



Challenges in Communication among Parents and Coping Mechanisms for Quality of Teaching and Learning

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Abstract

Teachers' schools encounter several obstacles in terms of student problems after class and the transfer of learning quality. Teachers adopted their own coping mechanisms to address the difficulties. Teaching may be challenging and demanding, particularly in these hard times. Even while teachers work hard to help students learn to read and write, some students are unable to attend class every day for a variety of reasons, such as financial constraints, difficulty communicating with parents, or a lack of willingness to learn. Some students are difficult to teach since they did not learn quickly due to a lack of guidance from their parents in prior years. As a result, the goal of this study is to address communication issues with parents on the quality of teaching and learning. Additionally, it was participated by one hundred teachers from Cornelia M. de Jesus Memorial Central School, Division of Bulacan for the school year of 2023-2024 who served as the respondents of the study. As data being gathered, it shows and implied that there is a significant indirect effect of the coping mechanisms to the challenges with communication with the parents of the students and the quality of teaching and learning, therefor hypothesis is rejected. The complex relationship between coping mechanisms, challenges with communication with parents, and the quality of teaching and learning, offering valuable insights into strategies for mitigating barriers to effective parent-school communication. The significant indirect effect of coping mechanisms on the quality of teaching and learning through the mediation of challenges with communication underscores the importance of adaptive coping strategies in navigating obstacles within the educational environment.

Keywords

Challenges, Communication, Coping Mechanisms, Parents, Teaching and Learning

INTRODUCTION

A lot of educator's face problems and obstacles related to curriculum, classroom management, learning outcome assessment, the school, teachers, learners, and community development. It's critical to address issues with classroom management and discipline. Another aspect of the problem might be that they are not experienced enough or exposed to real-world situations, which makes them tough to control and discipline the classroom. Many parents have busy schedules that prevent them from having the time to guide their children in their academics, and some parents are illiterate and unable to provide guidance for their children.

Teacher's school deal with a lot of difficulties when it comes to students' problems after instruction and the transfer of learning quality. Teachers came up with their own coping mechanisms to deal with the challenges. Teaching may be challenging and demanding, particularly during these hard times. Even while teachers work hard to help students learn to read and write, some students are unable to attend class every day for a variety of reasons, including financial difficulties, difficult communication from parents, or a lack of desire to study. Some kids are challenging to teach since they have not learned quickly due to lack of guidance from their parents in the previous years.

The COVID-19 pandemic has had far-reaching effects on nearly every aspect of society, including education Huck and Zhang (2021). Education systems have experienced the most disruption in history due to the COVID-19

pandemic. At least 1.6 billion learners and educators worldwide were impacted by the 190 countries that were obliged to implement school service closures because of this global catastrophe Cruz et.al (2020).

Furthermore, there are the government's and educators' ostensibly conflicting goals in instructing the youth. Teachers view education as a tool to help pupils develop into morally upright and to assist them in becoming more virtuous versions of themselves. By comparison, the government employs education as a means of addressing the demands of socioeconomic development and the nation Marquez et. al (2022).

The COVID-19 pandemic has had a profound impact on almost all aspects of society, including education, and the Philippines is not an exception. COVID-19 episode is having trouble completing the online work without the guidance of their teachers in person. When a teacher doesn't respond to an email as quickly as you would want, or when a student doesn't understand an assignment because their teacher isn't present to demonstrate it, it can be discouraging Paras (2021).

A lot of educators were caught off guard by this shift and found it extremely difficult to provide high-quality training in an online setting. Teachers and administrators have an opportunity to assess how prepared their schools are for remote learning and to strengthen their preparedness for any emergencies in the future because of the ongoing pandemic Francom (2021).

A study revealed the reveal the perceptions of the teachers, administrators, and academics who had to continue distance education during COVID-19 epidemic disease period, about the problems they experienced and the strategies to cope with the challenges. The first and most crucial finding is that teachers struggle with internet connectivity and lack resources for classroom management, infrastructure, and human resources. Participants also mentioned behavior issues with both teachers and kids Sari (2020). The last theme stated by the participants is the distance education process itself. The findings reveal that the participants determined their strategies to deal with these problems with new arrangements regarding the classroom management, getting help from colleagues, family members and experts and communicating with students and parents Nayir (2020).

Another study that supports and revealed that there are a lot and bunch of challenges experienced in relation to communication during pandemic of covid 19. The themes of implementation, student, impossible, technical, and instructor were used to group pre-service teachers. The pre-service teachers listed their top issues as not having enough time for in-person classes concerning "implementation," not being able to connect with friends about "student," not having internet access regarding "impossibility," having sound issues about "technical," and not communicating with instructors ÖZÜDOĞRU (2021).

There is a need to prioritize equity issues, improve teacher pedagogy in remote instruction, and enhance school-home communication Huck and Zhang (2021). During the COVID-19 epidemic, learning activities are carried out online. However, there are certain challenges and issues with presenting the curriculum through visual and auditory means, which lead to misunderstandings among educators Darihastining (2021). If this isn't handled straight away, though, given the relatively limited communication means, it will undoubtedly result in misunderstandings or learning losses. Long-term, such hazy educational delivery could hurt the nation's economic competitiveness because learning losses could have a negative impact on future economic prospects.

Uncertainty management during this crisis, in particular, best predicts teachers' work commitment. A study also showed despite of the challenges, high degree of work commitment from instructors in terms of dedication to the classroom, dedication to students, dedication to teaching, and dedication to their career, high level of crisis self-efficacy in terms of action, prevention, achievement, and uncertainty management. The findings of the correlation also indicated a connection between teachers' work commitment during the pandemic and their crisis self-efficacy Baloran and Herman (2020).

Teachers' quality of life and teaching is being profoundly impacted by the COVID-19 pandemic. Nonetheless, teachers seem to have managed to deal with the effects of COVID-19 despite the moderate to high threat, as evidenced by the mild impact on their quality of life with regard to mental health over six months after the widespread lockdown in the nation. However, teachers' quality of life (QoL) as well as their physical and mental health need constant attention. Teachers need to be supplied as well with assistance as they proceed to adjust to the COVID-19 pandemic's effects Baloran and Herman (2020).

The "satisfaction of being a teacher will be compromised, I've been practicing this way of teaching, and I'm telling you students are not that dedicated compared to face-to-face learning," according to another perspective, which also had an impact on the confidence of teachers, particularly the more experienced ones Gonzales (2020).

MATERIALS AND METHODS

The study employed a qualitative research design to determine the challenges encountered and coping mechanisms employed by the teacher-participants. It was deemed necessary that an in-depth inquiry is appropriate to record the teachers' challenges and coping mechanisms as the new normal continually posed shifts in the educational system. In addition, a qualitative approach is essential with the limited number of participants who are available and willing to share their stories.

In addition, teachers, like the pupils, have documentation to complete in addition to teaching in the current scenario. As a result, submission and workload became issues. These incidents made the public-school teachers' coping techniques critical in assisting them in overcoming all of the problems.

The participants in this study were selected from Cornelia M. De Jesus Memorial Central School. The selection of these specific individuals is crucial to guarantee the accuracy and appropriateness of the data collected. By choosing teacher-respondents from this school, the researchers ensured that the information gathered will be of high quality and precision. The expertise and experience of these respondents contributed significantly to the validity and reliability of the study's findings. Additionally, the researchers can rely on the familiarity of the teacher-respondents with the school's context and educational practices, which enhanced the relevance and applicability of the collected data.

The researcher used the purposive sampling method for their study. Using criteria pertinent to the study subject, volunteers are chosen for this technique. The individual(s) with the requisite qualities or experiences who offered insightful commentary on the research issue carefully selected by the researcher.

Purposive sampling is a non-probability sampling method that is commonly used in qualitative research. It allows the researcher to select participants who are most likely to provide rich and detailed information that is relevant to the research question. When the population of interest is small or difficult to reach, this strategy is especially helpful. The researcher may make sure that the participants are representative of the population and that the high-quality data they collect is achieved by employing purposive sampling.

A checklist of a questionnaire created by the researcher used to collect the necessary data for the independent variables and their criteria. The draft questionnaires were created based on the researcher's reading, previous studies, literature, published and unpublished dissertations pertinent to the topic, and other sources. The requirements for constructing a good data collection tool were considered when developing the tool. To reflect the respondents' eagerness to learn, the statement detailing the events and difficulties in question was toned down.

The instrument is entitled to valid replies from Cornelia M. De Jesus Memorial Central School public school teachers. The preference for structured questionnaires is founded on numerous research assumptions, including a) lower data collection costs, b) reducing personal bias, and c) less pressure to respond immediately. In the study, a survey questionnaire used as a research instrument. It included the measurement processes that entailed asking respondents questions. The sorts of surveys might vary depending on the length of time spent conducting the study.

To collect the necessary data, the questionnaire was divided into two parts, the first focusing on communication issues between teachers and stakeholders and the second on teachers' coping techniques. Cross-sectional and/or longitudinal surveys were conducted. Finally, it encouraged candid reactions to delicate themes.

The principles and concepts being studied serve as the foundation for the researcher's primary emphasis. The researcher strictly adhered to all of the University rulings and regulations. The proposal subjected to a pre-oral defense, during which panel members contributed criticism and recommendations for the paper's refinements. Amendment carried out once it has been permitted be implemented.

The researcher tasked with drafting a formal request letter seeking approval from the school head to proceed with the research project. The letter outlined the objectives of the study, the methodology to be employed, and the potential benefits of the research to the school community. The researcher ensured that the letter is written in a clear and concise manner, using appropriate language and tone. The request letter submitted to the school head for review and approval. The researcher prepared to address any questions or concerns that may arise during the review process. Once the letter is approved, the researcher proceeded with the research project, adhering to the guidelines and protocols established by the school. The researcher maintained open communication with the school head throughout the research process, providing regular updates on the progress of the study.

The information provided by the participants collected and subsequently subjected to scrutiny, evaluation, categorization, and organization for statistical analysis that will be handled by the chosen statistician of the searcher.

The researcher takes necessary measures to ensure the utmost confidentiality of the respondents' results and information. This included implementing strict data protection protocols and maintaining secure storage systems to safeguard the privacy and anonymity of the participants. The researcher obtained informed consent from the respondents, clearly explaining the purpose of the study and assuring them that their data treated with the highest level of confidentiality. Additionally, any personal identifiers or sensitive information carefully removed or anonymized to further protect the privacy of the respondents. By prioritizing confidentiality, the researcher aims to create a safe and trustworthy environment for the participants, encouraging them to provide honest and accurate responses without any fear of their information being disclosed.

The study employed both Descriptive and Inferential Statistics to analyze the data. These statistical methods are crucial in providing a comprehensive understanding of the gathered data by the researcher. The researcher able to present the data in a clear and relevant way by using descriptive statistics to characterize and summarize the data. To ascertain the importance and dependability of the results, this entailed calculating parameters and doing hypothesis testing. The study intended to offer a thorough analysis of the collected data by employing both descriptive and inferential statistics, allowing the researcher to gain significant insights and form reliable conclusions.

RESULTS AND DISCUSSION

Table 1 presents the summary table for skills on challenges with communication. Among the four (4) domains, challenge in parental involvement obtained the highest mean of 3.67 which indicates that this is much challenged by the respondents. Next as to highest mean is the challenges in academic monitoring with a mean of 3.59 and standard deviation 0.90, indicating that this challenge is also much challenged by the respondents. Moreover, challenges in

providing feedback is also observed having a mean of 3.51 and standard deviation 0.86. The remaining domains, cascading information is challenged obtaining the mean of 3.45 and standard deviation 0.89.

Table 1 Summary Table for Skills on Challenges with Communication

Subscales	Mean	SD	Verbal Interpretation
Cascading of Information	3.45	0.89	Challenged
Parental Involvement	3.67	0.84	Much Challenged
Academic Monitoring	3.59	0.90	Much Challenged
Providing Feedback	3.51	0.86	Much Challenged
Overall	3.45	0.87	Challenged

In general, challenges in communication are challenged having a mean of 3.45 while its standard deviation n 0.87 means that, on average, individual data points in the set deviate from the mean by approximately 0.87 units, in which, there is greater variability or dispersion among the data points.

Table 2 Summary Table on Coping Mechanis

Subscales	Mean	SD	Verbal Interpretation
Cascading of Information	3.74	0.80	Much Challenged
Parental Involvement	4.00	0.74	Much Challenged
Academic Monitoring	3.85	0.74	Much Challenged
Providing Feedback	4.02	0.77	Much Challenged
Overall	3.90	0.76	Much Challenged

The summary table for Skills on Coping Mechanism is presented on Table 2. As shown, the respondents are able to cope up in the domains are much challenged. Specifically, Cascading of Information obtained the mean 3.74, Parental Involvement is 4.00, Academic Monitoring is 3.85 and Providing Feedback is 4.02.

In general, its overall mean 3.90 indicates that the respondents can cope up with much challenged, thus they are able to find solution for the challenges that occurred. Similarly, Bracker (2021) pointed out that teachers are flexible and resourceful enough to find solutions and resources in arising challenges every now and then in their teaching.

Table 3 Summary Table for Skills on Quality of Teaching and Learning

Subscales	Mean	SD	Verbal Interpretation
Classroom Management	3.98	0.70	Much Challenged
Instructional Delivery	3.88	0.74	Much Challenged
Students' Progress	3.89	0.70	Much Challenged
Overall	3.91	0.71	Much Challenged

The Summary for Skills on Quality of Teaching and Learning is revealed on Table 3.

In general, all of the three skills were much challenged obtaining the overall mean 3.91 and standard deviation 0.71. The classroom management skill has 3.98 mean. The instructional delivery skill obtained the 3.88 mean and the students' progress obtained the 3.91 mean.

The result indicates that the teachers possess high quality skills in terms of teaching and learning. Similar to the study of Reyes (2023), it was found out that teachers who perform well in classroom management and instructional skills make the teaching and learning more effective.

Table 4 Test of Relationship between the Challenges in Communication and the Coping Mechanisms

Challenges in Communication	Coping Mechanisms			
	Cascading Information	Parental Involvement	Academic Monitoring	Providing Feedback
Cascading Information	.503**	.387**	.458**	.406**
Parental Involvement	.403**	.406**	.396**	.365**
Academic Monitoring	.498**	.426**	.509**	.461**
Providing Feedback	.463**	.375**	.423**	.365**

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

The relationship between the challenges in communication and the coping mechanisms is revealed on Table 4.

The challenges in communication and coping mechanisms of the respondents are moderately correlated in general. Specifically, at 0.01 level of significance as point of reference, there is a moderate positive correlation between the challenges in communication and coping mechanisms in terms of cascading information at .503 level of significance. In terms of parental involvement, there is low correlation at .406 level of significance while with regards to academic monitoring, the level of significance .509 indicates a moderate positive correlation and low correlation in terms of providing feedback .365 level of significance.

Among the four indicators, the relationship of challenges in communication and coping mechanism in terms of providing feedback has the lowest correlation. This indicates that the respondents have the least coping mechanism with regards to this challenge thus, there is a need to restructure and improve this mechanism.

In general, hypothesis is rejected, as there is significant relationship between the challenges in communication and coping mechanism. Though the relationship is not so strong, but it existed, the rest of the indicators have moderate relationship implying that the teachers' effort to coping mechanisms is only average, thus do not fully address the challenges in communication they encounter, therefore the coping mechanism has to be improved and aligned with the communication problems needed to be address.

Table 5 Test of Relationship between Coping Mechanisms and the Quality of Teaching and Learning

Coping Mechanisms	Quality of Teaching & Learning		
	Classroom Management	Instructional Delivery	Students' Progress
Cascading Information	.650**	.631**	.608**
Parental Involvement	.717**	.506**	.710**
Academic Monitoring	.743**	.561**	.670**
Providing Feedback	.788**	.541**	.740**

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

In terms of the relationship of cascading information with classroom management, its .650 level of significance indicates moderate relationship, similar with instructional delivery (.631) and student's progress (.608). In terms of the relationship of parental involvement with classroom management (.717), with instructional delivery (.506) and with student progress (.710) indicate that there is also moderate correlation between such variables. With regards to the significant relationship between academic monitoring and classroom management (.743), academic monitoring and instructional delivery (.561) and academic monitoring and student progress (.670), there is also a moderate relationship. Lastly, the significant relationship between providing feedback and classroom management (.788), providing feedback and instructional delivery (.541) and providing feedback and students' progress (.740) indicates also moderate relationship.

In general, the result implies that there is a moderate relationship between coping mechanism and quality of teaching and learning, thus hypothesis is rejected. This indicates that the teachers' effort to improve the quality of teaching and learning through their coping mechanism is not fully effective. Several factors can be attributed with it. The relationship between teachers' quality of teaching and coping mechanisms can be described as moderate. Several factors influence this relationship. For instance, the teachers' overall work-related stress plays a significant role in moderating the association between their quality of teaching and coping mechanisms. When teachers experience high levels of overall work-related stress, the positive association between their teaching quality and coping mechanisms is stronger. On the contrary, according to David (2023) when teachers have low levels of overall work-related stress, the association is still significant but weaker source.

Table 6 Test of Relationship between Challenges in Communication and the Quality of Teaching and Learning

Challenges in Communication	Quality of Teaching & Learning		
	Classroom Management	Instructional Delivery	Students' Progress
Cascading Information	.385**	.691**	.371**
Parental Involvement	.376**	.546**	.376**
Academic Monitoring	.441**	.757**	.450**
Providing Feedback	.338**	.699**	.409**

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

The relationship between challenges in communication and the quality of teaching and learning is revealed on Table 6. The relation between cascading information and classroom management (.385). Indicates that in classroom management, cascading information does not actually have significant effect. Like cascading information and students' progress (.371). In terms of cascading information and instructional delivery, there is moderate relationship (.691) which indicates that challenges in cascading information do not significantly affect the instructional delivery of the teachers.

With regards to parental involvement, its relationship with classroom management is also weak (.37), this implies that the challenges in parental involvement does not directly affect the classroom management of the teachers, as much as it does not directly correlate to students' progress (.376). However, its relationship with instructional delivery is moderate (.546)

In terms of challenges in academic monitoring, there is slight correlation between classroom management (.338) as little correlated to student's progress (.409). This means that challenges in academic monitoring does not significantly affect the classroom management and students' progress of the teachers. However, there is moderate correlation between academic monitoring and instructional delivery. This is so, because instructional delivery refers to the methods and strategies used by teachers to present information and facilitate learning in the classroom which is connected to academic monitoring, as the systematic tracking and assessment of students' progress and performance. In relation, Grunt (2022)

pointed out that effective instructional delivery can have a positive impact on academic monitoring. When teachers use engaging and interactive teaching methods, students are more likely to be actively involved in the learning process. This can lead to increased student motivation, participation, and understanding of the content being taught. As a result, teachers can more accurately assess students' learning and monitor their academic progress. This result, however, led to the rejection of hypothesis.

Table 7 Mediation Analysis of Coping Mechanisms on the Relationship between the Challenges in Communication and the Quality of Teaching and Learning

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Direct	.2452	.0521	.1419	.3485	4.7104	.0000
Indirect	.3050	.0757	.1662	.4622		
Total	.5502	.0669	.4175	.6829	8.2277	.0000

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Challenges w/C -->Coping Mech	.4518	.0744	.3041	.5994	6.0722	.0000
Challenges w.C --> Quality of T&L	.2452	.0521	.1419	.3485	4.7104	.0000
Coping Mech --> Quality of T&L	.6750	.0602	.5554	.7946	11.2040	.0000
CWC --> CM --> QTL	.3050	.0757	.1662	.4622		

The table shows the mediating analysis of coping mechanism on the relationship between the challenges in communication and quality of teaching and learning. The results revealed a significant indirect effect of the coping mechanisms on the challenges with communication with the parents of the students and the quality of teaching and learning. Furthermore, the direct effect of challenges with communication with the parents of the students and the quality of teaching and learning in presence of the mediator was also found significant ($p = .0000$, $t = 4.7104$). Hence, the coping mechanism in communication on parents partially mediated the relationship between the challenges with communication with the parents of the students and the quality of teaching and learning.

The findings illuminate the complex relationship between coping mechanisms, challenges with communication with parents, and the quality of teaching and learning, offering valuable insights into strategies for mitigating barriers to effective parent-school communication. The significant indirect effect of coping mechanisms on the quality of teaching and learning through the mediation of challenges with communication underscores the importance of adaptive coping strategies in navigating obstacles within the educational environment. When educators employ effective coping mechanisms to address challenges with parent communication, they are better equipped to maintain positive relationships with parents and foster constructive partnerships that support student learning. This mediation suggests that coping mechanisms serve as a buffer against the negative impact of communication challenges, enabling educators to maintain focus on delivering high-quality teaching and learning experiences despite interpersonal difficulties.

Moreover, the direct effect of challenges with communication with parents on the quality of teaching and learning, even in the presence of the mediator, further emphasizes the significance of effective communication in shaping educational outcomes. While coping mechanisms play a crucial role in mitigating the impact of communication challenges, the inherent importance of parent-school communication cannot be understated. This direct effect highlights the need for proactive strategies to address communication barriers and foster collaborative relationships between educators and parents, thereby promoting a supportive learning environment conducive to student success. Ultimately, these findings underscore the intertwined nature of communication dynamics, coping strategies, and educational quality within the school community, highlighting the importance of cultivating effective communication channels and providing support for educators to navigate challenges successfully.

In general, the result reveals that coping mechanisms can serve as a mediator between challenges in communication and the quality of teaching and learning. As mediator, it explains or influences the relationship between the two mentioned variables. In this case, coping mechanisms can help to mitigate the negative impact of communication challenges on the quality of teaching and learning.

As pointed out by Fansworth (2023), communication challenges can hinder effective teaching and learning by creating barriers to understanding, engagement, and collaboration. These challenges may include language barriers, differences in communication styles, distractions, or limited attention from students. When these challenges arise, teachers and students may experience frustration, misunderstanding, and decreased motivation. On the other hand, Li (2022) stipulated that coping mechanisms, on the other hand, are strategies and behaviors individuals use to manage stress, adapt to difficult situations, and maintain their well-being. When teachers face communication challenges, employing effective coping mechanisms can help alleviate the negative effects and maintain a conducive learning environment.

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DECLARATION OF CONFLICT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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