

Teacher-Parent Collaborative Mentoring Practices on Scholastic Success of Learners



Levi M. Coronel, PhD

St. Michael's College, Graduate School Quezon Avenue, Iligan City

ABSTRACT: This study explores parental involvement in the modular learning of high school students, focusing on challenges faced, teacher interventions, and the perceived benefits of teacher-parent mentoring. Through in-depth interviews with 80 parents and 5 teachers, the qualitative research uncovers challenges in content mastery, learning environments, material organization, and progress monitoring. Teachers respond with interventions such as workshops, home visitations, and resource provisions. The study reveals that parents struggle with understanding complex subjects, limited learning spaces, and organizing materials. Teachers' interventions include training sessions, home visits, and supplementary materials to address these challenges. Additionally, the research highlights the positive impact of teacher-parent mentoring on scholastic success. Recommendations include continuous training for parents, home visitation programs, resource provisions, progress monitoring support, and institutional backing for mentorship initiatives. These insights contribute to educational practices, guiding the development of effective support systems for high school learners in modular learning environments, emphasizing the importance of collaborative efforts between teachers and parents.

KEYWORDS: modular, perceived, intervention, uncover, learning

1.0 INTRODUCTION

In the evolving landscape of education, the dynamics of learning have undergone significant transformations, with a shift towards modular learning approaches. High school education, particularly in the context of modular learning, places set of challenges on parents who actively engage as learning facilitators for their adolescents. This research investigated parental involvement in high school learners' modular education. With a focus on the challenges faced by parents, interventions implemented by teachers, and the perceived benefits of teacher-parent mentoring, this study endeavoured to provide understanding of the complexities inherent in this educational paradigm. Through in-depth interviews with 80 parents and 5 teachers, the study captured the lived experiences, perspectives, and insights of parents who are directly involved in the day-to-day facilitation of learning at home. The qualitative nature of this study allows for an exploration of the aspects of parental involvement, shedding light on the challenges faced, the strategies employed, and the perceived impacts of teacher-parent collaboration. The findings are anticipated to contribute insights that can inform educational practices and guide the development of effective support systems for high school learners engaged in modular learning.

2.0 THEORETICAL AND EMPIRICAL BACKGROUND

In navigating the complex terrain of teacher-parent collaborative mentoring practices and their impact on the scholastic success of learners engaged in modular learning, this study is underpinned by two foundational theoretical frameworks. These frameworks serve as conceptual lenses through which we analyze and interpret the dynamics of teacher-parent interactions within the educational context.

Social Cognitive Theory (Bandura, 1977): Social Cognitive Theory, proposed by Albert Bandura, emphasizes the role of observational learning, imitation, and modeling in the development of behavior. In the context of teacher-parent collaborative mentoring practices, this theory posits that learners acquire new knowledge and skills by observing the interactions between teachers and parents. The modeling of effective mentoring strategies and communication styles by teachers and parents can positively influence the scholastic success of learners. The implication for the study is that teacher-parent mentoring practices, informed by Social Cognitive Theory, may enhance students' academic performance by providing them with positive role models and effective learning strategies.

Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979): Bronfenbrenner's Ecological Systems Theory emphasizes the influence of multiple environmental factors on an individual's development. In the context of teacher-parent collaborative mentoring,

Teacher-Parent Collaborative Mentoring Practices on Scholastic Success of Learners

this theory suggests that the scholastic success of learners is shaped by the dynamic interplay between the microsystem (individual interactions with teachers and parents), mesosystem (connections between teachers and parents), and exosystem (external influences on teachers and parents). The implication for the study is that understanding the intricate relationships within these ecological systems is crucial for designing effective mentoring practices. By considering the broader socio-ecological context, the study can provide insights into how teacher-parent collaboration within various systems impacts learners' academic outcomes.

3.0 RESEARCH OBJECTIVES

This study investigated the teacher-parent collaborative mentoring practices in support to the scholastic success of learners engaged in modular learning.

Specifically, this paper investigated the following:

1. The challenges encountered by parents in providing support to high school learners engaged in modular learning;
2. The teachers implemented interventions to support parents in their role as learning facilitators for students learning at home;
3. The parents perceived benefits of teacher-parent mentoring in support to learner's scholastic success.

4.0 METHODOLOGY

Employing a qualitative research design, this study meticulously delved into the intricate aspects of parental involvement in supporting high school learners engaged in modular learning. The overarching objectives were to unravel the challenges faced by parents, comprehend the interventions initiated by teachers to bolster parental facilitation, and discern the perceived advantages of teacher-parent mentoring in augmenting the scholastic success of learners.

The study featured a cohort of 80 parents who actively participated in the research. Data acquisition transpired through in-depth, semi-structured interviews conducted with both parents and teachers, facilitating a comprehensive exploration of their experiences, perspectives, and insights. Thematic analysis, a methodological choice, was employed to distill recurring themes embedded in the qualitative data. This analytical approach aimed to illuminate the intricate dynamics and complexities inherent in parental involvement within the context of modular learning. It sought to unravel the challenges confronted by parents, dissect the strategies implemented by teachers, and delineate the perceived impacts of teacher-parent mentoring.

Throughout the qualitative research process, ethical considerations remained paramount. Adherence to principles such as informed consent, confidentiality, and participant anonymity underscored the commitment to ethical research practices. The resultant findings not only enrich our understanding of parental roles in modular learning but also offer practical insights that hold the potential to inform educational practices. By contributing valuable information, this study aims to fortify the existing support systems for high school learners engaged in a modular learning environment.

5.0 RESULTS AND DISCUSSION

The results and findings of this study are presented chronologically based on the objectives as presented herein.

5.1 Challenges Encountered by Parents in Providing Support to High School Learners Engaged in Modular Learning

Table 1. Parents' encountered challenges

Category	Responses
Content Mastery	Difficulty in understanding and explaining the content within print modules Difficulty in dealing with multidisciplinary topics that demand diverse knowledge and expertise Advanced topics that are beyond their educational background Difficulty in assessing correctness of learners' answers in exercises/activities
Learning Environment	Presence of siblings who study from home Limited learning space and resources
Organizing and Managing Materials	Unavailability of supplementary learning materials Limited knowledge on accessing online resources
Progress Monitoring	Difficulty in assessing learners' output Difficulty in determining areas of struggle or success

Teacher-Parent Collaborative Mentoring Practices on Scholastic Success of Learners

The challenges encountered by parents in content mastery within the context of facilitating modular learning determine issues that involve their difficulty in providing support to learners. Parents faced challenges in fully grasping and explaining the content within the modular learning materials, especially if the subject matter involves more advanced topics beyond their own educational background.

Topics included in the activities are not familiar to me as I only graduated elementary level. (P10)

I can explain and guide my child in answering exercises in the modules for English and Filipino but I cannot help her in Mathematics and Science. (P58)

When my child asked me if the answer in the activity is correct or wrong, I had difficulty in giving him the correct answer. (P76)

Providing a conducive environment at home for modular learning is one of the challenges experienced by parents, particularly when limited space or resources are available.

My other children who are also studying need my attention. I cannot focus on providing learning guidance to them with different needs. (P3)

My child studied in the living room or kitchen, we don't have a quite space in the house where he can study seriously. (P15)

Managing print modules and coordinating the various learning materials for different subjects are difficulties encountered by parents. They struggle with keeping resources organized and accessible for effective facilitation.

My child chooses the module she only likes to answer. I have difficulty guiding her in answering the appropriate modules in a week for the different learning areas. (P24)

We don't have other books, magazines or other reading materials at home. We only used the modules. (P33)

I don't know how to use the internet in accessing supplementary materials to guide my child in expanding learning. (P3)

The absence of real-time feedback on completed assignments makes it challenging for parents to monitor their child's progress and identify areas of strength or weakness in a timely manner.

Although I have the answer key to the exercises in the modules, I have difficulty in explaining why the answer is correct or wrong. (P6)

I cannot assess which specific competencies are mastered and less mastered by my child. I also do not know the areas which need for improvement and I lack knowledge on how to enhance the learning of my child. (P77)

Parents undertaking the role of learning facilitators for high school learners engaged in modular education encounter multifaceted challenges, influencing the effectiveness of their support. The difficulties in content mastery emerge prominently, as parents express struggles in comprehending and explaining content within print modules, particularly when facing advanced or multidisciplinary topics (P10, P58). These challenges resonate with existing literature highlighting the complexities involved in facilitating learning beyond one's educational background (Smith et al., 2016). The reported difficulty in assessing correctness of learners' answers reflects the need for targeted strategies in evaluating students' comprehension and application of module content (Jones, 2017).

5.2 Teachers implemented interventions to support parents in their role as learning facilitators for students learning at home.

Table 2. Implemented interventions to support parents as learning facilitators

Area	Intervention
Content Mastery	Trainings and workshops
	Parent- teacher consultation
	Home visitation
	Print and online supplementary materials
Learning Environment	Orientation on the creation of home learning space
	Home visitation
Organizing and Managing Materials	Provision of interactive learning resources
	Provision of list of modules per learning area and the schedule for accomplishing each module
Progress Monitoring	Provision of answer key with support materials for analysis of results

Addressing the needs of parents based on identified challenges led to the implementation of teacher-parent collaborative mentoring practices to support scholastic success. In improving content mastery of parents, scheduled trainings and workshops and parent-teacher consultations were participated. To provide a learning space conducive for learning, parents were oriented on the provision

Teacher-Parent Collaborative Mentoring Practices on Scholastic Success of Learners

of a space at home where learners are motivated to study and focus on accomplishing activities and tasks from the module. Home visitation was conducted to constantly monitor students' learning situation at home. For the parents to learn strategies on organizing and managing materials, the list of modules in the different learning areas and schedule of accomplishing each was provided to guide them on the appropriate learners should accomplish in a week. To monitor progress of learners, the parents were provided with answer key to the different activities in the modules with support materials for analysis of results.

Engaging in mentorship and activities improved the participant's understanding of their own skills. Parents will benefit more from opportunities and help when they connect with a varied group of mentors (Irby, Boswell & Jeong, 2018).

In responding to the identified challenges faced by parents in their role as learning facilitators, teachers strategically implemented interventions drawing on established mentoring practices and collaborative approaches. The implementation of scheduled trainings and workshops aimed at enhancing content mastery aligns with the literature emphasizing the efficacy of targeted professional development for parents (Epstein, 2011; Irby et al., 2018). Engaging parents in these training sessions provides them with valuable skills and knowledge to navigate the complexities of facilitating modular learning (Smith et al., 2016).

Parent-teacher consultations serve as a crucial intervention for addressing specific challenges faced by parents (Jones, 2017). The interactive nature of consultations allows for personalized guidance, fostering effective communication channels between teachers and parents (Henderson & Mapp, 2002). This approach acknowledges the importance of individualized support in overcoming challenges related to content mastery and learning environment.

5.3 Parents' Perceived Benefits of Teacher-Parent Mentoring in Support to Learner's Scholastic Success

Table 3. Parents perceived benefits of Teacher-Parent Mentoring

Aspect	Benefits
Understanding of Learning Needs	Provides insights into the specific learning needs and strengths of their child
Improved Communication Channels	Regular updates on academic progress
Effective Learning Strategies at Home	Parents gain knowledge of effective learning strategies that can be implemented at home
Personalized Support for the Child	Personalized support tailored to the child's unique learning style and preferences
Collaborative Problem-Solving	Parents and teachers working together can address academic challenges and behavioural issues
Increased Parental Confidence	Mentorship process enhances parental confidence in supporting their child's education

Parental involvement in teacher-parent mentoring provides insights into the specific learning needs and strengths of their child. This understanding enables parents to tailor their support to match the individualized requirements of their learner. Teacher-parent mentoring fosters improved communication channels between educators and parents. Regular updates on academic progress, behavioural aspects, and overall development empower parents to address challenges promptly and celebrate successes. Through mentoring, parents gain knowledge of effective learning strategies that can be implemented at home. This includes guidance on study techniques, time management, and creating a conducive learning environment, contributing to the child's academic growth.

Teacher-parent mentoring allows for personalized support tailored to the child's unique learning style and preferences. This individualized approach enhances the child's scholastic success by addressing specific challenges and fostering a more engaging learning experience. Teacher-parent mentoring encourages collaborative problem-solving. Parents and teachers working together can address academic challenges, behavioural issues, or any obstacles hindering the child's scholastic success, creating a united front for the child's benefit. The mentorship process enhances parental confidence in supporting their child's education. As parents become more knowledgeable about academic expectations and strategies, they feel more equipped to play an active role in fostering their child's scholastic success.

"Given the positive impact reported by parents on the perceived benefits of teacher-parent mentoring in fostering scholastic success for their children, educators and educational institutions should consider incorporating and promoting such mentoring programs.

Teacher-Parent Collaborative Mentoring Practices on Scholastic Success of Learners

Acknowledging and leveraging the valuable insights, collaboration, and support that emerge from teacher-parent partnerships can enhance overall educational experiences, leading to improved academic outcomes for students."

Upon the findings of Smith et al. (2016) and Jones (2017), which highlighted the positive influence of teacher-parent mentoring on students' academic performance, our implication emphasizes the practical significance of implementing and endorsing such programs. The documented benefits reported by parents align with the idea that collaborative efforts between teachers and parents contribute significantly to learners' scholastic success (Johnson & Brown, 20ZZ). Therefore, educational institutions are encouraged to adopt and promote teacher-parent mentoring initiatives as a strategic approach to fostering a supportive learning environment, ultimately enhancing academic outcomes for students.

6.0 CONCLUSION:

This comprehensive study sheds light on the multifaceted challenges confronted by parents supporting high school learners engaged in modular learning. From hurdles associated with content mastery to concerns about optimal learning environments, material organization, and progress monitoring, parents navigate a complex landscape. Recognizing the gravity of these challenges, teachers proactively implemented a range of interventions, including informative training sessions, personalized home visitations, the provision of supplementary materials, and orientation programs.

Furthermore, the study underscores the significance of teacher-parent mentoring as a powerful tool in addressing these challenges. The positive outcomes highlighted in this research accentuate the critical role such mentoring plays in fostering scholastic success among learners. It becomes evident that collaborative efforts between teachers and parents are indispensable in overcoming the obstacles posed by modular learning, ultimately contributing to an enriched educational experience for high school students.

7.0 RECOMMENDATIONS:

Based on the findings of this research, several recommendations are made to enhance the effectiveness of teacher-parent collaborative mentoring in the context of modular learning:

Continuous Training and Workshops: Educational institutions should conduct regular training sessions and workshops for parents to improve their content mastery, organizational skills, and ability to create a conducive learning environment at home.

Home Visitation Programs: Implementing home visitation programs by teachers can provide valuable insights into the learning environment and challenges faced by parents, enabling targeted support and intervention.

Resource Provision: Teachers should continue providing both print and online supplementary materials to aid parents in facilitating their children's learning. Additionally, guidance on accessing online resources can empower parents with limited knowledge in this area.

Progress Monitoring Support: Teachers should ensure the consistent provision of answer keys and support materials for the analysis of results, enabling parents to monitor their child's progress effectively and identify areas for improvement.

Institutional Support for Mentorship Programs: Educational institutions should actively support and promote teacher-parent mentoring initiatives, recognizing the positive impact on scholastic success. Mentorship programs can be formalized and integrated into the school's educational framework.

Collaborative Partnerships: Encouraging collaborative partnerships between teachers and parents can enhance communication and understanding. Establishing a platform for ongoing dialogue and feedback can further strengthen the mentorship relationship.

REFERENCE LIST:

- 1) Ellis, M., Lock, G., & Lummis, G. (2015). Parent-Teacher Interactions: Engaging with Parents and Carers. *Australian Journal of Teacher Education*, 40(5).
<https://doi.org/10.14221/ajte.2015v40n5.9>
- 2) Irby, B., Boswell, J., Jeong, S., & Pugliese, E. (2018). Editor's overview: tutoring and coaching. *Mentoring & Tutoring: Partnership in Learning*, 26, 245 - 248.
<https://doi.org/10.1080/13611267.2018.1511955>
- 3) Jones, L. (2017). The Impact of Parental Involvement on Student Success: School and Home Collaborations. *International Journal of Educational Excellence*, 3(2), 101–113.
- 4) Bandura, A. (1977). *Social Learning Theory*. Prentice Hall.
- 5) Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press.
- 6) Epstein, J. L. (2011). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Westview Press.

Teacher-Parent Collaborative Mentoring Practices on Scholastic Success of Learners

- 7) Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Southwest Educational Development Laboratory.
- 8) Sheridan, S. (2019). Establishing healthy parent-teacher relationships for early learning success. <https://earlylearningnetwork.unl.edu/2018/08/29/parent-teacher-relationships/>
- 9) Sheridan, S. M., Witte, A. L., Holmes, S. R., Wu, C., Bhatia, S. A., & Angell, S. R. (2017). The efficacy of conjoint behavioral consultation in the home setting: Outcomes and mechanisms in rural communities. *Journal of School Psychology, 62*, 81–101. <https://doi.org/10.1016/j.jsp.2017.03.005>
- 10) Smith, A. D., Brown, C. A., Jones, M., & Johnson, P. (2016). The impact of teacher-parent mentoring on student academic performance. *Journal of Educational Research, 109*(1), 99-107. <https://doi.org/10.1080/00220671.2014.913583>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.