, learning videos have promoted independent learning. Likewise, Soliman (2014) showed the effectiveness of e-learning in facilitating autonomous learning for EFL students in Cairo, Egypt. Previous research also highlights the value of a blended learning approach in promoting independent learning (Ancheta & Ancheta, 2020). Public schools that have adopted modular distance learning have the flexibility to use additional learning resources, with some modules including activities that require the use of social media and other online learning platforms. In addition, various supplementary materials such as offline video lessons, reading materials, mobile apps, and more are provided to enrich the

self-directed learning experiences of learners (Ancheta & Ancheta, 2020).

In essence, Epstein's theory of overlapping spheres of influence is a valuable theory in this study because it gives a broader understanding concerning the collaborative efforts of teachers and parents. With the implementation of the printed modular distance learning modality, the theory postulates that its six typologies must always be considered ensuring positive learning outcomes. Epstein's Theory guided the researcher in understanding how home-school collaboration affects well-being and learning motivation. Self-determination, an indicator of independent learning, should be satisfied first by enhancing the learner's competence in answering the SLM before they can be called proficient. Thus, regular monitoring and follow-up is an avenue towards building an enabling environment filled with affirmation and appreciation of competence. Consequently, by fulfilling the learners' fundamental needs for autonomy, competence, and psychological relatedness, a learner starts regulating and directing his learning.

Meanwhile, while home-school collaboration has been practiced among schools for quite some time, only a few studies delved into its contribution to the paradigm of independent learning. To better understand how the culture of home-school collaboration cultivates and fosters better learning among selected public schools, the researcher would like to explore how concerned teachers and significant stakeholders maximize the limited resources and exert efforts to support students' independent learning using qualitative method of inquiry.

Moreover, the results and insights of this study will serve as a basis for crafting a timely and responsive action plan to strengthen collaboration of the home and the school. Ultimately, the study's results and findings will add to DepEd's bank of research-driven data usable for policy formulation and program implementation. On this light, the researcher explored how home-school collaboration cultivates and fosters students' independent learning in the new normal across the districts of Bilar, Batuan, Carmen, and Sierra Bullones, Division of Bohol, for the school year 2021 – 2022 with the

end view of proposing a home-school program framework.

Specifically, it aimed to answer the following aspects of the problem: (1) What were the efforts undertaken by the home-school to initiate support of student's independent learning?; (2) What resources were provided by the home-school collaboration for students' independent learning?; (3) How did home-school collaboration cultivate and foster independent learning?; (4) What were the barriers that inhibited school-home collaborative efforts for students' independent learning?; and (5) What insights were drawn from the enablers or factors that promote home-school collaboration?

## **Methods**

### ***Design***

This study employed a descriptive qualitative research design to better understand home-school collaboration as a phenomenon. The chosen design is suitable for this study because it aims to understand how the concerned teachers and significant stakeholders maximize their limited resources and exert efforts to support students' independent learning in the new normal. Further, it also allows the researcher to explore the contribution of home-school collaboration in fostering and cultivating independent learning.

### ***Participants and Environment***

The study was participated by ten (10) public school elementary teachers and ten (10) parents of learners across four districts in Bohol. Purposive sampling was used to select participants, with assistance from district supervisors and principals. The researcher ensured anonymity and confidentiality by assigning screen names/codes and managing sensitive information. Participants were recruited through a letter request that included an informed consent and interview guide, which emphasized that participation was voluntary, and conversations were recorded and transcribed for analysis. The study did not aim for representativeness or generalizability and relied on Creswell's suggestion that two to ten

participants were sufficient for qualitative research.

### ***Instrumentation***

The researcher used an open-ended survey questionnaire via Google Forms and virtual semi-structured individual interviews. Open-ended survey via Google Forms served as the primary data gathering tool. For follow-ups and verification of responses, the researcher utilized online interview through video call in Facebook Messenger. Conversations were carefully recorded, meticulously transcribed and member checked or validated to maintain the trustworthiness of the data gathered.

### ***Data Gathering Procedure***

The researcher obtained permission to conduct the study by sending letters to the Vice President for Academics and Graduate School Dean, Schools Division Superintendent of Bohol Division, and District Supervisors of BACASIP. The Superintendents' endorsement and permission letters will be presented to the chosen schools. The survey was conducted through online platforms, including Google Forms, Facebook Group Chat, and teleconferencing platforms such as ZOOM, MS Teams, and Google Meet, in adherence to the COVID-19 safety protocol. For participants who were unable to answer the online survey, the researcher sent them a hard copy of the survey tool, which was sanitized in compliance with safety protocols. After retrieving the questionnaires, the data were cleaned and analyzed.

### ***Ethical Considerations***

The researcher followed ethical procedures in conducting the study, including obtaining approval from the Ethics Review Board and complying with COVID-19 safety protocols. The survey tool contained an informed consent form and assured participants of confidentiality and anonymity. The researcher also conducted member-checking and followed up with participants via virtual interviews and personal visits while observing health standards. Data gathering involved communicating with willing participants and manually transcribing

and analyzing responses through thematic analysis.

**Data Analysis**

The study used thematic analysis to analyze the transcribed data. Thematic analysis involves identifying patterns and themes in qualitative data and interpreting them to understand the practices of the participants in home-school collaboration. The researcher followed the phases of thematic analysis, which included generating initial codes, searching for themes, reviewing themes, defining, and naming themes, and producing the report. Inductive coding was used to allow emergent themes to surface from the data. Excerpts were assigned to codes as the researcher read through the data.

**Results and Discussion**

This section deals with the presentation, analysis, and interpretation of the results of the study. Using thematic analysis as an analytic tool, the researcher discusses the findings on how home-school collaboration cultivates and fosters students' independent learning in the new normal across the chosen districts.

**Generated Themes on Home-School Collaboration**

Matrix 1 presents the summary of themes based on the following sub-problems: (1) efforts initiated, (2) resources provided, (3) facilitating effect on independent learning, and (4) barriers to home-school collaboration.

*Table 1. Summary of Themes on the Home-School Collaboration*

<b>Efforts Initiated</b>	<b>Resources Provided</b>	<b>Facilitating Effect on Independent Learning</b>	<b>Barriers to Home-School Collaborative Efforts</b>
Parent-Teacher Collaborative Efforts	Key Instructional Resources	Cognitive-Behavioral Impact	Family Factors
Provision of Learning Resources	Supplemental Learning Resources	Affective Impact	School-Related Factors
Remediation			Learning Resources
			Personal Factor

**Efforts Initiated by Parents and Teachers in Support of Students' Learning**

Table 1, in the second column, presents the generated themes on the efforts undertaken by the parents and teachers to initiate support for students' independent learning. The identified emergent themes are the following: parent-teacher partnership, parents as pseudo-para-teachers, provision of learning resources, and remediation. These themes support independent learning by giving them assurance that they are not alone in their endeavors and that they are always supported along the way.

**Parent-Teacher Collaborative Efforts.**

These pertain to initiatives and activities done in partnership of parents and school personnel towards a certain learning goal. In this study, the following categories shaped the parent-teacher collaborative efforts as an encapsulating factor that support students' independent

learning, namely: active communication, active partnership, and active parental involvement.

Active communication pertains to the development and encouragement of two-way communication between the two parties. In this case, the perspectives of parents in the light of the printed modular distance learning are carefully considered to gain insightful perspectives about the learning experiences of the learners. Having this in mind, the learner feels that both parties are fully supporting his quest for autonomous learning. Thus, it takes a village to educate a child.

Active communication between parents and teachers in support of learners' independent learning corroborates with the findings of Lekli and Kaloti (2015) that emphasized the central importance of good communication towards strengthening cooperation and support. They emphasized that learning improves when the teachers communicate with parents on a



broad range of issues (Lekli and Kaloti, 2015). So, in recognition of the importance of home-school collaboration to the children's education, public schools should always promote partnerships with parents.

Some of the efforts exerted by the teachers include the creation of a group chat for parents and learners to allow free communication, wherein both parties can synergistically follow up and monitor the learner's progress. Weekly *Kamustahan* by some teachers via video call in the messenger as the preferred platform is also one of the convenient ways to build connections with the learners. Other means include text messaging or calling via cellphones are alternative ways of keeping in touch with them. The essence of active communication is captured in the following narrative by the teacher-participant 6:

*Isip elementary teacher, I always connect with my learners and parents. Good thing kay kasagaran nila adunay cellphone. So, what I did is I created a group chat in FB messenger. I also keep their contact numbers aron dali rako makafollow-up sa ilang progress. Everytime nay mga wala nasabtan sa mga bata, ang mga parent kay muleave lang ug message nako sa Group Chat. This has been one of my strategies in the new normal. Sometimes, I do home visitation sa mga dool sa amuang balay pud. [As an elementary teacher, I always connect with my learners and parents. Good thing because most of them have cellphones. So, what I did was I create a group chat in FB Messenger. I also keep their contact numbers to quickly make follow-ups about their progress. Every time there are things that the children do not understand, the parents will only leave a message in our group chat. This is has been one of my strategies in the new normal. Sometimes, I do home visitation to learners living in nearby houses.]*

The results corroborate the findings of **Guan and Benavides (2021)** that most of the

parents agreed that they are in constant communication with the teacher through cellular phones and social media platforms. 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 must coordinate with the teachers for concerns (Guan and Benavides, 2021)

The second category is active partnership. It refers to the mutual interaction of both teachers and parents in the printed modular learning modality, wherein teachers faithfully prepare the modules and LAS within the given time frame. Parents, on the other hand, cooperate in this endeavor by religiously following the prescribed distribution and retribution schedules. Thus, it paved the way to a vibrant relationship between the two parties involved. It is encapsulated in the following statements of Parent 3:

*Bisan sa kabusy sa kinabuhi, isip ginikanan, padayon ko sa pagsuport ug pag-alalay sa ilang mga modules. Muadto sa skwelahan ug mukuha ug module aron nga naa silay maansweran. Nianing paagi, mkapadayon sila sa eskwela. Gibuhat nako ni kay gusto ko makahuman gyud akong mga nak. Bisan pobre me sa among pamilya, naningkamot gihapon ko nga masuportahan among mga anak sa ilang pag-eskwela pinaagi niini. [Despite my busy life, as a parent, I support and guide them in answering their modules. I go to school to claim the modules so that they have something to answer. In this way, they can continue with their studies. I do this because I want my children to finish their studies. Despite the poverty in our*

*family, I still strive to support my children in their studies in this way.]*

Teacher-participant 5 has this to say,

As a public-school teacher, I consider my work as my life. So, I religiously do my tasks in the new normal. I prepare the necessary LAS to be distributed. I see to it that these are reviewed and contextualized before printing them. In our school kay gamay raman lage me, we work as a team. We implement school-based distribution and retrieval wherein parents claim and return answered LAS in the school. This is not easy for me kay ako man ang teacher sa tanang subjects, but with God's grace I was able to perform my tasks. So far, on-time among distribution and retrieval.

This scenario is typical among public schools across the country. In fact, Guan and Benavides (2021) emphasized this similar situation in their study who found that parents had to devise strategies to keep up with the schedule of module distribution, such as dropping off the school during the scheduled distribution, scheduling marketing with module distribution, calling the teacher for delays, and asking for an extension.

Another category that emerged was active involvement, where parents served as co-facilitators of learning due to COVID-19 restrictions. Parents who are also teachers were described as co-facilitators, while those who are not teachers were called pseudo-para teachers. This category is exhibited in the statement of Parent 8 & 9:

As a teacher and a mother of two, I exert extra effort to facilitate the learning of my child. I served as their co-facilitators. It's a bit challenging kay nay concepts nga dili kaayo ko familiar. It's like I'm studying again. Pero, laban lang! I always say this to myself. I am doing this so that my children may have a bright future ahead.

I study the content of the modules so I can effectively guide my child in answering them. If in case, I couldn't understand the lesson, I asked assistance from my

family members or I do internet research.

Based on the interview, they do this by guiding the learners in answering the modules, letting them understand the concepts, and answering the activities given. They use questions as scaffolding towards independent learning as reflected below. Parent 10 said,

*Gipabasa nako nila ang modules sa kada subject aron masabtan ug matubag nila ang mga pangutana. Giadvisan usab nako nga mugamit ug cellphone para makaresearch ug ideas sa mga lisod nga mga pangutana. [I let them read the modules in each subject so they can understand and answer the questions. I also advised them to use cellphones in researching ideas about difficult questions.]*

Parent 2 commented,

I just let them read the concepts of the modules. If they can't understand those concepts, I always tell my child to scan the web for some ideas or use the dictionary in defining terms.

Parent 1 reasoned out,

*Aron masuportahan ang akong bata sap pag-eskwela, pirme gyud ko nga naa sa ilang kiliran while nag-answer sa ilang modules. Aron mas makasabot sila sa konsepto, ang akong strategy kay pinaagi sa pagpangutana. Dili kaayo ko muhatag sa obvious answers. Ako paman sila tagaan ug chance nga magthink pinaagi sa paghatag ug guide questions. I am may not be a licensed teacher, but I am an education graduate. Naa koy background sa pagtudlo. [To support the studies of my child, I am always with them whenever they answer their modules. My strategy so they can easily grasp the concepts is by asking leading/probing questions. Most of the time, I don't give answers. I let them think by giving them guide questions. I am may not be a licensed teacher, but I am an education graduate. I have a background in teaching.]*

Consequently, this strategy provides the students with opportunities to self-monitor and regulate their own learning pace. However, Kalantzis and Cope (2010) emphasized that like a real teacher in the usual residential teaching and learning, parents in the new normal impinge extra credence on their ability, attitude, and disposition while facilitating their children in their learning tasks. However, they need to understand that teaching is a robust and multifarious task that needs introspection on designing an effective learning climate at their own home. Thus, they must be equipped with facilitating skills.

**Provision of Learning Resources.** This theme is about giving the necessary learning resources for the students, which are categorized as key instructional and supplemental learning resources. The provision of quality and contextualized learning resources supports independent learning by creating an enabling environment that includes the physical environment and learning resources (Meyer, 2010).

Enabling environment promotes autonomous learning that is characterized by self-regulation and critical thinking. Similarly, Morrison (2011) noted that the provision of self-directed learning modules adds an extra dimension of choice to self-directed learning both from the perspective of pacing and the type and frequency of support offered.

Key instructional learning resource pertains to the basic learning materials (e.g., modules, LAS, and answer sheets) that are given by the teachers as a form of formative assessment and summative tests, etc. to suffice summative assessment. Teacher-participant 1 said,

I ensure that all my pupils are provided with modules, activity sheets, and performance task during weekly distribution. The LAS served as my formative assessment to track their performance in my subject. It goes with an answer key. I merely record the LAS for tracking pur-

poses. However, I consider the performance tasks and integrative tasks as the summative test. Teacher 1

Moreover, supplemental learning resources, are the resources (e.g., contextualized video lessons, reading passages) that are provided by the teachers and parents as auxiliary to the key instructional learning resources. Providing supplementary materials is aimed towards edifying learners' performance. Its aim is towards further understanding the concepts presented in the module. Hence, when they understand the lesson, the learner can already answer the modules on their own. In other words, they become self-directed learners. The essence of this category is captured in the statement of Teachers 8 and 10 respectively:

To ensure clarity, I provide my learners with contextualized materials with explanatory notes for better understanding. I also give reading passages since I am handling Grade 2 pupils.

I provided my learners with additional learning resources for them to study since I am teaching Kindergarten pupils. Through group chat, I also send video lessons for them to ask. Parents are free to ask queries about their child's modules for them to better guide their kids. I also introduce to them the DepEd Commons site which they can access on their phones.

In capsule, the provision of learning resources supports independent learning in various ways. It echoes the findings of Nardo (2017) on the importance of modular instruction in affecting autonomous learning among language learners. Modular instruction is an alternative instructional design that uses developed instructional materials which are based on the needs of the students. Students are encouraged to work on various activities that are interesting and challenging to maintain focus and attention, thereby encouraging independent study (Nardo, 2017).

**Remediation.** This is the last theme that surfaced from the emergent codes during the thematic analysis. It is also known as developmental education. It is given to learners to achieve expected competencies in core academic skills such as literacy and numeracy. Remediation supports independent learning by enhancing their learning interest, habits, and attitude.

Traditionally, remediation is done in the classroom during instructional time by using various teaching methods and techniques, modifying teaching strategies and presentations, giving clear, corrective feedback and positive reinforcement. However, in the new normal remediation is done in different ways. As narrated by the teacher-participants, remediation for learners with academic performance issues, especially non-readers is done through a virtual or blended learning approach.

In the virtual approach, teachers conduct remedial instruction using online platforms such as Facebook messenger. For instance, teachers conduct reading drills or oral recitations through video calls. However, they acknowledge that the downside of this strategy is the weak signal in the different areas in the province, particularly in far-flung barangays. This approach is reflected in this statement of Teacher 7:

In my class, since we are only few, I conduct weekly conferences through video calls or chat via messenger. For learners with reading problems, I also conduct individual coaching and oral recitations. The problem with this approach is the signal. There are times when the signal is weak, so maputol gyud among coaching.

Another strategy for remediation is the blended learning approach, wherein teachers with the cooperation of the parents and learners, conduct virtual and face-to-face activities whether at school or at home. Face-to-face interaction is done with IATF approval, with strict compliance with the COVID-19 safety protocol. Teacher 9 said,

I combine virtual and face-to-face remedial instruction. For learners with a stable internet connection, I conduct virtual

remediation. However, for those who are living in far-flung areas in the barangay, I visit them sometimes. With the permission of the Municipal Health Officer, I conducted a limited face-to-face home visitation, or purok system to facilitate reading, since I am handling grade 1.

Likewise, Meyer (2008) emphasized the importance of remediation in supporting students' self-regulative learning, by providing feedback and helping them highlight progress. It allows them to acquire an understanding of their own learning, be motivated to learn, and collaborate with teachers to structure their learning experiences.

In remedial instruction, teachers have a key part to play in enabling and supporting independent learning through a structured learning program. Additionally, the result reflects the statement of Llego (2020) that teachers should conduct remediation to learners through home visitation should the situation in the locality gives chance.

### ***Resources Utilized in Support of Students' Independent Learning***

Matrix 1 presents the learning resources utilized by parents and learners in support of students' independent learning. The two significant themes which emerged during the thematic analysis are (1) key instructional resources; and (2) supplemental resources.

**Key Instructional Resources.** These learning resources are utilized by the teachers in the instructional process under the printed modular distance learning modality. As shown in the matrix, these materials are modules, learning activity sheets, answer sheets, performance tasks, integrative tasks, and summative tests which are provided by the schools to their learners. These materials are called Key Instructional Resources because these are the primary materials provided by every public school to sustain the printed modular distance learning modality. Printed Modular Distance Learning is akin to the CVIF-Dynamic Learning Program that encourages minimal interaction with the teacher wherein in an hour of classroom instruction, only five (5) minutes is given

to teachers to explain the concept notes. The remaining time is given for self-directed answering.

Like CVIF-DLP, printed modular distance learning utilizes key instructional learning materials to support independent learning. It follows activity-based multi-domain learning that requires students to work independently, to discover and understand the lesson on their own by reading the concept notes and by doing the exercises. Parent 1 has this to say,

The school provides us with modules, performance tasks, and answer sheets. On the other hand, as a parent, I provide my child with a smartphone, internet connection, and school supplies like bond papers and ballpen.

**Supplemental Learning Resources.** This theme pertains to the learning resources provided by the schools and parents as secondary learning resources designed to assist students to achieve curricular outcomes in the printed modular learning modality. These are categorized as digital learning resources, contextualized learning resources, and devices and gadgets. These resources support independent learning because it allows the students to discover and find new sources of information that would help them answer the given activities in the self-learning modules. The essence of this theme is encapsulated in the following narratives, Participant 2 and 3 respectively:

*Sa mga teachers, naghatag sila ug supplemental printed learning resources nga magamit namong mga ginikanan aron sa pagiya sa among mga anak. Isip ginikanan, nagprovide ko sa akong anak ug cellphone ug kahigayonan sa pag google search sa mga konsepto nga iyang gikalisdan. [Teachers provide us with supplemental learning resources that are useful in guiding our children. As a parent, I provide my daughter with a smartphone and an opportunity to google search difficult concepts.]*

Aside from the Modules/LAS, the school provides the learners with supplemental learning materials such as laminated reading passages, video-discussions and audio lessons which are saved using a flash disk.

Digital learning resources pertain to digital resources such as applications (apps), software, programs, or websites that engage students in learning activities and support students' learning goals. Using these digital learning resources, the students can search for more knowledge on their own about the given topic. The provision of digital learning resources is justified in the following narratives. Teacher-Participant 1 said,

Being a public-school teacher is not easy. Most of the time our learning resources is very limited due to dismal budget from the government. So, as an initiative, I create a Group Chat wherein the parents and learners are part of it. Didto nako iforward ang e-references and websites that would help them in answering the LAS. It indeed works to some learners who have cellphones.

Parent-Participant 5 opined,

*Isip ginikanan, I always support my children's learning pinaagi sa pagkanunay ug hatag giya nila sa pag-answer. Tungod kay kinahanglan man lage nga mutrabaho, ako nalang gyud sila gitagaan ug cellphone para makasearch pud sila. Sa pagpalit nako ani nga phone, ako gyud gisingnan ang salesman nga butangan ug offline dictionary ug uban pang mobile applications nga magamit sa akong bata. Gamit gyud kaayo ne sa akong bata ug kanamo usab nga mga ginikanan kay dili man me kaayo kasabot ug lisod nga eningles. [As a parent, I always support my children's learning by continually giving them guidance in answering their modules. Since I really need to work, I just give them cellphones so they can research easily. When I bought this phone, I really told the salesman to install offline dictionary and other mobile applications*

that can be used by my children. It's really useful for my children and also to us parents because we cannot understand difficult English words.]

Contextualized learning resources are the teacher-made learning materials that are used by the teachers and parents to enable the learners to develop 40 mastery in the required competencies in a subject area. The essence of this theme is encapsulated in the following narratives. Teacher-participant said,

Learners' materials were being modified and contextualized to fit the needs of the learners without comprising the most essential learning competencies. I conducted weekly kumustahan through video call/ chat via messenger.

Additionally, contextualized learning resources also provide them illumination about the given topic that would boost their self-efficacy in answering the activities. Further illumination allows the learners to acquire skills needed for critical thinking. The result runs parallel with the study of Madrazo and Dio (2020) that contextualized learning modules are effective to bridge learning gaps independently as they supplement and complement the teacher's verbal explanations in making a learning experience. Contextualized learning modules can also clarify, vitalize, emphasize the instruction, and enhance learning in the process of transmitting knowledge, ideas, skills, and attitude (Oladejo et al, 2011).

Moreover, the integration of contextualization in the learning modules allows greater transfer of ideas related to their environment (Anwar, Budayasa, Amin, & Haan, 2012). As students take ownership of their learning, they are engaging in independent learning (Field, Duffy, & Huggins, 2015; Livingston, 2012) which has a large effect on student learning (Chingos & Whiteburst, 2012; Olayinka, 2016). The result is also akin to the study of Lai and Hwang (2016) that contextualized learning modules are user-friendly where students can learn on their own and have a positive impact on learning (Hendriana et al., 2019). It implies

that contextualized learning resources cultivate independent learning.

Another category that emerged from the codes is the provision of devices and gadgets such as laptops, cellphone, radio, flash drive, and tablet. These devices let the learners take ownership of their learning and plan independent research activities. Parent - Participant 4 and Teacher 3 revealed,

I provide my children with a laptop, cellphone, books, and other reference materials which are usable in doing internet research for hard-to-understand concepts. It makes their answering of the modules faster and easier. In this way, they can submit their answer sheets within the given the scheduled retrieval date."

In our school, we provide radio and flash drives to our Grade 1 learners. We use this to enhance their reading skills.

Based on the transcript of the participants, the internet plays an essential role in the learning of their children. However, internet connectivity is a great issue as it is a seamless platform, which means that anything (i.e., from educational to malicious) can be searched in it. The use of internet among children should always be used with prudence. Parent 6 has this to say,

*Nagpataod gyud kog ug internet sa amonang balay para makasearch akoang mga anak. Lisod man gyud kaayo kung walay internet kay naa may ipasearch sa mga teachers [I installed internet connection in our house so that my children can do research work. It is really hard if we don't have internet because teachers require research work]. As an IT expert, I ensure that their phones are protected from malicious content like pornography and violence. I activate the parental control settings sa ilang cellphone then I blocked some pornographic sites sa among internet connection [As an IT expert, I ensure that their phones are protected from malicious content like pornography and violence. I activate the parental control settings in*

their cellphone then I blocked some pornographic sites in our internet connection.]

Interestingly, in the new normal, every family needs to be connected to the web for them to provide a learning condition at par. In the context of the current study, Filipino families are confronted with time, poverty, lack of access, lack of financial resources, and lack of awareness (Baker et al, 2016).

### ***Home-School Collaboration as a Cultivating Factor for Independent Learning***

Matrix 1 presents the generated themes on how home-school collaboration cultivates and fosters independent learning. The responses revealed two significant themes such as cognitive-behavioral impact and affective impact.

**Cognitive-Behavioral Impact.** As shown in Matrix 1, home-school collaboration cultivates and fosters students' independent learning through its influence on the cognitive-behavioral component of the learners. This impact has three categories: a catalyst for self-regulated learning, academic integrity, and active learning support.

Cognitive-behavioral impact serves as a catalyst for self-regulated learning, which means that it facilitates the empowerment of learners to become self-directed learners. It emancipated their minds from the traditional concept of learning wherein teachers must be present for learning to take place. With the presence of their parents as co-facilitators, they were able to make significant strides in their own learning, using the internet and references as an aid towards self-learning, and using one's higher-order thinking skills in analyzing problems.

This theme captures the essence of the participants' transcript regarding their descriptors or indicators of self-independent learning. In the cognitive component, learners become motivated and optimistic towards the learning process. In the psychomotor domain, the participants perceived that independent learning can be verified through the test results and performance of the learners. However, this is only

limited to verified or validated results with the help of the parents as co-facilitators.

Consequently, it results in high engagement among learners, prompt submission of modules, and high scores in both formative and summative assessments. Therefore, school-home collaboration fosters autonomous learning by giving them an avenue to use their knowledge and wisdom in diverse situations. Cognitive-behavioral impact of home-school collaboration is described in the following statements of Parent 10 and Teacher 9:

*Makaingon gyud ko nga nagkat-on akong mga bata bisan sa modular distance learning kay sila raman gyud nag-answer sa ilang modules. Tungod ane, wala pa pud nahitabo nga nalate ko ug submit sa ilang modules. Based pud sa nadawat namo nga checked nga papel, medyo dako2x sab ilang kuha. [I would say that my children are learning even if it is modular distance learning modality because they are the ones who answered their modules. Because of this, there was never a time that I was late in submitting their modules. Based also on the checked papers that I received, they got bigger scores.]*

*Makita pud nako nga adunay gyud silay critical thinking kay maka-answer man sila bisan sa mga essay questions nako. Dili pud ne sila malate gyud. Makaingon gyud ko nga parent-teacher involvement is truly paramount in the printed modular distance learning. I hope all schools are applying this principle kay makatabang gyud pag-ayo sa pagkat-on sa mga bata. [I can really see that they already have critical thinking because they can answer my essay questions. They are not late anymore in submitting their modules. I would say that parent-teacher involvement is truly paramount in printed modular distance learning. I hope all schools are applying this principle because it really helps children to learn.]*

It is shown in their statements that parent-teacher collaboration serves as a catalyst for learners' self-regulated learning. It validates Epstein's Theory that the presence of learning support is crucial in the cultivation of independent learning. Additionally, it is also reflected in the statements that they possess the essential features of a self-regulated learner such as the ability to plan, self-monitor, control, and evaluate one's learning activities (Pintrich, 2000 as cited by Meyer et al., 2008).

The second category is Active learning support, which pertains to the impact of home-school collaboration on the prompt submission and retrieval of key learning resources and parents heeding the call to serve as pseudo-para teachers. It facilitated time management that leads to consistency. It ignited the students to learn regardless of the location and enhanced students' academic engagement, social involvement, and other positive behavioral outcomes. The gist of this category is reflected in this statement of Parent 5 and Parent 10:

Ang collaboration sa mga ginikanan ug skwelahan nagahatag gayod ug aktibong nga suporta sa ilang pag-ekswela. Timely gyud ang submission sa mga bata nga adunay ginikanan nga nagpakabana. Unlike sa mga bata nga wala kaayoy suporta sa parents. *[The collaboration between the parents and school gives them active support in their studies. Timely submission is manifested among children with responsible parents, but it is not the case with non-supportive parents.]*

Through active participation and collaboration with teachers and parents, learners become independent learners. Teachers should provide all the necessary resources either printed or digital and they must be willing to answer the queries of the parents. When these things are met, learners become empowered, and their self-efficacy increases.

Indeed, parent-teacher collaboration provides active learning support. Parents want what is best for their children, and teachers want what is best for their students. Hence,

home-school collaboration is so important. By working together, parents and teachers can provide the **best learning environment**, both at home and at school, for students.

The result coincides with the postulation of Epstein's (1997) theory that parents can effectively engage with the education of their learners and make them self-directed ones. Moreover, when schools, families, and communities work collaboratively to promote student academic success, they are conveying the importance of education and informing students of the importance of their success not only within their school and their family but also within their community.

The third category is Academic Integrity. It is the expectation that learners and their parents act with honesty, trust, fairness, respect, and responsibility in the printed modular distance learning modality. This category emphasized that integrity in answering the LAS is one of the visible indicators of self-directed learning. When learners answer their modules on their own without interference or spoon-feeding from their parents, it means that autonomous learning is already taking place. This is justified in the following narratives of Teacher 4 and 5,

I believe that if parents will understand our vision as teachers, they give their all-out support. Through home-school collaboration, we can now verify the integrity of their answered LAS. From that, we can already determine if they are truly independent learners.

I think the best indicator is their penmanship in the LAS and of course, it should be verified by their parents who are our learning partners. Without establishing a strong relationship with them, it is impossible to determine their learning status.

The results echo the recommendations of Hernandez (2021) that parents should have time to assist their children in doing school-related activities to promote honesty, integrity, and social interaction amongst members of the family.



**Affective Impact.** This theme pertains to the impact of home-school collaboration on the affective component or emotional aspect of learning. The affective domain characterizes the emotional arena reflected by learners' beliefs, values, and interests. In the affective component, they showed a passion for learning, eagerness, determination, and willingness to learn and follow school rules and regulations.

As agreed by previous literature, finding support from parents and teachers results in positive educational outcomes such as joyful learning, a sense of community, and optimism. Joyful learning is a positive intellectual and emotional state of learners, wherein they achieve or derive pleasure and a sense of satisfaction from the learning process.

The transcript of the participants showed that they perceived that their collaborative efforts facilitates a delightful learning experience among learners despite the absence of face-to-face classes. Their support becomes the fountain of encouragement, support, love, and care as they navigate throughout the learning spectrum. It is encapsulated in the following statements of Teacher 1,

Parent-teacher collaboration is the source of hope and inspiration for the learners. It motivates them to achieve significant milestones in their lives. Happy learners are productive learners.

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Ang pagtinabangay sa parents ug sa skwelahan nakahatag ug dugang kadasig sa akong mga bata. Nakafeel sila ug emotional and moral support mao nga ganahan gyud sila nga adunay ma-achieve sa ilang pag-eskwela. *[The cooperation between parents and school gives encouragement to our children. It makes them feel emotional and moral support that is why they are ignited to achieve something in their studies.]*

The support from both parents and teachers in modular distance learning modality foster happiness among learners. Hence, the col-

laboration of the two parties must be strengthened in every school. The result coincides with the study of Galang et al (2021) that students' attitudes towards learning tasks are indeed an important element of independent learning.

The third category is the sense of community. Sense of community among learners is the outcome of the collaborative support of parents and teachers. It is a feeling that the learners have a belonging to the learning community, and one's life matters to others. The following statement captures this category of Parent 5,

Having the support of the school and parents, make my children feel their importance to the entire community. It makes them feel that they belong to a community that envisions peace and prosperity.

The result coincides with the assumption of the Social Learning Theory that the people who served as the MKO such as parents and teachers are key players in the development of independent learning. When they collaborate in support of the child's education, it creates a sense of community where the learner belongs.

The last category is Optimism. It is the tendency to expect the best, or at least, a favorable outcome. It is a positive and hopeful emotion that encourages a person to look forward to a bright future, one in which a person believes that things will mostly work out. In essence, when school and parents are actively involved in 48 education, there are significant benefits. Students demonstrate more positive attitudes toward school and learning, higher achievement and test scores, improved behavior, greater participation in academic activities, and improved submission of activity sheets. This is justified in these statements of Teacher 3 and 7,

*I would say that parent-teacher collaboration makes the learner feel positive in learning. The support coming from them gives them a sense of hope. They become highly motivated and engaged, especially sa among mga virtual sessions. [They become highly motivated and engaged, especially in our virtual sessions.]*

*Makahatag gyud sa mga bata ug kalipay ang pagtinabangay sa mga ginikanan ug skwelahan. Maghatag gyud kini ug kadasig nila. Isa sa mga indicator nga makita nako nga puno sila sa paglaom kay kanang ilang positive vibes sa virtual kamustahan.* [The cooperation of parents and school really gives happiness to children. One of the clear indicators that they are hopefully is their positive vibes during virtual kamustuhan.]

The result is consistent with the findings of Şad and Gürbüztürk (2013) that parent-teacher collaboration has positive outcomes in the lives of the learners such as better academic achievement, motivation, school adjustment, and better social adaptation to name a few. Additionally, as parents become more engaged with the school programs, they help build a bridge between their children's lives at school and at home and help provide a positive environment for their children's development (El Nokali et al., 2010)

Hence, home-school collaboration leads to **improved student achievement, better behavior, and more positive attitudes toward school and learning.** Parents and educators also benefit when true partnerships are established. Therefore, successful home-school collaboration is dependent upon educators, families, and community members working together to understand each other's perspectives and to develop shared goals.

### ***Barriers that Inhibit School-Home Collaborative Efforts for Students' Independent Learning***

Matrix 1 presents the generated themes on the barriers that inhibit or hinder school-home collaboration. The themes which emerged during the data analysis are family factor, school-related factors, learning resources, and personal factor.

**Family factors.** This factor pertains to pedagogical content knowledge and skills, priorities or time management issues, financial constraints, academic integrity, and commitment

to learning that hinder home-school collaboration.

The first category in this theme is pedagogical content knowledge and skills. This category encompasses parents' lack of education, illiteracy, lack of facilitating skills, lack of knowledge. This is reflected in this statement of Parent 9,

*Dili kaayo me familiar sa mga lesson sa among mga anak. Dili ko kayo makagiya nila kay kulang man ko sa kahibalo. Wala man ko nakalampos sa pag-eskwela, maong lisod kaayo. Dili ko kasabot kaayo sa mga iningles.* [ I am not familiar with the lessons of my children. I cannot guide them thoroughly because of my lack of knowledge. I haven't completed my studies that is why it is a hard task for me. ]

Similarly, Beltran-Almazan et al. (2020) reported that parents' beliefs about literacy and education are a significant factor in home-school collaboration. Parents' beliefs on literacy and education result from two demographic factors: parents' education level and socioeconomic status.

Studies showed that less literate parents and those from a lower socioeconomic status prefer a more traditional approach to learning and direct teaching activities. On the other hand, parents who have higher literacy and belong to a higher socioeconomic status favored a less structured and broader range of activities for literacy (Beltran-Almazan et al., 2020).. Thus, educated parents become good facilitators to their children.

The second category is priorities or time management issues. Since parents need to work every day to sustain the needs of the family, this issue came out. It is reflected in this statement of Parent 7,

Mostly, I have less time to get involved with school-related activities. I cannot manage well my time due to conflicting schedules. I need to work to sustain our needs. Insaon nalang ug magsige ralog atubang nila. I am a public-school teacher. *Unya busy kaayo sa skwelahan. Daghan kaajo ug trabahoon. Madala pa gane nako diri sa balay. Dili na kaayo ko kahigayon ug tudlo sa akong mga bata.* [I am busy at school. I have plenty of works

to do. I even bring these tasks at home. I have no more time to teach my kid.]

Time management is crucial in modular distance learning modality because without it parents cannot find time to assist their children. Due to the absence of teachers at home, parents must manage their time well so they can allocate even an hour to guide their children in answering their modules. Doing this would ensure positive learning outcomes. Independent learning does not come from nowhere. It needs the presence of a facilitator for it to be realized. This idea coincides with the Sociocultural theory of Lev Vygotsky that parents must act as the MKO in the Zone of Proximal Development.

The third category is financial constraints. It serves as a bottleneck to home-school collaboration due to the family's economic problem. Parents can no longer supply the necessary learning resources for their children because they do not have a stable source of income as the statement shows:

*Naundang ko sa akong trabaho sa Tagbilaran tungod sa COVID-19 pandemic. Dili gyud lalim nga wala tay kapangitaan. Manglavor nalang ko usahay para nay makaon akong pamilya. Lisod kaajo ning kahimtanga. Maglisod ang akong mga bata ug answer sa modules kay naguba man ang akong cellphone. Wala na sad ko kapalit ug bag-o. Pero, naningkamot gihapon me nga makagiya sa among mga bata.[I already stopped working at Tagbilaran City because of the COVID-19 pandemic. It's not easy if you have no source of income. I just find labor jobs sometimes to feed my family. It's really difficult. My children have difficulties in answering their modules because their phones are no longer function. I cannot buy them a new one. But, I will still try to guide them.]*

The fourth category is academic integrity. Some parents tend to defeat the purpose of modular distance learning by answering the modules for their learners as captured in this statement of Parent 4,

*Usahay, ako nalang gyud muanswer sa modules sa akong anak kay aron nga*

*makaapas me sa deadline. Nasayod ko nga di gyud unta ne sakto pero mao raman ne pamaagi para makapasar akong bata. Usahay maghire nalang ko ug muanswer sa modules niya kay di na maapas. [Sometimes, I am the one who answer their modules to beat the deadline. I know that this is not right; however, this is the only way that my child will pass. Sometimes, I hire somebody to hire their modules because whenever they cannot finish it.]*

This scenario captures the findings of Anzaldo (2021) that some activity sheets were answered by parents/guardians only. This apparent dishonesty seems to be their last resort in order to meet the expected deadlines.

**School Related Factors.** It pertains to teacher-related issues (e.g., overlapping tasks) and the location of the school and home as reflected in these statements of Teacher 10 and 5, Some of the factors that affect this type of learning are time constraints and distance between their home and the distribution site of modules.

*Teachers are always bombarded with a lot of task. Mura na gyud me ug robot. Aside from our usual task nga magreproduce and distribute sa modules. Daghang kaayo mig ancillaries. Naa pay daghang sugo sa among principal. Gipangpasa man niya namo ang iyang trabaho. Lisod kaayo ang kinabuhi sa usa ka public teacher. Unta mabalik na sa normal ning tanan aron di na magsapaw ning trabahoon sa skwelahan. Mao ne makaangin nga dili na gyud me makafollow-up sa mga bata. [We are like robots already. Aside from our usual task of reproducing and distributing modules, we also have plenty of ancillaries plus the other tasks and errands of our principals. He merely passes on to us his work. The life of a public-school teachers isn't easy. I am hoping that someday we can go back to the old normal, so our tasks won't pile up. This is really the reason we can no longer follow up our teachers.]*

**Learning Resources.** It is exemplified through internet issues and lack of reference

materials and devices also hinder the strong collaboration of parents and teachers. Unstable signal and lack of devices and gadgets hamper the parents and teachers from sustaining the end goal of modular distance learning. Parent 6 said,

Isip ginikanan, kining kakulang gyud sa cellphone ug signal pud maoy makababag sa home-school collaboration. Maayo nalang kay ang mga magtutudlo magpadala gyud ug sulat diri kanamo maong makaatend gyud me kung magpatawag sila ug meeting. Pero, sa side sa akong mga anak, ang kawalay cellphone ug signal diri sa amua kay makapadugang sa kadugay nilang makahuman sa modules. Maayo man tong nay internet kay makasearch man sila ug mga ideas. *[As a parent, lack of cellphone and mobile signal are the roadblocks to home-school collaboration. To reach us, the teachers send us letter so we can attend meetings and other important events in school. However, in the side of my children, the lack of cellphone and signal in our place is really burdensome and delays the successful completion of modules. Having an internet is really advantageous, because easily search for some ideas.]*

**Personal Factor.** It pertains to the learners' willingness to be actively involved in the learning process. The transcript showed that lack of motivation and low self-efficacy among learners is a deterrent towards school-home collaboration in support of students' learning. Parent 1 said,

Sige nalang gyud ko ug pamugos sa akong mga bata nga mag-answer sa ilang modules. Magsige man hinoon ug ML. Lisod gyud ning mga bataa nga walay kadasig sa pagkat-on. Magsige mag ingon nga dili daw sila kasabot sa modules. Ang ilang ginabuhay mangopya nalang sa ilang mga classmates. *[I always force my kids to answer their modules. They always play. It's really difficult to encourage children who don't have enthusiasm to learn. They always say they cannot understand the modules. What they do is simply copy from their classmates.]*

Likewise, Agaton and Cueto (2021) reported that in terms of the learners' motivation and learning outcomes, the parents observe the lack of attention to lessons; difficulty in coping with fast pacing of instructions; unable to finish the desired outputs; as well as health-related problems. Students' attitudes, learning styles, and lifestyle adjustments influence the learning outcomes of the students (Lukong et al, 2020).

### ***Insights on the Enablers Promoting Home-School Collaboration***

Reflecting on the narratives, the researchers' observed significant characteristics, traits, and gestures that strengthen the home-school collaboration. These themes functioned as enablers that promote the sustainability of home-school collaboration amidst diverse challenges, such as limited resources. These enablers pertain to their commitment, persistence, initiative, constant communication, cooperative spirit, and strong parental support for education. Hence, establishing a sustainable home-school collaboration requires a two-way active participation of both parties.

### **Conclusion**

Based on the study's findings, home-school collaboration fosters independent learning through its facilitative effect on the cognitive-behavioral and affective domains of the learners. The synergy of their efforts provided a context for active learning support that boosted the learner's motivation to accomplish their tasks, awakened their sense of responsibility and initiative to use metacognitive strategies in learning, and completed their tasks with precision. These enablers paved the way toward self-regulated learning, the core of autonomous or independent learning. Thus, home-school collaboration is a valuable strategy for fostering independent learning by appealing to the mind, emotions, and behaviors.

### **Recommendation**

Considering the salient findings of the study, the following are hereby recommended by the researcher:

1. Home-school collaboration must be strengthened among public elementary

- schools across the Bohol division to ensure autonomous learning among its students. Some of the strategies include strengthening the Parent-Teacher Association, Board of Directors (SGC), and implementation of a School-based Management System.
2. Schools must capacitate parents in every public school through seminar workshops to enhance their knowledge and skills as pseudo-para teachers and orient them on the parameters in assisting their children.
  3. Teachers and parents must motivate the learners to love learning and take significant steps towards supporting their learning efforts. Joyful learning strategy (e.g., game-based learning) must be introduced to learners to ensure the sustainability of the printed modular distance learning modality.
  4. Teachers apply activities that promote independent learning through:
    - a. teaching of the entry skills so that students can perform the higher skills;
    - b. use self-learning strategies such as inquiry-based or problem-solving methods that require students to do research; and
    - c. give metacognitive activities that allow pupils to assess and appreciate their own learning such as the provision of scoring rubrics.
  5. Parents may explain to their children to what extent they can assist their children and model honesty to them.
  6. DepEd must conduct activities or capability building activities that empower teachers to manage their tasks and time wisely.
  7. There is a need to conduct a mixed method research, particularly convergent parallel design, on the effect of home-school collaboration on learner's academic performance.

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