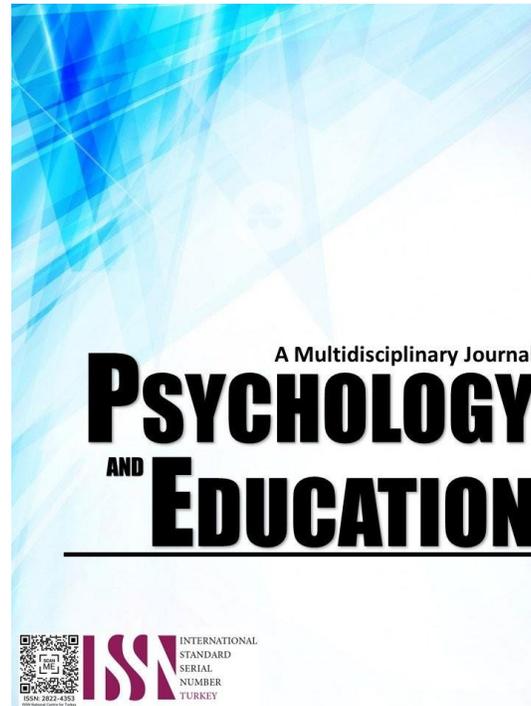


EXTENT OF PARTNERSHIP BETWEEN PARENTS AND TEACHERS DURING PANDEMIC AND LEARNERS' ACADEMIC ACHIEVEMENT



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Extent of Partnership Between Parents and Teachers During Pandemic and Learners' Academic Achievement

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Abstract

This study was conducted to find the relationship between the extent of collaboration between parents and teachers during pandemic and learners' academic achievement in District IX-Malaybalay City Division. This study used of the survey questionnaire which was adapted and modified by the researcher. The respondents of this study were delimited to the teachers of schools located in District IX-Malaybalay City Division. The data were treated with descriptive statistics such as frequency count, percentage, mean, standard deviation, t-test of significant difference, and Pearson r Product Moment Correlation Coefficient. This study found out that: Majority of the respondents were matured in terms of age, female, mostly Teacher I, were equally distributed to teach in all grade levels, and were in 6 – 10 years of service. In general, there was a Large Extent of collaboration between parents and teachers during pandemic in terms of School planning, PAP's Implementation, MDL Implementation, Bayanihan sa Bayan ni Juan, and Decision making. Most of the learners had low grades or satisfactory academic achievement in Araling Panlipunan. The collaboration between parents and teachers during pandemic did not significantly differ when the respondents were grouped according to Age, Gender, Present Position, Grade Level Taught, and Length of Service. There was no significant relationship between the extent of collaboration between parents and teachers during pandemic and the academic achievement of the learners in Araling Panlipunan. The end-users are recommended with the following: The teachers are highly encouraged to upgrade themselves or be promoted by finishing their master's degree and meeting all the standards for ranking and for Equivalent Record Form. The schools may sustain their culture of collaboration through the leadership of the community people and school personnel performing shared leadership for the welfare of the learners. The learners may be closely monitored by their parents and teachers so that they can understand their lessons more and increase their grades from satisfactory to outstanding grade level. The teachers, regardless of their rank, may perform at their best. The parents may continue to collaborate with the school staff in order to help their children learn more, achieve more, and be more.

Keywords: *extent of partnership, parents and teachers, pandemic, learners' academic achievement*

Introduction

Approximately eight million kids globally, who were expected to commence first grade, have experienced a delay of over a year before their inaugural day of in-person education. These children live in nations whose educational institutions have stayed shuttered during the outbreak. In the Philippines, learners constantly forfeit crucial educational opportunities because of extended school closures. The Philippines, along with four other nations, has maintained nationwide school closures since the commencement of COVID-19.

Currently, the adage "It takes a village to raise a child" is particularly relevant. This African proverb underscores that a child's growth necessitates the collaborative efforts of the entire community to provide a secure and supportive environment. The expression became prevalent in American society several decades prior.

First grade establishes the groundwork for lifelong education, familiarizing children with fundamental abilities in reading, writing, and arithmetic. This stage is vital as in-person learning promotes independence, adaptation to new routines, and the cultivation of significant relationships with teachers and peers. Moreover, in-person contacts enable teachers to recognize and tackle learning challenges, mental health issues, and occurrences of abuse that could adversely affect a child's welfare.

"In 2020, educational institutions globally were entirely closed for an average of 79 instructional days, while schools in the Philippines have been closed for over a year, compelling learners to depend on remote learning," asserts UNICEF Philippines Representative Oyunsai Khan Dendevnorov. Closing schools will have big effects, especially on young learners who are still developing. They will suffer from lost education, mental health issues, not getting immunized, and higher chances of dropping out, working as a child, and getting married young.

Despite the use of remote learning solutions in numerous nations, at least 29% of elementary learners remain unaddressed. Aside from not having any tools for remote learning, younger kids may also have trouble participating because they don't have enough help with technology, their learning environment isn't excellent, they have to do chores around the house, or they have to work.

Studies demonstrate that favorable educational experiences in early childhood substantially affect children's subsequent social, emotional, and academic development. In contrast, those who lag behind at a young age frequently find it challenging to close the learning gap, which tends to expand over time. The total number of years of school a youngster attains directly influences their future earning potential.

The World Bank forecasts a \$10 trillion decline in income for this generation of learners without intervention. Evidence indicates that early intervention in learning gaps is more successful and cost-efficient, and that investment in education fosters economic recovery, growth, and prosperity.

Teachers alone cannot adequately assist learners participating in remote learning. Parental collaboration is essential, as they serve as home tutors and knowledgeable others (MKO) in their children's education.

Parents are vital collaborators in the educational process. Their attitudes toward education form their children's viewpoints, and their support at home substantially impacts academic achievement. Parental involvement serves as a vital connection between home and school, enhancing the educational atmosphere. Parental involvement in school activities enhances the efficacy of educational environments for growth and development. The Ontario Ministry of Education's Parents in Partnership policy (2010) emphasizes that learner progress enhances when parents are regarded as partners and given the requisite support to engage both at home and in school.

This study aimed to assess the extent of collaboration between parents and teachers during the pandemic and its impact on learners' academic achievement in Araling Panlipunan in District IX of the Malaybalay City Division for the School Year (SY) 2021-2022.

Research Questions

This study was conducted to find the relationship between the extent of collaboration between parents and teachers during pandemic and learners' academic achievement in District IX of Malaybalay City Division. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of respondents in terms of age, gender, present position, grade level taught, and length of service?
2. What is the extent of collaboration between parents and teachers during pandemic in terms of School planning, PAP's Implementation, MDL Implementation, Bayanihan sa Bayan ni Juan, and Decision making?
3. What is the academic achievement of the learners in Araling Panlipunan?
4. Is there a significant difference between the extent of collaboration between parents and teachers during pandemic when they are grouped according to demographic profile?
5. Is there a significant relationship between the extent of collaboration between parents and teachers during pandemic and the academic achievement of the learners in Araling Panlipunan?

Literature Review

School Planning Collaboration between Parents and Teachers

The COVID-19 epidemic has profoundly affected all facets of life, especially schooling. During the initial lockdown, teachers, learners, and guardians encountered the issue of maintaining the educational process via remote instruction. Despite scant experience, short-term modifications were necessary, necessitating all stakeholders in the education system to adapt to an abrupt and wholly novel style of homeschooling. Teachers and schools were tasked with supplying learners with educational resources, guidance, and remote support, while parents assumed the job of home tutors, all while balancing their professional obligations (Lagomarsino, 2020).

The partnership between parents and children in educational activities reinforced their connection, as it allowed for increased time spent together. These interactions allowed parents to offer emotional support, thereby reducing their children's tension and anxiety. Research suggests that parents should have strategies to provide emotional support to their children during periods of uncertainty (Wang, Zhang, Zhao, Zhang, & Jiang, 2020). Establishing an online education system with parental support protocols helps strengthen the parent-child bond while maintaining learning continuity. Moreover, incorporating parental assistance and COVID-19 understanding into the national school system might enhance educational outcomes and facilitate home learning. Such programs can promote children's autonomy in learning and cultivate a sense of responsibility for their academic and personal development.

Programs, Activities and Projects of the School

Parental engagement in school events is essential for promoting effective communication between parents and teachers. Both partners possess significant insights on a child's development, and the exchange of this information augments their capacity to facilitate the child's progress. Consistent communication guarantees that both home and school settings properly address learners' individual needs, thereby enhancing their overall development. Certain interactions between parents and teachers ought to occur in person, whether at school, at home, at the parent's place of employment, or another suitable venue. These sessions must be acknowledged as a crucial component of the educational process, with adequate time designated within regular working hours for school personnel to participate. Similarly, parents must recognize the significance of these contacts and dedicate themselves to regular meetings with their child's teachers.

Parental involvement in school planning and management teams enables them to acquire knowledge about the professional dimensions of education, such as curriculum creation and instructional strategies. It also offers parents the opportunity to impart their knowledge of the community, showcasing their prospective contributions when afforded the opportunity. Through collaboration as equal partners,

parents, teachers, school administrators, business experts, and community members can create an educational curriculum customized to local needs while maintaining elevated performance standards. This collaboration can facilitate the creation of a supportive and inclusive educational environment that honors and respects learners' uniqueness while promoting a sense of belonging.

According to Lynn Ziraldo, Executive Director of the Learning Disabilities Association of York Region, a positive school environment fosters collaboration among teachers, parents, and guardians, enabling them to address issues in educational programs and services before they escalate (Ziraldo, 2016). Ziraldo highlights that a supportive school climate requires consistent school-family engagement, mutual respect among all stakeholders, the development of a strong sense of community, active parental involvement in school activities, and a safe and secure environment. According to Ziraldo (2016), important parts of a good parent-teacher relationship include setting aside time for meetings and active listening, recognizing that both parents and teachers play a part in making decisions, encouraging open communication of opinions and suggestions, resolving conflicts in a healthy way through teamwork, and seeking outside help when disagreements don't go away.

The Learning Disability Association of Canada (LDAC) contends that mutual respect and appreciation are the cornerstones of successful cooperation between teachers and parents. The LDAC has created a two-page information sheet entitled *Effective Teacher-Parent Partnerships*, providing practical advice for cultivating robust ties between teachers and families. Ziraldo (2016) gives good tips for parent-teacher conferences: focus on what's best for the learner, come up with a good plan of action, tell parents to think of questions ahead of time, talk about the learner's strengths, needs, goals, and teaching methods; get learners involved so they can say what they think and fight for what they need; set up follow-up steps; summarize important points to use as a starting point for future conversations; and thank everyone who came to the meeting. Adhering to these standards enables parents and teachers to establish a robust and effective collaboration that improves learner learning and overall academic achievement.

Modular Distance Learning

Carreon (2018) says that teachers who constantly prepare and use readily available technological resources, come up with evaluation tools, and create interesting learning environments can have a big effect on how well their learners do in school. The efficacy of these interventions is contingent upon the proficiency and execution capabilities of teachers. In the present educational environment, especially during difficult periods, the use of effective learning interventions is essential. Although certain learners can freely gain knowledge, structured interventions are essential for reinforcing learning. Learning outcomes are articulated as "statements of what a learner knows, comprehends, and is capable of performing after completing a learning process" (Cedefop, 2009, as referenced by Harris & Clayton, 2019). They signify the competencies and expertise acquired by learners during their academic pursuits.

All public schools in the Philippines have embraced modular learning as the predominant method of distant education. A poll by the Department of Education (DepEd) indicated that printed and digital modules are the favored learning modalities for the current academic year. This inclination is particularly pronounced in rural regions where access to online education is restricted. The modular approach promotes autonomous study, allowing learners to cultivate self-directed learning abilities and a sense of accountability in fulfilling prescribed tasks. Nardo (2017) observes that the utilization of modules aids learners in developing crucial self-directed learning skills. Moreover, learner participation and engagement are significant indicators of academic success and understanding (Linnenbrink & Pintrich, 2003, as quoted by Onge & Eitel, 2017). Teachers can augment learner engagement by meticulously organizing their learning spaces. Notwithstanding the difficulties presented by the pandemic, teachers persist in promoting active engagement from both learners and parents via the accessible learning delivery methods. Moreover, Bean and Peterson (1998, as referenced by Yu, 2018) assert that evaluating class participation communicates to learners the forms of learning and cognition that teachers prioritize. The Philippines primarily employs a modular system that assesses learner advancement based on their provided outputs.

The COVID-19 epidemic has caused substantial disruptions in education, necessitating a swift shift to remote learning. Learners from low-income homes and rural places frequently encounter obstacles in obtaining the requisite technology for online education. Modular learning addresses this disparity, enhancing educational accessibility for all learners. During the health crisis, the study examined the experiences of parents who took on roles as learning facilitators, tutors, and home-schooling teachers to assist modular learning.

The Department of Education (2019) states in the *Alternative Learning System Education and Skills Training Handbook for Implementers* that learning modules may consist of either printed or digital content intended for both teachers and learners. These modules function as resources for obtaining knowledge, values, and competencies, and may be presented in diverse formats, such as text and video. In online distance learning, modules serve as a crucial foundation prior to the application of synchronous, asynchronous, or hybrid instructional methods.

In a Vibal webinar entitled *Using Vibal MDL Materials: A Walkthrough and Practical Reminders for Teachers and Parents*, Bro. Roderick Aguirre (2020) contested the prevalent notion that homeschooled learners are deprived of socialization opportunities. He contended that homeschooling creates an optimal setting for cultivating social skills, as children engage extensively with their parents. This engagement aids in honing their communication abilities and equips them for social interactions across several environments.

The notion of teacher-parent collaboration is frequently linked to inclusive education. The current literature primarily addresses collaboration about learners with Down syndrome or specific educational requirements. Adama, Harris, and Jones (2016) performed a

study on inclusive education and the collaboration between teachers and parents. They recognized disparities in views and expectations between home and school as a significant obstacle to cultivating genuine partnership. When parents and teachers collaborate, classrooms become more inclusive, as parents offer useful insights and teachers acquire a deeper comprehension of how to assist specific kids. A robust collaboration between parents and teachers enhances accountability, facilitating a more seamless and engaging teaching-learning experience. The authors recommend a flexible and collaborative cooperation between parents and teachers to prevent any conflicts that may adversely affect a child's educational experience.

Key Components of an Effective Parent-Teacher Relationship Decision Making

A major problem for both parents and teachers is effective communication. Although it appears simple, discussions can get disjointed when teachers employ specialist vocabulary from the realm of special education that may be unknown to parents. After several years of experience in this profession, I have inadvertently engaged in similar actions. It is imperative for teachers to ensure that parents comprehend specialist terminology—such as the differentiation between accommodations and modifications—at the beginning of a session. This preemptive strategy mitigates misunderstandings that may result in issues later.

Moreover, teachers must practice active listening when interacting with parents. One might easily become excessively concentrated on solutions and pedagogical techniques, thereby neglecting important parental insights into what is most effective for the learner. Parents are vital in assessing the efficacy of diverse support programs and recommending essential modifications to improve kid achievement. In my child's situation, speech-to-text software was useless; thus, we concentrated on enhancing keyboarding abilities, resulting in significant development through an alternative method.

Dealing with Conflict

A constructive school environment, founded on reciprocal respect, promotes efficient collaboration among professionals, parents, guardians, and teachers, allowing them to resolve issues regarding programs and services before they develop into confrontations. Even if everyone means well, disagreements can still happen over many parts of a learner's education, such as Individualized Education Program (IEP) goals, teaching methods, the use of assistive technology, and changes to the curriculum. These conflicts frequently arise throughout the design and execution phases of a learner's special education program.

The Shared Solutions guide, created by the Ministry of Education, is a great resource for teachers and parents when disputes occur. This handbook seeks to enhance the prevention and settlement of conflicts related to special education programs and services. It offers pragmatic techniques to assist parents, teachers, and learners in collaborating to avert conflicts, resolve them efficiently, and facilitate children in realizing their full potential. Conflicts in special education frequently arise from difficulties in program development and execution, with strained relationships between parents and teachers also potentially exacerbating disputes.

Conflicts may arise from various sources, including planning disputes, which occur when parents and teachers have unequal access to information about the learner or hold differing opinions on the learner's abilities, needs, and appropriate special education programs and services. Implementation conflicts emerge when parents believe that the assigned special education programs and services are not being effectively carried out. Additionally, relational conflicts may stem from cultural differences, varying communication styles, breakdowns in interaction, or a loss of trust between parents and teachers.

Shared Solutions incorporates real-life case studies to facilitate conflict resolution, offering background information, context, actions undertaken, and techniques employed to resolve issues. Forming robust collaborations between parents and teachers has demonstrated enhancement in educational results for learners with learning difficulties. A culture of reciprocal respect, transparent communication, and collaboration fortifies these relationships, guaranteeing a more conducive learning environment. The guide emphasizes optimal methods for cultivating a constructive school environment, executing effective parent-teacher conferences, and using measures for conflict mitigation. Teachers are urged to pursue supplementary resources and support from their professional associations to improve their conflict resolution strategies and bolster parent-teacher collaboration

Methodology

Research Design

This study employed a descriptive-correlational research design to examine the relationship between the level of collaboration between parents and teachers during the pandemic and learners' academic achievement in District IX of the Malaybalay City Division. Data regarding parent-teacher collaboration was gathered using a researcher-developed questionnaire, while learners' academic performance was determined based on their average grades in the Araling Panlipunan subject during the Second Quarter of School Year 2021-2022.

Participants

This study was carried out in the elementary schools of District IX, Malaybalay City Division, Bukidnon. The respondents consisted of all public-school teachers assigned to various schools within the district, including Bagong Silang Elementary School, Dumayas Elementary School, Langasihan Elementary School, Lunokan Elementary School, Maligaya Elementary School, Managok Central School, Miglamin Elementary School, and Matangpatang Elementary School.

The respondents of the study were all the public-school teachers of District IX, Division of Malaybalay City, Bukidnon. They are assigned in the following schools: Bagong Silang Elementary School, Dumayas Elementary School, Langasih Elementary School, Lunokan Elementary School, Maligaya Elementary School, Managok Central School, Miglamin Elementary School, and Matangpatang Elementary School.

Table 1 presents the distribution of respondents by school.

Table 1. Distribution of Respondents by School

<i>School</i>	<i>Number of Respondents</i>
Bagong Silang Elementary School	7
Dumayas Elementary School	7
Langasih Elementary School	9
Lunokan Elementary School	7
Maligaya Elementary School	8
Managok Central School	28
Miglamin Elementary School	13
Matangpatang Elementary School	7
Total	86

Sampling Procedure

This study employed the complete enumeration sampling method. All public-school teachers in District IX, Division of Malaybalay City, Bukidnon, were invited to participate as respondents.

Research Instrument

The researcher adapted and modified the instrument used in this study, which was a survey questionnaire consisting of three parts.

Part I gathered information on the demographic profile of the respondents, including age, gender, current position, grade level taught, and length of service. Additionally, it collected data on learners' academic achievement by obtaining their average grade in Araling Panlipunan for the Second Quarter of the School Year 2021-2022, as reported by their respective Araling Panlipunan teachers.

Part II assessed the extent of collaboration between parents and teachers during the pandemic, focusing on five key areas: school planning, PAPs implementation, MDL implementation, Bayanihan sa Bayan ni Juan, and decision-making. Each area consisted of five items, and responses were recorded using a five-point Likert scale, with respondents selecting their preferred answers by marking the corresponding column.

Part III measured the academic achievement of learners in Araling Panlipunan during the Second Quarter of the School Year 2021-2022.

Procedure

This study adhered to the standard operational procedures for conducting research at Valencia Colleges (Buk.) Incorporated. First, the researcher obtained an approval and endorsement letter from the Dean of the Graduate School. This letter was then submitted to the Schools Division Superintendent of Malaybalay City Division for authorization. Upon receiving the necessary approval, the researcher sought permission from the Public Schools District Supervisor of District IX. Following this, the School Principals and School Heads of the selected schools were approached for their consent to conduct the study within their institutions. Finally, after securing all required approvals, the questionnaires were distributed to the selected respondents.

Results and Discussion

This section presents the analysis and interpretation of the extent of collaboration between parents and teachers during pandemic and its relationship to the achievement of learners in Araling Panlipunan.

The demographic profile of respondents in terms of age, gender, present position, grade level taught, and length of service are shown and discussed in the following sections.

Table 2 is the demographic profile of the respondents in terms of Age.

Table 2. Demographic Profile of the Respondents in terms of Age

<i>Age</i>	<i>Frequency</i>	<i>%</i>
20 – 25 Years Old	9	10.5
26 – 30 Years Old	14	16.3
31 – 35 Years Old	5	5.8
36 - 40 Years Old	6	7.0
41 – 45 Years Old	23	26.7

46 – 50 Years Old	12	14.0
51 – 60 Years Old	8	9.3
61 – 65 Years Old	9	10.4
Total	86	100

Majority of the respondents as shown in Table 2 were 41 – 45 years old ($f = 23$ or 26.7%). Other respondents were distributed to other age groups.

Table 3 is the demographic profile of the respondents in terms of Gender.

Table 3. *Demographic Profile of the Respondents in terms of Gender*

<i>Gender</i>	<i>Frequency</i>	<i>%</i>
Male	15	17.4
Female	71	82.6
Total	86	100.0

Most of the respondents in Table 3 were female ($f = 71$ or 82.6%). Few were male ($f = 15$ or 17.4%).

Table 4 is the demographic profile of the respondents in terms of Present Position.

Table 4. *Demographic Profile of the Respondents in terms of Present Position*

<i>Length of Service</i>	<i>Frequency</i>	<i>%</i>
Teacher I	63	73.3
Teacher II	9	10.5
Teacher III	9	10.5
Master Teacher I	4	4.7
Master Teacher II	1	1.2
Total	86	100

In Table 4, most of the respondents were Teacher I ($f = 63$ or 73.3%). Few were Teacher II ($f = 9$ or 10.5%), Teacher III ($f = 9$ or 10.5%), Master Teacher I ($f = 4$ or 4.7%) and Master Teacher II ($f = 1$ or 1.2%).

Table 5 is the demographic profile of the respondents in terms of Grade Level Taught.

Table 5. *Demographic Profile of the Respondents in terms of Grade Level Taught*

<i>Grade Level Taught</i>	<i>Frequency</i>	<i>%</i>
Kindergarten	11	12.8
Grade I	13	15.1
Grade II	14	16.3
Grade III	15	17.4
Grade IV	10	11.6
Grade V	11	12.8
Grade VI	12	14.0
Total	86	100.0

Table 5 shows that the respondents were almost equally divided to all grade levels. Teachers teaching Grade III ($f = 15$ or 17.4%) had the largest frequency and teachers teaching Grade IV ($f = 10$ or 11.6%) had the smallest frequency.

Table 6 is the demographic profile of the respondents in terms of Length of Service.

Table 6. *Demographic Profile of the Respondents in terms of Length of Service*

<i>Length of Service</i>	<i>Frequency</i>	<i>%</i>
Below 5 Years	27	31.4
6 – 10 Years	33	38.4
11 – 15 Years	10	11.6
16 – 20 Years	11	12.8
21 years and Above	5	5.8
Total	86	100.0

Most of the respondents in Table 6 were in 6 – 10 years of service ($f = 33$ or 38.4%). Few were those whose length of service were between 16 – 20 years ($f = 11$ or 12.8%) and 21 years and above ($f = 5$ or 5.8%). The extent of collaboration between parents and teachers during pandemic in terms of School planning, PAP's Implementation, MDL Implementation, Bayanihan sa Bayan ni Juan, and Decision making are presented and interpreted in the sections up next.

Table 7 is the extent of collaboration between parents and teachers during pandemic in terms of School Planning.

Table 7. *Extent of Collaboration between Parents and Teachers during Pandemic in terms of School Planning*

<i>Indicator</i>		<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Parents and Teachers collaborate during Pandemic thru school planning by...				
1. Parents and Teachers' Educational planning has become very important because: It makes sure an institution's success. It considers the significant issues, constraints, conditions, and factors of education.		4.05	.734	Large Extent
2. They fulfill the requirements associated with the Framework for Enhancing Learner Learning by providing a school-wide focus for enhancing learner learning through BE-LCP.		4.03	.641	Large Extent
3. The Parents and Teachers operates as a committee of the whole. The school community works collaborative to address the enhancement of learner learning during pandemic.		4.00	.686	Large Extent
4. Parents and Teachers reflects a public commitment by education partners to work together to continuously improve learning modular approach.		3.97	.758	Large Extent
5. The Parents and Teachers reflects a public commitment by education partners to work together to continuously improve learning for each learner during Pandemic.		3.91	.761	Large Extent
Overall		3.99	.536	Large Extent
<i>Scale</i>	<i>Mean Interval</i>	<i>Qualitative Description</i>		<i>Qualifying Statement</i>
5	4.20-5.00	Very Large Extent		Observed 9-10 times out of 10 situations.
4	3.20-4.19	Large Extent		Observed 7-8 times out of 10 situations.
3	2.60-3.19	Moderate Extent		Observed 5-6 times out of 10 situations.
2	1.80-2.59	Small Extent		Observed 3-4 times out of 10 situations.
1	1.00-1.79	Very Small Extent		Observed 0-2 times out of 10 situations.

As shown in Table 7 the teachers and parents had Large Extent of collaboration revealed by all statements. The statement Parents and Teachers' Educational planning has become very important because: It makes sure an institution's success. It considers the significant issues, constraints, conditions, and factors of education (mean = 4.05, sd = .734) had the highest mean. Moreover, the statement The Parents and Teachers reflects a public commitment by education partners to work together to continuously improve learning for each learner during Pandemic (mean = 3.91, sd = .761) had the lowest mean.

Parents and children engage in collaborative learning activities, fostering an increase in their bond through shared time. In these instances, parents can serve as a source of solace in alleviating distress and apprehension, while also facilitating discussions with their children to assist them in managing their anxiety. It has been proposed that parents receive instruction in delivering emotional support to their children during periods of uncertainty (Wang, Zhang, Zhao, Zhang, & Jiang, 2020).

Overall, there was a Large Extent of collaboration between parents and teachers during pandemic in terms of School planning (mean = 3.99, sd = .536). The results implied that the collaborations were observed in 7 – 8 times out of 10 situations. A curriculum incorporating parental guidance and COVID-19 awareness could enhance the establishment of a national education system in reaction to a coronavirus outbreak and subsequent school closures. This would enhance educational systems overall and guarantee home learning success. These activities can assist youngsters in cultivating autonomy in their learning and fostering a sense of responsibility for their personal growth and development.

Table 8 is the extent of collaboration between parents and teachers during pandemic in terms of PAP's Implementation.

Table 8. *Extent of Collaboration between Parents and Teachers during Pandemic in terms of PAP's Implementation*

<i>Indicator</i>		<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
<i>Parents and Teachers collaborate during Pandemic thru (PAPs) by...</i>				
1. Implementation of School Beautification (repainting, planting of plants, flowers)		4.07	.665	Large Extent
2. Conduct of Brigada Eskwela (motordace, program, pahina)		4.07	.794	Large Extent
3. Implementation of banner programs: GEBS, GEBC, etc.		3.60	.937	Large Extent
4. Construction of school Landmark.		3.59	.950	Large Extent
5. Construction of Genderized CRs, school triage/group handwash.		3.56	1.013	Large Extent
Overall		3.76	.595	Large Extent
<i>Scale</i>	<i>Mean Interval</i>	<i>Qualitative Description</i>		<i>Qualifying Statement</i>
5	4.20-5.00	Very Large Extent		Observed 9-10 times out of 10 situations.
4	3.20-4.19	Large Extent		Observed 7-8 times out of 10 situations.
3	2.60-3.19	Moderate Extent		Observed 5-6 times out of 10 situations.
2	1.80-2.59	Small Extent		Observed 3-4 times out of 10 situations.
1	1.00-1.79	Very Small Extent		Observed 0-2 times out of 10 situations.

All statements in Table 8 show large extent of collaboration by the teachers and parents. The statements Implementation of School Beautification (repainting, planting of plants, flowers) (mean = 4.07, sd = .665) and Conduct of Brigada Eskwela (motordace, program, pahina) (mean = 4.07, sd = .794) had the highest mean. These statements also had the same mean values. Meanwhile, the statement



Construction of Genderized CRs, school triage/group handwash (mean = 3.56, sd = 1.013) had the lowest mean. The results mean that the collaborations between teachers and parents were observed in 7 – 8 times out of 10 situations.

In general, there was a Large Extent of collaboration between parents and teachers during pandemic in terms of PAP’s Implementation (mean = 3.76, sd = .595). It implied generally that the collaborations were observed 7 – 8 times out of 10 situations.

Parental engagement in school activities is vital, and efficient communication between parents and teachers is imperative. Each possesses a fragment of the puzzle that constitutes a child’s development, and when knowledge is exchanged, each can enhance their effectiveness. Consistent communication facilitates the responsiveness of both educational institutions and households to the unique requirements of learners, hence promoting children’s holistic development.

Certain aspects of this engagement should occur in person, whether at school, home, a parent’s employment, or another suitable location. It should be considered a fundamental aspect of education, with sufficient time allocated during regular working hours for school staff to implement it. This communication is a vital aspect of parenting, and parents must commit to meeting often with their children’s teachers.

Table 9 is the extent of collaboration between parents and teachers during pandemic in terms of MDL Implementation.

Table 9. Extent of Collaboration between Parents and Teachers during Pandemic in terms of MDL Implementation

Indicator		Mean	SD	Interpretation
<i>Parents and Teachers collaborate during Pandemic thru Implementation of Modular Distance Learning by...</i>				
1. The parents are primarily responsible for making sure that their child is supported in claiming, answering, and returning the modules.		3.98	.782	Large Extent
2. The parents oftentimes help their child engage in educational activities by asking for guidance from the teachers.		3.88	.742	Large Extent
3. The parents support the MDL of their child no matter how busy they are to boost his/her self-confidence and motivation.		3.73	.758	Large Extent
4. The parents regularly attend pahina, brigada eskwela, meeting, PTC, and other parent-call ups especially on MDL.		3.52	.808	Large Extent
5. The parents let their child answer the modules by themselves but take part in checking the answers before submission.		3.51	.917	Large Extent
Overall		3.73	.604	Large Extent
<i>Scale</i>	<i>Mean Interval</i>	<i>Qualitative Description</i>	<i>Qualifying Statement</i>	
5	4.20-5.00	Very Large Extent	Observed 9-10 times out of 10 situations.	
4	3.20-4.19	Large Extent	Observed 7-8 times out of 10 situations.	
3	2.60-3.19	Moderate Extent	Observed 5-6 times out of 10 situations.	
2	1.80-2.59	Small Extent	Observed 3-4 times out of 10 situations.	
1	1.00-1.79	Very Small Extent	Observed 0-2 times out of 10 situations.	

Table 9 reveals that the statements were in Large Extent of collaborations by the teachers and parents. The statement The parents are primarily responsible for making sure that their child is supported in claiming, answering, and returning the modules (mean = 3.98, sd = .782) got the highest mean and the statement The parents let their child answer the modules by themselves but take part in checking the answers before submission (mean = 3.51, sd = .917) got the lowest mean. The results mean that the collaborations were observed 7 – 8 times out of 10 situations.

In general, there was a Large Extent of collaboration between parents and teachers during pandemic in terms of MDL Implementation (mean = 3.73, sd = .604).

Engagement in school-based planning and management teams affords parents the opportunity to acquire knowledge regarding the professional aspects of education, encompassing the intricacies of curriculum and instruction. It also enables them to inform school personnel about the community and illustrate that, when afforded the opportunity, parents possess significant contributions to make.

Collaborating as equal partners, parents, teachers, administrators, business professionals, and other community stakeholders can create an educational curriculum that addresses specific local requirements and embodies diversity within a school, all while upholding rigorous performance objectives and standards. They can cultivate a compassionate and empathetic educational environment that acknowledges and addresses learners’ differences and similarities.

Table 10 is the extent of collaboration between parents and teachers during pandemic in terms of Bayanihan sa Bayan ni Juan.

Table 10. Extent of Collaboration between Parents and Teachers during Pandemic in terms of Bayanihan sa Bayan ni Juan

Indicator	Mean	SD	Interpretation
<i>Parents and Teachers collaborate during Pandemic thru Bayanihan sa Bayan ni Juan by...</i>			



1.The Teachers voluntarily conduct home visitations to monitor and follow-up the learners.	4.45	.714	Very Large Extent
2.The teachers voluntarily provide school supplies, clothing, and other needs of the learners thru linkage with potential donors.	3.86	.948	Large Extent
3.The parents participate in the Pahina called for by the school.	3.63	.841	Large Extent
4.The parents come and join the Brigada Eskwela implemented by the school.	3.60	.924	Large Extent
5.The parents respond to the request of Bayanihan in room repairs, gardening, and other ground activities.	3.51	.837	Large Extent
Overall	3.81	.658	Large Extent
<i>Scale</i>	<i>Mean Interval</i>	<i>Qualitative Description</i>	<i>Qualifying Statement</i>
5	4.20-5.00	Very Large Extent	Observed 9-10 times out of 10 situations.
4	3.20-4.19	Large Extent	Observed 7-8 times out of 10 situations.
3	2.60-3.19	Moderate Extent	Observed 5-6 times out of 10 situations.
2	1.80-2.59	Small Extent	Observed 3-4 times out of 10 situations.
1	1.00-1.79	Very Small Extent	Observed 0-2 times out of 10 situations.

Table 10 shows that the statement The Teachers voluntarily conduct home visitations to monitor and follow-up the learners (mean = 4.45, sd = .714) revealed Very Large Extent of collaborations by the teachers and parents. All other statements show large extent of collaborations in which The parents respond to the request of Bayanihan in room repairs, gardening, and other ground activities (mean = 3.51, sd = .837) got the lowest mean. The results imply that the collaborations between parents and teachers were observed 7 – 8 times out of 10 situations.

Generally, there was a Large Extent of collaboration between parents and teachers during pandemic in terms of Bayanihan sa Bayan ni Juan (mean = 3.81, sd = .658).

Lynn Ziraldo, Executive Director of the Learning Disabilities Association of York Region, asserts that a positive school climate facilitates constructive collaboration among professionals, parents, guardians, and teachers to address program and service issues prior to their escalation into conflict (Ziraldo, 2016). Teachers promote and sustain consistent engagement between the school and families; all individuals are accorded respect; the school culture fosters a feeling of community and nurturing relationships; parents participate in school activities; and all individuals experience safety and security, as stated by Ziraldo.

Table 11 is the extent of collaboration between parents and teachers during pandemic in terms of Decision Making.

Table 11. *Extent of Collaboration between Parents and Teachers during Pandemic in terms of Decision Making*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
<i>Parents and Teachers collaborate during Pandemic thru Decision Making by...</i>			
1.The parents believe that for them to be able to exercise their right in the school of their child, they must do their responsibilities as a parent also.	3.81	.861	Large Extent
2.The parents participate in the school meetings so that they may be able to voice out their decision about school programs and policies.	3.66	.791	Large Extent
3.If the parents think that my suggestion is right, they do their part to be able to explain it so that other teachers and parents would understand and vote with it.	3.65	.699	Large Extent
4.The parents decide about the school and teacher-adviser that their child must be attending to.	3.53	.747	Large Extent
5.The parents decide about the extra-curricular activities and fund-raising projects that their child joins at school.	3.43	.952	Large Extent
Overall	3.62	.652	Large Extent
<i>Scale</i>	<i>Mean Interval</i>	<i>Qualitative Description</i>	<i>Qualifying Statement</i>
5	4.20-5.00	Very Large Extent	Observed 9-10 times out of 10 situations.
4	3.20-4.19	Large Extent	Observed 7-8 times out of 10 situations.
3	2.60-3.19	Moderate Extent	Observed 5-6 times out of 10 situations.
2	1.80-2.59	Small Extent	Observed 3-4 times out of 10 situations.
1	1.00-1.79	Very Small Extent	Observed 0-2 times out of 10 situations.

All statements in Table 11 show Large Extent of collaborations between parents and teachers. The statement The parents believe that for them to be able to exercise their right in the school of their child, they must do their responsibilities as a parent also (mean = 3.81, sd = .861) got the highest mean and the statement The parents decide about the extra-curricular activities and fund-raising projects that their child joins at school (mean = 3.43, sd = .952) got the lowest mean. The results mean that the collaborations were observed 7 – 8 times out of 10 situations.

In general, there was a Large Extent of collaboration between parents and teachers during pandemic in terms of decision making (mean = 3.62, sd = .652). Ziraldo (2016) delineates the qualities of an effective parent-teacher partnership. Allocate time to convene and attentively listen to one another; Regard one another as essential participants in the planning and decision-making process; Facilitate the expression of thoughts and the provision of proposals by each individual; Address conflicts in a manner that fosters collaborative problem-solving. Advocate for a second opinion in cases of persistent dispute.

The academic achievement of the learners in Araling Panlipunan are offered and discussed below.

Table 12 is the academic achievement of the learners in Araling Panlipunan.

Table 12. *Academic Achievement of the Learners in Araling Panlipunan*

<i>Grades</i>	<i>Frequency</i>	<i>%</i>	<i>Description</i>
90 and Above	0	0	Outstanding
85 - 89	36	41.9	Very Satisfactory
80 - 84	50	58.1	Satisfactory
75 - 79	0	0	Fairly Satisfactory
74 and Below	0	0	Did not Meet Expectations
Total	86	100	

Most of the learners in Table 12 had Satisfactory academic achievements in Araling Panlipunan with grades between 80 – 84 ($f = 50$ or 58.1%). Others had grades between 85 – 89 ($f = 36$ or 41.9%). None of them got outstanding academic performances in the subject nor fairly satisfactory and did not meet expectations.

Carreon (2018) found that teachers who consistently prepare and utilize available technological resources, develop assessment tools, and enhance the learning environment positively influence learner outcomes, contingent upon the teachers' implementation efficiency and effectiveness.

The current circumstances have rendered the trip arduous for everyone, especially individuals in the education sector. While learners can occasionally engage in self-directed study, the paramount factor is intervention. Learning outcomes are articulated as "declarations of what a learner comprehends, grasps, and is capable of executing upon the completion of learning" (Cedefop, 2009, as referenced by Harris & Clayton).

Prioritize the learner's best interests; aim to identify a constructive course of action; urge parents to attend the meeting with inquiries; disseminate information regarding the learner's strengths, needs, programming objectives, and instructional methodologies; communicate relevant information to the learner; by participating in parent-teacher meetings, learners can articulate their ideas and viewpoints.

The significant difference between the extent of collaboration between parents and teachers during pandemic when they are grouped according to demographic profile is discussed in the following section.

Table 13 is the test of significant difference between the extent of collaboration between parents and teachers during pandemic when they are grouped according to demographic profile.

Table 13. *Test of Significant Difference between the Extent of Collaboration between Parents and Teachers during Pandemic when they are grouped according to Demographic Profile*

<i>Variable</i>	<i>SS between</i>	<i>SS within</i>	<i>MS between</i>	<i>MS within</i>	<i>F/t</i>	<i>P – value</i>
1. Age	2.863	15.256	.286	.203	1.407	.194
2. Gender					.800	.426
3. Present Position	.401	17.717	.100	.219	.459	.766
4. Grade Level Taught	1.550	16.569	.258	.210	1.232	.299
5. Length of Service	1.858	16.260	.465	.201	2.314	.064

Table 13 reveals that the collaboration between parents and teachers during pandemic did not significantly differ when the respondents were grouped according to Age ($F = 1.407$, $p - \text{value} = .194$), Gender ($t = .800$, $p - \text{value} = .426$), Present Position ($F = .459$, $p - \text{value} = .766$), Grade Level Taught ($F = 1.232$, $p - \text{value} = .299$) and Length of Service ($F = 2.314$, $p - \text{value} = .064$). Therefore, we fail to reject the null hypothesis which states that "There is no significant difference between the extent of collaboration between parents and teachers during pandemic when they are grouped according to demographic profile.

Modular learning is the primary mode of distance education and is implemented in all public schools across the Philippines. A survey conducted by the Department of Education (DepEd) revealed that printed and digital modules have become the preferred learning method for students this academic year, especially in rural areas where access to online learning is limited. This approach fosters independent learning, as one of its key benefits is the development of self-study skills among students. It also instills a sense of responsibility in completing the tasks outlined in the modules, helping them acquire the skill of learning how to learn (Nardo, M.T.B., 2017).

Learner participation and engagement are essential predictors of academic achievement and comprehension of educational content (Linnenbrink & Pintrich, 2003, as cited by Onge & Eitel, 2017). Teachers can enhance student engagement by thoughtfully designing their classroom environment. Amid the pandemic, educators are making efforts to involve both learners and parents in the new normal by offering various learning delivery modalities. Ultimately, assessing class participation provides students with insights into the types of learning and cognitive processes that teachers prioritize (Bean & Peterson, 1998, as cited in Yu, 2018). The Modular Approach predominantly utilized in the Philippines can be monitored and evaluated through learners' outputs.

The significant relationship between the extent of collaboration between parents and teachers during pandemic and the academic achievement of the learners in Araling Panlipunan is presented and interpreted up next.

Table 14 is the test of significant relationship between the extent of collaboration between parents and teachers during pandemic and the academic achievement of the learners in Araling Panlipunan.

Table 14. *Test of Significant Relationship between the Extent of Collaboration between Parents and Teachers during Pandemic and the Academic Achievement of the Learners in Araling Panlipunan*

<i>Variable</i>	<i>r</i>	<i>p-value</i>	<i>Interpretation</i>
School planning,	-.074	.500	Not Significant
PAP's Implementation,	.106	.457	Not Significant
MDL Implementation,	-.020	.852	Not Significant
Bayanihan sa Bayan ni Juan	.086	.432	Not Significant
Decision making	-.017	.876	Not Significant
Overall	.009	.934	Not Significant

Table 14 reveals that the variables School planning ($r = -.074$, $p - \text{value} = .500$), PAP's Implementation ($r = .106$, $p - \text{value} = .457$), MDL Implementation, ($r = -.020$, $p - \text{value} = .852$), Bayanihan sa Bayan ni Juan ($r = .086$, $p - \text{value} = .432$) and Decision making ($r = -.017$, $p - \text{value} = .876$) have no significant relationship with the learners' academic achievements in Araling Panlipunan.

Therefore, we fail to reject the null hypothesis There is no significant relationship between the extent of collaboration between parents and teachers during pandemic and the academic achievement of the learners in Araling Panlipunan.

The COVID-19 pandemic has severely impacted educational institutions, resulting in a major shift to distance learning. Learners from low-income families and those in remote areas face limited access to the technology required for online education. Modular learning helps bridge this educational gap by making learning more accessible to all students. This study explores the perspectives of parents who took on the roles of learning supervisors, tutors, and home-schooling teachers during modular learning amid the health crisis.

The Department of Education (2019), in its publication *Alternative Learning System Education and Skills Training Handbook for Implementers*, defines learning modules as "printed or non-printed materials" designed to support both teachers and learners.

In his Vibal (2020) webinar titled *Using Vibal MDL Materials: A Walkthrough and Practical Reminders for Teachers and Parents*, Bro. Roderick Aguirre challenges the common belief that homeschooled children lack socialization skills. On the contrary, he argues that homeschooling provides an effective environment for developing, practicing, and refining a child's social skills with parents. This, in turn, prepares children to interact appropriately with individuals from diverse backgrounds and circumstances as they engage with the wider world.

Conclusion

This study sought to investigate the correlation between the degree of collaboration between parents and teachers during the pandemic and learners' academic performance in District IX of Malaybalay City Division. It delineated the demographic characteristics of the respondents for age, gender, current position, grade level of instruction, and duration of service. The evaluation also examined the degree of collaboration between parents and teachers during the pandemic in the domains of school planning, PAPs implementation, MDL implementation, Bayanihan sa Bayan ni Juan, and decision-making. The study looked at how well learners did in school in Araling Panlipunan, how much collaboration there was between parents and teachers, and whether there was a strong link between parental and teacher collaboration and learners' success in school in Araling Panlipunan.

A customized survey questionnaire, adapted by the researcher, was employed as the principal data collection tool. The research was confined to teachers from institutions in District IX of the Malaybalay City Division.

Descriptive statistical methods, such as frequency count, percentage, mean, and standard deviation, were employed to examine the data. A t-test was used to find significant differences in collaboration based on demographic factors. Pearson's Product-Moment Correlation Coefficient (Pearson r) was used to look at the link between collaboration between parents and teachers and learners' academic performance.

The survey indicated that the predominant age group of respondents was between 41 and 45 years, with a majority being female. A substantial contingent occupied the role of Teacher I, with respondents virtually uniformly distributed across all grade levels, particularly with a high percentage instructing Grade III. The majority of respondents had served for 6 to 10 years, while only a few had tenures of 16–20 years or beyond 21 years.

During the pandemic, there was significant collaboration between parents and teachers, especially in school planning, PAP implementation, MDL implementation, Bayanihan sa Bayan ni Juan, and decision-making, all of which were assessed as having a "large extent" of implementation.

The majority of learners attained a "Satisfactory" rating at Araling Panlipunan regarding academic performance.

Moreover, the degree of collaboration between parents and teachers during the pandemic did not substantially differ when assessed according to respondents' age, gender, current job, grade level taught, and tenure. There was no significant link found between the factors of school planning, implementing PAPs and MDLs, Bayanihan sa Bayan ni Juan, and making decisions and the learners' academic progress in Araling Panlipunan.

The research resulted in subsequent conclusions:

The majority of responders were of mature age, largely female, and primarily occupied the job of Teacher I. They distributed themselves almost uniformly across all grade levels and were relatively new to the service.

There was significant collaboration between parents and teachers during the pandemic, especially in school planning, PAP implementation, MDL implementation, Bayanihan sa Bayan ni Juan, and decision-making.

The majority of learners received merely a "Satisfactory" rating in Araling Panlipunan, signifying comparatively low academic achievement. Such an outcome indicates a necessity for enhanced supervision and subsequent engagement from both parents and teachers.

The degree of collaboration between parents and teachers during the pandemic did not significantly differ according to the respondents' age, gender, current job, grade level taught, or tenure.

No significant correlation was identified between the degree of collaboration between parents and teachers during the epidemic and the academic performance of learners in Araling Panlipunan.

For the intended audience, we present the following recommendations:

Teachers are strongly encouraged to engage in professional development by obtaining their master's degrees and meeting the requisite criteria for advancement, including ranking standards and the Equivalent Record Form.

Educational institutions ought to perpetuate a culture of collaboration via shared leadership, including both community stakeholders and school staff in projects that emphasize the welfare of learners.

Learners require diligent oversight and direction from both parents and teachers to augment their comprehension of teachings and elevate their academic achievement from satisfactory to exemplary levels.

Teachers, irrespective of their status, may endeavor to achieve excellence in their professional duties. We urge them to regularly engage with parents to uphold the principles of school-based management and fortify the bayanihan ethos within the school community.

Parents may engage in active collaboration with school personnel to facilitate their children's learning and academic achievement. Committed and engaged parents significantly contribute to the development of successful and well-rounded individuals.

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